

# Women's Studies Program Review, 2017

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## 1. Program/Discipline Overview:

Women's Studies as a discipline has a unique position within PCC as one of the only sites of instruction that is explicitly dedicated to ending oppression and promoting social justice. This distinctive standpoint places Women's Studies at the intersection of multiple institutional stakeholders, allowing for strategic collaboration with diverse branches of PCC. Our college president, Dr. Mark Mitsui, has repeatedly emphasized that the current political climate has brought the need for social justice education to a new level of urgency.

The college has made great headway in promoting diversity, equity and inclusion as central goals of strategic planning. PCC has been able to support this strategic goal through multiple initiatives, often through student services such as the support and service centers, as well as the Office of Equity and Inclusion. The Women's Studies SAC is proud to participate in creating a more just campus and a more just world through our classes; our work directly and explicitly helps support PCC's strategic goals through instruction. Our SAC utilizes an intersectional feminist perspective that requires praxis in addition to theory; we go beyond the classroom to connect our students with the wider campus and the world around them. Because of this perspective, we routinely collaborate with the Women's Resource Centers, the Queer Resource Centers, the Multicultural Centers, and the Illumination Project. We strongly value collective action and cooperation which we demonstrate through sharing materials with other stakeholders like the Office of Equity and Inclusion, the Community-Based-Learning initiative, the English-Speakers-of-Other-Languages faculty and the Library. Our classes contribute to the campus climate by routinely participating in social justice events like the Whiteness History Month sessions and the 100-days initiative.

In situating the changes to the discipline within the past 5 years, it is important to note the recent changes to the political climate. In the past 6 months the US has faced significant pushback on the social justice gains of the past few decades. Within the campus climate survey conducted in 2015, a large proportion of students and staff reported urgency around issues of social justice like racism, ableism, cissexism and heterosexism at PCC. In the 2 years since the campus climate survey was conducted, the national political landscape has worsened considerably, with a marked increase in hate crimes reported in the week after the 2016 presidential election. Women's Studies takes pride in being an important site of resistance against inequality, providing a safer space for students to process the oppressions they face while developing the vocabulary and skills that will allow them to be effective agents of change. As a SAC, we expect the next five years to bring continued losses to the social justice gains made in the previous decades, and we are preparing to address the impacts of the national political landscape on our student's lives.

## A. **Educational Goals and Objectives**

**Social Justice:** Women's Studies is where the groundwork is laid for student education in social justice. Our classes explicitly teach students how to analyze privilege and oppression, interrogate identity, and create dialogue across difference; we directly confront inequities of race, sexuality, gender identity, and disability. We introduce the tools students need to understand that the structures of inequity are mutually constituted and must be understood in relation to one another. Women's Studies courses help students to develop and employ an intersectional feminist critical lens for understanding the lives and experiences of women to work from multiple perspectives in exploring the interrelations of race, class, culture, nation, sexuality, ability, and gender.

**International Focus:** The goal of Women's Studies is to educate all people to understand the political, economic and social systems and processes that construct power in cultures throughout the world. Our emphasis on transnational structures and relationships asks students to examine how people, power, and resources move across geopolitical boundaries.

**Feminist Scholarship:** Women's Studies courses are vital to a holistic education because they center not just on women's experiences, creations and productions, but also center the analytical contributions of feminist scholarship that is interdisciplinary, comparative and global. Interdisciplinary is key to WS methodology, incorporating social sciences, art, economics, political science, history, anthropology, and literature.

**Feminist Pedagogies:** Feminist pedagogies are teaching methods employed by WS instructors, that coalesce as a philosophy which validates student experiences as opportunities to cultivate learning. It shifts the classroom away from canonical knowledge and addresses power imbalances present in many institutionalized educational settings. It asks students to engage in learning about each other's differences as an educational outcome. Feminist pedagogies value participatory learning, social justice activism, and critical thinking about the classroom.

**National Trends:** Our goals at PCC are in line with other programs in WS around the nation and the National Women's Studies Association. One trend that has developed nationally is altering the name of Women's Studies programs to Women and Gender Studies. The PCC WS SAC is considering implementing a similar change in the next year.

## B. **Changes made as a result of the last program review**

- i. **Expand the Focus Award:** The WS program continues to publicize the Women's Studies Focus Award and increase the numbers. Since Winter of 2012, PCC has awarded 94 students the Women's Studies Focus Award. At Rock Creek the students who receive the focus award have been invited to

participate in a recognition ceremony through the Women's Resource Center. WS has also been part of a program at the CA campus to visit courses which are part of focus awards to explain what they are and how they work. WS worked with the Cascade Diversity Council to create bookmarks to distribute to students. WS courses have also become key components of the new Social Justice focus award. As a means of helping students sharpen their interests, the need for students to be able to see classes grouped by focus awards continues to grow. It would be useful for continued grow to be able to see courses in the schedule tagged by focus award and/or to be able crosslist courses.

- ii. **Cross-list classes for the Focus Award:** The WS SAC reached out to various administrators (including following up with Dr. Gerber's offer after the last program review) about crosslisting WS-affiliated courses in the course schedule. We would appreciate administrative assistance in identifying the process for linking focus award classes in the course schedule.
- iii. **Revise Instructor Qualifications:** Revisions were made to the Instructor Qualifications and are discussed in section 5(b) below.
- iv. **Obtain a budget for the WS program:** This is an area which has not changed since our last review in 2011. Despite requests, three Division Deans have no budget for WS classes. SY continues to operate on a small, but insufficient budget.
- v. **Hire a FT instructor:** This was a historic development for WS PCC. SAC administrative liaison Sarah Tillery at SY was able to convert a HST retirement into a FT temporary position currently under consideration for a FT permanent status.
- vi. **Work on assessment:** see below.

