

# **Women's Studies Program**

## University of Kansas

Strategic Plan  
July 1, 2006

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### **I. History of KU Women's Studies**

Women's Studies was founded in 1972 in the wake of the now-famous February Sisters protest (see Appendix, A7), and was one of the first dozen such programs in the United States. Between 1972 and 1979, first Professor Janet Sharistianian (English) and then Professor Shirley Harkess (Sociology) headed the program; together they taught an interdisciplinary Women's Studies course. Other faculty formed an Advisory Board and cross-listed their courses with Women's Studies. In 1974 Women's Studies began granting bachelor's degrees under the LAS "special majors" option, and in 1977 as "a standard major in the field."

In 1979 KU hosted both the national convention of the Intercollegiate Association for Women's Studies and first National Women's Studies Association conference which brought 1200 scholars and students to Lawrence. In that same year, the Ford Foundation awarded the KU Women's Studies Program a \$100,000 grant for the Research Institute on Women's Public Lives.

In 1980, Ann Schofield became the first tenure-track faculty member appointed to the Program, holding a joint appointment with American Studies. Several other joint appointments followed over the next 16 years, with the core faculty maintaining a steady state size of seven joint appointed faculty for the past eight years. The by-laws were revised in 1990 to clarify the relationship of this growing core faculty with the Advisory Board, particularly in personnel matters.

In 1989, the first annual February Sisters Forum was held at the Lawrence Public Library on the topic of child-care. This event, which aims to create links between the

university and the Lawrence community has grown over time to include a series of events – lectures, concerts, panels – on a wide variety of topics, such as activism, sexual harassment, non-sexist child rearing, and globalization and women.

In 1994, the program organized a series of Gendered Knowledges Workshops for university wide faculty development through the Hall Center for the Humanities. In 1996, Profs. Ann Schofield and Janet Sharistianian chaired the semester long Hall Center for the Humanities faculty development seminar on the topic of Gender. This developed into one of the first on-going research seminars at the Hall Center and is now directed by Profs. Ann Schofield and Marta Vicente.

The Women's Studies program and the Gender Seminar have brought numerous distinguished scholars to campus since the Program began including Judith Stacey, Louise Lamphere, Carol Karlsen, Nellie MacKay, Harriet Lerner, Patricia Williams, Martha Nussbaum, Drucilla Cornell, Michael Kimmel, Nancy Folbre, Obioma Nnaemeka, Heidi Hartmann, and Judith Halberstam. Women's Studies also hosts a beginning of the year party for the new female professors on the KU campus, and engages in other activities to support a collegial climate for women and men.

## II. Current Structure of KU Women's Studies

Women's Studies currently offers a major (B.A. and B.G.S.), a minor, and a Graduate Certificate. We offer principles courses as a part of the general education program of the College, core and elective courses for our majors, minors, and other interested undergraduates, a senior capstone seminar for our majors, and a service learning course for interested majors and minors. We also offer a graduate introduction to feminist theory and a capstone course for the graduate certificate students, as well as graduate electives for those and other interested graduate students.

There are three levels of faculty involvement with the program:

- The **Core faculty** comprises six .5 FTE faculty and a .5 FTE Director, all of whom have joint appointments with another department in the College. Normally only core faculty teach core or capstone courses for the major or the theory and capstone courses for the certificate program. (Appendix A1)
- The **WS Advisory Board** includes over 50 members of the University community, provides direction and support. Many Advisory Board members teach courses in their departments that are cross-referenced with the Women's Studies major, minor, and graduate certificate programs as electives in those programs. (A2)
- The **Graduate Faculty** includes members of the graduate faculty from across the University who at least occasionally teach elective courses for the Graduate Certificate Program and serve as advisors for the students in that program. (A3)

We see our particular strengths in our interdisciplinary ties and our coverage of international women's studies. As a program we are committed to, and have an excellent track record of, fostering interdisciplinary research and mentoring faculty in these sometimes difficult joint positions. In disciplinary terms, we have three historians (two American and one European), one philosopher, a political scientist, a psychologist, and a theatre professor. We also have strong ties to the area studies programs; our faculty are

affiliated with African Studies, European Studies, and American Studies. (We have just lost two faculty members with specialties in Latin American studies in the past two years, and are keen to regain strength in that area.) The Core faculty are excellent teachers, evidenced by the fact that they have won three Kemper awards and a Silver Anniversary Teaching Award in the past five years. In addition the graduate teaching assistants have won two university wide teaching and two university wide service awards in that period.

