

PROGRAM REVIEW, 2015
Department of Gender and Women's Studies
California State University, Northridge

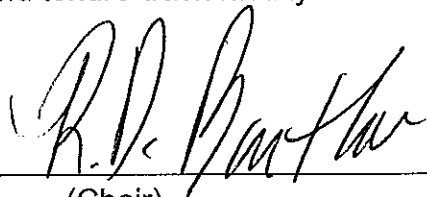
Dr. Dianne Bartlow, Chair

Bachelor of Arts Degree in Women's Studies, since 2000
Minor in Women's Studies, since 1977
Name changed to Department of Gender and Women's Studies since 2008

Self Study 2015

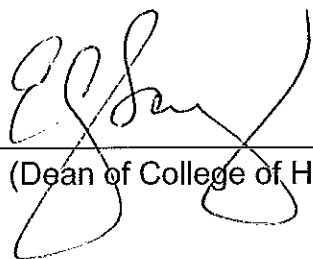
The principal writer and compiler of this report was Dr. Sheena Malhotra. It has been approved by the Chair of the Department of Gender and Women's Studies and all tenured and tenure-track faculty members.

Signature _____



(Chair)

Signature _____



(Dean of College of Humanities)

Date report completed and submitted to Undergraduate Studies: 23rd February, 2015

VERIFICATION OF PROGRAM FACULTY REVIEW

All full-time tenure-track faculty were contacted for information and participation in the writing of this program review. The program review is primarily authored by Dr. Sheena Malhotra under the guidance of Dr. Dianne Bartlow, Chair of Gender and Women's Studies.

The last Program Review in the department was completed in Spring 2008. The Memorandum of Understanding from that review was completed in Fall 2009. This report covers the past five years since the completion of the last review and MOU.

At the completion of the current report, it was circulated to all tenure-track faculty members for further feedback and for their approval before submission to the Dean's office.

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PART I. OVERVIEW OF THE PROGRAM

A Brief History and Mission of the Department

The Department of Women's Studies completed its last program review process in 2009. The current report covers the five years since that last review. However, a brief history of the department is given below.

Women's Studies became a Department in 1993 and was established as a major in 2000. With its establishment as a major, in 2000, Women's Studies became one of seven interdisciplinary programs of the College of Humanities at CSUN and the only major in Women's Studies, after San Diego State University, in the 23 campus CSU system.

In 2008, the department changed its name to Gender and Women's Studies to better reflect the evolution of the discipline. The Chair of the Department overseeing the last Program Review as well as the change in name was Dr. Nayereh Tohidi. Dr. Sheena Malhotra served as Department Chair from 2009-2013 and oversaw substantial changes in the major and minor. Dr. Dianne Bartlow has served as chair since 2013 to the present and has overseen the process of this second program review.

Since the last program review, the department has added two new tenure-track faculty members, Dr. Kimberly Robertson and Dr. Khanum Shaikh who share their teaching and service with the American Indian Studies Program and with Asian American Studies respectively. However, their locus of tenure remains with Gender and Women's Studies.

Department Mission

The department has continued to develop its mission of emphasizing interdisciplinary, cross-cultural and transnational studies with a focus on gender. It foregrounds a social justice framework within the context of globalization, decolonial and transnational feminisms. The department adheres to a disciplinary practice that centers on an integrative, intersectional framing of issues concerning gender, race, class, sexuality, nationality, ethnicity, age and the differently abled.

In 2014, the faculty voted to adopt a modified new mission for the department. It states:

We see our department as a force for change in California, in the nation as a whole, and in the world, change which strives to achieve social justice, deepen democracy, and create world peace.

We do this by offering students an outstanding undergraduate education in Gender & Women's Studies. Courses in Gender & Women's Studies are taught by faculty from numerous disciplines and different parts of the world. Our international and diverse faculty members provide excellent teaching, engaged mentoring, cutting-edge research and scholarship, and provide valuable community service locally and globally.

We seek to develop a new generation of compassionate, critical, and professionally skilled thinkers who, with us, will work wherever they are to recognize, understand, interrogate, and put an end to the persisting injustices and inequalities based on gender, race, class, sexuality, nation, geography, ability, ethnicity, and religion that plague societies. We expect our GWS students to stretch their social imagination to become agents of social change.

We believe that through the nurturing of the mind, the elevation of historical and moral consciousness as well as opportunities to put into practice social justice skills we can make a better world for all women and men.

Student Learning Outcomes

The Student Learning Outcomes (SLO's) for the Department of Gender and Women's Studies were first established in 2006. They were in place from 2006-2014:

1. Students investigate the gender dimension of social, economic, cultural, historical, and political processes on women and men in U.S. and global contexts.
2. Students will have a level of proficiency in the discipline of Gender and Women's Studies, including knowledge of feminist movements, feminist theories, feminist research methods and women's contributions to the production of different knowledges.
3. Students will demonstrate the ability to critically analyze matrices of power like gender, race, class and sexuality in ways that lay the groundwork for constructive social change.
4. Students will develop a sense of agency grounded in the development of their skills in oral and written communication, critical thinking, media literacy, information competence and leadership.

In 2014, based on an assessment of all the syllabi in the department, Dr. Breny Mendoza initiated modifications to the Student Learning Outcomes to better reflect the classes and update the learning outcomes for currency in the field. The faculty voted to modify the Student Learning Outcomes to the following five SLO's, adding the fifth learning outcome to help incorporate media, information and technological literacies into our Student Learning Objectives:

New Student Learning Outcomes

1. Students will obtain a level of proficiency in the discipline of Gender and Women's Studies, including knowledge of feminist movements, intersectionality, transgenderism, imperialism and coloniality, transnational feminisms, feminist theories, and feminist research methods.
2. Students recognize the gender dimension of social, economic, cultural, historical, political, national and global inequalities. Become familiar with a range of past and present major issues affecting women and men in society and learn how to critically assess these issues from a feminist perspective.
3. Students articulate ethical propositions, demonstrate self-reflexivity about their ideas and social and political positions, and practice empathetic listening with each other and with the underprivileged that promote gender, race, class, and sexual justice, democratic values, national integration, and world peace.
4. Students develop a sense of agency grounded in the development of their skills in oral and written communication. They learn to express ideas effectively, tailoring arguments and presentation styles to audience and context.
5. Students obtain media literacy and information competency by learning how to use visual media and new technologies to assess, interpret and generate information from a variety of sources, including print and electronic media, film and video, and internet technologies.

NOTE: Given that the new Student Learning Objectives were recently formulated and adopted, they have not been assessed yet. Therefore, for the remainder of this report, we will reference the Student Learning Objectives that were in place for the period of the review, from 2009 to 2014, as these were the SLO's being assessed every year, and the SLO's on which much of the programming developments were based.

Based on the Student Learning Objectives outlined above, a relevant course of study was designed for the major and minor in Gender and Women's Studies.

Curriculum: Undergraduate Programs in Gender and Women's Studies

The Department of Gender and Women's Studies offers a major and a minor in the field.

The Minor

The Gender and Women's Studies Minor consists of a total of 18 units. The minor was first approved in 1977. The minor has undergone various changes since that time. The most recent substantive change in the minor was implemented in 2010 under the leadership of Dr. Sheena Malhotra. In the modification, the number of units was reduced from 21 to 18, GWS 350 was made the capstone course, and the electives were streamlined so that students could have more choices amongst the electives. The minor was simplified so students take 9 units of core courses in Gender and Women's Studies, and 9 units of interdisciplinary electives from within GWS or from across the university.

