

Women's Studies Program Administrators' Handbook

New Edition 2006

Experienced women's studies directors, chairs, and others offer perspectives on numerous aspects of administering a women's studies program or department. Of course, situations vary tremendously from one institution to the next—what works in one place may be impossible or ineffective in another.

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<http://www.nwsa.org>

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Appointments and Hiring

By Eileen Bresnahan, Colorado College

Tenure-track faculty hires into women's studies programs and departments are of two general types. They are either "joint hires" in which the faculty member's appointment resides in both women's studies and another department (often called the "home" department), or "100% hires," in which the faculty member is appointed solely to women's studies.

Joint Hires: Joint hires have been somewhat controversial in women's studies. In such hires, a faculty member is formally appointed both to women's studies and to another department (usually the department of the Ph.D.), most commonly at 50% in each unit. This arrangement essentially calls on a faculty member to "serve two masters," often placing joint-appointed faculty in a structural situation in which service and governance responsibilities – and supervision – are doubled, while their loyalties are divided. Besides often involving a frustrating duplication of work in many areas, this reality can be especially troubling as it affects Retention, Promotion, and Tenure (RPT) processes in which, even in the friendliest of circumstances, the two entities of appointment may have very different expectations and send mixed messages, creating uncertainty as to what is the real "bottom line." Furthermore, the dual responsibilities of a joint appointment may cause a faculty member to be perceived by both units as not "pulling her weight" in either, even when she is doing her utmost. These effects may, of course, be exacerbated where the joint-appointing unit harbors any lack of sympathy to women's studies (a more common occurrence than might be expected) or where for some other reason a rivalry develops over the commitment, time, and loyalties of the joint-appointed faculty member.

Recruitment: Before recruiting for a joint appointment, it is imperative that all issues concerning supervision, the logistics of the RPT process, and the relative decision-making power of the responsible units be thoroughly worked out, preferably in writing. Any potential faculty member should know clearly who will have authoritative input into her RPT process and whether the determination of one unit or the other will ultimately carry more weight. She should also be assured that everything possible will be done to protect her from unnecessary duplication of effort in all areas, including personnel processes. Questions such as how her workday and her teaching load will be allocated, and where her office will be located – along with all their implications – should be settled **before** the recruitment process begins. Otherwise, chances for successful recruitment are diminished and the real possibility is created that any new hire will begin her position already set-up to fail.

Also before recruiting, the women's studies unit should decide how "expert" in women's studies they will require candidates to be. A serious drawback to the joint-appointment model is that often, because of the requirements of the non-women's studies unit, candidates will be identified whose expertise in women's studies *per se* is limited. Women's studies entities should be very clear on what their attitude will be toward potential candidates for joint-appointment who are well-trained in their Ph.D. fields and also "work on women," but who have no other women's studies background and may not even presently be prepared to teach a women's studies course. Because of the research demands of the other unit, only candidates such as this may show up on their "short list," and realistically only such a candidate may have a shot at tenure in these departments. In such a case, what is women's studies prepared to do? How much "on the job training" in women's studies is the group realistically able to provide and who specifically will do it? Again, serious consideration must be given to the question of whether these conflicts are setting up some potential hires, even inadvertently, to fail. (See the section on 100% hires, below, for issues surrounding requiring a degree in women's studies.)

Women's studies entities must be extremely realistic about the specific environment in which they are operating. Frank discussions with the other hiring unit over issues such as these will often go a long way toward revealing the power dynamics at work in regard to the proposed appointment and may expose unacknowledged negative facets of the attitudes of that entity toward the appointment. In some instances, such discussion might lead to the conclusion that it is ethically and even practically preferable not to pursue an appointment with a given potential partner, than to put a new faculty member into an inherently compromised position.

Another issue that must be settled before any joint hire is pursued is whether the appointment should be made at the junior or the tenured level. Most colleges and universities clearly prefer the former, though mainly for economic reasons. However, women's studies units should ask themselves if that is what they really need, carefully weighing the anticipated and the hidden costs of bringing a vulnerable junior person into their particular situation. The protection of tenure is certainly not a cure-all, but it may be all that can protect a faculty member in some circumstances. As well, if the person to be hired is also to become director of women's studies at once or soon, the question must be asked whether this is a fair situation into which to place a junior person. An honest attempt to clearly assess the costs and benefits of making either of these types of appointments should guide any decision to recruit.

The Selection Process: In many cases, a joint search committee is composed of members of both units. Particularly in these cases, who is to chair the committee

is of utmost importance, as is the overall proportional composition of the committee. The chance to make an appointment successful for women's studies can be lost through a disadvantageous composition of the search committee. Therefore, women's studies entities should pay close attention to this stage of the process.

In some cases, a process might be constructed in which both women's studies and the joint entity each have their own independent search committees, each of which separately reviews the files and identifies its own candidates, only to finally come together to settle on a joint "short list." This process is fraught with difficulties, because it has the clear potential to become confrontational. Should the lists diverge significantly, power dynamics, institutional jealousies, and egos can quickly become inflamed. The only worse process may be one in which each entity identifies its own candidates to interview, without any attempt at a unified short list. In either case, an emotional preference for one's "own" candidate over the "other side's" choices can quickly skew the process. To avoid such outcomes, it is important before the recruitment and selection process even begins for the women's studies entity and the other unit to have a joint faculty meeting to discuss all the logistics of the appointment. The two groups should begin to get to know one another and to see that they are each serious and responsible about the enterprise on which they are embarking together. The successful outcome of this joint faculty meeting before things proceed may be the single most important factor in deciding whether a suitable joint-appointment can be pursued.

Retention: The retention of a joint-appointed faculty member, like any retention, is dependent on a number of factors, prominent among them mentoring, research and teaching support, including provision of sufficient time to pursue scholarly work, and issues of compensation. There are however some specific pitfalls that affect each of these areas in terms of the retention of joint-appointed faculty.

Ideally, the joint-appointed faculty member should have an official mentor in each of the units to which she is appointed. These mentors should be recently tenured members of the faculty, who can show her "the ropes" as they presently exist. Mentors should focus on shepherding the joint-appointee through the processes related to RPT and should communicate regularly about their mentee's progress, explicitly considering whether mixed messages are being sent, whether duplication of effort is being required, and whether any rivalries are developing over the joint-appointee's time or loyalties. (If the mentors consistently conclude that none of these things are happening, they should also consider that they are probably missing something, the structural realities of joint-appointments being what they are.)

Women's studies often differs markedly from traditional departments on the issues of what "counts" as research, what is excellent teaching, and what is adequate service. It is vital to recognize this from the outset and to work out some reasonable compromises. What counts should be clear to the joint-appointee and clear as well to both entities. However, achieving this clarity may be especially difficult for a women's studies entity, likely to be composed of individuals from various departments and divisions of the college or university, who will probably tend to replicate their own disciplinary understandings of these matters. Before women's studies can forge an understanding with a joint-appointing entity about what counts, it must work out this matter for itself. This is of the highest importance, because mixed messages can be deadly to retention, both because a faculty member left insecure about such matters may seek to go elsewhere and because if she misunderstands the standards by which she is being judged, she is more likely to fail to meet them.

Furthermore, release time for research and other purposes must be arranged in such a way as to respect the special burdens on the joint-appointed faculty member. If she is to be granted release time, which entity is to grant it? Is she regularly eligible for everything in her home department that is available to every other faculty member? Is she subject to the same understandings? Should she be?

Particularly in highly competitive university atmospheres, the joint-appointed faculty member may be structurally disadvantaged in terms of the processes that determine compensation levels. Her location outside of regular understandings and measurements of "merit," due to her "half-presence" in each unit, might very well disable her in terms of raises and promotions. It is therefore important that both entities supervising a joint-appointee understand the realities of the demands on her time which often include double faculty meetings, double committees, and double paperwork and adjust their expectations of merit accordingly. They should also try to achieve an understanding of her as a full member of each unit in terms of considerations of equity. If joint-appointments result in systematic under-compensation, faculty members will not be retained.

A final issue vital for retention has already been mentioned, but cannot be emphasized enough. How will the faculty member be supervised and evaluated, especially in women's studies? It is usually clear who is a member of a department, but is that clear for a given women's studies program? How much involvement makes a person a full member of the women's studies faculty? What kind of involvement? Who can vote in the RPT process of a candidate? Particularly in the case of a "controversial" candidate, these issues may become highly charged. Because that candidate is likely to be someone who is "different" in terms of the group, and therefore vulnerable, steps must be

taken to ensure that she is treated with scrupulous fairness. These issues of membership should be fully worked out long before the first personnel meeting on her case. If they are not, her chances for retention may be jeopardized.

In some cases, women's studies programs have decided to set up separate committees, apart from their general faculty, to supervise and evaluate a junior faculty member. Should this route be taken and, if so, how large should this committee be and how composed? The same membership issues outlined above are likely to be salient. So is the continuity of membership on the committee as well as the relative power of committee members in terms of the larger college or university

100% Hires: Many of the same issues outlined for joint hires are likely to be salient in the case of 100% hires. Therefore, anyone anticipating pursuing such a hire should be sure to read the section just above on joint-appointments. This section will deal only with areas in which the two types of hires may differ.

Recruitment: One of the leading recent issues in recruitment for women's studies has been whether or not it makes sense to require formal training in women's studies *per se*. When many present women's studies faculty members started in the discipline, degrees in women's studies simply were not available. People tended to train themselves by whatever means they could manage. Now, though, that has changed, with a number of universities offering women's studies Ph.D.'s, and more still offering Master's degrees and certificates. Do you want to make the possession of one of these credentials a qualification for your job? To do so will likely significantly narrow your pool, perhaps eliminating some actually very well-qualified candidates who might do well in the job for which you are recruiting. At the same time, with specialized training now available in women's studies, might it not make sense to hire a "real specialist"? Careful thought should be given to these issues and how they relate to your specific context. In particular when you are hiring at the tenured level, though, requiring a specific degree in women's studies will represent real unfairness to all those who completed Ph.D.'s when specialized training in women's studies was largely unavailable and will eliminate many superbly qualified potential candidates.

The Selection Process: Again, some salient issues are the composition of the search committee and how that committee will create its short list and evaluate those chosen to be interviewed. Who is eligible to serve on the search committee? Who is the faculty to whom the committee will report? Other issues that may be relevant in a given context are whether the candidate will be asked to "demonstration teach" a women's studies class and what role students are to have in the selection process. The latter issue may loom especially large for some women's studies entities, especially those that have worked to encourage student participation in their processes. Certainly, student input should be

sought on any hire, but faculty must also remember that choosing a colleague is their responsibility and that only they are really qualified to determine what qualifications and characteristics suit a given candidate to a given position. Women's studies' commitment to "anti-hierarchical" structures should not be seen by faculty as a reason to shirk their duty to evaluate each candidate in terms of such long-term considerations of which only tenure-track faculty can be the best judges. Various people related to women's studies will invariably be differently situated in terms of their "stake" in the outcomes of a search process. Therefore, these processes must realistically favor the interests of those whose fates will be materially linked in the future with these outcomes over those whose real interests are peripheral or transient.

Retention: Depending on context, the biggest problem for retention of a 100% women's studies hire might be isolation within the college or university. Often, especially in a small setting, these hires will find themselves both "onlies" and "firsts," i.e. the first and only person appointed at the college outside a regular department or, perhaps, the only person with an appointment exclusively in women's studies. In such cases, the lack of departmental "hall time" can be a big disadvantage for the new-hire in orienting herself to her job and to her new academic environment. Special attention should be paid to this issue, as her transition into her job can affect the whole subsequent course of it and her future feelings about her position. It is **not** enough merely to give her someone she can call with questions. Members of the women's studies faculty should commit themselves to checking in regularly and substantively with the new-hire in order to consciously stand-in for the departmental support that she lacks. In cases where it is not likely that such ongoing support can be offered, the whole idea of making a 100% hire should be reevaluated both in terms of practicality and ethics.

Another important issue is that of whether the new-hire is to chair women's studies and, if so, when. It is generally recognized within the women's studies discipline that it is a very poor idea to put a vulnerable junior person into the situation of also being the chair of a women's studies entity, itself likely to be institutionally marginalized and vulnerable. Making her director will instantly put her into a high-profile role that will inevitably be seen by some senior members of the larger faculty as unseemly for a junior person. Serious thought must be given to the issue of how fair it is to put a new and unknown person into a highly visible job that can be difficult even for those whose authority is well-established and whose tenure has been ensured. What can and will be done by more-senior women's studies faculty members to protect the junior chair from potential negative consequences related to her chairing responsibilities? These consequences can be anything from becoming embroiled in controversies on behalf of women's studies as a whole, to finding it difficult to get research done with all that she has to juggle, to becoming the "lightning rod" for anyone on

campus who happens to hate feminists and is looking for someone to attack. Consequences are also apt to result from her attempts to “administer” far more senior and experienced colleagues. The junior chair will have ensuring the good of women’s studies as a whole as her responsibility, without also possessing the necessary personal protection and authority to do the job well. Does this amount to setting her up to fail? If so, what is women’s studies prepared to do about that?

If it is nonetheless the plan to make a new-hire director, at minimum the new faculty member should be given some time, at least a year, to acclimate to her new environment before she assumes the duties of chair. This is simply humane. Also vitally important is for women’s studies to be very clear how the junior director’s administrative function – which is likely necessarily to consume much of her time and attention – is to count in her evaluations for RPT. Certainly in this case some adjustments must be made to research expectations. It should as well be recognized that a junior director’s teaching may suffer from over-commitment to administration and that her college- or university-wide service duties may have to be adjusted. None of these adjustments, though, will be without cost to her in other areas, especially in how she is perceived by other faculty. Because of her unique situation, a new-hire who is also women’s studies director is likely to come to be seen as “difficult,” both by others on the faculty as a whole who are not friendly to feminism and women’s studies and think she pushing too hard **and** by those who want to see women’s studies succeed but think she is not “doing it right.” In both cases, these perceptions are likely to stem at least in part from lack of sympathy to the stresses and tensions inherent in putting a junior person into such a prominent role. What will women’s studies do to protect her from the compromised position they have put her in?

The important thing is not to put your new faculty member into a situation in which a superwoman could triumph, but **only** a superwoman. If women’s studies is to become successfully institutionalized, it must stop depending on super-human efforts and a survivor mentality. If we are to retain people in women’s studies jobs, the jobs themselves must be on a human scale. The result otherwise will be “burn-out,” failure, and defection. And the personal costs potentially enormous.

Workload for Chairs and Directors

By Liz Kennedy, University of Arizona

Prepared by Liz Kennedy for a presentation at the NWSA Conference, June 13, 2001, Minneapolis.

1. Envisioning a valuable and worthwhile direction for women's studies - 1%*

2. Personnel issues for faculty, staff and graduate students - 20%

Negotiating good salaries and appropriate proper appointments, responding to individual needs

3. Program maintenance and development - 9%

Maintaining and strengthening existing programs and designing and implementing new programs

4. Building a vital presence for feminist scholarship on campus - 8%

- a. Establishing links with other departments—faculty, graduate students
- b. Building intellectual community—speakers, entertaining
- c. Supporting others in changing the misogynist climate on campus

5. Figuring out the changing context that women's studies inhabits - 3%.

Knowing the trends in women's studies, in higher education, in the state legislature, and on campus

6. Building public support for women's studies in the community - 12%

Fundraising, work with a community board sponsoring events

7. Developing and writing research grants and curriculum grants - 3%

Working with SIROW to plan grants and to encourage faculty involvement and writing grants for special Women's Studies projects

8. Keeping up with the ever expanding bureaucratic demands, such as outcomes assessments, program reviews, strategic plans, annual reports, service on committees - 8%.

9. Doing affirmative anti-racist work - 8%

Recruitment and retention of women of color faculty and students,

curriculum transformation, building alliances with ethnic studies programs, and local ethnic community groups

10. Supporting activist social justice work - 1%

11. Democratic governance - 5%

12. Handling static from administrators and putting out brush fires - 2%

13. Head's teaching - 10%

14. Head's research - 10%

**All percentages are estimates of how I spend my time; they are not recommended or ideal allocations of time. Furthermore, my estimates of the proportion of my time allotted to each task are just that, estimates. There are so many competing demands it is hard to judge how in the end I allotted my time. Also, the amounts have changed each year.*

Mentoring Faculty Toward Tenure and Promotion

**By Sharon Leder, Professor Emeritus, English Department, Women's Studies and Jewish Studies Projects, Nassau Community College—SUNY
& Ines Shaw, Assistant Professor, English Department and Women's Studies Project, Nassau Community College—SUNY**

Women's Studies chairs, directors, or coordinators can be instrumental in the retention and advancement of Women's Studies faculty. Below are pieces of advice gathered from experience and prepared by Dr. Sharon Leder and Dr. Ines Shaw on behalf of Feminists Against Academic Discrimination, formerly NWSA Academic Discrimination Advisory Board.

1. Make the guidelines and requirements for promotion and/or tenure clear to untenured Women's Studies faculty as well as to those on the promotion track.
2. Make it possible for untenured Women's Studies faculty to succeed in obtaining tenure by not only encouraging them to do what is necessary to fulfill scholarly, teaching, and service requirements, but also by modifying assignments to the extent possible. For example, provide more time for faculty to work on publications by negotiating reduced advisement responsibilities with them—especially in the second year when many faculty's research agendas begin to take shape and in the third year when several institutions conduct third year reviews. Give faculty the freedom to choose when to participate more fully in student advisement, since advising can also help them with another necessary task, that of becoming acclimated to the department and the institution. Another adjustment may be possible through an institutional policy that extends the tenure clock.
3. Provide clear and unequivocal advice regarding committee service and departmental duties to prevent overloading or choices that do not help the faculty's promotion and/or tenure. Identify the number and type of committees that will help the untenured faculty fulfill campus service requirements. Actively help the faculty member assertively refuse committee assignments and departmental duties that do not contribute to meeting tenure or promotion requirements.
4. Encourage tenure- and promotion-track faculty to publish in journals and other types of publications that are peer reviewed (or refereed) by helping them to identify the journals and other types of publications that best fit their research and/or creative interests.

5. Women's Studies faculty can become isolated. Reach out to faculty in traditional departments and to newly appointed faculty by hosting periodic get-togethers, brown bag lunches, and/or orientations to Women's Studies.
6. Encourage Women's Studies faculty to socialize with other faculty and with administrators so they can become visible and more fully acquainted with the academic community. Encourage them to identify those with whom they can work, collaborate, and build coalitions; from whom they can seek advice; and to whom they can reach out to make their scholarly and academic endeavors successful.
7. Identify faculty in your and other departments who are *willing* to mentor Women's Studies faculty, particularly (but not limited to) untenured and newly tenured faculty. Provide a list of these mentors to Women's Studies faculty. Assign a primary mentor to untenured faculty, one who will guide them through the written and unwritten rules, as well as the necessary steps, to successful promotion and tenure. However, faculty should have more than one mentor so they can benefit from different mentors' expertise and familiarity with the profession and institution.
8. Monitor student course evaluations of newly hired Women's Studies faculty. Help them establish clear grading procedures and provide other tips that will help them improve student course evaluations. This is particularly important in the case of faculty identified as Women of Color who are teaching students with little or no experience with such faculty in positions of authority. Offer to observe the class and share what you and other Women of Color have done successfully. Articles by faculty (including by Women of Color) in which they discuss their pedagogical adjustments in response to low ratings in course evaluations might also be helpful in some cases.
9. Encourage faculty to build networks outside academia. Networking can take place in conferences and online. Such networks can help them in the scholarship, teaching, and other professional areas.
10. Value the Women's Studies faculty's community links, activist work, and progressive pedagogical philosophy and/or methodology and help them integrate these approaches into their research or other work that meets the requirements for tenure or promotion. Seek ways for the faculty's community involvement to be valued within the institution by creating opportunities for the faculty to showcase it within the institutional culture.

Nipping Potential Problems in the Bud

1. Given that collegiality, as a written or unwritten principle or requirement, plays an important role in a faculty's promotion and/or tenure, it is important that Women's Studies administrators monitor attitudes and behaviors shaped by ethnic and other biases that are directed toward tenure- and promotion-track faculty. Such biases are commonly manifested in comments about the faculty member's style of speech (the way a faculty talks), her behavior, or her dress. These attitudes may come from one single individual initially; with early intervention, problems for the tenure- and promotion-track faculty may be avoided. Collegiality has been grounds for denial of tenure or promotion, even when it is not explicitly stated as a requirement in a Faculty Handbook or other institutional document.
2. Encourage Women's Studies faculty to observe personal and professional relationship boundaries with undergraduate and graduate students.
3. Untenured Women's Studies faculty should be advised to keep a paper trail at the onset of a problem or concern (such as sexual harassment or sexist behavior) with students, other faculty, or administrators. Advise them to write a memo of acknowledgment or reply, summarizing what s/he understood the situation to be. The faculty should keep a log with dates and times of all episodes and ask colleagues to keep a similar log.

Labor Relations

1. The responsibilities and privileges associated with Women's Studies may differ depending on whether Women's Studies is organized on your campus as a department, a program, a project, an advisement cluster, or something other. Women's Studies administrators' precise and clear knowledge of such responsibilities and privileges should be imparted to tenure- and promotion-track faculty.
2. Are Women's Studies faculty covered under the university's or college's contract with the teachers' union? Sometimes special programs are created for which there are no union contract provisions (for example, when Women's Studies is under an Academic Dean's division).
3. Course assignment can be a point of tension for full-time and part-time Women's Studies faculty. Women's Studies administrators may want to ensure that policies for course rotation are agreeable to Women's Studies faculty while consistent with campus-wide and union policies. Making the policies known may prevent potential problems.

4. Women's Studies administrators should ensure that salaries for Women's Studies faculty are equitable to faculty salaries in other departments. When an inequitable situation is uncovered, as when new faculty members are hired, Women's Studies administrators can attempt to re-negotiate salaries. Compared to other kinds of discrimination lawsuits, pay equity suits have fared better in the courts.

*

Budgeting and Bringing in Revenue

By Barbara Howe, West Virginia University

All women's studies programs could benefit from more funds, either for postage, salaries, scholarships, or public programs. At the same time, it is incumbent on all women's studies administrators to make the best use of their available funds by conserving resources wherever possible and by casting broad nets when seeking additional funds. Budgeting requires keeping accurate records of what you are spending and who has the authority to spend money. It is very important that the person who handles your financial records processes paperwork quickly and accurately, while also keeping in touch with those in other offices to track and solve problems. Check your records with those of your college business office on a regular basis to reconcile any differences; for instance, be sure that expenditures have come from the right accounts, if you have access to more than one account number. Toward the end of the fiscal year, work closely with the college business office to be sure that all funds are expended by the established deadlines or that you have authority to roll funds to the new fiscal year. Failure to meet these deadlines may well mean that you cannot pay your bills as expected or that that special purchase you wanted cannot take place because the item cannot be delivered in time to meet deadlines. Since each institution has its own ways of paying bills, ordering supplies, and moving money between accounts, new program directors should consult with experienced department chairs and deans to learn the correct procedures. Equally important, work closely with the staff person who handles this paperwork for your unit, as she/he will know your institution's procedures or know who to contact for this information.

Some general questions to consider when developing your budget include:

- . • what are the terms of the contract for your photocopier, i.e., how many copies can you make each month; is it possible to cut down your copying expenses by getting a different copier?
- . • is it possible to save staff time by installing voice mail on your phones?
- . • does everyone use e-mail, whenever possible, instead of making long-distance phone calls?
 - do you pay express mail costs because someone waited until the last minute to prepare a proposal that could otherwise be faxed or e-mailed?
- . • what kind of office supplies can you provide for each person in your office? How many of these supplies, like folders, can you use again? What discounts can you get by buying in bulk quantities or watching for sales at your suppliers?
- . • do you give clear instructions to everyone who is spending on your

accounts, so that everyone knows the types of receipts required to ensure reimbursement for travel or other personal purchases?

