

MIT Program in Women's and Gender Studies

Goals, Objectives, and Priorities

Entering its 30th year, the MIT Program in [Women's and Gender Studies](#) (WGS) continues to build on its success as an interdisciplinary undergraduate program, providing a community for students, faculty, and staff to participate in scholarly inquiry focused on women and gender. The core mission of WGS is to educate MIT undergraduates on the importance of gender equity and to promote a broad understanding of gender and its complex intersectionality with sexuality, race, ethnicity, class, ability, religious affiliation, and other categories of identity. WGS also plays an important role at the Institute in organizing various types of programming to facilitate the discussion of gender and women's issues among faculty, students, staff, and the broader MIT community. WGS faculty affiliates engage in cutting-edge research related to historical and contemporary questions of gender and sexuality as manifested in the US and across the globe. Whether through teaching, research, or programming, WGS seeks to support the Institute's efforts to promote community, equity, inclusion, and diversity while educating the next generation of leaders.

Since the tenure of former MIT president Charles M. Vest (1990–2004), MIT has been a world-recognized leader in advocating for gender equity in the science, technology, engineering, and math (STEM) fields, and in academia more broadly. Following his death in December 2013, WGS commemorated the crucial role President Vest played in commissioning the landmark study on the Status of Women Faculty in Science at MIT (1999). President Vest's frank and open acknowledgment of the study's findings—of a pattern of subtle yet undeniable gender discrimination at the Institute—and his call to action upon its release helped put gender “on the table” at MIT and inspired many faculty to publicly voice their support for gender equity. The effect of the collective action undertaken by MIT administration and faculty in the wake of the study is captured in the words of professor emerita Nancy Hopkins: “Perhaps most important, it became possible to discuss these issues openly, ending the painful years of isolation and frustration that many women experienced.” WGS has, from its inception in 1984, provided a much-needed space for the discussion of these issues within an academic framework.

WGS classes continue to fulfill this important function for students at the Institute. Ongoing curriculum development also prioritizes the global and comparative study of women and gender in society and in media (broadly defined). Special attention is given to the intersectionality of race, gender, sexuality, and class, and to the roles of women and minorities in STEM. Core faculty are dedicated to the continual development of an undergraduate education that transcends traditional disciplinary boundaries, and believe that such teaching makes a vital contribution to ongoing research.

As an interdisciplinary program, WGS seeks to serve as an important resource and support for faculty who have advanced knowledge of women's and gender studies and who want to enrich their research by collaborating across disciplinary lines. The WGS Intellectual Forum, a monthly forum for sharing faculty works-in-progress, and other events bring the faculty community together for interdisciplinary conversation on topics of

shared concern. These also engage outside speakers, who bring new expertise and insights to the intellectual community. WGS-sponsored conferences and symposia furthermore serve as an invaluable opportunity for interdisciplinary inquiry and collaboration.

Along with teaching and research, programming is essential to the WGS mission. WGS provides programs that engage and challenge faculty, students, and staff. WGS regularly collaborates with other academic units, student groups, and offices across the Institute to offer events on topics such as the history and current status of women in STEM, gender equity in education, the workplace and society, global development, gender and migration, sexual health and well-being, harassment and violence prevention, and women's contributions to literature and the arts. The goal of this programming is to foster crucial conversations on issues of gender and sexuality on campus, while attracting students to WGS classes.

The program's commitment to the study of women and gender extends beyond MIT to reach the broader Cambridge and Boston-area communities. In 2013–2014, WGS continued to work closely with the Graduate Consortium of Women's Studies (GCWS), a cross-institutional program fostering the development of women's studies scholarship, hosted at MIT for the past eight years. Founded in 1992, the GCWS consists of nine local universities (Boston College, Boston University, Brandeis University, Harvard University, MIT, Northeastern University, Simmons College, Tufts University, and the University of Massachusetts-Boston) whose faculty offer interdisciplinary, team-taught graduate courses and a workshop for dissertation writers in women's and gender studies. Professor Elizabeth Wood (History & Foreign Languages and Literatures) served as the MIT representative to the consortium.