Required Courses (9 units):

1. GWS 100. Introduction to Gender and Women's Studies (3 units) OR GWS 110. Women, Work and Family (3 units).
2. GWS 301. Feminist Theories (3 units).
3. GWS 350. Intersections of Gender, Race, Class and Sexuality (3 units).

Electives (9 units):

Students are required to complete 3 electives for the GWS Minor. They can select 3 courses from the list below. All units must be at 300- or 400- level, with an optional elective course at the 200-level. Upper Division elective courses for majors, as well as experimental and selected topics courses (upon approval of the Gender and Women's Studies Department Chair or advisor), may fulfill electives requirements for the Gender and Women's Studies minor.

List of Elective Courses for the Minor

- AAS 340 Asian American Women (3)
- ANTH 308 Women, Sex Roles and Culture (3)
- ART 468 Women in the Visual Arts (3)
- BLAW 391 Women and the Law (3)

- CHS 246 Contemporary Issues of the Chicana (3)
- CHS 346 History of the Chicana/Mexicana (3)
- CHS 365 Third World Women and the Chicana (3)
- COMS 335 Studies in Women's Rhetoric (3)
- COMS 360 Communication and the Sexes (3)
- COMS 435 Rhetoric of Women (3)
- CTVA 413 Women as Filmmakers (3)
- ENGL 369 Lesbian Writers (3)
- ENGL 431 Images of Women in Literature (3)
- ENGL 433 Survey of Women Authors (3)
- ENGL 434 19th Century Women Novelists (3)
- GWS 220 Men and Masculinity (3)
- GWS 230 Women and Entertainment (3)
- GWS 300 Women as Agents of Change (3)
- GWS 320 Women and Urban Life (3)
- GWS 340 Women, Gender and Global Development (3)
- GWS 360 Feminist Ethics (3)
- GWS 370 Women and Violence (3)
- GWS 396A-Z Experimental Topics in Women's Studies (3)
- GWS 410 Sex, Lies and Media (3)
- GWS 420 Women and Gender in Islamic Societies (3)
- GWS 430 Global Sexualities (3)
- GWS 495A-Z Selected Topics in Women's Studies (3)
- HSCI 231 Women and Health (3)
- HIST 349 Women in American History
- HIST 350 History of Women (3)
- JOUR 371 Women and the Media (3)
- JS 330 Women in the Jewish Experience (3)
- LSCR 330 Women, Leisure and Ethnicity in the U.S. (3)
- PAS 324 The Black Woman in Contemporary Times (3)
- PHIL 348 Philosophy and Feminism (3)
- POS 448 Women and Politics (3)
- RS 304 Women and Religion (3)
- SOC 324 Sociology of Sex Roles (3)
- SOC 325 Sex Roles and Work (3)

The Major

The major was approved in 1999 and became official in 2000. In the first few years of its existence, the department had to depend heavily on other departments across the University for courses, as we were a small department with limited faculty. A substantial

change of the core courses in the major was undertaken in 2005 under the leadership of Dr. Marta Lopez-Garza to split Feminist Theories and Methods into two courses (GWS 301: Feminist Theories, and GWS 302: Feminist Methods), and to make GWS 400: Senior Seminar the capstone course of the major.

In the past five years, since the last program review, we have grown the curriculum offered *within* the department substantially and made substantial revisions to the major to reflect the expertise of the faculty in the department as well as the growth we have achieved. In 2010, Dr. Sheena Malhotra chaired another large overhaul of the major so that students were taking all their required upper division and lower division courses as well as their electives *within* the department. Students can still choose courses from outside the department for their concentration. This change has allowed the department to better control the feminist quality of the courses students take.

The major with its new course structure reflected the recognition of the newly hired faculty to tailor a course of study that was in line with national and international trends in the field. It also responded to the demand for diversity in the curriculum for the rapidly changing demographics of the student population served in Southern California. In addition, it represented the thrust of keeping in line with the growing sophistication of feminist theory brought by outstanding scholarship of women of color in the United States and the Third World as well as the recognition that feminist theory is central to the demarcation of Women's Studies.

The major in Gender and Women's Studies is now a 45 unit major. It consists of *required* lower division (3 units) and upper division courses (15 units), plus upper division electives (15 units) and a concentration (12 units).

Required Courses - Lower Division (3 Units)

Students are required to take EITHER GWS 100 or GWS 110 to fulfill lower division requirements

- *GWS100 - Introduction to Women's Studies (3) OR*
- 1. *GWS110 - Women, Work, and the Family (3)*

Required Courses - Upper Division (15 Units)

- *GWS300 - Women as Agents of Change (3)*
- *GWS 301 - Feminist Theories (3)*
- *GWS 302 - Feminist Methods (3)*

- GWS 305 - Gender and Women's Studies Community Service
- GWS 400 - Gender and Women's Studies Senior Seminar

Electives - Upper Division Courses (15 Units)

15 units of electives must be taken from the list below. Up to 12 units of Electives can be Experimental and Selected Topics courses, as long as the suffix is different. 3 units may be taken outside the department in consultation with the Department Chair.

Course #	Course Name	Credit
GWS 320	Women and Urban Life	3
GWS 340	Women, Gender, and Global Development	3
GWS 350	Intersections of Gender, Race, Class and Sexuality	3
GWS 360	Feminist Ethics	3
GWS 370	Women and Violence	3
GWS 380	Sexual and Reproductive Health	3
GWS 396A-Z	Experimental Topics in Women's Studies	3
GWS 410	Sex, Lies and Media	3
GWS 420	Women and Gender in Islamic Societies	3
GWS 430	Global Sexualities	3
GWS 495A-Z	Selected Topics in Women's Studies	3

Concentration within the Major (12 units)

All students must also complete a 12 unit Concentration from the list of possible concentration areas below. Students may also design a concentration in consultation with the Chair of Gender and Women's Studies. The areas of concentration are:

1. Philosophy and Religion
2. Race and Ethnicity
3. Communication and Media
4. Law and Public Policy
5. Social Work and Welfare
6. Criminology
7. Literature

All majors are required to complete an extensive research project for their capstone course, GWS 400. The research projects are presented in an undergraduate Student Conference open to the CSUN community as a way to elevate student's research skills. This conference was established in 2005 (by Dr. Mendoza) and has been continued by

various faculty who teach the course. Approximately 100-200 people attended the day-long conference.

Enrollment and Graduation Trends within the Department

The enrollment trends within the department over the years of the program review is captured in the statistics gathered by Institutional Research at California State University, Northridge.