## 2. **Outcomes and Assessment**

Over the past five years the WS SAC has engaged in a variety of assessment strategies and faced several challenges. In the 2011 program review and the 2012-13 assessment report we presented an analysis of the barrier that faculty turnover created for curricular and assessment activities. The 2012-13 assessment report documented the inability to carry out effective assessment due to lack faculty participation. During that year, faculty were unable to collect enough student samples to accurately represent student work. A full-time (temporary) position was filled in Winter of 2016, and that year saw more consistent faculty engagement in SAC meetings. The 2015-16 assessment project was a marked improvement from previous years. Multiple faculty were able to provide input into the design and implementation of the assessment strategy. The resulting assessment strategy was based on a pre and post-test design that addressed one of the reflection points from the 2012-13 assessment project, allowing us to "measure what may well be incremental

progress on the part of students, a kind of progress not likely to be revealed in a one-time sampling of student” [missing footnote]. During that academic year not only was the SAC able to gather a large sample of student work for analysis, but we developed a new SAC-specific rating rubric and engaged in multiple norming and rating sessions. A large number of artifacts were rated and analyzed. During the current academic year of 2016-17 the SAC refined the assessment strategy, providing a more directed prompt that allowed us to gather data that would be more valuable for analysis. We also further developed the rating rubric, which allowed us to rate more consistently and measure student growth and progress with a finer gradation

**A. Course-Level Outcomes**

- i. **Review of Course Outcomes:** The SAC occasionally revises CCOGs, but does not have a regular process in place. One of our goals is to revise the CCOG and outcomes for WS 201 in the next year. Our plan is to revise one CCOG per year.
- ii. **Changes as A Result of Assessment:** During the past years, the SAC has had difficulties accurately assessing attainment of core outcomes, so the information gather has not allowed for specific, directed changes in instruction. The 2016-2017 assessment project has provided valuable data that will be useful in strategizing future changes in instruction. Please see the next section for more detailed information on recent assessment improvements.

**B. Addressing College Core Outcomes:** Core Outcomes Mapping Matrix: The matrix has not changed significantly since the 2011 program review. Course titles and CCOGs have been updated to reflect changes in the field; however the core outcomes still map in a similar way to the 2011 review. The matrix is included in Appendix C, along with the indicators and core outcomes.

**C. Assessment of College Core Outcomes**

- i. The WS SAC has continued to focus assessment efforts on WS101 because its high enrollment engages the largest number of students across campuses. Women’s Studies offers 7 sections of WS101 per quarter: two at Sylvania, one at Rock Creek, one at Cascade, one at Southeast and two on-line courses. Women’s Studies is an interdisciplinary field that is enriched by a breadth of theoretical perspectives. The diverse pedagogical approaches that are employed by our faculty members prompted the SAC to develop a uniform assignment to consistently assess core outcomes at PCC during 2015-16 and 2016-17.

The 2015-16 assessment strategy centered on a pre-test post-test model in which students were asked to discuss their understanding of key theoretical concepts as well as their own connections to the concepts. The SAC designed a shared assignment intended to gauge students' understanding of crucial theoretical concepts, while prompting self-reflection about whether and how the concepts had applications in their own lives (see Appendix for assignment guidelines).

A pre- post-test design is more accurate in measuring change and growth than a single-point cross sectional approach. This growth model was presented as desirable in the 2012-13 assessment report. The writing prompts were designed to capture some of the more typical growth patterns that can be seen during an introductory women's studies class. The assignment was filled out during week 2 of the course to gauge a baseline in understanding, and the same assignment was repeated during week 10 of the term in order to assess change and growth.

The faculty developed a rating rubric to evaluate the artifacts that reflected the typical developmental patterns shown by students as they are first introduced to women's studies content and they immerse themselves in self-reflection. The faculty engaged in norming to determine inter-rater reliability. Each faculty member then rated anonymous artifacts independently, and the results were processed to determine changes in each student's responses.

In analyzing the results, we determined that the original assignment design was flawed. The writing prompts that were provided to students were too broad to adequately assess the benchmarks for success. The responses were often too brief to provide enough material to evaluate well. The faculty commented that even students who had demonstrated high skill levels in the classrooms were not succeeding at developing precise responses to the writing prompts. The project was unable to determine whether changes were needed in teaching strategies because the data that was gathered was incomplete.

As a direct result of the 2015-16 assessment project, the SAC made important changes to the 2016-17 assessment project. Both the rubric and the assignment prompts were changed to allow for a more finely-tuned approach. The assignment prompts were re-written to address important concepts more directly. The assignment prompts also included explicit expectations about length to avoid the short responses that made it difficult to evaluate the artifacts in the previous year.

The rating rubric was changed from 3 to 4 categories to better reflect the gradation in student understanding and progress. The rubric was also expanded to more accurately measure growth in the core outcome of self-reflection. The faculty directly utilized the core outcome guides in order to apply them to typical developmental stages in women's studies. The faculty agreed that an introductory-level course in Women's Studies would strive to improve the knowledge and skills of students who entered the course at a beginner level (rating #1 and #2), but that the course is not intended to significantly improve the skillsets of intermediate and advanced students. That is to say, we expected students who entered at a #1 and #2 level to make progress by the end of the term, but students who began at #3 and #4 were likely to stay at the same level as they were at the beginning of the term. The broad design of the assessment project was maintained: a pre- and post-test model with a shared writing prompt assigned during weeks 1 and 11 of the term, with a consensus-based rubric for evaluation.

The general results of the 2016-17 assessment project are as follows. We received a total of 70 artifacts that included a pre and post-test response. We then worked with a sample size of 60, at a 95% confidence interval. Of the 60 artifacts that were rated, 29 were rated at 1-2 initially. These were the students that we hoped would demonstrate growth through the term. 55% of those students did demonstrate growth and improvement through the term. 38% of those beginner students did not show improvement, and 7% (2 students) showed a decline in the quality of their response.

Of the responses received, 31 students were rated as 3-4 initially, which makes their contribution of interest, but not central to our stated goal of fostering growth and improvement mostly in beginner students. However, it is interesting to note that of those 31, 35% did show improvement through the term, moving from a rating of 3 to 4. Since WS101 is an introductory course with no content prerequisites, our focus must be on beginner students, so we cannot devote a large portion of time to advanced students. However, knowing that so many of our students are coming into class with a basic understanding of theory and self-reflection could help us shape classroom experiences for them.

- ii. **Reassessing The Same Outcome:** As described above, the changes made to the assessment strategy were effective because they allowed us to gather meaningful data. The improvements in the assessment strategy let us more accurately determine the student's knowledge level and self-reflection both at the beginning and the end of the term. This higher-quality data gave us the ability to gauge the level of improvement of the students considered to be beginners at the pre-test (our main focus through the term).

- iii. **Assessment Cycle:** We have consistently improved our assessment practices. In previous years it was more difficult to gather valuable artifacts and work on rating and inter-rater reliability. In 2015-16 the SAC was able to follow through on an organized, effective assessment strategy. In 2016-17 the SAC made significant improvements to the assessment strategy and gathered valuable information that can now be used to revise course practices. The continued improvement demonstrates a willingness to devote significant effort into learning from previous challenges. It is worth noting that the SAC included a full-time faculty member for the first time (temporary) during the years 2015-16 and 2016-17, which has allowed a dedicated focus on assessment work. Faculty turnover and lack of a full-time faculty member was determined to be a barrier to assessment in the 2011 program review and the 2012-13 assessment report.
- iv. **Difficult Outcomes to Assess:** Core outcome #5, professional competence, is difficult to assess in the Women's Studies SAC. Women's Studies is an interdisciplinary field, and Women's Studies graduates perform a variety of tasks under varied roles. For women's studies, there are no established benchmarks for a single set of knowledge, skills and attitudes necessary to enter and succeed in a defined profession or advanced academic program.