With gender equity an issue of ongoing importance and with new attention being drawn nationally to issues of campus sexual assault, Title IX and the Clery Act, and other questions of gender discrimination, WGS, more than ever, has a vital educational role to play at the Institute. As conversations on these topics have come center stage at the national level, MIT has the chance to lead by example once more, building on the resources that WGS and related programs and offices on campus have to offer in this regard.

The current goals of the program are as follows: to strengthen collaborative and interdisciplinary research initiatives in WGS, building on the success of the WGS Intellectual Forum and WGS-sponsored symposiums and workshops in fostering intellectual community across academic units at MIT; to recruit new faculty affiliates and to foster diversity within the program; to update and reinvigorate the WGS curriculum in alignment with current directions in the broader field of women's and gender studies, with special attention to underdeveloped areas of the curriculum such as gender and health, and gender and public policy; to extend outreach to underrepresented and first-generation students at MIT; and to build on collaborative ties with offices such as the Student Affairs Office (SAO), the Office for Minority Education (OME), and the Institute Community and Equity Office (ICEO). As elaborated below, the program undertook numerous activities in 2013–2014 in support of these goals.

Personnel Information

In 2013–2014, professor Emma Teng (History & Foreign Languages and Literatures) took the helm as program director. She continues to be an active member of the Borders Research Initiative (BRI), established by WGS in 2011–2012, and helped organize this year's Global Borders Research Collaborative workshop in Paris with professors Bruno Perreau and Christopher Capozzola. While serving as WGS director, Professor Teng concurrently served as a co-chair of the MIT Committee on Race and Diversity (CRD), a position that enabled her to facilitate discussions and collaborations among different constituencies at the Institute, and to promote an intersectional analysis of race, gender, and sexuality issues. In fall 2013, Professor Teng was named one of 10 outstanding faculty honored nationwide by the Kappa Alpha Theta fraternity for women, nominated by the fraternity's Zeta Mu chapter at MIT. Professor Teng was promoted to the rank of full professor, effective July 1, 2014.

In 2013–2014, WGS program manager Heidy González attended the National Women's Studies Association conference. Ms. González continued her active and vital work with the program until May, when she left MIT to pursue new opportunities. Building on her successful record of six years in the position, Ms. González worked to increase the number of students enrolled in WGS courses, to promote the WGS concentration, and to create a solid sense of community for students in the program. Ms. González was a boon to the program's efforts to create collaborative efforts within and beyond MIT, and served to increase the visibility of WGS on the MIT campus, in the neighboring Boston area, and in the national women's studies community. In her position with WGS, Ms. González was especially committed to bringing attention to the voices of underrepresented populations. Ms. González will remain a WGS affiliate in academic year 2014–2015.

Ms. González was replaced as program manager by Emily Neill, who hails from a career in higher education administration at Harvard University where she most recently served as the undergraduate program administrator in economics. Ms. Neill comes to the position highly qualified, having earned an MA degree in women's studies in religion at Harvard Divinity School, where she was also ABD (all but dissertation) in the Religion, Gender, and Culture ThD program, with a dissertation project on Feminist Theories of the Body.

Working under the direct supervision of Heidy González, the student staff this past year continued to be a diverse group of MIT students.

Professor Jean Jackson (Anthropology), an active WGS faculty affiliate since the early years of the program's establishment, will retire effective July 1, 2014. Professor Jackson taught tremendously popular and valuable subject offerings for WGS, and she most recently organized a performance of *Alien Citizen* at MIT, a one-woman theatrical performance (co-sponsored by WGS, Anthropology, and the Florez Humor Fund) that was attended by over 60 people. Professor Jackson has been a cornerstone of the program, and will be sorely missed. A retirement party is planned for September 2014. WGS is excited that outreach efforts over the past year have resulted in the addition of two new faculty affiliates: professors Graham Jones (Anthropology) and T.L. Taylor

(Comparative Media Studies/Writing [CMS/W]). In addition, two new lecturers, Dr. Megan Fernandes and Dr. Mindy Fried, joined the program as visiting lecturers in spring 2014, each teaching one class. Returning lecturers Dr. Andrea Walsh, Dr. Kim Surkan, Dr. Abha Sur, and Dr. Chivi Kapungu continued to teach for the program. Dr. Catherine Zipf continued her appointment as a visiting scholar.