Figure 1. GWS Undergraduate Course Enrollment by Fall Term

GE Level	Course Information	2009	2010	2011	2012	2013
Lower GE	GWS 0100 OL	0	0	78	39	0
Lower GE	GWS 0100	0	213	162	197	309
Lower GE	GWS 0110	0	267	199	233	273
Lower GE	GWS 0200	166	0	0	0	0
Lower GE	GWS 0210	169	0	0	0	0
Lower GE	GWS 0220	0	0	36	0	34
COMBINED LOWER GE		335	480	475	469	616
Upper GE	GWS 0300 OL	65	73	63	104	0
Upper GE	GWS 0300	144	155	177	149	221
Upper GE	GWS 0305 CS	18	18	20	20	25
Upper GE	GWS 0305	0	18	20	20	25
Upper GE	GWS 0340	0	0	0	31	31
COMBINED UPPER GE		227	264	280	324	302
Upper Other	GWS 0301	35	30	39	29	40
Upper Other	GWS 0350 OL	58	57	143	72	0
Upper Other	GWS 0350	58	30	65	108	135
Upper Other	GWS 0380	25	0	27	0	0
Upper Other	GWS 0410	0	28	0	28	0
Upper Other	GWS 0420	0	25	0	0	20
Upper Other	GWS 0430	16	0	24	0	23
COMBINED UPPER OTHER		192	170	298	237	218

Note 1: GWS 200 was converted to GWS 100, and GWS 210 was converted to GWS 110 in 2010.

Note 2: Data sourced from Institutional Research

Figure 2: GWS Undergraduate Course Enrollment by Spring Term

GE Level	Course Information	2009	2010	2011	2012	2013
Lower GE	GWS 0100	0	249	226	192	233
Lower GE	GWS 0110	0	0	213	150	200
Lower GE	GWS 0200	237	0	0	0	0
Lower GE	GWS 0210	181	195	0	0	0
COMBINED LOWER GE		418	444	439	342	433
Upper GE	GWS 0300 OL	68	63	56	75	0
Upper GE	GWS 0300	104	145	168	152	239
Upper GE	GWS 0340	34	32	28	0	0
Upper GE	GWS 0370	36	0	33	0	0
COMBINED UPPER GE		242	240	285	227	239
Upper Other	GWS 0302	21	24	24	27	23
Upper Other	GWS 0350 OL	62	90	85	103	0
Upper Other	GWS 0350	82	89	85	67	171
Upper Other	GWS 0400	18	18	11	19	19
Upper Other	GWS 0495 WAE	0	29	0	34	0
COMBINED UPPER OTHER		183	250	205	250	213

Note 1: GWS 200 was converted to GWS 100, and GWS 210 was converted to GWS 110 in 2010.

Note 2: Data is from Institutional Research

The enrollment trends in Figures 1 and 2 above show a relatively consistent demand for Gender and Women's Studies courses over the years. There has been a growth in online course offerings in the past three years as well. In the past two years, the program has grown its offerings of hybrid courses, as per the recommendation of the last program review. Unfortunately, the hybrid courses were not tracked separately in the tables above. From GWS department records, we were able to determine that our hybrid course offerings increased from 1 or 2 sections earlier to 4-7 hybrid courses in the past academic year, serving an average of 200 students per semester.

Figure 3: Full Year Enrollment Numbers

FULL YEAR	2009	2010	2011	2012	2013
Lower GE	753	924	914	811	1049
Upper GE	469	504	565	551	541
Upper Other	375	420	503	487	431
TOTALS	3606	3858	3993	3861	4034

The enrollment figures above in Gender and Women's Studies courses over the past five years demonstrate a steady growth, resulting in approximately 10% growth over time. This is despite the suppression of enrollment during the recession years from 2009-2012, when departments across the university were given the mandate *not* to exceed their enrollment targets. In the past year, with the rebounding economy and under the new enrollment policies of President Dianne Harrison, the university is allowing enrollment growth, and Gender and Women's Studies registers a healthy 4.2% growth in just the past year.

Numbers And Enrollment Trends In Majors

The following tables show the trends in majors within the Department over the last few years.

Figure 4: Number of Gender and Women's Studies Majors by Year*

2000	
Women's Studies	3
2005	
Women's Studies	28
2010	
Women's Studies	33
2011	
Women's Studies	39
2012	
Gender and Women's Studies	49
2013	
Gender and Women's Studies	49
2014	
Gender and Women's Studies	42

*Data sourced from Institutional Research

Growing the number of majors in the department overall continues to be a major priority for the department. There has been significant growth in the numbers of majors in the past few years. Our average number of majors over the past 5 years (averaged using the totals in Figures 4 from 2010-2014) = 42.4. This is a 34% increase from the number of majors in 2005 which was 28.

As might be expected, most of our majors are women. This is apparent in the Figure 4 below:

Figure 5: Gender Breakdown of GWS Majors - Numbers

Numbers	Fall 2005	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Female	28	32	38	49	48	41
Male	0	1	1	0	1	1
Total	28	33	39	49	49	42

In terms of the race and ethnicity of Gender and Women's Studies majors, there is a noticeable growth in numbers of students from traditionally underserved groups.

Figure 6a: Race and Ethnicity of GWS Majors - Numbers

Numbers	Fall 2005	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Traditionally Underserved	9	14	28	31	35	30
American Indian/Alaskan Native	1	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
African American	4	1	6	6	7	7
Latina/o	4	13	22	25	28	23
Asian	2	3	0	1	0	0
White	11	10	8	9	7	7
Multi-Race/Other	0	2	0	0	0	0
Unknown	6	3	3	7	6	4
International	0	1	0	1	1	1
TOTAL	28	33	39	49	49	42

Note: Data is from Institutional Research

When we consider the numbers above in terms of percentages (see Figure 5b below), we find that since 2011, about 63-71% of our majors come from traditionally underserved groups. This is double the 32% distribution we saw in 2005. The biggest growth in percentage is of Latina/o students. Unfortunately, no students who identify as American Indian/Alaskan Native or Native Hawaiian/Pacific Islander have chosen to major in GWS. Recognizing the need for classes in Indigenous feminisms in our department, we recently hired Dr. Kimberly Robertson, who specializes in Native

American feminisms. She is developing classes in her specialty. With a new emphasis on this area and her enthusiastic mentorship of students, we hope we will attract students from these groups in future.

Our average number of classes has also grown from a range of 28-30 classes per semester at the time of the last program review to a range of 30-35 classes at this time. That represents an average growth of about 10-15%.

Figure 6b: Race and Ethnicity of GWS Majors - Percentages

Percent	Fall 2005	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Traditionally Underserved	32.10%	42.40%	71.80%	63.30%	71.40%	71.40%
American Indian/Alaskan Native	3.60%	0.00%	0.00%	0.00%	0.00%	0.00%
Native Hawaiian/Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
African American	14.30%	3.00%	15.40%	12.20%	14.30%	16.70%
Latina/o	14.30%	39.40%	56.40%	51.00%	57.10%	54.80%
Asian	7.10%	9.10%	0.00%	2.00%	0.00%	0.00%
White	39.30%	30.30%	20.50%	18.40%	14.30%	16.70%
Multi-Race/Other	0.00%	6.10%	0.00%	0.00%	0.00%	0.00%
Unknown	21.40%	9.10%	7.70%	14.30%	12.20%	9.50%
International	0.00%	3.00%	0.00%	2.00%	2.00%	2.40%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Recognizing that in recession years, students tend to choose majors that are deemed more "practical" than area studies programs, we consider our consistent growth over this time to be rather encouraging. With two new faculty hires in our department along with a recovering economy, we hope to continue the upward trend in the growth of majors in the future.

Instructional and Support Staff

Full-Time Faculty

Over the five-year period of the Program Review, there have been two major developments regarding full-time faculty:

1. Dr. Nayereh Tohidi began the Faculty Early Retirement Program in 2012.
2. Partially motivated by Dr. Tohidi's retirement and the needs of the department, the department hired two new tenure-track faculty members: Dr. Kimberly Robertson and Dr. Khanum Shaikh.

