Review of Provisional Academic Program to Established Status

B.A. Program in Women’s Studies

Department of Women’s Studies
College of Social Sciences
University of Hawai‘i at Manoa

April 2012
B.A in Women’s Studies  
College of Social Sciences  
Self Study  
University of Hawai‘i at Mānoa

Introduction

In 1975, the Board of Regents at the University of Hawai‘i at Mānoa (UHM) unanimously approved the establishment of a Women’s Studies Program. The goal of the Program was to provide an academically excellent undergraduate program that enriches the course offerings of the College of Arts and Sciences. The first formal Women’s Studies Program review conducted in 1978 noted that the Program provided the only coordinated baccalaureate curriculum in Women’s Studies (as a Liberal Studies B.A. major) in the state and was the only locus for academic research on women in the region. Nearly forty years later, we remain leaders in undergraduate education, curriculum development, and research on women in Hawai‘i.

Currently, the Women’s Studies program emphasizes multicultural and global education, and research on issues of gender, sexuality, ethnic and national diversity and social justice. Students at both the undergraduate and graduate levels are provided with a rigorous and integrated academic experience on girl’s and women’s issues with an emphasis on women in Hawai‘i, Asia, and the Pacific.

Since its creation, the Women’s Studies Program has been a formal part of the UHM organizational chart and has functioned consistent with other departments within the College of Social Sciences (CSS) at UHM; it became the Department of Women’s Studies in 2011. Currently, the program offers an undergraduate certificate, a B.A., and a graduate certificate. The Department of Women’s Studies offers full tenure to its faculty and has 6.0 FTE tenured and tenure track faculty. Five current faculty are 1.0 FTE in Women’s Studies and two hold joint positions with other departments in the College (i.e., Ethnic Studies, and Political Science). Women’s Studies also has one emeritus faculty member.

The College of Social Sciences 2009 External Program Review noted that Women’s Studies Programs across the country have matured considerably in the past decade with many programs developing undergraduate major, graduate certificate, and master’s programs. Nationally, there are now about 433 Women’s Studies departments/programs and roughly half of these (214) offer B.A. degrees, 50 offer M.A. degrees, and there are 18 doctoral programs, with others in development.

That same review concluded that the Women's Studies Program at UHM, with its “nationally eminent senior scholars and excellent more recent hires” ranks “among the top thirty or so programs in the nation.”

Student enrollment in these various degree tracks strongly support the shift from a provisional to permanent B.A. in Women’s Studies. When the Program was granted its own undergraduate major in fall 2007, it had 14 majors. By fall 2008 semester, there were 30 majors, and as of fall
2011, the program had 85 majors (a five-fold increase since the inception of the provisional B.A. in Women’s Studies). The increase in majors also led to an increase in student semester hours (SSH) from slightly under 1,000 in 2004-05 to 5,500 in 2010-11. Also included in the increase of majors and credit hours is an increase of mainland students as well as male majors (the increase in males in Women’s Studies Programs/Departments is a national trend). The data also reveal that students majoring in Women’s Studies have among the highest GPAs in the college, and that the Department is among the most efficient in the College of Social Sciences in terms of cost.

Women’s Studies does not yet offer an M.A. or Ph.D., but in the fall of 2001 it began offering a very successful graduate certificate program designed to complement other graduate degree programs. Like the undergraduate program, the numbers have grown from five in 2001 to as many as 20 during more recent years.

The sections below follow the guidelines for assessing the progress of our B.A. program from 2007-2008 to the 2010-2011 academic year, and include fall 2011 data where possible and relevant. The Women’s Studies 2011-2012 Program statement and four-year academic plans are attached as Appendix 1.

1. Is the program organized to meet its objectives?
   (Discussion of curriculum, requirements, admissions, advising and counseling, and other aspects of the program, with reference to its objectives.)

Women’s Studies takes what we think we know, as a society, about women and gender and asks if we really know it. Using an interdisciplinary approach that includes art, anthropology, biology, criminology, economics, history, language, law, literature, medicine, philosophy, political science, psychology, and sociology. The objective of the Department of Women’s Studies is to provide a rigorous academic experience for students interested in women and gender issues as they intersect with other vectors of power in society such as race, nationality, class, sexual identity, and age.

Women’s Studies majors receive a strong and coherent academic experience that provides an excellent foundation for their future. Our Department allows them to acquire a solid knowledge base and critical thinking skills, encourages development of writing and speaking skills and analytical skills that aid students in contributing constructively to a broad range of occupations. Women’s Studies graduates have gone on to pursue careers in medicine, law, business, education, public health, social work, and journalism, as well as advanced feminist and gender studies in graduate degree programs at UHM and at other major universities (see Section 6).

The University of Hawai‘i at Mānoa is the only institution in the state where students can embark on a full program of course work in Women’s Studies. There are currently 85 Women’s Studies undergraduate majors, 42 applicants for the Undergraduate Certificate in Women’s Studies, and 12 Women’s Studies graduate certificate students.

The Women’s Studies Program serves not only majors and certificate students but also the larger student body of the University. As an interdisciplinary field, we have a broad constituency and serve a variety of undergraduate needs that extend well beyond our own students since the
majority of our classes are cross-listed with other departments (see complete course listing in Appendix 2). As a result, our student learning objectives reflect goals and outcomes we promote for this range of students—both Women’s Studies majors and certificate students—but also the broader student body. Our key student learning objectives (SLOs) for undergraduate students enrolled in our courses are as follows:

1. **Application of critical thinking skills.** This SLO involves both oral and written assignments designed to engage students to think analytically and help them learn to build increasingly sophisticated arguments.

2. **Application of key concepts.** This SLO includes material relating to the social construction of gender, sexuality/gender connections, intersections among gender, ethnicity, class, colonialism and other vectors of power, identity, and social stratification; assignments are typically designed to assess the degree to which students are able to apply these key concepts to real world situations.

3. **Improved writing.** In addition to offering a number of “W” (Writing Intensive) designated courses, most Women’s Studies courses provide students one or more opportunities to actively engage as writers through essay, research paper or other extended writing assignments; many such assignments also provide students the opportunity to submit drafts for editing or feedback.

4. **Improved oral communication.** Women’s Studies offers several “O” (Oral Communication) designated courses but as a matter of general practice, our faculty have exceptionally high expectations for class participation through presentations, group research projects general class discussions and class participation is frequently a part of a students’ grade for a course regardless of its focus designation.

5. **Awareness of interdisciplinarity.** This SLO addresses students ability to draw on and integrate modes of inquiry in the arts and sciences; many Women’s Studies courses, although taught by a faculty member with a background in a particular discipline, intentionally draw from a multiplicity of disciplines.

6. **Understanding and application of gender/ethnicity/colonialism analysis in a Pacific-Asian context.** This SLO takes the same key concepts identified in #2 above and applies them in a Pacific-Asian and frequently a local context; this is a critical component, as many Women’s Studies courses and assignments are designed to assess the degree to which students are able to apply these key concepts to real world situations in Hawai‘i and Asia-Pacific contexts.

7. **Ability to connect the classroom with “real world” feminist issues.** This SLO involves encouraging active engagement in citizenship and civic participation and providing opportunities and models for academic/community partnerships, internships, and community-based research; students are introduced to individuals from the community engaged in work that might interest them through Women’s Studies sponsored events such as colloquia, art shows, speakers, and other events.

8. **Development of analysis and critical understandings of men and masculinity.** This SLO addresses the fact that men have a gender, and that masculinity as well is affected by multiple vectors of power including race, sexuality, class, and nation.

What follows is a curriculum map which tracks the various Women’s Studies SLOs through the Department’s current curriculum.
### Curriculum map

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<thead>
<tr>
<th>WS</th>
<th>SLO-1 Critical thinking</th>
<th>SLO-2 Key concepts</th>
<th>SLO-3 Writing skills</th>
<th>SLO-4 Oral communication</th>
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Key: I = introduced, R = reinforced and opportunity practice, M = mastery at the senior level, and A = assessed (see course listing – Appendix 2)

*courses required for the major

Courses in **bold**: Nine credits of these are required for the major

Majors are also required to take three 300-level and three 400-level courses
Majoring in Women’s Studies. Women’s Studies majors have indicated that they value certain important aspects of our current program. The aspects most often cited as important to our students include:

1. Flexibility,
2. Interdisciplinarity,
3. Emphasis on critical thinking, and
4. Application of feminist principals to a wide range of career options.

Our Department stresses these values/objectives and it is gratifying to us that our students express values that closely adhere to our core learning objectives. The Women’s Studies major allows students to tailor their degree program to best suit their interests and career goals while maintaining a balanced level of structure that provides the rigor students have come to expect and rely on from our Program.

Currently, the process for declaring a major in Women’s Studies is as follows:

1. Majors are chiefly recruited by faculty in our large, introductory classes, often as a consequence of a presentation given by the undergraduate advisor, who distributes information about the major to all interested students during these presentations. We are also seeing an increasing number of majors who come to Women’s Studies initially to meet their foundations and focus requirements, and who then discover an interest in gender and elect to major.

2. Students contact the Undergraduate Advisor (currently Professor Kathy Ferguson, Saunders 721H, email kferguso@hawaii.edu (956-8835)).

3. Student and undergraduate advisor determine whether a student wants a general focus Women’s Studies major or a special focus Women’s Studies major. A general focus plan can include a broad encounter with Women’s Studies and is best for students wanting a broad exposure to the multi-disciplinary field. A specialized plan, such as Gender and Law or Women and Health, can include up to 15 outside credits as long as the courses are pre-approved and match the special focus of the plan (Advising sheets for the Women’s Studies BA are included in Appendix 1 along with the Women’s Studies four year plan).

Course and credit requirements for the Women’s Studies general and special focus majors are as follows:

**General Focus** - Students must complete 30 credit hours of total coursework, including:

1. A minimum of nine credit hours from 300-level Women’s Studies courses.
2. Two specific courses (*best taken during the students junior or senior year*):
   a. Feminist Theory (WS 439/POLS 339)
   b. Feminist Methods and Research (WS 440)
3. A minimum of three further credit hours from 400-level Women’s Studies courses.
4. At least nine credits from a list of courses focusing on gender, race and class in a transnational context.

