

Academic Program Review BS Women's Studies

Table of Contents

[Recommendation to Faculty Senate BS Women's Studies](#)

[Self-Study](#)

[External Review](#)

[Internal Review](#)

[Action Plan](#)

APROC Recommendation to Faculty Senate

BS Women's Studies

12/15/2021

The Academic Program Review Oversight Committee (APROC) affirms that the Department of Women's Studies has completed program review as per policy, including self-study, external review, internal review, and action plan submission for the BS Women's Studies. APROC recommends that the next program review be scheduled for six years from Faculty Senate approval; or should the College of Social Science and Interdisciplinary Studies decide to schedule a college-wide program review, the next program review will occur at that time.

APROC Chair: Jeffrey Brodd, Professor of Humanities and Religious Studies

2019

Department of Women's Studies Program Review



Putting Theory into
Practice Since 1971

Table of Contents

Introduction	2
1. Program Review Outline.....	4
2. Part I: General Department Information.....	5
3. 1a. Current Catalog Description.....	5
4. 1b. New Catalog Description.....	5
5. 1c. Faculty & Staff.....	6
6. 1d. Degree Requirements & Current Curriculum Structure.....	8
Part 2: Data	9
7. 2a. Number of Majors.....	9
8. 2b. FTES.....	11
9. 2c. WTUs.....	11
10. 2d. Graduation Rates.....	12
11. 2e. Student Profiles.....	14
Part 3: Focused Inquiry	16
12. 3a. Women’s and Gender Studies Programs in the CSU.....	16
13. 3b. Annual Assessment Reports.....	19
14. 3c. Women’s Studies Elective Courses.....	22
15. 3d. Electives from other Departments.....	23
16. 3e. Conclusions & New Curriculum Structure.....	24
17. 3f. Proposed New Major Requirements for WGS.....	26

INTRODUCTION

We begin this self-study with a brief introduction to the Women's Studies program at CSUS, the changes in our department since the last program review, and the aspects of our program that will be covered in this Focused Inquiry. Our last program review took place nine years ago in 2009-10. Since then there have been significant changes. Based on archival evidence, the Women's Studies program at San Diego State was the first ever women's studies program in the country, and they were the first to offer courses in gender studies. Founded in 1971, we were the first program in the country to offer a degree option: a minor, in Women's Studies. The program enjoyed a lot of popularity during the height of the feminist movement in the 1970s & 80s, with the likes of Sally Roesch Wagner (one of the founders of the program) and Kate Millet teaching for us. However, due to internal conflicts and lack of support from the university, the program had a minimum budget and one tenure line and was not given any opportunity to grow. Until 2009 we were offering a Special Major and a minor in Women's Studies. We had three required courses and a handful of Elective courses in Women's Studies mixed in with Elective courses from other departments as part of the requirements for the special major. By 2009, we had around 12 students pursuing the special major.

2009 represents a turning point in our growth. That year our memo requesting department status was approved by Dean Otis Scott, and we were given the status of a department in the College of SSIS. In 2010 our petition was approved for a Bachelor of Science in Women's Studies. During the last program review in 2009-10, we had 1.5 faculty lines: the chair who was splitting their time between Women's Studies and another department, and one full-time Tenure Track faculty member. Even though this trend of minimal support from the administration has continued, with the department receiving **only two new Tenure-Track faculty lines in the last ten years**, we have seen a considerable growth in the number of majors and curricular offerings through the sheer effort of our faculty and a very supportive and pro-active ASC. Currently, we have around 75 students pursuing the BS in Women's Studies, and around 30 students minoring in Women's Studies and in LGBTQ Studies.

History of the Pink Sashes

Every year during commencement, the Women's Studies graduates stand out distinctly from others, beaming proudly in their Mexican Pink sashes. There is a story to the origin of these Mexican/Rani/Fuchsia pink sashes. In the early 2000's we were still a Special Major. During College Graduation ceremony, when Women's Studies was announced and our two or three graduating seniors stood up, many in the audience would LAUGH, trying to make our graduates feel ashamed. The faculty at that time decided that something had to change. Professor Vicki Hall, who has been associated with our program almost since its inception, came up with the idea of the pink sashes as a counter-narrative to the backlash and misogyny encountered by our Women's Studies graduates. Once the students and faculty started standing proudly in their pink

sashes and screaming with delight when Women's Studies was announced at graduation, the laughter STOPPED! After we became a regular major, offering a B.S. in Women's Studies, our numbers grew steadily, and today we have a significant number of students walking every year during graduation, proudly displaying their pink sashes.

In 2008, the department organized events to create awareness around the symbolic significance of the color pink, which is embraced by different cultures around the globe, including traditional Mexican culture, and many Asian cultures where different genders equally embrace the color as auspicious. The "Pink is Political" campaign was launched to reclaim the color pink from its narrow negative Western association with sexist stereotypes and the objectification of women. The "Pink is Political" campaign deliberately shifts the narrative surrounding the color pink to reclaim and relocate it within feminist struggles for survival, empowerment, political representation, and peace activism. Global feminist activist organizations such as the Gulabi Gang, The Feminist Majority Foundation and Code Pink have all used the color pink as an effective tool for bringing women together in their grassroots activism. For us, the pink sashes symbolize our long history of existence within the academy and our struggle for recognition. We are loud! We are here! Now the pink sashes have become a major marketing tool for the department, drawing students to our table at outreach events, and generating a lot of interest and inquiry from potential majors. While passionate commitment to gender studies and feminist issues are primary reasons students choose our major, the pink sashes have definitely been an added attraction.

Curriculum

Over the last nine years, we have expanded our curriculum to reflect developments in the larger academic discipline of women's, gender, and sexuality studies. The addition of two new faculty members has enabled the department to function almost like a regular department, and offer new courses in LGBTQ studies, health, and disability studies. These new areas of expertise complement the department's continued strengths in feminist theory, transnationalism, racism and implicit bias, gender violence, policing and criminalization, feminist cultural studies, art and performance. Our pedagogical goal is to equip students with epistemological tools that will enable them to recognize hierarchies in institutional structures and strategies for empowerment and social transformation. "Putting theory into Practice since 1971," we prepare our students to emerge as global citizens who are well aware of the diversity of human cultures, and knowledgeable about the structural inequalities shaping human relations. Our courses achieve this by creating inclusive learning environments in the classroom where students actively engage in group discussions, presentations, debates and dialogues on the course materials and on current topics. Our curriculum pushes students to critically examine the world around them.

Program Review Outline

In this program review we have put together the following information: 1) General Department Information including faculty profiles; 2) Data gathered from Cognos, the University's Data Warehouse, and department Fact Book on the number of majors, FTES, and years to graduation; and, 3) a **Focused Inquiry** into our curriculum and course offerings. We have used this program review as an opportunity to update our program and introduce changes to our curriculum and course requirements. We have made these changes based on an analysis of information gathered/analyzed during this program review, which includes: annual Assessment Reports; information gathered from other departments at Sacramento State whose courses are listed as part of our electives; other Women's and Gender Studies programs within the CSU system; popular and in-demand electives among our majors based on data gathered from available graduation applications, and Student Exit Surveys from 2016-2019.

Our goal is to accomplish several things in this program review. Firstly, this review provides us an opportunity to update our program description, which has been long over-due. The language used in the new program description is more reflective of the current research in the discipline and more accurately represents our curriculum and faculty's research interests. Consistent with these changes, we are also planning to change our department name from Women's Studies to **Women's and Gender Studies** which will be more reflective of the diversity of the discipline, our current curriculum and course offerings, and will make us more consistent with other Women's and Gender Studies programs in the United States.

In the **Focused Inquiry**, we devoted our efforts to examining various sources of information such as comparison with other CSUs, Annual Assessment Reports over the last several years, review of our elective courses, elective courses from other departments, and Student Exit Surveys, in order to study how effective our current curriculum has been in providing a high quality education to our students. We have gone on to restructure our curriculum based on this study and are introducing here an alternative structure or framework for our curriculum. In all, we have transformed this exercise in program review into an opportunity for much needed and effective transformations to our curriculum so that we can provide an excellent quality of education for our majors as our program continues to grow.

Part I: GENERAL DEPARTMENT INFORMATION

1a. *Current* Catalog Description

The field of Women's Studies is dedicated to studying women's lives and facilitating political activism and community participation. What makes Women's Studies such a dynamic field is the conviction that theoretical knowledge is best illuminated when connected to political projects and personal experiences.

Our Women's Studies curriculum is multi-disciplinary and focuses on women, gender, and sexuality in relation to other social and economic forces such as racism, ethnocentrism, capitalism, and militarism. Students have opportunities to examine women's diverse experiences--locally, nationally, and globally--within feminist and social justice frameworks. The course of study situates gender in specific historical and cultural contexts, and examines how our lives are shaped by social and economic institutions, political movements, and individual experiences. We also place a strong focus on community involvement and activism, and we offer many opportunities for internships and service work credit.

Women's Studies affirms the Preamble and Purpose of the National Women's Studies Association which states:

“Women's Studies owes its existence to the movement for the liberation of women; the women's liberation movement exists because women are oppressed...

Feminist aims include the elimination of oppression and Discrimination on the basis of sex, race, class, religion, disability, and sexual orientation.”

Minimum total units required for the BS: 120; 40 units should be upper division.

1b. *New* Catalog Description

Women's and Gender Studies is a dynamic interdisciplinary field preparing students to be future leaders, scholars, and social justice activists. We are dedicated to studying the social production of gender and women's experiences in relation to formations of sexuality, race, class, nationality, ability, ageism, and other categories of difference. Scholarship and research in Women's and Gender studies emphasize the importance of connecting what you learn in the classroom to political projects and personal experiences.

Our curriculum empowers students to be agents of change in their communities and society. It provides them tools to examine relations of gender in local, national, and global contexts. Our courses situate gender within specific historical and cultural contexts, allowing students to examine how our lives are shaped by social and economic institutions, political movements, and individual experiences. “Putting Theory into Practice” since 1971 we place a strong emphasis on

community involvement and activism, and we offer many opportunities for internships and service work credit.

The B.S. in Women's and Gender Studies prepares students for careers in Education, as Professors, teachers, or curriculum specialists; Counseling, as school counselors, psychological or family therapists; Law; Health, Human Services, Student services, and Public Service.

