



Rachel Marie Crane Williams (GWSS, Ombud's Office), "The Real Curse of Eve Appears as a Twoheaded Serpent" (aqueous media on paper)

GWSS VISION

✦ The University of Iowa's Department of Gender, Women's & Sexuality Studies was one of the first such departments in the U.S., founded in 1974 and expanded to include a Social Justice major and minor in 2016. Our department conducts rigorous, creative, inspiring and impactful research on gender and social justice.

GWSS MISSION

✦ Our mission is to study gender, women and sexuality in social relations, institutions, cultures and lived experience – locally, nationally and transnationally. By examining gender's intersections with race, class, nation, colonialism, disability, religion, citizenship and more, we strive to understand histories and structures of injustice, and to determine the concept and practice of social justice.

✦ GWSS research, teaching, service and engagement take many forms – our faculty and students work to transform medicine to respond to the full array of healthcare needs; cultivate more diverse and equitable work cultures; shape laws and policies that are ecologically, socially and economically ethical; and craft transformative art and performance. We advance collective possibility, justice and vitality with a focus on individuals and social groups historically excluded from flourishing.

STUDENT SUCCESS GOALS –

GWSS & SJUS excel at engaged, dynamic, inclusive teaching. We have particular strengths in engaged classrooms, pedagogies of diversity, equity and inclusion, and problem-based learning. **To amplify these strengths, increase our majors and reach more students across UI, we plan to:**

- STRATEGY 1.** *Hire a new faculty member who will advise and mentor majors and minors on the retirement of our faculty advisor*
- STRATEGY 2.** *Hire new faculty whose research focuses on social justice across under-represented areas of study*
- STRATEGY 3.** *Put more courses up for D&I credit, increasing funnel to our majors and augmenting the impacts of our teaching*
- STRATEGY 4.** *Negotiate with other units on campus which regularly benefit from our courses regarding resource sharing*
- STRATEGY 5.** *Revise course offerings and support assignment revision to include more hands-on learning across the curriculum*

We can meet our student success goals if we hire new faculty, put GWSS/SJUS classes up for D&I Gen Ed credit, negotiate with units that send students to our classes, expand co-curricular offerings, and enhance pedagogical support.
Responsible: CLAS, GWSS/SJUS DUS, DGS and DEO, Center for Teaching, Provost’s Office

Critical Tasks	Tactics – Action Items	Measures of Success
<p>*Further diversify and deepen our curriculum and pedagogy, putting more classes up for D&I Gen Ed credit to expand the funnel into our majors as well as the DEI impact of our teaching.</p>	<p>-Hire a Lecturer and/or assistant professor with expertise in social justice, education and pedagogy. -Put more of our classes up for D&I Gen Ed credit. -Hire a lecturer who will provide majors with faculty advising focused on individualized learning (building areas of emphasis, choosing practicum sites, identifying capstone topics and formats, mapping possibilities after graduation).</p>	<p>-Increased number of majors and minors. -Increased number of GWSS/SJUS courses eligible for D&I GenEd credit. -Increased student success for all our students, measured by graduation rates <i>and</i> students’ reporting of meaningful DEI educational experience in classes.</p>
<p>*Co-curricular opportunities are key to GWSS and Social Justice education. We will increase these opportunities by organizing more high-impact, experiential learning activities inside and outside of the classroom for undergraduate and graduate students.</p>	<p>-Hire a new Assistant Professor and/or lecturer with expertise in education and engagement to support much of this work. -Shift select advising (service) to appropriate classes (teaching), taught by new hire. These classes will include: <i>Tell Magazine</i>, internship and practicum, and <i>GWSS Ambassadors Program</i>. -Collaborate with Nick Benson, Center for Teaching and Provost’s Office to form a faculty working group on engaged teaching.</p>	<p>-Increase in hands-on learning opportunities. -Staffing of these courses, in part through a hire. -Increased number of engagement sites and collaboration between faculty and community organizations. -Mentoring for faculty interested in offering engaged assignments. -Increased number of students taking our courses.</p>

Department: Gender, Women's & Sexuality Studies (GWSS)