Women's Studies core faculty are nationally and internationally regarded researchers, having won NEH, Guggenheim, U.S. Institute for Peace, and NSF grants in the past decade. Women's Studies faculty synergize research on women, sexuality, and gender across campus, through active participation in campus research seminars and initiatives. Women's Studies faculty direct the Gender Studies seminar in the Hall Center for the Humanities, which facilitates interaction among scholars across the University with interests in gender.

There are no national rankings for Women's Studies programs, in part because there are so few doctoral programs. However, there is an active national organization, the National Women's Studies Association (NWSA), of which KU is a member, and which collects data and disseminates information about Women's (Gender) Studies programs. We attend the national meetings to keep abreast of current trends and issues. Nationally the trend in Women's Studies is toward studies of global women's issues, global feminisms, and sexuality studies; many top programs have a specialist in gender and science. KU Women's Studies is also actively pursuing the development of a regional women's studies consortium.

### **III. Mission and Guiding Values of KU Women's Studies**

The Women's Studies Program fosters the interdisciplinary study of women, gender, and sexuality, through a rich multicultural and internationally informed academic environment. Our Program seeks to produce intellectually rigorous, analytical and creative work that embodies the perspective of gender in its local and global dimensions through teaching, research, and outreach activities.

The KU Women's Studies Program, recognizing its place in a public research university, as a part of a global community of scholars, and founded in a social movement for justice for all persons, affirms the values of:

- Academic freedom and integrity
- Intellectual community
- Interdisciplinary inquiry
- Critical engagement
- Global justice
- Diversity

### **IV. Goals and Tasks**

#### **Goal 1. Map the State of Women's Studies**

Interdisciplinarity has been a key feature of Women's Studies since its inception. By interdisciplinarity we mean bringing the theories and methods of various disciplines

to the study of the subjects, “women” “gender” and “sexuality” as well as advancing specific knowledge and practices unique to Women’s Studies. Women’s Studies is a site of knowledge production, to use the language of cultural studies, thus making Women’s Studies faculty, in the words of former Dean Kim Wilcox, “agents of change” within their home disciplines. The interdisciplinarity of Women’s Studies challenges disciplinary paradigms in a variety of humanities, social and behavioral sciences and in the natural sciences as well.

We put this goal first because it challenges us to assess where we, as a faculty, have particular strengths for the study of women, gender, and sexuality, and where we need to be going from here as a part of an evolving, global, inter-discipline. Where once it was enough for programs to claim to be “interdisciplinary,” Women’s Studies programs are now more attentive to distinctions among various approaches to interdisciplinary, multi-disciplinary, and cross-disciplinary work.

Interdisciplinarity has been valued in the field of women’s studies for over thirty-five years. At KU, we know that we have an outstanding group of scholars working from a number of disciplinary and interdisciplinary approaches. We need to know more about these various modes in order to best contribute to the field, to our students, and to other interdisciplinary and multidisciplinary programs at KU. We need to know which disciplines our faculty incorporate in their interdisciplinary frame work, how they conceive of this work, and how they teach their students to frame questions and conduct research. Do our faculty attempt to build bridges across disciplines or do they draw from discrete disciplines? In which professional dialogues with other scholars at KU and beyond, in Women’s Studies and beyond, do they engage? How do they teach their students to span, combine, and overlap disciplines? We need to study current theoretical and methodological approaches among our faculty in order to know how we can best position ourselves to contribute interdisciplinary research in women’s studies broadly speaking, to training interdisciplinary women’s studies scholars, and to building across programs and departments seeking to develop interdisciplinary scholarship at KU.

Task 1.1. Devote an annual Gender Seminar session to discussion of the State of Women’s (Gender) Studies

Task 1.2. Survey the Graduate Faculty

Task 1.3. Consider name change to include “Gender”

## **Goal 2. Increase Majors and Minors**

Women’s Studies faculty members teach Women’s Studies and women’s studies-related courses to both majors and non-majors. We generate many credit hours; however, we have relatively few majors compared to our course enrollments.

As of April 2006, there were 41 Women’s Studies majors:

- 4 first year students
- 5 sophomores
- 16 juniors
- 16 seniors

We believe in the value of women's studies for students to understand and successfully navigate their world, and of women's studies majors for attaining a more just and inclusive world. We plan the following strategy to increase our numbers.