- do you have a plan to spend any unexpected year-end funds that must be spent or lost? For instance, can you stock up on office supplies at the last minute, or does your institution allow you to “park” money at the copy center to draw down from that account in the next fiscal year when you need paper or copying?

After setting up your base accounts for regular expenditures like phone, postage, copying, and supplies, you will know how much money you have left, if any, for special projects. Since this is not likely to be enough to accomplish all your goals, you will probably need to explore other revenue sources on your campus. Will your dean provide funding for a newsletter that includes a request for private funds to support your program? Will your dean provide one-time funding for a brochure to advertise your program or for a mailing to your alumnae/i? Does your dean have year-end funds that she/he needs to spend and which you may be able to tap if you have a “wish list” of one-time purchases, like equipment? What other units on your campus, or in your community, would co-sponsor an event with you? Do you have a policy on co-sponsored events; for instance, would you do a mailing to publicize a guest speaker if another unit paid the speaker's honorarium? What are your institution's policies on returning indirect costs to faculty who generate grants to support research, teaching, or service, and do any of those indirect costs come back to the faculty member's department to support administrative costs incurred under a grant? Are there ways to bring in revenue by teaching distance learning courses that might have different budgeting procedures to encourage entrepreneurial activity? Are there revenue-generating opportunities by using teaching assistants, instead of professors, to teach summer school classes? Are you permitted to charge admission to events or registration fees for conferences? Are there other grants or funding sources on your campus to support activities like service learning or web-based teaching? Can you transfer unused funds from one account to another account, where you might need the money? What are your institution's policies about private fund-raising to support your unit? Please see the information elsewhere in this handbook on private fund-raising for further suggestions.

How to Make the Best Use of Your Budget

By Laura Severin, North Carolina State University

At the beginning of the budget year (or the spring before), carefully plan, with your advisory board, the activities for the year, with their costs. Set aside a healthy reserve for unexpected opportunities, overages and possible state reversions. Either you or your administrative assistant should run a spreadsheet of your budget so that you always know how much you are spending; university accounts often run behind and sometimes contain inaccuracies. It is important to stay within your budget if you want the continued respect of your supervisor.

Bringing in More Revenue

A Women's Studies Program can bring in more revenue through at least four methods: 1) Applying for an Increase in the Overall Operating Budget, 2) Working to Achieve Program Goals with Other University Partners, 3) Writing Grants, and 4) Raising Outside Funds. All of these methods require much time and energy on the part of the Women's Studies Director and therefore it is important to assess carefully which avenues will be the most successful. Applying for an increase in your budget involves writing a plan addressed to your supervisor that justifies an increase. (See below: How to Negotiate Your Annual Operating Budget.) Working with Other University Partners is perhaps the easiest way to raise funds because detailed plans are often not necessary; Women's Centers, Diversity Offices, and programs such as African-American Studies are often quite willing to cosponsor events. Writing Grants is extremely time-consuming and is usually only justifiable if you need to complete a particular project that is fundable and if you can negotiate to keep part of the overhead costs; talking to your research office can help you assess if the project you have in mind is feasible. Outside Fund Raising usually involves setting up a fund raising board composed of prominent community members and former students; these people may donate money in order to serve and/or help you consider wealthy individuals or corporations to approach. Alumni are another obvious group to approach, so it is always important to keep good alumni records. In state universities, you must have permission to approach certain donors so it is therefore important to discuss your goals with the centralized fund-raising unit on your campus; they can also be helpful in giving you advice.

How to Negotiate Your Annual Operating Budget

Asking for an increase in operating involves writing a request for funds that is usually then delivered to your supervisor in a face-to-face meeting. You must justify why you are entitled to an increase in funds. There are several ways of doing this, depending on what kind of increase you need. If you need additional time for running the program or for staff help, you can keep a log of

your time or your staff's time to prove that you really are working more hours than is justifiable. If you need money for course buyouts, you can use your student enrollment records to justify adding additional courses. If you are asking for money for a speaker, you might give attendance records for past women's studies events. Other achievements such as grant writing or exceptional publications on the part of your faculty can be used as well. Perhaps the best method of asking for money, though it should be used only periodically, is to complete what is called a *benchmark*. Most universities have a list of schools to which they compare themselves (note: you must use this list); if you find out that your operating budget is lower than that of women's studies programs in comparable schools you can easily justify an increase. When asking for operating increases, it is important to be persistent. You may not get the increase you ask for the first time, even if you make a good case. If your request is denied, ask your supervisor to tell you how to better justify an increase the next time around; perhaps you need to keep different kinds of records, etc.

Development and Funding

By Barbara Howe, West Virginia University

Private Fund-Raising for Women's Studies

Private fund-raising will enhance every women's studies program, for it is hard to imagine any program that has enough funds from its institutional sources to meet every need. Research shows that women give to change the future, and less to honor the past. Let them help change the future by contributing to a strong women's studies program through scholarships, awards, support for graduate students, student and faculty development (travel, book purchases), special programs like a lecture series or residency, or a general flexible "director's account."

To begin a fund-raising program, first talk to the individuals in your institution who are responsible for fund-raising or "development." These people may be in your college or, particularly in public institutions, in a separate private foundation that raises funds for your institution. What are the college's major fund-raising goals and how can you be part of their fund-raising campaigns, perhaps by having women's studies identified in college fund-raising brochures? What causes do your institution's donors hold most dear? Do they like to fund undergraduate scholarships but are less likely to support research assistance for graduate students? Find out what the fund-raisers routinely do to help other units at your institution; this may include providing names and addresses of graduates, mailing labels, postage-paid return envelopes, donor cards, publicity in their publications, etc. Will your dean help you start a fund with a contribution from one of his or her accounts? Will the dean pay for your mailing costs to start your fund-raising efforts?

Learn your institution's procedures for handling donations and setting up accounts, i.e., Who can establish accounts? What steps do you need to take when you receive a donation to make sure it is credited to your account? What credit cards can be used? Does your foundation accept matching gifts from donors' employers? Is there an annual faculty-staff campaign that encourages donations, and can employees give to your accounts through payroll deductions? How is the mailing list updated? How do you know that a donor may be called but does not want to receive mailings about donations? Can gifts be designated as "in memory of" or "in honor of" someone? Can people make pledges over a number of years, and will the foundation automatically send them invoices when the next payment is due? Can those who chose to give anonymously be guaranteed that their names will not be published? What confidentiality forms and procedures must you follow in handling information

about donors and their gifts? Are there fees charged against your accounts for processing transactions? Who can approve expenditures from the accounts, and what forms are needed to draw on these accounts? How does your foundation work with your financial aid office to enforce federal law about students' eligibility for financial aid? Learn your institution's policies for establishing endowments, so that, if someone offers you \$10,000, you'll know if that is enough to endow a scholarship providing \$500 a year. Is there a special group to honor those who have made planned gifts to the university so that you can encourage people to designate women's studies in their wills?

Find out what types of gifts your institution will accept- cash, stocks, insurance policies, bonds, real estate, art objects, rare book collections, etc. If the gifts are "in kind," like rare book collections that might then be sold to raise money for women's studies, be sure you know your institution's policies for accepting these gifts and for the appraisals that the Internal Revenue Service will require. DO NOT do these appraisals yourself for donors, regardless of how much you think you know about the value of first editions in your research specialty! And, DO NOT provide anything resembling legal advice on behalf of your institution. Refer all such queries to the experts in your college development office or foundation.

Then start to build a list of people who may donate to your program. Think about the people who come to your public programs, faculty who teach classes in your program or serve on your committees, university staff who counsel your students, your friends in the community, women professionals and businesswomen who benefited from their education at your institution, older women graduates of the university who have talked about "I wish I had the opportunities today's students have!"

The next steps are to reach these potential donors. Ask if there is an annual telethon to all of the institution's graduates and donors. There actually are people who do not mind these dinner-hour calls and who like to talk to students about their own experiences at the university! But, go over the call sheets first and make notes for the student callers, with any information you know about the donors' interests, i.e., "Suzy Smith will probably want to support a scholarship fund and not a lecture series." Be sure the student callers are using a script that you prepare to highlight women's studies' accomplishments and needs. If at all possible, meet with the callers to tell them about women's studies and your fund-raising goals, since the callers may come from all over your institution. If most of your donors are not graduates of your program and work for government agencies, or the institution itself, do not allow students to use standard scripts that say "Tell me about your experiences as a women's studies student here, and will your employer provide a matching gift for your donation?" Public institutions and government agencies do not provide

matching gifts, and donors assume you know if they graduated from your women's studies program! It is a good idea to thank the student callers by providing food and small "prizes" (t-shirts, etc.) for those students who bring in the most money each night.

Send letters to people you think are likely donors, outlining your needs and suggesting ways people can help. You may want to send letters before the telethon - to alert people to that event - or as a follow-up, for those not reached in the telethon. Copy techniques from public broadcasting, and use these letters to challenge potential donors to meet a pledged gift from another donor.

Your institution's development staff can help you identify major donors who may be interested in your work, but you also need to coordinate your "cultivation" of these donors with that development staff. For instance, at West Virginia University, I am allowed to write solicitation letters to people identified as major donors to units other than women's studies, but I am not allowed to call on them personally to ask for donations. At the same time, there are major donors who are closely identified with women's studies, and other units are not permitted to call on them. If you are working with a major donor who wishes to start her own scholarship fund, for instance, work with college or foundation staff, as well as the donor, to establish the proper wording for the protocol that sets up this fund so that all are clear about the donor's intentions and so that the donor understands what is feasible for you to administer. For instance, if the donor wants to set up a scholarship that honors the outstanding senior from her home town each year, and there are very few students from that town at your institution, you may need to broaden the discussion to include other candidates or allow the fund to build until you have a worthy candidate.

Think of occasions that might "naturally" generate fund-raising opportunities. Year-end letters can remind donors that it is better to give their money to you than to the Internal Revenue Service. Remind new graduates at your commencement or awards ceremonies that they now have the opportunity to support the students who come after them. Milestone anniversaries of your program can be occasions for celebrations and fund-raising. Retirements of long-time popular faculty are also great occasions for fund-raising. West Virginia University's Center for Women's Studies held a gala retirement celebration for our founding director, combining it with an announcement of an endowment she and her husband were starting to support women's studies teaching and learning. We offered donors the opportunity to get their names listed in the program if they gave \$100 or to be designated as "leadership givers" if they gave \$1000. All donors had the opportunity to make their gift "in honor of" or "in memory of" a woman (or man) important in their lives, and many chose this way to honor mothers, daughters, and grandmothers.

Always, always be sure to acknowledge your donors and tell them how the accounts are being used. Even if the foundation and dean acknowledge these gifts and send formal annual reports on endowments named for major donors, you should also write notes to your donors. You may want to take some donors out to lunch or dinner to thank them, or give them special opportunities to meet guest speakers. Ask your dean to help support these costs, as you are entertaining important friends of the institution. West Virginia University's Center for Women's Studies uses a "tag line" on our publications and flyers for events that sounds a lot like public radio fund-raising lines: "This program is made possible by the generous support of the many friends of women's studies at West Virginia University." We also verbally thank donors at each event, since there are always some in the audience.

Fund-raising takes resources, and the results may not be immediately obvious. First, it is smart to contribute something yourself - if you are willing to give at least a small amount, the development people you work with will assume you are serious about this endeavor of raising private support for women's studies. The vagaries of the stock market can make planning difficult, and a slow economy may make donors cautious. Some donors may give \$5, when you are sure they could give much more, but others will surprise you with their generosity. You may not be the director when your program sees the benefits from a unitrust established today. Some donors will have very clear ideas of how their major gifts are to be used; others will trust your judgment to meet the greatest needs. When your good friend's will includes the funding for a proposed women's studies professorship, as is my case, you do not really want that gift to be available any time soon! But, as the checks come in, you will experience the freedom to expand your program in new and exciting ways, and you will have the joy of spending other people's money to help your students and colleagues! You will gain stature within your institution as a unit that people care about and want to support in material ways. Do not, for a minute, forget that deans, provosts, presidents, and foundation officers are VERY aware of the number of donors to your unit, as well as the amount of money you raise, especially if those donors have no obvious relationship to your unit, i.e., as graduates or faculty!

For related information on fund-raising, please see my articles on mailing lists and newsletters, elsewhere in this handbook.

Successful Grant Writing for the Women's Studies Scholar

By Carol J. Burger, Virginia Tech

Many women's studies directors and faculty members have backgrounds in the humanities and social sciences. Scholars in these fields are not usually the recipients of large research grants. Most are used to submitting requests for internal funding or for small amounts from poorly funded government – local, state, or federal – agencies. Now is the time to go after bigger money!! There are two reasons for a change in viewpoint: first, nearly all colleges and universities are urging their faculty to seek larger grants so this can be a very positive addition to one's resume; and second, you will be able to do more research and reach a higher level of output if you have a funded program with graduate student stipends and summer support for you to travel, attend meetings, and gather more data.

When approaching the task of conceptualizing a project, always remember this:

A good proposal is a good idea, well expressed, with a clear indication of methods for pursuing the idea, evaluating the findings, and making them known to all who need to know.

Each institution or women's studies program has, or should have, a long-term research development strategy. In order to dovetail your project goals with that of your institution or department, you should know what those long-term strategies are. For example, is your college committed to support for research? Many colleges and departments will commit staff time, graduate assistantships, or space to successfully funded programs. Find out what internal support you can expect and get those commitments in writing.

As an individual scholar, you should determine your own long-term goals or plans, do a thorough survey of the literature, and contact other investigators working in the same area. In order to develop your bright idea, prepare a brief concept paper and discuss it with knowledgeable colleagues or mentors. Now you're ready to determine possible funding sources. Institutional research divisions or sponsored program offices have the people and resources to help you find a right fit for your project. There are usually some internal funding programs to help new faculty get their research programs started, as well as small state and regional foundations, private national foundations, and government agencies to approach.

It is important to understand the ground rules for each funding agency. What is their overall scope and mission? Be sure you know the goal of the funder, whether or not you meet the eligibility criteria, and any special requirements they have. Many times, there is a disconnect between a program announcement and the actual focus of the projects they fund. For this reason, read announcement and submission instructions carefully, ascertain evaluation procedures and criteria; then contact the program officer about specific program requirements or limitations; current funding patterns; review successful proposals; and coordinate with your with your institutional research office.

As you develop your proposal, keep these key questions in mind:

- What do you intend to do?
- Why is the work important?
- What has already been done?
- How are you going to do the work?

Your proposal introduction should include a clear problem statement, the needs to be met or problem to be solved, significance of proposed work, and how your work will complement or fill the gaps in the existing body of research or scholarship. A timeline for completion of the project will help the reviewers decide if the project has a good chance of success. Include all of the methodology you will use to accomplish your work. Never assume that the reader will “know what I mean.” Also include any difficulties that may be anticipated and alternative approaches you could take to complete the project in the face of these difficulties. A successful proposal answers the reviewers’ questions before they ask them. Knowing what the limitations are of your methods and being able to clearly state how you will deal with those limitations will help the reviewer to see that you are competent to do the work.

Some academic units have a formal process for pre-submission reviews, but most faculty will have to seek out a peer or mentor to solicit input. Find someone who has been a successful grant seeker or one who has served on a review panel for the agency to which you are submitting. Ask for their comments and be sure to revise your proposal in light of their suggestions.

Those of us who have reviewed many proposals appreciate those that state ideas clearly and logically, put the essence of work at beginning, not end, and are organized in a way that permits easy skimming. Without using overblown words or exclamation points, some proposals convey a sense of enthusiasm and sell themselves. This should be your goal. Allow enough time for thorough editing and proofing – this is one time when neatness really does count. Someone who submits a proposal with grammatical or spelling errors or that is not complete won’t be seriously considered for funding.

Follow the budgetary guidelines. Your funding request should be reasonable and realistic. Usually you have to justify the costs; the program officers know that these are estimates (who really knows what an airline ticket to New York is going to cost in two years?), and will accept those estimates.

When your writing is complete, put yourself in the reviewer's place and reread your proposal. You should know that reviewers are typically assigned 10-12 proposals at once. They may be competent generalists familiar with technical issues (but not actively publishing) in the proposal area. This is why it is important to avoid jargon and to explain methods and evaluation criteria fully and clearly. All reviewers are looking at the intellectual merit and broader impacts of the proposed activity.

Some of the reasons proposals are not funded include:

- Qualifications of investigator(s): Inadequate training, experience, or both; insufficient information about investigator qualifications;
- Research problem/project: not of significant importance or not expected to produce significant new information or change;
- Approach: methodology unsuited to the objective; description inadequate;
- Bibliography: inadequate or not current;
- Special criteria: not adequately addressed; or
- Administrative factors/competition: too many good proposals for available fiscal resources.

If you are not funded, **Don't Despair**. Funding is highly competitive and your declination may be because of budgetary limitations. Perseverance pays off. Call the program officer and volunteer to serve as a reviewer. You will gain insight into the program and what is being funded. If you receive a review of your proposal, start revising! Find out what projects were funded. Federal agencies publish the titles and abstracts of funded projects. You can also look for another funding source and submit your revised proposal (with the proper formatting changes and adherence to the program guidelines) to them.

As you can see, proposal writing and submission is a long process, one without any insurance of success. What can a women's studies program director / department head do to help a WS faculty member? In some cases, the funder will request a letter of support for the project. This letter should not include the phrase "this is a worthwhile project," but should state in concrete terms, what the program/department promises to contribute if the project is funded. Will the researcher / scholar have her teaching load reduced? Are there graduate or

undergraduate students funded by women's studies who will be assigned to help with the research? What facilities will be made available, like staff support or work-study help? A funded project, especially a large one from a government agency, can bring positive attention to the department. Internal public relations staff are not usually cognizant of women's studies scholarship and its importance, so write your own press release as a "draft" for them. Also, encourage an announcement about receiving the grant; the PR folks will tell you that they want to report on the results, but you'll notice that grants to science and engineering faculty are always announced when they are received and again when results are published. Be persistent.

It is important that the women's studies director be familiar with, and convey information to the faculty about, how grant monies are apportioned. Many social science and humanities grants do not have indirect costs (IDC, also known as overhead) funds attached to them. The large federal grants do have these funds. Universities have different rates of return for IDC, some as high as 98%. (This means that if you request \$100,000 from a funder, you have to tack on \$98,000 in IDC, making the total request \$198,000.) States and educational institutions have unique ways of dealing with IDC. Some states take all of the funds into the state coffers. Others have complex formulas for apportioning the funds. A good way of thinking of these procedures is to think of the researcher as The Little Red Hen. No one would help her plant, water, cut, thrash, mill, or bake the wheat, but once the bread was baked, everyone wanted a bite. (To take the analogy further, you can think of the cat, goose, and dog as the state, university, and college. This is a great party game, also.) The researcher and WS director should know the rules of the game for their institution and make the best bargain possible to have authority over how some of the IDC are spent. In some cases the principle investigator will get a portion of the overhead funds. In some other cases the researcher's department will receive these funds, which is important to discuss up front if your WS program is housed inside another department. Knowing the procedures in advance can help avoid surprises after the funds are awarded.

Relations with Staff: Some Dos and Don'ts

By Maria Bevacqua, Minnesota State University, Mankato

In most institutions, department chairs and program directors are expected to supervise one or more staff members as part of their normal duties. This is a part of the job that can be extremely stressful, but it is an area in which one is likely to receive little or no training. Here are some suggestions.

Do:

- Treat staff members with the respect they deserve. They are colleagues in the running of the department or program and usually dislike being treated as hired help.
- If your college or university offers workshops in office management or relations with staff, take advantage of them. A little information can go a long way.
- Obtain a copy of your staff members' detailed job description. Be sure that you and others are following it closely. If the staff member's work expectations changes in any way, ask the Human Resources Department (or other appropriate office) to revise the job description accordingly, making sure that all work included is reasonable and appropriate.
- Use annual performance reviews (if your institution requires them) as an opportunity to give candid feedback. Consider asking staff members to provide you with constructive criticism of your performance as a supervisor.
- If your staff person(s) belong to a union, get to know the union contract. Keep informed of changes from one contract period to the next.
- Use the correct terms to refer to your staff member, both in person and with other people. Most prefer their actual job title (e.g., administrative assistant, office manager, office specialist), but some prefer secretary or receptionist. If you are not sure, check the job description or ask the staff member.
- Be clear about communication of tasks. When you have a job for the staff member to do, does s/he prefer that you email the information, leave a handwritten note, or tell her/him in person? Regardless of the preferred method, most staff members will tell you that once is enough—no need to duplicate these messages.
- Give credit for projects well done. Acknowledge staff members' work when possible and appropriate.

- Keep staff members informed of what is going on in the department or program. Staff members are members of our departments or programs and are our first line of contact with the world, so they need to have good information.
- Seek staff members' input on issues affecting them. Value their opinions.
- Check in with staff members every once in awhile—ask how things are going or if there are problems they need to discuss.
- Return your phone calls and e-mails promptly—students will probably approach staff members to complain when you haven't gotten back to them. Let your staff member know if your schedule for the day is different from normal.
- Become an advocate for your staff members. Encourage them to apply for promotions and raises. Remember that positive working conditions benefit everyone.
- Deal with small problems as they arise—trying to keep them from becoming larger problems.

Managers sometimes have negative relations with employees who do not respect them as supervisors or who fail to perform even the most reasonable assignments. In such instances, you may be able to find out from the staff member's previous manager, if you can reach that person, how she or he managed and motivated that person. If the employee does not fulfill her or his basic job description, have a conversation with the employee about it. Keep a record of problems related to work performance and anything you might have done to address them (annual performance reviews can be helpful in this). If problems persist, contact the Human Resources unit on your campus and ask them how to proceed. If your university staff is unionized, be sure to familiarize yourself with her/his rights by contract. It's just as important that you are respected as it is that anyone on your staff is respected.

Don't:

- Don't interrupt a staff member if it is obvious that s/he is in the middle of something.
- When you make a request of a staff member, don't stand by her/his desk waiting for her/him to do whatever it is you need.
- Don't set unrealistic deadlines, and remember that staff persons are probably

juggling more than one job at a time.

- Do not micro-manage.

My sincerest thanks to Cindy Veldhuisen, Office Manager to the Departments of Women's Studies and Ethnic Studies at Minnesota State University, for her input.

Working with Deans

By M. Duane Nellis, Dean, Eberly College of Arts and Sciences, West Virginia University (1997-2004); Provost, Kansas State University (2004-)

Very few new department chairpersons have been provided training for the position before undertaking the job. In order to assist new chairpersons in the Eberly College of Arts and Sciences at West Virginia University, I organized a half-day orientation session which included an overview of my expectations of them as chairs as well as outlining the organization of the Dean's Office. Relative to expectations (and what would contribute to their success) of them as chair, I tried to stress some of the following: be open to consult others (including me as Dean—I was very open to them coming to me for advice, and I also didn't like to be surprised); they needed to establish annual goals and longer term goals (which I reviewed with them and which also served as a basis for their annual evaluation); they needed to be agents for change (this included building trust among their faculty colleagues so they could be effective at leading change); they needed to be someone who cared (they needed to know how to treat people with respect, be honest and forthright, including being able to say “no” when that is necessary); they needed to be good communicators; they needed to be oriented in a balanced way toward all aspects of the college's mission (in teaching, research, service (including alumni relations) and they needed to be fiscally responsible. Each of these could be elaborated on substantially, but these are important themes to remember for any successful chair.