<p>*Formalize support for research-based course development and social justice pedagogy – seeking to equitably balance the teaching responsibilities of TT, NTT faculty as well as junior and senior colleagues.</p>	<ul style="list-style-type: none"> -Reward faculty who participate in relevant Center for Teaching and BUILD courses, including option of reporting this activity in annual reviews. -Restructure teaching assignments so that GWSS 1001 <i>Introduction to GWSS</i> and SJUS: 1001 <i>Introduction to Social Justice</i> are co-taught (as 1002 <i>Diversity & Power</i> is). -Formalize GWSS/SJUS teaching orientation workshops during 0-week for Teaching Assistants. -Hold informal pedagogy lunches where faculty and graduate students can exchange teaching challenges, strategies and inspiration, with a focus on DEI and social justice pedagogy. -Invite the Center for Teaching and Associate Dean of Undergraduate Education to join us. 	<ul style="list-style-type: none"> -Co-instruction for GWSS 1001, SJUS 1001, and GWSS 1002. -Two pedagogy lunches a year. -Formalized TA Orientation workshops. -Credit for course development, refreshing assignments and participating in pedagogical trainings at UI and elsewhere. -Enhanced energy around teaching among faculty; enhanced student engagement in our classrooms.
<p>*Expand support for undergraduate and graduate students' career pathways and opportunities, with a focus on social justice impacts.</p>	<ul style="list-style-type: none"> -Hire a Lecturer and/or assistant professor with relevant expertise to teach <i>GWSS 2045 Working for Social Justice: Pathways to Careers in Social Change</i>. -Task DGS with creating a catalog of GWSS certificate courses to distribute to DGSs during registration period. -Enhance collaboration with Obermann's <i>Humanities for the Public Good</i> initiative. -Formalize exchange program with Bielefeld University, enhancing training of GWSS graduate students. -Update the Career page on the department's website to include alumnae/i stories, information on graduate and professional schools, and links to career databases. 	<ul style="list-style-type: none"> -Structured support for especially non-traditional and underrepresented students. This support will include scheduled times for identifying and pursuing career pathways and professional opportunities. -Increase in numbers of students who apply to and are accepted by selective graduate schools. -Participation in Bielefeld exchange. -Well-matched, successful placement of GWSS certificate graduate students.

RESEARCH & DISCOVERY GOALS –

GWSS conducts leading-edge, creative, impactful research on gender and social justice. To enhance the reputation and vitality of our discovery and research, we plan to:

STRATEGY 1. *Hire new faculty who work in under-represented areas of study with a focus on social justice*

STRATEGY 2. *Organize more opportunities for intellectual community, exchange and workshopping to support faculty projects*

STRATEGY 3. *Enhance visibility of and communication about GWSS/SJUS research and discovery locally and more broadly*

STRATEGY 4. *Increase structural support for research and creative work by seeking further internal, local and external funding*

We can meet our research & discovery goals if we hire new faculty in targeted, under-represented areas of study, organize more intellectual community, work with foundation to cultivate external funding and support.

Responsible: DEO, CLAS, Foundation, GWSS communication/outreach committee, GWSS award committee, faculty.

Critical Tasks	Tactics – Action Items	Measures of Success
<p>*Boost number of tenured and tenure track faculty with expertise in social justice in key underrepresented areas.</p>	<p>-Advance a hiring plan including (but not limited to):</p> <ul style="list-style-type: none"> -social justice theory and practice -social justice education, teaching and engagement -social justice in STEM fields -social justice, race and ethnicity -peace and conflict studies -social justice and the arts <p>-Attract and recruit a diverse pool of applicants for all hires.</p> <p>-Sustain an affirmative climate to support and retain all faculty.</p>	<p>-Successful hires in social justice areas.</p> <p>-Successful promotion and retention of new and current faculty.</p> <p>-Enhanced depth and breadth of social justice research, creative projects and engaged scholarship.</p>
<p>*Support faculty research, discovery and creativity by organizing more formal opportunities for intellectual exchange and workshopping.</p>	<p>-Organize a colloquium featuring our work and the work of visitors.</p> <p>-Host workshops on projects-in-progress.</p> <p>-Encourage faculty to participate in Obermann’s Book Ends, POROI seminars and similar programs that support inquiry and project completion.</p> <p>-Use retreat to learn what faculty need to further their research and creative projects, and plan accordingly for the subsequent year.</p>	<p>-Regular colloquia and work-in-progress lunches.</p> <p>-Faculty participation in Book Ends and similar programs.</p> <p>-Enhanced support for and knowledge about faculty projects.</p>