5. Additional coursework as necessary to complete 30 total hours of coursework.

**Special Focus** - Students must complete 30 credit hours of total coursework, including:

1. A minimum of six credit hours from 300 level Women's Studies courses.
2. Two specific courses (*best taken during the students junior or senior year*)
   a. Feminist Theory (WS 439/POLS 339)
   b. Feminist Methods and Research (WS 440)
3. At least nine credits from the list of courses focusing on gender, race, and class in a transnational context.
4. Additional coursework as necessary to complete 30 total hours of coursework.

*Introduction to Women's Studies* (WS 151) is a prerequisite to many Women's Studies courses and may be counted toward the major or the social science core requirement, *but not both*. Courses cannot be double counted for more than one academic major, however. Women's Studies students may double count their major and their Foundation requirements (e.g. Women's Studies students may count WS 175 (*History of Gender, Sex, and Sexuality in Global Perspectives to 1500 CE*) and WS 176 (*History of Gender, Sex, and Sexuality in Global Perspective, 1500 CE to the Present*) for both their major and their core requirements). Additionally, courses with “E” (Contemporary Ethical Issues), “H” (Hawaiian, Asian and Pacific Issues), “O”, and “W” designations can be double counted to meet those graduation requirements.

**Women's Studies B.A. Curriculum.** Women’s Studies is a fully interdisciplinary field, integrating the humanities, social sciences, and life sciences into an energetic and productive feminist intellectual space. Our work takes place at those exciting intersections where the labor of the traditional disciplines converges to provoke boundary-crossing inquiries. We do not simply add together other fields, nor do we simply incorporate women into existing disciplines. (This is known as the “add women and stir” method of academic inquiry.) Instead, we integrate theories, methods, and trajectories of inquiry from a variety of fields around central feminist questions.

In addition to our core faculty, we have 42 affiliate faculty (see Section 3B) many of whom teach cross-listed courses with Women's Studies. Currently, our Department cross-lists 39 of the 65 classes (or 60%) currently listed in the 2011-2012 UHM course catalogue. Consistent with this, in fall 2011, this meant 57% of our current offerings were cross-listed (12 of 21 classes offered in the regular, on campus offerings). Cross-listing is not simply a matter of a label. Such structures mean real additional support to the Women’s Studies program by other departments on campus, plus real networking to secure instructors acceptable to both departments. In all there are 17 departments that house courses that are cross-listed with courses in the Women's Studies Department. They are as follows (in alphabetical order): American Studies (4), Anthropology (2), Apparel Product Design and Merchandising (1), Asian Studies (3), Biology (2), Curriculum Studies (1), East Asian Languages and Literature (1), Economics (1), Educational
Current Programs.

1. Undergraduate Majors. Currently we have applications from 85 students who have stated their intention to major in Women’s Studies and filed paperwork with our undergraduate advisor.

As we predicted when our B.A. was granted provisional status by the Board of Regents, the number of degree students majoring in Women’s Studies has increased dramatically, since previously many students were dissuaded from majoring in Women’s Studies because of the cumbersome requirements of the previous Interdisciplinary/Women’s Studies advising system.

2. Certificate in Women’s Studies. We have a significant number of undergraduate certificate students (42) and the number has been increasing steadily for several semesters. In recent years, our certificate program has fed directly into our major, since many students begin with the certificate, then find out they like the classes and switch to a major later in the advising process.

3. Graduate Certificate in Advanced Women’s Studies. Our undergraduate program has not served as a feeder for our graduate certificate program and we do not expect this proposed program change to have any impact on our graduate certificate program.

2. Is the Program meeting its learning objectives for students?
   (An assessment of the quality of student learning as indicated by systematic analysis of student performance with reference to standard expectations, surveys of student satisfaction with instructional aspects of the program, etc.)

The Department of Women’s Studies takes the assessment of student learning seriously. Our approach is informed by our learning outcomes. All courses measure SLOs through exams, written assignments, oral presentations, among others; this is of course, the traditional function of grades which reflect the best professional judgment of student work. Syllabi in Women’s Studies classes are typically detailed discussions of the goals of the class, the requirements specified, schedule provided, etc. For this reason, student grades can tell us much more about student achievement; and the average grades for Women’s Studies majors have been among the highest in the college.

Learning outcomes - The following are our program (B.A. degree level) level priorities (based on our SLOs):

1. Ability to engage in critical thinking and meta-cognition.
2. Evidence of mastery of key concepts in Women’s Studies, including the social construction of gender; sexuality/gender connections; intersectionalities among gender, race, class and other vectors of power and identity; social stratification.
3. Ability to apply interdisciplinarity to area of focus/study.
4. Evidence of superior writing ability.
5. Evidence of superior oral communication skills.
6. Ability to apply gender analysis in an Pacific-Asian context.
7. Ability to connect the classroom with “real world” feminist issues.
8. Evidence of mastery of key concepts pertaining to men and masculinities.

*Populations covered:* Our assessment activities cover all students in Women’s Studies courses (including cross-listed students). This means students in introductory classes, upper division, and graduate courses. Also, we conduct exit interviews with our majors, if available.

*Aspects of the program assessed -* We ask students about the following areas:
1. How effectively does our degree meet our chosen learning outcomes?
2. What should we change in order to provide a fully integrated undergraduate experience?
3. Do we provide an optimum teaching and learning environment for our different levels of students?
4. What ideas especially stay with the majors?

*Types of instruments -* In addition to standard grades, our evaluation instruments include the following:
1. Surveys of students at the end of the semester enrolled in Women’s Studies classes to measure the degree to which they report that our courses address our SLOs (see Appendix 3).
2. Student evaluations of all courses. These are the most comprehensive evaluations. We have redesigned our semester course evaluation and have stipulated six common questions to evaluate the quality of teaching in Women’s Studies.
3. Exit interviews with majors and certificate students (see Appendix 4).

*Response rates:*
1. Assessment Surveys: goal of 100% of students completing our courses.
2. CAFÉ and Program evaluations: 90-95%.
3. End of semester exit interviews with focus groups of majors.

The Women’s Studies Department developed an assessment form in the early 2000s to measure the degree to which our students report that the particular course they were taking met the Program (later the Department’s) SLOs (See Appendix 3 for survey instrument). Below are data from three selected courses over the past decade. WS 151 is our introductory course, WS 362 is the Sociology of Gender course (cross-listed with the Department of Sociology), and WS 360 is our Pacific/Asian Women in Hawaii (cross-listed with the Department of Ethnic Studies).
### Assessment Of Student Learning Outcomes

**Student Survey Results, Selected Courses**

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<th>Inter-Disciplinary (% Yes)</th>
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<th>Oral communication (% Talk not rare)</th>
<th>Civic engagement (% Carry out of class)</th>
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<td>96</td>
</tr>
<tr>
<td></td>
<td>2005-2006</td>
<td>31</td>
<td>100</td>
<td>97</td>
<td>77</td>
<td>55</td>
<td>87</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>2009-2010</td>
<td>10</td>
<td>100</td>
<td>80</td>
<td>70</td>
<td>40</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

*Survey only distributed to a small portion of the class.*

A review of our assessment data suggests that the vast majority of the students find our courses teach the key concepts in our field (SLO 2), that our courses are interdisciplinary (SLO 3); they are also extremely likely to report that they carried what they learned outside of class (SLO 7). Generally, students also reported speaking frequently in class (SLO 5); writing frequently (other than tests and note taking) (SLO 4) was more variable based on the class reviewed but in the main, students report considerable writing in our courses. We have only recently added the SLOs to specifically measure the teaching of masculinity and Hawaii/Asia Pacific, so those were not tracked in these data; however, those items will be added to the survey we will administer in Spring 2012.

Women’s Studies is exploring the use of SurveyShare (http://www.surveymonkey.com/) to administer the assessment survey this semester after it is updated. Going forward, we are also planning a more thorough review of the survey instrument in terms if its usefulness and utility to be sure the survey informs our program SLOs and guides your program's decision making. In this process, we are exploring how the survey questions, design, and implementation can be improved. More importantly, we are planning to augment student perceptions of learning (indirect assessment) to student demonstration of learning (direct assessment) by developing a rubric to assess student research papers. With help from the Manoa Assessment Office we plan to collect a sample of student papers (since virtually all of our upper division classes require these) so that a faculty review panel can assess whether our students' work actually reflects our learning outcomes.
We also rely on course evaluations as a key mechanism for evaluating the quality of the teaching in our courses. One hundred percent of the courses offered and scheduled by Women’s Studies utilize end of semester course evaluations as a primary means of course feedback to the instructor and Program. These tools (we use two or three per class) assist us in determining whether course materials are suitable, whether course objectives are being met and to what degree, and which lecturers will be rehired to teach in the future. We strongly encourage our students to provide us with qualitative responses on their course evaluations and our departmental philosophy is to ensure that we provide students enough time to do so. We typically get high quality written feedback about students general satisfaction with their classes and even their overall Women’s Studies Program experience because of this practice. Table 1 (below) compares aggregate Women’s Studies evaluation scores to those of the other Social Sciences, Arts and Sciences (A and S), and those of the campus as a whole for fall 2010.

