

A National Census of Women's and Gender Studies Programs in U.S. Institutions of Higher Education

Presented to:

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1. STUDY BACKGROUND

1.1. The Early Development of Women's Studies Programs

Women's studies is an interdisciplinary academic field which has its roots and origins in the first-wave of feminism movement that began in the 1960s. The earliest integrated programs at major universities were founded around 1970, though a few courses in this and other related disciplines were offered at a number of colleges and universities before that time.

The discipline of Women's studies and the number of Women's Studies departments and committees have grown significantly over the last 37 years. In 1977, there were a total of only 276 programs nationwide. This number increased significantly in the following decade, growing to 525 in programs in 1989. In the last fifteen plus years, the growth has slowed, with the number of departments now approaching 650. These programs began at all kinds of institutions, including community colleges. Concurrent with the growth of women's studies programs was an explosion of research and scholarship on women and gender issues, which helped give the new discipline academic legitimacy.

1.2. Establishing the Discipline

The first women's studies faculty had to create a new discipline: they wrote their own textbooks, compiled reading lists, developed new curricula, and established journals. Their courses provided the first opportunity for women's lives and experiences to be studied seriously in higher education from a gender-sensitive perspective.

Additionally, these faculty members drew upon a new pedagogy that was more participatory and personal and later became known as feminist pedagogy. At many of the colleges and universities that became newly coeducational during the 1970s, women's studies was developed as part of the process of incorporating and integrating women into their campus communities.

The new courses that developed offered faculty and students the opportunity to conduct in-depth scholarly work on subjects that had previously not been a part of the college curriculum, or were at the margins of more traditional disciplines, such as domestic violence, women's roles in historical periods, and women's literature.

Moreover, given its origins in the women's movement, women's studies was from its beginnings activist in its orientation, as much committed to transforming women's roles in the world as simply to understanding such roles. Its goal was not "disinterested" academic inquiry, but was clearly focused upon ending of oppression against women and challenging traditional paradigms.

Indeed, women's studies' relationship to the women's movement was crucial in establishing and developing the field. The women's movement helped pressure colleges and universities to establish women's studies programs and helped establish the study of women as a worthy endeavor.

1.3. Different Types of Programs

Scholars in women's studies are aware of the diversity that exists within and among these programs but a lack of any systematic data has made it difficult to describe trends or types of programs and provide an overall picture of the state of the discipline. Some women's studies programs serve as umbrellas for other academic areas, including a more expansive study of gender and sexuality. A recent trend in many institutions is for women's studies to be included as part of larger programs in gender studies; these larger umbrella programs may house men's studies, queer studies, and sexuality programs, as well as women's studies.

Some women's studies programs offer undergraduate majors and graduate degrees, while others offer minors or certificates rather than degrees. Some women's studies faculty members hold appointments in Women's Studies department or committees, but more typically women's studies faculty either hold joint appointments in women's studies and in more traditional fields, such as history, English, art history, sociology, and psychology.

1.4. National Women's Studies Association

The National Women's Studies Association (NWSA) was founded in 1977 as a professional organization dedicated to leading the field of women's studies, as well as its teaching, learning, research, and service wherever they be found. The organization is committed to the pursuit of a just world in which all persons can develop to their fullest potential – one free from ideologies, structures, or systems of privilege that oppress or exploit some for the advantage of others. The Association is committed to education and views women's studies as a comparative, global, intersectional, and interdisciplinary effort. NWSA is also committed to faculty, students, centers, other campus organizations, and community scholars. The NWSA established its Mapping Women's and Gender Studies project to collect data that could provide a more comprehensive portrait of these programs and how they manifest themselves in different U.S. institutions of higher education. The Mapping Women's and Gender Studies project has two primary goals:

- NWSA will better understand trends in the field in order to develop programs and services accordingly.
- Women's and gender studies department chairs can compare their program with others nationally to make the case for staffing and other resources.

1.5. The National Opinion Research Center at the University of Chicago

The National Opinion Research Center (NORC), founded as a not-for-profit corporation in 1941, is one of the few large survey research firms affiliated with a major academic institution, the University of Chicago. In NORC's 66 year history, we have pioneered social

science research in public opinion, health, labor and economics, education, labor, mental health, alcohol and drug abuse, and other areas of both pressing and long term public policy interest. NORC possesses the capability to conduct large scale quantitative and qualitative research. This includes local and national survey research using face-to-face, mail, internet and other data collection modes, as well as qualitative research such as national or local focus groups, cognitive interview studies or in-depth semi-structured interview studies. NORC maintains the infrastructure to design, prepare, manage, and analyze social science data research projects in wide ranges of scopes and sizes.

2. THE CENSUS OF WOMEN'S STUDIES PROGRAMS

2.1. Designing a Census of Women's Studies Programs

The National Women's Studies Association hosted a stakeholders meeting in Washington DC on January 26, 2007. During this meeting NWSA members from universities, four year colleges, and community colleges, together with NORC researchers, discussed the design and implementation of a census of women's and gender studies programs in the United States. The discussion focused upon a number of issues including differences between women's and gender studies programs at different types of institutions, the nature of the questions that should be included in the questionnaire, and different strategies that could be used to gain cooperation from women's studies department staff and faculty – both NWSA members and non-members - to ensure the highest possible response rate.

It was agreed that while there were differences between women's studies programs at different types of institutions, the questions should be designed in such a way as to be general and applicable to programs in very different settings. It was also agreed that since there is currently no national data on the status of these programs, this survey would concentrate on gathering descriptive data on the character of these programs.

A great deal of discussion centered upon how to gain cooperation among the administrators and staff so that we could secure the highest possible response rate. The attendees agreed that since the survey would collect significant amounts of administrative data, program secretaries and administrators would need to cooperate to complete it, complicating the process, and possibly threatening to lower the overall response rate. The attendees discussed the need to field the survey in several modes to ensure the highest response rate. NORC stressed the need to deploy a multi-mode survey that began by offering program respondents both web and mail options for completing the survey, and later in the data collection period utilized telephone prompting and interviewing to complete the more reluctant cases.

2.2. Questionnaire Design

NWSA developed a draft instrument that would collect general data about women's and gender studies programs in the United States. It was agreed upon at the stakeholders' meeting that this first survey of women's and gender studies programs would serve primarily to construct a database of women's and gender studies programs. This data would be

primarily descriptive in character, providing information on program trajectories, course levels and offerings, majors, undergraduate and postgraduate degrees, funding, budgets, administration, and faculty composition. NWSA recognizes that this is a broad initial survey that may lead to more detailed follow-up surveys in the future. By its nature, the survey cannot capture the variations and complexities of individual women's studies programs and departments.

