



Women's, Gender, and Sexuality Studies Program 2022 Assessment Report¹

MISSION STATEMENT

Women's, Gender, and Sexuality Studies, an interdisciplinary program founded in 1990, encourages the production, discussion, and dissemination of knowledge about women's experiences, oppressions, and achievements in Montana, the U.S., and the world. In the last decade this focus has broadened to include study of the social and cultural construction of gender, sex, and sexualities. By fostering awareness of cultural and international diversity, as well as of the circulations of power mediated by race, class, age, and sexual orientation, Women's, Gender, and Sexuality Studies encourages students to think critically and to envision justice for all peoples.

DEPARTMENT ALIGNMENT WITH PRIORITIES FOR ACTION

After listing each departmental objective, we indicate which of the five [Priorities for Action](#) the objective supports. We also briefly describe any innovative or noteworthy programs/initiatives that support the Priorities for Action.

1. Be administered by the Director in consultation with the Women's, Gender, and Sexuality Studies Executive Committee, an interdisciplinary group of faculty and students with teaching and research interests in gender and sexuality.
 - a. Priority 1: Place Student Success at the Center of All We Do
 - b. Priority 2: Drive Excellence and Innovation in Teaching, Learning, and Research
 - c. Comments: WGSS supports these core themes through the truly interdisciplinary research and teaching that comes out of our dedicated group of affiliated faculty members from across a variety of disciplinary perspectives, resulting in publications (See, for example, O'Brien Hallstein and Hayden, "Academic Mothering During the Pandemic: Lessons for the Future." *The Sociological Observer*, 2021) and team-taught courses (see, for example, GLBD 191X Women's Rights and Women's Roles around the World, Hubble and Jabour).
2. Advise and mentor students majoring and minoring in WGSS and pursuing the WGSS graduate certificate
 - a. Priority 1: Place Student Success at the Center of All We Do
 - b. Priority 3: Embody the Principle of 'Mission First, People Always'
 - c. Priority 4: Partner with Place
 - d. Comments: WGSS faculty embody "meeting students where they are at" through their devotion to excellent teaching, advising, and mentorship. Many WGSS affiliated faculty have been honored for their teaching and mentorship (Tobin Miller Shearer, Daisy Rooks, Kathy Kuipers, Elizabeth Hubble, and others). The WGSS Director and several affiliated faculty members are trained SARC advocates and UM Allies and work on numerous committees focusing on student success and safety (for example, UCSA and BIT). WGSS also works with the student-run UM Gender Equity Resource Center and provides regular financial and supervisory support for their events and administration. WGSS majors are required to complete a 3-credit internship with a campus or community group, and minors and graduate certificate seekers are encouraged to do so.
3. Foster a wide range of WGSS core and elective courses with departments in the humanities, social sciences, natural sciences, law, education, and other disciplines.

¹ Please note that WGSS Director Elizabeth Hubble was on unexpected medical leave for AY 2022-2023, and this report was a joint effort of Elizabeth Hubble and interim WGSS Director Kathy Kuipers. "I" in the text refers to Hubble.

- a. Priority 1: Place Student Success at the Center of All We Do
 - b. Priority 2: Drive Excellence and Innovation in Teaching, Learning, and Research
 - c. Comments: WGSS courses are inherently interdisciplinary, and students from WGSS are regularly singled out for bringing important contributions to their elective courses in other disciplines. For example, Regents Professor Anya Jabour has praised psychology grad students in her graduate history course on Writing Women's Lives for their contributions to the discussions and research. In addition, the WGSS major requires an internship which provides students with real-world experience in their field of study.
4. Sponsor and/or co-sponsor a variety of events including lectures, discussions, and performances that make a vibrant contribution to both the campus and the Missoula community life.
- a. Priority 4: Partner with Place
 - b. Priority 3: Embody the Principle of 'Mission First, People Always'
 - c. Comments: WGSS sponsors numerous events, including The Vagina Monologues, Out at the Roxy, Native American Indian Law Caucus Conference, the Humanities Institute, and many others on campus and in the community. WGSS often sponsors events put on by organizations where they have placed interns.
5. Provide mentorship and outreach to women and queer faculty and diversity groups on campus, providing research forums, small travel grants, and other forms of support.
- a. Priority 3: Embody the Principle of 'Mission First, People Always'
 - b. Priority 5: Proudly Tell the UM Story
 - c. Comments: Building on #1, WGSS provides a home for a diverse and interdisciplinary group of faculty, staff, and students from almost every department in H&S and from many groups and departments across campus.