Department: Gender, Women's & Sexuality Studies (GWSS)

<p>*Enhance support for research and discovery, particularly funding for international travel, production costs, archival visits, community collaboration or similar expenses.</p>	<ul style="list-style-type: none"> -Work with the Center for Advancement to prioritize and expand fundraising for GWSS. Capitalize on popularity of GWSS subject matter to cultivate donors who want to add us to their giving portfolios. -Offer seed grants or service reduction to fundraising/'friend-raising' committee tasked with seeking donations and grants for GWSS. -Create a departmental mechanism for tracking grant deadlines and identifying readers at UI (and elsewhere) to hone grant proposals. -Reward successful grant writers for mentoring GWSS colleagues who are applying for similar grants. 	<ul style="list-style-type: none"> -Increased awareness of and support for GWSS inquiry internally and externally. -Increased faculty knowledge of grant opportunities and support for grant writing. -Increased number of grant submissions. -Increased number of grants awarded. -Increased external and internal funding.
<p>*Enhance the visibility of GWSS's leading-edge research and creative work — at UI, locally and nationally.</p>	<ul style="list-style-type: none"> -Send representatives to NWSA's annual leadership pre-conference. -Nominate and encourage faculty to go up for awards and positions in relevant organizations, as well as at UI. -Task communication committee with notifying appropriate outlets about our exciting work, in collaboration with Nic Arp at CLAS. -Continue to post on social media, tagging UI and relevant groups. 	<ul style="list-style-type: none"> -Enhanced visibility of GWSS inquiry and its exciting impacts. -Annual newsletter published by communication committee featuring stories on faculty research, projects, artwork, engagement, as well as teaching and service. -GWSS Twitter and FB remain active.

ENGAGEMENT GOALS ~

A local and national leader in this area, GWSS situates engagement in relation to scholarship, histories, community cultures and public life. Our faculty spearhead research-based engagement from bases in Bengal, India, Germany, South Africa and the American Midwest. With our guidance, GWSS/SJUS students undertake prison education work, organize activities at the Senior Center, the Catholic Worker House, and Shelter House, lead groups at the Women’s Resource and Action Center, undertake hospice work at Bird House, and work at RVAP and DVIP with those who have experienced trauma. Students enter these spaces with support, a toolbox of practices, and time for reading, dialogue, feedback and reflective writing. Our faculty includes the PI for *Humanities for the Public Good*, a four-year, \$1.5-million initiative designed to catalyze publicly engaged scholarly activity. **In this spirit of this and other initiatives designed to enhance higher education’s mission and value, we plan to deepen and more systematically support our department’s engagement by:**

STRATEGY 1. *Hiring an assistant professor of social justice theory & practice, with deep expertise in enacting and supporting engagement*

STRATEGY 2. *Increasing structural support for engagement by seeking funding and advocating for strong university leadership on engagement.*

STRATEGY 3. *Increasing the number of practicum sites by building relationships with local organizations and collaborating with Nick Benson*

We can meet our engagement goal if we seek increased funding for existing engagement; increase and diversify practicum; enhance graduate certificate engagement opportunities including a practicum; collaborate with campus initiatives (such as *Humanities for the Public Good*) that support engagement; and pursue new faculty lines that prioritize deep expertise with engagement. Responsible: **DEO, Directors of Undergraduate Studies, new hires, Nick Benson, Center for Teaching, Obermann, CLAS and UI.**