NWSA provided NORC with a draft survey for review in January 2007. NORC reviewed the questionnaire and together with NWSA developed several iterations of the survey's design, question wording and order during the months of February and March 2007. The final survey was formatted, printed, and ready for mailing on March 20, 2007. NORC also programmed the CATI (computer assisted phone instrument) and web versions of the survey instrument to mirror the hard copy survey. Each version of the survey was designed to maintain the questions in nearly identical format and presentation, regardless of mode. NORC staff tested each of the electronic versions repeated to ensure that they performed properly. NORC also printed the endorsement, cover letters, post cards, and envelopes that were included in each mailing.

2.3. Study Sample and Database

NWSA compiled a list of all known women's and gender studies programs in the United States and provided the database to NORC on March 14, 2007. The database included both members and non-members of the NWSA and included contact individuals and contact information. In some instances both addresses and emails were provided. In an effort to include all potential women's studies programs, NORC suggested including an item in the survey requesting information from respondents regarding other women's studies programs in their area. The original NWSA sample included 644 programs. This item rendered an additional 80 program mentions that were added to the database. These programs were added to the study sample and nearly 80% were completed. NORC cleaned the database and assigned case IDs to each case. The cases were then loaded into the systems designed for mailing, web and telephone data collection. NORC also set up a receipt control system to track who had completed the questionnaire so that repeat surveys were not mailed to sample members who had already completed the instrument. There were some problems with this process since in some instances there was not a clear one to one link between respondents and programs. In some cases, several respondents filed for the same program and in others respondents received multiple surveys because they were not properly linked to the program. The problems were eventually resolved and each program was permitted to only have one respondent.

2.4. Data Collection

NORC relied upon the trusted Dillman method for mailouts whereby an initial mailout was sent to each sample member the last week of March 2007. The cover letter developed described the study and its objectives and offered respondents the opportunity to either 1) proceed to a website and complete the survey electronically on a secure site, or 2) complete a

hard copy questionnaire enclosed in the same mailing and mail it back to NORC. The endorsement letter enclosed featured statements supporting the need for a national study of women's studies programs by key figures in the field. These endorsements were utilized to increase the survey's credibility among potential respondents. The mailing also included a BRE (business reply envelope) in which respondents could return their completed questionnaire to NORC at no charge.

Two weeks after the initial mailing, NORC sent a reminder postcard to each of the respondents. After another two weeks, NORC mailed a second set of materials, including another copy of the questionnaire, to all respondents who had still neither completed the hard copy questionnaire and mailed it back to NORC, nor completed the survey via the web. Six weeks after the first mailing, a final appeal and questionnaire was sent to all program respondents who had not completed the survey.

In addition to the mailout and web approaches, telephone prompting was begun with all incomplete cases 6 weeks after the start of data collection. Telephone prompting of respondents is a more expensive mode of data collection and was therefore used only after the more compliant respondents had completed and returned their questionnaires. When prompting respondents, interviewers attempt to complete the survey over the phone, rather than merely suggesting that the respondents complete and return the hard copy survey. Prompting proved very important in completing the survey. A relatively low proportion of the respondents (20%) returned the survey during the first 6 weeks of data collection. During prompting calls, they reported that the timing was not good for them since they were near the end of the academic year and were exceptionally busy. Many claimed they would complete the survey after the academic year concluded.

NORC partnered with the University of Chicago Survey Lab and its team of experienced interviewers to conduct the telephone prompting and follow up interviews. We developed and trained a core group of 7 interviewers, all with prior interviewing experience. These interviewers both manned a 1-800 number that NORC established for respondents to call with questions regarding the survey (this number was provided in the cover letter), as well as conducted the CATI survey with respondents who preferred to complete the survey over the telephone. NORC trained each of the interviewers during one 8-hour session.

These interviewers called respondents through the month of June 2007 when it was decided to suspend calling until late August when administrators returned. Interviewers reported that many program administrators and faculty were not available during the summer months and did not complete the survey before going away.

Participants discussed the use of a multi-mode survey at the stakeholder meeting. NORC's experience has demonstrated the need to provide multiple modes of access to surveys to ensure the highest possible response rates. While the web is increasingly being used for survey administration, many respondents still prefer mail or telephone interviewing. As Table 1 below indicates, significant numbers of respondents opted for each of the modes offered with some cases being completed by using a combination of modes. The survey achieved an overall response rate of nearly 82%, a very high rate of participation for any national scientific survey, especially one that also included non-members of the organization.

A National Census of Women's Studies Programs

The response rates by mode were as follows:

Mode	Final Disposition		
	Complete (Number Percent)	Partial Complete (Number Percent)	Total (Number Percent)
1.00 Web Only	199	29	228
	37.3%	69.0%	39.6%
2.00 Mail Only	161	5	166
	30.1%	11.9%	28.8%
3.00 FAX Only	79	2	81
	14.8%	4.8%	14.1%
4.00 Phone only	55	2	57
	10.3%	4.8%	9.9%
5.00 Web & Phone	16	1	17
	3.0%	2.4%	3.0%
6.00 Mail & Phone	12	1	13
	2.2%	2.4%	2.3%
7.00 Web & FAX	7	2	9
	1.3%	4.8%	1.6%
8.00 FAX & Mail	2	0	2
	0.4%	0.0%	0.3%
9.00 Mail & Web	1	0	1
	0.2%	0.0%	0.2%
10.00 Phone & FAX	1	0	1
	0.2%	0.0%	0.2%
11.00 Phone, FAX & Web	1	0	1
	0.2%	0.0%	0.2%
Total	534	42	576
	100.0%	100.0%	100.0%

For this particular study, NORC defined finalized cases into six categories. These categories or case status are commonly referred to as *case dispositions*. The possible *case dispositions* employed by NORC to finalize each of the women's studies cases were:

- completed
- partial-pending
- pending – no data
- no women's studies program
- duplicate
- program or institution out of scope

On mail surveys, most respondents typically do not complete each and every item that they should answer. NORC, in consultation with NWSA, identified a series of several critical item groups that would be used to determine if a case was *complete*. We defined

a case as *complete* if the respondent provided data on five of these seven critical item groups and more than 50% of the other remaining variables. One of the seven critical items asked the respondent to name the college, university or institution with which they are affiliated. Four of these critical items queried respondents about undergraduate, graduate, masters, and doctoral course offerings, the year the program was started, student enrollment in each course offering, and the number of degrees conferred. A sixth critical item gathered information regarding faculty/staff appointments in women's and gender studies programs. The last critical item asked respondents to indicate the number of full-time faculty whose appointments are at least partly budgeted in the women's and gender studies program, and whether these individuals are persons of color.

For a case to be considered *partial-pending*, institutions provided a significant amount of data, but failed to meet the cutoff points established for the *complete* cases. In those instances where respondents provided no data or only very negligible data, the case was dispositioned as *pending-no data*. There were instances where institutions in the sample reported that they did not have a Women's studies program or other comparable program. These were dispositioned as *no women's studies program*. Institutions with the same name and address were defined as *duplicate*. Institutions were deemed *out of scope* if the institution that housed a program was not a degree-granting institution, or we could not secure firm confirmation that a program whether or not a program existed at the institution.