### 3. Other Instructional Issues

Feminist pedagogies and Women's Studies classrooms provide experiences that ripple throughout the campus community, playing an important role in college climate. Feminist teaching aligns with the stated goals of student engagement by promoting student-centered learning. As a discipline we embrace shared power within a classroom, centralizing student voices, and engaging with student's daily lived experiences while requiring critical thinking and self-reflexivity. Our students report using the tools they explored in class when discussing social justice issues in their other classrooms as well as when interacting with other students and faculty. As a SAC we teach social justice to beginners every single day, so we have curated collections of classroom exercises, examples, analogies and real-life scenarios that help move people from a defensive stance into one of openness and curiosity. Our students discuss their experiences in replicating classroom experiences for their friends and classmates with varying levels of success. We help students work with their passion and urgency to develop the stamina needed for lifetime work. This approach is crucial to avoiding being overwhelmed and experiencing burnout that can be typical of first connections to social justice work

Women's Studies faculty also routinely collaborate with faculty members from other SACs to exchange materials and best practices. The full-time Women's Studies faculty member has been able to gather other faculty to discuss best

practices in teaching social justice. Other faculty members have helped develop curricula for the Social Justice focus award. We also contribute to instructional and curricular issues by playing active roles in educating other faculty members on social justice issues, our faculty regularly share their experience and materials through the Teaching Learning Centers and the Andersen conference, as well as playing active guidance roles at social justice events across the college. As social justice educators, we have valuable skill sets to help people overcome their fragility and resistance to equity and diversity, helping folks open up to concepts that can otherwise be overwhelming

- A. **Enrollments:** Women's Studies enrollments are better than the college as a whole. In 2015-2016 while the district enrollment LDT was down 5.6%, in WS we had an increase of 7.2%. Over a five-year period, the district LDT enrollment was down 13.6% while WS increased 9.1%. WS 101 is a popular course because it can be taken for either arts and letters or social science general educational requirements. If the college transitions to a new system of general education, the SAC would like to maintain the institutional reflection of its interdisciplinarity. Informally students report taking women's studies courses because they are increasingly interested in issues of social justice.
- B. **Pass Rates:** WS 101 has a lower pass rate than WS 201 and 202. This is likely because it is an introductory course which attracts a general population. The other two courses tend to attract students who already have some demonstrated interest in and experience with Women's Studies. Between 8-12% of WS 101 students earned F or NP grades, and 9-14% withdrew from the class. The SAC might be able to better serve the needs of students who withdraw from class by connecting them with college services and resources.
- C. **Online Courses:** All three WS courses are offered online. Recently there have been seven sections of WS 101 taught district-wide, of which two are online, and two or three sections of WS 201 and 202, most of which are taught in the classroom. We only have data from institutional effectiveness for 2015-16, but during this year 38% of students took the course online while 62% took it in the classroom. The pass rates were almost identical (69% and 71%). We expect that proportion of in-class students will have increased significantly in 2016-17 because of the FT temporary hire at SY, but we don't have any reason to suspect different rates of success. Compared to the rest of PCC's courses, a 70% pass rate appears to be on the low side of average.
- D. **Other Initiatives**
  - Community Based Learning:** Several WS classes incorporate Community Based Learning and two of our faculty participated in the CBL faculty cohort. CBL informs the way many of us teach. For example, in WS 202 students plan a campus event

for International Women's day for the Rock Creek Campus and the wider Washington Country community. Students at Cascade created a passport to local businesses owned by people of color as part of an effort to combat gentrification. The online version of 202 asks students to create a film, website or digital media campaign for a local feminist organization.

**Internationalization:** WS has also been actively internationalizing curriculum. WS 201 is a key course for international exposure because it introduces students to women's experiences and movements throughout the world. Some WS 101 classes also contribute to an international curriculum through comparative analysis of reproductive rights and use of books that are not based in the US, such as *Persepolis* by Marjane Satrapi of Iran/France.

**Open Educational Resources:** WS instructors have generally stopped using expensive textbooks and moved towards articles that are freely available. Meetings with Jen Klaudinyi facilitated the creation of a mix of canonical texts with popular culture and relevant texts to foster personal connection to abstract ideas. It also gives faculty the flexibility to tailor the introductory materials specifically for each class or when a different concept needs emphasis.

**Everybody Reads:** WS classes also sometimes participate in PCC's Everybody Reads program, for example using Cristina Henriquez, *The Book of Unknown Americans* to focus on issues of immigration, sexual assault and disability.

**Illumination Project:** WS instructors regularly bring students to performances of the Illumination Project and use the IP curricular materials to support the experience.

**Anderson Conference:** WS instructors both attend and make pedagogical presentations at the Anderson Workshop, such as the one on Flipped Classrooms by Jimena Alvarado in 2017.

**Social Justice:** Several WS instructors attended the two-day workshop offered by the Office of Equity and Inclusion. Two WS instructors are also on the faculty committee for the Social Justice Focus Award.

- E. **Dual Credit:** WS does not have any dual credit classes at area high schools.
- F. **Course Evaluations:** There are no SAC-specific questions in the course evaluations. Since the SAC does not have access to the course evaluations, this is not a useful tool for ideas for improvements at the discipline level. Some individual faculty use additional questions in their course evaluations to refine their courses.

#### 4. Needs of Students and the Community

The 2015 campus climate survey revealed that large numbers of students, faculty and staff are having difficulties feeling safe and welcome at PCC. Most of the themes that emerged from student responses connect directly to issues addressed within Women's Studies curricula, such as racial microaggressions (from peers and faculty in the classroom), "limited recognition of preferred gender pronouns (PGP) for Trans\*, gender queer, and gender non-conforming students; limited awareness of campus policies and procedures for and discomfort with reporting sexual assault; faculty/staff lack professional competency in supporting diverse student populations." These results indicate that PCC still has a lot of room for improvement when it comes to creating a diverse, equitable and inclusive space for its students. Women's Studies represents one of the few avenues for addressing this gap from an instructional approach, directly in the classroom.