Critical Tasks	Tactics – Action Items	Measures of Success
<p>*Seek increased funding for, and publicity of, the array of engaged projects we regularly organize as part of our mission and research.</p>	<p>-Work with CLAS to identify funding sources to support and prioritize engaged projects (for example, through updated General Expense funding priorities) -Work with the Strategic Office of Communications and the Center for Advancement to publicize engaged events before and after -- emphasizing the value of the university’s labor to the state and other publics, and the state’s value to UI life.</p>	<p>-Increased funding and institutional support for engaged projects and programming. -Increased visibility of GWSS/SJUS engagement, and its benefits to UI and other communities.</p>
<p>*Develop new practicum sites for GWSS and SJUS majors. Offer high-impact, high quality engaged learning experiences for our students across our classes.</p>	<p>-Propose and prioritize new hire in SJUS theory/practice faculty member who can help model and lead engagement in GWSS and at UI. -Talk with the Center for Teaching about workshops which support engaged assignments and pedagogy for UI faculty.</p>	<p>-Secure new engagement-focused faculty lines. -Through Spring 2021, set up at least two practicum sites each term. -Actively supported opportunities for engagement in our research and curriculum, for interested faculty.</p>

Department: Gender, Women's & Sexuality Studies (GWSS)

	<p>-Work with local organizations (the Labor Center, Outside In, Iowa Women's Archive) to cultivate new practicum sites. Work with Nick Benson and the Provost's office to connect interested faculty with organizations that have expressed interest in collaborating with UI faculty and students.</p>	
<p>*Develop summer engagement opportunities for GWSS and SJUS majors and for GWSS certificate students at the Civil Rights Heritage Center, Indiana University South Bend</p>	<p>-Collaborate with Assistant Professor and Center Director Daryll Heller to enable majors to take the Center's Freedom Summer Class, a tour of the Civil Rights Movement in the South.</p> <p>-Collaborate with Director Heller to explore additional opportunities for GWSS certificate students to develop education and cultural programming with the Center. This could involve helping to plan the above tour.</p>	<p>-New summer opportunities in place by summer 2022.</p> <p>-Enhanced social justice/career opportunities for our graduates as a result of this experience.</p>
<p>*Support, value and reward faculty leadership in engaged scholarship, teaching and learning, including at annual reviews.</p>	<p>-Collaborate with <i>Humanities for the Public Good</i>, the Center for Teaching, and other initiatives for diversifying and enhancing graduate education.</p> <p>-Propose and secure new faculty lines that prioritize engaged research and teaching.</p>	<p>-Submit proposal and secure engagement-centered faculty lines, including assistant professor of social justice theory & practice.</p> <p>-Annual participation of GWSS faculty in the Obermann Center Engagement Institute, Humanities for the Public Good events, and similar programming.</p> <p>-Incorporation of public engagement into new and/or existing graduate seminars.</p>

DIVERSITY, EQUITY, INCLUSION (& COLLABORATION) GOALS ~

GWSS is a destination department on our campus for faculty and students committed to social justice and enacting DEI across their professional lives. **To support and enhance DEI initiatives, we will formalize mechanisms for sustaining a vivaciously diverse, inclusive, and equitable department culture. Moving forward, we plan to:**

- STRATEGY 1:** *Systematically value and reward contributions to a diverse, inclusive, open and equitable culture in GWSS and at UI*
- STRATEGY 2:** *Explore with CLAS and other units a cluster hire or joint hires aimed at recruiting faculty from underrepresented groups*
- STRATEGY 3:** *Seek more structural support for ongoing DEI research, teaching, engagement and other initiatives (to help fend off burnout)*
- STRATEGY 4:** *Maintain open communication about labor to strive for the equitable distribution of service work and DEI work.*
- STRATEGY 5:** *Regularly assess curriculum to better incorporate the experiences, histories, cultures and knowledge of underrepresented and marginalized student populations*

We can meet our diversity, equity, inclusion, & collaboration goal if we recognize and reward faculty participation in DEI programming and initiatives, openly communicate about distributions of labor to make them as equitable as possible, host pedagogy lunches with a DEI/social justice focus, and seek further internal and external funding for ongoing DEI research, teaching, engagement and service. Responsible: DEO, the Iowa Foundation, Center for Teaching, the Graduate College, CLAS Diversity Committee, Division of Diversity, Equity and Inclusion, CLAS, GWSS faculty as a whole.