1c. Faculty & Staff

Located on the fifth floor of Amador Hall, Women's Studies at Sacramento State is a "growing" department comprising the Department Chair who is of the rank of full-professor, two Assistant Professors, one FERP faculty who divides her teaching responsibilities 75/25 between Women's Studies and Ethnic Studies, three part-time faculty, and one staff member at the level of ASC-I.

Full-Time Faculty (See attached, Appendix I: Faculty CVs.)

1. **Dr. Sujatha Moni**, Chair, Professor. Received Ph.D. in Comparative Literature, 2006. Research Interests: Gender and women's Studies; feminist theory; performance and postcolonial studies; transnationalism; and psychoanalysis.
2. **Dr. Tristan Josephson**, Assistant Professor. Received Ph.D. in Cultural Studies, 2013. Research Interests: Queer theory, trans studies and politics, transnational feminist studies, critical legal studies.
3. **Dr. Cara Jones**, Assistant Professor. Received Ph.D. in English, 2013. Research Interests: Disability studies, feminist health studies, queer studies, and memoir writing.
4. **Dr. Rita Cameron-Wedding**, Professor. Received Ph.D. in Education, 1993. Currently on FERP. Has joint appointment as Professor, Department of Ethnic Studies at Sacramento State. Research Interests: Examining implications of the intersectionality of gender, race and class in major social institutions such as education, child welfare and juvenile justice.

Lecturers

1. **Prof. Vicki Hall**, Lecturer D, 3-year Appointment. Received M.A. in Fine Arts, 1971. Research Interests: Women artists, documentation and reproduction of museum art, original art and its reproduction, art photography.
2. **Dr. Elizabeth Mukiibi**, Lecturer D, 3-year Appointment. Received Ph.D. in Education, 2005. Research Interests: Education and Career opportunities for African American community, immigrant women and their families.

3. **Dr. Ligaya Hattari**, Lecturer D. Ph.D. in Social and Cultural Anthropology, California Institute of Integral Studies, San Francisco, 2002. Research Interests: Emancipatory Feminist Anthropology; Gendered Violence; Postcolonialism; Institutional Economics

4. **Dr. Sohnya Castorena**, Lecturer D. Ph.D. in Visual Anthropology, Temple University, 2012. Research Interests: Urban art/activism amongst Latinx and indigenous peoples of the Americas; Social Justice Movements (Xicanisma Movement; Bracero Program; United Farm Workers Movement); production and consumption of Latinx and Chicanx representations in the creation of California historical narratives.

Staff

Lora Bowler, ASC I
Office: Amador Hall 561B

1d. Degree Requirements & Current Curriculum Structure**Program Requirements** (total units: 36)

Required Lower Division Core Courses (3 Units)	
WOMS 50: Introduction to Gender & Sexuality	
Required Upper Division Courses (9 Units)	
WOMS 110: Introduction to Women's Movements	
WOMS 115: Introduction to Women's Studies	
WOMS 180: Seminar in Feminist Theory	
Required Upper Division Elective Courses (24 Units)	
Select at least one course from each of the following categories:	
<i>Identities and Intersectionality</i> ANTH 183: Women Cross-Culturally EDUC 165: Sex Role Stereotyping in American Education ETHN 132: La Mujer Chicana ETHN 151: Native American Women ETHN 172: Black Women in America HROB 158: Special Topics in Human Resource Management PSYC 134: Psychology of Human Sexuality PSYC 157: Psychology of Women WOMS 120: Mother Woman Person WOMS 136: Gender, Race, and Class WOMS 137: Women of Color WOMS/POLS 166: Gender and Politics WOMS 195A: Fieldwork in Women's Studies WOMS 199: Special Problems	<i>The Humanities</i> ENGL 185B: Twentieth Century Fiction by Women ENGL 185C: British Women Novelists ENGL 185D: American Women Writers HIST 122A: History of Women in Western Civilization, Prehistory-Middle Ages HIST 122B: History of Women in Western Civilization, Renaissance-Present HIST 167: History of American Women HRS 185: Women in Film and American Culture JOUR 172: Women in the Mass Media PHIL 123: Philosophy and Feminism WOMS/ETHN 118: Asian American Women WOMS/THEA 144: Women and Theatre: Staging Diversity WOMS 145: Feminism and the Spirit WOMS 146: Women In Art
<i>Society, Politics and Social Movements</i> CRJ 111: Women and the Criminal Justice System EDTE 266: Women And Education HIST 175A: Sex, Population, and Birth Control in America SOC 126: Sociology of Gender SWRK 134: Crimes Without Victims WOMS 75: Intro to Disability Studies WOMS 133: Gender & Health WOMS 139: Violence Against Women WOMS 150: Intro to Queer and Trans Studies WOMS/POLS 166: Gender and Politics WOMS/HIST 172: LGBTQ Histories	<i>Economic Globalization and Transnational Feminism</i> ECON 184: Women and the Economy WOMS 121: Women of The Middle East WOMS 125: Sex & Gender in South Asia WOMS 138: Women and Work WOMS 147: Women's Global Issues

Part 2: DATA

Comprehensive data on Women’s Studies majors have been available only since 2010 when we became a regular major. Since that time, we have seen a steady increase in our number of majors as well as FTES. Provided below is data going back to 2012 regarding the following: the number of majors in Women’s Studies, our total FTES, WTUs (Faculty to student ratio), and graduation rates. All these data reflect a significant growth in our program *with the addition of just two new full-time faculty members in the last 10 years*. Most of our courses are General Education courses. So the increase in our FTES is reflective of our increased participation in and contributions to meeting the University’s demand for General Education courses. The growth in our major and increase in the number of classes we offer are a direct result of the minimal investment in resources in the form of faculty lines, and extensive effort and investment on the part of our department faculty in the range and variety of new course offerings in almost all areas of General Education.

2a. Number of Majors

Semester	Major Count
2011-2012	16
2012-2013	21
2013-2014	39
2014-2015	50
2015-2016	53
2016- 2017	60
Fall 2017	78
Spring 2018	84
Fall 2018	73
Spring 2019	75

Source: Cognos Data Warehouse

As evident in the table above, Women’s Studies has seen a steady growth in number of majors. The majority of students who join our major are transfer students. As Women’s Studies is not a subject regularly taught in high school, most students who end up in our program, unaware of the existence of the major, started out taking one of our upper division courses to fulfill a GE requirement, fell in love with the subject matter, and ended up declaring the major. Over the last five years we have seen a steady increase in the number of majors. This can be attributed to three main factors: 1) hiring new full-time Tenure Track faculty members who teach required core courses, develop new courses in their area of expertise and add depth and range to our

curriculum. New faculty also actively engage in student advising. 2) Effective Outreach: In the last few years we have consistently participating in outreach activities at various venues including local Community Colleges as well as at majors fair and other campus events in order to increase the department's visibility. We have also begun planning the department's 50th Anniversary celebration which is coming up in 2021. Our goal is to use this opportunity to emphasize the historical significance of our program, which was started by feminist activists at the height of the struggle for gender rights in 1971 and increase the visibility of our program by organizing various events. 3) The current political climate has also generated a lot of interest in and demand for courses in Women's and Gender Studies and has been one of the reasons for students' increased awareness of feminist activism.

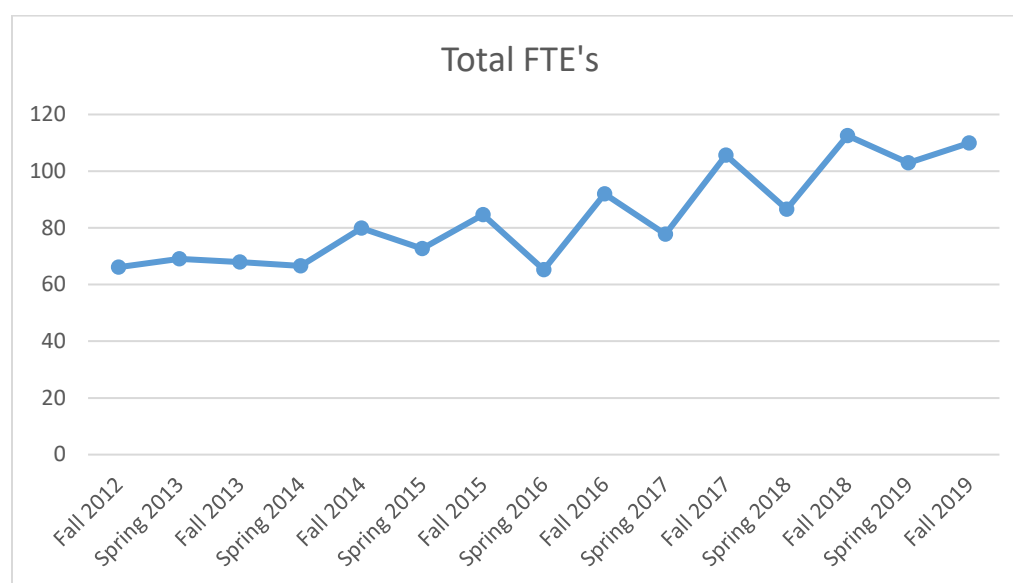
In terms of number of full-time faculty in proportion to number of majors, we used this program review as an opportunity to gather data from other Women's and/or Gender Studies programs within the CSU system in order to understand how we stand in comparison with these other programs, so that we will be able to better represent ourselves. Following is the data we collected on number of majors in other similar Women's Studies programs:

CSU	Program	No. of Majors	No. of Tenure Track (TT) faculty, Lecturers
Chico	Multicultural Gender Studies	42-65	7 TT, 3 3-yr contract, and 6 part-time lecturers
Fresno	Women's Studies	34-48	6 TT, 4 lecturers
Long Beach	Women's, Gender, and Sexuality Studies	50	6 TT, 8 lecturers
Northridge	Gender and Women's Studies	42	7 TT, 7 lecturers
Sacramento	Women's Studies	72	3.5 TT, 4 lecturers
San Diego	Women's Studies	55	9 TT, 9 lecturers
San Francisco	Women and Gender Studies	108	7 TT, 6 lecturers
Sonoma	Women's and Gender Studies	71	3 TT, 3 lecturers
Stanislaus	Gender Studies	10-14	3 TT, 1 lecturer

Among 23 campuses within the CSU system, 20 campuses offer a major or minor in Women's and Gender Studies either as stand-alone departments/ programs, or as part of Race/Ethnic Studies. The data above is from departments which are comparable to ours. Considering the ratio of full-time faculty to majors, Sacramento State Women's Studies represents one of the larger departments within the CSU despite having fewer faculty members compared to

other programs. This is ironic given that within the College of SSIS we are frequently described as a “smaller” department and determinations for resources, including faculty hires, are often made based on size of the major, FTES etc. We request the College to use other measures for allocating resources and hires, rather than base these decisions on absolute numbers. For our part, we need to do a better job of representing ourselves as a “growing” department, rather than refer to ourselves as a “small” department.