2.5. NWSA Sample and Study Response Rate

The sample database that NORC received from NWSA included name and contact information for 644 women's and/or gender studies programs. As mentioned above, during data collection, many of the surveyed respondents provided names to NORC of another 80 institutions that had women's studies programs. Therefore, the combined original and snowball sample resulted in new total of 724 institutions. From the entire sample, approximately 10 percent (n=72) of institutions became ineligible for the study. Of these, 5.7 percent (n=41) did not have a women's studies or other comparable programs; 3.5% (n=25) were discovered to be duplicates; and .8 percent (n=6) were out of scope. At the conclusion of the study, 652 cases were deemed eligible. Of this eligible sample, 81.9 percent (n=534) of programs completed the survey and approximately 6.4 percent (n=42) completed the survey partially. Seventy-six institutions (10.5%) did not provide any data.

Disposition	Original Sample	Snowball Sample	Total
Total Sample	644	80	724
<i>Eligible Sample (Total)</i>	583 (90.5%)	69 (86.3%)	652 (90.1%)
1. Completed	477 (81.8%)*	57 (82.6%)*	534 (81.9%)*
2. Partial Completed	42 (7.2%)*	0 (0.0%)*	42 (6.4%)*
3. Pending-No Data	64 (7.2%)*	12 (17.4%)*	76 (10.5%)*
<i>Ineligible Sample (Total)</i>	61 (9.5%)	11 (13.7%)	72 (9.9%)
4. No Women's Studies Program	33 (5.1%)	8 (10%)	41 (5.7%)
5. Duplicate	23 (3.6%)	2 (2.5%)	25 (3.5%)
6. Program or Institution Out of Scope	5 (.8%)	1 (1.2%)	6 (.8%)

Note: * refers to response rates calculated based upon the eligible sample. All other percents are calculated based upon the total sample.

3. THE STATE OF WOMEN'S STUDIES PROGRAMS AT AMERICAN INSTITUTIONS OF HIGHER LEARNING

3.1. A Description of Women's Studies Programs and their Program Administration

NORC will describe women's studies programs and program administration using data provided by *only* those cases that were finalized as complete or partial-pending. The data described here is largely descriptive in nature and will provide primarily univariate statistics on the availability of different curriculum types and majors within these programs, their enrollment size, establishment year, number of degrees conferred, number of tenure track and non-tenure track positions, characteristics of administrator appointments in programs, their funding sources, and annual operating budgets.

First, NORC will describe the data for the overall sample. Then, NORC will also compare and contrast how women's studies programs and program administrator positions differ between *institution types*, *program curriculum types*, and by *institution/program curriculum types*. NORC used institution names to code each program into one of four institution type categories. The four categories are: 1) *community college*, 2) *four-year college*, 3) *university*, and 4) *other*. For example, Anne Arundel Community College was coded as community college, Amherst College was coded as college, and Boston University was coded as a university. When the institution type was not clear from the name alone, NORC conducted internet inquiries to determine which degrees were conferred by these institutions and then coded the institution accordingly. The majority of the institutions were coded as *university* (n=382, 66.3%) followed by *college* (n=178, 30.9%), *community college* (n=15, 2.6%), and *other* (n=1, .2%). For our analysis, we eliminated the *other* category as the sample size was only 1. Thus, we make our comparisons between community colleges, colleges, and universities.

NORC used the data provided by each program's informant to create a new variable called *program curriculum type* for each one of the women's studies programs in the study sample. The variable *program curriculum type* is comprised of four categories: 1) "only undergraduate curriculum", 2) "both undergraduate and graduate curriculum", 3) "only graduate curriculum", and 4) "neither curriculum". The majority of the sample programs are type 1: offer only undergraduate curriculum (n=380, 66%); followed by type 2, those offering both undergraduate and graduate curriculum (n=183, 31.8%). Categories 3 and 4, only graduate curriculum and neither curriculum constitute only 1% each of the 4 program types. Since the number of cases in the third and fourth categories is so few, we will eliminate them for all comparative analyses that follow.

In addition to describing data separately by both *institution* and *program curricular type*, NORC will describe data by combining *institution* and *program curricular type*. All community colleges (n=15, 100%) report offering only an undergraduate curriculum. Similarly, the vast majority of the colleges (n=166, 93.3%) offer only an undergraduate curriculum.¹ A little more than half of the universities offer only an undergraduate curriculum (n=199, 52.1%), while a little less than half offer both undergraduate and graduate curriculums (n=175, 45.8%). Since the number of cases in the community college category is small, we will make our comparisons between 1) colleges that offer only an undergraduate curriculum, 2) universities that offer only an undergraduate curriculum, and 3) universities that offer both undergraduate and graduate curriculums.

3.2. Curricular Offerings

The majority of the programs surveyed offer undergraduate courses (91.8%) or an undergraduate minor (86.3%) to their program's students. About 44% of the programs offer a free standing undergraduate major, and a quarter of the schools offer an undergraduate concentration and a self-designed undergraduate major. A little less than a third of the surveyed programs offer some graduate courses in women's studies while about 1/6th of them offer a graduate certificate. A small percentage of the surveyed programs (6.5%) offer free-standing masters in women's studies. Among the doctoral level graduate curricular offerings, 12.4% of the programs offer individual doctoral-level courses. (Refer Table 1a).

Community colleges offer mostly undergraduate courses in women's studies (80.0%), an undergraduate concentration (53.3%), an undergraduate certificate (23.6%), and associate degrees (23.6%). Colleges and universities in addition to offering undergraduate courses (93.5% and 91.8%), also typically offer an undergraduate minor in women's studies (84.0% and 90.8%), a free standing undergraduate major (38.5% and 48.7%), and a self-designed undergraduate major (33.1% and 22.9%). About 41.1% of the universities in the sample reported offering graduate courses. (Refer Table 2a).

Undergraduate courses (n=344, 94.0%) and an undergraduate minor (n=322, 86.3%) are the most frequently cited curricular offerings of the programs typed as *only undergraduate*. These programs also offer, though at much lower rates, undergraduate concentrations (n=105, 29.7%), free-standing undergraduate majors (n=130, 35.5%), and self-designed undergraduate majors (n=100, 28.5%). Those programs that we describe as Type 2, offering *both an* undergraduate and graduate curriculum, logically offer both undergraduate and graduate courses. The most common offerings of these programs are undergraduate courses and undergraduate minors, offered by 162 (90%), free-standing undergraduate majors offered by 112 (61.9%), and graduate courses offered by 149 (83.7%). The other common offerings are graduate certificates (n=84, 47.2%) and individual doctoral level courses (n=64, 36.2%). (Refer Table 3a).