The tenure-track faculty in the department are reflective of the mission of Gender and Women's Studies. The department has one of the most diverse faculties in the U.S. Faculty research is grounded in diverse communities across the globe and across the Americas:

- Dr. Dianne Bartlow's work foregrounds Black feminist perspectives, with a focus on violence against women.
- Dr. Florence Kyomugisha researches family and health issues in women and minority populations in Uganda.
- Dr. Marta Lopez-Garza's research focuses on Latinas and the informal economy. Her most current research is on formerly incarcerated women.
- Dr. Sheena Malhotra researches media, gender and culture in India and the South Asian diaspora. Her most current work is on call centers in India.
- Dr. Breny Mendoza's scholarship focuses on transnational and Latin American feminisms.
- Dr. Kimberly Robertson's academic and politic interests include the relationships between violence against Native women, the construction of identity, urbanity, sovereignty, and indigenous feminisms.
- Dr. Khanum Shaikh's scholarship employs a transnational feminist framework to study the intersections between gender, religious agency, and geo-politics in the on going wars on terror with a focus on Pakistani Muslim communities.
- Dr. Nayereh Tohidi's research has focused on Women in Muslim societies, as well as on feminism and democracy in Iran.

Students benefit from the diverse perspectives and research interests of the faculty in the department. More detailed faculty biographies of full-time faculty members are provided in the Appendix.

In summary, the Gender and Women's Studies Department currently has 7.5 full-time faculty lines (Dr. Marta López-Garza's line is split with Chicana/o Studies).

Since its inception, the Department has tenured and promoted six faculty members. Dr. Marta López-Garza and Dr. Nayereh Tohidi were awarded early tenure in 2001. Dr. Sheena Malhotra received tenure in 2006 and Dr. Mendoza received tenure in 2007. Dr. Bartlow received tenure in 2008, and Dr. Kyomugisha in 2009. Each of those six faculty members applied for promotion to Full Professor and received it sequentially.

In 2013, two new tenure-track hires were made, bringing in Dr. Robertson and Dr. Shaikh. Our two most recent hires have their tenure lines located in our department, but they each have a memorandum of understanding to split their teaching and service responsibilities with American Indian Studies and Asian American Studies respectively. They have undergone successful first year reviews and are on their path toward tenure and promotion.

The full-time faculty in the department are highly active in professional activities involving scholarship, and creative endeavors in multimedia. In the span of five years covered by this program review, the faculty have collectively published three books, one documentary film, twenty-eight refereed journal articles, six book chapters, sixteen newspaper articles/blogs and given thirty-one interviews and keynote addresses. This is of course in addition to all their teaching and service responsibilities in the Department.

The full-time faculty in the department have also taken on leadership roles in various capacities across the University and College. In 2010, Dr. Marta López-Garza co-founded (with Kathryn Sorrells) the Civil Discourse and Social Change (CDSC) initiative on our campus. CDSC is a campus-wide initiative that combines education, community involvement and sustained activism on issues around social justice and social change. The initiative operates under the auspices of the Provost, offering dynamic programming designed to provide social justice education opportunities to students and faculty. Dr. López-Garza has served as one of the directors of CDSC from 2010 to present.

Dr. Sheena Malhotra served on the committee that designed the Queer Studies minor (which launched in Fall 2008) and served as the first Coordinator of the program from 2008-12. She also served on the committee that designed the MA in Humanities Program, which launched in 2009. She serves as the Director of that program from 2012 to present. She is also currently serving as the interim Co-Director of Faculty Development.

In 2013, Dr. Nayereh Tohidi led the design and launch of a new Middle Eastern and Islamic Studies (MEIS) Program at California State University, Northridge. MEIS is a new interdisciplinary minor that offers courses in the languages, histories, religions, cultures, sociology and politics of Middle Eastern peoples. It also seeks to enhance students understanding of Islamic cultures and the Muslim communities both internationally and within the United States.

As is apparent, the Department has held a deep commitment to high standards of accomplishments in scholarship, university service, and international professional activities. The Department is also one of the most diversified and internationalized Women's Studies departments of the nation. This produces a diversified curriculum and generates an integrative approach to gender, class, race, ethnicity, sexuality, and nationality seldom found in other departments across the country.

In conclusion, morale, in terms of general collegiality, inclusiveness, and a sense of professional community, is optimum. All faculty members are committed to collaborative efforts and shared goals and objectives. Nevertheless, all faculty members feel the impact of service and/or administrative overload.

Part-Time Faculty

The part-time faculty numbers in our department have remained consistently between 8 and 11 part time faculty instructors over the span of the program review. With the last union contract, there was a greater emphasis on offering classes to already existing part-time faculty members, increasing their units within the department (instead of hiring new part-time faculty). With that policy and with the hiring of new full-time faculty in the department, at this time, we have only eight part-time faculty teaching in GWS. At the time of the last review only three of our part-time faculty had long-term (three year renewable) contracts. Now six of our part-time faculty have 3-year contracts, and two of them have 1-year contracts, leading to a rather stable pool of part-time faculty. It is notable that even during the recession, the department was able to honor all part-time faculty's teaching entitlements, giving a degree of stability to what is often a precarious job. Part-time faculty are always invited, but never required, to attend monthly department meetings.

With regard to the ratio of classes taught by full-time faculty vs. part-time faculty, there has been a shift in the last few years. At the time of the last review, about 60 percent of our classes were taught by Part-Time Faculty. In the past year (2014-2015), that ratio

has flipped, and now approximately 55 percent of our classes are taught by full-time faculty, and 45 percent of the classes are taught by part-time faculty.

Staff

The Gender and Women's Studies Department shares offices and staff with the Asian American Studies (AAS) Department. Each department has grown significantly in terms of faculty numbers in the past three years. In essence, GWS and AAS have both grown from small departments into medium-sized departments, which combine to create a large sized department. Together, we boast the 3rd largest number of faculty in the College (after English and Chicano Studies).

At this time, we are grossly understaffed with a full-time equivalent faculty-to-staff ratio that has grown to an unsustainable 12.5 to 1. This is one of the highest ratios in the College (with the exception of Chicana/o Studies and English). Most other departments in the College have ratios ranging from 2 to 10. The median faculty-to-staff ratio in the College is 10, the mode is 9 and the mean is 8 (based on numbers generated from the Dean's office in January 2015). At a 12.5 faculty-to-staff ratio, GWS and AAS are higher than all those measures. In addition to faculty-to-staff ratios, GWS and AAS are both departments that are extremely active in terms of student and community events. Most events include coordination of catering, special lecture payments, parking, fliers and myriad details. We average approximately twenty events and twenty special lectures per year. This generates a high workload for our present staff. We urgently need at least one additional staff member to correct the understaffing issues in the GWS-AAS shared offices.