The WGS Committee Structure consists of a steering committee, programming committee, curriculum committee, and a prize committee. In 2013–2014 the members of these committees were:

- Director: Emma Teng (History, Foreign Languages and Literatures [FLL])
- WGS Program Manager: Heidi M. González (WGS)
- Senior Faculty Representative: Chris Capozzola (History)
- Junior Faculty Representative: Arthur Bahr (Literature)
- Lecturers' Representative: Abha Sur (WGS, Program in Science, Technology, and Society [STS])
- Graduate Student Representative: Mitali Thakor (fall) and Renee Blackburn (spring)
- WGS Librarian: Georgiana McReynolds and Patsy Baudoin (Library)
- Curriculum Committee: Helen Elaine Lee (CMS/W) and Diana Henderson (Literature)
- Programming Committee: Sandy Alexandre (Literature) and Bruno Perreau (FLL)
- Prize Committee: Chair, Andrea Walsh (CMS/W), Sandy Alexandre (Literature), and T.L. Taylor (CMS/W)

Research Activities

WGS faculty affiliate research spans a broad range of topics, including theories of justice and feminist philosophy, the anthropology of reproduction, French adoption policy, the implications of domestic de-industrialization and long-term unemployment, the politics of the production and consumption of food, women in Mongolian electoral politics, South Asian immigrant communities in the US, mixed families in China and Chinese America, gender and technology, Vladimir Putin and Russian masculinity, and the history of Turkish and Armenian feminism. WGS faculty affiliates continued to make active contributions to their individual disciplinary fields as well as to the interdisciplinary field of women's and gender studies. Their accomplishments and service are listed in the reports of their home departments. In addition, faculty participated in WGS collaborative research initiatives, as detailed below.

Borders Research Initiative

The Borders Research Initiative in WGS brings together an interdisciplinary group of MIT faculty and graduate students in the humanities, arts, and social sciences dedicated to examining issues of border-crossing and citizenship, especially as they intersect with gender, sexuality, race, ethnicity, class, and religion. In order to explore how concepts of citizenship, identity, gender, and race have evolved over time, the collaborative research group seeks to understand national borders and border crossings in historical and

comparative perspective, and to gain clarity on the contemporary manifestations of these issues around the globe. Following on the BRI's inaugural symposium on the theme of "Border Crossing: Race, Gender, Citizenship" in 2012, Professors Perreau, Capozzola, and Teng worked to organize a follow-up event, which came to fruition in June 2014. The BRI continued to build on the interdisciplinary connections that were established in the wake of its highly successful first symposium to extend the scholarly community and its impact. In June 2014, the BRI joined with PRESAGE (Programme de Recherche et d'Enseignement sur le Genre), the gender studies program of Sciences Po (the leading French institution of social science) and the Institute for the Study of Human Rights at Columbia University to convene a [collaborative workshop](#) in Paris. Approximately 30 faculty from the three institutions came together with graduate students and other faculty from as far away as the Asian Institute of Technology in Bangkok to discuss identities, kinship, citizenship, and the sense of belonging across national borders. This unique collaboration featured cutting-edge research on one of the most important questions of our times—citizenship and identity in a global era—and was a model for transnational academic collaboration and exchange.

The following WGS affiliates and associates participated in both phases of this initiative (2011–2014): coordinators Capazzola, Perreau, and Teng; and Azra Aksamija (Art, Culture and Technology Program), Sana Aiyar (History), Vivek Bald (CMS/W), Manduhai Buyandelger (Anthropology), Catherine Clark (FLL), Ian Condry (FLL, CMS/W, Anthropology), Sasha Costanza-Chock (CMS/W), Isabelle de Courtivron (Sciences Po/MIT Emerita), Frédérique Donovan (FLL), Amah Edo (HASTS (doctoral program in History, Anthropology, and Science, Technology, and Society), graduate student), Lerna Ekmekcioglu (History, WGS), Malick Ghachem (History), Diana Henderson (Literature), Erica James (Anthropology), Heather Lee (FLL), Lucas Müller (HASTS graduate student), Hiromu Nagahara (History), Melissa Nobles (Political Science), Kym Ragusa (CMS/W), Margery Resnick (Literature), Sarah Song (former faculty in Political Science), Chuong-Dai Vo (WGS visiting scholar), Tess Wise (MIT alumna), and Elizabeth Wood (History).

