

2002

Women's Studies Directors' Handbook

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Women's Studies Directors' Handbook

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Directors Advisory Council
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Women's Studies Directors Handbook

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Four-Year Colleges and Undergraduate Programs

By Catherine M. Orr, Assistant Professor and Co-Chair of Women's Studies
Beloit College

Structure:

Beloit College is a residential liberal arts campus located on the Wisconsin-Illinois border. We have 1150 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. 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 \$25,000 for tuition and board in 2001), 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.

Beloit College's Women's Studies Program is almost 20 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(?) 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 fifteen faculty regularly cross-list courses with the Women's Studies Program and students can choose between about five and ten women's studies courses each semester. The core courses are offered almost entirely by the one women's studies faculty member. Since 1996, women's studies' popularity with students has grown. Introductory courses have swelled to 30 students per class (massive by Beloit standards) and in 2001 the Program graduated seven majors and ten minors. There is no women's studies designated space other than the full-time faculty member's office, and administrative support includes only a half-time secretary shared among four other departments and a student assistant working six hours per week.

Governance:

The Women's Studies Program is administered by the Women's Studies Committee. The Committee usually is led by two faculty members who agree to be co-chairs for an academic year. Co-chairs are 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). The Committee is made up of any faculty, staff, and students who are interested in coming to meetings (usually held once a month). Voting privileges accrue to anyone who has attended two meetings in a row.

The extremely wide-open membership policy likely served the cause of the Program well when it was working through ideological differences and attempting to establish the major and to obtain the tenure track line. However, this structure also seems to work against maintaining a consistent body

of interested college community members willing to commit to women's studies in a dependable manner. (More on this in the "Challenges" section.) Since the hiring of the current full-time, tenure track faculty, Committee attendance has dropped off considerably, most likely because a permanent faculty member created enough stability in the Program so that other faculty perceive less urgency in maintaining consistent ties to Women's Studies through regular attendance at Committee meetings.

Despite its inconsistent membership, the Committee has initiated some all-campus programming that has proven highly successful. For example, during the 1999-2000 academic year, the Women's Studies 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. The scholar, Professor Ruth Meena from the Department of Political Science and Public Policy at the University of Dar es Salaam (Tanzania), was successful in raising Women's Studies' stature around campus as it concerned international education and was instrumental in the creation of an African Studies minor at Beloit College.

Curriculum:

Women's 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 Wmst 150: Introduction to Women's Studies, Wmst 151: Introduction to Feminisms (a lower-level theory class), Wmst 301: Feminist Theory, a women's history course, and Wmst 371: Senior Seminar. Minors are required to take 5 and 1/2 units including Wmst 150, Wmst 151, and one course at the three-hundred level. 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 by the co-chairs. Courses must go through the curriculum committee (made up of two faculty members and a student from the larger Women's Studies Committee). Experiential learning (usually through an internship) and some cross-cultural experience related to women's studies are also required.

**By Eloise A. Buker, Professor and Director, Women's Studies
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-released time for administrative work and therefore teach 4 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 ten years, but so far this has taken place on only one occasion because directors have not served for as long as ten years. The longest seems to be 8 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 8 years

there have been 6 retreats, which serve as inspirational events for long-range planning.

There are four standing subcommittees: a curriculum committee composed of 3-4 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 2-3 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 ten 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 1970's, 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 5 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 and Undergraduate Programs

By Judith Roy
Century College

Century College is a community and technical college located in White Bear Lake, MN, in the Twin Cities metropolitan area. Enrollment is approximately 9,000 students. The Women's Studies Program began in 1995, and a two-year, 16 credit Certificate Program in Women's Studies was approved by Minnesota State Colleges and Universities (MnSCU) in 1996.

1. Director/Chair/Coordinator: Duties and Structure

Release time for the coordinator is currently two hours of release time per semester but negotiations are underway to increase release time to three hours per semester. Teaching duties include at least one Women's Studies course per semester plus normal teaching load. Full time teaching load is 15 hours per semester so the Coordinator teaches 12 hours per semester.

Century College has no set length of service requirement for the Women's Studies Coordinator but has had the same Coordinator since 1996.

Reporting Lines: The Coordinator and the Women's Studies Program report to the Vice President of Academic Affairs. However, since all faculty are located within their discipline lines, the Coordinator and faculty also report to the appropriate academic Dean, primarily the Dean of Liberal Arts.

Review Process: Internal Review: A major review will be launched in 2001-2002, involving all faculty currently teaching in the program. External Review: Our Program was reviewed and evaluated as part of negotiating articulation agreements. The Century College Women's Studies Program currently has two formal articulation agreements, one with the Women's Studies Department at Minnesota State University, Mankato and the other with the Women's Studies Program at Metropolitan State University, St. Paul. Other articulations are in the negotiation stage.