¹ Some colleges did report offering graduate courses in women's studies. This might be due to courses being offered in conjunction with a neighboring university .

Among all three institution/program types, the highest rates of enrollment in undergraduate curriculum offerings are in undergraduate courses and undergraduate minors; colleges report 94.4% and 85.5% respectively; universities with only undergraduate report 94.7% and 93.3%; and universities with both undergrad and grad curricular offerings report 90.1% and 89.7%. Universities with both undergraduate and graduate offerings tend to offer more free-standing undergraduate majors (63.0%) as compared to colleges or universities with only the undergraduate offerings (34.7% vs. 39.0%). (Refer Table 4a).

3.3. Curricular Offering Start Year

The survey reveals that for the overall sample, about 40% of the undergraduate course offerings were first offered in the late 1960s and 1970s, as many of these programs were being established at institutions around the country. This trend slowed in the 1980s as many institutions of higher education had established their programs by this time. Graduate courses, on the other hand, were being launched in the 1990s as many of these same programs grew and increased their course offerings. (Refer Table 1b).

About 76.5% (n=182) of universities in the sample began offering undergraduate courses in the late 1960s, 1970s, and 1980s. About 50% of community colleges and 57.3% of colleges began offering undergraduate courses during this same period suggesting that the trend was strongest in universities, followed by colleges, and finally community colleges. These numbers can also serve as a proxy for the timing of the establishment of women's studies programs at these institutions. The timing of the offering of these courses reflects the trend of women's studies program establishment first primarily in universities, then colleges, and later in community colleges. A number of community colleges and colleges in the sample reported first time offerings of undergraduate courses as late as the 1990s, suggesting that they were later to develop a program and initiate courses. The first time offering of an undergraduate minor at both colleges and universities was more a phenomenon of the 1980s and 1990s. (Refer Table 2b).

Among those programs that offer *both* undergraduate and graduate degrees, most began offering undergraduate courses first in the late 1960s and 1970s (n=75, 58.1%), and then in 1980s (n=36, 27.9%). Among institutions that offer *only* undergraduate degrees, undergraduate course offerings were first introduced later, beginning at a lower rate in the late 1960s and 1970s (n=63, 28.6%), and then increasing in the 1980s (n=71, 32.3%), and 1990s (n=68, 30.9%). About 40% of those programs that offer *both* undergraduate and graduate degrees; and institutions that offer *only* an undergraduate degree started offering undergraduate minors in the 1990s. Graduate courses were offered in a high percentage of undergraduate and graduate degree institutions in the 1980s and 1990s. (Refer Table 3b).

A larger percentage of universities with undergraduate and graduate offerings started to offer undergraduate courses in the late 1960s and 1970s as compared to colleges and universities with only an undergraduate program (58.1% vs. 22.4% vs. 33.3%). About one third of the colleges and universities with only undergraduate programs first began

offering undergraduate courses in the 1980s and 1990s. Graduate courses offered at the universities with graduate programs were more likely to have started in the 1990s. (Refer Table 4b).

3.4. Enrollment in Curricular Offerings

For the academic year 2007, undergraduate courses in women's studies had an overall enrollment of 88,967 students across all surveyed institutions. The number of individuals enrolled in free-standing undergraduate majors was 4,382 students. 10,493 students were enrolled in undergraduate minors in women's studies across all institutions. Graduate courses in women's studies had a total enrollment of 2,668. A total of 1,501 students were enrolled to receive graduate certificates in women's studies. A total of 1,076 students were reported as being registered in doctoral courses. (Refer Table 1c).

Similar to the overall sample described above, universities reported a total of 72,475 students enrolled in these courses, while 12,707 enrolled in colleges, and 3,785 enrolled in community colleges. Universities as compared to colleges had a much larger number of students enrolled in undergraduate minors (9,140 vs. 1,353). As one would expect, universities had the highest enrollment in graduate courses offerings in women's studies programs, (n=2,649) followed by the number enrolled for graduate certificates (n=1,501). (Refer Table 2c).

In both program types, institutions that offered *only* an undergraduate degree (38,713) and institutions that offered *both* undergraduate and graduate degrees (49,254), the highest enrollments were in undergraduate courses. Student enrollment in undergraduate minors was the next highest at institutions with *only* an undergraduate degree (3,473), and institutions with both undergraduate and graduate degrees (7,020). About 1,535 students from institutions that offered *only* an undergraduate degree and 2,847 students from institutions that offered *both* undergraduate and graduate degrees were enrolled in a free-standing undergraduate major. As might be expected, among institutions that have *both* an undergraduate and graduate degree programs, enrollment in graduate courses was the highest (2,649), followed by doctoral level courses (1,026). (Refer Table 3c).

Undergraduate courses, compared across all institution and program types, had the highest enrollment, with a total of 49,037 in universities with both curricular offering types (undergraduate and graduate), 23,438 in universities with only an undergraduate program, and 12,490 in colleges with only an undergraduate program. Universities with *both* program types had a larger number of students enrolled in the undergraduate minor as compared to universities and colleges with *only* an undergraduate program in women's studies (6,954 vs. 2,186 vs. 1,287). As expected, among the graduate curricular offerings in women's studies programs, universities with graduate programs had the highest enrollment in graduate courses (n=2,649), followed by graduate certificates (n=1,501). (Refer Table 4c).

3.5. Degrees Conferred

During the 2005-2006 academic year, about 2,068 students across all surveyed institutions had undergraduate minors in women's studies, while 1,474 students received degrees in the free standing undergraduate major. (Refer Table 1d). Of the 2,068 students who had undergraduate minors in women's studies, most of these were in universities (n=1,657). Universities granted the highest number of degrees in undergraduate majors as compared to colleges (1,259 vs. 213). (Refer Table 2d).

When broken down by program types, institutions that offered *both* an undergraduate and graduate program curriculum and institutions that offered *only* an undergraduate curriculum had almost the same number of undergraduate minors in women's studies (1,092 vs. 976). As expected, institutions with *both* undergraduate and graduate curriculum had the highest number of undergraduate majors as compared to institutions that offer *only* an undergraduate curriculum (977 vs. 497). (Refer Table 3d).

About 1,081 undergraduates with minors in women's studies were enrolled at universities that offered *both* program curriculum types. Universities that offered *only* an undergraduate curriculum had 576 students with minors in women's studies, while colleges with *only* an undergraduate curriculum had 400 undergraduate students with minors in this area. Universities with *both* program curriculum offerings granted the highest number of degrees in undergraduate majors as compared to universities and colleges with only undergraduate curricular offerings (974 vs. 285 vs. 210). (Refer Table 4d).

3.6. Women's Studies Courses and Fulfilling General Education Requirements

A majority of the surveyed programs (n=417, 85.5%) indicated that their courses fulfill general education requirements primarily in the humanities, social sciences, and diversity/multicultural areas, but less frequently fulfill requirements in the biological or physical sciences, or other areas.