#### Task 2.1: Survey Students in Our Classes

We will use these surveys to develop and refine ways to increase majors. Questions will seek the following data:

- What the students are majoring and minoring in; when and why they chose their majors and minors.
- For those who *are* Women's Studies majors or minors, when and why they chose to become a Women's Studies major/minor; their opinions about the major/minor, and what changes, if any, they would like to see.
- For double majors in Women's Studies and another field, what is the other major; for minors in Women's Studies, what is their major?
- For those who are *not* Women's Studies majors or minors, whether they were aware that this major/minor existed; whether they ever considered becoming a Women's Studies major or minor; and what did or would influence their decisions.
- Their reactions to possible name changes, such as Gender Studies; Women's and Gender Studies; Women, Gender, and Sexuality Studies; etc.

#### Task 2.2: Evaluate DEMIS Database

KU's Departmental Executive Management Information System (DEMIS) includes information about enrollment and majors. Useful information might be gleaned from this database, such as:

- Many Women's Studies majors are double majors; does the number of Women's Studies majors listed in DEMIS accurately reflect our double majors?
- The data on majors suggests that many of our majors are declaring their major late in their careers, which makes it more difficult for them to develop the skills that Women's Studies majors need to succeed in the senior seminar and in their careers. Is this an accurate portrayal?

#### Task 2.3: Circulate Information about the Women's Studies Major

College students know about the more traditional majors, such as Biology, History, or Psychology. Fewer know about the option of majoring in Women's Studies or other interdisciplinary areas, especially first and second year students. Ideas for getting the word out about the Women's Studies major could include the following:

- Making sure the Women's Studies Program is represented at majors fairs.
- Making sure students in our introductory course, WS 201, Women's Studies: An Interdisciplinary Introduction, know about the option of majoring in Women's Studies.
- Making sure students in our other courses (courses cross listed in Women's Studies and another department) know about the option of majoring in Women's Studies.

#### Task 2.4: Establish a Human Sexuality minor

This minor will focus on the study of the full range of human sexuality from various disciplinary and interdisciplinary perspectives. We believe that there is demand for this minor among students and that there are faculty resources on campus to accomplish this within the framework of the Women's Studies Program. Attracting students to this minor will increase the number of minors and also encourage some to continue to complete the Women's Studies major.

Task 2.5: Continue to encourage and integrate with other University initiatives

- Study Abroad
- Global Awareness Program (GAP)
- Thematic Learning Communities
- Service Learning
- Research Experience Program (REP)

Task 2.6: Pursue Further Strategies

Other possible strategies for increasing the number of Women's Studies majors:

- Pursuing the other goals in this strategic plan, especially Developing Tracks, Visibility, and Outreach.
- Considering a name change, such as Gender Studies; Women's and Gender Studies; Women, Gender, and Sexuality Studies; etc.
- Adding additional interesting and exciting Women's Studies courses.
- Evaluating the major and minor requirements, considering the balance between (a) insuring that our majors and minors received a rigorous and well balanced education and (b) insuring that the requirements are not so rigid and onerous that they dissuade students from choosing Women's Studies as a major or minor.
- Develop and encourage student groups.

### **Goal 3. Develop Tracks in the Major**

Women's Studies offers wonderful opportunities for students to learn how to be focused, lifelong learners, integrating information from a wide variety of sources for a holistic, informed, critical, yet empathic worldview. To guide our students purposefully through the major and encourage them to think about how their education will transform their lives and lead to productive career paths, we will develop tracks in the Women's Studies major. Tracks will present a template for our majors to combine appropriate core and elective courses in the major with courses in other Programs, Area Studies and Departments across the university, as well as with University initiatives for undergraduate research, global awareness, and service learning.

Task 3.1. Explore and Design Tracks

We will develop tracks that will focus our majors on courses of study that help them develop the necessary skills to accomplish their academic, career, and personal goals.

Tracks might include the following:

- Policy studies
- Sexuality studies
- Cultural studies

- Global feminisms

#### Task 3.2 Design advising materials and strategies

We will devise a strategy and the appropriate handouts and forms for advising majors and potential majors early and often so that they are aware of and plan for pursuing their chosen track.

#### Task 3.3 Assist students in creating Student Portfolios

A new web-based tool for students to create their own student portfolios will be introduced to assist students in creating their individualized, purposeful path through undergraduate school.

#### Task 3.4 Disseminate information about WS Tracks to appropriate entities

It is important that students decide as early as feasible upon a track to pursue in order to take optimal advantage of the many opportunities within and outside Women's Studies to integrate their studies. We will pursue strategies outlined in Goals 6 and 7 incorporating information about opportunities for integration of study and future careers that WS tracks afford.

