

Gender & Sexualities Studies Minor

ASSESSMENT REPORT ACADEMIC YEAR 2021-2022

I. LOGISTICS

1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).

Program Director beginning Fall 2021: Jennifer Turpin, turpinj@usfca.edu

2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) a Major and Minor aggregated report (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program

This report is being submitted for an interdisciplinary minor.

3. Please note that a Curricular Map should accompany every assessment report. Have there been any revisions to the Curricular Map?

Some electives have been added – these were all being counted via the substitution process over the last several years. We have now processed them through Curriculog. These include:

ART 323: Designing Sexuality (effective 2023-2024 catalog)
CDS 200: Intersectional Theory
COMPL 210: Literatures of the Body
ENGL 202: Gender and Sexuality in Shakespeare
ENGL 330: Queering Desire

HONC 204* Performing Sexuality *Honors College Students Only
HONC 366: Islamic and Feminist Ethics *Honors College Students Only
SPAN 272: *Sexualidad en la Lit Chicana*
THRS 131: Queering Religion
THRS 200: Christian Feminist Theology
THRS 305: Feminist Theology from the Third World(s)

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

1. Were any changes made to the program mission statement since the last assessment cycle in October 2018? Kindly state “Yes” or “No.” Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor programs

- **Mission Statement (Major/Graduate/Certificate):** n/a
- **Mission Statement (Minor):** No changes made

The Gender and Sexualities Studies Minor offers a global, cross-cultural, and interdisciplinary approach to the study of gender and sexualities. The wide variety of courses offered by the minor enables students to analyze gender and sexualities in diverse historical eras, geographical regions, political and legal systems, and racial identities.

4. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2018? Kindly state “Yes” or “No.” Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.

- **PLOs:** No changes.

The GSS Program Learning Outcomes are:

PLO 1: Students will articulate and differentiate theories and concepts used in gender and sexualities studies.

PLO 2: Students will critically apply theories and concepts of gender and sexualities studies in their analyses of the social world.

PLO 3: Students will identify how sex, gender, and sexuality intersect with other inequalities and power relations.

5. State the particular program learning outcome(s) you assessed for the academic year 2021-2022. What rubric did you use?

During the AY 2021-2022 AY we assessed PLO 2: Students will critically apply theories and concepts of gender and sexualities studies in their analyses of the social world. We utilized the rubric in the Appendix to this document.

II. METHODOLOGY

The work products assessed consisted of final projects from Philosophy 480: Metaphysics of Sex and Gender. [This course was substituted as a foundation gender course since no other gender foundation course was offered in AY2021-2022, and since it meets the learning outcomes for the gender foundation.] Students wrote four short (approximately 500-word) essays applying GSS concepts and theories. Faculty readers rated these student projects, using the rubric in the Appendix to this document, to determine whether each product met the outcome stated in PLO2. We applied the following ratings: 1) Below Expectations; 2) Meets Expectations; 3) Exceeds Expectations; 4) Demonstrates Mastery.

IV. RESULTS & MAJOR FINDINGS

What are the major takeaways from your assessment exercise?

Results:

Of the 18 projects assessed, two were written by students Minor in Gender & Sexualities Studies. Here's the breakdown of how each met the outcome for PLO 2:

0 projects rated a 1) Below expectations.

2 projects rated a 2) Meets expectations.

12 projects rated a 3) Exceeds expectations.

4 projects rated a 4) Mastery

The two GSS minors were scored a 3 and a 4 indicating that one exceeded expectations while the other demonstrated mastery. Given the small sample size, no real conclusions can be drawn about the GSS minors versus other students in the class.

Overall, the results of the assessment are very positive. None of the students' work failed to meet expectations, and the majority exceeded expectations. Four of the eighteen students demonstrated mastery. We can feel confident that this foundation course does indeed prepare students to meet PLO2 and that they critically apply theories and concepts of gender and sexualities studies in their analyses of the social world.