This pattern is observed when comparisons are made by institution type (community colleges=90.9%; colleges 82.5%; and universities 87.0%), program curriculum type (*only* undergraduate curriculum offerings 85.5%, *both* undergraduate and graduate curriculum offerings 88.0%), and by both institution/program types (universities with *both* undergraduate and graduate curriculum offerings 89.2%, colleges with *only* undergraduate offerings 66.3%; and universities with *only* undergraduate offerings 69.8%). The areas in which they fulfill the general education requirements when examined by institution type, program type, and institution/program type mirrors that of the overall sample.

A National Census of Women's Studies Programs

Area	#, %	Humanities	Social Sciences	Biological/ Physical Sciences	Diversity/ Multicultural	Other
Overall Sample	#	305	317	72	280	123
	%	78.0	80.9	22.5	72.5	39.3
Community College	#	6	9	2	5	4
	%	66.7%	90.0%	25.0%	50.0%	50.0%
College	#	86	80	21	75	37
	%	76.8%	72.1%	23.3%	68.8%	41.1%
University	#	213	228	49	200	82
	%	78.9%	84.1%	22.1%	74.9%	38.1%
Undergraduate only	#	189	193	51	162	79
	%	78.1%	79.4%	26.7%	68.1%	41.6%
Undergraduate & Graduate	#	114	122	20	116	42
	%	78.6%	84.1%	15.9%	80.0%	35.3%
College with Only Undergraduate	#	79	74	19	68	35
	%	76.0%	71.8%	22.9%	67.3%	41.7%
University with Only Undergraduate	#	104	110	30	89	40
	%	80.6%	84.6%	30.0%	70.1%	40.8%
University with Both Undergraduate and Graduate	#	109	117	19	111	41
	%	77.9%	83.6%	15.6%	79.3%	35.3%

3.7. Program Administration

Nearly all of the women's studies program administrators in the overall sample are faculty members (n=478, 97.6%), and the vast majority are tenured (n=408, 83.6%). The survey did not collect information on the department in which the administrator holds tenure.

A National Census of Women's Studies Programs

Rank	#, %	Faculty	Non-faculty, Ph.D	Non Faculty, non-PhD
Overall Sample	#	478	7	5
	%	97.6	1.4	1
Community College	#	10		
	%	100		
College	#	142	1	2
	%	97.9	0.7	1.4
University	#	326	6	3
	%	97.3	1.8	0.9
Undergrad	#	298	6	4
	%	96.8	1.9	1.3
Undergrad & Grad	#	172	1	1
	%	98.9	0.6	0.6
College with Only Undergrad	#	132	1	2
	%	97.8	0.7	1.5
University with Only Undergrad	#	156	5	2
	%	95.7	3.1	1.2
University with Both Undergrad & Grad	#	165	1	1
	%	98.8	0.6	0.6

For the overall sample, the modal length of an administrator's appointment is about 3 years, followed by 7 for the next largest group. At colleges and universities, the modal length of an administrator's appointment is also about 3 years, but at community colleges it is more likely to be 7 or more years. When compared across program curriculum types and across institution/program curriculum types, the modal length of appointment for administrators is three years.

In the overall sample, a little less than two thirds of program administrators are on a 9-10 month appointment, while a little more than one third of them hold a year-round appointment. Administrator appointments are more likely to be 9-10 months at the community colleges (88.9%), while at colleges and universities a somewhat lower percentage of the administrators – but still a majority - have 9-10 month appointments (64.6% and 54.9% respectively). In contrast, 12 month/year round appointment are more common at colleges and universities at 35.4% and 38.6% respectively. Similarly, administrator appointments are more likely to be 9-10 months in institutions from both program types (only undergraduate n=208 & 68.2%; undergraduate and graduate n=89, 51.7%). However, at both program type institutions, a substantial percentage of the administrators have 12 month appointments (only undergraduate 25.3% and undergraduate and graduate 45.9%). When comparisons were made by institution/program types, administrator appointments were more likely to be 9-10 months in colleges and universities with only undergraduate offerings (n=88, 64.7%; n=114, 69.9%), while in universities with both types of offerings, about half of the administrators have 9-10 month appointments, while a little less than half have 12 month appointments.

In the overall sample, only about 21% (n=102) of the administrators report their appointment is held solely in the women's studies program. Eighteen percent (n=90) and 17% (n=84) respectively say that their appointments in women's studies were 50% and

25% time. Institutions that offer *both* undergraduate and graduate programs are more likely to have 100% of their program administrator's appointment in women's studies as compared to *only* undergraduate type institutions (29.7% vs. 15.4%). Colleges and universities with *only* undergraduate offerings are more likely to have selected the "other" category when reporting the proportion of an administrator's appointment in women's studies (n=70, 52.2% vs. n=74, 45.4%). However, among universities with both types of offerings, the administrator's appointment is somewhat equally divided between 100%, 50%, and other (30.5% vs. 26.3% vs. 25.1%).

About 75% (n=367) of the respondents indicate that their women's studies program reports to the Dean, while 11% (n=54) report to the Provost. Across the three institution types, administrators of women's studies programs overwhelmingly indicate that they report to the Dean, but this is most common at the university level (community college 60%; college 64.1%; university 79.3%). A similar pattern is observed across program types and across institution/program types (colleges with only undergraduate n=85, 63.0%; universities with only undergraduate n=125, 76.2%; and universities with both undergraduate and graduate n=139, 82.7%).

3.8. Sources of Administrator Salary

College, university, and/or institution are among the major sources (n=403, 76%) of a program administrator's salary as observed in the overall sample. This is true when observations are compared across institution types (community college=63.6%; college=78%; and university=75.8%), program types (only undergraduate=75.1%; both undergraduate and graduate=80.4%), and institution by program types (universities with both types of offerings=81.3%; universities with only undergraduate offerings=72.8%); and colleges with only undergraduate offerings=78.9%).

3.9. Teaching Load Reductions

Most of the administrators report having reduced teaching loads for administering the women's studies program (n=357, 73%). They also report that the load reduction for conducting administrative work is similar to that provided by other academic units at their institution. About 9% (n=27) report the reduction in teaching load to be greater than that in similar units and about 15% (n=45) report it to be less than in comparable units. At the university level, administrators report receiving reduced teaching loads in exchange for serving as the administrator of a women's studies program (n=274, 82.3%); however, this does not seem to hold true for administrators at either community colleges or colleges where about one half of them report receiving reduced teaching loads. Of those administrators who receive a reduction, a majority of program administrators at universities (n=177, 76%) and colleges (n=55, 79.7%) report that the load reduction for conducting administrative tasks is similar to that of other academic units at their institution (n=177, 76%). About 7% and 9% at colleges and universities respectively

report that the reduction in teaching load is greater than that in similar units, while about 13% and 15% report it to be less than in comparable units.