### Table 1: Women’s Studies eCafe Core Items

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean</th>
<th>N-Size</th>
<th>Std Dev</th>
<th>S.D.</th>
<th>D.</th>
<th>N.</th>
<th>A.</th>
<th>S.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. The instructor demonstrated knowledge of course content</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UHM</td>
<td>4.63</td>
<td>25280</td>
<td>0.73</td>
<td>1%</td>
<td>4%</td>
<td>22%</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>A and S</td>
<td>4.63</td>
<td>13360</td>
<td>0.73</td>
<td>1%</td>
<td>4%</td>
<td>22%</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>4.58</td>
<td>6148</td>
<td>0.79</td>
<td>1%</td>
<td>4%</td>
<td>22%</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>Women’s Studies</td>
<td>4.72</td>
<td>500</td>
<td>0.7</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>10%</td>
<td>78%</td>
</tr>
<tr>
<td>4. The instructor fulfilled the goals of the course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UHM</td>
<td>4.46</td>
<td>25280</td>
<td>0.85</td>
<td>1%</td>
<td>2%</td>
<td>7%</td>
<td>28%</td>
<td>62%</td>
</tr>
<tr>
<td>A and S</td>
<td>4.46</td>
<td>13360</td>
<td>0.84</td>
<td>1%</td>
<td>2%</td>
<td>7%</td>
<td>28%</td>
<td>61%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>4.41</td>
<td>6148</td>
<td>0.98</td>
<td>1%</td>
<td>2%</td>
<td>8%</td>
<td>30%</td>
<td>58%</td>
</tr>
<tr>
<td>Women’s Studies</td>
<td>4.67</td>
<td>500</td>
<td>0.66</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>23%</td>
<td>73%</td>
</tr>
<tr>
<td>5. The instructor communicated effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UHM</td>
<td>4.29</td>
<td>25280</td>
<td>1.03</td>
<td>2%</td>
<td>5%</td>
<td>10%</td>
<td>28%</td>
<td>57%</td>
</tr>
<tr>
<td>A and S</td>
<td>4.29</td>
<td>13360</td>
<td>1.03</td>
<td>2%</td>
<td>4%</td>
<td>10%</td>
<td>28%</td>
<td>57%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>4.24</td>
<td>6148</td>
<td>1.07</td>
<td>3%</td>
<td>5%</td>
<td>11%</td>
<td>28%</td>
<td>55%</td>
</tr>
<tr>
<td>Women’s Studies</td>
<td>4.35</td>
<td>500</td>
<td>0.85</td>
<td>1%</td>
<td>2%</td>
<td>8%</td>
<td>28%</td>
<td>70%</td>
</tr>
<tr>
<td>6. I gained a good understanding of the concepts/principles in this field</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UHM</td>
<td>4.24</td>
<td>8318</td>
<td>1.01</td>
<td>2%</td>
<td>4%</td>
<td>10%</td>
<td>32%</td>
<td>51%</td>
</tr>
<tr>
<td>A and S</td>
<td>4.16</td>
<td>5000</td>
<td>1.06</td>
<td>3%</td>
<td>5%</td>
<td>11%</td>
<td>32%</td>
<td>48%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>4.19</td>
<td>3784</td>
<td>1.06</td>
<td>2%</td>
<td>4%</td>
<td>11%</td>
<td>31%</td>
<td>50%</td>
</tr>
<tr>
<td>Women’s Studies</td>
<td>4.6</td>
<td>182</td>
<td>0.84</td>
<td>0%</td>
<td>1%</td>
<td>3%</td>
<td>22%</td>
<td>72%</td>
</tr>
<tr>
<td>7. The instructor inspired me to be critical of ideas and materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UHM</td>
<td>4.35</td>
<td>2614</td>
<td>0.96</td>
<td>1%</td>
<td>2%</td>
<td>10%</td>
<td>28%</td>
<td>58%</td>
</tr>
<tr>
<td>A and S</td>
<td>4.31</td>
<td>1561</td>
<td>0.99</td>
<td>1%</td>
<td>3%</td>
<td>11%</td>
<td>28%</td>
<td>56%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>4.39</td>
<td>770</td>
<td>0.96</td>
<td>1%</td>
<td>3%</td>
<td>8%</td>
<td>28%</td>
<td>60%</td>
</tr>
<tr>
<td>Women’s Studies</td>
<td>4.46</td>
<td>500</td>
<td>0.94</td>
<td>1%</td>
<td>3%</td>
<td>8%</td>
<td>25%</td>
<td>64%</td>
</tr>
<tr>
<td>8. The instructor is enthusiastic about course material</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UHM</td>
<td>4.56</td>
<td>9236</td>
<td>0.81</td>
<td>1%</td>
<td>1%</td>
<td>5%</td>
<td>21%</td>
<td>71%</td>
</tr>
<tr>
<td>A and S</td>
<td>4.7</td>
<td>2545</td>
<td>0.89</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>18%</td>
<td>78%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>4.73</td>
<td>1437</td>
<td>0.7</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>17%</td>
<td>80%</td>
</tr>
<tr>
<td>Women’s Studies</td>
<td>4.74</td>
<td>500</td>
<td>0.72</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>15%</td>
<td>82%</td>
</tr>
</tbody>
</table>

A review of the required queries reveals that students enrolled in Women’s Studies had a very high opinion of our courses and instructors. Note that 64% of Women’s Studies students “strongly agree” that the instructor inspired them to be “critical of ideas and materials” compared to 58% for the UHM campus as a whole. Likewise, 82% Women’s Studies students “strongly agree” that the instructor is “enthusiastic about the course material” compared to 71% for the campus. Other data not shown above, indicate that students feel respected (82% strongly
agree compared to 71% for the campus), that the instructor was excellent (67% compared to 61%) and that the course was excellent (58% compared to 54%).

Another measure of our program quality is available by reviewing student projects and course work. A Walking Tour of the UHM campus showcasing the “History of women at UH, an often secret history that is sometimes hidden in plain sight!” is but one example of the fine work done by our majors. Funded by a grant from the UHM office of Student Equity, Excellence, and Diversity this student project can be viewed on line at:
http://www.womensstudies.hawaii.edu/pages/projects/walkingtour DESCRIPTIONS.htm

We also conduct exit interviews with graduating majors and they focus on our eight SLOs. We conducted exit interviews in fall 2008, spring 2008, spring 2009, and fall 2010 (see Appendix 4 for exit interview questions). A review of these interviews is also very supportive of the current structure of the B.A. in Women’s Studies. In exit interviews conducted shortly after offering our own B.A., students reported that they appreciated the “freedom to disagree” and the opportunities to serve as teaching assistants in our large, undergraduate classes. They particularly appreciate the diversity of the students and faculty in Women’s Studies, the sense of community in the department, the interdisciplinary nature of the program, and the fact that they were “inspired” by the faculty. In more recent exit interviews, students have noted that “the overlap [of classes and subjects] astounded me.” They also appreciated the close relationship between faculty and students, for example: “I liked the level of intimacy and interaction with faculty and instructors.” Others commented: “I never found that anywhere else in the university”; “They were people – it wasn’t just a program.” Finally, they liked what they learned: “Viewing the world through a feminist lens…I look at everything from a critical feminist perspective. It’s kind of satisfying.” And they wished that more UH students knew about Women’s Studies, so that they could see that, despite the stereotypes that sometimes accompany feminism, “Women’s Studies is compatible with various fields and you can study many things in Women’s Studies.”

3. Are program resources adequate?
   (Analysis of number and distribution of faculty, faculty areas of expertise, budget and sources of funds, and facilities and equipment)

Core Faculty: Women’s Studies is the interdisciplinary study of the world of women and the workings of gender as it intersects with race, class, colonialism, nationalism, and other vectors of power, throughout history and around the globe. We practice and promote cross-disciplinary, cross-cultural feminist scholarship and teaching with a strong emphasis on the Pacific and Asia. Our program currently has seven faculty members with degrees from 12 disciplines that combine exceptional records of research and publication with outstanding teaching and dynamic, productive service and involvement in local, national, and global communities.

Core Faculty in Women’s Studies include:
   1. Meda Chesney-Lind (Professor)
   2. Monisha DasGupta, joint appointment with Ethnic Studies (Associate Professor)

  1 Curricula Vitae for all current faculty are available on the Department of Women’s Studies website:
  http://www.womensstudies.hawaii.edu/pages/faculty.cfm

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3. Ruth Dawson (emeritus)
4. Kathy Ferguson, joint appointment with Political Science (Professor)
5. Susan Hippensteele (Associate Professor)
6. Aya Hirata Kimura (Assistant Professor)
7. Mire Koikari (Associate Professor)
8. L. Ayu Saraswati (Assistant Professor)

The program has two great strengths in its faculty: the focus on gender in Hawai`i, Asia and the Pacific and the focus on law, violence and gender. All seven core faculty members routinely incorporate Hawai`i, Asia-Pacific material into their course offerings. In addition, a large proportion of our affiliate faculty teach courses and/or conduct research related to Hawai`i and Asia-Pacific.

Four of our core faculty are experts in the area of Asia and the Pacific: Monisha Das Gupta, Aya Kimura, Mire Koikari, and L. Ayu Saraswati. Dr. Das Gupta is a sociologist who studies the South Asian diaspora in the United States, with a focus on transnational movements built by marginalized migrants to contest their gender, race and class subordination. Dr. Kimura is a rural sociologist who researches gender and food system governance in Southeast and East Asia, particularly Indonesia, Japan, and Hawai`i. Dr. Koikari is a social historian whose work examines gender, race and nationalism in colonial and post-colonial environments. Dr. Saraswati is a Women’s Studies scholar whose work focuses on race, gender, sexuality, and spirituality in transnational media and new media in the contexts of Indonesia and the United States, particularly Hawai`i.

A focus on law, sexuality and violence characterizes the work of another group of core faculty (3): Meda Chesney-Lind, Kathy Ferguson, and Susan Hippensteele. Dr. Chesney-Lind is a criminologist who has studied adolescent violence both in Hawai`i and in the United States, and she is nationally known for her work on girls’ issues. Dr. Ferguson is a political theorist who studies globalization, violence, and the military. Dr. Hippensteele, who has both a Ph.D. in psychology and is a licensed attorney, is an expert in gender violence, sexualities, and gender discrimination. Finally, Dr. Ruth Dawson (emeritus) has recently conducted work on women’s history in Hawai`i, notably the history of reproductive rights while also continuing her work on European women writers.

B. Affiliate Faculty: We have 42 affiliate faculty who teach, serve on committees, give talks for our colloquia series, attend conferences, one-woman shows, colloquia and other events with our Department.