#### Task 3.5 Assess the outcomes of track advising and pursuit by majors

We will assess the pursuit of tracks by WS majors with our senior survey and subsequent gathering of alumni information to improve advising and modify track requirements and courses. We will also use student portfolios in this assessment process.

### **Goal 4. Enhance Assessment of Student Learning**

Student learning is continually assessed within individual courses through traditional evaluative activities of exams, papers, and oral presentations. Increasingly scholars of teaching and learning recognize that assessment at the college level needs to go beyond the individual classroom to the major, to assess the level and types of student learning throughout completion of portions of and ultimately the entire major. Constructing assessment tools encourages faculty to work together to integrate and connect learning in different classes to allow for progressive development of skills and knowledge content. Information from these assessments then provides important feedback to improve course content and delivery, and facilitate advising of students.

The Women's Studies major comprises four basic types and levels of courses: a common introductory course, a set of intermediate level core courses offered mainly by core faculty, a set of electives offered by other units at a variety of levels, and a common capstone course. We will assess learning at each level of the major.

#### Task 4.1: Assess Learning Outcomes in the Major

- Review goals for common content of WS201, core, and WS601 courses
- Review goals for skills development in Major
  - Critical thinking skills (logical, quantitative and qualitative evidential reasoning)
  - Information literacy skills

- Written communication skills
- Oral communication skills
- Develop assessments for three levels of knowledge and skill acquisition: post-201; post-core course completion; end of major

#### Task 4.2: Create and implement Information Literacy into Women's Studies core curriculum

Over the past one hundred years information has proliferated and become increasingly varied and complex. To navigate this complex world of information and develop the ability to be a life long learner, students must develop a foundation of information literacy skills, and the ability to transfer and translate this knowledge in any given situation, whether it is navigating a map, writing an essay or completing a budget for a supervisor. (Reference 1) By including information literacy skills into the Women's Studies core curriculum we will be able to create rubrics for measuring learning outcomes and enable Women's Studies students to develop a mastery of research, information and technology competencies. As information literacy is embedded in the WS core curriculum, assessment of learning outcomes will be implemented and used for future redesigns and changes.

- WS faculty and WS library liaison collaborate to create information, technology and research modules based on ACRL Information Literacy Competency Standards for Higher Education that can be implemented at each of three levels
  - (WS 201, one 3 credit Social Science course, one 3 credit Humanities course, one 3 credit theory course, one 3 credit course with international content, and WS 601).
  - Modules would be designed and modified as needed based on discussions with teaching faculty.
  - Faculty teaching elective courses would also be able to use these modules in their courses.

#### Task 4.3: Enhance WS 201

Assess key concepts and information that should be included in our introductory course in order to succeed in Core and Elective courses.

- Continue to assess current learning in WS 201
  - Through common final exam questions
  - Through second level, core course pre-tests
- Embed information literacy skills development and assessment
  - The WS library liaison will assist the WS program in creating and implementing assessment tools used for pre- and post-testing WS 201, exit survey for WS majors and measuring learning outcomes in WS core courses.
  - Faculty, GTAs and WS library liaison work in partnership to develop ways of pre- and post-testing the knowledge base and literacy skills of WS 201 students.
  - Results gathered will be used for future redesign and modification of set learning outcomes.
- Implement GTA training in common content development and assessment

- The WS library liaison will collaborate with the GTA committee to ensure GTAs are aware of importance of information literacy skills, resources and services provided by the KU Libraries

#### Task 4.4: Better prepare students for careers

- Integrate information about careers in WS201
- Integrate service learning into the major
- Help students compile list of skills and knowledge gained through major
- Assess outcomes of career information and service learning in alumnae/i surveys

### **Goal 5. Build the Graduate Program**

The graduate program in Women's Studies currently comprises only a graduate certificate curriculum, begun in Fall 2002. The Graduate Certificate Program in Women's Studies is designed to provide students with a focused program of study of women and gender, and to provide certification of the completion of the program on a graduate transcript. Students may enroll in the Program either as a stand alone program or in combination with a graduate degree program in another department. A graduate certificate in Women's Studies may be particularly appealing to students in the humanities, social sciences, or sciences who seek academic employment in interdisciplinary women's studies programs, perhaps in addition to a main appointment in their home discipline. It also is useful for those who currently work with or hope to work with women's organizations or in supervisory capacities in business or government.