The Gender and Technology Initiative

The Gender and Technology Initiative was launched in 2011–2012 with support from a grant from the d'Arbelloff Fund for Excellence in Education. The aim of this initiative was to develop an undergraduate subject on gender and technology, in addition to annual programming and activities to foster intellectual community and collaborative research at the intersection of gender and technology. This year's activities centered on a [graduate student workshop on Gender and Technology: Labor, Sex/Bodies, Data](#), co-sponsored with Science, Technology and Society (STS) and Foreign Languages and Literatures. This enormously successful day-long symposium was co-organized by HASTS graduate students Mitali Thakor and Renee Blackburn in conjunction with Emma Teng and Heidy González. The symposium convened faculty and graduate students working in feminist science and technology studies with the purpose of highlighting the productive intersections of science and technology with feminist theory, anthropology, and history. The three guiding themes of the symposium—labor, sex/bodies, and data—brought attention to gender and other structures of inequality wrought in and through technological practices in a postcolonial and global context. Over 40 students and faculty registered for the event, which proved to be a lively and productive exchange. Additionally, as part of Women's History Month in March, the

students enrolled in the Gender and Technology class taught by Dr. Megan Fernandes and participated in the President Charles M. Vest Women-in-STEM Wikipedia Edit-a-thon. Held in honor of the late president Vest and facilitated by Maia Weinstock of the New England Wikimedians User Group, the Edit-a-thon gathered members of the MIT community to work collaboratively to improve and create Wikipedia entries related to the history of women in the STEM fields.

The Gender and Technology Initiative includes the following WGS affiliates and associates: Renee Blackburn (HASTS graduate student), Megan Fernandes (WGS), Michael M.J. Fischer (Anthropology, STS), Stefan Helmreich (Anthropology), Erica Caple James (Anthropology), Amy Johnson, (HASTS graduate student), Nicole Labruto (HASTS graduate student), J. Nathan Matias, (Media Arts and Sciences, graduate student), Libby McDonald (MIT Co-Lab), Susan Murcott (research scientist, Department of Urban Studies and Planning), Burcu Mutlu (HASTS graduate student), Heather Paxson (Anthropology), Amy Smith (D-Lab), Abha Sur (WGS, STS), Kim Surkan (WGS), T.L. Taylor (CMS/W), Mitali Thakor (HASTS graduate student), and Chris Walley (Anthropology).

Women's and Gender Studies Intellectual Forum

The WGS Intellectual Forum provides an opportunity for affiliated faculty members and visiting scholars to share research and present their work in progress to colleagues and students. The forum series in 2013–2014 was very successful, and featured the work of Arthur Bahr, Kristin Collins (Yale Law School), Sally Haslanger, Sandy Alexandre, and Manduhai Buyandelger.

Teaching and Curriculum

WGS offers an undergraduate curriculum of approximately 20 subjects, including subjects cross-listed in a range of departments: Anthropology, Brain and Cognitive Sciences, Comparative Media Studies/Writing, Foreign Languages and Literature, History, Linguistics and Philosophy, Literature, and the Program in Science, Technology, and Society. Students may concentrate, minor, and petition for a major (called a “major departure”) in Women's and Gender Studies. Approximately 280 students enrolled in WGS subjects, including 28 concentrators.

WGS subjects such as WGS.225/21A.103/STS.046 The Science of Race, Sex and Gender, WGS.115 Gender and Technology, and WGS.276/21A.504J/STS.086J Cultures of Computing are specially tailored to support the traditional STEM-oriented focus of the MIT student body. While providing this focus, the WGS curriculum as a whole examines a broad spectrum of topics, analyzing issues of gender and sexuality within both the national and global contexts. WGS subjects furthermore emphasize the intersectionality of gender with race, nationality, sexuality, religion, class, and other categories of social identity. Examining gender and related social categories cross-culturally and historically enables MIT students to understand competing constructions of knowledge and value and this, in turn, makes possible a broad range of personal as well as intellectual discoveries. An emphasis on multiculturalism and a broad coverage of gender at the global level is evidenced in subjects such as WGS.109 Women and Global Activism in Media, WGS.141/21F.022/21L.048 International Women's Voices, WGS.220 Women and Gender in the Middle East and North Africa, WGS.221 Women in the Developing