Janaki Bowerman is our Administrative Support Coordinator (Level II) and has worked with the Department for twelve years. Janaki oversees the administration of both AAS and GWS Departments. She has maintained a commendable level of consistency across years and Chairs in her time with GWS and AAS. We also had a consistent Administrative Assistant (ASA - Level II) for five years. Molly Nguyen worked with our departments since our last review. However, she resigned in October 2014 to further her career as a graphic designer. At this time, we have Virginia Angquico who was brought in as an Emergency hire in her place. We were also able to hire a half-time emergency person (Yuri Nava) to assist in the office during the overload of work for our biennial fundraiser, the Phenomenal Woman Awards. There will be a permanent replacement hired to replace Molly Nguyen's position (ASA – Level II) shortly.

It is apparent that we need another staff person, given the recent growth of both AAS and GWS departments. Both departments have Centers attached to them, which also require some amount of paperwork and coordination by staff (AAS runs the Glenn

Omatsu House, which is a "department, student, campus and community center, while GWS is associated with the Women's Research and Resource Center). AAS also has a tutor program which generates additional workload in terms of payroll and maintenance of lab equipment.

The Women's Research and Resource Center now has a permanent Director who was hired in 2011 by the College of Humanities in collaboration with the Department of Gender and Women's Studies. Shira Brown, who serves as the Director of the Center, reports to the Chair of Gender and Women's Studies as well as the Dean's office. She also coordinates the Phenomenal Woman Awards, and is part-time faculty in GWS. Having a permanent Director has allowed the Center to flourish and grow in more recent years (please see more on the Center in following section) and taken some workload off from staff but since the Phenomenal Woman Awards are coordinated through the Center and our department collaboratively, it creates a large amount of paperwork for staff. In short, given the various programs, centers and student groups run by both GWS and AAS, there is an apparent need for at least one additional staff person. This should help faculty also receive more support from staff as well as help the overall functioning of the department.

Women's Research and Resource Center

The Women's Research and Resource Center (WRRC) is affiliated with the Gender and Women's Studies Department. Although it now operates independently for the most part in terms of its day-to-day administration, there is substantial collaboration with GWS faculty and students. Much of the WRRC budget comes from Associated Students.

The mission of the WRRC is to enhance campus and community understanding of women's issues and concerns at CSUN. The WRRC creates innovative programming to engage students, faculty, staff and the surrounding community in discussing issues of gender.

On August 1st, 2011, Shira Brown, an alumna and lecturer in the GWS Department began to serve as the first full-time Director of the Center. This change (from having various GWS faculty run the Center for release time) was partially in response to the reflections from the last Program Review, when it became apparent that the WRRC needed more full-time attention to flourish. The Center also has an Assistant Director, usually a student from the Gender and Women's Studies Department. The present Assistant Director is Yereni Ruiz.

Some recent highlights in terms of activities at the Center have been:

1. Organizing large events with prominent speaker/performers including: Lilly Ledbetter, Jackson Katz, Bitch, Penny Rosenwasser
2. Receiving a Campus Action Project grant from AAUW in Spring 2013
3. Organizing the annual *Take Back the Night* candlelight vigil, march and speak out. This event is organized in collaboration with the student organization, *The F Word*. This ongoing event draws attention to violence against women and men and is a powerful evening of testimonies, and speaking out to counter the culture of rape and violence. The students and volunteers at the Center work hard to increase attendance each year at the rally. They now reach 200+ students to raise awareness about violence against women.
4. The WRRRC coordinates two drives to collect toiletries and bras for donation to the Haven Hills DV shelter, bringing a materiality to the organizing.
5. The WRRRC also has rotating campaigns that focus on pertinent current issues like the vote or pay equity, etc. Last year, the Center organized the "Scrap Wage Gap" campaign to educate and advocate for better and equal wages for women.

The programs by the WRRRC often offer opportunities for student-faculty interaction as the Center hosts social gatherings such as welcome-back dinners, Open House, end of the year events and GWS Graduation party. The Director of the Center, Shira Brown, states that a core philosophy in running the Center is to empower student volunteers by giving them more responsibility in terms of event planning and organizing. This allows students to develop skills and experience that they can use when they leave CSUN to affect change.

Advisement in the Department

The College of Humanities changed its advising model in 2010 due to the budget crisis. Earlier, the College used to pay for a 3-unit release per semester for one of the faculty members in the department to advise majors. A decision was made to take the advising out of the departments and to hire more staff in the EOP/Advising offices for the College. These advisors work with students from across the college. Smaller departments like ours remain concerned about the encouragement students get about majoring or minoring in Gender and Women's Studies or other area studies programs. The Chairs have made an effort to meet with the Advising staff of the College to explain various intricacies of the program, and to remind them to encourage students to consider Gender and Women's Studies as a major or minor if they have interests that match.

While this might be a more efficient model (in terms of economics and focus on graduating rates for students irrespective of major), it creates less department-specific

advising for our majors and minors. Moreover, there are often reports of students being discouraged to complete a double major or minor if it is going to impact their graduation date in any way. This could have a negative impact on department numbers of majors and minors. Students who have department-related questions that cannot be answered or authorized in the Advising offices, make an appointment to meet the Chair. They are able to get advising through that channel and through connections with individual professors who make themselves available to students. But there is no longer any one-on-one advising of majors and minors from within the department unless the student requests it from the Chair. We see this as a loss to the relationship students have with the department and its faculty.

Efforts are being made to bring in more interaction between students and faculty through "mixers" or by the annual panel we have showcasing faculty and alumni from the department so students can get to know them better. However, we know that the more students have a sense of "belonging" to a community, to a department, and to a campus, the more likely they are to engage and thrive in their academic endeavors. Advising within departments was one more way to build connections between faculty and students – and it is a loss that we don't have it any more. If the College will no longer fund in-department advising, perhaps Gender and Women's Studies can work to build up reserve funds, and re-introduce a rotating advisor role for release time. The goal would be to offer our majors and minors individual attention in their program of study and also to ensure our students are introduced to all the extracurricular activities and possibilities within the department.

Service to the Campus and the Community

The department offers several service courses. We have many General Education (GE) courses in various sections of GE. About 25-30 of our 30-35 classes per semester are either GE courses or service an elective for Liberal Studies majors. This means that 80-90% of our offerings each semester are service courses.

We have recently added a new course to GE. We traditionally teach 4-6 sections of Intersections of Gender, Race, Class and Sexuality (GWS 350) every semester. Until now, this course did not have GE credit, but served to fulfill a requirement for Liberal Studies majors, who are preparing to teach in the K-12 classrooms. In Spring 2014, we submitted GWS 350 for GE credit, which it received. It will be offered as GWS 351 beginning in Fall 2015. It will continue to service Liberal Studies, but we also hope to offer more sections of the course once it has GE credit attached.

The Women's Research and Resource Center is the oldest continuing Women's Center in the California State University system. We have highlighted its many programs that are an ongoing service to the campus in the section above.

The Gender and Women's Studies Department hosts the biennial Phenomenal Woman Awards (with Shira Brown leading the organizing committee for the event). The awards are designed to recognize and honor women who have made outstanding contributions to our community. It also allows the Gender and Women's Studies Department to raise funds to sponsor special programming, support student and faculty research and finance scholarships for Gender and Women's Studies students. The Phenomenal Woman Awards also creates an opportunity for students from a variety of majors enrolled in GWS classes to interact with GWS faculty outside of class in connection with the silent auction activities. This opportunity encouraged students to interface with the larger business community in connection with the department's key fundraising activity and to gain valuable experience in planning major events. Some students work on the promotion and marketing campaign, which also provides them with valuable experience.

