

WOMEN STUDIES DEPARTMENT TEN-YEAR REVIEW

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1. THE REVIEW PROCESS

Our review, carried out during winter quarter, 2003, began with all committee members carefully examining the impressive and comprehensive *Women Studies Department Self-Study*. The external members (Lewin and Zita) joined the committee for the site visit on March 11-12. During the site visit we held group meetings with the following constituencies: full professors (Tani Barlow was out of the country at the time and we held a separate meeting with her in early April), associate professors (five), an assistant professor and senior lecturer, one part-time lecturer, adjunct faculty members (11 in all, with whom we met in three separate groups), graduate students (13), undergraduate students (five seniors and one recent alumna), the standing committee, the executive committee, the graduate program committee, the administrator, and the program staff. One individual who could not attend the scheduled meeting sent us her comments via e-mail. We also met individually, on two separate occasions, with the current chair. In addition, we were given a tour of the Women Studies Department facilities.

2. FINDINGS

Overview

The University of Washington's Women Studies Department occupies a prestigious position in the still growing field of Women and Gender Studies, both because it was one of the earliest programs to develop nationally and because it is currently one of only ten Women Studies programs to offer a Ph.D. in the U.S. (from among eight hundred such departments and programs throughout the country). Although all Women Studies programs attempt to be interdisciplinary, the UW Department is also distinguished as a center of social science scholarship. In this respect, it contrasts dramatically with the more humanities-based emphases in other such programs and departments, both at the undergraduate and graduate levels, and thus offers a unique approach to the field.

The importance of this contribution is reflected both in the undergraduate major and the graduate program. The undergraduate major is distinctive in two ways. (1) It requires students to complete an internship with a local organization, thus giving students a firm grasp of the relationship between feminist history and theory and the actual conditions of meeting the diverse needs of women in the Seattle area. As we learned in our meetings with students, this challenging experience is enormously valued, both as an educational tool and, often, as preparation for future careers. (2) The major also requires a senior thesis, an individualized learning component that entails a full year of work. Students focus on all phases of research during their senior year: preparing proposals, undergoing IRB scrutiny, carrying out field-based and library research, analyzing data, and writing substantial papers. This commitment resembles requirements for honors degrees elsewhere at the UW and other universities. Overall, there is no question that the UW Women Studies undergraduate major is highly individualized and beneficial to the students in the program. Considering the relatively large number of majors (about eighty), the standards of training at the UW are exceptional.

The graduate program is also distinctive, primarily because of its social science emphasis. Its national and international reputation is reflected in the large number of applicants for the small number of admissions made available each year. Many of the students who enter the program focus on global and transnational issues. While this is not unusual in Women Studies doctoral programs, the social science lens makes this program unique. Like almost all other Women Studies Ph.D. programs, the University of Washington program has yet to award any degrees, so how its graduates will fare in the academic job market, where most of them wish to have careers, cannot be predicted at this time. But based on the record of the few programs that have graduated doctoral students (Clark and Emory) and the number of new Women Studies positions advertised in recent years, graduates of the UW doctoral program should have reasonably good prospects of securing academic employment. A hopeful sign in this regard are the new initiatives and discussions at the national level in the National Women's Studies Association to increase market demand for new Women Studies Ph.D. graduates.

Like other Women Studies departments around the country, the UW Department struggles with the structural consequences of jointly appointed faculty and dependence on the contributions of a large number of adjunct or affiliated faculty. A distinguishing strength in the UW's Women Studies Department, however, was the foresight in the beginning years that resulted in tenure-track appointments solely in Women Studies, thus increasing the availability of full-time faculty for students and the amount of focused energy that faculty could bring to building a new interdisciplinary field of study. Across the country, as Women Studies has recently become more solidly institutionalized, split appointments are becoming somewhat less common, a trend that promises to strengthen programs and departments and to provide jobs for new Ph.D. graduates. In this regard, the UW provides a model of institution building for the field of Women Studies, as it demonstrates a highly successful undergraduate and graduate program and the benefits afforded by departmental status with budgetary lines.