Since the survey in 2015, the situation has become more serious for students who are targeted for racism, ableism, heterosexism, cissexism, and migratory discrimination. Women's Studies classrooms are spaces where students can turn fear into action. Every term, in every class, we have students tell us that our class changed their lives. Every term we see students find new inspiration and join collective action to change the world.

##### A. Changes in student demographics

**Queer and Trans Women:** Most WS classes are made up of people who identify as women. One of the changes that we have seen in WS courses is more students identifying as queer, trans, and gender non-binary. As a result, we teach about gender pronouns. We have also decided to add a new course to our curriculum, WS 201, Introduction to Queer Studies, was approved by the Curriculum Committee in the Fall of 2016 and will be implemented district-wide starting in Fall of 2017. We have met with QRC students and directors to brainstorm collaborations between the student services and academics.

**Ethnic Diversity:** Our student make-up has also become more ethnically diverse over the past five years. We have more students who identify as Hispanic and multi-racial. WS addresses issues of ethnicity by emphasizing intersectional feminism, teaching about racial privilege and oppression, and including many writings by women of color.

**Age:** Data from Institutional Effectiveness indicates that our students are concentrated more in the traditional college age range of 18-24 than they were five years ago. To teach to this change, instructors will adapt the type of examples based on the knowledge in the room. We have not made any SAC-level changes regarding this demographic.

- B. **Studies with Disabilities:** WS teaches all students about disabilities issues as part of the curriculum. When necessary, WS instructors adapt materials or work with the Office of Students with Disabilities to accommodate student needs. We alter due dates, give more time for tests, and make sure ADA chairs are available. The WS faculty finds adapting materials for screen readers to be time-consuming and wishes that GoogleDocs were ADA compliant. The WS faculty also notes that the letter that comes from the Students with Disabilities counselors often recommends accommodations that are too vague or not applicable to class.
- C. **Online students:** One of the biggest challenges in teaching online is to develop a sense of community. The students participate actively in knowledge construction by working together to resolve problems, examine scenarios and answer discussion questions, then present a weekly report of their joint efforts. The groups meet synchronously once a week for a one-hour audio conversation. During that hour they work on a discussion guide that helps them integrate the concepts and materials with their own reflections and experience. To mitigate the difficulties that synchronous meetings may cause, the groups are formed according to the students' availability, allowing for flexibility to accommodate difficult schedules. It is important to dedicate extra effort and attention to building a sense of community and connection among students. Once groups are organized based on availability, they introduce themselves in discussion posts, and the connections build through the term, as they share their life experiences and perspectives in the weekly conversations. Since there is so much less structure built into online classes, it is also important to devise lots of low-stakes points of contact. Short quizzes, discussion prompts, surveys, etc., allow the students lots of entry points and give the instructor a chance to notice problems as they arise. Another challenging aspect about teaching online is setting the tone and managing expectations. Since online students usually don't meet their instructor in person, it is important to set a positive, professional tone throughout the personal communication, through the course documents, and even through the organization and structure of the course. Some students also find the use of technology difficult, so in order to help students concentrate on the course content and not have to fight the technology all quarter, it helps to keep things simple and streamlined and to make it very clear where and when to ask for help from the instructor or from tech support. Finally, it can be difficult to address the problem that sometimes students come to online learning with the expectation that it will be easier or less time consuming than face-to-face classes. Some students want to be able to rush through the class as quickly as possible. It can be challenging to get students to slow down and focus on learning the material rather than checking off imaginary boxes. Instructors can address this by making sure that there is no advantage to hurrying through, such as not making next week's materials available until near the end of the current week.

#### D. **Changes as a result of feedback**

**New course:** Our biggest curriculum change as a result of feedback from students is in the addition of our fourth course, WS 210, Introduction to Queer Studies. In collaboration with the creation of Queer Resource Centers on each of the campuses, our faculty are in the process of designing courses to meet student interest in sexual and gender identity.

**Texts:** Students have indicated that they prefer low-cost texts. Some WS instructors have switched to Open Educational Resources. Some WS instructors have chosen to assign primarily articles as required reading to reduce cost. Feedback from students has indicated that they prefer articles that are very recent because they prefer to learn about and practice their skills on current-day issues. Instructors have therefore chosen to create a mixture of “classic” texts with recent ones to give students the contemporary knowledge complimented by familiarity with the discipline’s foundations. Some instructors also incorporate art, novels, movies, memoirs, and television shows as texts for the study of gender and culture (e.g. *The Color Purple*, *Beyonce’s Lemonade*, and *Transparent*).

**Student Resources:** Students also have expressed interest in knowing more about the resources available on campus, so some instructors invite representatives from the WRC, QRC, and MC to make presentations to WS students. WS instructors note, however, that many barriers to student success cannot be solved by campus centers and require community services like legal aid, housing resources, and domestic violence shelters. Many WS instructors invited community agencies to class for guest presentations to familiarize students with these resources.

**Supporting students with a FT hire:** In 2016 students in a WS 202 class inquired about why there were not more WS classes across the district. In the resulting conversation about the lack of a dedicated WS budget and absence of full-time WS faculty, the students decided to start an online petition as a way of expressing their thoughts and experiences about their WS classes. The petition was then shared with the other WS courses in the district. The students specifically requested that their comments be presented to the administration in this report.

In general, the students cite WS as one of the most important classes they have taken at PCC. They also mention how pertinent WS courses are to their lives and to the current political climate. WS courses inspire passion, self-confidence, empathy, and a commitment to social justice. Selected comments from individual students are listed in Appendix E.

## 5. Faculty

- A. **Faculty Composition, Diversity, Equity and Inclusion:** Women's Studies is an interdisciplinary program. Our current faculty have advanced degrees in Psychology, History, English and Law as well as graduate certificates and coursework in Women's Studies.

**Full-time Position:** Women's Studies has been a program at PCC for more than 30 years. In that time we haven't had a FT position in WS until 2016 when a FT line was transferred temporarily from History to WS at SY. In order to diversify the WS faculty, the preferred qualifications for this hire focused on a specialty in critical race theory or transnational feminism. The hiring committee selected Jimena Alvarado, a cisgender, queer woman of color who is also bilingual/bicultural.

**Faculty Diversity:** We have instructors who are white, Asian, and Latina; straight, queer, cisgender, and transgender; immigrant and citizen; from working-class and middle-class backgrounds; abled and disabled women and men. Several WS instructors are members of campus diversity councils, at least three attended the district-wide social justice workshop, and WS faculty regularly participate in campus events organized by the MC, WRC, and QRC. The SAC continues to prioritize equity and inclusion by defining our instructional goals in assessment around intersectional feminism and discussing the specific terms and outcomes that define our students' successful achievements.