A Dean's Perspective on Women's Studies

By Sue V. Rosser, Dean, Ivan Allen College of Liberal Arts, Georgia Institute of Technology

Since I have served as a Director of Women's Studies for twenty-three years at three different institutions and now am in my seventh year as a Dean at a fourth institution, I am pleased to discuss the topic of a Dean's Perspective on Women's Studies from the vantage point of someone who has held both positions. In my opinion, the word "perspective" remains critical for working successfully with the dean, as with any individual. Understanding the perspective of the college on hiring, tenure and promotion, budget resources, indirect cost revenues, priorities, interdisciplinarity, collaborations, and all other matters is key to making the case for women's studies on these issues. The more that the Director can do to present Women's Studies in the categories, language, and ways that the Dean understands and defines these issues and that the other departments/units in the College present them, the better the chances will be for Women's Studies to receive appropriate resources and treatment. Another way to consider issues and requests is to cast them in ways that demonstrate how they solve problems the College or Dean faces. Explaining how helping Women' Studies often helps two departments may be another useful strategy, since often faculty hold joint appointments or affiliations.

For example, in cases of promotion and tenure, the Director needs to demonstrate how the cases in Women's Studies fit the classic criteria of research, teaching, and service valued by the college. Provide the acceptance rate or listing of top tier journals in Women's Studies, if that is standard practice in other departments for judging the quality of refereed publications. Explain how supervision of the Women's Studies internship students or practicum in activist service constitutes teaching similar to that in schools of social work, nursing, or education where supervision of students who work under the guidance of professionals in the community has a longer tradition of counting as teaching. Draw parallels between a faculty member in Women's Studies who serves on the executive board of the local battered women's shelter to a faculty member in business who serves on the board of a local hospital in terms of real-world expertise and knowledge gained.

Asking for money or support for major projects constitutes an area in which Directors often want more guidance on how to approach the Dean. After responding to several individuals about this, I evolved the following set of questions for Directors to consider before taking the proposal to the Dean:

- 1) *Do the goals and objectives for the Women's Studies project fit with the College's goals, priorities, and strategic plan? Since Deans need or feel constrained to fund and focus on these priorities, thinking through the way your idea fits these and how you can present it to show the fit, increases the chances it will receive support.*
- 2) *Do you have appropriate leadership for the project or initiative that makes it likely to result in successful accomplishments? Telling the dean that you have chosen a new, untenured assistant professor with no track record in receiving external funding as the leader of the interdisciplinary research center in women's studies for which you are seeking support and seed funding from the College makes it less likely that College resources will be forthcoming, since deans prefer to fund initiatives with a higher probability of success.*
- 3) *When you seek collaborations and support, do they build on extant programs and strengths and include the faculty who have track records and a stake in these initiatives? Another way of saying this is have you done your homework to understand and include related initiatives and individuals who have worked in relevant areas to the project you propose? Documenting how Women's Studies is working with other units is a useful strategy, since often faculty hold joint appointments or affiliations and the Dean can help more than one unit simultaneously.*
- 4) *Is Women's Studies willing to contribute significant resources, comparable to those being requested from the College for the initiative? Although the Director may be asking for financial resources or space from the College, most deans will want to see a commitment of resources such as time, previous pilot studies, and/or support for students, etc. from Women's Studies. This resource commitment indicates to the Dean a level of seriousness about the project and of preparation to undertake the project that serve as indicators of its potential for success.*
- 5) *Where will the home for the project be when College support ends? Again, the answer the Director provides to this question indicates to the dean how much Women's Studies has thought the project through and how the initiative ultimately will be institutionalized and sustained.*

- 6) *Will Women's Studies undertake some version of the project, perhaps in a very scaled down fashion, even if the College does not provide funding?* The response to this again indicates the commitment of Women's Studies to the initiative. A powerful argument with many deans is demonstrating what can be done with support only from Women's Studies and how much more value can be added if additional College support is provided.

Another way to consider issues and requests is to cast them in ways that demonstrate how they solve problems the College or Dean faces. Explaining how helping Women' Studies often helps two departments may be another useful strategy, since often faculty hold joint appointments or affiliations. By explaining in limited detail some of the issues surrounding the presentation of promotion and tenure and of asking for support for a project, I have attempted to suggest the usefulness of considering the College perspective in articulating the case for Women' Studies. In my experience these following ten short tips are also useful in dealing with the dean:

1. Make sure that the Dean hears from you first, before learning from others, any negative/sensitive information about your unit, faculty/staff or yourself.
2. Move decisively and stay with your decision, after considering significant background and input from appropriate constituents.
3. Connect people with disparate backgrounds and experiences to encourage new collaborations.
4. Know where you would like to go.
5. Help others to understand your goals.
6. Work hard to see issues form the perspective of others.
7. Listen aggressively.
8. Take alternative solutions, not just problems, to the dean; ask this also of your faculty.
9. Ask others to critique your assumptions.
10. Patience and perseverance (staying power) are extremely important.

Policy Goals Pertaining to Gender Equity in Universities and Colleges

By Dr. Santosh Kumar Mishra, Technical Assistant, Population Education Resource Centre, Department of Continuing & Adult Education & Extension Work, S. N. D. T. Women's University

Given below are some of the guidelines which university and college administrators should envisage in order to ensure gender equity:

GOAL 1:

Achieve gender representation throughout the University, including faculty, staff, students and administration, which reflects a position of leadership among similarly situated institutions.

- create incentives for departments in the recruitment of women
- implement continual and periodic training/educational programs for faculty and staff, designed to account for participation, which shall be strongly encouraged
- encourage enrollment of women students in those fields of study in which women are now underrepresented

GOAL 2:

Facilitate hiring, career development, promotion, and retention of women faculty and staff.

- develop a system of incentives to reward administrators and departments for increased hiring and promotion of women faculty, staff, and administrators, and increased enrollment of women students, where there are deficits
- establish a pool of faculty lines for distribution, with consideration of need, to departments which are able to recruit outstanding women faculty, especially senior faculty and faculty in areas where women are now underrepresented
- establish programs to assist with spousal employment
- continue development of "family support" policies including relief from tenure timetable, family leave, day care, geriatric day care, etc.
- encourage professional development opportunities and programs for women

GOAL 3:

Create and maintain a hospitable environment for women in the classroom and the workplace.

- initiate appropriate education sessions for managers, directors, department heads, faculty and administrators on gender equity issues, sexual harassment, etc.
- b. support workshops on women's issues
- support mentoring of women faculty and staff

GOAL 4:

Improve and maintain a safer campus environment for all.

- optimize campus safety, lighting, etc.
- establish or direct channels for reporting and/or adjudication of student and staff sexual harassment complaints
- find methods to improve student awareness of avenues for help, e.g. advertising in campus newspapers, production of fliers
- encourage additional development of "self-help" programs to help with campus safety, such as dorm escorts, fraternity-sorority escorts, within-building staff-to-staff help

GOAL 5:

Establish open and effective channels for review of gender equity issues.

- appoint Chancellor's Commission on the Status of Women for each campus and University-wide
- establish Ombudsperson for each campus
- support forums on women's issues at each campus

GOAL 6:

Establish and maintain appropriate data bases on gender equity.

- establish exit interviews for faculty in the office of the academic vice chancellor
- establish exit interviews for managerial/professional and office services personnel at Human Resources/Personnel
- determine why women faculty and administrators decline offers from the University
- establish proper and uniform format for reporting among the campuses and University Administration

GOAL 7:

Establish accountability for achievement of gender equity goals.

- initiate appropriate education sessions for managers, directors, department heads, and administrators on gender equity issues

- include progress toward gender equity in annual performance reviews of administrators at all levels
- make gender equity a Board of Regents agenda item each year

Dismantling Whiteness in U.S. Women's Studies and the NWSA: Feminist/Womanist Strategies for Institutional Transformation in NWSA & the Academy

**By Chithra KarunaKaran, The City University of New York and The Malcolm X Commemoration Committee of Harlem,
& Laura Gillman, Virginia Tech**

KarunaKaran and Gillman are co-chairs of the Anti White Supremacy Task Force of the NWSA.

In writing within the confining space of a publication for use by Directors of U.S. Women's Studies programs, I am under obligation to the primary methods of historiographic inquiry, to use elbows and words, to ask Who is a Women's Studies Director? Who constructed the "professional" identity of Women's Studies Directors? Who do they 'direct'? Who directs them? Who is their gaze directed at? Who may direct her gaze at a Women's Studies Director? What contexts, locations, temporalities and intersections produce and maintain this per(son) within the academy, the (inter)discipline, the feminist/womanist institution, the US and the world?

Interrogating the Subject/Object: My subjectivity or yours is no less constructed, situated, reflexive, relational, intersectional, contingent and substantial than that of the "object" of my inquiry, the Women Studies Director. We have "known" this for some time. Now however, I see the necessity to move purposefully beyond our respective subjectivities, to take collective ownership of the political, organizational and structural challenges faced by Women's Studies in the U.S. Yes, I am "responsible" no less than the Women's Studies Director is "responsible," as historicized subjects, whether marked or unmarked, to deploy our concurrent subjectivities into a location familiar to both of us, so that we may critically interrogate that context – the classroom, the department, the center, the institute, the program, the minor, the major, the academy, the conference, the caucus, the task force, the handbook, the podium, the plenary, their organization(s), their bureaucratic entities, those cumulative microstructural/macrostructural/local/global units of collective endeavor that constitute the "public sphere" of Women's Studies.

It is within these structures that we daily (con)struct the canon, the norm, the practice, the policy, the protocol, the procedure, the gatekeeping, the scholarship, both our own and that of our colleagues and our students, secure and allocate dwindling resources, claim professional dignity, defend academic freedom, protest the latest war, canvass a pro-choice candidate, enjoy what dubious measure of status and prestige the academic endeavor currently accords (unequally, of course) for all who engage or disengage in the precept and practice of Women's Studies in the U.S.

Interrogating the Organizational Structure: So, let us interrogate the structure, the organizational framework(s) of Women's Studies and the feminist/womanist institution, What are the rules? Who gets to make the rules? Who gets to follow the rules? What does it take to change them? Who gets to play? Who's in? Who'll never be in? Which very few 'others' will be allowed in? How did they get in? What does it take to stay in? Who can speak in the name of Women's Studies? Who can speak in NWSA's name? Who gets to be(come) a Women's Studies director?

WS Microstructure, US Macrostructure: It is the microstructure of the Women's Studies organization that is and will continue to be under duress and (direct)ion from the macrostructure to reproduce the patriarchy-driven macrostructural canon of unmediated power, pre-emption, privilege, authority, exclusiveness, exclusion, inequity and dominance. The rewards for compliance under duress and direction are indeed considerable and for the unmarked few, welcome and rewarding. But the feminist/womanist, whether she is complying, being (direct)ed, or resisting, is inescapably the marked, historicized subject. She can exercise the opportunity to comply under duress and make or take direction. Or she can seize the opportunity to engage with other feminists/womanists who are as marked, more marked, doubly marked, triply marked, to transform the norm, remake the rule, capsize the canon, dismantle the furniture to prevent the favored few from reclining and bring in more chairs so everyone can sit.

The Interdiscipline and the Data: There is strong data to illustrate the skewed (read unacceptable) demographics of Women's Studies at every level of operation within the academy and in the womanist/feminist organization. There is research by whiteness scholars that first person inquiry of oppression can be supported by second person inquiry and that particular form of inquiry can call the organizational constraint into question. There is data that illustrates the necessity for fashioning "a novel discourse of (contestation and) resistance" that can be used by persons operating within and across transforming institutions (and can anyone dispute we in WS and NWSA are among them?). There is abundant social psychological research inquiry that posits the need to recognize that oppressed individuals engage in a 'politics of ideological becoming'. This "politics" refers to the degree to which the process of development of socio-political belief system is necessarily different for persons from different social locations, who stand in different relationship to structures and systems of power, privilege and authority." There is also strong data from recent neo-institutional theory that shows institutions place structural constraints on the choices rational actors can make, and that institutional behaviors are mainly cognitive processes that are "learned rather than internalized." Therefore, in addressing the challenge of transforming WS in the academy and the feminist/womanist institution, change may be more likely through interrogating (through AWSTF?* and variations within WS organizations) an existing institutional

frame than from the perspective of subjectivity, which is mainly individual and intersectional.

But have we in the "professed" Women's Studies interdiscipline ever lacked for data? We are awash in it. What we have not fully attempted to do is develop multiply discursive (a demand of the "public sphere") self-capacity and "executive" competence through diverse contestation (not contention or contentiousness), to challenge our own compliance under macrostructural patriarchy-driven duress. WS or WWS? Whiteness or a powersharing plurality of voices, strategies and perspectives?

Transforming the Demographic: Clearly the Women's Studies Director, handicapped by direct participation in an unacceptable demographic, cannot be expected to undo structural racism, whiteness, white skin privilege, recruitment and induction of the doubly and triply marked into Whiteness Ideology and Practice within women's studies.

Equally clearly, feminists/womanists within and across organizational frameworks of the academy and the feminist/womanist organization can engage collaboratively in the transformative processes and mechanisms that can make Women's Studies a politically effective voice in the public (as opposed to the exclusive and exclusionary) discourse of the academy.

Interrogating to Transform: So what can we do together, the WS academy and the WS feminist/womanist institution? Some pointers:

- Increase the diverse visibility of Women's Studies in the middle school, the high school, the academy, the administration, the legislative lobby group, the feminist/womanist organization and on the streets, on every political and funding issue that impacts women. Can a high school student take an AP course Whiteness Ideology and Practice: Feminist/womanist Resistance?
- Benchmark for all forms of diversity increases at every level of recruitment and hiring in every cycle. Let the results tell the story.
- Benchmark for all forms of diversity increases in student enrollment every semester. Let the results tell the story, no theoretical spin needed.
- Network across campuses and organizations to pool, share, publicize and disseminate diverse skills, resources and people.
- Engage in "reparation" behavior, personally and organizationally. Instantiate whiteness. Bear witness. Give back ("we" organizationally speaking, through second person inquiry, see above, are taking it anyway) space and opportunity for "ideological becoming" and scripting "novel discourses of contestation and resistance."

- Interrogate and transform the rules of engagement in Women's Studies, the "professed" interdiscipline. The "expert" and "expert(ise)" vs. the "lived" and the "experiential". If you have lived oppression and reflected/acted critically on it, are you qualified to address it theoretically and practically in the academy and in the feminist/womanist institution? Do your marked multiple intersections mark you for mentoring or leadership?
- Interrogate and transform the very attributes we feminists/womanists cherish – "collegiality", for instance. Collegial with whom? Collegial around what?
- Interrogate and transform the very strategies we feminists/womanists claim to avow and practice – "inclusion", for instance. Include to exclude? Include to induct? Include to invisibilize? Include to marginalize? Include to tokenize? Include to recruit into Whiteness Ideology and Practice?

Interracial Mentoring of Junior Faculty of Color in Women's Studies

Traditional mentoring relations are hierarchical. As such, mentors are viewed as superior by virtue of their knowledge and experience as well as by their successes in the field. It is assumed, moreover that in order for the mentee to succeed in the institution, she will become a replica of her mentor, accepting her cultural norms or scholarly practices. Within Women's Studies settings, such relations are problematized since mentoring junior faculty of color, which often involves interracial mentoring by white faculty, invokes the very issues of power that Women's Studies interrogates, namely, the ways in which white, Western heteropatriarchal power has historically informed the construction of knowledge within academic fields of inquiry, and how women have experienced the effects of such constructions differently, depending on their social location.

Although mentors within Women's Studies seek to empower their mentees by giving them their previously acquired knowledge so that they can excel and circumvent the challenges presented to them in the Academy, the relationship, nonetheless, is itself entrenched with power. The feminist mentor finds herself in the role of institutional gatekeeper or powerbroker, inasmuch as the mentor/mentee relationship is a legacy of the larger white macro structures of normative educational institutions and of society at large. Given that the mentoring act of 'transmitting one's knowledge' assumes that the mentor's understanding of feminisms is universal, the mentoring project pushes to the background the fact that the mentor and mentee are imbricated in these very categories of identity and concomitant levels of epistemological power and powerlessness. At stake in Women's Studies then, is how not to become inured to the macro dynamics of intergroup power relationships that the mentor/mentee relationship encourages, given the power differential of mentor

and mentee based on age difference, professional status, position within the institution, and social location.

Fostering a liberatory relationship between a mentor of European descent and a junior faculty of color begins with the premise that the life experiences, perspectives and scholarly expertise of racially marginalized women and their communities are valuable intellectual and political resources, capable of transforming feminist scholarship, praxis, and consciousness. The mentor's exercise of epistemological power within Women's Studies, to name, define and enforce normative understandings of feminist practices must be disrupted in order to affirm the ontological and epistemological productions of the mentee and the mentee's community. In effect, the inclusion of faculty members of color into predominantly white feminist environments must become a context for which whiteness is foregrounded, and thus subject to eradication. Towards this end, the mentor must use such visibility strategically to disentrench whiteness. Her task is no longer to exercise her superior status by assuming that she knows what is best for the mentee, but rather to identify and dismantle the structural barriers caused by whiteness macrostructural practices that Women's Studies participates in and reproduces, ones which delimit the mentee's possibilities for success. The mentor will continue to offer her insights but will work collectively with the mentee to imagine and co-construct ways out of racial hegemony. In this regard, the mentor will acknowledge, as Freire affirms in his edited volume *Mentoring the Mentor* (1997), the mentee's position as agent, and cognizing subject. What follows are recommendations for how to decolonize junior faculty women of color's positioning within the Academy:

- a. **Adopting an Attitude of Urgency about and Attentiveness to the Retention of Faculty of Color through the Revitalization of Institutional Practices.** The hire of a faculty of color is not just another hire, but a serious commitment to the creation of a Women's Studies program that seeks to implement racial justice. In this regard, the retention of a faculty of color is a matter of urgency. The mentor must focus her efforts on the integration of the mentee into the culture of the department. Given that the mentee of color may be the only or one of a few faculty of color, effective integration requires that all departmental processes be reexamined as conduits of whiteness. For example, the "majority rule" as a decision-making procedure would not be deemed appropriate where racial difference is valued since intergroup differences would result in attenuating or excluding the minority voice(s). The mentor will be attentive to the minority voice as a crucial component in intergroup feminist dialogue, and aware that the mentee is not structurally situated to advocate on her own behalf.

Additionally, the mentor will more broadly work to create an open climate for continuous discussion about race and racism. By keeping whiteness visible, it is more probable that other types of transformative

practices can be undertaken without triggering resistant practices, allowing a feminist multicultural climate to emerge in all Women's Studies activities, from campus activism to course content.

Finally, the mentor will develop mechanisms of institutional accountability if mentees are not able to be promoted. First, there must be an acknowledgement that such failures are reflected back onto the mentor; where no mentor is assigned, the director or chair is ultimately responsible as well as academic administrators at all levels. The mentor will help to design yearly surveys asking faculty of color to assess those practices that have served as barriers to inclusion, as well as exit interviews for every departing faculty of color.

- b. **Mentoring and the Evaluation Process.** The mentor must help directors in the area of evaluation by encouraging evaluative processes that both hold the junior faculty to the same standards as other faculty and assessing whiteness mechanisms within current processes that place junior faculty of color at an unfair advantage. For example, traditional institutional assessment tools for teaching, such as student evaluations, are regularly used to preserve normative knowledge systems and their perceptions of what social groups are authorized to impart knowledge. The mentor should provide scholarly evidence on the ways that students use such tools in order to counteract their damaging consequences for faculty of color.
- c. **Revising Understandings of “Advancement Opportunities” for junior faculty of color.** Junior faculty of color are routinely offered opportunities to serve on committees that are created to diversity departmental and university culture. In order to avoid burdening junior faculty with more service than that expected of other faculty, and in service efforts that might not be recognized or valued as ones that will increase the mentee's chances for tenure and promotion, the mentor should request transparency about the distribution of service commitments among Women's Studies faculty, thereby insuring that junior faculty are not doing more than other faculty members of their rank; and 2) be persistent in providing opportunities to the mentee that will lead towards her tenure and promotion. Beyond providing clear expectations about requirements for tenure and promotion, the mentor will provide introductions to colleagues working within the mentee's subfield as well as access to appropriate information about conference presentations, placement of scholarly work, professional development opportunities such as grants, and grant writing workshops.
- d. **Mentoring as Anti-Whiteness Activism.** The mentor will become educated in the work and perspectives of the junior faculty of color. Rather than assume understanding of the scholarship produced by women of color within Women's Studies contexts, the mentor will be vulnerable about what she does not know. The mentor will view the mentoring relationship

as one between two people with different skill sets that can be shared with the goal of fostering greater understanding of the field.

- e. **Interracial Mentoring as a University-Wide Endeavor.** Effective mentoring of junior faculty of color should include multiple dyadic and networked relationships that are intra- and extra-organizational. Towards this end, Women's Studies directors must explore the creation of programming that focuses on special groups of faculty of color. In addition, mentors must be structurally placed throughout the university at various administrative levels that will serve as networking agents. The mentor should designate a person in the Dean's and provost's office to oversee training for departmental chairs in programs where Women's Studies programs are housed. This person would be responsible for working with department chairs to monitor departmental practices of whiteness.

Such strategic emplacements place the burden of institutional transformation on those that currently benefit from its whiteness structures and depart from whiteness ideological assumptions that mentoring is already taking place among a group of faculty of color. Given the ideological effects of whiteness, other faculty of color cannot serve as buffers from marginalizing processes or bridges of access to university inclusion because they too find themselves in the baffling circumstances of negotiating their identities as a person of color within institutions that unconsciously affirms whiteness as norm to be valued.

Finally, interdepartmental mentoring relationships cannot be assigned. Since mentoring is not a power-free process, the mentor may wish to engage in the relationship out of personal or organizational interests, ones that do not necessarily coincide with those of the mentee. Thus, the relationship should be self-selective and organic, that is one that grows out of perceived commonalities in research/teaching goals, objectives and other affinities on the part of both mentor and mentee.

Responding to Right-Wing Attacks on Women's Studies Programs

**By Martha McCaughey, Appalachian State University,
& Cat Warren, North Carolina State University**

Women's studies programs have had long practice in articulating the value of what we do to university administrators, students, and colleagues across campus. We've become adept at explaining interdisciplinary work, the meaning of gender, and the importance of feminist scholarship. In the past two years, however, a new series of attacks have come from community members, alumni, but most especially from far right-wing organizations and think tanks across the nation. Handling these attacks can be stressful and time consuming—even when one works under a supportive university administration. Women's studies program administrators need to be prepared for these attacks and know how best to respond to them.

Some of the attacks recently experienced by WS programs include:

- "Research reports" funded by right-wing think tanks that implicate a particular WS program or WS in general (e.g., about our supposedly anti-marriage textbooks, our "proto-Marxist" beliefs, our hostility toward men);
- Freedom of Information Act requests from right-wing organizations for WS program records (e.g., budgets, syllabi, etc.);
- Newspaper editorials or letters to the editor complaining that it is a waste of taxpayer dollars to support feminist projects or events, strategically printed on a day the state legislature will decide on how to fund the university;
- Calls for investigating or firing an instructor for confronting a white heterosexual male about his homophobic speech;
- Hostile letters, e-mails, and blogs about projects (e.g., a queer film series, *The Vagina Monologues*, or a student-organized event such as Orgasm Awareness Day);
and
- E-mails and phone calls demanding that anti-feminist links be placed on a Women's Studies Program's or a Women's Center's website in the false name of "balance" and free speech, and the acquiescence of university administrators to those demands.