Administrators at institutions that offer *both* undergraduate and graduate degrees are more likely to report receiving reduced teaching loads for administering a women's studies program (89.7%), compared to those programs that offer *only* undergraduate degrees (63.8%). Of those who receive a reduction, the majority of program administrators at both program types report that the load reduction for conducting administrative work is similar to that offered by other academic units at their institution (only undergraduate=75.6%; undergraduate and graduate=76.9%).

Most of the administrators at universities with *only* undergraduate offerings or with *both* undergraduate and graduate offerings report receiving reduced teaching loads for serving as the administrator of the women's studies program (91.6% vs. 72.7%). This, however, does not seem to hold true for administrators at colleges with only undergraduate offerings. In this instance, only a little more than half of them report receiving reduced teaching loads (54.5%). Of those who receive a reduction, the majority of program administrators at all three institution and program types (universities with both types of offerings 76.7%; universities with only an undergraduate program 74.3%; colleges with only an undergraduate curriculum 79.1%) report that the load reduction for conducting administrative work is similar to that provided by other academic units in their institution.

3.10. Faculty Information

About 66.3% (n=352) of the surveyed programs reported having anywhere from a total of 1 to 74 faculty members in different tenure track (non-tenure track, tenure track but not tenured, tenured, and endowed/chair) and budget categories (100%, at least 50%, and less than 50%) in the women's studies program². Tenured faculty are more likely to be budgeted in the women's studies program (either at 100%, at least 50% or less than 50%) as compared to non-tenure track faculty or tenure track but not yet tenured, or endowed/chair. On average, about 15% of the tenured faculty positions have 100% of their budget in women's studies. The average percentage of tenured faculty positions increases to 17 and 21 percent respectively when the appointments are at least 50% and less than 50% in women's studies. On average, endowed/chairs in the women's studies program are the least likely to be funded by the program.

Universities had the highest range in the total number of faculty members (from 1 to range=74), followed by colleges (from 1 to 46), and finally community colleges (1 to 34) in different tenure track and budget categories in the women's studies program. At community colleges, tenured faculty are more likely to be budgeted in the women's studies programs (either at 100%, at least 50% or less than 50%) than are non-tenure track faculty, tenure track but not yet tenured, or endowed/chair. On average, in

² The total number of faculty members was obtained by summing the number of faculty in the four tenure track categories in women's studies programs: non-tenure track, tenure track but not yet tenured, tenured, and endowed/chaired; and in the three budget categories: full-time 100%, at least 50%, and less than 50%).

community colleges, about 20% of the tenured faculty are 100% budgeted in women's studies, 28.4% of the tenured faculty have at least 50% budgeted, and 26.1% of the tenured faculty have less than 50% budgeted. In colleges and universities, faculty who are at least 50% or less than 50% in women's studies and in tenure track positions (not yet tenured and tenured) appear to be supported by the program budget.

Undergraduate and graduate program types had the highest range in the total number of faculty members (ranging from 1 to 74) as compared to institutions that offer only undergraduate offerings (ranging from 1 to 35) in different tenure track (non-tenure track, tenure track but not tenured, tenured, and endowed/chair) and budget categories (100%, at least 50%, and less than 50%) in the women's studies programs. Among institutions with *both* program types, tenured faculty are more likely to be budgeted in the women's studies program (either at 100%, at least 50% or less than 50%) as compared to non-tenure track faculty, tenure track but not yet tenured, or endowed/chair. On average, in programs with *both* undergraduate and graduate degrees, about 18.7% of the tenured faculty are 100% budgeted in the women's studies, 20.6% of the tenured faculty are at least 50% covered in the women's studies program budget, and 14.0% of the tenured faculty are less than 50% supported by the program. In both program types, faculty who are at least in tenure track positions (not yet tenured and tenured) appear to be supported by the budget within the department. On average, endowed/chairs in the women's studies programs across institution types are least likely to be funded by the program.

Universities with both undergraduate and graduate offerings had the highest average number of faculty members (mean=5.63), followed by colleges with only undergraduate offerings (mean=2.59), universities with only undergraduate offerings (mean=1.82) in different tenure track (non-tenure track, tenure track but not tenured, tenured, and endowed/chair) and budget categories (100%, at least 50%, and less than 50%) for the women's studies programs. Similar to the overall sample, institution types, program curriculum types, endowed/chairs when compared by institution/program types in the women's studies program across institution and program types are least likely to be funded by the program.

A National Census of Women's Studies Programs

Tenure Track and Budget Categories	Overall Sample		Community College		College		University		Undergrad Only		Undergrad & Graduate		College with Undergrad Only		University with Undergrad Only		University with both Undergrad and Grad	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Percent-Non-tenure track full-time faculty with 100% budgeted in Women's Studies	8.0	21.5	0.0	0.0	4.3	16.7	10.0	23.6	6.3	20.6	10.6	23.1	3.6	14.3	9.9	26.1	10.3	22.1
Percent-tenure track but not yet tenured full-time faculty with 100% budgeted in Women's Studies	8.8	21.7	0.0	0.0	5.5	17.5	10.7	23.5	7.8	22.1	10.3	21.3	5.9	18.1	10.6	26.4	10.6	21.6
Percent-tenured full-time faculty with 100% budgeted in Women's Studies	14.7	26.9	19.5	40.0	14.2	28.0	14.8	25.8	11.7	26.3	18.7	27.1	14.9	28.7	7.4	20.9	19.3	27.4
Percent-Endowed/Chaired full-time faculty with 100% budgeted in Women's Studies	1.0	5.2	0.0	0.0	1.8	8.0	0.6	3.3	0.9	5.8	1.0	4.2	1.9	8.3	0.0	0.3	1.1	4.3
Percent-Non-tenure track with at least 50% budgeted in Women's Studies	5.6	18.7	0.0	0.0	4.1	16.7	6.3	19.4	5.6	19.0	4.6	16.1	3.2	14.2	8.7	23.4	4.8	16.3
Percent-tenure track but not yet tenured with at least 50% budgeted in Women's Studies	9.7	24.4	5.5	18.1	8.9	25.1	10.2	24.5	10.2	27.7	9.3	19.7	9.5	26.0	11.5	30.3	9.6	20.0
Percent-tenured with at least 50% budgeted in Women's Studies	16.9	29.4	28.4	39.7	10.8	25.5	19.1	30.2	14.3	29.3	20.6	29.4	10.4	25.5	16.6	31.2	21.4	29.7
Percent-Endowed/Chaired with at least 50% budgeted in Women's Studies	1.1	8.5	0.0	0.0	0.2	2.0	1.6	10.2	0.9	7.5	1.5	9.8	0.2	2.0	1.6	10.8	1.6	10.0
Percent-Non-tenure track with less than 50% budgeted in Women's Studies	5.3	18.5	11.5	26.1	7.7	22.2	4.0	16.0	6.8	21.2	3.4	14.1	7.8	22.9	5.3	18.7	3.2	14.1
Percent-tenure track but not yet tenured with less than 50% budgeted in Women's Studies	7.2	20.0	0.0	0.0	12.1	26.7	5.4	16.4	8.3	22.2	5.8	17.0	10.8	25.4	6.7	19.5	4.4	14.1
Percent-tenured with less than 50% budgeted in Women's Studies	20.9	34.1	26.1	34.9	28.3	38.2	17.5	31.7	25.9	38.1	14.0	26.4	29.3	39.0	22.4	37.6	13.6	26.3
Percent-Endowed/Chaired with less than 50% budgeted in Women's Studies	1.2	7.7	9.1	30.2	2.2	9.3	0.4	2.7	1.8	9.8	0.1	1.1	2.4	9.7	0.3	1.8	0.1	1.1