Women Studies and feminist traditions have additional distinctive structural implications. Feminist politics has long emphasized the common concerns of women, an ideology that gives rise to an egalitarian and nurturing ethic that defines the cultural climate in Women Studies departments and programs across the country. This is potentially both a strength and a weakness, as faculty struggle to balance the demands of individualized training and intensive mentoring with their need to attend to their own research and scholarly productivity. Like students in other Women Studies programs, both undergraduates and graduates at the UW benefit from the commitment and personal dedication of the faculty. But, also like other institutions, a strong future for the Women Studies Department will depend on structural rearrangements and possibly new priorities in order to facilitate its continued excellence.

Strengths

The Women Studies faculty is the fulcrum of its success. The faculty comprises a highly qualified group of individuals that brings together a unique blend of interdisciplinary, disciplinary, international, and U.S. diversity perspectives that are evident in both scholarship and teaching. The committee was particularly impressed with the faculty's unusually high level of energy and commitment to teaching, as well as their sense of a shared mission and a collaborative community. Course evaluations are consistently high. Three faculty members (Kenney, Ramamurthy, and Howard) have received awards in recognition of their teaching and mentoring excellence.

The undergraduate program offers a distinctive major characterized by academic rigor, a high level of critical thinking, individualized experiential instruction, and service learning. We think it may, indeed, be one of the best undergraduate programs at the UW. As one undergraduate remarked, the experience in this program can be "life changing." The introductory course (Women 200) has been particularly successful. Students often talked about stumbling into this undergraduate course and then getting "absolutely hooked." The high quality education that students receive throughout their major resembles the liberal arts programs at elite colleges and universities rather than the

typical undergraduate programs in large state universities. Students take an active and creative role in designing their own program of study. As mentioned, they are required to complete an internship in the community and to engage in relevant research that culminates in a required senior thesis. For example, as part of her internship, a recent alumna spearheaded legislation that was passed on human trafficking, wrote an award-winning thesis, and has since accepted a position in a New York-based organization that will allow her to continue this work.

Although the students rated the level of difficulty of the program, and especially the senior thesis, as very high, they clearly valued the educational experience and recommended that the thesis requirement, although challenging, should definitely be retained. As one student phrased it, the thesis was "the hardest thing we had to do, but the most rewarding." The thesis experience is undoubtedly also very useful for those students applying to graduate school, where writing samples are an important component of the application materials. Whether they decide to pursue professional work or graduate school, undergraduates repeatedly spoke about the usefulness of their education. As one said, "No matter what I go into I'll be able to apply Women Studies because it's relevant to everything in life. We don't just look at women's issues but at all issues of equality and oppression. We're taught to make connections about issues that are systemic and not just individual. Women Studies pulls everything together." The undergraduate program also serves non-traditional students, particularly women who have had to set aside their career aspirations as they attend to family responsibilities, some of whom are single parents with limited resources, and it appears that the faculty is very sensitive to their special needs. One student remarked that the faculty "understands what it is to have life challenges." In sum, the undergraduate program is a model of interdisciplinarity, with a stellar and active student body, a unique blend of individualized study and sense of community, and one that prepares students well for graduate or professional work.

The Ph.D. program was started in 1997 and has yet to graduate its first student. It appears to be a strong program that shares many of the characteristics of the undergraduate program, including active student participation in designing their course of study, individualized instruction, and interdisciplinarity. The quality of the applicants and those who are admitted appear very high. We met with 13 of the 15 graduate students who, without exception, were enthusiastic in their praise for the program. They said the program had "unbelievable faculty" whose interests, intellectual engagement, and dedication to their teaching were exemplary. Students applauded the faculty's willingness to listen to students' concerns and their openness to changing things that were not working as well as they might. In addition to the obvious benefits to the students, the doctoral program seems to also hold the promise of re-energizing this very hard-working faculty to invest more time and energy in scholarship. Clearly there is the potential for obtaining more grants that could support faculty research, provide funding and research opportunities for graduate students, and result in co-authored publications between students and faculty.

The Women Studies Department plays an important role in the University of Washington by providing one of its few interdisciplinary programs and by facilitating collaborations

across departmental boundaries in teaching, research and scholarship. These activities build much needed bridges with other departments. Adjunct and affiliate faculty repeatedly told us that the Department had "lots of friends" in the University. We were impressed by the shared sense of mission that binds the Women Studies adjunct and affiliate faculty to the program. The Department also offers a valuable service to non-Women Studies majors at the University of Washington. The proportion of non-majors in undergraduate courses is very high and, unlike many graduate programs at the university, Women Studies welcomes graduate students from other departments in their courses. In short, non-majors, at both the undergraduate and graduate level, benefit from the interdisciplinarity, diversity, experiential learning, and rigor of Women Studies courses.