2b. FTES



Once again based on data gathered from the university’s data warehouse, COGNOS, there has been a steady increase in the number of courses offered by the department thanks to the demand for our classes and the hiring of new faculty.

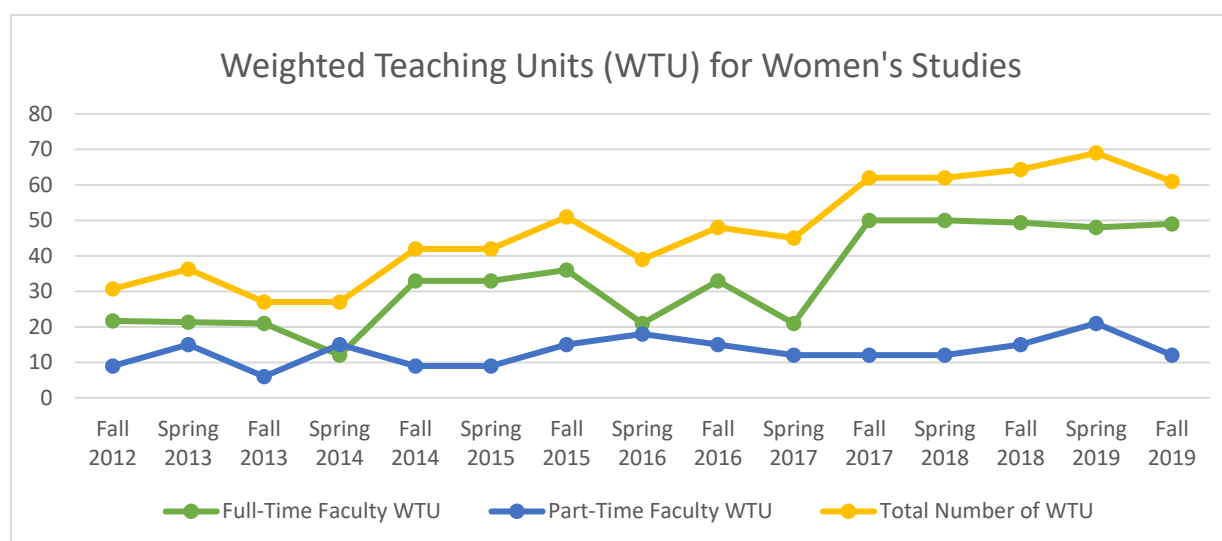
2c. WTU's

As with FTES’s, the weighted teaching units for faculty in the department has also seen a steady increase.

Semester	Full-Time Faculty WTU	Part-Time Faculty WTU	Total Number of WTU
Fall 2012	21.66	9	30.66
Spring 2013	21.33	15	36.33
Fall 2013	21	6	27
Spring 2014	12	15	27
Fall 2014	33	9	42
Spring 2015	33	9	42

Fall 2015	36	15	51
Spring 2016	21	18	39
Fall 2016	33	15	48
Spring 2017	21	12	45
Fall 2017	50	12	62
Spring 2018	50	12	62
Fall 2018	49.33	15	64.33
Spring 2019	48	21	69
Fall 2019	49	12	61

Source: College of SSIS

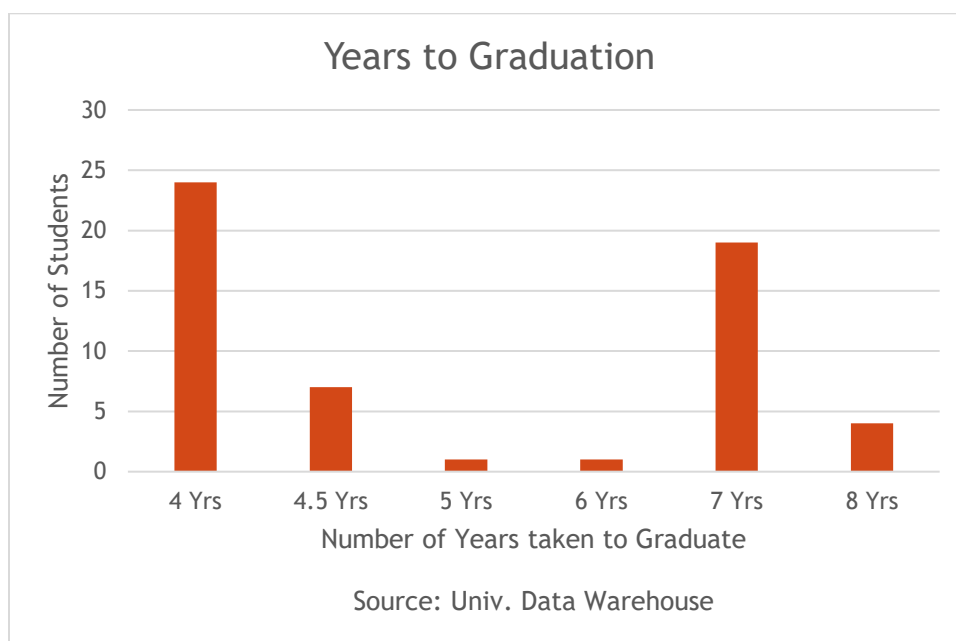


2d. Graduation Rates

It should take a transfer student about three semesters to complete the major in Women's Studies. However, in practice, it takes students much longer to graduate due to a few reasons: our capacity to offer all the courses in our curriculum each semester, despite the fact that we have fewer than twenty courses listed under WOMS in the catalog. This is due to the lack of faculty members in the department. The limited number of courses we offer, our dependence on courses from other departments to fulfill our elective requirements and the longer time our students take to graduate are direct results of the lack of enough faculty members to propose and teach a number of courses during the academic year. This problem is reflected in the data as well as in the student exit surveys, which we have been conducting since Spring 2016.

Based on data gathered from Cognos and the Student Exit Surveys from 2016-2019, it takes most of our students (majority being transfer students) an average of around 4 years to graduate. Please see data below gathered from Cognos followed by information gathered from the Student Exit Surveys.

4 Yrs	24
4.5 Yrs	7
5 Yrs	1
6 Yrs	1
7 Yrs	19
8 Yrs	4



Data on “Years to Graduation” from Student Exit Surveys

Since 2016 we have been administering Exit Surveys to Women’s Studies majors registered in WOMS 180: Seminar in Feminist Theory, which is our capstone seminar taken by Seniors in the program. Student graduation rates revealed by these surveys are consistent with data gathered from Cognos, as shown below:

Year	2016	2017	2018	2019
Number of Majors Surveyed	23	24	15	22

Yrs. to Graduation	3.61	3.83	5	4.4
--------------------	------	------	---	-----

While personal, financial, and health reasons have contributed to students' delay in graduation, many students also cited the lack of frequency in elective course offerings (most elective courses are offered in alternative semesters) as one of the reasons.

2e. Student Profiles

Source: Sacramento State WS Department Fact Book 2017

Ethnicity

	2012	2013	2014	2015	2016
African-American		2 – 12.5%	4 – 12.9%	2 – 4.8%	5 – 11.4%
American Indian					1 – 2.3%
Asian	3 – 23.1%	1 – 6.3%		4 – 9.5%	5 – 11.4%
Latino	2 – 15.4%	4 – 25.0%	9 – 29.0%	14 – 33.3%	10 – 22.7%
Pacific Islander			1 – 3.2%		1 – 2.3%
Underrep. Minority	2 – 15%	6 – 37.5%	14 – 45.2%	16 – 38.1%	17 – 38.6%
All Minority	5 – 38%	7 – 43.8%	14 – 45.2%	20 – 47.6%	22 – 50%
Multi-racial		1 – 6.3%	1 – 3.2%	5 – 11.9%	5 – 11.4%
White/Caucasian	5 – 38.5%	6 – 37.5%	8 – 25.8%	12 – 28.6%	14 – 31.8%
Foreign					1 – 2.3%
Other/Unreported	3 – 23.1%	2 – 12.5%	8 – 25.8%	5 – 11.9%	2 – 4.5%
Total	13	16	31	38	42
Minority (College)	2,204 – 48.1%	2,525 – 51.8%	2,652 – 53.5%	2,768 – 55%	2,917 – 54.8%
Minority (University)	13,120 – 51.4%	13,963 – 53.7%	14,764 – 55.4%	15,574 – 56.3%	15,714 – 56.4%

Gender

	2012	2013	2014	2015	2016
Department – Female	12 – 92.3%	16 – 100%	29 – 93.5%	40 – 95.2%	41 – 93.2%
Department – Male	1 – 7.7%		2 – 6.5%	2 – 4.8%	3 – 6.8%
College – Female	3,187 – 69.6%	3,333 – 68.3%	3,387 – 68.4%	3,436 – 68.3%	3,645 – 68.5%
College – Male	1,391 – 30.4%	1,546 – 31.7%	1,567 – 31.6%	1,598 – 31.7%	1,678 – 31.5%
University – Female	14,497 - 56.8%	14,696 -	15,007 -	15,464 -	15,570 -
University – Male	11,044 - 43.2%	56.5%	56.3%	55.9%	55.9%
		11,316 -	11,641 -	12,177 -	12,306 -
		43.5%	43.7%	44.1%	44.1%

Background

	2012	2013	2014	2015	2016
Low Income Family	6 - 46.2%	8 - 50.0%	23 - 74.2%	23 - 54.8%	21 - 47.7%
First Generation	7 - 53.8%	6 - 37.5%	10 - 32.3%	12 - 28.6%	11 - 25.0%

Analysis of Data

Albeit that OIR data for our department is inaccurate, the **Ethnicity** of students majoring in Women's Studies held some surprises for us. As a department taking pride in the centrality of intersectionality and offering courses which mostly focus on how factors of race, class, sexuality and culture affect people's gendered experiences, we had taken for granted and assumed that we will have a higher percentage of students from minority communities. But the OIR data reveals that the percent of students from minority communities in Women's Studies is lower than that of the College and the University. The higher percentage of White/Caucasian students in our major is in some ways a reflection of the dominance of White women in mainstream feminism. This is a moment of self-awareness for us and it urges us to make concerted efforts to recruit more students of color in our major.