STUDENT LEARNING OUTCOMES and MEASUREMENT TOOLS

Student Learning Outcomes	Exam Questions	Journal Writing	Research Paper Writing	Internship Evaluations	Exit Interview
1. Develop an understanding of the powerful and central impact of the concepts of human sex, gender, and sexuality	Midterm and final exam questions in WGSS 263S				
2. Develop a basic grasp of the history of women, gender, and sexuality as they relate to other fields of study	Midterm and final exam questions in WGSS 163L	Journal grading rubric in WGSS 163L			
3. Develop a basic understanding of philosophical, anthropological, sociological, and/or psychological dynamics with regard to sex, sexuality, gender, men/masculinities and women, femininities		Journal grading rubrics in WGSS 263S and WGSS 363			
4. Demonstrate an ability to articulate and enact current research and political concerns within Women's Gender, and Sexuality Studies		Journal grading rubrics in WGSS 263S and WGSS 363	WGSS 363 in an upper division writing course. Grading rubrics for	Evaluation questions on real-world application of WGSS core concepts.	Exit interview questions.

Student Learning Outcomes	Exam Questions	Journal Writing	Research Paper Writing	Internship Evaluations	Exit Interview
			major research paper	Evaluation survey questions.	
5. Develop a sophisticated awareness of and appreciation for the dynamic interplay between knowledge, research, beliefs, and politics as these interact in the building and maintenance of cultural practices with regard to sex and gender expectations, limits, freedoms, and prohibitions.		WGSS 398 in the required internship course. Evidence in Reflection papers and online discussion with fellow students.	WGSS 363 in an upper-division writing course. Grading rubric for major research paper	Evaluation questions on real-world application of WGSS core concepts. Evaluation survey questions.	Exit interview questions.

RESULTS and MODIFICATIONS

Learning Goal results	Modifications made to enhance learning
<p>WGSS 163L Final Exam Assessment:</p> <p>Fall 2019 10/26 students exceeded expectations 14/26 met expectations 2/26 did not meet expectations</p> <p>Fall 2020 12/23 exceeded expectations 8/23 met expectations 3/23 did not meet expectations</p> <p>Fall 2021 13/20 exceeded expectations 5/20 met expectations 1/20 did not meet expectations</p>	
Journal Grading Rubrics: all WGSS core classroom courses (163L, 263S, 363, and 463) include weekly informal writing assignments. Students are assessed based on the learning goals listed here.	Grading rubrics were updated in 2020 to reflect the more global focus of WGSS courses and the real-world applications of the course materials. Those changes have resulted in increased attainment of learning goals. I plan to continue to make changes to enhance students' understanding of the applicability of WGSS classroom learning to real-world experiences.
WGSS 363 Major Research Paper Grading Rubric	Since 2020, I have updated the rubric to reflect the learning goals here and to emphasize the real-world implications of WGSS research with a focus on global and LGBTIQ+ experiences.

FUTURE PLANS FOR CONTINUED ASSESSMENT

Despite the significant cuts to our instructional and operating budgets, I have maintained a focus on helping students in WGSS courses to see the importance of WGSS topics in their future endeavors. One change I plan to make in the coming years is to include units on how employers today are looking for students with training in diversity, equity, and inclusion, and that highlighting WGSS courses on résumés and in interviews is one way to demonstrate their understanding of those issues.