We have experienced all of the above and more in the past two years, either on our own campuses or on the campuses of colleagues. Many of these events have been reported in various newspapers and on far right-wing websites. In some cases, they have garnered national attention.

These attacks can be carried out by individuals: for instance, an alumnus who has chanced upon your program's website or read about an event in the alumni magazine. The most problematic cases, however, consist of coordinated attacks by well-funded far right-wing organizations, which have blogs, conferences, and other ways of disseminating their information and calling for others to join them in letter-writing campaigns, in litigation procedures, in ideological and poorly done "research" on WS programs, or in state legislation designed to undermine progressive programs in the humanities and social sciences, with women's studies being one of the targets of that legislation. (See the list, including web links, of some of these organizations and blogs below.) In numerous cases, targeted attacks on WS are part of a larger coordinated attack on "leftist" academics or on public funding for higher education.

These instances call for a proactive stance from WS administrators, and the acquisition of a set of skills that can be unfamiliar to academics. But WS administrators need to learn how to communicate well with the media on these issues—to say nothing of communicating with colleagues across disciplines, with university administrators, and with students.

Obviously, we are all faced with instances where one of our instructors may have exercised poor judgment, or where a group of students organized an event that offended others. Any director or chair in any academic unit must deal with such issues. But those of us in WS are faced with an additional burden: such incidents are likely to provide fodder for right-wing attacks that question the existence and integrity of women's studies as a scholarly program. And that compromises our basic academic freedom.

But there are several ways to arm yourself and your WS program against these attacks. You can even increase the visibility of women's studies across campus and in the community in a positive way:

- 1. Know exactly who and what you are dealing with.** Keep records of individual letters and complaints and keep abreast of national trends, reports, etc. Realize that even one student complaint could have been engineered by, or end up in the hands of, an organized group that will pursue the matter and give it national attention. (See the list of web links below for information on the groups and individuals who organize attacks on women's studies, feminists, and liberal academics more generally.)
- 2. Keep your administration and university attorney aware.** An administrator caught unaware by a particular incident or complaint may be more likely to make hasty decisions, to compromise, or to yield to outside pressure. Therefore, it's important to send copies of letters and to report receiving,

for example, a Freedom of Information Act (FOIA) request to university administration and counsel. Do not respond immediately to complaints or requests yourself, until you know the legal issues involved.

3. **Have specific professors and students designated and ready to talk to the media.** Tenured professors with good research records and articulate WS students who can vouch for your program's academic strengths or impact should be poised 24/7 to talk to reporters who call to inquire about an incident or controversy. Have your own facts straight; you may well have the advantage on this score—especially because many of the attacks play fast and loose with the facts. While humor doesn't work in every instance, have funny, sharp responses ready when appropriate. For example, if questioned about an event like Orgasm Awareness Day, distinguish student events from academic or faculty-led events, but note that students' free speech protections allow them to celebrate orgasms as well as touchdowns, and isn't that what makes America great.
4. **Become a part of a statewide or regional network of WS programs.** If you don't already have an email list of WS directors in your state, create one and start using it to keep one another apprised of developments in your state that threaten WS. Even a 12-hour warning from another director can give you time to develop a stronger response.
5. **Be unapologetic about the courses, speakers, and performance artists your program hosts.** Our programs are strong, original, and enhance academics and student life on our campuses. Our classes are intellectually rigorous and popular. In class, remind students of your program's mission. And, above all, don't change the way you or your colleagues teach, even if you face pressure to “balance” your syllabus with material not part of our academic field or the course's subject matter. The chill factor is one of the most effective tools far-right wing organizations wield; by not censoring yourself, you can keep them from wielding it.
6. **Be open about sharing syllabi and other information.** Though more people are scrutinizing WS now that our syllabi and other information are posted on websites and requested through FOIA requests, we need not become defensive about what we do. Protect your students' privacy, as required by the Buckley Amendment. But try to be as open as possible about WS research and pedagogy.
7. **Link with larger organizations safeguarding academic freedom.** WS administrators should see the American Association of University Professors (AAUP) as a valuable resource for information about current threats to

academic freedom and higher education, and as an ally in any particular struggle against threats to a student's free speech, an instructor's academic freedom, or similar. The AAUP is a member-supported organization. (See <http://www.aaup.org> for reports and membership information.)

Organizations critical of women's studies, feminism, and liberal academics:

Clare Boothe Luce Policy Institute:

<http://www.cblpi.org/>

Independent Women's Forum:

<http://www.iwf.org>

Intellectual Takeout:

<http://www.intellectualltakeout.com/index.asp>

Foundation for Individual Rights in Education (FIRE; note Daphne Patai is on FIRE's Board of Directors, and Wendy Kaminer and Christina Hoff Sommers are on FIRE's Board of Advisors):

<http://www.thefire.org>

Center for the Study of Popular Culture (David Horowitz's Center, and the site for his Front Page magazine):

<http://cspc.org/>

Eagle Forum Collegians:

<http://www.efcollegians.org>

Pope Center for Higher Education Policy:

<http://www.popecenter.org/>

Mike Adams on the Town Hall site:

<http://www.townhall.com/opinion/contributors/mikeadams/archive/2005/>

American Council of Trustees & Alumni:

<http://www.goacta.org/flashindex.html>

Students for Academic Freedom:

<http://www.studentsforacademicfreedom.org>

Students who report on politically biased professors:

<http://www.noindoctrination.org>

Concerned Women for America:
<http://www.cwfa.org>

National Association of Scholars:
<http://www.nas.org>

Intercollegiate Studies Institute:
<http://www.isi.org>

Accuracy in Academia:
<http://www.academia.org/>

Creating a New Women's Studies Degree Program

By Jacquelyn Litt & Jessica L. Jennrich, *University of Missouri-Columbia*

The University of Missouri-Columbia Women's and Gender Studies program currently offers an undergraduate major and minor and also offers a graduate minor. Our administrative unit is the Chancellor's Division. We are in the process of proposing a free-standing major as well as a department in the College of Arts and Sciences.

The decision to move from program to a department is significant. Many of us in Women's Studies believe that a department is the best way to develop autonomy in hiring and promotion, increase visibility, stabilize resources (space, faculty lines, and budgets) and gain some decision-making power in the formal administrative structure.

The following suggestions are intended to help you organize the work process once you have decided to pursue departmental status. We have broken down the tasks into four main categories: 1-working through the bureaucracy; 2-documenting the national picture of Women's Studies; 3-documenting the need for a department; 4- creating partnerships with community organizations.

Working the Bureaucracy:

As you begin to envision your department it is important to consider several things.

1. The regulations: Find out the rules, regulations, and process for becoming a department within your academic system. Having these guidelines early in the process will be beneficial. In our case, there has not been a new department established in our college for decades. That means we have had to rely on formal policy as it has been handed down by the Chancellor's Office.
2. Build allies: Ultimately, the success of the proposal will depend on support from others. Try to identify which groups/committees/councils will review the proposal and create alliances with them. Establish relationships with people who will review the proposal. This could be an administrative staff person in the Dean's Office, or an Associate Dean. If the proposal has to go the faculty council, the council of chairs, etc., begin to discuss the proposal with individuals on these committees who you think will be sympathetic and act as advocates.

3. Create a timeline for your proposal writing and submission date.
4. Resources: Get a firm understanding of your available resources (budget, hiring, student help), and create a projection of how those needs will change with the transition to a department. Do you want to develop a department on the basis of current resources? What plan do you have to gain increased resources? Will all of your current resources be transferred to the new department?
5. Know the departmental budget process: Consult with other department chairs about general procedures as well as particular areas of vulnerability in the budgeting process.

Documenting the National Picture:

1. Describe the current status of Women's Studies departments across the country and region and position your department as part of the forward momentum of the field. Unlike other disciplines, it is often necessary to educate your audience about the field of Women's Studies, the range of scholarship, and the status of it is a mature discipline.
 - For intellectual overviews of the field, including internal debates, look at Robyn Weigman's, Women's Studies on Its Own, Ellen Davidow, Disciplining Feminism, and Women's Studies for the Future: Foundations, Interrogations, Politics, by Elizabeth Lapovsky Kennedy and Agatha Beins.
 - NWSA is also considering establishing resources on the program administrator's website. Also, consider joining the NWSA Program administrator's email list or posting questions to the site (<http://www.nwsa.org/PAD/index.html>).
 - Get an overview of other Women's Studies programs in your state and region. Many state universities are concerned about 'duplication' but it is better to have this information and create support and partnerships. This will help you establish a market demand for the program.
 - Identify the peer institutions as they are identified by your institution and either establish your department as a leader, or as far behind!
 - Good websites that list the current departments with web addresses (of both national and international programs) are:
 - Artemis Guide to Women's Studies in the United States: <http://www.artemisguide.com/>
 - University of Maryland, Baltimore County Women's Studies program's list: <http://research.umbc.edu/~korenman/wmst/programs.html>

Documenting student need:

Depending on the specific requirements of your university's proposal process, it may be necessary to project the student demand for your department. This can be accomplished in several ways.

1. Before you begin a formalized process, it can be helpful to plan an informal gathering of your students to discuss their interest in a Women's and Gender Studies department. At this time you can invite students to offer their thoughts on whether a department will attract more students, or what type of curriculum changes need to be made. Keep track of these comments because they can be used as justifications for the department in the proposal.
2. Create a formal survey of all students in Women's and Gender Studies courses on your campus. This will involve designing a survey that answers the questions about student demand.

- Sample Survey:

How are you using this course in your graduation plan?

Major requirement _____ Minor requirement _____

General Education Requirement _____ Elective _____

What level of student are you?

Freshman _____ Sophomore _____ Junior _____

Senior _____ Other _____

What is your current major?

Would you take another Women's and Gender Studies Course?

Yes _____ No _____

How did you find out about Women's and Gender Studies?

Advisors _____ Course description book _____ Friend _____

Women's Center _____ LGBT Resource Center _____

Other (please specify) _____

Prior to this course were you aware that you can major in Women's and Gender Studies?

Yes _____ No _____

Prior to this course were you aware that you can minor in Women's and Gender Studies?

Yes _____ No _____

Would you consider a major/double major in Women's and Gender Studies?

Yes _____ No _____

Would you consider a minor in Women's and Gender Studies?

Yes _____ No _____

What do you see as the benefit from majoring in Women's and Gender Studies?

Mark any and all that apply

Job Opportunities _____ Diversity Knowledge _____

Management Skills _____ Personal Fulfillment _____

Do you feel like you have benefited from the course/courses in Women's and Gender Studies?

Yes _____ No _____

Additional Comments

3. One large student need, which will most likely be a requirement of your proposal, is projecting the market demand for students with skills associated with Women's and Gender Studies. Researching market demand for Women's and Gender Studies students can be tricky, because most occupational statistical gathering services do not have listings for Women's and Gender Studies as a field. However, by using these services from a skill perspective, it is simple to identify a group of occupations that Women's and Gender Studies students would be suited for.

The best way to do this is:

- Identify the skills associated with graduates of your program
- Use these skills to find occupations which match the identified skill set.
- Perform a detailed search of these occupations regarding current and future growth as well as estimated openings.

The best source for labor analysis is the Department of Labor, Bureau of Labor Statistics (<http://bls.gov/>). It is the most respected (and uncontroversial) statistical gathering body on the subject of U.S. labor. This agency also makes it possible to search occupations in your state as well, which will most likely be a component of your proposal requirements.

This is also a good time to reach out to your former alumni to ascertain what fields they have found success in. It may be helpful to conduct a survey of your alumni if advisable.

Creating Partnerships with Community Organizations and Community Members:

Creating partnerships with community organizations and individual community members is an important part of the proposal process for two reasons. First, having strong community support can be very beneficial to your program as it shows the need for Women's and Gender Studies extends beyond the academic campus to the community. Secondly, it highlights your commitment to working with the community and indicates that your faculty, staff, and students maintain a mission that serves the community.

This may have already been a priority of your program. However, with the move to a department these connections can serve a new purpose. These partnerships can provide sources for internships for your students. They may also serve as a source to reach out to for fund raising. It is important to have the support of the community not only to fulfill a possible requirement of your proposal, but also to help you be recognized by the administration as an academic department that supports your local community and that receives support in return.

If your connections have sustained some damage over the years, now is the time to reach out. It may be helpful to organize a dinner or event that specifically approaches community organizations and community members, and solidifies your support of these organizations.

If your program has yet to make connections, you can begin taking some steps to create a network.

1. Talk with faculty, students, and student service organizations on campus with whom you have a relationship. They may be able to provide you with a list of community members to reach out to.
2. Compose a letter or email explaining what your program is trying to do, and ask whether this person/organization would be interested in developing a relationship.

3. If the responses are positive, organize a meeting intending to introduce yourself to the community and to gauge the interest of community members.

Undertaking the task of becoming a department can seem overwhelming. By giving these areas additional consideration, you can approach the process in an organized way, reduce the level of anxiety surrounding it, and eventually achieve success.

Recruiting and Retaining Students

By Amy Levin, Northern Illinois University

1. Make a commitment to being the most “student friendly” office around.
 - a. Try to take care of students' problems in the office without referring them elsewhere.
 - b. If you're the third or fourth office to which a student has come for help, don't send her to another office unless you've called ahead to make sure you're sending her to the right place.
 - c. Consider creative solutions to conflicts with scheduling and requirements (without sacrificing the program's integrity).
2. Offer students treats/recognition.
 - a. Dinner or reception with a guest speaker.
 - b. Small travel grants.
 - c. Cords at graduation.
 - d. Award nominations or recommendations to university committees.
 - e. Profile of a student in each newsletter.
 - f. Write personal notes congratulating students on achievements, etc.
3. Be generous with cross-listing.
 - a. Offer departments “free seats” under their own numbers in cross-listed courses so their students enroll and learn about the program.
 - b. Partner with/help build an LGBT Studies program; cross-listed courses will draw students.
4. Assign excellent teachers to general education courses.
5. Offer/create high-interest elective courses.
 - a. Growing Up Female (interdisciplinary perspective).
 - b. Current Debates on Sex and Gender (current events class).
6. Seek out faculty associates or friendly faculty in departments where women are underrepresented.
 - a. They will send you students.
 - b. They can offer new courses, which in turn may attract students from other disciplines.
7. Institute exit interviews for students attempting to drop your program.
 - a. More often than not, there's a scheduling or requirement conflict you can resolve.
 - b. Gather valuable information about any flaws in your program.

Student Recruitment Strategies at a Comprehensive State College

By Ellen G. Friedman, The College of New Jersey

The College of New Jersey is a comprehensive state college with about 6,000 students. Although it has a handful of Master's programs, it is mainly an undergraduate institution. Students are among the best in the state with high SAT scores and top 10% high school class rank. More than 90% of the students are in their home state.

Recent History

Recently, The College of New Jersey (TCNJ) went through a "transformation" process that reduced faculty and student course load while intensifying the courses themselves. Transformation meant a reconsideration of the general education requirements, which included a gender requirement for all students. Although some requirements were reduced or compressed, the gender requirement remained intact. Departments were obliged to reduce the number of courses in the major to between 10 and 12. Many departments thus reduced their service courses to concentrate on the major, thus transferring more of the burden for the gender requirement to the Women's and Gender Studies Program. An effect of reducing the number of courses in the majors was a reduction of the number of courses offered and thus the number of adjuncts. While most majors thus reduced the number of sections they offered every semester, WGS numbers remain stable because of the increased responsibility to serve the gender requirement.

Numbers

Faculty and Staff: 3 fulltime faculty housed in WGS, 2 joint appointments, fulltime director of WILL, fulltime secretary, graduate assistant (15 hours) shared with WILL, student assistants.

Majors: 62 Women's and Gender Studies Majors

Minors: 45 Women's and Gender Studies Minors

WILL Students (see below): 100 students who are required to complete a WGS Minor. Some of these students overlap with the 62 majors and 45 minors.

Relevant Programs

Curricular:

1. Women in Learning and Leadership (WILL)

Following the University of Richmond model, we established a women's leadership program about six years ago. Women in Learning and Leadership (WILL) is a 4 year curricular and extracurricular program, resulting in a Women's and Gender Studies Minor and a certificate at graduation. About 100 women

are enrolled in the program. Admission is selective and by application. Most students enter in their first year, though we accept students as sophomores as well. This program also feeds students into the major, often as a second major. WILL has a fulltime director. The women in the program tend to be campus leaders and bring a WS perspective into their other organizations.

2. Liberal Learning

For as long as I have been at the college, Women's Studies courses have been options in general education requirements. About ten years ago, a course in gender became a separate requirement (rather than an option) in general education. This requirement was retained through the transformation of the curriculum when "general education" was renamed "liberal learning." Many disciplines have courses that meet this requirement, but the WGS shoulders most of the burden for it. It continues to be the single most important factor in recruiting majors and minors.

3. WGS Major and the Liberal Learning Program

Ten 4-credit courses make up the major (It's five for the Minor). It includes an internship and a capstone course. Many students are double majors, an advantage with the new liberal learning program, which rewards double majors by significantly reducing the number of required Liberal Learning (LL) courses from 9 to 6. In addition, most of our courses fulfill specific liberal learning requirements, so that a student doing a second major has no additional LL requirements to fill except for language, one math, and one lab science.

4. Concentrations

Just as second majors reduce the number of required LL courses, so do interdisciplinary concentrations that require about 7 courses. We jumped in fast and early and have concentrations in Sexualities; Gender, Nation and Democracy; Women and Gender; and Women in Learning and Leadership. There are few takers for the Concentrations, though the college administration hopes that students will sign on for interdisciplinary concentrations. Interdisciplinarity is a current administrative emphasis, which has benefited our program.

5. Women's and Gender Studies and Education Partnership

One of my fantasies, hampered until recently by the No Child Left Behind legislation, has been to recruit education majors who will bring the insights of our discipline into the classroom and contribute to a citizenry informed by Women's Studies. In New Jersey, education students must have an additional major in a "teachable subject," which is narrowly defined in the NCLB legislation.

To have a subject specialization, elementary and early childhood students must take at least 4 courses in that subject. Within those restrictive boundaries, we

created a WGS/Education major with concentrations in English and History. Students take 4 crosslisted (with WGS) courses in English and 4 in History in addition to WGS required courses (introductory course, feminist theories, internship, and capstone) and Education courses.

The selling points are that students get two subject specializations (English and History) rather than one as in a more traditional major and acquire a lens that makes them better teachers. In addition to being able to address the "chilly climate in the classroom" for girls, WGS/ED majors also are able to address masculinity and difference issues. This is our launch year for this program and we already have 17 new majors. An additional advantage is the partnership with School of Education faculty. We have already recruited one faculty member to teach our Men and Masculinity course, and we are participating in Education's capstone course. This partnership may also lead to the School of Education devoting some of its resources to this initiative.

Extracurricular:

1. Newsletter

When I first became director, sometime in the mid 1980s, I created a WS (name change to WGS came later) Newsletter. The purpose was to educate faculty across the disciplines and administrators about the rich and numerous scholarship, conference, and grant opportunities available in Women's Studies. The front page usually has an article on the gender scholarship of a faculty member or on a new gender initiative. The rest of the paper consists of announcements pertaining to the discipline. The newsletter is distributed to all faculty, all majors and minors, higher administrators, and various directors of programs. It's a consciousness raising tool that continues to be effective. It demonstrates the wealth of opportunities and prestigious venues available to people in our discipline. Students edit the newsletter for independent study credit.

2. Women's History Month

We make a big deal out of Women's History Month and save our speakers' fund mainly for March. We also have a splashy poster, which we distribute to all faculty and relevant administrators and staff. We ask for co-sponsorship from as many constituents as possible in order to create community around this month. This strategy has been successful in raising consciousness and creating friendly feelings toward WGS. We often have themes that allow us to include disciplines not often linked with WS. For instance, we had a Women in Science month a few years ago. We had a women in art theme another year, as well as film, politics, and religion themes in various years.

3. Student Organizations

The number of student organizations with interests in gender has multiplied as the major and minor grew. These organizations are populated by WGS and WILL students, but they also draw others in who begin to take WGS courses and find themselves declaring a major or a minor. The following list may be partial: The Women's Center, Prism (formerly GUTS, which is the GLBT student organization), Tri-lota (Women's Studies National Honor Society), VOX (Planned Parenthood Student Organization), White Ribbon Campaign (international organization of men against violence against women), The Bod Squad (established by a student activist to raise consciousness about women's body issues), and WILL student organization (attached to the curricular and extracurricular WILL Program).

Links to many of the programs and organizations described above can be found at <http://wgst.intrasun.tcnj.edu>

What Can You DO with a Women's Studies Education?

By Amber E. Kinser, East Tennessee State University

One question that will, without doubt, surface time and again for Women's Studies Programs as they seek to develop and expand is "What Can you DO with a Women's Studies Major?" (or Minor). In an increasingly commodified educational market, our programs will not escape having to formulate responses to the question of the occupational "worth" of women's studies curricula. While I have no doubt it is true that it is demanded of women's studies and similar programs to address workforce development more often and more pointedly than many other programs, potentially in an effort to devalue them, we still must be prepared to address the issue in our proposals.

I do recommend following the advice of many on the PAListserv of NWSA: Redirect the question as best you can to focus on the contributions of your program to university diversity initiatives. Also, focus on how women's studies prepares students to meet societal needs of analyzing social inequities and initiating change, of civic engagement, of confronting social injustice. Women's studies graduates are politically active in the broadest sense, from confronting gender inequities in their own relationships, families, and workplaces, to participating on school boards and committees for their children, to feminist art and writing, to traditional political activism. Finally, you might liken yourself to other baccalaureate programs that also are not occupationally focused, such as philosophy, English, psychology, which have enjoyed a long and funded life in the academy, presumably because of the kind of thinking citizens they "produce."

In my own work as Director of Women's Studies, I have resisted mightily having to craft arguments about jobs. My interest is in turning out thinkers, not workers. I am concerned about turning out an educated populace, mindful citizens, who then will be prepared to pursue "job training" elsewhere. But I have found that after I have made all these arguments, people were still waiting with, "Yes but what can you DO with a women's studies education?," as if I had not yet considered the question, much less answered it. So reluctantly, I went about gathering information so that I could answer the question to the satisfaction of the administrators who would, or would not, fund future development of our program. The good news is, our graduates ARE working, are doing social change through that work, are gainfully employed even as they are civically engaged and confronting injustice. Many women's studies programs across the country have used the study by Luebke & Reilly (1995) to support this claim (*Women's Studies Graduates: The First Generation*. NY: Teacher's College Press).

Now ten years later, I have conducted a study of occupations of Women's Studies graduates, based on alumni reports posted online by women's studies programs across the country, finding over 200 occupations in which our graduates are working. In what follows, I first list these jobs, most of which seem to have been attained by baccalaureates, and among these also are listed graduate areas of study pursued post-baccalaureate. I have eliminated those jobs that would most clearly require advanced-level training. Second, I list the skills many women's studies programs have identified as emerging from women's studies training, which I have drawn, again, from program websites in the U.S. Finally, I list some online resources to which you can direct your women's studies students who are seeking job-related information. I have edited these lists for consistency in language and to avoid overlap while still allowing list items to attend to different nuances. Each occupation listed represents one or more graduates.

I would like to credit my graduate research assistants at East Tennessee State University, Mandy Render and KC Gott, for their fine work. I also would like to thank ETSU work-study students Nicole Brunson and Hunter Looney for their contributions to this project.