There were no surprises when it came to the data on **gender**. Majority of the students who enroll in our classes and declare the major are female identified. Gender Studies are relevant for all students, and we hope that the new LGBTQ minor, and our name change to Women's and Gender Studies, will encourage students of all genders to show interest in the major. The surprise element in this data comes from the realization that the overall percentage of female identifying students in the college far exceeds that of male identifying students compared to the University averages. It is worth pointing out that the university's binary language on sex/gender is not inclusive of, and excludes data our trans and nonbinary students.

One of the advantages of teaching in a public institution like Sacramento State is the privilege of serving students from low income families or students who are first generation going to college. The materials we teach in our classes particularly resonate with their experiences. Our faculty and staff will continue to work with students with an awareness and sensitivity around their diverse needs.

3. FOCUSED INQUIRY

We begin this focused inquiry by trying to locate our program in relation to other departments within the CSU system offering a major in Women's Studies. This gives us a clearer sense of our identity, the size of our major, and curricular requirements with respect to other CSUs. We follow this with an overview of our annual assessment reports over the last seven years with the specific intent of gauging how well our students are performing in the major and identifying gaps in our curriculum, and what we need to do in order to more adequately prepare our students. The assessment review is followed by a survey of Elective courses in our major offered by other departments within Sacramento State. Even though occasionally in the past we added/deleted other department electives, this is the first time we will be reviewing the contents of these courses, how integral they are to meeting our Learning Outcomes, how frequently these courses are offered, and how many of these courses are taken by our majors. This last part was determined based on data we gathered from our Graduation Applications and Student Exit Surveys conducted over the last four years (2016 to 2019). In the final section, we will be proposing a revised curriculum, which we plan to propose for review to the Curriculum Committee in the semester immediately following this Program Review.

3a. Women's and Gender Studies Programs in the CSU

We used this Program Review as an opportunity to understand how contiguous our program is with other Women's and Gender Studies programs across the CSUs. This data was put together by Professor Tristan Josephson of our department after reaching out via email to department chairs/directors of all CSU Women's Studies programs. Of the 23 campuses within the CSU system, 20 campuses offer a major or minor in Women's and Gender Studies either as stand-alone departments/programs, or as a part of Race/Ethnic Studies programs. Of these 15 programs responded to our request. We have compiled a list here of the programs that have stand-alone Women's Studies majors and are comparable to ours.

Following is the data compiled from the departments which responded to our inquiry:

CSU	Department Name	No. of Majors	No. of Faculty	No. of Required Courses	No. of Elective Courses	No. of units for Major
Chico	Multicultural and Gender Studies (MCGS), Women's Studies major option	42-65	7 TT, 9 lecture rs	6	7	39
Fresno	Women's Studies	34-48	6 TT, 4 lecture rs	4	8	36

Fullerton	Women & Gender Studies	Not Avail.	4 TT, 8 lectures	6	7	39
Humboldt	Critical Race, Gender, & Sexuality Studies, optional concentration in WS	Not Avail.	16 TT, 4 lectures	8	4	42
Long Beach	Women's, Gender, and Sexuality Studies	50	6 TT, 8 lectures	7	8	45
Northridge	Gender and Women's Studies	42	7 TT, 7 lectures	6	9	45
Cal Poly Pomona	Gender, Ethnic and Multicultural Studies	Not Avail.	8 TT	7	30	66
Sacramento	Women's Studies	70-75	3.7 TT, 4 lectures	4	20	36
San Diego	Women's Studies	55	9 TT, 9 lectures	5	7	39
San Francisco	Women and Gender Studies	108	7 TT, 6 lectures	4	9	39
San Marcos	Women's, Gender, and Sexuality Studies	n/a	1 TT, 6 lectures	5	9	42
Sonoma	Women's and Gender Studies	71	3 TT, 3 lectures	9	5	43
Stanislaus	Gender Studies	10-14	3 TT, 1 lecturer	5	6	30

Summary

Number of Majors: Among the thirteen programs listed above, we are the second largest program in terms of number of majors, with around 70-75 majors.

Number of TT faculty: We are on the smaller side when it comes to number of TT faculty in proportion to the number of majors. Comparable programs are San Francisco State, which has 7 TT faculty with 150 majors; Sonoma State, which has 3 TT faculty members with 71 majors; San Diego State, the first Women's Studies program in the country, has 9 TT faculty members and 55 majors. Long Beach has 6 TT faculty members and 50 majors; while Northridge has 7 TT faculty members and 42 majors.

Unit load: Among the CSU's, the number of units required for the major ranges between 36 and 45 units. At 36 units, Sacramento State Women's Studies is consistent with other programs and departments.

Required Courses: Most of the other programs/departments have more core courses than we do, ranging from 5 to 9 required courses. Out of the 12 other majors listed, only two have 4 required core courses. Three of them have 5 required courses; two have 6 required courses; two have 7; one has 8; two have 9. Many of them include a Methods course. At Sacramento State, we currently require 4 courses. **This study encourages us to add an additional methods course to our curriculum and increase the number of required units to 5 courses or 15 Units.** Further, in most CSU programs/departments, the Introductory course is lower-division; only Fullerton and Stanislaus include Required upper division introductory classes. **Given that we currently have only one lower division course and three upper division Required Courses, we are considering reducing one of them, WOMS 115: Intro to Women's Studies, to a lower division course in the near future.**

Elective Courses: Most other CSU's require a higher number of Elective courses from within the major than we do. For example, San Francisco State requires 9 electives, out of which 7 electives must be from within the department and 2 electives may be from other departments. San Diego State requires 7 elective courses: 3 courses selected from Group 1 (consisting of 13 WMST courses and 5 from other department courses) and 4 courses from Group II (consisting of 19 WMST courses). Northridge requires 5 electives selected from a list of 16 GWS courses. At Sacramento State we currently require students to take 8 upper division elective courses from 4 different groups, which consist of a mix of upper division courses from Women's Studies as well as other majors. **One of the desired outcomes of this Program Review is to streamline our curriculum and separate our elective courses from those offered by other departments.**

Conclusion

The data gathered from other CSUs has helped us immensely. Always described as “a small department” within the College of SSIS, and encouraged to recruit more majors as a justification for faculty lines and resources, we had begun to internalize this rationale and approach.

However, this comparison with other CSUs informs us that certain programs will always remain small, and that we are in fact one of the larger majors within the CSU system. It is evident from the data that in the other CSUs size of major has certainly not been used as a criterion for approving faculty lines. Hopefully, other factors, such as value of interdisciplinary learning, diversity in education, and serving the university by offering several General Education courses on gender discrimination and marginalization, will be taken into consideration as equally important factors for approving faculty and staff lines and provision of resources for the department, especially given that we are in the College of Social Sciences and Interdisciplinary Studies.

3b. Annual Assessment Reports

The Department of Women’s Studies has been conducting Assessment since 2009. Even though our Program Learning Outcomes (PLOs) have been modified over the years in-keeping with the requirements of University Assessment, we have come-up with meaningful measures and outcomes that help us evaluate the skills our students are able to exhibit at the time of graduation. Following were the three main Program Learning Outcomes used during the period under review: 1) Critical Thinking; 2) Written Communication, and 3) Integrative and Applied Learning. The final research papers submitted for the culminating experience, the capstone WOMS 180: Seminar in Feminist Theory, taught once every year during spring semester, is used as a measure to evaluate each of these three learning outcomes. Below is a brief description of each of the PLOs and how they are linked to Sacramento State’s Baccalaureate Learning Goals.

1) **Critical Thinking:** Know, evaluate, and compare feminist theories. Students were assessed for their ability to: 1) demonstrate knowledge of feminist theories and explain feminist issues; 2) Provide evidence; and 3) take a position on various feminist theories. This PLO is directly linked to the following two University Baccalaureate Learning Goals: Competence in the Discipline and Personal and Social Responsibility. Women’s Studies is one of the few departments where students read texts addressing social justice; racial, gender, sexual, and economic discrimination; relations of power; and structural inequality, both within the United States and transnationally. Most Women’s Studies majors develop strong perspectives on these issues and have a highly developed sense of personal and social responsibility.

2) **Written Communication:** All Sacramento State graduates should effectively exhibit a certain level of skills in college writing. This learning outcome measures students based on the following two categories: (1) Demonstrate clear organization & use of supporting evidence, and, (2) Use proper syntax, grammar, & demonstrate attention to audience engagement. This PLO

falls under the University Baccalaureate Learning Goal of Intellectual and Practical Skills. Most Women's Studies majors exhibit strong written communication skills.

(3) **Integrative & Applied Learning:** Apply feminist perspectives to social issues/institutions or organization. The following two criteria were assessed: 1) Explain Social Issues & Problems; and 2) Apply Feminist Principles to Social issues, institutions /organizations. Students were assessed for their ability to research the institution they had chosen for in-depth analysis, and apply feminist theories and principles from course readings in order to develop their understanding of power structures and social inequalities. This PLO is linked to Intellectual and Practical Skills, and Integrative Learning in the University's Baccalaureate Learning Goals. While our students have a good grasp of social issues and problems facing individuals in our society, they have a somewhat difficult time applying and integrating feminist theories and principles to these issues.

The final assignment prompt (see appendix), and a grading rubric (see appendix) consistent with University Assessment standards were used by full-time faculty in the department for completing their evaluation of the final assignments for WOMS 180. Until about two years back, all the final research papers written by Women's Studies majors in the WOMS 180 seminar were assessed. In recent years, due to an increase in enrollments, a sample size of about 15 to 20 students are being assessed.