World, WGS.274/21A.141/21F.048 Images of Asian Women: Dragon Ladies and Lotus Blossoms, WGS.234/21F.068 The Invention of French Theory: A History of Transatlantic Intellectual Life Since 1945, WGS.140/21L.504 Race and Identity in American Literature: Revolutionaries, and WGS.272/21A.445 Slavery and Human Trafficking in the 21st Century, which aim to prepare students to confront diverse understandings of gender roles and power relations in a global context. Promoting student knowledge of the important contributions that women have made historically—whether in the STEM fields, or in literature and the arts, philosophy, politics, and other domains of human endeavor—is also an essential aspect of the WGS curriculum.

In response to student demand, WGS continues to offer two sections of WGS.101 Introduction to Women's and Gender Studies, a required course for all WGS concentrators and minors, enabling approximately 50 students per year to explore the field at the introductory level. The program also added several new subjects to the curriculum: WGS.222/21H.381 Women and War, WGS.150 Gender, Power, Leadership and the Workplace, and WGS.226J/STS.023J Science, Caste and Gender in India, and gained approval for the cross-listing of two subjects with CMS/W: WGS.111/CMS.619 Gender and Media Studies, and WGS.125 /21W.768/CMS.616 Games and Culture. In fall 2013, Manduhai Buyandelger's course WGS.274/21F.048/21A.141 Images of Asian Women: Dragon Ladies and Lotus Blossoms was recognized by the *New York Times* on their list of 10 "sexiest" college courses across the nation.

Program Highlights and Accomplishments

WGS programming continually reflects the wide spectrum of academic disciplines and issues related to the field of women's and gender studies, and a commitment to collaborative work with groups around the MIT campus and in the Cambridge community. Last year, WGS collaborated with academic units such as Anthropology, Comparative Media Studies/Writing, Foreign Languages and Literatures, History, Literature, and the Program in Science, Technology, and Society, as well as non-academic units such as the Office of Minority Education, the Committee on Race and Diversity, the Council on Staff Diversity and Inclusion, the Student Activities Office, Residential Life, LGBT Services and the Rainbow Lounge, the Violence Prevention Network, the Technology and Culture Forum, the Office of the Dean of Undergraduate Education, and most recently the newly established Institute Community and Equity Office. Through co-sponsorship of their events, WGS further supported various student groups, including the Black Women's Alliance, Spanish House, the Association of Asian American Students, LGBTQ@MIT (Lesbian, Gay, Bisexual, and Transgender, and Queer), GW@MIT, (Graduate Women at MIT), and the Lebanese Club.

- In collaboration with the ICEO, the Office of Faculty Support within the Dean for Undergraduate Education, and the School of Humanities, Arts, and Social Sciences dean's office, WGS organized a tribute to the late president Charles M. Vest, including a Women in STEM Wikipedia Edit-a-thon.
- In collaboration with PRESAGE SciencesPo in France and the Institute for the Study of Human Rights at Columbia University, the Borders Research Initiative convened an academic workshop of the Global Borders Research Collaborative (GBRC) at Sciences Po in Paris (co-sponsored by FLL, French Studies at MIT, and the Center for Bilingual/Bicultural Studies).