3.11. Faculty Types

Among all the institutions surveyed during the academic year 2005-2006, faculty who hold full appointments in other departments and are recognized as “affiliates” or “associates” in women’s studies, constitute the largest faculty group, totaling 9,200 faculty members (79.3%). The second largest faculty grouping in women’s studies is part-time (adjunct) faculty without full-time appointment elsewhere in college/university, totaling 1,144 (9.8%) faculty members. The smallest group (n=190, 1.6%) are faculty who hold appointments in another department, but are paid for (bought out) by women’s studies. The same pattern is observed when comparisons are made between different institution types and program curriculum types.

However, when comparisons are made by institution and program types, part-time/adjunct faculty (without full-time appointment elsewhere in college/university) and affiliates/associates (who hold full appointments in other departments) were the largest faculty group. Thus women’s studies programs and departments frequently operate with adjunct or borrowed faculty. Universities with both types of offerings had a total of 260 adjunct (n=60) and affiliates (n=200). Universities with only undergraduate offerings had a total of 253 adjunct (n=150) and affiliates (n=103). Colleges with only an undergraduate program had a total of 130 adjunct (n=50) and affiliates (n=80). Across both institution and program types, “faculty who hold appointment in another department, but paid for (bought out) by women’s studies”, “faculty who hold full-time appointments in women’s studies”, and “faculty who hold joint appointments with women’s studies and other departments” were few in numbers.

3.12. Funding Source for Graduate Assistants

The majority of the respondents surveyed reported that graduate assistants are not funded by women’s studies programs (n=401, 86.2%); college/graduate school/university (n=376, 80.9%); other departments/programs (n=441, 94.8%); external grants, contracts, foundations; or government fellowships (n=448, 96.3%). This result is most likely due to an absolute absence of graduate students in most of these programs. The data reveals that these programs are still primarily undergraduate in nature, and that generally there are few graduate assistants or fellows in women’s studies programs. This finding might also suggest that those taking courses in women’s studies are officially affiliated with other departments. A similar pattern is found when data are examined by institution type, program type, and institution/program type.

Of those who do receive funding, universities report that their graduate assistants receive support primarily from college/graduate, school/university sources (n=83, 26%). They also report that few of their graduate students receive support from women’s studies programs themselves (n=63, 19.4%), other departments (n=24, 7.5%), or external grants (n=14, 4.4%).

Of graduate assistants at institutions that offer both undergraduate and graduate curricular offerings, approximately 31.3% of their funding is provided by women's studies programs. About 39.2% and 12.7% of graduate assistants at institutions that offer both undergraduate and graduate report that they receive support from college/graduate school/university and from other departments and programs, respectively. About 32.5% of graduate assistants at universities with both curricular offerings are funded by the women's studies program, while 41.6% report being funded by college/graduate school/universities, and 13.1% reported being funded by other departments.

3.13. Non-Teaching Staff Positions

Women's studies programs typically do not have non-teaching staff positions. 71.1% of all surveyed institutions indicate that they do not have any professional/administrator (excluding faculty director) positions, while 63.9% say that they do not have non-student support staff. Of those who report their programs have either of these aforementioned positions, 24.5% and 30.6% have only 1 position each in either professional/administrator or non-student support staff. About 30.1% (n=141) of respondents indicate that they have one non-teaching student support staff, while 13.8% (n=64) responded that they have two student support staff in women's studies. About 46.8% (n=219) have no non-teaching student support staff.

Not surprisingly, women's studies programs at universities tend to have more non-teaching staff positions followed by colleges and then community colleges. Universities and colleges tend to have more non-teaching student support staff (59.5% and 50% respectively), compared to non-student support staff (46% and 24.8%), and professional/administrators (34.7% and 18.4%).

Women's studies programs that offer *both* undergraduate and graduate curricular offerings tend to have more professional and/or administrator staff (not including faculty director), non-student support staff, and non-teaching student support staff as compared to those programs that offer *only* undergraduate degrees (professional/administrator 45.7% vs. 19.9%; non-student support staff 52.5% vs. 25.7%; non-teaching student support 64.8% vs. 46.3%). Among colleges and universities with only undergraduate offerings, the percentage of non-teaching professional/administrator staff was the lowest (17.3% and 20.8%). Universities with both offering types tend to have more professional and administrator positions (47.1%).

3.14. Funding Support for Women's Studies Program

Women's studies programs are usually supported by a combination of general college/university funds (n=454, 95%), endowment/gifts (n=399, 83.5%), community fundraising (n=370, 77.6%), grants/contracts (n=369, 77.7%), corporate sponsorship (n=359, 75.4%), and other sources (n=364, 76.5%). Data supports this finding, even

when observed at the levels of institution type, program curriculum types, and institution/program curriculum types.

Sources of Funding Support	#, %	General college/university funds	Endowment/gifts	Money from community fundraising	Grants and contracts	Corporate sponsorships	Other
Overall Sample	#	454	399	370	369	359	364
	%	95.0%	83.5%	77.6%	77.7%	79.4%	76.5%
Community College	#	10	8	7	8	7	7
	%	90.9%	72.7%	63.6%	72.7%	63.6%	63.6%
College	#	139	116	109	111	110	111
	%	97.9%	81.7%	76.8%	78.2%	77.5%	78.2%
University	#	305	275	254	250	242	246
	%	93.8%	84.6%	78.4%	77.6%	74.9%	76.2%
Undergraduate Only	#	286	240	225	226	222	226
	%	94.7%	79.5%	74.8%	75.1%	73.5%	75.1%
Undergraduate & Graduate	#	160	151	137	135	129	130
	%	95.2%	89.9%	81.5%	81.3%	77.7%	77.8%
College with Undergrad Only	#	129	107	101	103	102	103
	%	97.7%	81.1%	76.5%	78.0%	77.3%	78.0%
University with Undergrad Only	#	147	125	117	115	113	116
	%	92.5%	78.6%	74.1%	72.8%	71.1%	73.4%
University with both Undergrad and Grad	#	153	145	132	130	124	125
	%	95.0%	90.1%	82.0%	81.8%	78.0%	78.1%

3.15. Program Operating Budget

The range for the annual operating budget for women's studies programs, excluding salaries, stipends or benefits is large -- with a minimum of \$0 to a maximum of \$700,000. However, nearly half of the surveyed programs (n=172, 52.5%) reported having an operating budget of more than \$5,000. About 7.5% of the surveyed respondents report the annual operating budget to be exactly \$5,000. The average annual operating budget across all programs is about \$17,187. Importantly, about 5% of programs reported receiving no funding.