Critical Tasks	Tactics – Action Items	Measures of Success
<p>*Cultivate a diverse, inclusive and equitable culture in GWSS and at UI more broadly. DEI work can be rewarding and also energy-intensive, and we seek to more systematically support, value and reward it.</p>	<ul style="list-style-type: none"> -Schedule faculty meeting time for consideration of classroom, department and UI climate, with a focus on DEI. -Reward faculty participation in BUILD and related DEI training in annual reviews, including leadership of DEI programming. -Maintain open communication about labor to ensure that underrepresented faculty are not overtaxed in general, and that diversity labor in particular is justly and appropriately distributed. -Support, reward, and provide option of breaks from DEI-heavy teaching for faculty who wish for these breaks. -Make GWSS 1001 and 1002 co-instructed classes. Advocate for a DEI leadership position at the decanal level. 	<ul style="list-style-type: none"> -Self-reported experience of support and mutual appreciation across the faculty. -Departmental policies and structures that keep labor visible and equitably distributed, including among TT and NTT faculty. -Co-instruction of GWSS 1001 and 1002. -GWSS leadership in diversity initiatives across campus (as desired by faculty). -Amplified and research-based leadership and structural support of DEI in CLAS and at UI.

Department: Gender, Women's & Sexuality Studies (GWSS)

<p>*Explore with CLAS and other units a cluster hire or new joint appointments targeting opportunities to recruit and retain faculty from underrepresented groups.</p>	<ul style="list-style-type: none"> -Collaborate with CLAS to prioritize DEI in the distribution of resources, including allocation of hires. -Communicate with DEOs in relevant departments about joint hire proposals. -Request CLAS or Provost funding for recruiting diverse applicants for hires (via "Tier Up Diversity" and similar options. at <i>The Chronicle</i> and <i>Higher Ed</i>). 	<ul style="list-style-type: none"> -Submission of hiring proposals. -Allocation of new lines. -Successful searches. -Support and retention of new hires.
<p>*Create departmental mechanism for open consideration of classroom, department and UI climate, with a focus on matters of diversity, equity and inclusion.</p>	<ul style="list-style-type: none"> -Work with the Center for Advancement to prioritize and expand fundraising for DEI-related research, teaching and engagement. Cultivate donors who want to add social justice to their giving portfolios. -Offer seed grants or service reduction to a committee of fund raisers and friend-raisers tasked with seeking donations and grants to fund DEI initiatives. 	<ul style="list-style-type: none"> -Increased external and internal funding and support for GWSS DEI initiatives. -Increased funding, support and recognition of broader DEI initiatives at UI.
<p>*Assess how our classrooms can better incorporate the experiences, histories, cultures and knowledges of underrepresented and marginalized student populations, and support faculty in implementing these across our curriculum.</p>	<ul style="list-style-type: none"> -Reward faculty who participate in relevant Center for Teaching and BUILD courses that support DEI pedagogy, including by adding an option of reporting this activity at annual reviews. -Foreground DEI and social justice in our department pedagogy lunches, where faculty and grad students can exchange teaching challenges, strategies and inspiration. -Invite the Center for Teaching, Associate Dean of Undergraduate Education and Diversity Committee to collaborate with us and supporting this implementation in GWSS and elsewhere. -Seek funding for the above GWSS/social justice programming, possibly from the Division of Diversity, Equity and Inclusion at Iowa and/or the CLAS diversity committee. -Meet and collaborate with CLAS Dean, Associate Dean of Arts & Humanities, and Elizabeth Lara (Graduate College DEI staff in charge of SROP) to increase involvement of Arts & Humanities faculty as SROP summer mentors. 	<ul style="list-style-type: none"> -Two annual pedagogy lunches with DEI emphasis -Increased funding and programing that supports DEI pedagogy, course and assignment development in CLAS and at UI. -Credit awarded for DEI-focused course and assignment development. -Increased involvement of Arts & Humanities faculty as SROP summer mentors. -Enhanced energy around teaching among GWSS faculty and enhanced student engagement in our classrooms, especially among underrepresented students. -Increased student success, especially among underrepresented students. We will measure success by graduation rates and by students' reporting of meaningful DEI education in GWSS/SJUS courses.