Current Affiliate Faculty in Women’s Studies include:
1. Hokulani Alkau (Political Science)
2. Barbara Andaya (Asian Studies)
3. Belinda Aquino (School of Pacific and Asian Studies, emeritus)
4. Cristina Bacchilega (English)
5. Colette Browne (Social Work)
6. Jan Brunson (Anthropology)
7. Joanne Cooper (Education, emeritus)
8. Vrinda Dalmiya (Philosophy)
8. Larene Despain (English, emeritus)
9. Petrice Flowers (Political Science)
10. Cynthia Franklin (English)
11. Monica Ghosh (Librarian)
12. Jon Goldberg-Hiller (Political Science)
13. Marie Hara (English)
14. Ruth Hsu (English)
15. Katherine Irwin (Sociology)
16. Kathie Kane (Center for Teaching Excellence)
17. Val Kanuha (Sociology)
18. Beverly Keever (Journalism, emeritus)
19. Greta LaFleur (English)
20. Vina Lanzona (History)
21. Nancy Lewis (East-West Center, Geography)
22. Laura Lyons (English)
23. Noreen Mokuau (Social Work)
24. Kathy Phillips (English)
25. Sarita Rai (Women in Development)
26. Katsue Reynolds (Japanese)
27. Matthew Romaniello (History)
28. Lila Santiago (Indo-Pacific Languages and Literatures)
29. Miriam Sharma (Asian Studies)
30. Noenoe Silva (Political Science)
31. Caroline Sinavaiana (English)
32. Miriam Stark (Anthropology)
33. Patricia Steinhoff (Sociology)
34. Kathryn Takara (Liberal Studies)
35. Katerina Teaiwa (Center for Pacific Island Studies)
36. Haunani-Kay Trask (Hawaiian Studies)
37. Karen Umemoto (Urban and Regional Planning)
38. Val Wayne (English-emeritus)
39. Christine Yano (Anthropology)
40. Alison Yap (Study Abroad Center)
41. Mari Yoshihara (American Studies)
42. Ming-Bao Yue (Chinese Literature)

C. **Budget.** The Women’s Studies Program is currently allocated 6.0 FTE faculty and 1.0 support staff. These FTE are sufficient to staff the current programs in Women’s Studies, including the proposed B.A. degree. Operating costs for the program (lecturers, supplies, student help, phones, etc.) are provided in the Program’s current budget. For FY 2010-2011, the budget was as follows:

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>Current Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>$412,510</td>
</tr>
<tr>
<td>Unit Operations and Student Help</td>
<td>$9,996</td>
</tr>
<tr>
<td>Telephones</td>
<td>$3,132</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$425,638</strong></td>
</tr>
</tbody>
</table>

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The CSS has a budgeting process based on the principal of transparency. The overall college operating fund is based, in part, on the amount of money allocated to CSS by the central administration. The actual amount each department receives is established annually by the Dean in consultation with chairs and directors and follows a formula designed to ensure each department can meet expected operating expenses as well as anticipated budgetary restrictions. The minimum operating allocation for each unit is $7,500. Each department or program receives a proportion of the total allotment available.

The college also passes on to departments a major portion of the funds they generate through the teaching of outreach and summer session courses. These funds are also available to support departmental initiatives, and they have grown dramatically in recent years (see cost template attached). Finally, because Women’s Studies faculty have been extensively involved in taking on specific administrative tasks for the campus (having served as special assistants at various times for the Vice Chancellor for Academic Affairs (VCAA), and the Vice Chancellor for Research and Graduate Education, and most recently the Chancellor), the Department has received compensation from these offices for the release of these faculty to assist in the administration of the campus.

4. Is the program efficient?
   (An assessment of productivity and cost/benefit considerations within the overall context of campus and University “mission” and planning priorities. Include quantitative measures.)

The Women’s Studies Department makes very good use of its resources. In fact, Women’s Studies was the most efficient BA granting unit in the College of Social Sciences for academic year 2009-2010\(^2\) according to data reported in the Star Department Performance Matrix which are summarized below:

<table>
<thead>
<tr>
<th>CSS Unit</th>
<th>Direct ($/SSH)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Women’s Studies</strong></td>
<td><strong>$133.30</strong></td>
</tr>
<tr>
<td>Sociology</td>
<td>$151.53</td>
</tr>
<tr>
<td>Psychology</td>
<td>$166.39</td>
</tr>
<tr>
<td>Ethnic Studies</td>
<td>$170.80</td>
</tr>
<tr>
<td>Anthropology</td>
<td>$182.80</td>
</tr>
<tr>
<td>Economics</td>
<td>$202.91</td>
</tr>
<tr>
<td>School of Communications</td>
<td>$242.14</td>
</tr>
<tr>
<td>Political Science</td>
<td>$259.59</td>
</tr>
<tr>
<td>Geography</td>
<td>$293.46</td>
</tr>
</tbody>
</table>

The popularity of Women’s Studies online extension courses, offered through Outreach College, is also notable. In 2007-08, we offered three of these courses. Currently, in academic year 2011-2012, we are offering seven—virtually all of these courses close out. This new form of education offers flexibility and access for students (some of whom cannot make it to class easily because of

\(^2\) We did not use expenditure data reported in STAR for academic year, 2010-2011, because they appeared partial. For this reason, we used 2009-10 expenditure data which were most complete.
family obligations or geographic distance); it provides much needed support for our graduate students, and it produces income for the unit and the College.

5. Evidence of program quality.
   (A qualitative assessment of the program in relation to competing demands for resources by new programs and continuing programs. Accreditation or other external evaluation, student performance [e.g. on external exams], satisfaction, placement and employer satisfaction, awards to faculty and students, faculty publication record, evaluation of faculty, etc.)

   “As a relatively young academic field, Women’s Studies is not yet included in national or international rankings. Because the program faculty include both nationally eminent senior scholars and excellent more recent hires, as well as offering remarkable depth in transnational feminist studies, the UHM Women’s Studies Program would likely be considered among the top thirty or so programs in the U.S.”

    Program Review of The College of Social Sciences
    University of Hawai`i at Mānoa (May 14, 2009)

The Department of Women’s Studies, while modest in size, boasts a faculty that have won all three of the most prestigious awards in the University of Hawai`i system in the areas of research, teaching, and service.

In the area of research, Dr. Chesney-Lind has received the UH Board of Regents’ Medal for Excellence in Research (1994) and she received an honorary doctorate from Whitman College in 2011. Most recently, Dr. Chesney-Lind was honored by the Western Society of Criminology; an award recognizing scholarship in the area of gender and crime has been named for her, and she will be its first recipient. Dr. Das Gupta’s book Unruly Immigrants received two book awards – one from the Asia and Asian American Section of the American Sociological Association and the other from the Association of Asian American Studies. Dr. Kathy Ferguson was awarded the “Okin-Young Award” for best journal article on feminist theory from the American Political Science Association. Dr. Mire Koikari has recently received a Japan scholar fellowship from the Woodrow Wilson International Center for Scholars for her original research on the role of women, gender and sexuality in the post-war occupation of Japan.

Dr. Kathy Ferguson has won the Regents’ Medal for Excellence in Teaching (2003). Dr. Koikari (2007) and Dr. Dawson (2005) have both received the College of Social Sciences award for Excellence in Teaching. Dr. Chesney-Lind was honored for her teaching by the UHM Mortar Board Society (1993).

Finally, The Department has also received high honors for their service to the profession, the college and the community. Drs. Ferguson (2004) and Chesney-Lind (2003) are both recipients of the UH Board of Regents’ Hung Wo and Elizabeth Lau Ching Award for Faculty Service to the Community, and Dr. Hippensteele was the 2005 recipient of the UH Board of Regents’ Robert W. Clopton Award for Outstanding Service to the Community.
Women’s Studies faculty have always been noted for their research and service in the local community as well as on campus. Since the Program’s inception in 1974 when Libby Ruch (Sociology), one of the program’s founders, began conducting a systematic assessment of the Sex Abuse Treatment Center—*the first such evaluation of a rape crisis center ever conducted in the United States*—Women’s Studies faculty have made significant contributions to the community in their fields of expertise. Among the current faculty, Dr. Hippensteele has provided *pro bono* legal services to victims of domestic violence, and serves on community boards and organizations relating to sexual and domestic violence, substance abuse and HIV prevention, served as Special Assistant for Accreditation to the VCAA during the recent Western Association of Schools & Colleges (WASC) accreditation cycle, convened the most recent UHM strategic planning process, and is currently serving in the Chancellor’s Office as Strategic Plan Coordinator for implementation of the 2011-2015 plan. Dr. Chesney-Lind has served on numerous community boards and organizations relating to girls, crime and violence and works with the courts developing model programs for girls, including the pathbreaking Hawai‘i Girls Court. Nationally, Dr. Chesney-Lind served on the Girls Study Group of Office of Juvenile Justice and Delinquency Prevention and she currently sits on the Gang Study Group of the National Institute for Justice.

Dr. Ferguson tutors children with dyslexia, and has served on boards of directors of various community schools and organizations, and has worked with local schools providing early childhood education (for this work she received the 2010 College of Social Sciences award for Excellence in Application). Dr. Das Gupta works closely with housekeepers and hotel workers who are members of a local union, and with several groups across the state on issues of immigration enforcement. Dr. Kimura has worked with community groups that are concerned with local food issues in Hawai‘i, organizing workshops and conferences on issues such as food justice, sustainable agriculture, and food policies while also editing a book on food systems in Hawai‘i. Finally, Dr. Ruth Dawson, now an emeritus member of the faculty, has conducted extensive research into Hawai‘i’s unique and historic role in the national struggle to achieve and maintain abortion rights and has developed community resources relating to this issue including a play and a website. See the following website:

In addition, the Women’s Studies program was awarded a prestigious three-year Rockefeller grant on *Gender and Globalization in Asia and the Pacific* ($250,000). The scholarship from this grant was recently published in an edited volume entitled *Gender and Globalization in Asia and the Pacific* (University of Hawai‘i, 2008).

6. Are program outcomes compatible with objectives?  
*(Analysis of numbers of majors, graduates, SSHs offered, service to non-major, employment of graduates, etc. in relation to objectives.)*

*Number of Majors:* There are currently 85 majors in the Women’s Studies B.A. program. In addition, there are currently 42 applicants for the Certificate in Women’s Studies, and we awarded 15 Graduate Certificates between 2007 and the present.
Currently, students who major in Women’s Studies have one of the highest average GPAs in the College of Social Sciences. Women’s Studies majors averaged a GPA of 3.27 compared to a GPA of 2.9 (for Sociology), 3.2 (for Communications), 2.98 (for Economics) and 3.17 (for Political Science).

When we proposed a B.A. in Women’s Studies we projected to increase the number of majors to 50 students within five years; we have greatly exceeded that target with 85 students (2011-2012) declaring their intent to major (according to our own, internal records). STAR data showed that during the academic year, 2010-2011, there were 69 students “with majors in the department.”

As a practical matter, Women’s Studies generally offers roughly 20 courses per semester and between four and six during the summer. The cross-listed courses we do not control are scheduled collaboratively, as necessary (these are courses with origins in other departments/programs). Women’s Studies has working relationships with units such as Philosophy, Biology, and Apparel Design and Merchandising that facilitate scheduling and funding of high demand cross-listed courses important to the curriculum of both units.