Following are the results of Assessment conducted over the last seven years:

Year	PLOs Assessed	Assessment Tool	Objective	Results of Assessment	Conclusions
2013-14: (only 12 students)	All 3 PLO's: 1. Scholarship & Critical Analysis 2. Feminist Perspectives 3. Communication	Final Research Paper in WOMS 180	70% of our students will score 3 or above in all three	Category 1: 80% met or exceeded expectation; Category 2: 75%; Category 3: 83% met the expectation.	One area where we can see further improvement is Category 2. Through sustained efforts such as addressing larger social issues using feminist perspectives and developing assignments with this specific intent, we were able to show significant improvement in this category.
2014-15	All 3 PLO's: 1. Scholarship & Critical Analysis 2. Feminist Perspectives 3. Communication	Final Research Paper in WOMS 180	70% of our students will score 3 or above in all three categories	In Category 1. 80% were at 3 or above; In category 2. 66% were at or above 3; In category 3. 92% were at or above 3.	The one area where we need further improvement is Category 2. Although WS majors have a good grasp of feminist perspectives and can recognize institutional power structures, <i>they need further improvement in effective application of</i>

					<i>feminist concepts to social issues and institutions.</i>
2015-16	Critical Thinking: 1. Demonstrate knowledge of Feminist Theories; 2. Evaluate and compare theories and arguments within Women's Studies.	Final Research Paper in WOMS 180	70% of students will score 3 or above (out of 4) in each category.	76% of students met the expectations. In category 1) 81% students scored 3 or above. In category 2) 71% scored 3 or above.	Though students are meeting expectations, we plan to make some changes to course content and structure, which will provide more support for students to meet program learning outcomes without much struggle.
2016-17	Critical Thinking: 1. Demonstrate knowledge of & Explanation of Feminist Issues 2. Provide Evidence 3. Students' Position & Conclusion	Final Research Paper in WOMS 180	70% of students will score 3 or above (out of 4) in each category	70% scored above 3 in all 3 criteria. 27% scored 2.5-2.8 out of 4. Only 1 student scored 2 out of 4	Continue with Improvement Strategies Encourage close reading of critical texts and essays
2017-18	Written Communication (1) Demonstrate clear organization & use supporting evidence. (2) Use proper syntax, grammar & demonstrate attention to audience engagement.	Final Research Paper in WOMS 180	70% of students will score 3 or above (out of 4) in each category	70% scored 3 or above.	WS majors are meeting our goals for attaining effective college writing skills.
2018-19	Integrative & Applied Learning: 1) Explain Social Issues & Problems; 2) Apply Feminist Principles to Social issues, institutions /organizations	Final Research Paper in WOMS 180	70% of students will score 3 or above in each category	87.5% scored above 3 in category 1. Only 62.5% scored above 3 in category 2.	WS majors are meeting goals in explaining social problems; but have a hard time applying feminist theories to social institutions or practices.

Conclusion

The results of our Assessment Reports over the years, as well as our experience teaching the Seminar in Feminist Theory, lead to the following conclusions: Students' written assignments reveal a good grasp and critical understanding of social issues and problems that shape our lives. The reports also reflect effectiveness in the area of Written Communication in the overall

understanding of feminist approaches and perspectives. However, based on our assessment reports as well as our interactions with students in the classroom, it is evident that our majors do struggle with complex feminist theoretical texts. They have some difficulty applying feminist theories to social issues, institutions and organizations. Given that the Seminar in Feminist Theory is an advanced course structured more or less like a graduate seminar with complex theoretical texts, the faculty in the department have been discussing this issue for a few years, and we have come up with a few ideas for restructuring our curriculum so as to better prepare our majors to handle complex theoretical materials in the discipline. One conclusion this study has led to is streamlining our curriculum, adding a Methods course, where students get hands on fieldwork experience, as part of the requirements for the major, creating a separate category of electives in women's studies which would be streamlined from electives offered by other departments. We are confident that requiring majors to take more courses in Women's Studies would prepare them more adequately for understanding and applying feminist perspectives to everyday challenges encountered by marginalized gender and racial minorities, and would better prepare them to be global citizens.

3c. Women's Studies Elective Courses

Using data from available Graduation Applications from 2015-2019, and Student Exit Surveys gathered from our majors from 2016-2019, we were able to get a general sense of which elective courses are more frequently taken by our majors. We are aware of overlaps in the data between the graduation applications and the student surveys. In spite of inaccuracies, the data gives a clear indicator of major trends and in-demand courses. This will in-turn help us re-classify and re-group courses in different categories in the new curriculum.

Following is the information gathered from **Graduation Applications filed between 2015 & 2019 & Student Exit Surveys** conducted from **2016-2019** which indicate the number of students who registered for different Women's Studies Electives:

Name of Course	Grad Application No. of Students 2015-2019	Exit Survey 2016	Exit Survey 2017	Exit Survey 2018	Exit Survey 2019	Total
WOMS 118	13	3	0	0	1	17
WOMS 120	15	1	2	0	0	18
WOMS 121	35	5	7	4	3	54
WOMS 125	4	0	0	4	2	10
WOMS 133	8	0	0	0	3	11

WOMS 136	14	1	1	1	1	18
WOMS 137	38	3	4	2	3	50
WOMS 138	10	0	1	0	0	11
WOMS 139	35	5	7	6	3	56
WOMS 145	11	1	0	0	1	13
WOMS 146	13	2	0	0	1	16
WOMS 147	22	5	2	0	2	31
WOMS 150	6	0	0	2	2	10
WOMS 172	4	1	0	0	2	7

3d. Electives from other Departments

Our current list of electives in Women’s Studies includes courses from other departments mixed in with Women’s Studies courses. In all we require 36 units for the major, out of which 12 units or 4 courses are Required Women’s Studies courses, and the rest 24 units or 8 courses are Elective courses divided into four categories with the minimum requirement of at least one course from each category. Right now students can easily fulfill their elective requirements without having to take a single Women’s Studies course for their Electives. We feel that this is a major weakness in our curriculum leading to students being inadequately prepared in the major. The current curriculum structure was created decades back when we were not offering a sufficient number of courses in Women’s Studies. We feel that it is time to restructure our curriculum to require our majors to take more women’s studies courses to meet elective requirements. This has been one of the main objectives of this program review.

Secondly, many of these courses were added a long time back. We were not sure about how frequently and whether or not these courses are currently being offered by these departments. This review created the occasion for us to reach out to these departments and gather this information, along with syllabi for each of these courses in order to make the determination as to whether or not we need to continue to include these courses in our curriculum.

Further, we reviewed data from available paper Graduation Applications submitted to the department from 2015-2019 in order to determine which Elective courses offered by other departments were frequently taken by our majors. Following are the results of this review:

Name of Course	No. of Students
ANTH 183	0
CRJ 111	8
ECON 184	0
EDTE 165	14
ENGL 120A	1
ENGL 185B	4
ENGL 185C	0
ENGL 185D	0
ENGL 185E	0
ETHN 132	11
ETHN 151	8
ETHN 172	9
HIST 122A	0
HIST 122B	10
HIST 167	5
HIST 175A	7
HRS 185	3
JOURN 172	8
PSYC 134	12
PSYC 157	12
POLS 166	8

We checked this data against other information we gathered from the respective departments regarding course content and frequency of course offering, as well as from the student exit surveys, in order to create a final list of elective courses from other departments. For example, we do not have any WS majors registering for ANTH 183. This course has not been offered for a while by the Department of Anthropology even though it is still listed in the university catalog.

3e. Conclusions & New Curriculum Structure

Following are the conclusions we have come to as a result of our program review:

- 1) **Comparison to other CSUs:** We are one of the earliest Women's Studies programs in the country. We were the first one to offer any kind of degree options, vis. a minor in Women's Studies. We have the second largest number of Women's majors (after San Francisco State, which has 108 majors and 7 Tenure Track Faculty) among the CSUs, despite being one of the **SMALLEST programs in terms of department size and full-time tenure track faculty**. With minimum support from the institution, we have managed to grow the program and, generate a significant number of majors. We will

greatly benefit from more support from the institution in terms of faculty lines and resources.

- 2) Our unit requirements for completing the major in Women's Studies is consistent with other CSUs which range between 36 and 45 units. As a result, we have decided not to make any changes to our minimum unit requirements. Most of the other programs/departments have more core courses than we do, ranging from 5 to 9 required courses. Many of them include a Methods course. **This has encouraged us to add WOMS 160: Feminist Methods to our list of Core Courses.**

Further, in most other CSU's, the Introductory course is lower division. **Given that we currently have only one lower division and three upper division Required Courses, we are planning to change one of them, WOMS 115: Intro to Women's Studies, to a lower division course in the near future.**

In terms of Elective Courses, most other CSU's require a higher number of Elective courses from within the major than we do. This study has incentivized us to revamp our curriculum and require our majors to take more courses from a choice of Women's Studies Electives.

2) **Annual Assessment Reports:** The results of our Assessment Reports over the years, as well as our experience teaching the Seminar in Feminist Theory, lead to the following conclusions: students' written assignments in the Capstone WOMS 180: Seminar in Feminist Theory, reveal a good grasp and critical understanding of social issues and problems that shape our lives. The reports also reflect effectiveness in the area of Written Communication in Women's Studies majors' overall understanding of feminist approaches and perspectives. However, it is evident that our majors are underperforming in the area of **applying** feminist theories to social issues, institutions and organizations. The department faculty have long been discussing the need for restructuring the curriculum as a way to address this weakness. The streamlining of the curriculum with the addition of a new course in Feminist Methods, and requiring students to take more Electives in Women's Studies, should prepare them adequately for the Seminar in Feminist Theory, and closing the gap of application of theory to social institutions and lived experiences, preparing them better to be global citizens.

3) **The Elective courses in WS** that our majors frequently enrolled in were evenly distributed among four categories within which our Elective courses were listed alongside courses from other departments, with 24 Units of Electives required in all. Within this structure, it was possible for students to get away from taking any courses in Women's Studies. It was not providing a sufficient foundation in feminist praxis. We plan to restructure the curriculum so that students will be required to take 15 units of required courses, and another 12-15 units of just Women's Studies elective courses spread among three different themes. This is to ensure that students will have sufficient courses within each category to fulfill the major requirements and will be better prepared for the culminating Seminar in Feminist Theory. We are confident that this new curriculum re-structure will improve our students' performance in Annual Assessments.

4) **Other Department Electives:** Information gathered from other departments as well as the majors Graduation Applications and Exit Surveys enabled us to streamline which courses are being frequently offered by these departments and which courses are being taken by our majors. This helped us create a third group or category in the curriculum comprising only of courses cross-listed with Women's Studies, and offered by other departments, with 6-9 units required in this category. Additionally, we would like our majors to take more courses in Women's Studies, especially the writing intensive courses in order to prepare them adequately in the major.