- WGS sponsored a graduate student-organized symposium *Gender and Technology: Labor, Sex/Bodies, Data* (co-sponsored by STS and FLL), featuring keynote speaker professor Kim Fortun from Rensselaer Polytechnic Institute.
- In collaboration with the Global Education and Career Development, the MIT Women's League, the MIT Society of Women Engineers, the Women's Innovation Network, Biogen Idec, and Bridgewater, WGS co-sponsored *Lean In Women of MIT!*, part of the nationwide Livestream conversation between college students and Sheryl Sandberg, author and Facebook CEO. Christopher Capozzola provided opening remarks.
- WGS was one of the co-sponsors of the popular Imposter Syndrome talk and workshop with Dr. Valerie Young, organized by OME.
- As part of the Geneviève McMillan-Reba Stewart Lecture Series on Women in the Developing World, WGS brought to campus professor Saba Mahmood, who presented "Secularism, Sexuality, and Sectarian Conflict," and professor Val Moghadam, who presented "Feminism and Democratization After the Arab Spring."
- WGS helped organize and sponsor keynote speaker professor Joyce Tang of the City University of New York-Queens, an expert on the glass ceiling and women and minorities in STEM, at the Boston Asian American Student Intercollegiate Conference hosted at MIT.
- WGS hosted a roundtable dinner discussion with Professor Tang, attended by faculty and graduate student representatives of various MIT academic units, staff representatives from the Committee on Race and Diversity, the Council on Staff Diversity and Inclusion, and personnel from Lincoln Lab.
- WGS invited co-authors Caryl Rivers and Rosalind Barnett to present a forum and workshop based on their book *The New Soft War on Women: How the Myth of Female Ascendance is Hurting Women, Men and Our Economy*.
- WGS co-sponsored two events with the History Faculty: a talk by Egyptian journalist, Yasmine El Rashidi on the role of women in the Arab Spring, and by professor Mary Lewis on her new book, *Divided Rule: Sovereignty and Empire in French Tunisia, 1881–1938*.
- In collaboration with the Student Activities Office/Margaret Cheney Room, WGS offered the second annual Women's Herstory Month Lunch Lessons with programming such as the session on "100 under \$100: The Women's Global Toolkit."
- WGS co-sponsored the "Solutions Summit: Women in Science Writing" conference, co-organized by CMS/W colleagues, professors Thomas Levenson and Seth Mnookin, which produced a science writers' bill of rights, an online clearinghouse on sexual harassment, mentoring networks, and practical strategies to help reduce tokenism in science writing along gendered lines.

- WGS again partnered with the GCWS to produce Boston's fifth annual Women's History Month Film Festival entitled Women Take the Reel. Films were screened throughout the month of March at nine academic institutions: MIT, Tufts University, Northeastern University, Boston College, Boston University, Lesley University, Simmons College, Brandeis University, and Emerson College. Each institution hosted film screenings followed by discussions with film directors/producers, film protagonists, and/or faculty. As the home institution of this series, MIT hosted six film screenings on campus.

We would also like to highlight several student accomplishments.

- WGS major, Alicia Thilani Singham Goodwin, presented her senior honors thesis, "Media Literacy for Pornography: Assessing the Impact of an Experimental Curriculum," to faculty and students in May. Alicia was also the recipient of a Fulbright Scholarship which will take her to Togo to continue her work to help improve women's access to HIV treatment and to help pilot a program focused on maternal and newborn health.
- WGS presented its annual Kampf Writing Prize to MIT senior Ryker Reed for a winning piece entitled "The Turing Test," which included a cash prize and celebratory luncheon with WGS faculty.
- WGS concentrator Regina (Sungmin) Cho was elected to Phi Beta Kappa.

WGS also continued to work on two short film projects, one documenting the history of WGS at MIT, planned to launch for the 30th anniversary of WGS in 2014–2015. Both films are in the final stages of editing.

Administrative Initiatives

The establishment of the Institute Community and Equity Office at MIT in July 2013 has had an enormously beneficial impact on the program. Headed by professor Edmund Bertschinger of the Physics Department, ICEO pursues a mandate that aligns productively with that of WGS regarding the importance of creating a climate for more open and active conversations about diversity and equity at MIT. The establishment of this office positions WGS more effectively to play a central role in the academic and community life of the Institute. Working in partnership with ICEO and other offices such as OME, WGS hopes to continue the legacy of President Vest in advancing gender equity and broader diversity and inclusion. With renewed attention to existing Institute programs such as the Martin Luther King Jr. Visiting Scholars, the WGS steering committee has expressed unanimous enthusiasm for applying to this program to support a visiting scholar in WGS in 2015–2016. Such programs are vital to helping WGS meet the goal of diversity and inclusion.