Representation: At this point, representation to other bodies is informal. The Coordinator makes presentations to the Counseling staff, and meets with Department Chairs and administrators as frequently as is politic to promote the goals of the program. She also serves on numerous committees such as Global Education and Honors.

2. Women's Studies Advisory Committees and Governance:

Faculty teaching in the Women's Studies Program serve as the Women's Studies Coordinating Committee. The goal is to have face-to-face meetings of the entire group at least twice a semester. Subgroups meet on an as need basis but e-mail is becoming the major form of group communication. The Coordinating Committee and the Coordinator make all major decisions jointly, although the day-to-day operations are left to the Coordinator. The Coordinator sets agenda for meetings and usually initiates group communication.

A broader committee, consisting of any interested members of the college community, is the Friends of Women's Studies. This group serves as support for program activities and a catalyst for fundraising for student scholarships.

3. Curriculum

Women's Studies offers a total of 15 courses within 7 disciplines. Three new courses are under development.

Required Courses and Faculty Assignments: Currently only one course, Foundations of Women's Studies, is required for the two-year Certificate. This may change with the addition of an additional core course, Women and Global Issues (working title), now under development.

All faculty assignments are within traditional disciplines. We have no faculty line in Women's Studies at this time although we are raising the issue with administration and have some modest support.

Teaching Core Courses: Core courses are taught by faculty who teach at least one course focused on women and/or gender within their home discipline.

Introductory Courses, General Education Requirements: As a two-year college, all of our courses are at the freshman and sophomore level. Therefore, while our courses incorporate a variety of feminist theoretical perspectives, we do not offer a specialized Feminist Theory course. In addition, all courses are part of the Minnesota Transfer Curriculum and meet general education requirements for students transferring to complete their four-year degree at Minnesota state universities or the University of Minnesota.

Internships: Students can participate in a wide variety of projects through Service Learning, either as a stand-alone course offering or as part of a course assignment. The Women's Studies Coordinator and Coordinating Committee as well as the Service Learning director must approve all Service Learning activities applied towards the Women's Studies Certificate.

Criteria and Procedures for Cross-Listing: All courses included in the Women's Studies Program must meet specific guidelines and proposed syllabi must be submitted to the Coordinating Committee for review. In brief, the guidelines ask that all courses be taught from a feminist perspective (recognizing the diversity of feminisms); texts, readings, and other course materials reflect feminist scholarship in the particular discipline; and that "Gender" courses demonstrate that 50% of the focus is on women. In addition, when a course has multiple sections, only the sections taught by the faculty member applying for inclusion in Women's Studies will be cross-listed.

4. Appointments and Hiring

We have no faculty lines in Women's Studies. The program relies on departmental allies and informal influence to encourage recruitment of faculty with a Women's Studies background and interests.

5. Office Management and Operation

No secretarial staff is assigned to Women's Studies; the Coordinator must rely on her discipline departmental secretary plus a work-study student when available. A syllabi file is updated regularly and Certificate candidates are tracked each semester. Enrollment statistics for Women's Studies courses are compiled once every year. Tracking graduates after they leave Century is a problem due to lack of staff support.

6. Some Primary Problems and Strategies for Resolution

The two-year college system in Minnesota does not include Women's Studies as a separate discipline at this time. This is a major problem for program development and faculty recruitment. However, community colleges are now part of the Minnesota State Colleges and Universities (MnSCU) system, which does include Women's Studies. We will begin a campaign during 2001 - 2002 at both the college and state level to add the Women's Studies discipline. Strategies at the college level include gathering administrative support and proposing three core courses using the WOST prefix alone. The outlook is very positive at this level. Statewide, we need to form a coalition of faculty to work with the system administrators and, perhaps more importantly, gain support from the faculty union, Minnesota State College Faculty (MSCF). One strategy in the early planning stages is the development of a statewide discipline workshop in Women's Studies.

Graduate Programs: Master's and Doctoral

By Valerie Lee, *Professor and Chair*
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 12 FTE (9 faculty on 100% contracts and 6 on 50% contracts). These 15 faculty are our "core faculty." Additionally, there are over 55 associated faculty in 17 departments and 8 colleges who teach courses that meet our approval and who occasionally serve on our committees. The department has approximately 150 undergraduate majors, 125 minors, 30 MA students and expects to enroll its first class of doctoral students in Autumn 2002. 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 GTAs and GRAs.

Governance:

The Chair is responsible for the overall operation of the department. As advisory to the chair, the Executive Council consists of one faculty member from each rank. The Executive Council meets several times 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. There is also an Advisory committee that has members from the community on it and whose charge is usually to deal with a specific project. The specific project for Summer 2002 is the NEW Leadership program, a program that works to educate and empower college women to take on public leadership roles. Funded by a seed grant from the W.K. Kellogg Foundation, this initiative is the joint effort of the Department of Women's Studies and The John Glenn Institute for Public Service and Public Policy.