- B. **Instructor Qualifications:** Prior to 2014 the WS Instructor qualifications were very vague and did not match the standards for the rest of the college. (Pre-2014 IQs: Introduction to Women's Studies is taught by instructors from a variety of academic disciplines at present including Anthropology, History, English, Sociology and Psychology.) The SAC made substantive changes to the instructor qualifications regarding degrees, coursework, and experience. The SAC needs to further review the instructor qualifications in light of recent hiring experiences and also to account for the new course for fall 2017, WS 210 Introduction to Queer Studies. The current IQs are:

- i. Master's degree or PhD in Women's Studies, Feminist Studies, or Gender Studies, OR Master's degree in any field AND 30 quarter hours of graduate credit in Women's Studies, OR Master's degree in any field AND 1-15 quarter hours of graduate credit in women's studies PLUS experience as lead instructor for at least 4 introductory college-level Women's Studies courses, OR Master's degree in any field AND 15-30 quarter hours of graduate credit in Women's Studies PLUS experience as lead instructor for at least 2 introductory college-level Women's Studies courses.

- ii. For WS 202 only: Any of the above OR MA in any field plus 5 years' experience in women, gender or sexuality-focused community organizing which included leading or facilitating trainings.

C. **Professional Development and Instructional Changes:** WS instructors have participated in a variety of on- and off-campus professional development opportunities which have resulted in instructional changes. For example, participation in the Learning Assessment course and the Small Teachings book group, as well as the Teaching learning squares group sponsored by the TLC, has produced the revision of syllabi and assignments so that they relate each activity/class back to "learner outcomes" and PCC core outcomes. Trainings by Bridge 13 and the Anderson Conference as well as in intercultural communication have encouraged instructors to create assignments about bias and to prioritize retention and motivation. Other professional development trainings such as Writing Across the Curriculum have resulted in a switch by some WS faculty to a "flipped classroom" model of teaching where students approach the introduction to the material at home and do activities in class that lead to a deeper understanding. Other instructors have made use of the instructional materials from the Illumination Project to teach students about the intersections of identities.

**Professional Contributions:** WS instructors have participated and given conferences presentations at local and national WS conferences. They have also given talks in various communities on topics that range from rape culture to reproductive justice to unconscious bias and critical race theory. One strength of the program lies in the faculty's connection to other PCC programs, like the WRC, the QRC, the Illumination Project, campus diversity councils, the Learning Assessment Council, the Educational Advisory Council, the Curriculum Grants Committee, Community Based Learning, the Anderson Conference, the Humanities and Arts Council, and the Social Justice Focus Award.

## 6. Facilities, Instructional and Student Support

- A. **Classrooms:** Classrooms with moveable desks or in cluster formations are preferable to facilitate student discussion. Classrooms with smartboards would also be useful to free up space usually covered by screens on the whiteboards and avoid the projection of light into the speaker's eyes.
- B. **Library:** Students use the library to do research for assignments and to read required texts. The Women's Studies librarian Sara Robertson has developed an excellent research guide for women's issues: <http://guides.pcc.edu/womens-studies>
- C. **Student Services:** Women's Studies students use Advising, Counseling, MCC, VRC, QRC and particularly, the Women's Resource Centers. A partnership between the

WRC and the Women's Studies program results in shared programming like International Women's Day. Representatives from the student resources regularly make presentations in WS classes. Advocates from the MC, WRC, and QRC frequently take WS courses and our students become advocates. WS faculty also make guest presentations in the New Directions Program/Project Independence to try to facilitate returning students to WS classrooms. WS instructors refer students who are struggling with emotional course material or personal life issues to the Counseling services and the WRC (in the case of needing an advocate that is not mandated to report per Title IX). WS instructors refer students to the Office for Students with Disabilities and make use of the Student of Concern report. Instructors also refer students to Advising when they have questions about academic progress. WS 101 students often attend events and participate in some of the centers' ongoing activities (e.g. scholarship workshops). It appears that the students do not use student services as often as they could because of lack of time and knowledge, or because their schedule doesn't align with the hours of operation of the college services.

7. Career and Technical Education (CTE) Programs only

8. **Recommendations**

A. **Plans to improve student success**

**Full-time hire:** At this point the SAC is hoping that if the temporary position becomes permanent at SY, it will complement the FT faculty in History and English who are anchoring the WS programs at Cascade and SE and we will be closer to a group that experiences less turnover and therefore be able to complete multi-year assessment projects; the SAC would like to have the continuity to be able to assess student achievement and actually implement strategies to make positive changes as a group rather than individually. The SAC is also hoping that with more stable faculty, we will be better able to cross promote classes and increase enrollment in the courses outside of WS 101, and as a result have more students complete the focus award and transfer to universities. In addition, there is research that indicates that full-time faculty increase student retention. (See Audrey Jaeger and Kevin Eagen, "Examining Retention and Contingent Faculty Use in a State System of Public Higher Education" *Educational Policy* 25 no. 3, 2011. ) Assessment, etc.

If the SAC receives a FT hire, we have plans for improving the WS program at PCC. We plan to implement WS 210, change the name of the SAC to Women and

Gender Studies, revise the instructor qualifications, revise the CCOGs, and work towards programmatic changes as a result of assessment.

**B. The WS Program requires two areas of support from the administration:**

- i. **Full-time Position:** The FT position at SY is currently temporary. It needs to be permanent.

**Enrollments:** The enrollment data at SY supports the transition of the current FT position to permanent status. These are the enrollments for WS for the Sylvania campus for the one-year FT position. The total enrollments are between 107 and 153, certainly high enough to support the four classes of a FT instructor. In fact, SY has generally been offering five classes, with one section taught by PT faculty. Enrollment data also indicates that a FT position actually increased enrollment in WS at SY. From Fall 2015 to Fall 2016 (before the FT temp position) there were 464 students. From Spring 2016 to Spring 2017 (during the FT temp position, there were 565 students, an increase of 101 students or 21%.

### Enrollment Data at Sylvania

Term	Spring 16	Fall 16	Winter 17	Spring 17
WS 101	23	31	34	24
WS 101	17	32	34	33
WS 101	34	33	30	33
WS 101	17	31	31	33
WS 201	N/A	N/A	24	N/A
WS 202	16	24	N/A	31
<b>Totals:</b>	<b>107</b>	<b>151</b>	<b>153</b>	<b>154</b>

**Leadership and Administration:** In addition, the SAC needs a FT position in Women's Studies to provide leadership in assessment and other administrative tasks. In the past year since we have had a FT position, our ability and success at measuring student achievement of the core outcomes has improved demonstrably.