Contributions to the Core Curriculum. The Women’s Studies Department contributes to the university’s core curriculum by offering two high enrollment foundation courses that satisfy the Global (FG) requirement. These courses were added to the curriculum in 2008 and have since become integral to the university’s general education core and have served over 800 students to date. The WS 175/176 sequence adapts an innovative approach to the history of the world using a gender perspective. WS 175 examines history prior to 1500 CE and investigates how social, economic, and religious transformations shaped concepts of gender, sex, and sexuality, and how in turn, these identities shaped the history of civilizations and continue to influence our world today. WS 176 takes us from that date to the present era highlighting the shifts that happened throughout different historical periods as well as the connections that have been established among cultures across the globe.

Women’s Studies also contributes to the university’s core curriculum by offering a significant number of courses across several disciplines. A Symbolic Reasoning (FS) foundations course developed by Women’s Studies faculty member Susan Hippensteel was introduced into the general education curriculum as a SOCS (Social Science) course in fall 2011. This experimental applied science literacy/critical thinking course titled Street Science: Analyzing and Applying Evidence in Daily Life (SOCS 150) is team-taught by six social science faculty and marks a evolution in how symbolic reasoning general education core courses are taught and assessed; it is currently being considered for permanent FS status. Faculty member Kathy Ferguson also instructs a SOCS course, Social Studies for Teachers (SOCS 496). It, too, contributes to the general education curriculum, this time in the College of Education, where it is a required class for students who will become Social Studies teachers. This course is a unique cross-college effort (faculty from the Colleges of Social Sciences, Arts & Humanities, and Education work together) to contribute to the preparation of Hawai‘i’s middle school and high school teachers. These courses also directly address SLOs that are a central feature of our department.
In addition, since the inception of these new foci in 2003, Women’s Studies has offered the following courses in the four focus areas:

**Contemporary Ethical Issues (E):** Women and Heath; Women, Ideas and Society; Seminar: Women and International Development; Gender, Sexuality and Literature; Feminist Issues in Philosophy; Gender, Justice and Law; Pacific/Asian Women in Hawai‘i; Feminist Theory, Women and Madness; Women, War and the Military

**Writing Intensive (W):** Introduction to Women’s Studies; Sexual Identity in Literature; Pacific/Asian Women in Hawai‘i; Seminar: Women and International Development; Gender, Sexuality and Literature; Women and Politics; Feminist Issues in Philosophy; Women’s Literature and Culture; Analysis of Rape and Sexual Abuse; Women and Film; Women and Revolution

**Hawai‘ian, Asian and Pacific Issues (H):** Introduction to Women’s Studies; Pacific/Asian Women in Hawai‘i; Seminar: Women and International Development; Gender and Race in U.S. Society; Asian Women; Gender Issues in Asian Society; Women in Japanese Art

**Oral Communication (O):** Women and Health; Women and International Development; Sociology of Gender; Women and Politics; Feminist Theory, Sexualities, Gender and Violence; Transnational Feminist Analysis; Women and Madness; Food, Body, Women: Biopolitics; Feminist Methods

Women’s Studies offers a diverse range of courses consistent with our interdisciplinary focus. We are an elegant fit with the mission of the University in terms of that focus, the Asian and Pacific and Hawai‘i expertise among our faculty, and the emphasis on scholarship of application we model for our students.

**Employment of Majors:** An understanding of gender is especially important for certain groups of career-oriented students, such as those in business administration, education, medicine, law, human resources, and social work, since these students are moving into fields where women’s presence and women’s issues are increasingly important. Women’s political participation, sexual violence and victimization, and domestic violence are all social problems that are best addressed with an understanding of the way that gender works in Hawai‘i, throughout the Asia-Pacific region, and the world. The B.A. in Women’s Studies at UHM provides an enhancement of nearly any field of study by applying and extending that field through the study of gender, gender arrangements, and gendered problems both local and global.

We count numerous notable local, national, and international leaders among our graduates; the range of responsibilities and accomplishments also illustrates what individuals with credentials in Women’s Studies can hope to do with their degree. Among them:

- Attorney and State Representative **Cynthia Thielan**
- Community public health educator and specialist **Doris Segal Matsunaga, MPH**
• Columnist for the Honolulu Star-Advertiser Gary C. W. Chun
• Community program evaluator at California STD/HIV Prevention Training Center and HIV/AIDS researcher Dana McCurdy
• Director of the UHM Center for Teaching Excellence Kathie O. Kane
• Hawai‘i Civil Rights Commission enforcement attorney April Wilson-South
• Small business owner Paula Nakata (owner of Paula’s Sports Card’s, etc.)
• Local founder of Parents and Friends of Lesbians and Gays (PFLAG) and national PFLAG board member Carolyn Martinez Golochuj
• Assistant Professor of Political Science at UH West Oahu Monique Mironesco
• Well-respected local art critic, artist, and HCC Professor of Art and Women’s Studies (as well as the division chair of humanities) Marcia Roberts-Deutsch (Marcia Morse)
• Cultural editor of a Chinese-language publication Hawai‘i Caixia Lu
• Director of the Phoenix Dance Chamber in Honolulu Diane Letoto
• Local House of Representatives, Banten, Indonesia, Encop Sofia.

7. Are program objectives still appropriate functions of the college and University? (Relationship to University mission and development plans, evidence of continuing need for the program, projections of employment opportunities for graduates, etc.)

The objectives of the Bachelor’s Degree in Women’s Studies are closely aligned with the University’s Mission Statement as well as the more recent UHM Strategic Plan.

The common purpose of the University of Hawai‘i system of institutions is to serve the public by creating, preserving, and transmitting knowledge in a multi-cultural environment...At all levels in the academy, students and teachers engage in the mastery and discovery of knowledge to advance the values and goals of a democratic society and ensure the survival of present and future generations with improvement in the quality of life.

University of Hawai‘i System Strategic Plan, Entering the University’s Second Century, 2002–2010 [extended to 2015]

The diversity of people (local, national, international) who live and work at Mānoa help make the campus special; we cherish our unique status as a university like no other place on earth.

University of Hawai‘i At Manoa Strategic Plan, Achieving Our Destiny, 2011-2015, p. 5.

The Women’s Studies Department at the University of Hawai‘i at Manoa (UHM) offers an interdisciplinary approach to the study of women and gender issues...Women’s Studies is a uniquely powerful avenue of self-understanding...Those who understand the workings of gender in personal lives and social orders can better pursue a variety of careers and life goals. Women’s Studies offers a unique opportunity to study similarities and differences – racial, economic, ethnic, sexual, regional and global – among women here and around the world, past, present, and future.

2002 Program Statement, Women’s Studies Program, UHM
We directly implement these visions of social justice, diversity, and focus on Hawai‘i, Asia and the Pacific promoted by the Strategic plans of the University system and the Mānoa campus and our own Program Statement through our classroom instruction, individual faculty research programs, and through our promotion of, and participation in, the scholarship of application as well as service to the community.

Women now outnumber men in undergraduate institutions, and UHM is no exception. As of fall 2011, women comprised 54.4% of undergraduate students, and 58.9% of graduate students, and their percentages have grown steadily over the past decades, both locally and nationally. Our department expands and strengthens the curriculum at UHM by providing an intellectual home for students on our campus with a particular interest in feminist and gender studies. The issue of gender is an increasingly important one in academia as it is elsewhere. Both women and men benefit from an increased awareness of the role gender plays in all our lives and the B.A. in Women’s Studies has a proven record of success in educating students to meet evolving social, political, economic and workplace demands.
### Academic Program Cost and Revenues Template

**ENTER VALUES IN HIGHLIGHTED CELLS ONLY**

**CAMPUS/Program**

<table>
<thead>
<tr>
<th>B.A. in Women's Studies</th>
<th>Provisional Years</th>
<th>Projected Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
</tr>
<tr>
<td><strong>ENTER ACADEMIC YEAR (i.e., 2004-05)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students &amp; SSH</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Headcount enrollment (Fall)</td>
<td>4</td>
<td>47</td>
</tr>
<tr>
<td>B. Annual SSH</td>
<td>4,023</td>
<td>5,230</td>
</tr>
<tr>
<td><strong>Direct and Incremental Program Costs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Instructional Cost without Fringe</td>
<td>$483,796</td>
<td>$557,244</td>
</tr>
<tr>
<td>C1. Number (FTE) of FT Faculty/Lecturers</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>C2. Number (FTE) of PT Lecturers</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>D. Other Personnel Costs</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>E. Unique Program Costs</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>F. Total Direct and Incremental Costs</td>
<td>$483,796</td>
<td>$557,244</td>
</tr>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Tuition</td>
<td>$680,092</td>
<td>$597,704</td>
</tr>
<tr>
<td>Tuition rate per credit</td>
<td>$214</td>
<td>$248</td>
</tr>
<tr>
<td>H. Other</td>
<td>$55,821</td>
<td>$53,968</td>
</tr>
<tr>
<td>I. Total Revenue</td>
<td>$735,713</td>
<td>$651,672</td>
</tr>
<tr>
<td><strong>J. Net Cost (Revenue)</strong></td>
<td>-251,917</td>
<td>-494,427</td>
</tr>
</tbody>
</table>

**Comparable Cost per SSH**

<table>
<thead>
<tr>
<th>Program Cost per SSH</th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>K. Instructional Cost with Fringe/SSH</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K1. Total Salary FT Faculty/Lecturers</td>
<td>$170</td>
<td>$148</td>
<td>$100</td>
<td>$100</td>
<td>$124</td>
<td>$137</td>
<td>$148</td>
<td>$155</td>
</tr>
<tr>
<td>K2. Cost Including Fringe of K1</td>
<td>$483,796</td>
<td>$557,244</td>
<td>$411,053</td>
<td>$383,054</td>
<td>$423,319</td>
<td>$516,786</td>
<td>$563,215</td>
<td>$592,083</td>
</tr>
<tr>
<td>K3. Total Salary PT Lecturers</td>
<td>$653,124</td>
<td>$752,280</td>
<td>$554,922</td>
<td>$517,123</td>
<td>$571,480</td>
<td>$697,861</td>
<td>$760,341</td>
<td>$799,313</td>
</tr>
<tr>
<td>K4. Cost Including fringe of K3</td>
<td>$29,482</td>
<td>$18,945</td>
<td>$24,999</td>
<td>$29,456</td>
<td>$31,195</td>
<td>$31,800</td>
<td>$31,800</td>
<td>$31,800</td>
</tr>
<tr>
<td>L. Support Cost/SSH</td>
<td>$29,906</td>
<td>$19,892</td>
<td>$26,249</td>
<td>$30,929</td>
<td>$53,755</td>
<td>$54,390</td>
<td>$54,390</td>
<td>$54,390</td>
</tr>
<tr>
<td>Non-Instructional Exp/SSH</td>
<td>$458</td>
<td>$508</td>
<td>$421</td>
<td>$435</td>
<td>$379</td>
<td>$379</td>
<td>$379</td>
<td>$379</td>
</tr>
<tr>
<td>System-wide Support/SSH</td>
<td>$531</td>
<td>$569</td>
<td>$495</td>
<td>$507</td>
<td>$436</td>
<td>$436</td>
<td>$436</td>
<td>$436</td>
</tr>
<tr>
<td>Organized Research/SSH</td>
<td>$69</td>
<td>$73</td>
<td>$57</td>
<td>$56</td>
<td>$53</td>
<td>$53</td>
<td>$53</td>
<td>$53</td>
</tr>
<tr>
<td>M. Total Program Cost/SSH</td>
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<tr>
<td>N. Total Campus Expenditure/SSH</td>
<td></td>
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<tr>
<td><strong>Instruction Cost with Fringe per SSH</strong></td>
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<tr>
<td>K. Instructional Cost/SSH</td>
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<tr>
<td>O. Comparable Cost/SSH</td>
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<tr>
<td>Program used for comparison:</td>
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</tr>
<tr>
<td>Social Sciences Av/FY07-08 through 10-11 Expenditure Studies UH</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Reviewed by campus VC for Administrative Affairs: (date)