While there will be some changes in the distribution of courses, we want to create the overall structure of our curriculum. Please see below the re-structured curriculum:

3f. Proposed New Major Requirements for Women's and Gender Studies

Total 36 Units

A. Core Courses – 5 courses; 15 units

(3) WOMS 50: Introduction to Gender & Sexuality (3) WOMS 110: Women's Movements (3) WOMS 115: Intro to Women's Studies	(3) WOMS 160: Feminist Methods (3) WOMS 180: Seminar in Feminist Theory (WOMS 110 or instructor permission)
--	---

B. Required Departmental Elective Courses

(4-5 courses; 12-15 units). At least one course must be taken from each of the following categories:

Political and Social Movements/ Applied	Critical Cultural Studies	Globalization and Transnational Feminisms
(3) WOMS 75: Intro to Disability Studies (3) WOMS 133: Gender & Health (3) WOMS 136*: Gender, Race, and Class (3) WOMS 139: Violence Against Women (3) WOMS 195A: Fieldwork in Women's Studies (Instructor permission)	(3) WOMS 120: Mother, Woman, Person (3) WOMS 137: Women of Color (3) WOMS 145: Feminism and the Spirit (3) WOMS 146: Women in Art (3) WOMS 150: Introduction to Queer and Trans Studies (WOMS 50 or instructor permission)	(3) WOMS 121: Women of the Middle East (3) WOMS 125: Sex and Gender in South Asia (3) WOMS 138*: Women and Work (3) WOMS 147: Women's Global Issues

	<p>(3) WOMS 190: Senior Seminar: Special Topics</p> <p>(3) WOMS 199: Special Problems (WOMS 115 and instructor permission)</p>	
--	---	--

C. Interdisciplinary Electives

2-3 courses (6-9 units)

<p>(3) CRJ 111: Women & the Criminal Justice System</p> <p>(3) WOMS/ETHN 118: Asian American Women</p> <p>(3) WOMS/THEA 144: Women and Theatre: Staging Diversity</p> <p>(3) WOMS/GOVT 166: Women and Politics in Contemporary America</p> <p>(3) WOMS/HIST 172: LGBTQ Histories</p> <p>(3) ECON 184: Women and the Economy</p> <p>(3) ENGL 185B*: 20th Century Fiction by Women</p> <p>(3) ENGL 185C: British Women Novelists</p> <p>(3) ENGL 185D: American Women Writers</p> <p>(3) ETHN 151: Native American Women</p> <p>(3) ETHN 172: Black Women in America</p>	<p>(3) HIST 167: History of American Women</p> <p>(3) HIST 175: Sex, Population, and Birth Control in America</p> <p>(3) HRS 185: Women in Film and American Culture</p> <p>(3) JOUR 172: Women in the Mass Media</p> <p>(3) PHIL 123: Philosophy and Feminism</p> <p>(3) PSYC 134: Psych of Human Sexuality (PSYC 2)</p> <p>(3) PSYC 157: Psych of Women (PSYC 2 or instructor permission)</p> <p>(3) SOC 126: Sociology of Gender</p> <p>(3) SWRK 134: Crimes Without Victims</p>
--	---

External Reviewer Report
October 16, 2020

Reviewers:

Dr. Deborah Cohler, Full Professor, Women and Gender Studies, San Francisco State University
Dr. Charlene Tung, Full Professor, Women's and Gender Studies, Sonoma State University

This report addresses observations and recommendations stemming from our two day (online) visit with the Women's Studies Department at Sacramento State University (October 7-8, 2020). This external review was part of their 2020 Program Review. Prior to the visit, we were provided with a 26 page written program review, the department's assessment tools, faculty curriculum vitae and sample syllabi. The visit included meetings with Associate Vice President Amy Wallace, Dean of Social Sciences and Interdisciplinary Studies (SSIS) Dianne Hyson, Chair and Professor of Women's Studies Sujatha Moni, Professor Rita Cameron-Wedding, Associate Professor Tristan Josephson, Assistant Professor Cara Jones, lecturers Vicki Hall and Sohnya Castorena, current Women's Studies students, and department staff Laura Boler.

We each bring to this task around 20 years in the CSU system within Women's and Gender Studies (WGS) Departments. Dr. Deborah Cohler has been at San Francisco State's (SFSU) Women and Gender Studies Department since 1999 (tenure track hire 2002, tenured 2008, promoted to full 2017). She has chaired that department (2013-16) and has served on numerous department, college and university committees. Her research areas cover critical military studies, transnational feminism and queer theory. She has taught broadly in WGS, including courses in her research areas as well as in pedagogy, theory, composition, and introductory courses at the undergraduate and graduate level.

Dr. Charlene Tung started her career as a full-time Adjunct Professor in Women's Studies at San Francisco State (SFSU) in 1999. She was hired in 2001 as an Assistant Professor at Sonoma State (SSU), tenured in 2005, and promoted to Full in 2010. Dr. Tung served as Department Chair for 8 years (2005-2013) and has sat on numerous committees at the school and university level. She was also Chair of her Department's Program Review. She has taught broadly across curriculum from Introductory level course to upper division courses on transnational feminisms, globalization, feminist theory, and gender in Asian America.

Together, Dr. Cohler and Dr. Tung bring the unique experiences and perspectives from both a small WGS department (SSU, with 3 tenure track lines) similar to Sacramento State, and a fairly large WGS department (SFSU, with 7 tenure track lines). It is with these cumulative experiences that we confidently come together, well-prepared to provide this assessment of Sacramento State University's Women's Studies Department.

INTRODUCTION

Women's Studies at Sacramento State, begun in 1971, is one of the first Women's Studies programs in the US. Notably, it had its origins in anti-racist principles--uncommon in those early years of the field. Approaching its 50th year, this now-department has been doing exceptional work with very limited resources. Under the leadership of Dr. Cameron-Wedding and Dr. Moni, WOMS faculty have worked tirelessly to successfully grow to 3.5 tenure track lines. In recent years, major numbers have increased dramatically, as have the course offerings. The WOMS faculty and their curriculum serve as a model for teaching principles of equity and diversity. Through their extensive General Education offerings, they serve the larger University as well as their major students. Their recent hires (2014 and 2017) reflect a turn to the future of the field: bringing LGBTQ and Disability Studies to the department and to the campus as a whole. The WOMS students enthusiastically praise the courses, faculty, and WOMS mission. They feel supported (even in remote emergency teaching conditions) and confident that they can complete their majors in a timely manner.

With one FERP faculty, one Full Professor, one Associate Professor, and one Assistant Professor, now is the perfect time for reflection and visioning the future. They have done precisely this, taking this Program Review as an opportunity to develop a Focused Inquiry and Curriculum Revision. We will focus our remarks on the **Focused Inquiry/Curriculum Revision, Minors program, Sustainability and Growth, Students, and Outreach to Campus and Community.**

FOCUSED INQUIRY AND CURRICULUM REVISION

The revision of their curriculum is thoughtful and demonstrates a strong commitment to bringing the structures of the WOMS department in line with the current pedagogical and scholarly standards of the field in the 21st century. We endorse and applaud this new curriculum.

Notable commendations:

- New curriculum structure makes **the major less reliant on courses taught outside** the department (therefore decreasing time to degree)
- Syllabi reflect attention to **intersections of gender race, class ability, nation in all** the required courses, on which the WOMS electives build.
- Courses are fundamentally **intersectional and anti-racist** in structure
- **Newly devised Program Learning Objectives (PLOs)**, reflect a department **poised to address both the university's anti-racism and ANCHOR initiatives.**
- **Department objectives** guide students to succeed in meeting the **demands of an increasingly diverse workforce.**

Recommendations:

- Consider the Methods course as being a combination of social science- and humanities-based methodologies.
- Possibly combine your Theory and Methods courses, to allow for a Core Senior Seminar Capstone course (while not increasing the total number of units in the major).
- Consider moving the Fieldwork course (internship) into the Core. Internships also bolster University ANCHOR initiatives.
- Continuing to curate course titles and descriptions to reflect the planned department name change from “Women’s Studies” to “Women’s and Gender Studies”
- Revisit articulation agreements with junior colleges to facilitate easy transfer to Sacramento State WOMS Department.
- Consider adding multiple sections of required courses, increasing the number of hybrid courses and exploring limited online GE electives to accommodate students with variable work schedules and family responsibilities.

WOMS and LGBTQ Minors

We see these Minor programs as serving multiple purposes in a streamlined fashion that do not require additional resources from SSIS.

- The WOMS minor currently has 10-15 students. As at other CSU WOMS, the minor serves as an effective recruitment gateway into the major itself. It also provides a welcome service to the University as a standalone minor to bring the intersectionality of race, gender, class and sexuality (for example) to students in more traditional majors. We see this as a valuable enhancement to any major in SSIS, and across the campus.
- The LGBTQ minor currently sits at around 15 students in its first full semester even without any intentional roll-out or publicity. This minor provides an area of valuable service to the wider University and we anticipate significant growth with minimal effort. This may result in added advising for Professor Josephson (as this is his specialization), which should be offset by decreasing his major advisee load for example.

Recommendation

- When appropriate, we recommend revisiting (reducing) the total number of units required and the number of non-WGS courses required for the minors.

GROWTH AND SUSTAINABILITY

Small departments such as WOMS face a number of unique challenges:

1. “The three-legged stool” problem. Whenever a faculty member needs to take leave (for either professional or personal reasons) in a department with only three full time faculty, the impact is profound—on advising load, on recruitment efforts (number of majors dip), on the curriculum, on committee work. The WOMS department is effectively down to two faculty (which is really not quite two full time teaching as the Chair has a course release typically). The stool tips! *No valued department should remain in this situation.*
2. Faculty workload is uniquely high in small departments---a fact that is often overlooked by Administration and Chairs of larger departments. The demands on each faculty member (including junior faculty) are quite high--as everyone must necessarily sit on every committee. All the “normal” requirements in terms of program review, curriculum and programming changes , RTP, etc... are the same no matter the size of the department. The difference is that there are far fewer people to delegate the load.
3. Additionally, when there are junior faculty, as in the case with WOMS, the Chair has a disproportionate load with regard to RTP (pulling senior faculty from outside the Department to serve).

These are all strong structural reasons to commit resources to stabilize and equitably support the growth of this Department.

Growth Recommendations

*We strongly recommend that WOMS reach a total of **5-7 tenure track faculty**. By virtue of what WOMS teaches and the GE depth, hires in WOMS **will benefit not only the Department, but the College, the University, and Community.***

Two specific lines are recommended:

- 1) **Latinx position (from last year’s search)**. Dean Hyson noted that WOMS is at the “*top of her list*” for this year or as soon as there is a “thaw” in the hiring freeze.
- 2) **African American/African Diaspora position**.

Both of these positions **speaks to Sac State’s anti-racism and diversity initiatives** and can help the University **meet the mandates of AB1460** as well.