The department begins each year with a 1-2 day retreat followed by 2-3 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.

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,” a senior capstone experience (either WS 575 “Issues in Feminist Thought” or WS 589, “Internship in Feminist Theory and Collective Action”), 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 12 years old, the **MA program** has graduated over 130 students. It is a two-year program that prepares students for careers in agencies and institutions that serve women, for PhD 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 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 Teacher 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 4-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 assigned to all junior faculty and senior faculty who need help with specific scholarly projects. As with GTAs, the GRAs go through training workshops, but they do not have to take the pedagogy class. Assisting the GRAs are two women’s studies librarians. The Department also hires **Graduate Administrative Assistants** who help with its national electronic database, *Reading Women’s Lives*, and Peer Power, a departmental outreach program consisting of interactive presentations designed for middle and high school students.

MA students take WS 700, “Introduction to Graduate 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 three 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, scheduled on common examination days. The examination consists of a 3-hour theory exam that is an outgrowth of WS 700 and the aforementioned theory sequence and a 3-hour examination in a focus area of the student’s choice.

The Process for PhD Approval: Immediately after attaining departmental status in 1995, the department began planning for a PhD. It built the PhD upon an undergraduate program of many decades and a twelve-year old MA program. For many years, the State of Ohio had a moratorium on all new PhDs. Thus, the Department was not able to move forward with its plans for a PhD until 2001. Getting the PhD through the campus and state systems took approximately two years. As a public land-grant institution, we had to go through the following steps:

1. Brainstorming Strategies with WS Subcommittee Task Force - Breakout Groups
2. Women's Studies Retreat on Conceptualizing the PhD; WS faculty write and approve PhD Proposal
3. College of Humanities (COH) Graduate Committee approves PhD Proposal
4. COH Curriculum Committee approves PhD Proposal
5. Curriculum Committee of the Research and Graduate Council approves PhD Proposal
6. Full Research and Graduate Committee approves PhD Proposal
7. PhD Proposal is sent concurrently to Council on Academic Affairs & Board of Regents Advisory Committee on Graduate Education (RACGS)
8. Council on Academic Affairs reviews PhD Proposal (OSU)
9. Council on Academic Affairs approves PhD Proposal (OSU)
10. PhD Proposal is sent to OSU Senate (OSU)
11. OSU Senate approves PhD Proposal (OSU)
12. PhD Proposal is sent to OSU Board of Trustees for vote (OSU)
13. RACGS reviews the Program Development Plan (RACGS)
14. State Graduate Deans critique the Plan (RACGS)
15. Full Planning Proposal is sent to RACGS for a second round of critiques (RACGS)
16. Response Document is prepared (RACGS)
17. Oral presentation and vote at RACGS

The PhD program builds on the foundation of the department's MA and undergraduate 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 four specialties within the larger three categories: 1) visual and narrative cultures; 2) Latina/black women's studies; 3) the state, economies, and social action, and 4) sexuality studies, 5) international. 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.

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 1-2 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, a technology assistant, 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 inquiries, creating and maintaining applicant files, coordinating the MA examination, 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 equity and ethos in a departmental environment where most of the senior appointments are joint appointments with other departments and most of the junior appointments are 100% appointments in women's studies.

By Jo-Ann Pilardi, *Director of the Women's Studies Program*
Towson University

Degree: Master's 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 the Baltimore area, with 11,600 full-time and 2,300 part-time undergraduates; there are nearly 3,000 graduate students. Most students are commuters. Towson is part of the University System of Maryland (USM). Its three new doctoral programs include two in "applied" fields, and there are 47 other graduate programs, and 50 undergraduate majors. Full-time, tenure track faculty number 560; the school relies on an even larger contingent of part-time faculty (650). The Women's Studies Program was founded in the early 1970's.

1. Director/Chair: Duties and Structure

On the undergraduate level, we offer a major and a minor. The program has a director who is granted one course release time (of a three course/semester load) to run the program, so she teaches four courses a year, primarily for her "other" department. This is equal to the release time for most departments in the College of Liberal Arts. The current director is a joint appointment in the Women's Studies Program and another department; she has administered the program for six and a half years; the usual term of service for department chairs is five years, but length of service for program directors is not stipulated. Other faculty with lines in the WMST Program include two full-time faculty and one other joint appointment who directs a national curriculum center on campus; there are several tenure track faculty "on loan" for specific courses each semester and 6-8 part-time faculty each semester, teaching 16 sections.