The KU Women's Studies Graduate Certificate requires 12 hours of coursework including: WS 801: Women and Gender Studies: Theory and Methods (3 hours); two three-hour electives chosen from the list at the end of this document, from two different disciplines; and WS 898: Research Colloquium (3 hours). All students in the Graduate Certificate program are assigned an advisor to assist in selecting from among the electives, and to serve as an outside reader of the capstone paper required in WS 898.

#### Task 5.1: Reform WS 801

WS 801 instructors have encountered students who have no background in women's studies and/or feminist theory, and are therefore not equipped for the rigorous intellectual work of 801. To remedy this situation, we are proposing a pre-requisite for 801. To fulfill this pre-requisite, students must show that they have had at least one junior/senior level undergraduate course in feminist theory or its equivalent. Students will be required to present evidence of having had this course: not only through transcripts but by producing appropriate syllabi, reading lists, and projects accomplished. For those lacking the prerequisite, it can be satisfied through WS 549 History of Feminist Theory (Same as HIST 649), WS 580 Feminism and Anthropology (Same as ANTH 580), WS 600 Contemporary Feminist Political Theory (Same as POLS 600), or SOC 601 Introduction to Feminist Social Theory.

#### Task 5.2: Assemble the graduate faculty

The graduate faculty will begin to meet as a body to discuss their collective experiences with and how to assess and improve the graduate program. We will ask the

graduate faculty to attend a single annual meeting in the early Fall, and will develop an effective email list for graduate faculty matters.

#### Task 5.3: Propose and Build an M.A. Program

For several years, Women's Studies has been discussing the possibility of initiating a Master's Degree Program. The Women's Studies Graduate Certificate has been extremely successful, with 20 students having completed the program in the first four years, and 11 additional students in the pipeline. This suggests interest in a Master's Degree program. A Master's program would create an intellectual and scholarly enclave for research directly in Women's Studies, rather than, as with a certificate program, women's issues as only one facet of programs in "other" disciplines. A Master's Degree is a terminal degree; students can actually do something with it, both in terms of further academic study and in employment opportunities. Persons with MAs in Women's (Gender) Studies work in politics and human service organizations, and they go on to do interdisciplinary work by combining their degree with a doctorate in another discipline. Master's Degree programs, such as ethnic studies programs, have become common among universities; for instance the M.A. Program in Indigenous Nations Studies at KU. This enriches the background for students then proceeding to Ph.D. work in traditional disciplines. At this point, however, there are serious impediments at KU to develop an M.A. program. Women's Studies has neither the number of courses nor faculty to legitimately qualify it for Master's level administration by Regents' standards. Funding for a new Master's level program is therefore uncertain at this point in time.

### **Goal 6. Enhance Outreach**

Women's Studies plans to build upon our current outreach activities as well as develop new projects to strengthen the ties between Women's Studies (faculty and students) and the community. Our goal is to improve our service to Kansas by responding more effectively to the interests within the broader community as they relate to the study of women and gender. We also hope to build our fundraising capabilities.

#### Task 6.1: Continue Developing February Sisters Association

The February Sisters events have become an important link between KU WS and the community. In the last five years, February Sisters Association has successfully sought funding from a variety of sources in order to produce high profile events attracting very large audiences. Their yearly series of events have been impressive and undeniably successful. Since FSA is primarily a student group, we must continue to recruit and develop this vital link between students and the broader community.

#### Task 6.2: Revive Friends of Women's Studies

We plan to revive the Friends of Women's Studies (FOWS) with a new approach that involves a clearer sense of purpose, a more rewarding set of activities, and more successful ties between FOW and WS faculty and students. One idea to pursue will be the organization of a reading group or book club comprised of faculty (WS Core and Advisory Board) and community members (particularly FOWS). We will also pursue the possibility of bringing FOWS into the February Sisters activities in a systematic fashion.

### Task 6.3: Connect Students and Alums

We would also like to reach out to current and past WS students to raise awareness about the career options available to those with a WS major. We will explore means to increase our communications with WS alums, gathering information on their experiences on the job market and graduate school. We could use such information to better inform KU undergraduates regarding our major and possibly develop a mentoring program by which students could contact WS graduates in their field of interest for career advice.

### Task 6.4: Continue to coordinate with the Emily Taylor Women's Resource Center (ETWRC).

The ETWRC provides a range of programs and services to the KU community to increase awareness of critical gender issues and provide resources and support to challenge barriers and enhance students' success. The ETWRC has collaborated with Women's Studies on these efforts, including co-sponsoring programs, serving as speakers, providing service learning and volunteer opportunities, and collaborating on a learning community, to name a few. We will continue to partner together to strengthen students' awareness, create learning opportunities and provide resources and support to assist in the campus retention and graduation goals.