In spring 2014, led by steering committee member Christopher Capozzola, WGS launched an initiative to evaluate the curriculum, with the aim of updating and reinvigorating subject offerings in support of the WGS core mission. This initiative involves both a review of historical enrollment patterns as well as an examination of comparable academic programs at select peer institutions across the US. The need to support the preparation of prehealth students for the new MCAT requirement being instituted in spring 2015 was also discussed at steering committee meetings. In response

to this new need and to support WGS curriculum goals, two sections of WGS.228/9.75J The Psychology of Race and Gender are planned for the coming academic year, as is the development of a new subject offering on gender, health, and society. Such subjects will not only help to support the needs of prehealth students in acquiring competencies in the social and psychological foundations of human behavior but will also be a vital part of the overall curriculum and promote the aims of the WGS educational mission.

WGS benefitted immensely from the addition of the new seminar room in 14E-309. The space reclaimed was half of a former WGS classroom, 14E-311, which had been assumed by the MIT Libraries. A CRSP grant enabled the division of the existing 14E-311, allowing for the creation of the WGS Seminar Room while simultaneously maintaining a space for Library usage. The room provided a consistent space for WGS steering committee meetings and other needs, in addition to serving as a fully AV-equipped seminar room for WGS seminar classes and senior thesis presentations. WGS is grateful to the SHASS dean's office for support in obtaining and equipping this space, which has allowed the program to maintain a vigorous level of programming and activities on a consistent basis. The WGS main office continues to face a space deficit, with need especially for office space for lecturers and for storage. Currently all WGS part-time lecturers share a very small office space and a single computer. Additional office space would enable WGS to host visiting scholars, postdoctoral fellows and other research affiliates who require office space and computer access, and allow the program to grow and flourish.

This year, WGS began much-needed work on a new website. In addition, a website is in progress for the BRI, and the "[WGS Tribute to President Charles M. Vest](#)" website, which documents the March tribute event along with the legacy of President Vest for gender equity at MIT, was completed.

A successful WGS faculty retreat was held in June with the aim of further buttressing the WGS scholarly community, mapping out and implementing a mentoring system for WGS junior faculty affiliates, discussing curriculum development and intended learning outcomes for WGS concentrators and minors, and setting priorities for upcoming faculty-organized symposiums, workshops, and conferences.

WGS also worked closely with the Student Activities Office in discussions concerning the possibility of revitalizing the Margaret Cheney Room in order to best serve the WGS population of women students. SAO this year convened interested staff, faculty, and students across the Institute in order to determine the needs and possibilities of serving women students, and the role of the Cheney Room in campus life. WGS faculty, students, and staff participated in these meetings.

Among various outreach efforts this year, it is worth highlighting the concrete steps undertaken to increase Lincoln Laboratory participation in WGS events on campus in 2013–2014, including the roundtable discussion with professor Joyce Tang and the President Charles M. Vest Tribute, and to extend outreach to underrepresented minority students through collaboration with OME. Professors Teng and Alexandre were invited by OME to attend a monthly meeting of student-group representatives, where

they presented information about the curriculum and sought feedback from students concerning curriculum development. In addition, Professors Teng, Alexandre, and Lee were invited to attend the Interphase program student-faculty lunches sponsored by OME in summer 2014.

Finances and Funding

In addition to the base budget, WGS has received generous support from the SHASS dean's office, and furthermore benefited from co-sponsorship of programming activities with various units and offices across the Institute as noted above, including the new ICEO. A grant from the d'Arbelloff Fund for Excellence in Education continues to support the Gender and Technology Initiative. Established in 1996, the Genevieve McMillan/Reba Stewart Professorship in the Study of Women in the Developing World and the Geneviève McMillan/Reba Stewart Lecture on Women in the Developing World are generously endowed by [Geneviève McMillan](#), a passionate believer in equal justice and equal opportunity. The McMillan-Stewart Chair is held by WGS affiliate Lerna Ekmekcioglu (assistant professor of history), who teaches two WGS courses on women in the Middle East and North Africa and organizes the McMillan-Stewart lecture series.

Emma J. Teng

Director, Women's and Gender Studies

T.T. and Wei Fong Chao Professor of Asian Civilizations

History/Foreign Languages and Literatures