**Diversity and Equity:** Section Five of PCC's Strategic Plan, the District Leaders of Diversity Council, the Office of Equity and Inclusion and President Matsui have all indicated that hiring more faculty of color is a top priority. We all know that our faculty is not as diverse as it should be. It is very difficult to attract and keep qualified, high-quality instructors who bring different perspectives to the discipline and the college without a permanent FT position. In WS we conducted a successful national search for a FT candidate that had over 40% applicants of color and selected a candidate that has thus-far proven to be an asset to PCC.

**Campus Participation:** A FT position also brings an intersectional feminist perspective to many campus arenas. In just one year Jimena Alvarado has been involved in the following college programs and activities:

- Anderson Conference
- Community-Based Learning
- Social Justice Workshop
- Fundamentals of Online Teaching and Online Instructor Orientation
- Writing Across the Curriculum
- Faculty Assessment Training
- SY Diversity Council
- Open Educational Resources

In addition to participation and leadership in core PCC programs, Jimena Alvarado has also demonstrated college leadership.

- Co-chaired the SAC
- Lead the SAC's assessment for 2016-17
- Received joint award from the Women's Resource Center, the Illumination Project, and the Queer Resource program: "Social Justice super-hero of the year 2016" Award
- Developed a presentation for the Anderson conference: "Flipping a Social Justice classroom: Popular education for applied problem-solving"

- Was a keynote speaker at Rock Creek's WRC event: Women of Distinction Luncheon, where I presented on "Developing Stamina for the Lifetime Work of Social Change".

One especially key element that Jimena Alvarado brings to PCC is her language skills. Fluent in Spanish and English, she was asked to take an over-load for Spring term in order to be able to offer WS101 in Spanish at Rock Creek Campus. She is taking on the work of translating materials and activities to support the Transiciones program.

For a complete list of her campus awards and activities, see appendix D.

- ii. **Budget:** At this point SY is the only campus that has a dedicated budget for WS. WS classes are often funded out of other disciplines like History and English. Even SY's budget is inadequate to pay for the courses which are offered each term. All four campuses need to have an adequate WS budget.

**Appendix A:  
Core Outcomes Mapping Matrix**

Course #	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
WS 101	Introduction to Women's Studies	3	3	4	3	0	3
WS 201	Intercultural Women's Studies	3	4	4	4	0	3
WS 202	Women, social change and activism	3	4	4	3	0	3

**Mapping level indicators**

Level 1: Limited demonstration or application of knowledge and skills
Level 2: Basic demonstration and application of knowledge and skills.
Level 3: Demonstrates comprehension and is able to apply essential knowledge and skill.
Level 4: Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.

**PCC core outcomes**

1. Communication
2. Community and Environmental Responsibility
3. Critical Thinking and Problem Solving
4. Cultural Awareness
5. Professional Competence
6. Self-Reflection

## **Appendix B:**

### **Comparison of assignment prompts during 2015-16 and 2016-17 assessment projects**

In the 2015-16 assessment project, all the WS101 students were asked to respond to the following prompts:

What do you think feminism is about?

How does feminism connect to your life and your community?

In the 2015-16 assessment project, all the WS101 students were asked to respond to the following prompts:

What is feminism? What does it have to do with race, class and disability? (write 8-10 sentences, around 150 words)

Does feminism connect to YOUR values and behaviors? Why or why not? explain and give an example (write 8-10 sentences, around 150 words).

## Appendix C:

### Comparison of grading rubrics during 2015-16 and 2016-17 assessment projects

In the 2015-16 assessment project, the SAC created and utilized the following guidelines for rating student responses:

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
Man-hating Reverse discrimination No complexity No subtlety No knowledge Lots of stereotypes Generalizations Never seen oppression, never happened to me Doesn't apply Happened a long time ago; there's equality now Only in other countries	Equality Gender Roles Reproductive Rights Somewhat binary Some stereotypes	Intersectional Media critique Ally Non-binary Reproductive Justice Queer Multiple communities I don't have to fulfill society's roles My own gender is socially constructed Realize my own privilege

In the 2016-17 assessment project, the SAC created and utilized the following guidelines for rating student responses:

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Man-hating Reverse discrimination Lots of stereotypes Generalizations Never seen oppression, never happened to me Doesn't apply Happened a long time ago; there's equality now Only in other countries Essentialism: human nature, absolutes	Vague Equality No complexity No subtlety No knowledge Some stereotypes I'm a humanist Signs of fragility Colorblind, neutral, equal General example, unfocused Personalized, individualized, no structures	Gender Roles Reproductive Rights Somewhat binary Realize own privilege Acknowledge unconscious beliefs Guilt/individualized acknowledgement of privilege Sexism is just stupid/silly/ridiculous I don't have to fulfill society's roles Outrage	Intersectional Media critique Ally Non-binary, Queer Reproductive Justice Multiple communities own gender is socially constructed Understanding ally role Be accountable for actions as agent Example is specific, focused Intersectional Analysis of social structures Empathy, perspective taking Understands internalized oppression

<p>Has nothing to do with me Feminism is just as bad as sexism Any mention of reverse discrimination Victim blaming</p>			<p>Equity, non-neutral focus, affirmative action, targeted interventions, caucusing Seeking out more information regarding own privilege Long-term view of social change Collective action Self-reflection around own behaviors with a goal for improvement</p>
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**Appendix D:**  
**Jimena Alvarado's College Participation since Winter 2016**