## **Goal 7. Enhance Visibility**

The Women's Studies Program has been active in building the intellectual life of the campus and the community through our classes, outreach programs, and interdisciplinary relationships. We have striven to support scholarship at the undergraduate, graduate, and faculty levels. Based on this foundation of success, one of the key goals of our program is to be able to showcase that work to the wider community at KU, in Kansas, and nationally. Increasing our visibility works both to demonstrate what we do and to stimulate future connections and new sources of collaboration. By increasing our visibility, we can work to bring more students, scholars, and faculty into our programs.

### Task 7.1 Continue to develop a national and international research profile.

The research accomplishments of our faculty members are many, and we plan to seek ways to showcase that research to KU, the wider public, and the academic community.

- Create an on-line archive of 'works in progress'
- Make the CVs of our faculty members available on-line
- Create links on our website for faculty and student research
- Continue to seek external grant funding
- Participate in scholarly exchanges and networking, such as the Big XII Faculty Fellowship Program

### Task 7.2 Update and maintain an engaging and interactive website.

Our website is often the first entryway into our program for students and for the wider community. As such, we need to update the site regularly and ensure that our information

is accessible and communicates our accomplishments and goals. It should also work as a connective point for alumna, students, and faculty to network and communicate.

- Survey other websites from other interdisciplinary programs and women's studies programs across the country to generate new ideas for our website.
- Track and feature the progress of our former students after graduation.
- Provide contact information for alumni, or provide a link to KU alumna's website, so that our students may maintain contact with our program and each other.
- Create a database of alumni for our current majors to contact concerning career and graduate school ideas and advice.
- Include quotes from students about the major and the program to present their viewpoints and ideas.
- Continue to showcase examples of student work, syllabi, and up-to-date information on the major and classes.

#### Task 7.3 Update newsletters and brochures.

Newsletters and brochures still remain an important way of communicating our program goals and ideas. These tangible products are particularly useful at outreach events, in recruitment packages for students and faculty, with alumni relations, and with members of the community who may not have ready access to computers. While the information in the newsletters and brochures has been and should continue to be reproduced on the website, there is an important place for these materials in recruitment as well as maintaining contact with our alumni.

- Examine similar materials from other interdisciplinary programs and women's studies departments to generate new ideas.
- Update the format, picture, graphics, and images of our materials.
- Envision how to create larger circulation of these materials.
- Use them as pointers to our website, which will have more detailed information.

#### Task 7.4 Create a strategy for KU campus fairs, classes, and outreach activities

There are a number of campus events, such as majors' fairs or orientation, that provide ideal places for showcasing our program, our major, and our classes.

- Create a standard tabling strategy that communicates our vision and draws students into the booth and a conversation about our work.
- Generate a master list of the fairs and outreach activities where we could present our materials, including the majors' fairs, career fairs, outreach programs, and new student orientation
- Do short class visits to each of the WS core and cross-listed courses to ensure that students are familiar with our major, minor, and graduate certificate programs. Explore the idea of doing similar short visits in other classes.
- Investigate whether we can include information on the Women's Studies major in orientation sessions for students new to KU (new and transferring students).
- Investigate whether we can distribute information on the Women's Studies major through the Freshman-Sophomore Advising Center.

#### Task 7.5 Document history of women's studies at KU and the February Sisters programs.

KU has a rich history of women's studies that has national importance. From hosting the first National Women's Studies Association conference to the legacy of the February Sisters protest and its yearly commemorative programs, this history should be both a point of pride for the university and also a point of reflection for what we have accomplished and our potential for growth.

- Recruit students to engage in oral history projects and archival research projects to document this history.
- Work with the Spencer Research Library on these projects and stimulate the connection between our students and the research resources on campus.
- Showcase this history on our website and link this to the NWSA website for national visibility.

#### Task 7.6 Increase visibility in area high schools

High school students are often confused about their future educational goals and career choices. Women's studies is often a new field of study for students, and these programs could serve to introduce students to KU, to WS as a field, and to college professors. This would build a bridge between high school and college and open new avenues of thinking and exploration for students.

- Invite area high school students to women's studies sponsored programs and gender-related events on campus.
- Create a list of women's studies advisory board members who are willing to do guest lectures in area high schools. The member would create one or two standing lectures that would be applicable and related to their research or teaching interests.