Unfortunately, I was on medical leave for AY 2022-2023. Therefore, detailed assessment data is not currently available. That will be rectified in AY 2023-2024.

APPENDICIES

1. Curriculum Map
2. WGSS 163L Exam & Journal Grading Rubric
3. WGSS 363 Major Paper Grading Rubric & Journal Grading Rubric
4. WGSS 463 Exit Interview (Capstone course)

WGSS CURRICULUM MAP 2022

Required Course (Name and Number)	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
WGSS 163L Historical & Literary Perspectives on Women		I, D, A	I, A		
WGSS 263S Social & Political Perspectives on Gender & Sexuality	I, D, A		I, A	I, A	
WGSS 363 Feminist Theory and Methods	D, A	D, A		D, M, A	D, M, A
WGSS 398 Internship				D, A	D, A
WGSS 463 Capstone				D, M, A	D, M, A

KEY:

I = Introduced

D = Developed/reinforced with opportunities for practice

M = Mastery

A = Assessment data collected

LEARNING GOALS:

1. Develop an understanding of the powerful and central impact of the concepts of human sex, gender, and sexuality
2. Develop a basic grasp of the history of women, gender, and sexuality as they relate to other fields of study
3. Develop a basic understanding of philosophical, anthropological sociological, and/ or psychological dynamics with regard to sex, sexuality, gender, men/masculinities and women/femininities.
4. Demonstrate an ability to articulate and enact current research and political concerns within Women's, Gender, and Sexuality Studies
5. Develop a sophisticated awareness of and appreciation for the dynamic interplay between knowledge, research, beliefs, and politics as these interact in the building and maintenance of cultural practices with regard to sex and gender expectations, limits, freedoms, and prohibitions.

WGSS 2022 Assessment

Appendix 2

WGSS 163L

Take-Home Final Exam

Fall 2021

EXAMS MUST BE TYPED AND DOUBLE-SPACED WITH PAGE #s & YOUR LAST NAME ON EACH PAGE with a PAGE BREAK BETWEEN SECTION 1 AND SECTIONS 2&3. (-5 points for incorrect formatting).

ELECTRONIC SUBMISSIONS: Uploaded to Moodle, BY 12:10PM WEDNESDAY, DECEMBER 15. Electronic Submissions must be attached as .pdf, .rtf, docx, or .doc files. If I can't open it, I won't grade it.

OR

HARD COPIES: DUE IN MY OFFICE BY 12:10PM WEDNESDAY, DECEMBER 15. NO LATE EXAMS WILL BE ACCEPTED. NO EXCEPTIONS.

Section I (20 POINTS)

Identify 10 of the following terms in 3-5 sentences. Your answers must be in complete sentences and should not exceed 5 sentences. Responses, even if technically correct, will receive NO credit if they are not linked to class discussions and readings. This section assesses your ability to situate these terms within the appropriate cultural, literary, and/or artistic traditions, including emergent movements and forms.

<i>Declaration of Sentiments</i> Jeannette Rankin Olympe de Gouges Susan B. Anthony Enlightenment Seneca Falls Convention Audre Lorde settler colonialism	<i>Ain't I A Woman</i> Judith Shakespeare 2010 Defense Appropriations Act kora Gorée harem hijab heterosexism
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Section II (40 POINTS)

Answer **ONE** of the following essay questions. Your answer should be well-organized and argued. This section assesses your ability to develop coherent arguments that critique the works we've read in class from a variety of approaches, such as historical, aesthetic, cultural, psychological, political, and philosophical theories relating the gender and queer studies through an intersectional lens.

1. Discuss Mary Wollstonecraft's *Vindication of the Rights of Women* as a foundational text for the modern feminist movement(s). Identify 3 themes of Wollstonecraft's work and discuss how the themes are evoked in other texts we have read since the midterm. You should examine at least 2 authors in addition to Wollstonecraft.