1. Spring Faculty Institute: The Inclusive Classroom
2. CCP's "Meaningful Conversation" on Income Inequality
3. "Coffee with me" with Lisa Avery, campus president
4. Cascade WRC's event on Reproductive Justice History
5. ASPCC's Prom through the ages
6. Spring Faculty Institute: The Inclusive Classroom
7. Multi-Cultural center's Voices: a People's History of the United States
8. WRC's production of Teatro Milagro's "Broken Promises"
9. WRC's production of "A Memory, a Monologue, a Rant and a Prayer"
10. Seven different sessions of the Illumination Project
11. WRC's Ecofeminsm event
12. WRC's event on Motherhood
13. WRC's Clothesline project event
14. Pronoun workshops from the QRC for 4 different groups
15. WRC's event on Sexual Assault in Colleges
16. Community Emergency Response Team Training
17. New faculty institute
18. Northwest Teaching Social Justice conference
19. Foundational Skills for Emerging Leaders
20. Sage on the Stage & Guide on the Side
21. Introduction to Intercultural Communication workshop
22. Program review preparation workshop
23. The Classroom & Navigating Student Behavior
24. Sarah Goldrick-Rab Forum on college affordability for Faculty and Staff
25. Developing an Interactive Classroom
26. PCC Honors Trans lives: panel discussion
27. Received joint award from the Women's Resource Center, the Illumination Project, and the Queer Resource program: "Social Justice super-hero of the year 2016" Award
28. Presenting at the Anderson conference: "Flipping a Social Justice classroom: Popular education for applied problem-solving"
29. Keynote speaker at Rock Creek's WRC event: Women of Distinction Luncheon, where I presented on "Developing Stamina for the Lifetime Work of Social Change".
30. Over-load for Spring term in order to be able to offer WS101 in Spanish at Rock Creek Campus; translating materials and activities to support the Transiciones program.
31. Asked by the Women's Resource Center to participate in their performance of "A Memory, a monologue a rant and a Prayer" performing a bilingual monologue.

32. Attended the PCC Board of director's meeting to petition PCC's declaration of sanctuary campus
33. Member of Social Justice focus award committee
34. Teaching Reproductive Justice Workshop
35. WS tabling at welcome days (See Appendix F)
36. Represented PCC at the CERT Olympics
37. Ongoing participation in the Sylvania CERT emergency team
38. Organizing meeting response to the Orlando Pulse Massacre
39. Anderson Conference
40. Community-Based Learning workshop and integration into all courses
41. Social Justice Workshop
42. Fundamentals of Online Teaching and Online Instructor Orientation
43. Writing Across the Curriculum
44. Faculty Assessment Training
45. SY Diversity Council
46. Open Educational Resources
47. Co-chairing the SAC
48. Leading SAC assessment
49. Organizing a group of Social Justice faculty at SY
50. Organizing a queer faculty lunch at SY

Specifically from the Whiteness History Month events:

1. Shaking Hands With the Elephant in the Room
2. Parents: The First Educators
3. Intersections in Privilege
4. Whiteness: Hidden in Plain Sight
5. I Never Think About My Race: Psychological Features of White Racial Identity
6. De-colonizing Environmental Justice Lecture
7. Dismantling Race
8. Whiteness and Colonialism
9. Whiteness and Feminisms
10. Oregon Volume 1, White on White
11. It's Not My Fault : Whites and Racism
12. Statistics of The Counted: PCC Student Perspectives on Police Killings Data
13. Uncovering Portland's Sundown Towns: A How-To Workshop
14. Black Girl in Suburbia
15. Whiteness: Breaking Myths, Understanding Consequences, and Creating Change
16. Students of Color SPEAK OUT
17. The Problem of White Leadership

## Appendix E:

**Selected comments from a student-created petition to support the addition of a full-time permanent faculty position in Women's Studies. You can see the full 250 signatories at:**

<https://www.change.org/p/womens-studies-pcc-edu-don-t-allow-women-s-studies-to-disappear-at-pcc>

- Women's Studies is a vital course that will help shape our society. Learning about the contributions made by women in our country, society, and world is very imperative. It is a course that reinforces equity in many ways. If there is no need for women's studies courses, it will be because curriculum perfectly reflects the perspective of diverse women of all cultures, backgrounds, and ethnicities. Yet, we can all see that all curriculum from public education to higher education reflects the perspective of middle class white men. Women's studies is necessary in order to gain an alternative perspective and begin to think critically about the world around us. – Alejandro Santana
- Women's Studies was one of the first classes that made me feel passionate after 5 years of taking classes here and there at PCC. It makes me devastated to think that other people wouldn't get a chance to experience that kind of feeling. It opened a door for me to take all kinds of classes I wouldn't have normally taken, many of which weren't for the credits as much as they were for my true interest in the subjects. Please support Women's Studies at PCC!!!! – HaLee Thompson
- I am signing because Women's Studies at PCC taught me to realize and accept that sexual assault is not a normal part of life. – Candaules Low
- Women Studies is the most important class I have taken at Portland Community College. I have never encountered this much validation of the issues I experience as a woman and it was what I needed to become more confident in myself and my abilities. There is an extraordinary amount of pressure for women to look or act a certain way in our society. For many this is the only time they have be told that they are good enough. Please don't take away this opportunity from future students! – Danielle David
- I'm signing because i learned more about my body in women's studies than i learned in my entire 12 years of elementary/middle/high school. Kylie Hert
- I'm signing because Women's Studies has changed not just my way of seeing the world, but my way of looking at myself. I've learned so much, not just about the way women are treated and the way the world sees women, but also the way I see myself. I am not worthless, like I thought I was. Women go through so much more

than I thought they did. Women's studies has opened my eyes and motivated me to change the world, one step at a time. – Cheyenne Alexander

- It was not obvious to me how important Women's Studies classes were until I took one, and began to understand how misinformed so many people are, and even how little I actually knew about the subject. – Evan Duyck
- This class is one of the most important classes offered in college and I didn't know that until I took the class. It is more than just a subject and it has taught me so much that I am changed by women studies. This class is the most relevant in times like these. – Audra Terrill
- I'm signing this petition because the Women's studies classes I have taken at PCC have been the classes that I've learned the most from along with Dr. Lowgren who makes classes engaging and rewarding. I would hate for this not to be a subject that is available for future PCC students. As I move on to PSU I am taking all the knowledge and empowerment that I've learned through the women's studies courses I've taken, with me. – Maria Ochoa
- Women Working for Change has provided me with a deeper understanding of systems of oppression, as well as tools for fighting it. It is vital that students can take classes which raise awareness around the oppression that oppressed groups experience. A lot of people are not aware of the systems of oppression which are in place, until they get into higher educational institutions and learn about them in class. I am going to the School of Social Work at PSU in the Fall, and this class really deepened my understanding of privilege and oppression, as well as fueled my passion to help others. Andrea was amazing and I am so grateful that I was able to experience this class with her. I think that it is vital that PCC offer a full-time permanent position for Women's Studies. It would be a shame if future students don't have the opportunity to learn about these issues which need so badly to be brought out into the open, not made unavailable to students. The class really encourages and cultivates standing up for and speaking out when students see oppression happening. What I learned in Women Working for Change has changed me forever, and I am better equipped to be an effective agent of change. – Maeve Swakhammer
- I have a strong passion for equity and inclusion I want to contribute a small piece by signing this petition and helping future students become agents of change in fighting oppression. I want to contribute a small piece by signing the petition so that future students can become agents of change and fight systems of Oppression. – Eric Welch
- I'm currently taking Women's Studies and have learned so much about the social climate of our country and ways to improve it!! This class is so inspiring in so many ways, it would truly be a loss if PCC didn't have a permanent instructor and classes. – Chelsea Cash