The Department also plays an important role in the wider community through both the internships required of all undergraduates and the community service in which the faculty and students are engaged. Both offer valuable service to the community and help create stronger community ties to, and support for, the University of Washington.

Faculty, staff and students expressed strong support and appreciation for Professor Judy Howard as Department Chair. Their acknowledgment of her dedication and skill is all the more remarkable because she is a relatively new chair who was brought in from another UW department in the fall of 2001. As one person said, "Judy Howard is an extraordinary administrator. She has professionalized the Department and has done so with great skill and kindness. She has been able to find ways of valuing each faculty member." It was felt that she also values, and has succeeded in establishing, a transparent style of leadership and decision-making. One of her mechanisms for achieving this was her creation of an Executive Committee with representatives from the faculty, staff and student groups. Professor Howard's strong research record, her teaching excellence, and her dedication to the Department are greatly respected.

Praise was also directed at Carol Langdon, the Department Administrator, who has gradually and creatively up-graded and professionalized the physical space of the Department.

We clearly saw that the Department's faculty and staff create a cohesive, collaborative, and supportive group. One staff member told us how she has been asked to apply for positions in other departments, but has refused to do so because she is "very happy" in Women Studies. She said she enjoys "working with such incredible people" and is made to "feel like she belongs."

Challenges

Most of the challenges facing the Women Studies Department are a direct consequence of its numerous strengths. They illustrate the high cost of sustaining such a labor intensive program with a small group of faculty, several of whom hold only part-time positions in Women Studies, and all of whom value rigorous and individualized instruction.

The major concern in our review is one of sustainability. Can the faculty members continue to balance everything they are doing: maintain their high standards for teaching, advising, service work, and mentoring; develop new faculty initiatives for research and publication; continue to contribute to the leadership of the College, the University and surrounding communities; and maintain the momentum to move forward with a cutting edge interdisciplinary undergraduate and graduate program?

1. Time for scholarship

The greatest challenge is the lack of faculty time for scholarship, which includes initiating new research, grant writing, and publishing. The faculty seems to be fairly frustrated in its ability to sustain an engaged research culture. With little time for research, there are faculty members who have been stuck at the associate professor level for many years (twenty years in one case), a circumstance that keeps them from being competitive when applying for resources or entering the job market. If this pattern continues it will begin to erode the Department, especially the viability of the graduate program, and will ultimately undermine the very quality that it has worked so hard to create and which is its mark of distinction. Several faculty members expressed frustration and exhaustion brought on by the work overload, the lack of enough faculty in critical positions (such as transnational feminism), and the lack of feeling supported (morally and structurally) by the administration. For example, one associate professor was recently courted by another institution but said she was too overworked and exhausted to even reply. A stronger faculty publication record and the promotion of associate faculty to full professorship will not only establish a good model for graduate and undergraduate students, but will also make the graduate program more competitive when compared with other programs across the country.

2. Structures for faculty articulations

As is typical of many interdisciplinary Women Studies departments and programs, the institutional structures defining the Department and its affiliated faculty outside the Department rest on a maze of faculty connections between the departmental, adjunct, and associate faculty, while Women Studies faculty have commitments to various other departments or research centers. In addition, there are a variety of curricular articulations, with some courses cross-listed, and some courses in other departments counting for Women Studies credit and others closed to Women Studies graduate students. There is also a variety of community connections with agencies and organizations providing sites for internships, internship supervisors, and community learning projects. In general, this elaborate network is a strength for Women Studies as these arrangements create a large number of faculty who make various kinds of contributions to Women Studies and who thrive intellectually and communally through various kinds of professional identifications with Women Studies. At this point in the Department's history, however, these

arrangements call for more formal definition and articulation that will help set clear expectations, consistent accountability, and better management of available resources.

Currently the Women Studies Department counts 69 faculty members from across the University as adjunct faculty. In our various meetings with adjunct faculty, we found a remarkable level of enthusiasm for the Department of Women Studies. For some adjunct faculty, Women Studies provided additional reason to come to the UW. Praise was given to Professor Judy Howard for the ways in which she has reached out to adjunct faculty and made efforts to include them. Still some challenges remain in making these connections stronger and more productive for both Women Studies and the adjunct faculty.