2. This class has historically been a course on Western Perspectives on Women. The past few years, I've added in additional works by non-white, non-western authors. Using one of the authors we've read or discussed whose perspective is not white, middle-class, heterosexual and/or Western, discuss why it is important to study works that give alternative perspectives. Identify the perspective(s) from which the author writes and identify 3 ways that author deepens understandings of other works we have read this semester. You should refer to at least 2 authors in addition to the one you have chosen to focus on.

Section III (40 POINTS)

Answer the following essay question. Your answer should be well-organized and argued. Your answer may be personal but must include at least 3 specific examples from the text you have chosen. You may choose any text from the course.

Which reading for this class most challenged, intrigued, infuriated and/or excited you and why?

Extra Credit (up to 5 points)

*What author or book is missing from this class's reading list, in your opinion? Why should they be included? What new perspective would they bring to the class? (5pts)

Appendix 2, cont.

WGSS 163 JOURNAL Grading Rubric (100 points)

- Length and formatting 10 pts. 1.5-2 pages, typed, and double-spaced. Margins must be 1 inch on the left, right, and bottom, and 2 inches on the top. Your name and other identifying information should be in the top margin. You must italicize titles of books, and use other proper indications of titles. Include page numbers.
- Organization 20 pts. Do the ideas follow each other with smooth transitions? Is proper paragraphing used? Do you provide adequate background for your reader (introduce the author and text; provide historical time period info; etc. 1-2 sentences at most)?
- Reflection (not summary) 70 pts.
Does the paper show reflection on the readings, discussions and themes of the course with concrete examples from the texts and/or discussions? To fulfill this aspect of the paper:
 - Situate the text(s) within its/their literary and artistic traditions, either as an example of that tradition or as a critique of that tradition. For example: you could discuss Virginia Woolf's *A Room of One's Own* as a product of modernism. Or you could discuss Christine de Pizan's *Book of the City of Ladies* as a critique of late medieval scholasticism.
 - Connect the text(s) to at least one of the broader themes of the course by giving at least three concrete examples (quotes, paraphrases) from the text(s). Possibilities: gender; marriage; sexuality; misogyny; intersectionality; privilege and oppression; institutions of privilege and oppression; indigeneity; etc.
 - Analyze and critique the text through and against the literary, artistic, and/or theoretical traditions and trends we've covered in class lectures and discussions. Possibilities: medieval and early modern Christianity; Enlightenment philosophy; rise of the novel; first-, second-, third, and/or fourth-wave feminism; intersectionality; indigenous perspectives; queer theory; etc. Possibilities: Reading the friendship between Walatta Petros and Eheta Christos in *The Life and Struggles of Our Mother Walatta Petros* through a queer lens. Analyzing Mary Wollstonecraft's *Vindication of the Rights of Women* as a product of Enlightenment philosophy.
 - Connect the readings/discussions to your own life and/or contemporary issues; why does the reading matter? What was interesting in this reading for you? Or not, and why?

This rubric is based on the student learning outcomes for the course, as outlined below. An expanded rubric is provided on the Welcome Page of the course Moodle site.

1. Analyze works of art with respect to structure and significance within literary and artistic traditions, including emergent movements and forms:
 - A) Students will develop an understanding of the different ways Western societies and cultures have viewed and constructed gender, oppression, and privilege through their works of literature and art.
 - B) Students will develop an awareness of the role women and BIPOC authors have played throughout history and learn to evaluate texts authored by women within and against the context of the Western canonical tradition.
 - C) Students will learn the basics of how Western literary studies traditions have evaluated, included, and/or excluded women and BIPOC authors' texts and contributions.
2. Develop coherent arguments that critique these works from a variety of approaches, such as historical, aesthetic, cultural, psychological, political, and philosophical:
 - A) Students will learn to analyze social norms and institutions (including governments, educational systems, the church, and the family) as they relate to gender and other concepts such as sexuality, race, and class.
 - B) Students will develop critical thinking and communication skills through in-class discussions, exams, informal writing assignments, and online discussion forums.