The range for the annual operating budget for women's studies programs, excluding salaries, stipends or benefits, varies among the institution types, program types, and institution/program curriculum types. Universities have the highest range (min=\$0, max=\$700,000) followed by colleges (min=\$0, max=\$250,000) and community colleges (min=\$0, max=\$7,000). The average annual operating budget is lowest among community colleges (\$1,856) and highest in universities (\$21,312). Colleges have a mean operating budget of \$8,741. The funding is probably tied in part to enrollment size. For example, universities have a total of 72,475 students in undergraduate women's studies courses, while enrollment in these courses at colleges is 12,707, and 3,785 at community colleges. About 25% of community colleges, 9% of colleges and 3% of universities reported that they did not have an operating budget. The modal operating budget category for all three institutions was \$1 through \$5,000.

Institutions with both undergraduate and graduate programs have the highest range of operating budgets (min=\$0, max=\$700,000) followed by institutions that offer *only* undergraduate programs (min=\$0, max=\$250,000). The average annual operating budget is lower among institutions that offer *only* undergraduate programs (\$7,896.69), while the annual operating budget among institutions that offer *both* undergraduate and graduate programs is \$34,218.16. About 8% of institutions that offer *only* undergraduate programs reported having no operating budget, while the percentage for institutions that offer both degree types is less than 1.

Universities with both program curricular offerings have the highest range (min=\$0, max=\$700,000), followed by universities with only an undergraduate program (min=\$0, max=\$200,000), and colleges with only an undergraduate program (min=\$0, max=\$200,000). The average annual operating budget is lowest among colleges with only an undergraduate program (\$6,508.98), and highest in those programs at universities with both program types (\$33,266.75). About 10% of colleges with only an undergraduate program reported not having an operating budget.

Operating Budget - Categories	#, %	No funding	\$1 thru \$5,000	\$5,001 thru \$10,000	\$10,001 thru \$15,000	\$15,001 thru \$20,000	\$20,001 thru \$25,000	\$25,001 thru \$700,000
Overall Sample	#	19	182	75	34	20	8	35
	%	5.1	48.8	20.1	9.1	5.4	2.1	9.4
Community College	#	2	4	2				
	%	25.0%	50.0%	25.0%				
College	#	10	67	19	7	2	1	4
	%	9.1%	60.9%	17.3%	6.4%	1.8%	0.9%	3.6%
University	#	7	111	54	27	18	7	31
	%	2.7%	43.5%	21.2%	10.6%	7.1%	2.7%	12.2%
Undergraduate Only	#	18	141	41	16	9	2	8
	%	7.7%	60.0%	17.4%	6.8%	3.8%	0.9%	3.4%
Undergraduate & Graduate	#	1	38	32	18	10	6	25
	%	0.8%	29.2%	24.6%	13.8%	7.7%	4.6%	19.2%
College with Undergrad Only	#	10	64	17	7	2	1	2
	%	9.7%	62.1%	16.5%	6.8%	1.9%	1.0%	1.9%
University with Undergrad Only	#	6	73	22	9	7	1	6
	%	4.8%	58.9%	17.7%	7.3%	5.6%	0.8%	4.8%
University with both Undergrad and Grad	#	1	36	31	18	10	6	24
	%	0.8%	28.6%	24.6%	14.3%	7.9%	4.8%	19.0%

3.16. Appointments of Persons of Color

Slightly less than one-third of all full-time faculty nationally whose appointment is at least partly in women's studies are faculty members of color, (n=326, 30.4%). These results indicate higher rates of persons of color in women's and gender studies programs when compared with faculty nationally. According to the National Center for Education Statistics (NCES) 2003 report (most recent data available) on post-secondary faculty at degree-granting institutions, racial/ethnic faculty members represented 19% (Asians, 9%;

African Americans, 5%; Hispanics, 3%; Others, 2%) of all faculty across all institutional types.

Slightly more than half of the programs surveyed indicate that they have a least one faculty member of color (n=154, 51.5%). About 28.1% (n=84) of programs have one appointment held by a person of color, 9% have 2 appointments held by persons of color, and 10% of programs indicate having 3 or more persons of color holding appointments. About 55% of universities, 47% of colleges, and 20% of community colleges surveyed indicated that they had appointments held by persons of color. About 32.2% (n=29) of colleges had one appointment, but this dropped to 14.4% (n=13) for 2 or more appointments of persons of color. Among universities, about 26.8% (n=53) had one appointment of a person of color, 11.1% (n=22) had 2 appointments, 8.6% (n=17) had 3 appointments, and 8.6% (n=17) had four or more.

About 41.5% of institutions that have *only* undergraduate offerings, and 65% of institutions that have *both* undergraduate and graduate offerings indicated having at least one appointment held by a person of color. About 46% of colleges with only an undergraduate program, 40% of universities with only an undergraduate program, and 65.2% of universities with both program types, indicated they had appointments held by individuals of color. About 33.7% (n=28) of colleges with only undergraduate offerings had one appointment held by a person of color, but this dropped to just 12% (n=10) for 2 or more appointments held by persons of color. Among universities with only undergraduate offerings, about 27.5% (n=22) had one appointment held by a person of color, 12.5% (n=10) had 2 appointments. Among universities with both types of offerings, 27% (n=31) had one appointment by a person of color and 38.3% (n=44) had two or more appointments held by persons of color.

3.17. NWSA Membership

About three fourths (n=340, 74.9%) of all the surveyed programs are NWSA members and 2/3 (n=302, 65.2%) report attending the NWSA annual conference. Women's studies programs at universities are more likely to be NWSA members (n=250, 80.5%), and are also more likely to attend the NWSA annual conference (n=221, 70.2%). About 63.2% of colleges and 54.5% of community colleges report holding NWSA memberships.

Institutions that offer both degree types are more likely to be NWSA members (n=144, 88.9%) and are also more likely to attend the NWSA annual conference (n=129, 78.7%). Women's studies program at universities with both types of offerings are more likely to be NWSA members (n=140, 89.7%), and are also more likely to attend the NWSA annual conference (n=126, 80.8%). About 71.8% 62.1% of universities and colleges respectively, with only an undergraduate degree programs, report holding NWSA memberships.