I. Occupations of Women's Studies Graduates

*Based on alumni reports posted online on Women's Studies program web pages in the U.S.**

The following positions are held by recent Women's Studies graduates:

1. Acupuncturist
2. Administrative Coordinator in the Office of the University President
3. Advocacy for Women and Children
4. AIDS Project worker
5. Americore Volunteer for HIV program at a women's health center
6. Americorps Volunteer
7. Arts Fundraising
8. Assistant Director, Alumni Association
9. Assistant Director, Residence Hall Learning Community
10. Assistant Director, University Alumni Association
11. Assistant Features Editor at *Elle*
12. Assistant Manager of Investor Relations at a research company
13. Assistant Prosecuting Attorney
14. Assistant to the Director of Women's Studies
15. Assistant, Manuscripts Department at Tulane
16. Associate Residence Hall Director
17. Author
18. Battered Women's Center Administrator
19. Bilingual Case Manager
20. Breast Cancer Support Group Facilitator

21. Business Assistant
22. Business Systems Analyst
23. Camp Counselor
24. Campus Organizer
25. Case Manager and Team Coordinator at the New England Center for Children
26. Case Manager for Women's Cancer Control Initiative at Women's Health Center
27. Children's Advocate
28. Community and Youth Leadership Fellow in the Community Division at a non-profit org.
29. Community Educator & Trainer for the Abused Women's Advocacy Project
30. Community Health Specialist
31. Community Victim Advocate
32. Computer Information Systems Specialist
33. Consulting business owner, "Just Peace Works"
34. Coordinator of Custodial Services and Indoor Air Quality Coordinator
35. Coordinator of Injury Prevention Program, Children's Hospital
36. Coordinator of Lesbian/Bisexual services
37. Coordinator of Youth Programs
38. Co-owner of 3 Pizzerias
39. Co-owner of a bowling alley
40. Corporate Event Planning
41. Corporate Trainer
42. Counselor for Domestic Violence Shelter
43. Court Facilitator
44. Crisis Advocate, Harriet Tubman Center
45. Customer Specialist for US West
46. Democratic Counsel to the U.S. House Committee on the Judiciary
47. Development Assistant, Minnesota Orchestra Association
48. Development Director at a non-profit environmental organization
49. Director of a horseback riding school
50. Director of a women's center for continuing education
51. Director of Admissions
52. Director of Annual Giving and Special Events, American Red Cross
53. Director of HIV Services at a community healthcare center
54. Director of Holocaust Awareness Institute
55. Director of Housing and Neighborhood Development
56. Director of Make a Better Place, photography and creative writing for young people as a vehicle for leadership and social change
57. Director of Shelter Services at Safehouse Progressive Alliance for Nonviolence
58. Director of Women's Center

59. Director of YWCA
60. Diversity Trainer, Cooch Consulting
61. Domestic Violence Victim's Advocate
62. Domestic Violence worker
63. Editor/Desktop Publisher
64. Editorial Assistant *Human Rights Review*
65. Education Coordinator at a Youth Shelter
66. English Teacher at an International School in Thailand
67. Event Planning and Development for the American Political Science Association.
68. Executive Director, Harbour Area Halfway Houses, for women transitioning out of prison
69. Executive Director, Hillel Foundation
70. Executive Director, OutFront Minnesota
71. Family & Housing Specialist, Project for Pride in Living
72. Feminist Majority Foundation Campus Organizer
73. Financial Aid Specialist at the University of Denver
74. Fiscal Analyst
75. Food Safety Coalition
76. Founder & Executive Director of Adopt-A-School Program
77. Fourth grade teacher
78. Fundraiser
79. Girls Equity Specialist, YWCA
80. Graduate School Admissions Counselor and Recruiter
81. Graduate student in American Studies
82. Grant funding for administration for non-profit organization
83. Grant Project Manager
84. Grant Writer
85. Graphic Designer
86. Graphic Designer for non-profit/education fields
87. Health Educator/Resource Coordinator
88. Healthy Maine Partnership Director
89. High tech and corporate public relations
90. Homeless Shelter Coordinator
91. Hospital Administrator
92. Housing Specialist at domestic violence shelter
93. Human Resources worker
94. Independent Consultant and Project Manager
95. Information technology industry analyst relations
96. Insurance Agent, Allstate Insurance Company
97. Intern at a public relations firm
98. International Education Advisor
99. Journalist
100. Knitting Instructor

101. Lactation Specialist
102. Law Clerk
103. Lead Organizer, The White House Project: Mobilizing young women and single women to engage in politics
104. Legal and Welfare Advocate, Casa de Esperanza
105. Legal Assistant
106. Legal Coordinator, Harriet Tubman Center
107. Legislative & Communications Specialist for the state
108. Library Reference Technician
109. Life Coach
110. Lobbyist
111. Magazine Editing
112. Manager of Family Planning Clinic
113. Manager, Center for Individual & Organizational Development
114. Maritime Management
115. Marketing Assistant/Exhibits Manager for a newspaper
116. Marketing Coordinator for world music, blues, jazz, alternative rock, and electronic music
117. Marketing Director for independent films company
118. Marketing Manager for Paris-based music label
119. Marketing Manager for publishing company in literature, theater studies, gender studies
120. Medical Clinic Administrator
121. Mental Health Professional, Scott County Human Services
122. Mental Health Therapy Aide
123. Mortgage Loan Consultant
124. Multi-county Transit and Youth Activities
125. Museum Educator
126. Nurse Midwife
127. Organizer with the American Civil Liberties Union
128. Outreach Coordinator at AIDS clinical trial unit
129. Outward Bound trip leader for at-risk youth
130. Owner of "Two Hands Paperie"
131. Owner of a catering business
132. Owner, Sales Management Consulting Firm
133. Paralegal
134. Patient Educator, Planned Parenthood
135. Peace Corp Volunteer
136. Pharmaceutical Ad Agency
137. Planner for Juvenile Females for the state
138. Policy Analyst on equity in public schools
139. Policy Analyst
140. Political Campaign Worker
141. Prenatal Coordinator

142. President of a small business
143. President of the Southern Maryland Tennis and Education Foundation
144. Presidential Management Intern
145. Professional Violinist
146. Program Director for a non-profit organization
147. Program Director for the American Heart Association
148. Program Evaluator at Wisconsin Legislature
149. Program Manager, Religious Coalition for Reproductive Choice
150. Project Coordinator for Public Interest Research Group at a college
151. Project Officer in a university Office of Research Development
152. Public Education Director
153. Radio broadcasting employee
154. Rape Assistance and Awareness Program worker
155. Reporter for KQED
156. Reproductive Health Counselor and Education Coordinator
157. Reproductive Health Educator
158. Research Assistant
159. Research Assistant for urban designer
160. Research Support Specialist and Caregiver for Mentally Disabled
161. Researcher for WA State Legislature in Olympia
162. Rotary Ambassadorial Scholar in Sri Lanka
163. Satellite Network Operations Supervisor
164. Self-employed artist
165. Service and Support Administrator, Board of Mental Retardation and Mental Disabilities
166. Singer/songwriter
167. Site Coordinator, Girls, Inc.
168. Small-business owner
169. Social Worker
170. Social Worker
171. Special Events Planning
172. Sponsorship Coordinator at Women for Women International
173. Staff Attorney, Battered Women's Justice Project
174. Steering Director of Operation and Development Works at Media Action
175. Store Manager
176. Strategic Alliances Manager
177. Student Services Coordinator
178. Stunt/Actor for Wild West Show at Disneyland, Paris
179. Teach for America Volunteer
180. Teacher Assistant
181. Trainer for a Coalition Against Rap
182. Trainer-Facilitator on diversity issues

183. Training and conference coordinator at adolescent healthcare working group
184. Vice President of an Interactive Media Services company
185. Volunteer Resources Coordinator, AIDS Foundation
186. Web Communications Editor at a University
187. Web Design
188. Web Developer
189. Webmaster for a Diversity Web site
190. Western Region Communications Director for Service Employees International Union
191. Women's Health Outreach Worker
192. Women's Health Care
193. Writing and Editing for Reuters (Internal Communications).
194. YMCA, Youth Program Director
195. Yoga teacher
196. Graduate student in Clinical Psychology
197. Graduate student in Cultural Studies
198. Graduate student in Digital Arts
199. Graduate student in Film
200. Graduate student in International Studies
201. Graduate student in Latin American Studies
202. Graduate student in Law
203. Graduate student in Library Science
204. Graduate student in Philosophy
205. Graduate student in Public Policy
206. Graduate student in Social Work
207. Graduate student in Sociology
208. Graduate student in U.S. History
209. Graduate student in Women Studies

II. Skills Acquired through a Women's Studies Education

*Based on claims made on Women's Studies program web pages in the U.S.**

Students educated in Women's Studies are prepared to:

1. Rethink academic disciplines from the perspective of women's experiences
2. Understand differences between women and similarities among them
3. Articulate differences between feminisms and similarities among them
4. Creatively pursue a struggle for justice and equality
5. Articulate the contributions of women to the arts, sciences, humanities, and politics

6. Support liberation movements that oppose the exploitation of women
7. Examine the causes and solutions to violence against women
8. Eliminate forms of illegitimate discrimination between girls and boys
9. Examine connections between personal issues and larger issues of social and political justice
10. Address issues such as sexual harassment, flextime, parental leave, pay equity and equal employment opportunities
11. Develop essential civic engagement skills
12. Understand the multiple intersections among racism, sexism, heterosexism and homophobia, classism, and other forms of oppression
13. Correct gender bias in academic literature and other cultural texts that have omitted, minimized or devalued the contributions of women
14. Seize, promote and sustain opportunities for women's leadership
15. Develop and refine both critical and abstract thinking
16. Organize and synthesize material in new and effective ways
17. Cultivate communication skills, oral speaking and presentation skills
18. Write clearly and creatively
19. Work collaboratively
20. Become an engaged and active learner
21. Learn new leadership skills
22. Effectively analyze and articulate competing perspectives
23. Practice creative problem solving
24. Apply research to social and cultural issues and identify solutions
25. Confront injustice and oppression
26. Support diverse individual efforts and choices
27. Analyze inequities and initiate change
28. Promote equitable treatment of all members of society
29. Imagine ways of transforming your world
30. Understand and use knowledge about power relationships and injustice

31. Engage in social activism and encourage others to be active
32. Critique and evaluate social issues and problems
33. Analyze cultural events and texts; articulate how they impact people's lives
34. Develop new agendas for old problems
35. Become a social change agent through discussion, written work, collaborative projects and real world involvement
36. Critically analyze gender and the pursuit of knowledge about women
37. Become politically active
38. Critically examine your personal life and public roles
39. Connect what you study with how you live and work
40. Practice collective activism
41. Shape thoughts and actions into a coherent vision of a better, more humane society
42. Create strong families and social relationships
43. Appreciate women, their ideas, their contributions and their resources
44. Empower others to create change
45. Understand language as a means of liberation or discrimination
46. Use, and understand the function of, gender inclusive language in written and oral communication
47. Prepare to face a professional environment where women are supervisors, colleagues and subordinates
48. Question and challenge dominant ideologies by highlighting the importance of traditional women's spheres, such as nurturing, family and community
49. Proficiently find and use information on contemporary social issues
50. Question social boundaries and expectations
51. Incorporate information technologies and community service learning experiences
52. Develop links to the community, and business and professional sites

53. Foster a deeper connection with community and political life
54. Identify cutting edge issues facing women and articulate their impact
55. Seek out hidden histories and the lessons we might still learn from them
56. Listen to, and work to understand, others' thoughts and ideas
57. Enter the workforce with open minds about the challenges of the workplace
58. Train the next generations with a better understanding and appreciation of our diverse and multicultural world
59. Utilize knowledge to change the world in positive, life-affirming ways

III. Job Resources for Women's Studies Graduates

- 1. Feminist Majority Foundations – Careers**
<http://www.feminist.org/911/jobs/911jobs.asp>
- 2. Idealist.org**
<http://www.idealist.org/if/idealist/en/AdvancedSearch/Job/default?sid=38036730-317-TIZsR>
- 3. Feminist.com**
http://www.feminist.com/resources/links/links_work.html
- 4. National Women's Studies Association**
<http://www.nwsa.org/jobs.html>
- 5. INFORM - University of Maryland- WS jobs database**
<http://www.mith2.umd.edu/WomensStudies/Employment/>
- 6. Financial Aid and Career Opportunities - University of Maryland, Baltimore County**
<http://research.umbc.edu/~korenman/wmst/jobsetc.html>
- 7. About.com – Job resources for women**
<http://jobsearch.about.com/library/blwomen.htm?once=true&>
- 8. Portland State Career Center**
<http://www.pdx.edu/careers/>
- 9. Michigan State University**
<http://www.msu.edu/~wmstdy/wsmjr3.htm>

10. UNC- Chapel Hill

<http://www.unc.edu/depts/wmst/jobs/jobpostings.shtml>

11. **Bibliography for job resource information in print** (Bibliography compiled by Katherine Side at the Department of Women's Studies, Mt. Saint Vincent University, Halifax, Nova Scotia, Canada.

<http://research.umbc.edu/%7Ekorenman/wmst/side.html>

Many of the following links were found at:

http://www.womenstudies.wisc.edu/WSP/WSP-Career_Jobs.htm, University of Wisconsin-Madison Women's Studies Program Career and Job resources site.

12. Social Service related jobs

<http://www.socialservice.com/>

13. Jobs Abroad International Job Opportunities

<http://www.jobsabroad.com/search.cfm>

14. Philanthropy Careers

<http://philanthropy.com/jobs/>

15. Non profit organization jobs – Community Career Center

<http://www.nonprofitjobs.org/>

16. Webgrrls – Job Information

<http://www.webgrrls.com/wfs.jhtml?/jobbank/info.phtml>

17. Planned Parenthood Federation of America, Inc

<http://www.plannedparenthood.org/pp2/portal/aboutus/jobopenings/?sessionid=CA5D859F7049702845F93507C02A71D7>

18. NARAL – Pro-choice America

<http://www.naral.org/about/jobs/index.cfm>

19. NOW- National Organization for Women

<http://www.now.org/organization/work.html#jobs>

20. US Dept of Health and Human Services

<http://www.4woman.gov/violence/state.cfm>

21. Advancingwomen.com

<http://www.advancingwomen.com/awcareer.html>

22. Black Career Women

http://www.bcw.org/careers_jobs.shtml

23. Career Women

http://www.careerwomen.com/seeker_searchjobs.jsp

24. Girl Scouts of America

http://www.girlscouts.org/who_we_are/careers/working_with_us.asp

*Data collected October 2005. All web pages listed in the *Artemis Guide to Women's Studies in the U.S.* (www.artemisguide.com) with working web links were consulted. Colleges/Universities that offered *the most* accessible and usable information, and therefore are cited herein, were: The Alleghany College; California State University, Fullerton; California State University, Long Beach; California State University, San Marcos; The College of New Jersey; East Tennessee State University; [Eastern Michigan University](#); Loyola Marymount University; Loyola University, New Orleans; Marshall University; Miami University of Ohio; Macalester College; Metropolitan State College of Denver; Regis University; State University of New York, Plattsburgh; [Towson University](#); University of Colorado at Boulder; University of Connecticut; University of Illinois, Springfield; [University of Michigan](#); University of Minnesota; University of Nebraska, Omaha; [University of Southern Maine](#); University of Wisconsin, Milwaukee; Washington State University.

Counseling Referrals

By Toni King, Denison University

Women's studies programs, like those of any academic area, find that students bring a host of concerns to faculty, support staff, and program administrators for advice and problem solving. Moreover, given women's studies history of involvement in social issues and an academic content that includes the study of interlocking oppressions of race, class and gender, students may be even more comfortable in approaching women's studies faculty and/or director with psychological and social concerns that require referrals to professional counselors. Many of the concerns that students bring to the attention of women's studies program faculty are appropriate for faculty to address with the student. These concerns are generally issues influencing academic performance or interpersonal efficacy. They usually involve adaptation to campus social and organizational life. Examples of these kinds of concerns include:

- . • Balancing social and academic demands
- . • Discomfort following class discussion of sensitive or controversial course topics
- . • Repercussions of being identified as a feminist on campus or in the society
- . • Ambiguity about the value of majoring, minoring or taking courses in women's studies
- . • Dissonance associated with learning about raced, classed and gendered issues, previously not covered in one's educational history
- . • Conflicts arising from identity politics both personally and socially (e.g. race, class, gender, sexuality)
- . • Insensitive responses of one's peers to issues and conditions shaping women's lives
- . • Developing one's own academic voice within the larger educational environment particularly when that voice is perceived as contextually different (i.e. a feminist/womanist voice in a non-feminist/womanist context, a conservative voice within a more liberal or radical context)
- . • Complexity of being politically active on the campus and in society

Beyond the issues mentioned previously, which are by no means exhaustive, there are other kinds of concerns that would be best addressed through the specialized support of counseling professionals. It is important that women's studies faculty recognize when counseling referrals are necessary. Some

indicators that a student is experiencing emotional or psychological distress for which counseling is necessary may include:

- . • Connection (implicit or explicit) to prior unresolved trauma (e.g. eating disorder, grief, sexual violation, relational abuse, etc.) that is significantly diminishing the student's well being or effective functioning.
- . • Loss of control over behavior or emotions
- . • A high degree of verbal and/or non verbal distress (crying, hand wringing, expressive rage, repetition of incidents or actions, nervousness)
- . • Patterns of self-sabotage (e.g. missed classes, submitting work late, poor boundary management in relationships, social activities or spending)
- . • Changes in physical appearance or behavior over the short or long term (e.g. hygiene, marked weight gain or loss, social withdrawal such as absences, avoidance of interaction, inattentiveness, hyperactivity, disruptive behavior)

Regardless of these more general indicators listed above, some issues are immediate red flags for a referral to the university counseling center. This is particularly true when it appears that the issues are currently affecting the student's well being or effective functioning. The issues for which a referral is most critical include:

- . • suicidal thoughts
- . • sexual violation
- . • harassment (e.g. sexual, racial)
- . • eating disorders
- . • depression
- . • substance abuse
- . • threats to self or others

While it is generally a student's choice to seek the support of counseling professionals, some issues should receive the strongest encouragement and follow-up to ensure that the students explore the opportunity for counseling. For situations involving threats made to or about any person or group, or situations in which a desire to harm self or commit suicide is expressed, the faculty member should immediately refer the student to the university counseling center, document the incident and report the incident to the women's studies program administrator or director. Other relevant offices or administrators should be informed as necessary in keeping with the best interests of any persons whose safety might be at risk; and, in order to facilitate the student's well-being. At the same time, the ethics of student confidentiality

and university policies guiding student confidentiality should be upheld.

Initiating a referral. The process of referring a student for counseling services generally includes:

1. An initial phone call to the university counseling center, indicating the name of the student being referred for services. At times it is appropriate to refer the student to a specific counselor who specialized in the issues in question.
2. A request for a return phone call from the counselor assigned to the student so that the faculty member can provide relevant information (optional in more routine, less serious cases)
3. Encouragement or reassurance to the student who may be reluctant to act on the referral. Sometimes providing the student with the name of the counselor who they are to see can help reduce the ambiguity for the student, and enhance the students' comfort level.
4. A follow-up discussion with the student to inquire about whether the contact was made and general inquiry about the helpfulness of the referral. This inquiry should allow the student to retain privacy of any sessions held with the counselor and even whether future sessions are scheduled.

Mailing Lists

By Barbara Howe, West Virginia University

Preparing and maintaining mailing lists can be time-consuming and frustrating tasks, but good databases are critical to your success in publicizing your program and in developing a fund-raising program. If you use a system like Access to create a mailing list database, you can designate fields for those who only receive your newsletter or invitations to major programs, those who get every flyer you send for every event, those who need information about upcoming courses each term, and those who are donors to particular funds. You'll want home addresses for donors and potential donors, since you may not want to send solicitation letters to people at their campus addresses. If donors give as a couple, it is important that both full names be in the database so that you are sending letters to "Jane and John Doe" instead of to "Mr. and Mrs. John Doe." Include any codes that your institutional fund-raisers use for donors so that you can check your lists against any that the fund-raisers use for their solicitations. Since women may change their names when they marry or divorce, include a column with the last name by which you know the person while a student in your program. Also, designate a field for the salutation so that, if you use the database to send "personal" letters to people, your salutation can read "Jane and Maggie," while the inside address might be "Dr. Jane Smith and Ms. Margaret Jones."

One way to start a mailing list is to identify all your friends throughout the campus, whatever their position on campus, and then add department chairs, deans and associate/assistant deans, the president, provost, and other vice-presidents or key administrators. Think about people whose positions are key to your success, whether the director of physical plant or the head of career services, and add them to your list, using your campus on-line directory or printed directory for addresses and correct titles. Some people are very particular about their titles, so it is important to get them right. Since these newsletters can be sent through campus mail, you will not have to worry about postage costs. Then, add your students, and be prepared for the fact that students change addresses on a regular basis! If you do not have access to an updated on-line directory, your Admissions and Records office should be able to give you student addresses. Keep in touch with your alumnae/i by adding them to the list when they graduate. Then, add your friends off campus, whether in your community or in another country. When these people get your newsletter, with information about giving to your program, they might become donors. If donations come through other sources, be sure that all donors are included on your mailing list. Then, regularly review your list to be sure that you removed

those who are deceased, students who started your program but never finished it, and others whom you may no longer need to contact.

Newsletters

By Barbara Howe, West Virginia University

Newsletters can be one of the most effective tools to publicize women's studies programs to prospective students, alumni/ae, donors, friends, administrators, and other faculty and staff who share your interests.

To make the best use of your newsletter, you need a good mailing list and will have to devote some time to developing and maintaining that list. Newsletters can be printed on glossy paper with full color photographs, or they can be printed in much less expensive ways. The key is to provide as high quality a production as possible by making sure that the text is copyedited with extreme care, that photographs are clear, that there is a standard design so that newsletters look like professional publications, and that stories are relevant to advancing your interests. You can design the newsletter yourself, but, if you do this, it is a good idea to consult with the printer in advance to be sure you are using a software that is compatible with the printer's equipment so you can send the text and pictures electronically. Or, you can work with your institution's printing services office, which will have professional graphic designers. If you set out to produce a newsletter on a regular basis, perhaps twice a year, you need to keep to that schedule so that readers come to expect a regular report on your work. Some items to consider including in a newsletter are:

- a general "Director's Corner" summarizing recent events and future plans;
- feature stories on major projects, grants, public programs, etc., including, if you have space, information about programs or people elsewhere in your community or state;
- a calendar of events
- news about current students and alumnae/i, including awards, internships, jobs, including articles that students write about their experiences in women's studies, as it is hard to beat their enthusiasm;
- news of faculty and staff associated with your unit, including awards and publications received;
- news of current and future curriculum plans, including, perhaps, a list of books and videos used in selected classes, since many readers will not be graduates of women's studies programs and not know what happens in our classes (West Virginia University's Center for Women's Studies has sometimes provided this information in an inserted folder that recipients can take to their library, bookstore, or video store, for instance);
- news of scholarships and awards that your center funds to encourage newsletter recipients to donate in support of these funds;

- a column from someone at your institution's foundation or fund-raising office that addresses issues like estate planning, the effect of new tax laws, etc.;
- a list of recent donors to your center, IF these individuals have agreed that their names can be made public;
- a form to be used for future donations, with a self-addressed postage-paid envelope to facilitate contributions;
- information on how to contact you, including address, phone number, web site URL, e-mail address, etc.; and
- "boilerplate" mailing information, including return address and bulk postage permit number, "Address Service Requested" so that the U.S. Postal Service will inform you of new addresses for recipients, and a note asking recipients to inform you if they wish to be taken off your mailing list.

Finally, consider putting your newsletter on your web site so that anyone who visits your site can learn more about your work.