- I am a current student at PCC. I have had women's studies at Sylvania with Michelle Wilson and Jimena Alvarado. These classes with these amazing women; have deeply impacted my life in ways that have made me not only a better person, but a better advocate. Women's study classes should not only be in PCC, but should be required. In a society where women are undervalued and degraded we need to understand that equity is strongly needed in this world. – Vanessa Borquez
- These studies are important and if they are no longer offered a valuable piece of education will be lost. Education isn't just about hard skills to acquire a job we need to acquire soft skills and really know the foundations of past struggles to effectively move forward to make a greater impact globally. – Marina Salas
- I'm signing this because Women's studies changed my life. I feel it is important especially with the current events happening in the world around us. – Kayley Fivas
- For everyone who has been targeted for one of their identities, this is the place that gives us a definite space to acknowledge the emotions those experiences put us through and use them to be advocates who can empower others. Students also learn to understand cultures we individually may not belong to so that we can give everyone's culture respect. Women's studies is essential for encouraging cultural literacy and needs to stay! – Justin Lieggi
- I'm signing this because Women's Studies has opened my eyes to the world around me; I've become more empathetic. I've gotten the strength to stand up for everyone's rights and educate others to help one another. Especially now for the next uncertain 4 years and onward. Everyone should participate in Women's Studies and band together to save our rights as human beings. – Lauren Edgell
- I'm signing because women studies class is extremely valuable. It's more practical than any other class taught in college. Also, WS professors are kind, considerate, inclusive people who need to be teaching their ways to the rest of us in order to make the world a better place. ALSO JIMENA ALVARADO IS AN AMAZING PROFESSOR. -- Emily Anderson
- The impact that women's studies classes has had in my life are beyond explainable. It has inspired me to become all of the things that I always believed I couldn't. As a (now) Feminist Muslim I feel these classes are an essential part of empowering our women on campus and help break stereotypes, gender roles and pre conceived ideas of what we can and cannot do as women. I was forced to challenge my everyday life and ask challenging questions that I never imagined asking. – Sofia Veasquez
- This subject does not just affect women. This subject affects any person who ever has had to struggle in their life just to be who they truly are inside. Education is key to making our world accepting and an easier place to live. – Amber Newcomb
- Women's studies is crucial to the social climate on campus. I've taken two and plan on taking more and they never fail to enlighten and empower me. They are without a doubt my favorite classes PCC offers! – Jennifer Aarness

- The Women Studies classes that I have taken over the years at PCC have changed my life. They have empowered me to speak up, know my worth and shown me that positive change is possible. A permanent position would show us that PCC believes in the importance of Women Studies and that it should be available to everyone in the future too. – Emma Lee
- Because taking a women's studies course completely changed me as a person, entirely for the better. I believe everyone should at least have the opportunity to receive this kind of education and empowerment. – Madeline Grace
- I believe that Women's Studies is a necessary class that needs to be taught in order for students to gain knowledge, seek support and have a better understanding of the world around them. After all, isn't that what college is for? It has been one of the best classes I have taken at PCC and I feel like the knowledge that I have gained has empowered and encouraged me during a terrifying political climate. – Virginia Kardos
- I began my higher education 30 years after graduating from high school. I began at PCC so sure I couldn't be successful at my age. I ended up graduating in 4 years from PSU in communication w/ a minor in women's studies. The WS coursework truly changed the way I walk in the world!!! -- Marianne Kersten
- I'm singing because I strongly, strongly believe Women Studies classes are essential in every human beings' life in the state our word is in where women universally face a set of issues, struggles, discriminations and more classes like Women Studies are needed to bring awareness to otherwise oblivious people of all kinds and a stream of resources, different avenues and opportunities to advocate, heal, educate and find a path to freedom through new life styles, and ways of thinking. Women studies is for everyone to help everyone. To rob the students of PCC the opportunity to take a Women's Studies course is to further oppress a group of humans who are already and always have suffered at the hands of close minded, and entitled societies. Don't be a part of the history we are trying to change in our future. Keep Womens Studies, hire a full time professor. – Ashley Robles
- These are all classes that make college so great in the first place. – Hector Najera
- I'm signing because women are an important part of history, and aren't being studied enough. This class is a step towards giving women the credit they deserve. WS 101 with Doctor Andrea Lowgren taught me so much, and I feel like a better person after taking it. Not only were my eyes opened to the history of women and the current trials that they face, I was also given the opportunity to hear different perspectives from women, and some men, of different backgrounds, cultures, races, lifestyles, sexualities. I was given the room to express my opinion, even when it differed from others. It was a wonderful learning environment and I will always remember it. – Kristian Collins
- This class has changed my life and inspired me to be a better person. This class not only will lead to productive gains, deeper understanding of differences but also it

just makes business sense to keep this class. I have already achieved gains in productivity, understanding and even income from what I have learned from this class. – Braxton Mills

- Women's Studies has given me the confidence I need to believe in myself, and my self-worth. Knowledge is power. And in this patriarchal world, women need all the help we can give ourselves. – Linda Ann Michelle Melton
- Women's Studies is a very important course to keep around. By default, it has the unique opportunity to educate students on historical events and movements from the perspective of women, something that is typically grossly overlooked and underrepresented in today's history curriculums. I strongly recommend dropping a signature to keep this fantastic course on its feet. – Josh Hopkins

**Appendix F**  
**Women's Studies, in pictures**



WS students created the Albina Passport, a guide and social media campaign to support local businesses owned by people of color. (Winter 2017)

INTERNATIONAL WOMEN'S DAY '13



WS students organized a poetry slam for International Women's Day (2013).



Recipients of the WS focus award (Spring 2015).



WS students at the International Women's Day brunch (2014).



WS students collected donated clothing, sold it on campus for one dollar each and donated the hundreds of dollars they raised to help Syrian refugees (2016).



WS students created a public display of the accomplishments of women who immigrated to the United States (Winter 2014).



WS display for welcome days at Sylvania (2016).



WS students created a gender equity raffle with prizes donated by the community. Tickets were sold to men for a dollar and to women for 75 cents. The proceeds were donated to support the Rock Creek child care center (2012).



WS students created a participated in a nation-wide social media project about why they need feminism in their lives (2013).