**Instructions**

Please include an explanation of this template in your narrative.
B. Program, including non-majors:
C. Instructional Cost without Fringe: Direct salary cost for all faculty teaching in the program. Add negotiated collective bargaining increases and keep salary flat thereafter.
   C1. Number of full time faculty and lecturers who are ≥.5 FTE.
   C2. Number of part time lecturers who are <.5 FTE.
D. Other Personnel Cost: Salary cost (part or full time) for personnel supporting the program (APT, clerical lab support, advisor, etc.) This includes personnel providing necessary support for the program who may not be directly employed by the program and may include partial FTEs.
E. Unique Program Cost: Costs specific to the program for equipment, supplies, insurance, etc. For provisional years, this would be actual cost. For established years, this would be projected costs using amortization for equipment.
F. Total Direct and Incremental Cost: C + D + E
G. Tuition: Annual SSH X resident tuition rate/credit
H. Other: Other sources of revenue including grants, program fees, etc. This should not include in-kind contributions unless the services or goods contributed are recorded in the financial records of the campus and included in Direct and Incremental Costs in this template.
I. Total Revenue: G + H
J. Net Cost: F - I. This is the net incremental cost of the program to the campus. A negative number here represents net revenue (i.e., revenue in excess of cost). If there is a net cost, please explain how this
K. Instructional Costs with Fringe/SSH: (K2 + K4) / B
   K1. Salaries without Fringe of Full Time Faculty and Lecturers who are ≥.5 FTE
   K2. K1 X 1.35
   K3. Salaries without Fringe for Lecturers who are <.5 FTE
   K4. K3 X 1.05
L. Support Cost/SSH: The campus non instructional expenditure/ssh + systemwide support – organized research (UHM only) as provided by UH Expenditure Report (http://drue.its.hawaii.edu/uhexpend)

For example, from the 2003-04 UH Expenditure Report, the support expenditure/ssh per campus is:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Support Cost/SSH</th>
</tr>
</thead>
<tbody>
<tr>
<td>UHM</td>
<td>$335.00 + $53 - $110 for organized research = $278</td>
</tr>
<tr>
<td>UHH</td>
<td>$227.00 + $35 = $262</td>
</tr>
<tr>
<td>UHWO</td>
<td>$132.00 + $26 = $158</td>
</tr>
<tr>
<td>Haw CC</td>
<td>$89.00 + $33 = $122</td>
</tr>
<tr>
<td>Hon CC</td>
<td>$136.00 + $40 = $176</td>
</tr>
<tr>
<td>Kap CC</td>
<td>$93.00 + $29 = $122</td>
</tr>
<tr>
<td>Kau CC</td>
<td>$269.00 + $63 = $332</td>
</tr>
<tr>
<td>Lee CC</td>
<td>$91.00 + $27 = $118</td>
</tr>
<tr>
<td>Maui CC</td>
<td>$137.00 + $36 = $173</td>
</tr>
<tr>
<td>Wm CC</td>
<td>$196.00 + $40 = $236</td>
</tr>
</tbody>
</table>

M. Total Program Cost/SSH: K + L
N. Total Campus Expenditure/SSH: Taken from UH Expenditures Report. For example, for 2003-2004: UHM = $710-110 (organized research) = $600, UHH = $471, UHWO = $352, HawCC = $293, HonCC = $353, KapCC = $259, KauCC = $554, LeeCC = $241, Maui CC = $318, WmCC = $349

O. Comparable Program/Division Instructional Cost/SSH: Taken from UH Expenditures Report or campus data, as available. Please note in the space provided, the program used for the comparison.

Final 5 03/21/07
List of Appendices

1. Women’s Studies 2011-12 Program Sheet and Four-Year Plan
2. List of Women’s Studies Classes
3. Women’s Studies Program Assessment Survey
4. Women’s Studies Exit Interview Form
University of Hawai‘i at Mānoa  
Colleges of Arts & Sciences Program Sheet 2011-2012  
Bachelor of Arts (BA) in Women’s Studies  
Admissions: Open  Process: Declaration  
Min. Total Credits: 124 (70 in core & major + 54 in electives)

### UHM General Education Core Requirements

- FW
- FS
- FG (A / B / C)
- FG (A / B / C)

- DA / DH / DL
- DA / DH / DL
- DB
- DP
- DY
- DS
- DS

*See degree, college and major requirements for courses that can also fulfill these.

### UHM Graduation Requirements

- H
- E (300+)
- O (300+)

- W
- W
- W
- W (300+)
- W (300+)

- 101
- 102
- 201
- 202

* 124 total applicable  
* 30 in residence at UHM

* 2.0 cumulative or higher (Note: Other GPAs may be required.)  
* Good academic standing

### Degree Requirements

- MATH 100, 112, 140, 161, 203, 215, 241, 251A; PHIL 110, 111; BUS 250; ICS 141, 241; NREM 203; or SOCS 150

### College Requirements

(Cannot double count with Gen. Ed. Core)

- Bachelor of Arts Breadth (3 credit each)
  - AH
  - LLL
  - NS
  - SS

- Bachelor of Arts Depth – see list of A & S depts.
  - Minor
  - Certificate
  - 2nd A & S Major

- 60 non-introductory

- 8 KRS activity
- 9 Directed Reading / Research
- 12 Practicum / Internship

---

This program sheet was prepared to provide information and does not constitute a contract. See back for major requirements. Meet regularly with your major advisor.
Major Requirements for BA in Women’s Studies

Admission: Open
Application: NA
Min. major credits: 30
Min. exit GPA: 3.0 GPA in the major
Min. C grade (not C-) in courses

### Women’s Studies Core Courses (6 credits)
- □ WS 439 or POLS 339*DS
- □ WS 440*DS

### Women’s Studies Focus (choose either general or special focus only)

#### General Focus (24 credits)
Course focuses on gender, race, and ethnicity in the transnational perspective (Need at least 3 courses)
- □ WS 3xx*DH
- □ WS 3xx*DL
- □ WS 3xx*DB
- □ WS 4xx
- □ WS xxx
- □ WS xxx
- □ WS xxx

#### Special Focus (24 credits)
Course focuses on gender, race, and ethnicity in the transnational perspective (Need at least 3 courses)
- □ WS 3xx*DH
- □ WS 3xx*DL
- □ WS 300+*DB
- □ 300+ or WS xxx
- □ 300+ or WS xxx
- □ 300+ or WS xxx
- □ 300+ or WS xxx

### Notes
College of Arts & Sciences, Student Academic Services: QLCSS 113; (808) 956-8755
Women’s Studies Department: Saunders 722; (808) 956-7464; www.womenstudies.hawaii.edu
Women’s Studies Undergraduate Advisor: Kathy Ferguson, PhD; Saunders 640E; (808) 956-6933; kferguso@hawaii.edu

Rev. KF 05/11
### WOMEN'S STUDIES
### GENERAL FOCUS MAJOR
### COMPLETION CHECKLIST

#### REQUIRED COURSES (5)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SEM/yr</th>
<th>GRADE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS 439/POLS 339</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>WS 440</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

3) 'Gender, race & ethnicity in transnational perspective' classes

<table>
<thead>
<tr>
<th>Course 1</th>
<th>SEM/yr</th>
<th>GRADE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>3</td>
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<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

#### ADDITIONAL WS COURSES TO COMPLETE 100 & 200 LEVEL REQUIREMENTS

(300 & 400 level courses taken to fulfill the (5) 'required courses' item above count toward the respective minimum total credit hours required for each level. Courses cross-listed with WS count as WS courses also)

<table>
<thead>
<tr>
<th>Course 1</th>
<th>SEM/yr</th>
<th>GRADE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
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#### ADDITIONAL WS COURSES TO COMPLETE 300 & 400 TOTAL HOURS OF COURSEWORK

<table>
<thead>
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<th>SEM/yr</th>
<th>GRADE</th>
<th>CREDITS</th>
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#### TOTAL CREDITS: 30

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## Minimum of 12 (or total credit hours from 300 level WS courses)

(any 300 level course taken to fulfill the 'gender, race & ethnicity in transnational perspective' requirement counts toward this total)

## Minimum of 18 (or total credit hours from 400 level WS courses)

(WS 439, WS 440 and any 400 level course taken to fulfill the 'gender, race & ethnicity in transnational perspective' requirement counts toward this total)

The student has completed all courses required in the major.  □ Yes  □ No

Grade of C or better in each course and an overall GPA of 3.0 or better in all courses counted toward major.  □ Yes  □ No

### DATE OF GRADUATION: Fall 20   Spring 20   Summer 20

I have reviewed the student's official Banner record and am certifying that s/he has meet all major requirements for graduation.

Signature: ___________________________ Date: _______
### University of Hawai‘i at Mānoa - Four-Year Academic Plans 2011-2012

**Colleges of Arts and Sciences**

**Bachelor of Arts (BA) in Women’s Studies**

This is only a sample academic plan. Students should meet with an academic advisor prior to registration to formulate their own plan.