Four-Year Colleges: Beloit College

By Catherine M. Orr, Beloit College

Structure:

Beloit College is a residential liberal arts campus located on the Wisconsin-Illinois border. We have 1250 students, almost all of whom are in the 18-22 age bracket, and a faculty of about 100 FTEs.

A full teaching load for faculty is three courses per semester, although, as of this writing, the College is seriously considering a move to a three-two course load for the academic year. The advertised student to faculty ratio in courses is 12 to one, but obviously that number varies widely from course to course. The College has a strong emphasis on international education: 12% of the student body hail from 56 countries and over 50% of Beloit students study abroad at some point in their four years. Although the tuition is high (about \$32,000 for tuition and board in 2005), 80% of the student body receives some form of financial aid. This means that we have been able to attract and retain many first-generation college students who might not otherwise consider a private college. Although placing a high priority on national and regional diversity (49 states are represented by the student body), the College struggles to attract and keep U.S. students of color. A half-time diversity coordinator has just been hired to develop initiatives for student, faculty, and staff relating to admissions and hiring.

Beloit College's Women's and Gender Studies (WGST) Program (recently renamed from Women's Studies Program in 2002) is almost 22 years old. It is an interdisciplinary program, which means that it is not included in the College's divisional representational system for departments: Division I constituted by the "hard" sciences, Division II representing the social sciences, and Division III, the largest of the three, including the arts and humanities. This status also translates into a smaller budget. The minor began in 1983 during a period in which the graduation requirements demanded an interdisciplinary minor or two majors and was serviced entirely by faculty in other departments. In 1996, the Program initiated a major and hired its first full-time, tenure track faculty member. About 15 faculty regularly cross-list courses with the Women's and Gender Studies Program and students can choose between about five and 10 courses each semester. Three introductory courses (Introduction to Women's Studies, Introduction to Gender Studies, and Introduction to Feminisms) are offered regularly, with only the last being taught by the WGST faculty member; the other two classes are shared in a fairly regular rotation by four other faculty. Advanced core courses (Feminist Theory and Senior Seminar) are taught by the one WGST faculty member. Since 1996, the Program's popularity with students

has grown. Introductory courses have swelled to 30+ students per class (massive by Beloit standards) and the Program graduates between two to seven majors and nine majors and five to ten minors yearly. There is no WGST-designated space other than the full-time faculty member's office, and administrative support includes only a three-quarter-time secretary shared among four other departments and a student assistant working six hours per week.

Governance:

The Women's and Gender Studies Program is administered by the Women's and Gender Studies Leadership Committee, a body responsible for managing most of the work of the Program. The Leadership Committee includes all those (faculty, students, staff) who coordinated a group such as Curriculum, Community Involvement, Youth Outreach, Men and Masculinities, Gender/Queer, and Transglobal. Groups met at times convenient to their members and as often as necessary to accomplish the task(s) they set for themselves. Then, two or three times each semester, the leaders of all the groups met, primarily to share the resource of information and to coordinate activities among the groups. High enthusiasm and participation after the name change has given way to some poor attendance and follow through of late. Leadership in small interdisciplinary programs is a perennial challenge, mostly due to its lack of any sort of compensation. The Chair of the Program, usually the sole WGST faculty member, is given a very small stipend and no release time (as a rule, department chairs at Beloit are not given course releases to off-set administrative duties).

In the past few years, the Program has initiated some all-campus programming that has proven highly successful. For example, during the 1999-2000 academic year, the Program launched Queer Year. Dedicated to the intellectual exploration of queer theory, Queer Year included several speakers and performance artists, especially from transgendered communities, a faculty-student reading group, a film series, and other events scheduled during Pride Week.

In addition, during the 2000-2001 academic year, the women's studies program wrote and administered a successful Fulbright Scholar in Residence Grant to bring a faculty member with expertise in gender and development issues to Beloit College from Sub Saharan Africa.

In April of 2004, the Senior Seminar students organized and hosted The Third Wave Feminism Conference. Drawing more than 200 people, half of those from off-campus and across the country, the Conference was a great success as an alum-focused event (with several coming back to give talks on their life and careers after women's studies at Beloit) as well as raising the profile of the Program across campus (nearly 30 departments and other units on campus

donated funds to support the conference).

Curriculum:

Women's and Gender Studies majors are required to take 10 units (at Beloit College, classes meet four hours a week and are worth one unit each). These units must include two of the three introductory courses WGST 150: Introduction to Women's Studies, WGST 155: Introduction to Gender Studies, or WGST 160: Introduction to Feminisms (a lower-level theory class). A upper-level theory course is required (currently WGST 301: Feminist Theory and WGST 320: Gender Bending (a cross-listed course in English) are the only two regularly offered that fulfill this requirement. A history course that focuses on women or gender, some internationally-oriented course/study abroad experience that relates to women or gender, and a one-unit internship, and WGST 370: Senior Seminar are also required of majors. Minors are required to take 5 1/2 units including two of the three introductory classes, and one upper-level theory course. The rest of the coursework used to fulfill major and minor requirements come through topics courses offered by the full-time, tenure track faculty member and cross-listed courses offered by faculty in other departments. Cross-listed courses are solicited each semester. Courses must go through the curriculum committee, but controversy is rare.

Four-Year Colleges: Denison University

By Eloise A. Buker, Denison University

Structure: Denison is a residential liberal arts college of 2,000 students with no graduate programs. The Women's Studies directors have had lines in the program with no joint appointment in a department, although all have participated in a discipline-based department. The program has a joint appointment with Black Studies so there are 1.5 appointments in the program.

There is a women's studies major and minor, and many women's studies courses fulfill a general education requirement that all students take a course in twentieth century American women's issues or issues of ethnic minorities. At this time there are approximately 28 majors and minors in women's studies. All chairs, including the women's studies director, have one-course release time for administrative work and therefore teach four courses a year on the semester system. The director and the joint appointment in Black Studies are expected to cover the four required courses in women's studies: Women's Studies 101, Cultural and Social Methods, Feminist Theory, and senior research projects. Because of the appointment of the director into the program, rather than a joint appointment into a department, length of service is open-ended because the program wants a director whose primary commitment is to women's studies. The director, like other chairs, reports to the Provost, who serves as Vice President for Academic Affairs. The program is sometimes considered to be in the social sciences, and sometimes in the humanities. The chair sits on the all college chair meetings. The chair has the responsibility of overseeing the Laura Harris Distinguished Chair, which is an endowed visiting position designed to support women's education. There is a regular review of the program every 10 years, but so far this has taken place on only one occasion because directors have not served for as long as 10 years. The longest seems to be eight years. Faculty in the program are reviewed for tenure and promotion by a specially formed committee composed of faculty who teach in the program. All reviews of directors have included reviews of administrative responsibilities. The director prepares a year-end report for each year to summarize sponsored events, student achievement, graduate school applications, new policies, new courses and other relevant matters.

Governance: The program has a Women's Studies Committee, which is composed of volunteers from the faculty who join the two tenure line faculty in making decisions for the program. All faculty are invited to serve on the committee. Committee members are asked to attend all meetings for the year. In all, there are usually 12-14 Women's Studies Committee members. Some members have served on the committee continually, while others have served

in rotation. New faculty are invited to join and often do so. Some faculty and new administrators have asked if men are welcome to serve; they are and do so. There are an additional 65 associate members who receive communications related to women's studies events and issues. The Women's Studies Committee makes decisions by both vote and consensus. Minutes of meetings record the work, including the development of new policies. There is some awareness that the two tenure line faculty in women's studies are differently positioned than those whose tenure lines are in departments and so some account is taken of this as decisions unfold. Meetings are held about every other week and agendas are prepared in advance of meetings. Initially, the women's studies half-time secretary prepared minutes. The chair now prepares them. In the last eight years there have been six retreats, which serve as inspirational events for long-range planning.

There are four standing subcommittees: a curriculum committee composed of three to four faculty who approve new courses; a Laura Harris selection committee who selects the visiting chair; the selection committee for the annual student awards (the Nan Nowik awards); and the selection committee for the feminist teaching award. The membership of these committees has not changed greatly, although due to leaves, and new faculty arrivals, changes do take place, with the exception of the feminist teaching award committee, which is a student committee facilitated by a faculty member. The women's studies program participates in the Great Lakes College Association of Women's Studies meetings, which are held biannually to discuss women's studies and to sponsor conferences. The program participates in the NWSA and in the Ohio Women's Studies Program Directors meetings.

Curriculum: Majors and minors are required to take three basic courses: an introduction to women's studies, 101 (Issues in Feminism); Cultural and Social Methods, 298; and Feminist Theory, 307. Minors must take one course cross-listed with Black Studies, and two other women's studies courses. Majors must also take Senior Research, 451, one course on women of color, one course from the social sciences, and one course from the humanities. Senior research projects serve as capstone experiences for majors, and are presented at the Annual Women's Studies Awards Banquet.

Each project is supervised by two to three faculty. Internships are also available through the Career Services Office at Denison, and can be arranged by women's studies faculty. Courses that have a focus on women and draw from scholarship in women's studies are eligible for cross-listings. There are 12-20 courses offered in women's studies each semester. Many serve the general education requirement, which makes some of the courses of an introductory nature. This has led to the creation of prerequisites for some upper-division courses to be sure that students have the background necessary for the course

work.

Appointments and Hiring: Denison has hired faculty with 100% and with 50% of their lines in the program to maximize their ability to commit full time to program development. There have been two such hires in the last 10 years; one in 1993 with a full line in women's studies and one with a joint appointment with Black Studies. Women's Studies and Black Studies have a long history of working together at Denison, which began with the establishment of the general education requirement in the 1970s, one of the first in the United States.

Office Management: The program has a half-time secretary. There is a strong 9-5 group among the secretaries at Denison and they prefer the title 'secretary.' Duties include publicity for the six college-wide academic presentations held each year, filing, supervision of work-study students, ordering supplies, managing the budget, preparing the course schedule, as well as e-mail communication with faculty on campus and in other locations. There are seven work-study students who put in from five to 10 hours each week. This work serves to mentor students who have some interest in women's studies and offers the program office coverage for the time the secretary is not there. Most secretaries are in the academic office full-time.

Some Primary Issues: A primary concern is that the program would like to grow, but this is challenging in that we cannot seem to make the same claims that departments can for hiring faculty. Some on our campus see the program as a field that is no longer necessary or at least soon to "go out of business," while others understand women's studies as an emerging discipline. Hence, we still struggle for legitimization and to maintain our unusual structure with faculty who are housed in other departments. At the same time, we hope to have a stable faculty who will be teaching our core courses. We work with Black Studies, the International Studies Program, and Environmental Studies to offer solid programs with structures that are not replicas of departments. We hope to offer leadership in thinking across disciplines, but sometimes lack the resources to sustain such work. Additional appointments in women's studies, or joint appointments would help. We are less interested in temporary appointments that do not offer us or faculty sufficient commitment to develop sustained work.

Two-Year Colleges: Century College

By Judith M. Roy, Century College

Community colleges, including combined community and technical colleges, are an important part of the Women's Studies community. More women begin or complete their post secondary education at community colleges than any other type of higher education institution. While our student profiles vary from region to region, many are first generation college students from diverse backgrounds and a significant number are nontraditional women students beginning or returning to college in their late 20s and beyond. In addition, double digit tuition increases at many four-year colleges and universities bring growing numbers of students seeking high quality lower division courses at an affordable rate to community colleges. Finally, in many parts of the country community colleges are the higher education entry point for immigrant populations. For each of these groups and others, Women's Studies can be a transforming experience both academically and personally.

What follows are suggestions for creating, organizing, and sustaining Women's Studies programs at community colleges. They are based on successful techniques used at my own institution plus years of contacts with members of the Community College Caucus of NWSA. Readers who have comments and/or further advice can share them on-line through the NWSA community college list-serve; just visit the NWSA homepage (nwsa.org) and follow the Caucus links for sign-on instructions. This should be the beginning of an ongoing conversation!

Organizing Tactics

Establish a Broad Faculty Support Base:

Even if only a few faculty will teach the core courses, involve as many supportive faculty as possible in preliminary discussions and planning. When you are ready to propose new or revised curriculum, list all of the organizing committee members. It is easier for a resistant administration to reject a proposal from one or two faculty than from 15 or 20. The best way to do this is to start with one-on-one discussions with potential supporters before you call for a general meeting.

Think Program:

Don't wait for individual courses to grow into a program, build that concept into the early planning. It will give you a higher profile and also bring in faculty who already teach or want to develop courses focused on women or gender.

Program Structure

Administrative Support:

Try to identify a supportive administrator at the highest possible level and have

Women's Studies report to the highest level administrator possible. This piece of advice comes from one of my early mentors, Prof. Jodi Wetzel, Chair of Women's Studies at Metropolitan State College of Denver. There can be high turn over in the lower administrative ranks, leaving Women's Studies vulnerable.

System-Level Support:

Community Colleges operate under a variety of structural formats in different states. Some have district or regional administrations while others have state-wide systems. If there is a New Program Application process at your system level, go for it. Why bother jumping through those hoops if you have approval at your institution? There are two related reasons; your program is recognized at the system level (higher profile) and formal system approval makes it more difficult for your college

to eliminate the program for financial or other reasons. In some states, you will need this approval to offer a Certificate or concentration in Women's Studies.

Formal Faculty and Course Guidelines:

Who will teach core courses and discipline courses listed in your program and what elements do you want included in any course accepted by your Women's Studies Program? What happens if a course previously listed in your program is assigned to a different faculty member? Formal guidelines help you address these issues while preserving academic freedom. You aren't interfering with anyone's right to teach their course, but you maintain control over which courses are accepted by Women's Studies if you offer a Certificate or Concentration.

Formal Articulation Agreements:

Connections, connections, connections. Community college programs and their students benefit from formal articulations with Women's Studies departments at regional state colleges and universities. In many states, credits from community colleges transfer automatically to state universities; formal articulations, however, mean that Women's Studies departments at receiving institutions evaluate individual syllabi from the community college Women's Studies Program and accept these credits towards the major/minor in Women's Studies. The formal guidelines discussed above may play a crucial role in formulating articulations, since receiving institutions want to know our criteria for faculty teaching our courses and course content. Articulations attract students to your program and stimulate faculty interaction between institutions.

All of these suggestions involve time and effort but none of them require additional financial support from your college. Of course, release time for the Women's Studies Coordinator/Director/Chair, travel funds for NWSA and other conferences, or a Women's Week call for a financial commitment.

A formal program plus articulations may raise the Women's Studies profile enough to influence budget decisions. Any publicity generated by your program adds to funding possibilities. Finally, including Special Topics courses in your curriculum allows Women's Studies to coordinate with campus initiatives, build goodwill, and hopefully increase institutional support.

Graduate Certificate Programs: Appalachian State University

By Martha McCaughey, Appalachian State University

A Graduate Certificate in Women's Studies can be created even if your program does not have a WS major, faculty lines in WS, or a lot of financial resources. After creating two Women's Studies Graduate Certificate programs, I intend to provide here the arguments used in the justification of such a program for those who attempt to create one on their own campus. These arguments worked at both a campus friendly to feminist scholarly projects (Appalachian State) and a campus much more unsympathetic. Although, of course, the details in the justificatory narrative for a WS Graduate Certificate must be tailored to a specific campus, note the strategies included in the proposal:

- describing the field of WS and why it's a valuable part of graduate education;
- confirming that graduate students on the campus have already expressed an interest in or need for WS training;
- listing the benefits to the University and to specific departments of offering a WS Graduate Certificate;
- demonstrating that graduate certificates are not unique (comparing to other graduate certificates offered on your campus and to those offered in WS regionally and nationally);
- showing how your WS program can offer a WS Graduate Certificate, including the unique strengths of your program and a discussion of whether or not any new resources will be required;
- explaining how other academic departments have already been, and will be, involved in WS graduate teaching and the WS Graduate Certificate program; and
- describing the application procedures and requirements, as well as who will be eligible to get a WS Graduate Certificate (i.e., only already enrolled graduate students or interested community members with bachelor's degrees as well?).

Justification for a Women's Studies Graduate Certificate

Women's Studies (WS) is a multidisciplinary and interdisciplinary field, examining systems of gender and inequality as they affect both scholarly research and teaching in many traditional academic disciplines. As such WS continues to have a beneficial and transformative effect on those working in traditional fields such as English, family studies, sociology, education, and history. An increasing number of people seek, and sometimes expect, opportunities to pursue

graduate research on gender in a traditional discipline. While the field of WS has grown rapidly over the past twenty-five years, WS remains an interdisciplinary field of study that requires scholarly work in another discipline rather than many years of graduate study in WS exclusively. Thus, rather than developing a Master's or Ph.D. in WS, most WS programs and departments across the country have developed in a way that allows WS to enhance academic study in traditional disciplines. The Graduate Certificate in WS is what WS Programs have developed, and what we propose to offer on our campus. A Graduate Certificate in WS allows a student doing advanced research on gender in a particular discipline to add the interdisciplinary approaches to gender as a complement to his/her scholarship. Two core, required WS graduate seminars—Feminist Theories and Feminist Perspectives on Pedagogy and Academe—foreground the epistemological and pedagogical bases for studies that take gender, sexuality, and inequality as centrally constitutive analytic categories. Adding the feminist theoretical analyses and questions about pedagogy in WS allows students to enrich their work in their chosen discipline or field.

Graduate students across the campus have for some time recognized the value of WS scholarship to their overall program of study and future career plans. Graduate students regularly inquire about our courses, including the undergraduate course in feminist theory, and graduate students are already enrolled in graduate courses with a gender focus that are being taught by members of the WS faculty in their home departments. Graduate students from leadership and education to English have asked WS faculty members to serve as members of their masters and doctoral committees. Hence, offering a WS Graduate Certificate is a response to an interest that already exists, and would allow us to formalize both the training such people seek and the recognition they receive for completing that training successfully.

Developing a Graduate Certificate in Women's Studies fits well within the University's aim to enhance research excellence, interdisciplinary offerings, and graduate students' marketability upon graduation. The WS Graduate Certificate would also help attract graduate students to various programs by giving them the opportunity to enhance their degree with a WS specialty and credential. This University already offers several Graduate Certificates--all 12, 15, or 18 credit hours--in Gerontology, Appalachian Studies, Addictions Counseling, Expressive Arts Therapy, Distance Education Technology, Finance, Media Literacy, and Human Resource Management. It is important to note that graduate certificates sometimes have an undergraduate major counterpart and sometimes do not. And, some Graduate Certificates, even if administered from one department, typically incorporate courses from various departments. Thus the WS Graduate Certificate is not without precedent on our campus or among WS Programs nationwide.

Creating a Women's Studies Graduate Certificate program is consistent with peer institutions and national trends. While relatively few U.S. universities offer Ph.D.s in women's studies, some 75 offer Graduate Certificates in WS. Clearly, the Graduate Certificate in WS will continue the Women's Studies Program's leadership and put us on par with several universities in the state. Moreover, WS at Appalachian has a unique presence: We are the second oldest WS Program in the state, and one of the oldest in the nation; we have hosted the Southeastern Women's Studies Association conference; and for five years we hosted the leading WS journal, the *National Women's Studies Association Journal*.

That our Program is well established—with 50 faculty members across the campus—means that WS at this University is uniquely poised to offer a WS Graduate Certificate. We can offer the courses for the WS Graduate Certificate without needing to increase our supplementary instructor budget. Indeed, because 35 members of the WS faculty are also members of the Graduate Faculty, several graduate courses are offered each semester by members of the WS faculty that would count toward the WS Graduate Certificate. This academic year alone, for instance, WS faculty offered the following graduate courses with a WS/gender/sexuality focus:

Professor	Course Number	Course Title
Sheila Phipps	HIS 5206-101	Studies in American History: American Women to 1900
Martha McCaughey	IDS 5530-101	Selected Topics in IDS: Women in Academe
Grace McEntee	ENG 5650-101	Gender Studies
Maggie McFadden	HIS 5531-101	Selected Topics in History: New Feminist Biography
Kelly Clark/Keefe	HPC 5130-101	Women's Issues in Counseling
Jan Rienarth	SOC 5660-101	Women in the Justice System
Ed Behrend-Martinez	HIS 5106-101	Topics in European History: Marriage in the West
Allie Funk	SOC 5800-101	Sociology of the Family
Elaine O'Quinn	ENG 5200-101	Issues in Teaching English

The two core, required courses for the WS Graduate Certificate will be offered through the Department of Interdisciplinary Studies, the departmental home of the WS Program. The elective courses will be offered by WS faculty from a variety of departments. The establishment of the WS Graduate Certificate will provide even more incentive to departments to develop and offer even more

linked graduate courses. It should be noted that when a department offers a special topics class not related to gender or women's studies and not taught by a member of the Women's Studies Faculty, the course would not be listed that semester as an elective satisfying the requirements of the WS Graduate Certificate. (For example, ENG 5200, Issues in Teaching English, will not be considered to have sufficient WS content when not taught by a member of the WS Faculty.) The WS Graduate Certificate will involve graduate students from across the campus and will be taught by WS faculty across the campus. We have sought permission of other departments to run this Certificate Program because we are asking those departments to commit to continuing to offer those graduate courses they have normally been offering. Those WS faculty members who teach graduate WS courses in their home departments will serve in supporting roles by acting as liaisons between their departments and WS, working with the appropriate graduate students who are considering the WS Graduate Certificate.

Specific departments have expressed support for the WS Graduate Certificate Program and would affiliate. By "affiliate" I mean that they would distribute materials on the Certificate, establish in their own department a faculty liaison (usually a WS faculty member), and encourage interested graduate students in their departments to seek the WS Graduate Certificate. Those graduate students in departments without liaisons could still apply for the WS Graduate Certificate, but we would request a letter of support/permission from their department chair. This would ensure that all department chairs are always kept informed, and approve, whenever graduate students enroll in the WS Graduate Certificate program of study.

Considering current WS faculty members' graduate committee service and departmental locations, and how well work in WS complements work in other fields, the WS Graduate Certificate students will likely come from, for example, the following departments at ASU: Political Science and Criminal Justice; Appalachian Studies; English; History; Philosophy and Religion; Sociology and Social Work; Geography and Planning; Human Development and Psychological Counseling; Community Counseling; Marriage and Family Therapy; and the graduate programs in Curriculum and Instruction and Leadership and Educational Studies. We are confident that departments on campus will see an affiliation with WS as a bonus to them and their students. We also anticipate that even graduate students and community members with baccalaureate degrees with no direct research or work link to WS will see in the WS Graduate Certificate a valuable opportunity to boost their marketability with the certification from WS. We know that employers in business seek employees who can manage and work in an increasingly diverse workforce; hence employers might see the WS Graduate Certificate as a sign that a job applicant will be a leader in this regard.

Those prepared to benefit most from the WS Graduate Certificate program are those already doing or planning to do work (including academic research) on women, gender, or sexuality. The WS Graduate Certificate serves to complement, not to undermine or change, work pursued in other areas. Others poised to benefit from the WS Graduate Certificate program are those already doing or planning to do work for or about women in an applied setting and those in business careers who seek to understand better our diverse workforce. However, all applications for a WS Graduate Certificate will of course be considered on a case-by-case basis.

A Graduate Certificate is a formal statement of the interdisciplinary coursework a student has completed, and should prove useful—as it has at other universities—as a professional credential to those seeking employment after graduation. No WS Graduate Certificate at any university in the U.S. is awarded by any outside certifying agency, nor has the National Women's Studies Association set up any specific criteria for what must be included in a WS Graduate Certificate (see www.nwsa.org). "Certificate" (and sometimes "Graduate Minor") is the standard language being used across the country to designate this training.