3. Funding for graduate students

The graduate program is still in its early stages and, thus, hard to fully evaluate. Yet we noted some concerns. The Department seems committed to the graduate program in theory (its existence raises the national standing of the Department, sparks renewed interest in research, trains professionals specifically in Women Studies, etc.), but there are clearly challenges given the lack of infrastructure at the graduate level. Funding for students is limited, with few TA positions available and virtually no RA positions from faculty grants. This seems somewhat discriminatory against Women Studies, as some other departments have the funding to offer four and five-year packages to incoming graduate students (for example, Philosophy typically guarantees a five-year package and Sociology a four-year package). Without these offers, the UW clearly loses a firm hold on the competitive edge for prospective graduate students. The limited one-year package typically offered by Women Studies places inordinate stress on graduate students to find outside work, which in turn weakens their teaching portfolios, slows down their time-to-degree, and takes time away from their professional development.

4. Unequal distribution of teaching and advising loads

We also noticed an unequal distribution in the teaching assignments and advising loads. This has resulted in a fragile and potentially demoralizing situation unless and until the rationale for these differential workloads and their consequences are either abolished or justified within the Department. Secondly, it appears that with the emergence of the graduate program, the College has not provided for the increased teaching capacity needed to maintain a graduate program in addition to an already thriving undergraduate program. This is aggravated by the diminished teaching capacity suffered by the loss of Professors Sunindyo, Winddance-Twine, and Jacobs (in her up-coming retirement) and the absorption of Professor Jeffords into the administration and Professor Noble into the Halbert and Nancy Robinson Center for Talented Youth. The increased teaching capacity needed for the new graduate program has not been sufficiently funded by the College, even at the level of compensation for the lost lines and prior commitments to transnational faculty lines. To adjust to this diminished teaching capacity, a two-tier

system is emerging in which the introductory course (Women 200) is taught only by a senior lecturer, part-time lecturers, or graduate students, but never by the tenured or tenure-track faculty. Likewise, the heaviest advising of students falls disproportionately on the shoulders of an assistant professor.

5. Methods training

One of the frustrations graduate students voiced was about the lack of methods or methodology classes specific to feminist modes of inquiry. Although there appears to be a shared view of feminist methods as a solution to some of the curricular problems, we feel that the issues of methods, feminist methodology, and feminist interdisciplinarity require both local and national attention within the field of Women Studies, for which the University of Washington could become a leader. At the same time, the issue of methodology will need to be demystified and creative ways of allowing Women Studies students access to discipline-based research and methods courses elsewhere on campus should be encouraged. Methods training could include specific research-directed techniques that can be as diverse as content analysis, survey methods, ethnographic methods, etc., most of which are not unique to feminist scholarship but all of which may require special attention to methodological or theoretical considerations specific to the field of Women Studies.

6. Space

Space presents a final challenge. The creative design skills of the current administrator have gone a long way to reorganizing and improving the current space and to creating a more professional front for the Department. But available space is still far from sufficient to meet the Department's needs. For example, there is one tiny office with two desks, which the part-time lecturers and TAs share for office hours, and one office with four desks, which the fifteen graduate students share.

3. RECOMMENDATIONS

The review committee's recommendations follow closely from the identification of the strengths and challenges. In particular, we focus on suggestions that address the closely interrelated challenges of generating a more dynamic research culture among faculty and of providing the necessary support (including, but not limited to, funding) for graduate students. Our aim is the continued development of the type of department agenda that one would expect at a first rate research institution like the University of Washington. We believe that Women Studies can successfully meet such challenges through both additional administrative support and internal attention to reorganization. Contributions of specific resources from the College could greatly help enable important developments (for example, a faculty line). While we emphasize measures that the Women Studies faculty can and should develop now within existing College resource allocations, we

strongly believe that, when new resources are forthcoming, Women Studies should be a top funding priority for the College. We also believe that progress entails facing the challenges and making some hard choices to address them, regardless of whether new resources are forthcoming in the near future. Our recommendations fall into several categories:

1. Cultivate a stronger research culture

- The “lock up” of associate professors is somewhat typical for Women Studies and is a product of the demands placed on the first generation of scholars who devoted years of energy to creating a new department; a new field of inquiry; a new national professional organization; a new community of diverse scholars devoted to teaching, advising, and mentoring of students; and to service benefiting the Department, University, and surrounding and global communities. The subsequent sacrifice of academic productivity now requires remedy. Increased attention to research can be accomplished in several ways.
 - The granting of research quarters and sabbaticals is necessary. The deans should grant full discretionary authority to the Department Chair to solicit requests, make assignments, and urge productive usage of research quarters by all Women Studies faculty. Granting research quarters, a move that will not affect teaching load, would enable faculty to reorganize their time in ways that facilitate greater focus on research, grant writing, and publication.
 - We also advise faculty members to form groups to support each others’ writing and publication efforts.
 - It would also be in the Department’s interest to provide more equitable distribution of service, advising, teaching, and mentoring work as well as stronger incentives for publishing and for progressing towards promotion for the associate professors.
 - The Department has recently begun having colloquia. An ideal way to foster a more productive research climate would be to launch a more formal series of talks where faculty research is the agenda. Feminist scholars from other departments should be invited to join Women Studies faculty for these colloquia. Such colloquia could establish the Department as a hub for cross-campus intellectual exchanges and events.
 - A space for the display of new books and articles by Women Studies faculty should be created.
- The Women Studies Department clearly has need for more faculty lines, which would help improve the research culture. They have lost two of the original four lines in transnational feminism, and they will soon lose another faculty member to retirement. In

a small department such losses have a far greater impact than in larger departments, not only in the distribution of service, advising and teaching loads, but also in the depletion of energy taken away from writing and research. Women Studies has a desperate need for faculty who can teach transnational feminism, critical race theory, and methodology (methodology, however, should be combined with one of the other two foci). We strongly urge the College to create at least one faculty line as soon as the budget allows and to honor the Strategic Plan as the Department's future vision.

2. Increase graduate student funding

- The Women Studies Department needs more teaching assistantships. We are aware that this will be difficult for the College to provide in times of scarce resources, but the need should be placed high on the list for existing resources. Additionally, we recommend that the Department pursue some new initiatives. For example, faculty could develop closer relations with units that often have more teaching assistantships than available students (for example, Political Science, Law Societies and Justice, and Sociology). Some units might even commit a fixed allocation of teaching assistantships to Women Studies each year. In addition, faculty should consider increasing undergraduate course enrollments to justify allocation of more teaching assistantships. This would have the added benefit of creating a larger pool of undergraduates and of allowing faculty to work collaboratively with small groups of undergraduates at once, rather than individually, during the labor-intensive stage of thesis advising. Additionally, doctoral graduates will need to have Women Studies teaching experience to successfully compete on the Women Studies job market. Lack of TA experience is disadvantageous to UW doctoral graduates.
- The Women Studies graduate program desperately needs research assistantships. One of the most effective ways to express commitment to graduate education is to generate research grants that offer RA funding on a continual basis. If Women Studies faculty members are truly committed to graduate education, they need to take that financial goal seriously. Many foundations and federal grant organizations (for example, NEH and some NSF programs) fund qualitative feminist research. Increasing grants would have the additional advantage of promoting a more active research culture.
- One way to extend graduate funding per student is to regulate admissions. The review committee floated the idea of restricting graduate admissions to every other year. This would make existing resources go further and would also reduce the number of times graduate core courses would need to be taught. Many faculty members responded favorably to this suggestion. We urge them to further consider this possibility.

3. Rethink existing structures and resources

- One potential strategy for building up the faculty numbers within Women Studies is for existing faculty and classes elsewhere on campus to be more strategically and officially articulated with the Women Studies Department. The University of Washington has one

of the finest collections of feminist scholars. This could be put to better, and more clearly articulated, use. Faculty members who are teaching, or are willing to teach, transnational feminism (for example, in Law Societies and Justice), critical race theory, and qualitative methods courses (for example, in Anthropology, Political Science, and Psychosocial Nursing) already exist on campus. Women Studies faculty should identify, cultivate, and institutionalize these and other resources to enhance the graduate curriculum. The Strategic Plan and the priorities that the Department has set for itself, however, require that these internal augmentations be made consistent with respect towards the goals and objectives established by the Department.