- **Department benefits:** WOMS curriculum, with its 3 full-time faculty, is at (and over) capacity with its current staffing. The new major requirements and curriculum demonstrate that this department is already moving to the next level. To do this **sustainably** and **to support curricular continuity** as well as sufficient student advising, the department needs to be at a healthy level of staffing at 5-7 faculty.
- **College Benefits:** WOMS has been deeply involved in the creation of a **faculty-initiated cluster hire for Black Studies positions** across four departments in SSIS: WOMS, Sociology, Family and Consumer Studies, and Ethnic Studies. This is an

innovative way to meet the needs of the department, university, and community. This also speaks to the issue of faculty of color retention as it ensures a cohort.

- **University Benefits:** WOMS is already providing a tremendous amount of service to the University. For example, **90% of their FTES is through General Education** courses, as compared to the 40% rate of SSIS as a whole. The vast majority of these GE courses are **already contributing to anti-racist curriculum and expose students to a range of diverse perspectives (e.g. intersectionality)**. New Latinx and Black feminist positions are critical to sustaining this work, within the department and the University.
- **Community Benefits:** We highlight the **WOMS 195A internship course** that brings WOMS students out into the community. This course **supports the ANCHOR initiative** (building in connections and service to the community as well as pathways to job opportunities post-graduation). This is an existing strength that can be developed further and would be strengthened with an additional hire to build that program out.

Sustainability Recommendations

“Sustainability” refers to the health of the department and the retention of faculty. It *requires* something beyond a 3-legged stool. In order to maintain and strengthen the impressive work of the WOMS faculty and staff in recent years, we advise **attention to the three following areas of faculty workload: recruitment of students, advising of majors, and departmental governance structures.**

- **Recruitment:** We recommend increasing Chair and Staff positions to 12 months as is standard in the vast majority of the Departments in SSIS.
 - This is particularly important because WOMS is an interdisciplinary, nontraditional department (i.e. not known in high schools). As such, there are additional recruitment efforts necessary to build the major (e.g. attending community college fairs, going to GE classes to market the major). The 12 month positions will recognize this extra workload.
- **Advising:** We recommend increasing peer mentor program hours, supporting faculty training in advising, and systematizing/equalizing advising load
 - One on-one-advising is a strength of WOMS and is already contributing to shorter time to degree. Emotional labor is an invisible labor in WOMS, especially so for faculty of color and LGBTQ faculty. As the program grows, this labor intensive advising needs more support.
 - Students appreciate existing peer mentorship program, and seek additional support to successfully complete this reading and writing-intensive major. As the number of majors (and minors) grows, additional peer mentorship hours will facilitate students’ academic success as well as time to degree.

- **Governance:** We recommend regularly revisiting structures and systems that will support the current faculty to provide an effective and efficient departmental governance system as the Department grows.
 - As a department, discuss and codify administrative functions such as chair transition plans, committee structures, advising load. Note: even if committees currently are staffed by only one faculty member, this will systematize the workings of the department, and set in place a structure for the future.
 - Revisit existing departmental RTP standards to make sure they align clearly with current departmental and college expectations.
 - Continue to maintain a pool of qualified lecturers so that when tenure-line faculty receive assigned time or other course reductions, the integrity of the curriculum is maintained without creating overloads.

STUDENTS

WOMS majors are enthusiastic about their degree program. The faculty, classes, staff, and peers together clearly produce a sense of academic rigor and success, community, and connection to their lives beyond the classroom. Along with the expected CSU student concerns about affordability and school-work balance, they expressed desires for “more” not “less.” As one student noted, WOMS “helps students to become the change they want to see in the world.”

In the program review, data revealed that in WOMS, BIPOC students are slightly under-represented compared to the general Sac State population.

Recommendations

(Note: Only to be done with additional faculty, more staff hours, or use of student interns)

- **Career planning and mentoring events.**
 - “Careers in WGS” course, workshops or events (includes resume/cv/grad school prep and alumni speakers--*organized by staff and student interns*)
 - Invite Career Center staff to WOMS classes or events
- **Opportunities to build community with fellow students outside classes.**
 - Establish a student-run WOMS club
 - Continue Fall back-to-school event with LGBT club and Women’s Center
 - Fully utilize the WOMS work room as a study and gathering space for students
- **Diversity and Recruitment/Retention of BIPOC majors**
 - Continue with the intersectional feminist curriculum
 - Encouraging **current BIPOC students to do outreach (for internship credit)**--joining together with your ASC’s current efforts, as well as Chair.
 - Prioritize applications **from BIPOC students for peer mentor** positions.
 - When tabling at events, **display current WOMS books. Be intentional about choosing some POC/WOC writers, trans writers, etc..**

- In any future **Lecture Series (preferably GE)** prioritize a diverse slate (i.e. across categories of difference race, gender, ethnicity, sexuality, ability, nation)
- **Student Recruitment**
The staff (ASC) and faculty currently perform overload work by attending community college forms and outreach activities.
 - We **encourage the participation of current students** in this work.
 - Participate in any **School-level forums** for incoming students, newly accepted students, Summer Orientation, etc
 - Consider **giving internship credit** for an ‘**outreach and recruitment coordinator**’ for WOMS

OUTREACH TO CAMPUS AND COMMUNITY

Though Women’s Studies at Sacramento State University has been “putting theory into practice” since 1971, it is not widely recognized for its outstanding work. The faculty and students stand poised to take on university leadership in areas of equity, anti-racism, and community engagement. However, with the current 3.5 faculty members and one 10-month staff position, WOMS does not have the person-power to engage in outreach activities which will benefit not only the department, but the university and community. To increase WOMS visibility not only to prospective students, but render visible their intersectional, anti-racist mission to their colleagues in the university faculty and administration, **two specific funding priorities are recommended:**

- Hire a student assistant not only to staff the office but to assist with projects.
- Increase the staff position to 12 months.

Recommendations

With the additional student and staff support, we recommend the following

- An annual **WOMS Lecture Series** as a method to raise the profile of WOMS. Note that Lecture Series can also serve as a recruitment tool to the major, as well as increase FTES.
- Consider **applying for IRA** (Instructionally Related Activities) Funds through the University to provide stipend for speakers and a paid student assistant. Consider making this a GE course.
- Organize a **50th Anniversary celebration** in 2021-22
 - Organize events and celebration open to campus and community
 - Update website with a **history of the department**.
 - Conduct **oral histories** of the founding of WOMS at Sac State.
 - Coordinate with **library** regarding **department archive** for possible **exhibit**
- **Fundraising. WOMS T-shirts** can raise funds, build community and increase the profile of the department both on and off-campus. Monies can support student conference attendance, student scholarships, graduation celebrations, or other one-time events.
- Develop a more **robust internship program** to increase visibility within the community (and contributing to ANCHOR initiatives).

CONCLUSION

The Women's Studies Department at Sacramento State University has done a tremendous job in the past many years of building up a vital and growing department with few resources. They now stand poised to serve not only their students but also the university and community. Their revised curriculum (now in the process of being formalized) demonstrates their current engagement with the field and a strong pedagogical commitment to feminist praxis. Existing and new courses, as well as faculty areas of expertise continue the department's historic commitment to intersectionality. Hires over the past decade reflect an engagement with critical contemporary issues in the field. Students seeking rigorous interdisciplinary academics, personalized advising, and engagement with issues of racial justice, gender equity, and cultural inclusivity find all this in the WOMS department.

In this time of great cultural and political transformation, WOMS is at the forefront in helping students to gain the understanding of structural inequalities locally and globally. The department also provides the tools for students to have difficult dialogues with one another and to engage in transformative action as they leave the institution. Faculty and staff alike have worked tirelessly to sustain and build this department. Our review concludes that they are reaching capacity with existing resources.

In light of a commitment to anti-racist and diversity initiatives, growing this department can and should be at the top of the University's list. For these and all the above reasons, we strongly recommend that the University support the continued growth of this vibrant department.

Internal Review Report

Degrees Offered: BS, Women's Studies; Minor, Women's Studies; LGBTQ Studies

College: Social Sciences and Interdisciplinary Studies

Internal Reviewer: Maureen Smith, Ph.D., Department of Kinesiology, CSU, Sacramento

Date Submitted: November 19, 2020

I. Self-Study

The self-study report by the Women's Studies Program was completed in Spring 2020. The twenty-six page document addressed all areas of review, beginning with an important overview of the growth of the program over its close to 50 years on campus. Much growth has occurred since the department's last program review in 2010. Included in their self-study was helpful comparative data from similar programs in the CSU and in the United States. What is clear from that data is the low number of tenure track faculty at CSUS in relation to similar sized programs, some of which have twice the number of tenure track faculty.

The department's Focused Inquiry centered on curriculum and course offerings.

Goals expressed in self-study:

1. Update program description;
2. Change of department name from Women's Studies to Women's and Gender Studies, aligning with programs nationwide;
3. Focused Inquiry - Restructuring of the curriculum – new courses, but also reorganization of requirements for major.

The updated program description clearly articulates the interdisciplinary aspect of the degree. The new description is clear, clean, and accessible to students. It introduces the intersectionality that is foundational to the program, an element that sets the program apart from many degree programs across campus.

Included in their self-study was helpful comparative data from similar programs in the CSU and in the United States. What is clear from that data is the low number of tenure track faculty at CSUS in relation to similar sized programs, some of which have twice the number of tenure track faculty. Additionally, they examined the curriculum offerings of other programs and utilized the data to streamline their own curriculum in important ways.

As part of the curricular redesign, more courses in the department will be required rather than taking coursework in other departments, while still maintaining diversity in coursework.

Other elements of self-study and focused inquiry included a summary of findings based on their comparisons with thirteen other programs. Sac State's Women's Studies department:

- second largest number of majors (75);
- on the smaller side in number of TT faculty, for example, SFSU has 7 TT with 150 majors, Sonoma State has 3 TT with 71 majors; SDSU has 9 TT with 55 majors; LBSU has 6 TT with 50 majors; and Northridge has 7 TT with 42 majors;

- Sac State has 36 units, unit range is 36-45;
- Sac State requires 4 core courses, with the number of core courses required ranging from 5 to 9.

The focused inquiry and comparative data encouraged the department to add a new methods course to core, accounting for 15 units, up from 12. There is some consideration being given to changing WOMS 115 to lower division to be more consistent with other programs. More Women's Studies courses will be required in electives coming from three areas (Political and Social Movements/Applied, Critical Culture Studies, Globalization and Transnational Feminism), with the remaining units coming from interdisciplinary electives.