V. CLOSING THE LOOP: ACTION PLAN BASED ON ASSESSMENT RESULTS

1. Based on your analysis in Section 4, what are the next steps that you are planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that your department/program is considering and does not require any changes to be implemented in the next academic year itself.

We plan to review the program's PLOs with those faculty teaching the foundation courses on a regular basis. This will ensure that these outcomes are delivered in each of those courses as faculty assignments change. As stated above, this year's students were directed to a substitute course to meet the gender foundation, since none of the regular foundation courses were offered. Our overarching challenge is ensuring that the foundation courses are delivered on a regular basis, as we have little control over the availability of qualified faculty and their course assignments.

1. Assessment plan for AY 2022-2023

For the AY 2022-2023, we will focus on PLO 3: Students will identify how sex, gender, and sexuality intersect with other inequalities and power relations.

2. What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2022-2023, submitted in October 2022)? How did you incorporate or address the suggestion(s) in the more recent assessment discussed in this report?

The most important suggestion was that we stabilize the program with a long-term director or assessment coordinator position. It's not clear how long Turpin will serve, but certainly for at least a two-year if not three-year term. We have recruited several new GSS Advisory Board members to cultivate new leadership, and we have put in place some procedural documents that should ensure a smooth transition in future.

VI. BIG PICTURE

What have you learned about your program from successive rounds of assessment? Is a picture of the whole program starting to emerge? For example, what areas of strength have emerged? What opportunities of improvement have you identified?

- **Big Picture (Minor):**

The 2018 assessment report indicated that the following steps needed to be taken:

1. Create a strong culture and identity in the minor through events and activities that give students the chance to explore contemporary topics in both academic and non-academic contexts.
2. Re-work the foundational courses so that there is a class all GSS students might take together to give them a common foundation in Gender and Sexualities Studies
3. Re-think the relationship between gender and sexualities in the title of the minor to re-imagine how the current division of both the foundation and electives should operate.
4. Review the curriculum to eliminate courses that have not been taught in 5+ years. Add the courses that do not yet appear on the curriculum.

We are happy to report that progress has been made in each of these areas except #3, as no name change is currently being proposed. The following actions have been taken for items 1, 2 and 4:

1. The GSS Program has sponsored or co-sponsored numerous events on campus. We have publicized those events via our GSS courses, via direct outreach to GSS students, and via our Instagram account, which students report using regularly. These include co-sponsorship of the Global Women's Rights Forum, of special faculty lectures on GSS topics, and of public GSS-related events with the Center for Asia-Pacific Studies.
2. The GSS Advisory Board identified a currently offered CDS course, Intersectional Theory, as a promising gateway course for the Minor. At present, we can't be guaranteed that the course will be offered regularly enough to meet our needs, so we have added the course as an elective, for now, and will use it as a foundation substitution.
3. In previous years, courses that are no longer offered were eliminated from the catalog. This year we have added ten courses that *have* been regularly offered and used as course substitutions to the USF catalog. We also added a newly developed course in Art/Design.

Additional Areas of Opportunity:

- The GSS Program really needs a more diverse (in terms of race, ethnicity, nationality, gender, sexuality, and faculty rank) advisory board. Toward that end we have recruited three new advisory board members who will come on board over the next

two years: Adrienne Johnson (Environmental Studies) and James Zarsadiaz (History) in 2022-2023, and Quỳnh Pham (International Studies) in 2023-2024. Efforts to diversify the board will continue. This will serve to better represent the field, modernize course and program offerings, and provide a pipeline of future directors/leaders for the program.

- Now that the campus is working in-person again, there are opportunities to gather the GSS students together for events and interaction.
- We strive to work more collaboratively with the GSS Center in the Cultural Centers in Student Life on recruitment and programming. For example, we are collaborating on an orientation for LGBTQ+ students this fall.
- We can provide students with more information about gender and sexualities studies-related job opportunities and/or graduate study to pursue upon graduation from USF.
- This year, the GSS student paper prize attracted a high number of excellent submissions. We intend to continue to promote and recognize GSS-related research.