#### Task 7.7 Increase visibility in Residence Halls

One way to broaden the intellectual life of the KU community would be to make WS faculty available for programs in Residence Halls. In this way, learning does not stop at the classroom door. These programs could be used to develop a wider awareness of what WS does as a field and also what we as individual faculty do in our research.

- Create a list of women's studies advisory board members to be available to do talks in residence halls about their research.
- Create a standing program that would introduce students to WS as a field and generate awareness of the requirements for the minor and major.
- Coordinate with Thematic Learning Communities.

### V. Hiring Priorities and Resource Needs

This Strategic Plan presents an ambitious set of goals and tasks. Our current resources afford us the ability to carry out a portion of the stated tasks, but to carry out the entire plan will require additional faculty, staff, and financial resources. Our main limitation is the small number of faculty whose regular service duties include service and administrative work for Women's Studies. Accordingly we request the following faculty to be hired over the next three years.

1. Joint appointment with a social science department in **Latin American gender studies**. (This is a replacement of the regional specialty of Gwynne Jenkins and

Lorraine Bayard de Volo, two faculty members who have left since 2005.)

2. Joint appointment with a humanities or social science department in **culture and sexuality studies**. (This is a new position to support our Human Sexuality Minor.)
3. Joint appointment with a science department or philosophy in the area of **gender and science**. (This is a new position to address a serious gap in course offerings.)

In addition to faculty, we request that the normal GTA commitment to Women's Studies be increased from 2 to 3. This would allow Women's Studies to offer an additional section of WS 201 every semester and a section of Women and the Legislative Process (taught by state legislator Barbara Ballard) every year.

Finally we request other resources as necessary to implement this strategic plan. In addition to ongoing OOE, staff, and administrative support, we expect to have additional needs for funding of assessment resources and resources for the library liaison to implement Goal 4, and web development resources to implement Goal 6.

## VI. References

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3. Ellen Messer-Davidow, *Disciplining Feminism: From Social Activism to Academic Discourse*, Duke U. Press, 2002.
4. Robyn Wiegman, ed. *Women's Studies on its Own*, Duke U. Press, 2002.

## VII. Appendices

### A1. Current Core Faculty of the Program

Prof. Ann E. Cudd, Director (Philosophy)  
 Assoc. Prof. Omofolabo Ajayi-Soyinka (Theatre and Film)  
 Asst. Prof. Hannah Britton (Political Science)  
 Asst. Prof. Tanya Hart (American Studies)  
 Prof. Charlene Muehlenhard (Psychology)  
 Prof. Ann Schofield (American Studies)  
 Asst. Prof. Marta Vicente (History)

### A2. Current members of the WS Advisory Board (in addition to Core Faculty)

Tami Albin	Public Service Administrator, Libraries
Sandra Albrecht	Assoc. Prof. Sociology

Barbara Anthony-Twarog	Prof. Physics and Astronomy
Barbara Ballard	Associate Director of Dole Institute for Politics
Marge Bayer	Prof. Mathematics
Nyla Branscombe	Prof. Psychology
Elizabeth Campbell	Lecturer, English
Diana Carlin	Prof. Communication Studies and Dean, Graduate School
Maggie Childs	Assoc. Prof. East Asian Languages and Cultures
Kelly Chong	Asst. Prof. Sociology
Kathryn Conrad	Assoc. Prof. English
Susan Earle	Assistant Curator, Spencer Museum of Art
Jan Emerson	University Support Staff
Diane Fourny	Assoc. Prof. French and Italian
Donna Ginther	Assoc. Prof. Economics
Susan K. Harris	Hall Distinguished Prof. of American Literature and Culture
Mary Lynn Hamilton	Assoc. Prof. Teaching and Leadership
Helen Hartnett	Asst. Prof. Social Welfare
Laura Hines	Prof. of Law
Caroline Jewers	Assoc. Prof. French and Italian
Barbara Kerr	Distinguished Prof. Psychology and Research in Education
Jana Krentz	Librarian, Watson Library
Jill Kuhnheim	Prof., Spanish and Portuguese
Elizabeth Kuznesof	Prof. History and Latin American Studies and Director, Latin American Studies
Alice Lieberman	Prof. of Social Welfare
Linda Luckey	Assistant to the Provost
Elizabeth MacGonagle	Asst. Prof. History
Beverly Mack	Assoc. Prof. African and African American Studies
Kathleen McCluskey-Fawcett	Prof. Psychology and Senior Vice Provost
Elizabeth Miller	GTA, American Studies and Women's Studies
Joane Nagel	Distinguished Prof. Sociology
Anna Neill	Assoc. Prof. English
Dorothy Pennington	Assoc. Prof. African and African American Studies
Jean Peterson	Assoc. Prof. Social Welfare
Catherine Preston	Assoc. Prof. Theatre and Film
Margaret Jean Rausch	Asst. Prof. Religious Studies
Delores Ringer	Assoc. Prof. Theatre and Film
Katherine Rose-Mockry	Program Director, Emily Taylor Women's Resource Center
Ailecia Ruscin	GTA American Studies and Women's Studies
Ann Schofield	Prof. American Studies and Women's Studies
Janet Sharistianian	Assoc. Prof. English
Hagith Sivan	Assoc. Prof. History
Erin Spiridigliozzi	Asst. Dean, College of Liberal Arts and Sciences
Joey Sprague	Prof. Sociology
Edith Taylor	Prof. And Senior Curator, Biological Sciences
Sherrie Tucker	Assoc. Prof. American Studies

