

WOMEN'S CENTER WORK AND THE EDUCATIONAL MISSION: ASSESSING INTERSECTIONAL PROGRAMMING AS A NON-CREDIT BEARING CURRICULUM

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This study documents the educational impact of The Intersectional Women's Center's non-credit bearing programming at the University of Wisconsin- Eau Claire. As feminist and queer theorist Sara Ahmed writes, "To become a feminist is to remain a student" (2017). Adopting this feminist understanding of what it means to be a student, this study adopts an equity-minded approach and intervenes in SoTL scholarship by framing all programming attendees, Faculty, Staff, and Students, as equally learners in intersectional feminism. Additionally, it combines Ahmed's feminist methodology with SoTL assessment practices to evaluate the programming of The Intersectional Women's Center (IWC) at the University of Wisconsin- Eau Claire as a curriculum. This study uses curriculum assessment and data collection methods from SoTL including ethnographic interviews, survey instruments, and reflection assignments to measure the impact of the IWC's programs in meeting the Race, Ethnicity, Gender, and Sexuality Department's learning objectives criteria.