Other forms of service include incorporating service learning components in courses such as Women as Agents of Change (GWS 300) where students have an opportunity to volunteer at the Women's Resource and Research Center. Moreover, all majors take a Community Service Learning course (GWS 305) which has been improved by working closer with the Service Learning Center at CSUN and non-profit organizations of the surrounding communities that are working on gender issues. This course advances the efforts of the Department to bring theory and practice together, as well as to serve the larger community.

Process of the Self Study

This self-study was developed through collaboration with faculty and staff in the department. In the earliest stages, the self-study was discussed at various faculty meetings, seeking input from faculty on various sections of the study. Faculty also jointly generated a list of potential outside reviewers.

Dr. Malhotra then authored the self-study, constantly seeking help from various faculty throughout the process, and requesting them to contribute to various portions of the study related to their expertise. Faculty were involved in all major aspects of formulating the study as a self-reflexive document that showcases the strengths and weaknesses of the department. The staff in the department contributed by fact-checking numbers from Institutional Research and contributing feedback on staff needs.

Once the study was written, it was sent to the Chair, Dr. Bartlow for review and then to all faculty for feedback. Once the feedback was incorporated and final edits made, the self-study was sent to the Academic Council of the College of Humanities, which will approve it before it is sent to outside reviewers.

PART II. CAMPUS CLIMATE

The Gender and Women's Studies department incorporates intersectionality (a foregrounding of race, class, gender and sexuality) as a framework, and transnational, global perspectives at the core of its design of courses and hiring of faculty.

When the department was being formed in the late 1990s, it was decided that the unique positioning of the department would be to offer feminist courses that focused on intersectionality and globalization. That positioning guided the hiring of faculty over the years as well as the courses we have designed.

The first level at which the focus on a diversity of perspectives is emphasized is built into the design of the Student Learning Objectives (SLO's) for the department. Three of the five SLO's emphasize diversity. They are: ← should these be the NEW SLO's or the OLD ones?

SLO 1. Students will obtain a level of proficiency in the discipline of Gender and Women's Studies, including knowledge of feminist movements, intersectionality, transgenderism, imperialism and coloniality, transnational feminisms, feminist theories, and feminist research methods.

This first Student Learning Objective specifically foregrounds intersectionality, transgenderism, imperialism, coloniality, and transnational feminisms within the discipline of Gender and Women's Studies. This ensures that students become familiar with these perspectives as framing their understandings of feminism.

SLO 2. Students recognize the gender dimension of social, economic, cultural, historical, political, national and global inequalities. Students become familiar with a range of past and present major issues affecting women and men in society and learn how to critically assess these issues from a feminist perspective.

The second Student Learning Objective focuses on inequalities that occur at various levels of society. This SLO is designed to foreground the social, economic, cultural, historical, political, national and global power differentials that underlie students' understanding of issues impacting society from a feminist perspective. Once again, this SLO is important to create critical thinkers who understand inequities.

SLO 3. Students articulate ethical propositions, demonstrate self-reflexivity about their ideas and social and political positions, and practice empathetic listening with each other and with the underprivileged that promote gender, race, class, and sexual justice, democratic values, national integration, and world peace.

The third SLO is also designed to encourage self-reflexivity in students, and empathetic listening with each other and the underprivileged, foregrounding a social justice approach.

These SLO's are incorporated throughout the Gender and Women's Studies curriculum. For example, in *Intersections of Gender, Race, Class and Sexuality* (GWS 351), students discuss the matrix of domination, write auto-ethnographic explorations about the intersectionality of race and privilege in their own lives, as well as study systems of oppression with regards to gender, race, class and sexuality. This is just one of many courses that are informed by these Student Learning Objectives. There are many other required courses; *Women, Work and Family* (GWS 110), *Women as Agents of Change* (GWS 300), *Gender and Women's Studies Community Service* (GWS 305), as well as electives; *Women, Gender and Global Development* (GWS 340), *Women and Violence* (GWS 370), and *Global Sexualities* (GWS 430) that are rooted in these SLO's. While these courses are highlighted for their focus on the above SLO's, a concern with diverse, intersectional frameworks and transnational perspectives grounds the work in most of our courses.

We are also developing more courses that focus on particular populations or communities. We already have a course on *Women and Gender in Islamic Societies* (GWS 420), and are developing courses on *Black Feminist Thought*, *Latin American Feminism* and *Native American Feminisms*.

The second level at which the Gender and Women's Studies Department creates a positive campus climate is through the diversity of the faculty and students in the program itself. As highlighted in the sections above, we have one of the most diverse faculty (from within the U.S. and across the globe) in the country. The full-time faculty members teaching in the department are all from diverse racial and ethnic backgrounds (with 5 of 8 full-time faculty coming from international backgrounds, and the other 3 faculty members coming from "traditionally underserved" backgrounds). The diversity of our faculty brings a richness of perspectives and experiences to the classrooms, enhancing the cultural climate students in Gender and Women's Studies encounter. Below is a table outlining the race and ethnicity of all GWS faculty.

Figure 7: Race and Ethnicity of GWS Faculty (Full-Time & Part-Time)

Group	Numbers
Traditionally Underserved	5
African American	2
American Indian	1
Latina/o	
Central American	1
Chicana	1
Asian	4
Indian American (South Asian)	1
Iranian American	1
Korean American	1
Pakistani American	1
White	7
TOTAL	16

The F-Word, the Gender and Women's Studies Student Association is an important aspect of creating a positive campus climate that creates a sense of belonging for students of all backgrounds. The association is sponsored by a faculty member in the department and provides another important venue for faculty/student interchange. The purpose of The F-Word is to facilitate students' contribution to the CSUN campus and for them to find support and camaraderie among their fellow Gender and Women's Studies students. The F-Word organizes feminist-related events and activities, helps organize campaigns to raise awareness among women and men on the CSUN campus about current women's issues.

In conclusion, the Department of Gender and Women's Studies has a deep programmatic commitment to diversity, both at the level of course design, in terms of faculty teaching in the Department, as well as the contributions of students within and outside the classroom.

PART III. ASSESSMENT AND STRATEGIC PLANNING

Assessment Results

In 2009-10, and 2010-11, Dr. Florence Kyomugisha served as the assessment liaison for the Gender and Women's Studies Department. The assessment process in the Department is one of collaboration, with Assessment included in almost every faculty meeting. In the previous years, all four of the Student Learning Objectives had been assessed. For 2009-10 and 2010-11, it was decided to test Student Learning Objectives across some of our core courses.

In 2009-10, SLO 4 was tested. SLO 4 states: "Students will develop a sense of agency grounded in the development of their skills in oral and written communication, critical thinking, media literacy, information competence and leadership training." It was tested in GWS 300 (Women as Agents of Change), GWS 302 (Feminist Methods) and GWS 400 (Senior Seminar).

The findings varied between the different classes (as they should as they are at different levels in the program), but showed that a majority of students had acquired considerable knowledge and skills compared to the diagnostic quiz they had taken at the start of the courses. Students who had taken GWS 302 were at a higher level of knowledge and skills in critical thinking, information competence and written and oral communication. By the time students were taking GWS 400, many had a sophisticated writing style, and strong arguments to the central claims of their topic of research. The assessment revealed that students who took our classes in sequence seemed to fare best, which revealed the importance of emphasizing the sequence to students. It was also determined that it was not fair to expect GWS minors who had never taken Feminist Methods to succeed in the Senior Seminar. Accordingly, a program modification was undertaken to replace GWS 400 (Senior Seminar) with GWS 350 (Intersections of Gender, Race, Class and Sexuality) as one of the core courses for the minor.