<table>
<thead>
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<th>Year 1</th>
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<th>Year 3</th>
<th>Year 4</th>
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### Notes:
- Students must incorporate all focus requirements and either Breadth or Depth requirements into this plan.
- * Can be double counted with major; see your academic advisor for details.
Appendix 2: List of Women’s Studies Classes

**Women’s Studies (WS)**

**WS 151 Introduction to Women's Studies (3)** Introduction to feminist interdisciplinary analysis from global and critical perspectives; relationships between women and men from Asia-Pacific, Hawaiian, and other cultures, with a focus on gender, race, class, and sexual dynamics; exploration of women's negotiations with institutional dynamics. **DS**

**WS 151A Introduction to Women's Studies (3)** Introduction to feminist interdisciplinary analysis from global and critical perspectives; relationships between women and men from Asia-Pacific, Hawaiian, and other cultures. Focus on gender, race, class, sexual dynamics, and women's negotiations with institutional dynamics. Honors students only. A-F only. Pre: departmental approval. **DS**

**WS 175 History of Gender, Sex, and Sexuality in Global Perspectives to 1500 CE (3)** Explores how gender, sex, and sexuality become key elements in human society from prehistory to 1500 CE. Examines ancient world civilizations from multiple perspectives stressing issues and forces still influential today. A-F only. (Fall only) **FGA**

**WS 176 History of Gender, Sex and Sexuality in Global Perspective, 1500 CE to the Present (3)** Explores how gender, sex, and sexuality become key elements in human society from 1500 CE to present. Examines world cultures from multiple perspectives, stressing issues and forces of continuing influence. A-F only. **FGB**

**WS 200 Culture, Gender, and Appearance (3)** Social construction of gender within culture and its visual expression through appearance. Analysis of role, identity, conformity, and deviance in human appearance. Open to nonmajors. (Cross-listed as APDM 200) **DS**

**WS 202 Psychology of Women (3)** Survey of topics in psychology relevant to women's lives: socialization of gender, mental health, violence against women, achievement motivation, lifespan issues, domestic violence. A-F only. Pre: 151 or PSY 100. (Cross-listed as PSY 202) **NI DS**

**WS 230 Gender and Sport (3)** Explores the influence of gender in sport from cultural, psychosocial, and political perspectives. Examines women's and men's role as participants, spectators, and employees of sport and sports organizations. A-F only. Pre: one DS course. **DS**

**WS 245 Women Writers of World Literature (3)** Major women writers of world literature examined in context of female literary tradition. Pre: one of ENG 100A, 101, or ELI 100; or consent. **NI DL**

**WS 257 Sexual Identity in Literature (3)** Selected themes in major works of various types, cultures, periods. Requires a minimum of 3,000 words of writing. Pre: one of ENG 100A, 101, or ELI 100. **NI DL**

**WS 304 Women, War, and the Military (3)** The military as it includes and excludes women as soldiers, nurses, wives, prostitutes, and victims. Women and war economics; feminism, war, and peace. Pre: one of 151, 362, 375 or SOC 362; or consent. **DS**

**WS 305 Women and Health (3)** Explores current issues in the conceptualization and delivery of health care for women. Pre: one of 151, 202, POLS 110, or SOC 100. (Cross-listed as SOC 305) **DS**

**WS 306 Indigenous Women's Health (3)** Examines issues of indigenous women's health pre and post colonial in Hawai‘i, Asia, and the Pacific regions. A-F only. Pre: one of 151, 202, 305; or HWST 107, HWST 270 or HWST 285; or consent. **DS**
WS 311 U.S. Women's History (3) History of U.S. women and gender relations. Topics include women's work in and outside the household, women's involvement in social movements, changing norms about gender and sexuality, and shared and divergent experiences among women. (Cross-listed as AMST 316 and HIST 361) DH

WS 315 Sex and Gender (3) Cross-cultural theories and perceptions of sexual difference; linkage between biology and cultural constructions of gender; relationship of gender ideology to women's status. Pre: ANTH 152 (or concurrent). (Cross-listed as ANTH 315) DS

WS 318 Women and Social Policy (3) Social and economic policies affecting women in families, education, social services, government, health care, the economy; public policy implementation and development; policy impact on women. Pre: 151 or any 200- or 300-level course, or SOC 100 or any 200-level SOC course; or consent. (Cross-listed as SOC 318) DS

WS 320 Women and Madness (3) Interdisciplinary critical examination of the relationship between gender and mental health. Psychological research, feminist theory, autobiography, literature, and cinema. Pre: one of 202, 245, PSY 202; or consent. DS

WS 339 South Asian Migrants: Culture and Politics (3) Historical and contemporary experiences of South Asian migrants in North America, Pacific, Caribbean, and/or African diasporas; causes and patterns of migration, inter-ethnic relations policies; role of race, gender, culture in community, identity formation. A-F only. Pre one ES or WS course in the 100, 200 or 300 level; or consent. (Once a year) (Cross-listed as ES 339) DS

WS 345 20th-Century Literature by Women (3) Twentieth-century women writers and their works; novels, short stories, poems, autobiographies. Interrelations of gender and literature. Pre: one of 151, 175, 176, and 245; or consent. DL

WS 346 20th-Century Chinese Women Writers (3) A survey and critical examination of contemporary Chinese women writers from China, Taiwan, and Hong Kong. Traces a genealogy of women's writing from the early 1920s up until now through novels, poetry, drama, and film. Pre: one DH or DL course, or consent. (Cross-listed as ASAN 364 and EALL 364) DL

WS 350 Sex Differences in the Life Cycle (3) Human sex differences, their biological basis and significance; genetic, hormonal, and behavioral determinants of sexual differentiation; biology of gender, sexuality, menopause, and aging. Pre: one semester of biological sciences. (Cross-listed as BIOL 350) DB

WS 351 Women, Ideas, and Society (3) Status of women in American society today in light of the cultural, historical, and philosophical forces that have produced it. Pre: HIST 151 and HIST 152; or consent. DH

WS 356 Women and Religion (3) Examining roles of, and attitudes toward, women in major religious traditions through autobiographies, films, and primary texts. Pre: 151 or ANTH 152 or REL 150. (Cross-listed as ANTH 356 and REL 356) DH

WS 360 Pacific/Asian Women in Hawai‘i (3) Adaptive strategies of Hawaiian, Chinese, Japanese, Korean, Filipino, Samoan, and Southeast Asian women in Hawai‘i; feminist anthropological and historical analysis. Pre: any ANTH, SOC, or WS course. (Cross-listed as ES 365) DS

WS 361 Seminar: Women and International Development (3) Topics: Women's role, status, work and treatment in the Third World; economic development, changing work/family roles, agriculture and business, improvement/deterioration in gender equity across the Third World global feminization of poverty. Open to nonmajors. Pre: a 100 level economics course or any women's studies course; or
WS 362 Sociology of Gender (3) Effect of sex and gender roles (both traditional and nontraditional) on attitudes and behavior within the family and educational, economic, and governmental systems. Recommended: at least one WS course. Pre: 151 or any 200- or 300-level WS course, or SOC 100 or any 200-level SOC course; or consent. (Cross-listed as SOC 362) DS

WS 375 Women and the Media (3) Media portrayal of women and men; role of the media in reproducing gender inequality. Women as producers and consumers of media. Feminist alternatives to mainstream media. Pre: one of 151, 362, SOC 362. DS

WS 381 Gender, Sexuality and Literature (3) Basic concepts and representative texts for the study of literary constructions of gender and sexuality. Pre: one ENG DL course or consent. (Cross-listed as ENG 382) DL

WS 384 Women and Politics (3) Women's role in political institutions and processes in the U.S. and other countries; female and male approaches to power; feminist political goals and actions. Pre: 151 (or concurrent) or 362 (or concurrent) or any 100 level POLS course (or concurrent); or consent. (Cross-listed as POLS 384) DS

WS 390 Gender and Race in U.S. Society (3) Historical and sociological studies of race and gender in U.S. society; grassroots feminist and race/ethnic activism in the mainland and Hawai'i. A-F only. Pre: 151, ES 101, or Social Science Cores. (Cross-listed as ES 390) DS

WS 392 Sexualities (3) Multi-disciplinary course draws from psychology, sociology, biology, history, cultural anthropology, law, Hawaiian, ethnic, feminist, gender, and queer studies to explore human sexualities with emphasis on the U.S., Hawai'i and the Asia-Pacific regions. A-F only. Pre: one of 151, 202, 315 or 350; or consent. DS

WS 399 Directed Reading (V) Pre: consent.

WS 400 Food, Body, and Women: Analysis of Biopolitics (3) Explores how food, body, and other "matter of life" are imbedded in biopolitics from the feminist perspectives. A-F only. Pre: 151 or three credits of upper division WS courses, or consent. (Spring only). DS

WS 410 Gender and Politics in U.S.-Okinawa Relations (3) Examines gender in Okinawa in relation to historical dynamics in the Asia-Pacific region with attention to issues such as militarism and violence, colonialism and memory, and tourism and commodification of indigenous culture. A-F only. Pre: 151 or consent. (Cross-listed as ASAN 410)

WS 414 Women in Drama and Theater (3) The role of women and their representation in the theater from ancient Greece to the present; focus on the socio-political status of women. Pre: THEA 311 or consent. (Cross-listed as THEA 414) DH

WS 418 Women and Work (3) Gender and racial division of labor nationally and internationally; racial and gender differentials in wages, training, working conditions and unemployment; historical trends and future directions. Pre: one 300-level WS or ES course, or SOC 300; or consent. (Cross-listed as ES 418 and SOC 418) DS

WS 419 Feminist Issues in Philosophy (3) Examination of basic feminist issues in philosophy, and of responses to them. Pre: any course 200 or above in PHIL or WS, or consent. (Cross-listed as PHIL 418) DH
WS 430 Seminar in the Biology of Women (3) Embryological, anatomical, and physiological development of human female; hormonal, neural, and behavioral determinants of female sexual behavior; psychobiology of pregnancy, ovariectomy, and menopause. Pre: 350 or BIOL 172 or BIOL 350, or consent. (Cross-listed as BIOL 430) **DB**

WS 435 Women and Crime (3) Women's relations with the criminal justice system; types of women's offenses; responses to women's crime; women as victims; women as workers in the criminal justice system. Recommended: at least one WS course. Pre: 151 or any 200- or 300-level WS course, or SOC 300; or consent. (Cross-listed as SOC 435) **DS**