Leslie Tuttle	Asst. Prof. History
Susan Twombly	Prof. Teaching and Leadership
Vicky Unruh	Prof. Spanish and Portuguese
Kim Warren	Asst. Prof. History
Ann Weick	Prof. and Dean of Social Welfare
Sandra Zimdars-Swartz	Prof. Humanities and Western Civilization
Mary Zimmerman	Prof. Sociology

### **A3. Current members of the Graduate Faculty**

Omofolabo Ajayi-Soyinka	Assoc. Prof. Theatre & Film and Women's Studies
Sandra Albrecht	Assoc. Prof. Sociology
Nyla Branscombe	Prof. Psychology
Asst. Prof. Hannah Britton	Asst. Prof. Political Science
Diana Carlin	Prof. Communication Studies and Dean of Graduate School
Maggie Childs	Assoc. Prof. East Asian Languages and Cultures
Kelly Chong	Asst. Prof. Sociology
Kathryn Conrad	Assoc. Prof. English
Ann Cudd	Prof. Philosophy and Director, Women's Studies
Susan K. Harris	Distinguished Prof., English
Tanya Hart	Asst. Prof. American Studies and Women's Studies
Elizabeth MacGonagle	Asst. Prof. History
Beverly Mack	Assoc. Prof. African and African American Studies
Jeffrey Moran	Assoc. Prof., History
Charlene Muehlenhard	Prof. Psychology and Women's Studies
Mehrangiz Najafizadeh	Assoc. Prof. Sociology
Catherine Preston	Assoc. Prof. Theatre and Film
Margaret Rausch	Asst. Prof. Religious Studies
Ann Schofield	Prof. American Studies and Women's Studies
Janet Sharistianian	Assoc. Prof. English
Joey Sprague	Prof. Sociology
Leslie Tuttle	Asst. Prof. History
Marta Vicente	Asst. Prof. History and Women's Studies
Sandra Zimdars-Swartz	Prof. Humanities and Western Civilization
Mary Zimmerman	Prof. Sociology

### **A4. Past Directors and Coordinators of the Program (and originating departments)**

Ann Cudd (Philosophy), July 1, 2001-present  
Maggie Childs (East Asian Languages and Cultures), Interim Director Spring 2001  
Lisa Bitel (WS core faculty), Director, 1999-2001  
Sandi Albrecht (Sociology), Director, 1992-1999  
Charlene Muehlenhard (WS core faculty), Director, 1991-1992  
Ann Schofield (WS core faculty), Director 1988-1991, Interim Director Fall, 1996, Fall, 2000, Fall, 2003  
Susan Noakes (French and Italian), Director, 1986-1988

Karlyn Kohrs Campbell, (Communications Studies), Director, 1983-1986  
Diane McDermott, (Counseling Dept., School of Education), Coordinator, 1979-1983  
Shirley Harkess (Sociology), Coordinator, 1976-1979  
Janet Sharistianian (English), Coordinator, 1972-1976

A5. March 20, 2006 "Take A Stand" Column, Lawrence Journal World  
[http://www2.ljworld.com/news/2006/mar/20/womens\\_studies\\_faculty\\_responds\\_criticism/?take\\_a\\_stand](http://www2.ljworld.com/news/2006/mar/20/womens_studies_faculty_responds_criticism/?take_a_stand)

A6. KU Women's Studies website  
<http://www.womensstudies.ku.edu/>

A7. Teaching Tolerance website report on February Sisters  
[http://www.tolerance.org/news/article\\_tol.jsp?id=956](http://www.tolerance.org/news/article_tol.jsp?id=956)