- It might be possible for some faculty who are currently in other departments (especially those fitting the profiles outlined above) to move all or part of their lines into Women Studies. It might also be possible for some current Women Studies faculty, who hold only part-time lines in Women Studies, to reallocate their positions so that they are 100% in the Department. These potential moves should be explored with care and sensitivity without creating a haphazard mosaic of faculty appointments or articulations, which will undermine the direction, autonomy, and strengths that make the UW's Women Studies Department a leader in the field.
- In our meetings with adjunct faculty, we clearly felt that stronger and more productive connections could be made with adjunct faculty without necessitating the transfer of lines or appointments or a traumatic upheaval of departmental self-direction. For purposes of merit review, the adjunct faculty expressed the need to have more recognition from Women Studies for their contributions. They were also excited about the possibilities of interdisciplinary research grants and collaborative teaching projects. Greater effort could be made to develop interdisciplinary research teams that take advantage of resources within, or available to, other programs on campus. For example, opportunities exist for collaborative grant writing with the School of Nursing. Likewise, institutional grant proposals by various area programs and centers (EU, CLASS, CWD, etc.) could include specific funding requests that would benefit Women Studies faculty and students. Co-teaching arrangements, which are a priority for interdisciplinary programs of study, need more support from the College and University. Articulation agreements guaranteeing seats for Women Studies graduate students in other departments offering methods training courses could also be pursued. The website model being developed by Professors Taylor and Anagnost in Anthropology is exceptionally impressive and promising in this regard.
- There was some concern among different faculties (core, adjunct, associate, community) and across generational lines about the direction in which the Department is going. Although we see the strength of the UW Women Studies Department in social science and transnational research and scholarship, there was some concern about the sacrifice of U.S. diversity studies in the prioritizing of the transnational. The Department clearly advertises itself as having a primary focus on "global studies of feminisms in the Americas and Asia." Perhaps some consideration should be given to the best job market profile for a Women Studies Ph.D. graduate, which along with an area of specialization includes interdisciplinary breadth, teaching experience in Women Studies, facility with

feminist theory, methods, and methodologies, and a working knowledge of the feminist scholarship in U.S. diversity studies, transnational, and international studies. A stronger sense of balance between this profile for the new Women Studies professoriate and the Department's self-defining transnational focus and social science concentration may need to be further discussed in developing the future aims of the Department. Additionally, we recommend that the Department recognize the National Women's Studies Association as a resource for the professional development of graduate students, for leadership development, for guidelines on tenure and promotion in Women Studies, and for a potential public sphere for shaping the future direction of the field.

4. Reorganize staff

- A reorganization of staff positions might meet program needs more efficiently. In particular, we suggest consideration of transforming the existing Program Assistant into a 75% or 100% professional Graduate Program Assistant. Work-study students could be hired to cover some of the duties presently performed by the Program Assistant. A Graduate Program Assistant could gather information and disseminate it to the graduate students, which would relieve faculty from this burden, plus get helpful information (such as the location of funding sources and relevant courses) to students. Women Studies could benefit greatly from more staff, but it is not shorter on staff than comparable small programs on campus. Rethinking job titles and allocation of responsibilities might meet their needs.

5. Space

- The issue of space seems to be endemic to the University of Washington. The Department clearly needs additional space. We urge the College to think creatively about providing more adequate space for Women Studies faculty and students and architecturally improved working conditions (perhaps in conjunction with a long-rumored major change in the occupancy of Padelford Hall).

6. Miscellaneous

- As noted above, thought should be given to having faculty work with senior thesis writers in small groups (organized according to shared research interests) rather than individually.
- The chair is understandably eager to convey a transparent management style. However, administrative processes can easily be made transparent (through e-mails, information sharing at staff and faculty meetings, etc.) without having to involve so many individuals at every stage of the various processes. Clearly, however, the Executive Committee seems to fulfill a necessary administrative function and increases the sense of trust in the leadership and commitment to the Department.

- The lists of courses offered in other departments that Women Studies students take needs to be streamlined and brought up to date. At the moment, the lists are unfocused, inaccurate, and misleading. Many courses on the lists are no longer taught and others that are relevant are not on the lists.
- The Department should give up plans for various time-consuming projects, such as the applied MA option and the distance-learning plan.

4. CONCLUSIONS

In conclusion, all members of the Women Studies Department Ten-Year Review Committee endorse the content of this report and recommend to the Graduate School, the Office of Undergraduate Education, and the College of Arts and Sciences that the Women Studies Department be commended for its excellent undergraduate and graduate programs and be placed high on the priority list for continued support and growth. The challenges we have presented in this report require planning and goal-setting, which we think are reasonable and realizable steps for improving and maintaining one of the top Women Studies programs in the country.

cc:

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