Appendix 3

WGSS 363 Grading Rubric for Journals

Journals are due each Friday at 5 pm, and should be 2 typed, double-spaced pages. You should write a minimum of one page for each class meeting. For each day's entry you should:

- Identify the common themes across all of the readings and class discussions

THEN

- Choose 1-2 readings for each day upon which to focus
- Summarize those readings, including the central argument or main points; what is the reading about?
- Connect the readings to class discussions
- Connect the readings to your own life and/or contemporary issues; why does the reading matter?
- Provoke further thought; pose one question for class discussion

Appendix 3, cont.

WGSS 363 Final Draft Rubric

Development (most important: 70% of the grade)

1. Is there a thesis statement? i.e. a main claim or argument?
2. Is there compelling evidence or support? (i.e. have they done their research?)
3. Does the paper acknowledge alternatives/complications/objections?
4. Is the paper original, interesting and accessible to a broad audience? i.e. what is the significance of the paper? How does the paper add to the existing literature?

Organization (also important; 20% of the grade)

1. Is the organization clear?
2. Is the focus consistent?
3. Are the ideas linked to one another? (Good transitions)
4. Is the paragraphing justifiable?

Voice and Form (10% of the grade)

1. Is the tone appropriate? Is it too conversational? Is it appropriate for the inscribed audience? (For non-psychology/non-social science papers, the use of "I" is more acceptable, as long as it isn't overused, or used in formulations like "I think that. . .")
2. Mechanics: Spelling, punctuation, titles, grammar, etc.
3. Formatting
 - a. Length 10-12 pages (if it is on p 10 but not the bottom, reduce 1 notch (i.e. A to A-), and if under 10pp, 1 notch for each page too short)
 - b. Page #s
 - c. Font
 - d. Citations (4 outside sources must be cited)

In general:

An A paper will do all of these with a strong thesis and argument

An A- paper will do most of these and has a good thesis

A B+ paper will be a little too short or lack organization or have small issues but will otherwise be good

A B paper will be a little too short, lack organization, have 1-2 other issues but still be okay

A B- paper will be too short, lack organization, and lack focus in a couple sections

A C+ paper will be too short, lack organization, lack focus, and have 1-2 other issues

A C paper will have some serious issues in many of these areas but show some effort

A C- paper will show have more issues

D or F paper doesn't fulfill the assignment in some meaningful way.

Women's, Gender, and Sexuality Studies Exit Interview Form

Deadline: To be completed the semester of or the semester before graduation or at the end of your Capstone course.

Before graduation, a student majoring or minoring in WGSS will complete an exit interview with the WGSS Director. The purpose of the interview is to provide graduating students with an opportunity to:

- Reflect on their experience in WGSS courses, events, and internships.
- Explain how their WGSS experience allowed them to meet WGSS learning goals.
- Offer feedback about how UM might strengthen its WGSS offerings and its program more generally.

You can expect to be asked the following questions in your exit interview. Prior to the interview, reflect on all of your core and elective WGSS courses. Please think carefully about the following questions; you are encouraged to bring notes with you to your interview to help you provide thorough answers.

1. As you reflect on the courses you've taken, how has your thinking about gender roles and expectations changed?
2. In WGSS, we don't just talk about women. How do our conversations about gender and sexuality influence or overlap with our conversations about race, ethnicity, class, ability, and other forms of privilege and oppression?
3. What has this influence or overlap taught you about privilege and oppression at local and/or global issues?
4. How have your classes encouraged you to connect your academic conversations about gender and sexuality to action taking place in the community?
5. What are two major issues that you've discussed in your coursework that shape our experiences of gender and sexuality?
6. Why is it important to be able to critique representations of gender and sexuality (and the identity positions mentioned in question two) in media, the workplace, and other everyday situations?
7. How do you see your WGSS degree impacting your future work and life goals?