The courses and credit hours for the WS Graduate Certificate were developed by the WS faculty, and are in line with the WS Graduate Certificates nationwide. Two of the graduate courses that satisfy the WS Graduate Certificate course requirements are currently special studies courses, but WS herewith submits course proposals for those to become regular courses once this Graduate Certificate meets College, Graduate Council, and Academic Policies & Procedures Committee approval. It should be noted that we selected a 12-hour Certificate because this is most manageable for Masters students, but allow for an 18-hour program of study for those seeking the minimum credit hours required to teach at the community college level.

WS Graduate Certificate Admissions Criteria

(1) Completion of Graduate Certificate Application (available through the Graduate School or online at www...) (2) transcript showing baccalaureate degree from an accredited institution; and (3) a letter explaining the applicant's educational and work background, interests, and plans, with an emphasis on how the WS coursework will enhance, complement, or advance the applicant's work and/or education.

Hours: 12 semester hours

Required Courses:

- Feminist Perspectives on Pedagogy and Academe (IDS 5600), 3 credit hours
- Feminist Theories (IDS 5650), 3 credit hours

Elective Courses:

Choose two of the following 3-hour courses:

- AS 5530 Selected Topics (when the topic is gender)
- ENG 5650 Gender Studies
- ENG5200 Issues in Teaching English (when taught by WS faculty)
- FRE 5003 French Women Writers
- GEOG 5130 Seminar in Cultural Geography (when the topic is gender)
- HIS 5206 Studies in American History (when the topic is gender)
- HIS 5106 Topics in European History (when the topic is gender)
- HIS 5531 Selected Topics in History (when the topic is gender)
- HPC 5130 Women's Issues in Counseling
- IDS 5530 IDS Special Topics (when the topic is gender)
- SOC 5660 Women in the Justice System
- SOC 5800 Sociology of the Family

[other elective courses offered in various departments will be listed by the WS Program on a semester-by-semester basis]

12 total

Graduate Programs: The Ohio State University

By Linda Mizejewski, The Ohio State University

Structure:

The Ohio State University (OSU) is a public land grant Research I institution with approximately 48,000 students and 3,000 regular faculty FTEs on its Columbus campus. Most students are state residents and 14.5% are students of color (6.5% African American; 4.6% Asian American; 1.7% Hispanic, and 0.3% American Indian). The Department of Women's Studies is located in the College of Humanities, although many of its faculty who are on joint appointments, as well as those on 100% appointments, are in fields that would be housed in different colleges at other institutions (e.g. joint appointments in women's studies and nursing; women's studies and rural sociology; 100% appointments with specialties in political theory and anthropology).

In total, the department has 10.5 FTE (seven faculty on 100% contracts and seven on 50% contracts). These 14 faculty are our "core faculty." Additionally, there are over 55 associated faculty in 17 departments and eight colleges who teach courses that meet our approval and who occasionally serve on our committees. The department has approximately 150 undergraduate majors, 125 minors, 20 MA students and, beginning Autumn 2005, 15 PhD students. The department provides office space for all of its faculty whose contracts are 100% in women's studies and office space for all of its graduate students.

Governance:

The Chair is responsible for the overall operation of the department. The vice-chair serves as advisor, faculty coordinator and ombud, and coordinator of longterm planning and programming. As advisory to the chair, the Executive Council consists of one faculty member from each rank. The Executive Council meets once a month. Other standing committees include the Undergraduate Studies Committee, the Graduate Studies Committee, the Research Committee, the Search/New Personnel Committee, the Diversity Committee, and the Promotion and Tenure Committee.

The department begins each year with a one day retreat followed by two to three faculty meetings per quarter. The **Chair of Graduate Studies** has a one-course reduction load and is responsible for graduate admissions, curriculum, and student petitions. The **Chair of Undergraduate Studies**, who also receives a one-course reduction load, coordinates undergraduate advising and the undergraduate curriculum. The **Vice Chair** also receives a one-course reduction load.

Curriculum:

Undergraduate: The Undergraduate major is designed to give students a thorough background in feminist theories and concepts and an opportunity to specialize in a particular area of interest. Therefore, all majors must take 20 credit hours of core courses: WS 300, "Introduction to Feminist Analysis," WS 550, "History of Western Feminist Thought," and as a senior capstone experience WS 575 "Issues in Feminist Thought", and one of the six upper-level courses that focus on women of color. Each student develops a concentration area by taking up to 25 of the remaining hours in a specific area: culture and representation, political contexts and social change, or difference and diversity. We teach two courses, WS 101 "Introduction to Women's Studies in the Humanities" and WS 110 "Women, Culture, and Society" that do not count toward the major, although they do count toward the minor. Minors take either 101, 110, or 300 and a course that focuses on women of color. The major is 45 credit hours and the minor is 25 credit hours. In total, the program offers 40 undergraduate courses.

Graduate: Over the past decade and a half, **the MA program** has graduated over 150 students. It is a two-year program that prepares students for careers in agencies and institutions that serve women, for Ph.D. work in women's studies or a traditional discipline with a focus in women's studies, or for advanced professional training in such fields as law and public policy. The department accepts applications for Autumn Quarter admission only and fully funds everyone it accepts, offering graduate teaching associate or research positions that include a stipend and waiver of tuition for the duration of the program.

During their first year in the program **Graduate Teaching Assistants** (GTAs) serve as recitation leaders in our large introductory general education classes. They take university and departmental teacher training workshops, as well as a five-hour course, WS702: "Teaching Women's Studies." During their second year in the program, GTAs teach their own section of the general education courses or an equivalent course for which they have been trained, such as "Women and Film," "U.S. Women Writers," or "Issues in Women's Health." **Graduate Research Assistants** are sometimes assigned to faculty who need help with specific scholarly projects. As with GTAs, the GRAs go through training workshops, they also take the pedagogy class in anticipation of future teaching responsibilities. Assisting the GRAs are two women's studies librarians.

MA students take WS 700, "Introduction to Graduate Studies," WS 702, "Teaching Women's Studies," and a three-course theory sequence: WS 710 ("Theorizing Difference"), WS 720 ("Theorizing Gender, Power, and Change"), and WS 740 ("Theorizing Gender Representation"). These theory courses familiarize students with new epistemological categories within which to approach specific issues and topics. Additionally, students take two other women's studies courses and another 15 hours that can include related discipline-based courses, for a total of

50 quarter hours for the MA degree. The culminating activity for the MA program is the MA examination. The examination consists of a two-essay theory exam that is an outgrowth of WS 700 and the aforementioned theory sequence and a two-essay examination in a focus area of the student's choice.

The Ph.D. program will be in its fourth year as of Autumn 2005 and expects to average 13 funded students yearly. The program builds on the foundation of the department's undergraduate and MA curricula, organizing around three categories of knowledge: gender representation; difference and diversity; and gender, power, and social change. Using these categories to provide the background in interdisciplinary research and scholarship, the program offers five specialties that intersect the categories of knowledge: 1) visual and narrative cultures; 2) Latina/black women's studies; 3) the state, economies, and social action, and 4) sexuality studies, and 5) global feminisms. The PhD requires 90 hours beyond the master's degree. Students may earn credit for up to 45 credit hours from an MA program at another university.

Ph.D. students take the sequence of five core courses listed above (WS 700, 702, 710, 720, and 740). In addition, they take an additional core course, WS 760, "Feminist Methodology." Ph.D. students choose one of the five specializations as their major field of study, constituting approximately half of their program. The remaining program is divided between two minor fields, also chosen from the five specializations. A comprehensive exam over all three fields is taken at the beginning of the third year of study, before beginning work on the dissertation. Ph.D. students must also demonstrate competence in at least one language other than English.

Appointments and Hiring: Each year during a spring meeting, the core faculty meet to decide the department's hiring needs and make their case to the College. For joint appointments, the department works with the cooperating unit. The Department works from a long-term vision of its needs, taking into consideration its programmatic areas of strength and gaps. It usually makes one to two hires per year.

Advertising: Typically, the department advertises in the following: *The Chronicle of Higher Education*, *The Women's Review of Books*, and web sites for the National Council for Research on Women, the National Women's Studies Association, and H-Net JobGuide. When listing the requirements for its positions, the advertisements read: "Requirements for the position include a PhD in Women's Studies or a relevant field, or graduate certification in Women's Studies, and/or equivalent teaching experience in interdisciplinary Women's Studies courses. A strong commitment to teaching and research is expected. Send letter of application, C.V., and three letters of recommendation to"

The Work of the Search Committee: The Search Committee selects an Affirmative Action Advocate, reviews departmental expectations, handles correspondence, travel arrangements, and itineraries. The Search Committee also keeps applicants informed in a courteous and timely manner, carefully designs the interview process and campus visit to eliminate bias toward any candidate, and recommends finalists, including specific information on each candidate. All core Women's Studies faculty participate in the interviewing process and in the final vote.

Office Management and Operation: In addition to faculty, lecturers, and graduate students, the department has a fiscal officer, an office associate who is the coordinator of undergraduate studies, and an office associate who is coordinator of graduate studies and provides assistance to the chair. The fiscal officer is responsible for all fiscal and personnel matters of the departments and utilizes the ARMS systems (purchasing, human resources, and payroll procedures and policies). The fiscal officer also manages the department's development and endowment accounts. The Undergraduate Studies Coordinator tracks enrollment statistics; maintains undergraduate database files; provides preliminary advising information for undergraduate major and minors; coordinates book orders; edits and produces an undergraduate handbook, and assists with the preparation of course materials. The Graduate Studies Coordinator provides administrative support to the chairperson; maintains faculty records; supports the work of the Search/New Personnel Committee; coordinates and provides support for the Graduate Studies Program by responding to inquires, creating and maintaining applicant files, maintaining student files, coordinating examinations, and revising the graduate handbook.

Challenges: Current challenges include 1) meeting our teaching demands in the midst of fiscal constraints beyond our control; 2) maintaining undergraduate enrollments; 3) developing a truly interdisciplinary Ph.D. program.

Graduate Programs: Towson University

By Jo-Ann Pilardi, Towson University

Degree: Master of Science in Women's Studies: an applied master's

Certificate: Certificate in Women's Studies: an applied certificate

General information: Towson University is the largest "comprehensive" university in Maryland, with nearly 18,000 students in 2004-05 (81% were undergraduates and 19% were graduates). Of the graduate students, 75% are female. Most students are commuters. Towson is part of the University System of Maryland (USM). It has four relatively new doctoral programs, 35 master's degree programs, and several certificate programs. The undergraduate program in Women's Studies has approximately 20 majors. Full-time, tenure track faculty number 600; the school relies on a large contingent of part-time faculty, which it is in the process of reducing, and has offered new lectureship positions in the last two years; these positions carry a 4/4 semester teaching load, and though they are better paid than part-time faculty positions, they have no benefits and are not tenure track. The Department of Women's Studies started as a Program and was founded in 1973, with some courses offered as early as 1971.

1. Director/Chair: Duties and Structure

On the undergraduate level, we offer a major and a minor. The department has a chair who is granted one course release time per semester. (Undergoing transition, courseload policies at T.U. are a matter of concern to faculty; courseload varies from 3/3 to 3/4 to 4/4 annually, dependent on one's "research agenda," but what counts as "research" is not always clear.) This is normal release time for most small departments in the College of Liberal Arts. The current chair holds a joint appointment: she is also director of an institute on campus (the Institute for Teaching and Research on Women) for which she receives release time, so her annual teaching load is one course. The usual term of service for department chairs is five years. There are currently two (2) full-time faculty with lines solely in the Women's Studies Department; the department will hire a third by September of 2006. There is one joint appointment (with the Philosophy Department); there are several tenure track faculty "on loan" for specific courses each semester, serving the undergraduate and graduate program, and 5-6 part-time faculty each semester, teaching 10-12 sections. That number may decrease in the near future, due to a new policy requiring a 10% reduction.

The graduate program is an integral part of the Department of Women's Studies, and it has a separate director. The program's "Graduate Program Committee" is responsible for overseeing curriculum change and other

important business matters. The appointment of the graduate director, like the appointment of all program directors at T.U., is another aspect of the University currently undergoing change, unfortunately in the direction of placing more power for such appointments in the hands of administrators, and removing it from departmental chairs/faculty. The graduate director has a one-course release annually to run the program, and she has the services of a graduate assistant for ten hours a week. She also receives a summer stipend equal to the salary earned by a full-time faculty member teaching a summer course. The director oversees the admission of new students, keeps records on applicants and current students, communicates with applicants and with the Graduate College, oversees new curriculum proposals for the program, and is responsible for the proper rotation of graduate courses offered by the Department, and for organizing the business agenda for the Graduate Program Committee. The G.A. does duplication, posting, filing, communicating to students via e-mail, and keeping track of applicants' materials. The graduate program director administers the master's and certificate programs but reports to the chair of the Women's Studies Department, who is also a member of the Graduate Program Committee; the chair is responsible for overseeing the approval process for new courses and chairing the departmental Curriculum Committee. The Women's Studies Department is an independent department housed in the College of Liberal Arts which directly reports to that college's dean. It is both disciplinary ("WMST" women's studies courses) and interdisciplinary (courses from other departments that may be used as electives toward the Women's Studies major and minor).

Faculty in the Department of Women's Studies are reviewed through a "Promotion and Tenure" process every year which involves merit, tenure, and promotion deliberations. The process starts with the Women's Studies Promotion and Tenure Committee and then moves to the College of Liberal Arts P. & T. Committee and the Dean, and then to the Provost.

2. Women's Studies Department Committees and Governance

The Department of Women's Studies is organized as any other department; the faculty are responsible as a committee of the whole for many aspects of department business and for input as requested by the chair; departmental faculty includes only those with full or half tenure track lines in Women's Studies. The department's standing committees are curriculum, graduate program, promotion/tenure, and assessment. Hiring (recruitment) committees are set up as needed. The Graduate Program Committee governs the master's and post-bachelor's certificate programs and oversees the development of new courses and changes to the program's curriculum, and the timely rotation of graduate courses. The graduate director has a graduate assistant to help her with the basic clerical and communication tasks of running the program.

The Department is an institutional member in the NWSA and participates in the Mid-Atlantic NWSA organization. On campus, it has connections to the Women's Center and the Institute for Teaching and Research on Women (ITROW). It often co-sponsors events with a variety of other departments, interdisciplinary programs, or extracurricular organizations. There is also a Women's Studies Club for majors, minors, and other interested students.

3. Curriculum: Required Courses, Faculty Assignments and Recruitment

Curriculum: Certificate in Women's Studies

Governance: The Graduate Program Committee, already in existence for the Master's degree, planned and oversees the certificate program. It is composed of the chair of Women's Studies and the director of the graduate program, others with full or half-time appointments to the program, and long-term and trusted affiliates who chair Concentration committees or others who teach required graduate courses, including one part-time faculty member.

Certificate Description and Objectives; Employment Placement after Graduation: The graduate certificate in Women's Studies is an applied 15-credit post-baccalaureate certificate, based on offerings in the Master's degree program. It can be useful for those already enrolled in other graduate programs or those wishing to pursue specialization but who do not want a full master's degree. The ultimate goal is to advance the status of women by incorporating women's perspectives into other studies/professions, both through enhancing students' knowledge of women's issues and by providing students with the opportunity to gain practical skills and certification in the field of Women's Studies.

Eligibility and Application Procedures: Applicants may be in another graduate program at the university, but they need not be. If currently enrolled in a graduate program, students must submit proof of their graduate standing. There is a minimum baccalaureate GPA of 3.0 and a prerequisite of 9 credits in Women's Studies and/or the social sciences. Applicants submit the regular application form through the Graduate College, two letters of recommendation (at least one of which must be from an academician), and an admission essay describing the applicant's career goals and the planned focus of her/his graduate work. Applications must be submitted prior to the start of the semester in which the person wishes to be admitted to the program and are reviewed by the WMST Graduate Admissions Committee.

Course Requirements and Advising: A minimum of 15 credit hours (five courses) is required for the certificate. There are two required theory courses (totaling six

credits): "The Diversity of Women" and "Advanced Feminist Theory"; a minimum of nine credit hours of electives must also be taken in graduate "WMST"-numbered courses; only credits carrying the "WMST" designation are applicable. (See description of Towson's master's degree program, below.) No courses carrying another department or program's number are accepted (this helps enrollment in our own graduate courses.) Our courses that may not be taken for the certificate are the "Field Experience," "Internship," and "Thesis." Students select courses in consultation with a faculty adviser assigned by the graduate director. For successful completion of the certificate program, a minimum 3.0 G.P.A. is required.

Working with Doctoral Programs: At schools which offer a Master's or Ph.D. in Women's Studies, credits earned for the Graduate Certificate in Women's Studies might be applied to the other degree programs, should the student choose to enroll later in one.

Curriculum: Graduate (MS)

General Description of Curriculum: This is an "applied" interdisciplinary and multidisciplinary program providing students with a basic groundwork in Women's Studies and training in applied skills/methods that can be used in diverse fields and across disciplines. It offers an M.S. degree; students select one of three (3) Concentrations: Women, Health and Sexuality; Women in an International Context; and Women, Leadership and Public Policy.

Structure: The Graduate Program Committee oversees the 36-credit Master of Science program. It is composed of the chair of Women's Studies and the director of the graduate program, other direct appointments to the program, and long-term and trusted affiliates who may also chair one of the four concentration committees, or others who teach required graduate courses, including one part-time faculty member. There is an adviser/head of each of the three concentrations. Additions/deletions to the list of electives for each concentration are made by the Graduate Program Committee, usually at the suggestion of the concentration adviser, the department chair, or the director of the graduate program.

Eligibility and Application Procedures: Students must have a bachelor's degree with a grade point average of 3.0 (students with a 2.5-2.99 GPA may be admitted conditionally); 9 credits in Women's Studies and/or the social sciences. In addition to the regular application materials required by the Graduate College, applicants must submit an admission essay describing their career goals and the planned focus of their graduate work, and two letters of recommendation, at least one of which must be from an academician.

Core Courses and Advising: This 36 credit degree program is organized around a

required core, a set of concentration courses, and a final project. The required core consists of three courses (9 credits): "The Diversity of Women," "Advanced Feminist Theory," and "Applied Research Methods and Skills." The concentration is selected by the student from three options: "Women, Health and Sexuality," "Women in an International Context," and "Women, Leadership and Public Policy." Each concentration consists of 21 credits organized in this way: 1) the concentration's own core course; 2) another required course selected from a short list; 3) five elective courses (15 credits) chosen from a long list drawn from a variety of disciplines. An adviser from the Graduate Program Committee is assigned to each student, based on their concentration choice. In consultation with their advisers, students construct their program of concentration courses. The final project (6 credits) is chosen from these three possibilities: Internship, Thesis, or "Two Course Option with Portfolio" (for the latter, a student does an additional 6 credits of course work, constructs a portfolio, then writes a reflective personal essay on the portfolio, following specific departmental guidelines; the portfolio and essay are then evaluated by the student's adviser). We also offer the Field Experience course for students who don't wish to take the 6 credit Internship yet want to earn graduate level internship work, or for those choosing the Internship project who desire additional practical experience.

Concentration I: Women, Health and Sexuality: required core course is "Women and Health" (3 credits).

Concentration II: Women in an International Context: required core course is "Women in an International Context" (3 credits).

Concentration III: Women, Leadership and Public Policy: required core course is "Women, Public Policy, and Social Change" (3 credits).

Methods: See sections above on core courses.

Introduction: See sections above on core courses.

Theory: See section above on core courses.

Internships: Because this is an applied master's program, we allow students the option of doing an internship or a thesis as a culminating project; we also offer a Field Experience course for students who wish to have an internship experience but still want to write a thesis. We have also recently developed a two-course option for students desiring neither a thesis or an internship. Requirements for all of these are clearly set out in the *Department of Women's Studies Graduate Student Handbook*.

Criteria and Procedures for Cross-Listing: Elective courses for the three concentrations must be approved by the Graduate Program Committee but are often identified by the concentration adviser, the graduate director, or the

department chair, based on the study of course syllabi and discussions with either department chairs or faculty who teach the courses, as well as input from Women's Studies Affiliates, when possible. Selection of elective courses for each student is done in consultation with the student's adviser. Some exceptions are made, due to lack of availability of cross-listed elective courses, so that students may complete their degrees in a timely fashion.

TA Training: Towson University is a comprehensive university, not a research university; it does not offer TA training to graduate students, up to this point; there is some discussion about changing that.

Employment Placement after Graduation:

Graduates of the program will be academically prepared to pursue careers in a variety of public and private organizations and to adapt to ever-changing environments in business, health fields, and nonprofit organizations, in a regional, national, or international context. The specific goal of this degree is not academic research or teaching but the incorporation of theory and knowledge about women's experiences and perspectives into various professions; to serve this objective, it also provides students with practical skills for advancement in diverse fields.

4. Appointments and Hiring

Towson has two full-time lines in Women's Studies, making the total number of 100% hires two; there are also two joint appointments. (See item #1.) We are currently (2005-06) recruiting for a third full time 100% faculty member. The composition of hiring committees varies, dependant on the specialty; it always includes the department chair (who is often the chair of the hiring committee), any others with full or joint lines in Women's Studies, and affiliates or part-time faculty (on a voluntary basis) with expertise in areas most related to the specialty being sought. Past searches for joint appointments with three departments were not successful; we would caution other programs to attempt these only with departments with significant good-will toward Women's Studies or a history of Women's Studies affiliate participation (often not the same departments in which joint appointments are most needed!). We are fortunate that one of our two 100% women's studies faculty members is a woman of color. All of our full-time and joint appointments have a strong record of teaching and scholarship in race and class issues. *The Chronicle*, WMST-L, and e-mail lists and newsletters or job databases of professional organizations in those fields in which we are hiring (such as ASA) have been our most successful recruitment tools for women of color.

5. Office Management and Operation

There is a half-time Administrative Assistant, and a 10 hr./week student worker. The A.A. distributes information to faculty, collects syllabi and book orders,

requisitions supplies, checks budget and enrollment figures, keeps the alumnae database, is responsible for the circulation of the department's video collection, and oversees the revision and distribution of our "Semester Packet"—misc. information for faculty (a necessity with so many part-time faculty).

The graduate program is run from the graduate director's office, and the program's 10 hr./week graduate assistant shares an office in the Women's Studies department suite with other G.A.s (working for the Institute for Teaching and Research on Women and for the department).

6. Directors of Graduate and Undergraduate Studies: Roles/Responsibilities

The chair of the Women's Studies Department is also the director of the undergraduate program; in addition to her other duties, she oversees the formal curriculum application process of both the graduate and undergraduate programs and must sign off on requests for new courses or changes in existing courses. The director of the graduate program oversees student admissions, calls meetings and sets agenda of the graduate program. She chairs the Graduate (Program) Committee and the Graduate Admissions Committee. (see item #1 for additional information on structure). Graduate Program Committee members determine policy, provide input on scheduling of courses, identify new courses for inclusion into the program, create and oversee the graduate program assessment policy, and take on other responsibilities as needed.

7. Teaching Assistants and Research Assistants (and Graduate Assistants)

Towson does not have teaching assistants. The graduate program is assigned one graduate assistant for ten hours a week, to help the graduate director with necessary clerical tasks for administering the program. The G.A. is paid for by either the dean of the college of liberal arts or by the graduate college. There are no research assistants.

8. Budget

The Women's Studies Department has a budget. There is a separate, much smaller budget for the graduate program (approximately \$3000/year), to cover office supplies, equipment, duplication of materials and the graduate student handbook, mailings, purchase of videos, and/or small grants to subsidize students attending conferences who are also presenting papers. Staffing costs (faculty) for graduate program courses deriving from Women's Studies are paid from the larger Women's Studies budget, not the graduate program budget.