In the following year, three sections of the Women, Work and Family (GWS 110) course and one section of the Service Learning Course (GWS 305) were assessed for SLO 1.

SLO 1 states, "Students investigate the gender dimension of social, economic, cultural, historical, and political processes on women and men in U.S. and global contexts."

The GWS 110 sample comprised mainly of students who were not GWS majors or minors and who were taking a GWS class for the first time. Thus, the knowledge demonstrated at the end of the semester can be attributed to what was taught in GWS 110 during the semester. A majority of the students demonstrated through their written work and exam that they had acquired a considerable understanding of the gender dimension of the social, economic, cultural and political processes in the US.

Assessment results show that GWS 305 students who had taken lower GWS classes including GWS 110, demonstrated a much higher levels of understanding of gender dimension of social, economic, cultural, and political processes in the US and globally.

From 2011-12 onward, Dr. Breny Mendoza took on the service of assessment liaison for the Department. It was decided to change the direction of the five-year assessment plan. Dr. Mendoza began her service with a cross-sectional study of our gateway and capstone courses GWS 100 and GWS 400, and an embedded assessment of students from GWS 400. All four SLO's were assessed. There were some troubling trends revealed (see annual assessment report for a full discussion).

A brief comparison shows that students are exposed very early on to such core concepts as intersectionality. 53% of GWS 100 students were familiar with the concept of intersectionality. By the time they reached senior status or took GWS 400 the knowledge of intersectional was total with 100% of students responding accurately to the question.

However, this was not the case with other concepts that are usually introduced in later courses, i.e. knowledge about the four most important branches of feminism was wanting. An interesting finding was that students at both levels showed an insufficient knowledge of Chicana, third world, or postcolonial feminism. Students at the GWS 400 level were more familiar with these strands of feminist thought, but were not able to demonstrate adequate knowledge. While students are exposed to these forms of feminist thoughts in later courses such as GWS 301 Feminist Theories, the assessment of our capstone course using the critical thinking rubric showed that even GWS 400 students were having trouble understanding these currents of feminist thought. We had a Faculty Retreat to review the GWS301 Feminist Theory course and assessed its alignment with our SLO's.

Based on the assessment results of the previous year, in 2012-13, Dr. Breny Mendoza spearheaded a new approach to assessment within our department. Rather than measuring SLO's, she undertook a content analysis of twenty-six syllabi designed by both Part-Time (PT) and Full-Time (FT) faculty in the Department of Gender & Women's Studies during the academic year 2012-2013. The purpose of this brief analysis was to describe and identify the ways in which the content of the syllabi incorporate a global or transnational, postcolonial, decolonial, queer, and transfeminist perspective of gender and feminism. All core courses and electives were analyzed, including online courses.

The analysis was revealing. It showed that the department was strong in its discussion of US women of color feminism, Race Critical Theory and white privilege. However, postcolonial, decolonial and Native Studies frameworks were seldom applied and need to be incorporated across more classes. Additionally, the analysis of the syllabi revealed a US-centered approach in some courses, and revealed a greater need for emphasis on

global issues outside a traditional development framework. The inclusion of Queer Studies was uneven (more in some classes and less in others), and Disability Studies was not incorporated into most syllabi. The analysis prompted a faculty retreat to discuss the rewriting of our mission statement and SLO's. As a department we decided to carry out a Professional Development Series in the form of a monthly lunch to share knowledge on various topics (like postcolonial theory, decolonization, transgender studies). It is expected that faculty will revise and adjust their syllabi to respond to the new findings.

In 2013-14, the focus of assessment became to construct a response to the findings of the previous year's assessment. As a result of the previous assessment in which we did a deep evaluation of our curriculum, (26) syllabi and an assessment of our gateway and capstone courses, we decided as a department to reassess our mission statement, our SLO's as well as our teaching goals as faculty. After several discussions in faculty meetings we agreed on a new mission statement, a new description of our program, we created a narrative of our teaching goals and SLOs. We also revised the content of the SLO's making the learning goals more explicit and added a new fifth SLO. The new SLO's have been presented earlier in this review (see section on Department History and Mission). Finally, we created a new curriculum alignment matrix using the new SLOs.

Figure 8 (below) showcases the new curriculum alignment matrix for the Department. These new SLO's will have to be assessed in coming years.

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Figure 8: Curriculum Alignment Matrix for New GWS SLO's

Curriculum Alignment Matrix for New SLO's in Gender & Women's Studies					
GWS Course	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
100	I	I	P	P	D
110	I	I	P	P	P
220	I	I	P	P	P
230	P	P	P	P	P
300	P	P	P	D	D
301	P	P	P	D	D
302	P	P	P	D	D
305	-	P	P	D	-
315	I	P	P	P	-
320	I	P	P	-	-
340	I	P	P	P	-
350	D	D	P	P	D
360	P	P	D	-	-
370	D	D	D	P	P
380	I	D	P	-	-
400	D	D	D	D	D
410	D	D	D	D	D
420	P	D	D	D	D
430	D	D	D	D	-

I = Introduced, P = Practiced, D = Demonstrated

As part of our discussions about teaching and learning in our department, we decided to add "faculty teaching goals" to correspond to the student learning objectives we often put out for students. The newly designed Faculty Teaching Goals are below:

Faculty Teaching Goals

The Department of Gender and Women's Studies at CSUN teaches students to view the world with a critical analytical approach grounded in a social justice framework. We structure our courses in ways that help students develop critical thinking skills that prepare them to graduate studies and the workplace. Students are provided with opportunities to learn critical analysis, logical reasoning, abstract thinking, argumentation, critical self-awareness as well as empathetic understanding. Students are also taught essential skills for doing research.

We raise student's awareness about historical and contemporary social problems relating to Gender and Women's Studies and teach them to evaluate the different possible solutions to these problems. We focus on issues of gender, race, class, migration status, and citizenship, disenfranchisement, incarceration, deportation; reproductive rights and conservatism, sexual politics and queer theories, racialization of gender and sexuality, masculinity, gender violence, militarization and imperialism, religious fundamentalisms and the war on terror, health disparities, histories of colonialism, settler colonialism and indigeneity, and nation-state formations.

Our courses are designed to unleash empathy through service learning and/or theoretical engagement. Our courses draw from a variety of fields of study and integrate new teaching technologies based on the Internet. All our courses teach written and verbal communication that culminate in the Capstone course, which includes a self-organized undergraduate student conference showcasing students' acquired research and practical skills.

In conclusion, the assessment process has revealed various modifications needed to the program and sequencing of courses, which the department responded to. The last two years of assessment have revealed a need for revising syllabi to reflect newer trends in the field of gender and women's studies. The department has begun this process by revising its Student Learning Objectives to be more explicit, designing new Faculty Teaching Goals and refining our mission. The addition of new faculty members in our department has also encouraged faculty to dialogue about new scholarship in the field and re-energized commitments to global perspectives as well as native studies and decolonial feminist frameworks.