VII. Feedback to your Assessment Team

What suggestions do you have for your assessment team (the Faculty Directors of Curriculum Development and the Associate Dean for Academic Effectiveness)? What can we do to improve the process?

Program directors might benefit from some earlier prompting to begin the annual assessment process. This year I anticipated the fall deadline and arranged for an assessment project to be administered and gathered at the end of the spring semester so that we could conduct the assessment and submit the report on time.

ADDITIONAL MATERIALS

Curriculum Map:

Level at which PLO is met: I=Introductory; D= Developing; M=Mastery

Course Name	PLO 1	PLO2	PLO3
Foundational Courses			
Gender Courses			
COMS 337: Rhetorics of Sex, Gender, and Sexuality	M	D	I
MS 335: Feminist Thought	M	M	M
Sexualities Courses			
PSYC 331: Psychology of Sexuality	D	D	I
SOC 347: Sex and Sexualities	I	I	I
Elective Courses			
Humanities			
ART 206: Women & Art	D		I
COMPL 210: Literatures of the Body	I	I	I
ENGL 202: Gender & Sexuality in Shakespeare	I		
ENGL 208: Survey of Women's Literature I	I	D	
ENGL 209: Survey of Women's Literature II	D	D	
ENGL 230: Lit. Gender & Sexualities	D	D	
ENGL 410: Special Topics in Lit & Film			
GERM 350: Paris-Berlin	I	I	I

HIST 127: Women in US History		I	I
HIST 270: Sex & Transgression in Islamic World	D	I	D
HIST 331: History of Sexuality		I	
HIST 360: American Women & Political Activism	D	D	D
HONC 204: Performing Sexuality	D	D	M
HONC 366: Islamic & Feminist Ethics	D	M	D
MUS 231: Music and Gender			
SPAN 272: <i>Sexualidad in La Lit Chicana</i>	I	D	
THRS 125: Social Justice, Activism, and Jews	I	I	I
THRS 131: Queering Religion	D	M	M
THRS 200: Christian Feminist Theology	I	D	I
THRS 262: Homosexuality & the Bible	I		
THRS 305: Feminist Theology from the Third World(s)	D	D	M
THTR 310: Sexuality, Performance, & Culture THRS 390: Ethics	I	I	I

Social Science			
CDS 200: Intersectional Theory	M	M	M
MS 335: Feminist Thought	M	M	M
MS 405: Gender & the Media	M	M	M
POLS 338: Gender/Pol Comp Persp	D	D	D
POLS 381: Feminist Intl Relations	D		D
PSYC 331: Psychology of Sexuality	D	D	I
PSYC 335: Psychology of Gender	I	D	
SOC 229: Diversity/Amer Families	I	I	I
SOC 223: Gender, Dev. & Globalization	D	D	I
SOC 260: Sociology of Gender	I	I	
SOC 304: US Inequalities/Social Justice	I	I	I
SOC 345: Feminism and the Body	I	I	I
SOC 347: Sex and Sexualities	I	I	I
Natural and Physical Sciences			
BIOL 330: Female Biology	I	I	

Gender & Sexualities Studies Minor

PLO 2 Rubric

PLO 2	(1) Below Expectations	(2) Meets Expectations	(3) Exceeds Expectations	(4) Demonstrates Mastery
Students will critically apply theories and concepts of gender and sexualities studies in their analyses of the social world.	Key GSS theories and concepts are applied cursorily or solely in the language of the text from which they are drawn	GSS concepts are applied clearly, demonstrating an understanding of their relationship to society	Key GSS concepts and theories are applied in the students' own words, evidencing a clear understanding of the relationship of those theories and concepts to the social world	Key theories and concepts are applied with clarity, demonstrating unique insight into the explanatory power of those theories and concepts to our understanding of the social world