Graduate Programs: University of Cincinnati

By Anne Sisson Runyan, University of Cincinnati

Structure: The University of Cincinnati is a public research university with an enrollment of 35,000 undergraduate and graduate students. The Department of Women's Studies was founded as a Center in 1974 with a campus-wide mandate to generate research and teaching about women and gender-related issues. It initially offered undergraduate and graduate certificates and then added a 2-year MA in 1991, a 4-year MA/JD in 1995, and an undergraduate major and minor in 2003 offered by 3 full appointments (1 director and 2 associate directors), a series of short-term endowed visiting professors, and over 90 affiliate faculty. In 2005, the Center for Women's Studies became the Department of Women's Studies in the McMicken College of Arts & Sciences and currently has 3 full appointments (a tenured Head, a tenure track Endowed Chair, and a tenure track assistant professor, all of whom are transnational feminist experts from the social sciences) and 7 tenured joint appointments (4 with English, 1 with Philosophy, 1 with Geography, and 1 with Romance Languages). Two of these joint appointments currently serve as the Undergraduate and Graduate Directors. Its affiliate faculty now number about 100 from most colleges across the university, with the majority in Arts & Sciences. It also currently has one full-time administrative assistant, 11 graduate assistants (7 funded annually by the university who teach for the program, 1 funded annually by Friends of Women's Studies, 2 funded by a donor over the next 2 years, and 1 funded by a 4-year FIPSE grant, all of which also receive full tuition remission), and 3-4 work study or hourly paid student assistants. Its nationally renowned Friends of Women's Studies community support organization was founded in 1980 and has raised, through annual and capital campaigns, an over \$1.5 million endowment for Women's Studies, which currently funds our Endowed Chair (which replaced the Friends Visiting Professor position), several annual scholarships for graduate and undergraduate students, annual public interest internships grants, annual travel and research grants for graduate students and faculty, and a library collection endowment. The Department currently serves about 35 graduate students in its MA, MA/JD, and graduate certificate programs and over 30 majors and 30 minors. We expect our undergraduate numbers to double within another 2 years. Core and affiliate faculty offer over 100 WMST and cross-listed courses per year, enrolling an average of 2,000 graduate and undergraduate students. For more information, visit the Department website at www.artsci.uc.edu/womens_studies

Head: The head holds a full-time, tenured line in Women's Studies. As per the collective bargaining agreement, each academic unit sets its own release time for its administrative head and its faculty. A typical faculty load in the humanities

and social sciences is two courses per quarter (six per academic year), with varying degrees of release time available for research and/or administration. The current head, as per her contract, teaches a maximum of two graduate courses per year in addition to her administrative responsibilities. She serves a renewable five-year term as head and reports to the Dean of the McMicken College of Arts and Sciences. Continuing heads are reviewed in the fifth year of each term by a 7-person committee consisting of Women's Studies core faculty and student representatives and other members of the college appointed by the dean. In addition to her headship, teaching, and own research, the current head is also the project director for 4-year FIPSE grant she won that funds a student and faculty exchange program with other women's/gender studies programs in Mexico and Canada. The head serves permanently on the College of Arts and Sciences Heads Council and the campus-wide Women's Initiatives Network, and chairs the Women's Studies Governance and Executive Committees as well as all Women's Studies search committees. She also oversees elections and appointments to about 6 other Women's Studies standing committees. She also organizes most programming and the annual Women's Studies Awards and Recognition Ceremony in addition to supervising department personnel and budgets, fundraising and grant writing, editing the semi-annual and nationally distributed newsletter, and providing curricular leadership. She also serves as the external representative for the Department on the Friends of Women's Studies Board and at meetings of local, state, national, and international organizations, including the National Women's Studies Association and the National Council for Research on Women, of which the Department is an institutional member.

Governance: As codified in the Department bylaws (updated as of Winter 2005), core faculty members are those fully or jointly appointed in Women's Studies and participate in the day-to-day operations and decision-making of the Department, while affiliate faculty consist of any faculty member or librarian who either teaches a WS course, does WS research, supervises or mentors WS students, or serves as a WS bibliographer on an ongoing basis through submitting a letter of interest and a vita to be reviewed and approved by the Governance Committee. Approved WS affiliates receive Department information, are eligible to attend Executive Committee meetings, apply for Friends travel and research grants on an annual basis, and vote, if elect to be voting affiliates in a given year, on governance issues brought forward to the WS faculty as a whole. In addition to the day-to-day Department governance and planning handled by core faculty members as a whole at monthly meetings, and the Executive Committee, which acts on other committee recommendations brought to it on occasion, there are 6 other standing committees. These include Governance (chaired by the head), Grievance (chaired by an affiliate and includes head), Nominating (chaired by an affiliate and includes head), Undergraduate Curriculum (chaired by undergraduate director), Graduate Advisory Council

(chaired by graduate director), Graduate Admissions (chaired by graduate director), and Grants and Research (chaired by affiliate or core). Each of these committees is comprised of 3-5 core and affiliate faculty members, most of whom have staggered two-year terms (with the exception of core faculty required to chair certain ones on the basis of their administrative appointments). Each standing committee (except Governance) includes one graduate student representative and Undergraduate Curriculum may also include an undergraduate student representative. Two representatives of Friends serve on Grants and Research committee, which reviews applications for Friends travel and research grants. Nominations and elections are held in the spring for the following year for these committees. Reappointment, promotion, and tenure (RPT) committees are appointed by the head according to our RPT guidelines (updated as of Winter 2005) and can only include core faculty members and voting affiliate members from the College of Arts & Sciences at the appropriate rank. Search committees are also appointed by the head as chair.

Affiliate faculty nominate students for the annual graduate student award, Friends provide nominations for the annual Friends award, and any faculty, student, or alum can nominate people for the annual alumna and faculty awards.

The Friends Board (which meets quarterly as a whole and holds 3 other Executive Council meetings), with the help of the graduate assistant its funds, the College Development office, and the head, runs an annual giving campaign through direct mail, a annual Fall Reception for donors, and fundraising salons.

Curriculum: Major: Instituted in 2003, our 54-quarter credit Women's Studies major requires 5 core courses (Introduction to Women's Studies, Feminist Critical Readings, Feminist Theory, Feminist Methodologies, and a capstone research paper); 3 distribution electives in Feminist Cultural, Political, and Science Studies; and 10 open electives chosen from the list of WMST and approved affiliate taught courses. Majors choosing to concentrate in Sexuality Studies must take LGBT Studies, Advanced LGBT Studies or Global Sexualities, and one other approved sexuality studies course as part of their open electives. Majors choosing to concentrate in North American Women's Studies must apply to and be accepted in our study abroad student exchange program (for which funding is available for a limited time) at one of our 4 institutional partners in Canada and Mexico. They must also take 2 of the following: Latina Feminisms, Comparative Black Feminisms, Women's Human Rights, Gender and Development, and/or Feminisms in North America as part of their open electives. A number of internships are also available for elective credit.

Minor: Our 27-quarter credit Women's Studies minor requires all of the above

core courses with the exception of Feminist Methodologies and the capstone research papers, all 3 of the above distribution electives; and 3 open electives. Minors can also concentrate in Sexuality Studies or North American Women's Studies through the use of their open electives in the ways outlined above and if accepted for study abroad. Undergraduates must have a minimum 2.0 GPA to declare our major or minor. We currently serve over 30 majors and over 30 minors and expect to average approximately 60 in each within another 2 years.

Graduate Certificate: Our 18-quarter credit graduate certificate requires Introduction to Graduate Women's Studies, Feminist Theory Foundations, and one of the following three: Feminist Theory: Race, Class, Nation; Feminist Theory: Global, and/or Feminist Theory: Contemporary Issues, as well as 2 additional open graduate electives. A North American Women's Studies concentration can be pursued through this certificate as well. The graduate certificate is open to students in any PhD, MA, or professional program at UC or to non-degree students who hold a baccalaureate degree with at least a 3.0 G.P.A. The average number of students pursuing the graduate certificate is about five per year.

M.A.: Instituted in 1991, our M.A. in Women's Studies at UC is one of the oldest and most established in the country. The two-year MA requires a minimum of 54-quarter credits. The core requirements include Introduction to Graduate Women's Studies, Teaching Practicum, Feminist Theory: Foundations, and two of the following three: Feminist Theory: Race, Class, Nation; Feminist Theory: Global, and/or Feminist Theory: Contemporary Issues. They also must take two WMST variable topic interdisciplinary seminars. Those MA students who wish to concentrate in North American Women's Studies takes particular Feminist Theory and interdisciplinary seminars prior to going abroad, if accepted. During the second year, students prepare an interdisciplinary research project and, upon completion, they take an oral examination administered by the 3 faculty members on their project committee. Also during the second year, students complete their remaining credit requirements with elective courses chosen from approved and available cross-listed courses or other disciplinary courses under advisement. Internships are optional, but grants are available to subsidize summer internships at international, national, and local levels. .

MA/JD: Instituted in 1995, this was the first joint degree in Women's Studies and Law in the country, remains one of the very few, and is by far the most successful in terms of integrating curricula, attracting students, and special opportunities. Students wishing to earn both degrees in four years rather than five can apply simultaneously to the Department (which requires the GRE) and the College of Law (which requires the LSAT). Successful applicants spend their first year in either the Department or the College of Law, their second year in the other unit, and their third and fourth years blending coursework from and

completing their requirements for each. Special features include several dedicated scholarships for MA/JD students while in the MA part of the program, grants for externships exclusively for MA/JD students to spend the Fall of their fourth year in the program at such agencies as the National Women's Law Center, and opportunities to do legal work in a new local domestic violence clinic as part of their studies and teach Women and the Law for Women's Studies. The UC College of Law is also the home of the Urban Morgan Institute for Human Rights, which offers fellowships, programming, and publishes a journal in the area of international human rights. It also has several specialists in feminist jurisprudence on its faculty who are Women's Studies affiliates and who plan to develop a feminist law review at UC. Women's Studies cross-lists several feminist law courses, which MA only students may also take. The Department also currently has a specialist on women's human rights on its faculty to complement offerings on the Law side.

The Department accepts between 11-14 students per year into its MA and MA/JD programs. Of our over 100 students who have graduated with the MA or MA/JD, over half of which have gone on to PhD's, other JDs, and other MAs. Our graduates have become professors, attorneys, university staff in women's and diversity centers, librarians, teachers, community and political organizers, researchers, government officials, social service workers, and social movement advocates throughout and outside the US.

Office Management/Operation: In addition to the Head and Undergraduate and Graduate Directors, the Department currently has one full-time secretary, 11 graduate assistants, and 3-4 work study/hourly worker students.

Graduate and Undergraduate Directors: The graduate director, currently a joint appointment on a 3-course release, serves a 3-5 year term and is responsible for advising, recruiting, admitting, retaining, and graduating our graduate students as well as allocating graduate assistant, scholarship and grant funds to graduate students with the help of the WS Graduate Advisory Council and Graduate Admissions committees, in consultation with the head and, in the case of university funded assistantships, the College's Associate Dean for Graduate Studies. She also oversees graduate internships, solicits and approves new graduate courses, and serves on the Graduate Council of the Graduate School. The Graduate Advisory Council she chairs also approves MA project proposals.

The undergraduate director, currently a joint appointment on a 2-course release, serves a 3-5 year term and is responsible for advising, recruiting, and retaining undergraduate majors and minors. With the help of the Undergraduate Curriculum committee, she periodically reviews undergraduate offerings, approves new undergraduate courses, publishes an annual undergraduate

newsletter, oversees undergraduate internships, organizes undergraduate presentations of their capstone papers, and nominates students for the annual undergraduate award. She also serves on the Undergraduate Council of the College of Arts & Sciences.

Graduate Assistants: Seven of our graduate assistants teach their own sections of Introduction to Women's Studies for 5 quarters after taking Teaching Practicum and serving as teaching assistants in their first quarter for the large lecture Intro courses taught each Fall. Those students who prove exceptional in the classroom may also be given the opportunity to teach a 300-level course in their area of expertise. One graduate assistant assists our Undergraduate and Graduate Directors, one serves as the administrative assistant for Friends, one assists the Head in administering the current FIPSE grant that funds the North American Women's Studies student and faculty exchange project, and another assists both the Women's Studies and Family Studies programs. We are also typically successful in getting graduate assistantships for most of our other students in the UC Women's Center, Omsbuds office, International office, and the College advising office. We have also been successful each year in getting 1-2 one-year university fellowships and scholarships for exceptional underrepresented students in our graduate program

Future Challenges: The significant growth in our graduate and undergraduate programs and our tremendous fundraising has not been matched with adequate faculty, staff, and graduate assistantship resources. In our recent self-study for our department review, we argued that we need 2-4 more full appointments to fully cover our current curriculum, sustain our new initiatives such as the North American Women's Studies program, and to create new joint degree graduate programs for which we are best known. As some of our most key affiliates leave or retire and the administrative burdens grow, we must have more full appointments (and ideally an additional staff member) to fully deliver our programs. We also need at least 3-5 more graduate assistantships to meet the demands for our Intro course that counts for many other programs and general education as well as to more adequately fund the numbers of graduate students we are now accepting from international, national, and regional pools. Such an infusion of resources too long denied us as a nationally known program is necessary for our continued health and growth.

Graduate Programs: University of Maryland

By Bonnie Thornton Dill, University of Maryland

Structure:

The University of Maryland (UM) is the flagship institution of the University of Maryland System. Founded as an agricultural college in 1856, and recognized as the original land grant institution in 1862, the university has become the comprehensive public research institution for the State of Maryland. The University of Maryland is responsible for serving as the state's primary center for graduate study and research, advancing knowledge through research, providing high-quality undergraduate instruction across a broad spectrum of academic disciplines, and extending service to all regions of the state. It is an internationally recognized research institution offering master's degrees in more than ninety areas, and doctoral degrees in more than seventy. In fall 2005, the university enrolled 35,369 students, 9,927 of whom are enrolled in graduate programs. There are 1,563 tenure/tenure-track faculty. Thirty-two percent of undergraduates and seventeen percent of graduate students are racial/ethnic minorities, and average high-school GPA for entering freshmen in 2001 was 3.76. According to *U.S. News and World Report*, Maryland had 79 programs overall in the top 25 rankings (undergraduate and graduate), 32 programs in the top 10, 51 in the top 15, 67 in the top 20.

The Women's Studies Department has 8.5 tenured faculty; additionally, there are over 80 affiliate faculty who offer cross-listed women's studies courses and serve on doctoral committees. The department has approximately 45 undergraduate majors, 80 undergraduate certificate students, 27 doctoral students, and 20 graduate certificate students. The department provides office space for all of its faculty as well as Graduate Research, Teaching, and Administrative Assistants.

Governance:

The Chair is responsible for the overall operation of the department. The department begins each semester with a day-long faculty retreat followed by three to four faculty meetings per semester. The **Director of Graduate Studies** has a one-course reduction in her teaching load and is responsible for graduate admissions, student petitions and chairing the graduate studies committee. Undergraduates are advised by the **Undergraduate Academic Advisor** (a staff position).

Curriculum:

Undergraduate: Throughout the university, approximately 4,000 undergraduate students per year enroll in approximately fifty courses on women. In 1994, our department began to offer a major in Women's Studies, and graduates approximately 12-15 majors each year. B.A. students take the introductory courses and, in addition, attend a portal course for majors only, , then participate in an internship program or become one of our undergraduate teaching assistants for the introductory courses. B.A. students take at least three courses in each of three distributive areas (arts & literature, historical perspective and social and natural sciences), two diversity courses, and additional women's studies courses to develop an emphasis (for a total minimum of 39 credits). We also have a Women's Studies Honors program that requires completion of two additional Honors courses and an honors thesis under the direction of a faculty professor.

Undergraduate Certificate students undertake a 21-credit program, including one of our two introductory courses, our upper division theory course, and a senior seminar, along with four additional courses (at least one each must be drawn from three distributive categories, Arts and Literature, Historical Perspectives, and Social and Natural Sciences). At least one of these courses must satisfy our diversity requirement.

In 2004, the Departments of Women's Studies and African American Studies received approval to offer a 15-credit minor in Black Women's Studies. Students take an introductory course and a history course. The remaining courses are chosen from three areas; humanities, social science and comparative or non-U.S. Currently the two departments have approximately ten students enrolled in the minor.

Graduate: In fall 2000, we admitted our first class of doctoral students in Women's Studies. Students begin the program with a sequence of five required courses plus electives. By the third year, at least, they will have also completed an interdisciplinary paper and the General Examination. Students next meet with a major field committee of three advisors to determine the balance of their program coursework that includes developing, both a major interdisciplinary field supporting the dissertation, and also the research skills of two substantive methodologies. Following a major field examination and the completion of the Foreign Language requirement, students begin work on their dissertation. They submit a proposal and constitute their committee, including at least one faculty member of the Department and at least one affiliate faculty member of the Program. Other members of the committee are determined by the student in conjunction with their supervisor. After orally defending the proposal before this committee, and upon approval of the prospectus, the student advances to

candidacy. After researching and writing the dissertation, students orally defend their work.

A Graduate Certificate in Women's Studies is offered to students enrolled in other graduate degree programs at the University of Maryland. The Certificate requires a minimum of 18 credit hours, including a core requirement of nine credits hours of Women's Studies Department courses. The remaining nine credits are chosen, in consultation with the student's Women's Studies graduate advisor, from elective courses in the student's home department or other electives that will support the student's particular research specialty.

Graduate students are supported on **fellowships or administrative, research, or teaching assistantships**. All students have the opportunity to teach courses of their own design before obtaining the Ph.D.

Appointments and Hiring:

The core department faculty are responsible for all hiring, tenure, and promotion decisions according to university policies and requirements.

Office Management and Operation:

In addition to faculty, lecturers, and graduate teaching and research assistants, the department has three staff employees—the Assistant Director/Undergraduate Academic Advisor, a Budget Officer, and an Administrative Assistant. The department has Administrative Graduate Assistants, and an undergraduate work-study student.

Challenges:

Building a graduate program on top of an already developed undergraduate program and an active research agenda continues to be a major challenge. The existence of a policies and procedures for the graduate program has helped to reinforce a climate of equity and fairness and allows room for flexibility on individual cases. Faculty are stretched pretty thin with service to a number of university-wide committees and initiatives. Yet, they continue to develop new courses, and advise/supervise an increasing number of graduate students. We have been given permission to hire one new faculty member and are seeking to recruit more junior faculty as a way of continuing to build and enhance the vitality of our program. Another goal is to develop research grants that will provide funding for students and improve opportunities for joint student/faculty research.

SELECT BIBLIOGRAPHY ON HISTORY OF WOMEN'S STUDIES IN THE UNITED STATES - Updated December 2007

Submitted by Barbara Scott Winkler, Director, Women's Studies, Southern Oregon University

A note from the compiler: This select bibliography on the history of U.S. women's studies does not pretend to be comprehensive. Since this is part of a handbook sponsored by the Directors' Council of the NWSA, I have focused primarily on general histories, reviews, assessments and interpretations of women's studies as a field of study, especially discussions of institutionalized women's studies in higher education including the growth of programs and departments. I have not, therefore, included references to women's studies outside this arena, whether in K-12 or outside the academy. Nor have I included references to the extensive literature on feminist pedagogy (or teaching/learning) in the classroom. I have included selected references to gender studies, since many programs now call themselves either "gender studies," "women's and gender studies," "women, gender, and sexuality studies" or a similar nomenclature. I have also included some references to the feminist curriculum transformation movement because of its intersection with the institutionalization of women's studies at various colleges and universities in the United States.

I have not provided references to the growing number of women's studies textbooks, readers, or anthologies unless they are comprehensively about Women's Studies itself as a field of inquiry. While the scholarship that women's studies has generated and showcased, in feminist theory and in many disciplines including itself - the "interdisciplinary discipline" or "transdiscipline" of women's studies - is certainly pertinent to the history of the field, this overwhelmingly extensive literature has had to be outside the purview of this necessarily limited list. Finally, another limitation is the focus on Women's Studies in the United States, although some of the volumes listed may include articles on women's studies internationally. As we know, Women's Studies has taken root, thriving in colleges and universities numerous countries around the world, despite attempts to close down individual departments and programs. U.S. women's studies scholars, programs and organizations like the NWSA have also shown increased awareness of and interest in international Women's Studies. This exciting scholarship needs its own bibliography.

This bibliography follows Chicago Manual of Style format and is arranged in three sections: 1) Books and Articles and 2) Dissertations and 3) a newly added section of bibliographies on women's studies. Within each section listings are arranged alphabetically. Previous versions of this bibliography were included in the on-line version of the NWSA Program and Administrators Development Handbook or as an insert to the printed version. This newly updated version includes many more current articles.

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Web Sites for Women's Studies Administrators

By Barbara Howe, West Virginia University

Building your own

Web sites are one of the best ways to publicize your program. If done well, they present an image of a professional program with a web site that is always up-to-date and that has no broken links to other sites. If not done well, they are frustrating to all potential users. When you start to build a web site, consult with your institution's web weavers to see if there are standard designs that are required or other standard protocols, including requirements for accessibility for those with disabilities. These web weavers may even be able to design a basic web site for you or, at least, recommend the use of a software that is compatible with programs used elsewhere in the institution and for which your institution has a license.

When designing your site, you might want to include the following types of information:

- contact information, including snail mail address, phone and fax numbers, and e-mail addresses, that is easily visible;
- names and titles of the people in your program, including phone numbers and e-mail addresses;
- names and titles of any affiliated faculty, including links to their own home pages or departmental web pages, as well as information about their teaching and research interests;
- information on your curriculum, including degree requirements, contact information for advisors, and course descriptions;
- lists of upcoming courses to aid students registering for the next term;
- a calendar of events;
- information on major upcoming programs, especially those to which the public is invited;
- links to other relevant institutional sites, like your college/university home pages;
- a careers section, with a link to your career services office;
- a resources section, with links to national and international agencies and organizations relevant to women's studies students and faculty;
- a counter to keep track of the number of visitors to your site;
- a section for comments or feedback, perhaps via a guest book; and
- copies of newsletters.

Finally, it is important to register your web site with search engines, and the NWSA, so that people can easily find your site. You might also wish to ask specific campus groups (e.g., the Women's Center) to link to your program on their sites.

Helpful NWSA Web Sites

NWSA Program Administrators' Listserv (and other resources for administrators):
<http://www.nwsa.org/PAD/resources.php>

NWSA Program Administration and Development Committee:
<http://www.nwsa.org/PAD/index.php> ("archives" link includes meeting minutes, reports, and records)

NWSA Bylaws: <http://www.nwsa.org/govern/bylaws.php>

NWSA Governance Structure: <http://www.nwsa.org/governance.php>

NWSA Governing Council, including e-mail links to individuals:
<http://www.nwsa.org/contact.php#3>

NWSA Communities (caucuses, task forces, interest groups, committees):
<http://www.nwsa.org/communities.php> *then click on the name of the specific group, i.e., community college caucus, for further information and e-mail links*

NWSA Regional Women's Studies Associations:
<http://www.nwsa.org/regions/index.php>

NWSAAction Newsmagazine and NWSA resource publications:
<http://www.nwsa.org/publications.php>

NWSA Journal: <http://www.nwsa.org/journal.php>

NWSA Contact Info: <http://www.nwsa.org/PAD/index.php>

NWSA Membership benefits and how to join:
<http://www.nwsa.org/membership.php> (Note that one benefit of membership is this *Handbook for Women's Studies Program Administrators!*)