At one point, the department was told to recruit more majors to justify new hires, however it's clear from the data that despite a healthy number of majors, Women's Studies could easily justify new hires on their offering of general education courses alone.

II. External Review

Deborah Cohler, Ph.D., San Francisco State University, and Charlene Tung, Ph.D., Sonoma State University, conducted a thorough review of the Women's Studies program.

Over two days, on Zoom, Drs. Cohler and Tung met with Women's Studies majors, full and part-time faculty, and the Dean of SSIS.

The external reviewers offered several key recommendations specific to the Focused Inquiry:

- Consider the Methods course as being a combination of social science and humanities-based methodologies.
- Consider combining Theory and Methods courses to create space for a Core Senior Seminar Capstone course.
- Consider moving the internship into the Core.
- Continue to refine and revise course titles and descriptions to reflect department name change.
- Revisit articulation agreements with junior colleges to facilitate transfer process.
- Consider adding multiple sections of required courses, increasing the number of hybrid courses, and exploring GE offerings in online format.

Several of these recommendations were discussed during the meetings with the external reviewers, allowing for an exchange of ideas and philosophical conversations related to best practices and curricular outcomes. The two external reviewers were well prepared and well suited to review not only the Focused Inquiry element of the Self Study, but to provide an overall assessment of the Department and its future. To that end, the external reviewers also offered growth and sustainability recommendations.

III. Internal Feedback

The faculty of the Women's Studies department engaged in the self-study process in such a manner that even before the external reviewers' examination, the transformation was well on its way. Curricular revisions, a department name change, and aspirations for growth preceded the external reviewers, and then were supported and reinforced by the external reviewers. This internal review concurs with the external reviewers in their commendations to the department. The self-study report was thorough and complete, and the focused inquiry reflects tremendous growth and opportunities for future growth. Women's Studies is in a unique position on this campus as this time. With the service to general education, and potential to reach students campus wide, this department is one of a few departments on campus to adequately address the intersectional nature of systemic inequities in education, our communities, and our nation. With the campus anti-racism initiative, and other social justice efforts, Women's Studies is and will continue to make important contributions to these dialogues and efforts to make structural changes in our institution. This is a department that does a tremendous amount of labor with very few faculty and resources, marginalized at times because of their small size, yet still contributing. It's a challenge not unique to our campus, that when a department is successful doing more with less, there is little movement to increase the allocations, to the detriment of the campus.

Based on the self-study and external reviewer report, this internal review supports and echoes the recommendations of the external reviewers. Recommendations for the department include:

- Conduct assessment to determine effectiveness of new curriculum, through exit interviews and senior projects.
- Determine collaborative plan with other departments on campus to:
 1. to promote GE options/minor to specific majors that supplement the major; and,
 2. work with other departments that offer minors that supplements WOMS as a major.

For example, gender is an important factor in the culture of sport, and kinesiology majors would be well served to minor in Women's Studies or to take general education courses in this area. Other possible pairings: Criminal Justice, Political Science, and Education. Such collaborations would benefit students and their critical thinking as they enter the 21st century workforce.

- Promote the interdisciplinary and intersectional nature of Women's Studies as critical to the campus Anchor Initiative and Anti-racism Initiative. Women's Studies is among the departments on campus already doing this academic labor and are poised to lead in these initiatives.

- Adjust chair and staff position to be 12-month positions, consistent with other departments in SSIS.
- Increase number of full-time tenure track faculty. As mentioned, this department has been laboring with three full-time tenure track faculty while serving over 70 majors and hundreds of students in general education courses. Hiring new faculty shares the teaching and advising load, it allows for faculty to engage in research projects and service opportunities without hampering the department, and supports the growth of the department and its curriculum.

Women's and Gender Studies Action Plan

Spring 2021

The Department of Women's Studies conducted a Self-Study in the year 2020. In Spring 2020 we submitted our Program Review Report, and in Fall 2020 we completed our external and internal reviews. We used the program review as a process for restructuring our curriculum in order to better prepare and serve our majors. Overall, we are very pleased with the results of our program review. We found both the External and Internal Reports very positive and encouraging. Our program received high praise by both internal and external reviewers for "doing exceptional work with very limited resources" (External Reviewer Report, p 2); and our faculty and curriculum were applauded for serving as "a model for teaching principles of equity and diversity" (ibid). Further, it is noted in the Internal Review that,

Women's Studies is in a unique position on this campus at this time. With the service to general education, and potential to reach students campus wide, this department is one of a few departments on campus to adequately address the intersectional nature of systemic inequities in education, our communities, and our nation. With the campus anti-racism initiative, and other social justice efforts, Women's Studies is and will continue to make important contributions to these dialogues and efforts to make structural changes in our institution. (3)

We hope that our department will finally receive the recognition we deserve for our important contribution to anti-racism, diversity, equity, and inclusion on this campus.

MOU/Action Plan

The department used the self-study, external reviewer report, and internal reviewer report to complete the MOU/Action Plan Template in conjunction with the Dean.

Program: BA Women's Studies

College: SSIS

Date: Feb, 2021

Program Review

2YR Update

4YR Update

6YR Update

Program Review Finding	2 YR	4 YR	6 YR
Cite self-study, external review, internal review, and/or accreditation documentation	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties, and resource implications.
To Maintain Success & Improve Student Learning			
Facilitate seamless transfer for community college students or into the BS Women and Gender Studies from other degrees to timely degree attainment (external review).	Faculty will consider current CSU – CCC Women and Gender Studies transfer articulation as part of its curricular redesign, and communicate changes to community college partners.		Faculty will re-examine 4/6 graduation rates by native and transfer students to insure that curricular change has not impacted time to degree.
Continue to support BIPOC students learning and success via anti-racism, diversity, equity, and inclusion initiatives.	Consciously transform the physical space of the department to be more welcoming space for students from diverse students.	Continue to focus on increasing diversity in the faculty and students.	
To Improve Student Learning (University/college goals on learning, research/scholarship, diversity)			
Revise the degree description and learning outcomes to communicate to students the intent and expectations for the BS Women's and Gender Studies (self-study and external review).	Faculty will develop a new description and learning outcomes (aligned to the BLGs), and gain approval through the workflow process.		
Revise the curriculum to reflect the new degree outcomes and considerations identified as part of the external review (self-study and external review).	Faculty will determine which course titles, descriptions, and outcomes need to be revised for the new BS Women and Gender Studies Degree. Some considerations from the external and internal reviews include	Implement new course changes.	Faculty will use assessments to consider if new curriculum allows students to achieve desired learning outcomes and depth of learning in order to propose additional curricular change.

	<p>methods course as being a combination of social science- and humanities-based methodologies, ways to combine the theory and methods courses to allow for a Core Senior Seminar Capstone course (while not increasing the total number of units in the major), moving the Fieldwork course (internship) into the Core, internships also bolster University ANCHOR initiatives</p> <p>Once revisions to existing courses are made, faculty will consider additional courses to fill gaps to allow students to meet learning outcomes (i.e. Black and Latinx Feminisms)</p>		
To Improve Student Success (University/college goals on recruitment, retention, graduation, diversity, engagement)			
Better accommodate students with variable work schedules and family responsibilities (external review).	Faculty will consider options such as adding multiple sections of required courses, increasing the number of hybrid courses and exploring limited online GE electives, gain approval via the CSUS curriculum process, and work with CTL or peer to peer to support course redesign.	Faculty will identify challenges and needed supports to deliver a more flexible schedule.	Faculty will evaluate schedules to insure students are finding courses that fit with their variable work schedules and family responsibilities, and consider any additional options to accommodate students.
Expand support to close retention and graduation gaps for our BIPOC, LGBTQ, disabled and first-generation students.	Through research, workshops and conversations with other campus entities, create systemic support within our existing advising structure diverse and under-served students.	Fully implement the support system created in the first 2 years.	Evaluate effectiveness of new support system using retention and graduation rates, and consider any additional adjustments.
Build Partnerships and Resource Development to Enhance the Student Experience (University/College goals on university as place, university experience, community engagement)			

Share best practices with others inside and outside SSIS to create anti-racist curriculum.			
Work with other departments to showcase Social Science and Interdisciplinary degrees to recruit students and highlight contributions to the student experience.	Work within and beyond SSIS, to determine which new courses best serve the BA Women's and Gender Studies, the LGBTQ minor, best serve general education, or some combination.	Develop a collaborative plan with other departments on campus to showcase degree a) promote GE options/minor to specific majors that supplement the major; and, b) work with other departments that offer minors that supplement WOMS as a major.	Evaluate recruitment
Continue to support faculty and faculty research and contributions to anti-racism, equity, diversity and inclusion initiatives.			
To Improve Strategic & Budget and Operational Effectiveness and to Insure Sustainability (consider university/college goals on innovative teaching, scholarship, research, university as place, university experience)			
Create a long-range faculty hiring plan that considers new curricular directions for the degree, and that can be revised annually to consider things such as general education service, partnerships, intersecting disciplinary expertise, and budget realities.	Faculty will prioritize needed expertise, methodologies, outside service commitments.		
Create capacity to support needed curricular change, student success, and the level of coordination needed to deliver an interdisciplinary degree.	Increase Chair to 12 months. Increase what staff to 12 months. Be specific.	Seek non-SSIS (Gi 2025, CSU mentor programs, HSI, etc.) funds to increase the number of peer mentor hours available to students. Partner with other social science and interdisciplinary programs to provide faculty training in advising. Partnership with other division or seek GI 2025 funds to interdisciplinary programs to	

		provide faculty training in advising	
--	--	--------------------------------------	--

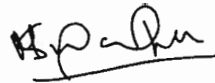
Program: Minor in LGBTQ Studies

College: SSIS

Date: Feb, 2021 Program Review 2YR Update 4YR Update 6YR Update

Program Review Finding	2 YR	4 YR	6 YR
Cite self-study, external review, internal review, and/or accreditation documentation	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties. and resource implications.	List goal, success indicator, responsible parties, and resource implications.
LGBTQ Minor: The minor is being constantly reviewed and updated with relevant courses.		Revisions to the curriculum based on addition of faculty members to the program.	Expanding the Minor based on recruitment of new TT faculty.

Department Chair Name/Signature: Sujatha Moni



College Dean Name/Signature: Marya Endriga