WS 436 Gender, Justice and Law (3) Exploration of landmark U.S. Supreme Court cases related to sex and gender. Topics may include sex discrimination, sexual orientation discrimination, privacy, and reproductive freedom. A-F only. Pre: one of 151, 175, 176, 202, 360, 381, or consent. (Cross-listed as AMST 436 and POLS 436) **DS**

WS 437 Gender and Violence (3) Interdisciplinary course will examine western constructs of gender violence on its correlates with ethnicity, class, sexuality, nation, and empire. Repeatable one time. A-F only. Pre: one of 151, 202, 360, 361, 439, 460, 462, or consent. **DS**

WS 438 Gender and Environmental Philosophy (3) Interdisciplinary approach to women's perspectives and roles on ecological and environmental issues; critical analysis of eco-feminism as a social and political movement; cross-cultural comparison of women's roles in human ecology. Pre: any course 200 or above in PHIL or WS or any course 200 or above with a DB or DP designation, or consent. (Cross-listed as PHIL 438) **DH**

WS 439 Feminist Theory (3) Contemporary debates in feminist theory concerning gender, race, and class; subjectivity and representation; gender and colonialism; bodies, sexualities and "nature." Pre: any 300 level WS or POLS course, or consent. (Cross-listed as POLS 339) **DS**

WS 440 Feminist Methods and Research (3) Overview of feminist issues with dominant theories of knowledge and major methodologies employed in the social sciences; and exploration of role of gender theory and feminist politics in feminist research. Pre: 151 or consent. (Once a year) **DS**

WS 445 U.S. Women's Literature and Culture (3) Reading of selected works of U.S. women's literature and cultural texts (such as art and film). Emphasis on historical and cultural context and diverse expressions of women's gendered identities. (Cross-listed as AMST 455 and ENG 455) **DL**

WS 446 Gender Violence Over the Lifecycle (3) Examines the problem of violence, particularly sexual violence, over the life cycle. Offers gendered perspective in activities aimed at prevention and treatment of violence, and cross cultural perspectives. Pre: 151 or any 200- or 300-level WS course, SOC 300; or consent. (Cross-listed as SOC 446) **DS**

WS 452 Marriage and Family: Feminist Perspective (3) Sex-role socialization, motherhood, work-family conflicts. Alternative family structures in U.S. and other countries. Recommended: at least one WS course. Pre: 151 or any 200- or 300-level WS course, or SOC 300; or consent. (Cross-listed as SOC 452) **DS**

WS 453 Gender Issues in Education (3) Examination of current and historical issues in education and how they are impacted upon by gender, with particular reference to gender as it intersects with ethnicity and class, locally and globally. Pre: 151 or consent. (Cross-listed as EDCS 453 and EDEF 453) **DS**

WS 456 Politics of Men and Masculinity in U.S. Culture (3) Examines American understandings of man, manhood, and masculinity, at the intersection of gender, race, class, and sexuality in the context of
American nation and empire building in the 19th and 20th centuries. A-F only. Pre: one of 151, 175, 176, or 202; or consent.

**WS 460 Feminism, Nation and Empire (3)** Examines U.S. feminist movements in the 19th and 20th century by exploring how U.S. racism, nationalism and imperialism have provided the context from which feminism emerged. A-F only. Pre: 151, 360; or consent. **DS**

**WS 462 Asian Women (3)** History, culture, and contemporary reality of Asian women in Asia and the U.S. Includes critical analysis of American feminist methodology and theory. Pre: 360, 361, or 439 or AMST 310, AMST 316, AMST 318, AMST 373, AMST 455, or POLS 339; or consent. (Cross-listed as AMST 438 and POLS 372) **DS**

**WS 463 Gender Issues in Asian Society (3)** Construction of gender identities in contemporary Asia. How these interface with other aspects of social difference and inequality (e.g. with class, religion, ethnicity). Pre: any WS course or ASAN 201 or ASAN 202, or consent. (Cross-listed as ASAN 463) **DS**

**WS 481 Women and Film (3)** Exploration of film as a philosophical and artistic form in the context of gender, race, and sexuality. Pre: one of 151, 175, 176, and THEA 201; or consent. **DH**

**WS 483 Studies in Literature and Sexuality and Gender (3)** Intensive study of selected problems and issues in the construction and representation of sexuality and gender in specific genres, social and cultural contexts, thematic or figurative clusters. Repeatable one time. Pre: ENG 320 and one other 300-level ENG course; or consent. (Cross-listed as ENG 482) **DL**

**WS 492 Women and Revolution (3)** Conditions under which women's activism and participation in protest and revolutionary movements developed in the 19th- and 20th-centuries. Cross-cultural comparisons. (Cross-listed as HIST 492) **DH**

**WS 495 Selected Topics (3)** Problems and issues for reading and research: feminist theory, criticism, affirmative action, etc. Pre: any WS course in appropriate area. **DS**

**WS 496 Teaching Women's Studies (3)** Strategies for teaching women's studies; addressing complex issues of gender, race, nation, class, sexuality and culture in a contemporary multiethnic campus environment. Emphasis on classroom techniques, teaching pedagogies, and hands-on experience. Repeatable one time. CR/NC only. Pre: 151 and one or more WS course with a grade of B or better in all relevant courses, instructor recommendation; or consent.

**WS 602 Transnational Feminist Teaching and Research (3)** Introductory graduate seminar designed to develop common vocabulary and explore the core debates in transnational feminist teaching and research to encourage critical reflection about teaching assumptions, approaches, and techniques in the contemporary college or university environment. A-F only. Pre: graduate standing and no waiver.

**WS 610 Faculty Seminar Series (1)** Seminar/discussion to introduce students pursuing the Graduate Certificate to the Woman's Studies faculty and their areas of research, and to initiate student's graduate studies in a woman's studies field. Repeatable one time. Pre: classified graduate status (or status pending) and consent.

**WS 612 Women in American Culture (3)** Historical/contemporary status of women in the U.S.; women's roles as defined by legal, educational, political, economic, and social institutions; implications for social science method. (Cross-listed as AMST 612)

**WS 613 Feminist Research and Methods of Inquiry (3)** Examination of an emergent body of literature about how to shape questions concerning gender, sex, race, class, colonialism, and other vectors of power.
Includes methods from social sciences and humanities and debates in the philosophy of science. Repeatable one time. Pre: classified graduate status and consent.

**WS 615 Feminist Theory (3)** Selected ideas from contemporary feminist theory concerning power, knowledge, and self; articulating women's voice; deconstructing gender. (Cross-listed as POLS 615C)

**WS 620 Feminism and Its "Others" (3)** Relationship between feminist and other sites of critical insight and scholarship that have contributed to creating anticolonial, antiracist, antihomophobic theory, method and action. Questions the legacy of feminist coalition practices and engages the ongoing transformations that have begun to produce new alliances and coalitions that disrupt traditional boundaries of identity and power. A-F only. Pre: graduate standing, no waiver.

**WS 623 Topics in Feminist Social Policy Research (3)** Feminist social scientists from a variety of fields have explored issues of gender, social change and social justice. Draws from their work to critically examine strategies for conducting social policy research that is feminist in values and impact. Repeatable one time. A-F only. Pre: graduate standing, no waiver.

**WS 650 Research in Feminist Studies: Capstone Experience (2)** Provide women’s studies graduate certificate students with an opportunity to design, develop and complete a research project culminating in a publishable quality work and a professional quality seminar presentation. A-F only. Pre: classified graduate status and consent.

**WS 699 Directed Reading and Research (V)** Pre: classified graduate standing and consent of chair.

**WS 753 (Alpha) Research Seminar in Chinese Literature (3)** Study of authors, a genre, a period, or a problem. (M) modern; (T) traditional. Repeatable one time for (M). A-F only for (M). Pre: 613, 615, 650, or EALL 611; or consent for (M); CHN 612 or consent for (T). (Cross-listed as CHN 753 (Alpha))
Women's Studies (WS) Program Assessment

Course: ___________________________  Semester: ___________________________
Instructor: _______________________

1. How many Women's Studies (WS) classes and classes crosslisted with WS have you taken? Include this class as one of the classes you have taken and list course number(s) and/or title(s) if possible.

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<tr>
<td>6+ (note actual # of classes taken)</td>
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2. Now, at the end of the semester, do you have a better understanding of the following concepts:

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<td>How these factors intersect</td>
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3. Did this class bring different disciplines (such as psychology/literature/economics/biology, etc.) together?

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<th>Frequently</th>
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Comments:

4. For this class, how often did you need to write something? (Do not include exams, quizzes or note-taking.)

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<th>About once a month</th>
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Comments:

5. In this class, how often did you talk?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Most class sessions</th>
<th>About every other class</th>
<th>About six times during the semester</th>
<th>Almost Never</th>
<th>Never</th>
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Comments:
6. Do you feel more comfortable talking in a Women’s Studies class than in other classes?

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<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>No difference</th>
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Comments:

7. Do you feel you can research topics in Women’s Studies better now?

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<th>Yes</th>
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Comments:

8. Do you carry your learning in Women’s Studies outside the classroom?

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<thead>
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Comments:

9. Did you participate in any organized feminist events this semester?

<table>
<thead>
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Comments:

10. Do you have any suggestions for improving the Women’s Studies Program? Examples might be suggestions for new courses, courses you’d like offered more frequently, events, advising, etc.
Appendix 4: Department of Women’s Studies – Exit Interview

Demographic Data

Age:
Resident/Non-resident student:
Date of Admission:
Date of Graduation:
Degree Earned:

1. Reflecting back on your Women's Studies experience, what would you say you learnt/ what are two or three ideas that have stayed with you?

2. Have your experiences in Women's Studies changed your life in any substantial ways?

3. What was most satisfying about your experience in Women’s Studies?

4. What was least satisfying about your experience in Women’s Studies?

5. What would you change about your experience?

6. Did you receive adequate support from faculty to meet Program/course requirements?

7. Did you receive sufficient feedback about your progress through your Program course of study?

8. Did this Program help you to identify career goals?

9. What would you improve to make the Program better?

10. Based on your experience with us, what do you think it takes to succeed as a Women’s Studies student?

11. Did any Program policies or procedures (or any other obstacles) make graduating more difficult?

12. Would you recommend studying in the Women’s Studies Program to your family and friends?

13. Do you feel that you learned a significant amount about women in Hawaii, Asia and the Pacific through the Program?

14. What are your career/education plans upon graduation?