Future assessment will begin by assessing the new Student Learning Objectives designed by the department in the past year. It is apparent that Gender and Women's Studies Department students do very well in relation to the College and University competencies such as critical thinking, oral communication, written communication and information literacy. Our students are trained to think critically, expected to do presentations, library research and write research papers in all our Upper-Division classes. We are also succeeding in teaching one aspect of our mission very well (intersectionality and women of color feminism in the U.S.). However, faculty are aware of the need to update syllabi to incorporate postcolonial, decolonial, transgender and native frameworks.

In terms of planning for the new normal of limited resources, the Gender and Women's Studies Department continues to host the Phenomenal Woman Awards, a biennial fundraiser to raise funds for the department, our students and the WRRRC. This fundraiser takes a lot of time and effort to plan and execute. However, it is one way of raising extra money for the department, and to grow reserves for difficult times.

PART IV. DISCUSSION OF KEY STRENGTHS AND CHALLENGES

Strengths

1. The diversity and international composition of the core faculty of the Department is remarkable. The Department is probably the most diverse Department in the nation, reflecting the diversity of Los Angeles and the mission of the College of Humanities to emphasize a diversity of cultures, thought, identity and create responsible global citizens. The interdisciplinary character of the program and the commitment to taking a global perspective in the curriculum is one of the greatest assets of the Department and reflective the mission of the College.
2. Highly productive faculty who are leaders in their field of expertise and who fully participate in local, national, and international professional conferences. Faculty have excellent publishing records, are taking on leadership positions at the College and University level, and are being invited to give keynotes and lectures by other scholars in their respective fields.
3. A community service learning approach in the curriculum and the promotion of an activist culture through the WRRRC allows students to combine theory and practice.

4. A steady growth in the number of majors and courses being offered by the department. The growth in majors is 34% over the past five years. The number of courses offered has grown by 10% in the past five years. There has also been a growth in the number of permanent courses within the department.
5. A majority of courses being taught by full-time tenure-track faculty in the Department, which is a reversal from five years ago. This creates more opportunities for mentoring with students if full-time faculty make connections with students early in their time as a GWS major or minor.
6. Over the past five years, the Department has funded a release time for a faculty member to act as "alumni liaison." Dr. Marta Lopez-Garza has served in this capacity and has increased the Department's relationships with its alumni. The Gender and Women's Studies Department created a Facebook page (designed and run by current students) which we utilize to reach out to alumni to keep them informed about our department events and activities
7. A cohesive, harmonious and collegial Department. This cannot be understated.

Challenges

1. There is a need to rebuild community and outside-class connections amongst faculty and students. The toll of online teaching, the removal of the advising program from the department and the permanent staffing of the WRRRC has led to decreased opportunities for faculty-student interaction outside the classroom. This trend needs to be reversed to create more connection between faculty and students and increase the sense of belonging students have in the department.
2. The Department needs at least one more administrative staff person to ease the workload of current staff and provide more staff support to faculty.
3. The Department needs to continue to grow its majors and minors to remain a healthy department.
4. The faculty members need more support and time for research, writing and publishing. The Department needs to reduce the unsustainable workload of

four courses if it is to maintain its high standards of academic excellence. The service workload seems to increase each semester, with the university adopting more of a corporate model, and expecting faculty to spend increased time doing more and more self-reporting tasks (travel, time reports, etc.).

5. The Department needs to address the pedagogical unevenness (in terms of curriculum and amount of writing expected from students) between its full time and part time faculty.
6. Part-time faculty should be more integrated in the planning process. (Many departments don't require this of part-time faculty). Part-time faculty are always invited to department meetings, but many do not/cannot participate due to time constraints and other commitments.
7. While our faculty have very been successful in receiving internal grants and awards, we have had limited success with outside funding and grants. The Department needs more support from the College and University Development staff to help faculty get better positioned to compete for outside grants.

PART V. DISCUSSION OF THE DEPARTMENT'S MOU

The Memorandum Of Understanding (MOU) that was an outcome of our first program review praised the department for the quality of the GWS department's diverse and distinguished faculty, its integrative curriculum that focused on the intersections of race, class, gender, sexuality, ethnicity and nationality and engagement of students. The MOU also praised the leadership in the department, collegiality of faculty and the interdisciplinary and international focus of the curriculum that served the needs of students, clear student learning objectives and use of resources.

The MOU laid out seven recommendations. Each one has been summarized below, followed by a discussion of how the department has addressed the recommendation.

1. *Recommendation 1: The department must find ways to retain its faculty given the potential they represent in the marketplace.*
 - The Department of Gender and Women's Studies has been very successful in retaining its faculty over the years. All the full-time faculty who were in the department at the time of the first program

review are still part of the department. Plus we have added two new tenure-track faculty to our ranks.

2. *Recommendation 3: Expand course offerings to reduce reliance on other programs to offer courses to majors.*

- At the time of the review, GWS had 13 permanent courses in the catalog. In response to this recommendation, the department has added five brand new permanent courses – which represents a 38% increase in course offerings. In addition, we have many revolving Special Topics and Experimental courses giving our students a much better diversity of courses to choose from
- In addition, GWS has also undergone a substantial restructuring of our major. Earlier, students only took six required core courses within the department and they took their five electives and four concentration courses outside the department. Now, students take all their six core courses as well as their five electives within the department. They can choose to take their core concentration courses within or outside the department. This has greatly reduced GWS' dependence on outside programs to supply courses for our majors.

3. *Recommendation 3: The department is encouraged to increase attempts to find outside funding for research projects and support for its mission.*

- This recommendation has met with mixed success. While faculty have been very successful in securing internal funds, only Dr. Nayereh Tohidi and Dr. Marta López Garza pursued and received external grants. Dr. Nayereh Tohidi received a grant from the National Endowment for the Humanities to establish the minor in Middle Eastern and Islamic Studies. Dr. Marta Lopez-Garza received an outside grant from the California Stories Foundation to complete her documentary film, *When Will The Punishment End?*

4. *Recommendation 4: A focused recruitment of new majors is vital for the program's growth.*

- We have grown our majors steadily over the past five years. However, we need to continue the growth trend to sustain a healthy department.

5. *Recommendation 5: A focus on hybrid classes is strongly recommended.*

- We have introduced hybrid courses as per this recommendation. Many full-time faculty who tried fully online teaching are now offering hybrid classes as well which allows them to combine in-class time with online teaching skills. In Spring 2015, we are offering the highest number of hybrid courses we have ever offered before.
6. *Recommendation 6: The department should create an internally and externally focused "marketing" campaign to tout the strength of the faculty, the achievements of the department and to raise the visibility of these within the University and wider community.*
- The Gender and Women's Studies Department has continued to increase visibility through the work of our faculty and through the Phenomenal Woman Awards. The department is well represented throughout the university in terms of leadership roles and participation. It is well respected and supported by the College and in the larger University.
 - However, there is much room for improvement on this front. We have not created an externally focused "marketing" campaign at this time.
7. *Recommendation 7: The department should better define its relationship with the Women's Research and Resource Center (WRRC), and staffing at the Center is inadequate. The department, dean's office, faculty and administration should work together in the future to return the Center to a more central space on campus as resources and space become available*
- This recommendation was greatly addressed by the hiring of a permanent full-time Director for the Center.
 - However, the Center continues to occupy a far corner of the campus and we hope that in future can be more centrally located to increase access to students.

PART VI. APPENDIX