The graduate program is an integral part of the Women's Studies Program; it has a separate director who is appointed by the WMST Program director in consultation with the dean and with significant input from the WMST Graduate Program Committee. The graduate director currently does not have release time to run the program, but she does have the services of a graduate assistant for ten hours a week. They spend most of their time overseeing the admission of new students, keeping records, and scheduling meetings and keeping track of agenda for the committee. The graduate program director administers the master's and certificate programs but reports to the director of the Women's Studies Program, who is also a member of the graduate program committee and who is responsible for overseeing the approval process for new courses and is chair of the WMST Curriculum Committee. The whole Women's Studies Program is an independent interdisciplinary program housed in the College of Liberal Arts and directly reports to that dean.

The Women's Studies Program faculty are reviewed through a "Promotion and Tenure" process every year; the program was the first non-departmental unit in the university to be allowed to have its own P&T process; it has been used as a model for other interdisciplinary programs. The process starts with the WMST Program P&T Committee and then moves to the College of Liberal Arts P&T Committee and then to the Dean and, ultimately, to the Provost.

2. Women's Studies Advisory Committees and Governance

The WMST Program has these standing committees: core (which includes all faculty with lines in Women's Studies), curriculum, graduate program, colloquium, March, endowment fund, promotion and tenure. Recruitment committees are set up as needed. (For a long time, the program was governed by a committee of all those who were affiliates and appointees to the program; however, that structure became impractical, unwieldy, and unproductive; a Steering Committee structure met a similar fate; the structure of small, task-oriented committees works best for us at this point in our program's history.)

The WMST Graduate Program Committee governs the applied master's program the certificate program and oversees the development of new courses and new parts of the program (e.g., the development of the certificate in WMST), as well as directing the scheduling of the graduate offerings under a rotation system set up on a 3-4 year plan. It has taken on greater and greater responsibilities, so that the graduate director may not be burdened more than necessary. The graduate director has a graduate assistant to help her run the program,

The program is an institutional member in the NWSA and participates in the Mid-Atlantic NWSA organization; it also is a member of the (currently inactive) CAWSLG (Capitol Area Women's Studies Leadership Group), composed of Baltimore and Washington area campuses. On campus, it is aligned with the Interdisciplinary Programs Council and has strong connections to the Lesbian and Gay Studies Minor Program, the African American Studies Program, and the Cultural Studies Program, as well as to the two institutes on campus that grew out of it: Institute for Teaching and Research on Women (ITROW) and the National Center for Curriculum Transformation Resources on Women (NCCTRW).

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 director of women's studies and the director of the graduate program, other direct 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, 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 submit proof

of their graduate standing. There is a minimum baccalaureate GPA (3.0) and a prerequisite of an introductory course in Women's Studies. Applicants submit an application form, 2-3 letters of recommendation (at least one of which must be from an academician), and an admission essay describing the applicant's qualifications for certificate study and reasons for pursuing the certificate. 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 (5 courses) is required for the certificate, and from 15-21 credits is considered normal. There are two required theory courses (totaling 6 credits): "The Diversity of Women" and "Advanced Feminist Theory"; a minimum of 9 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 advisor 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 (MA/MS)

General Description of Curriculum: this is an "applied" interdisciplinary and multidisciplinary program providing students with a basic groundwork in Women's Studies and a combination of skills (through skills courses) that can be used in diverse fields and across disciplines. It offers an MS, but we are approved to offer an MA also (and are currently developing its curriculum, which will probably just include a foreign language requirement). We offer four Concentrations: Women and Gender in the Workplace, Women and Health (with subcategories of "Women and the Health Care System," "Aging and Women's Health Issues," and "Violence Against Women: Rape, Sexual Assault, and Relationship Violence"), Women in an International Context, and Women and Public Policy.

Structure: The Graduate Program Committee oversees the 36-credit master's of science program. It is composed of the director 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 a separate committee for each of the four concentrations, composed of faculty from across the university who were solicited to help with the original planning of each concentration. Additions/deletions to the list of electives for each concentration are made by these four committees.

Eligibility and Application Procedures: Students must have a bachelor's degree with a grade point average of 3.0, an introductory women's studies course; they must submit an admission essay describing their qualifications for graduate study in Women's Studies and reasons for pursuing the Master's degree, and 2-3 letters of recommendation (at least one of which must be from an

academician). An introductory Computer Science course or significant experience using computers is required as a prerequisite to the Applied Research Methods and Skills courses. There is a foreign language requirement for the concentration, “Women in an International Context” (see below).

Core Courses and Advising: This 36 credit degree program has a required core of theory courses, skills courses, and a core course in the concentration selected by the student. An advisor from the Graduate Program Committee is assigned to each student. After the completion of the core program and in consultation with their advisors, students construct an advanced and individually tailored program of study in one of the four Concentrations. Students who wish to enhance their course work with practical experience opt for the culminating project Internship course, or they may do the Thesis; another internship, the Field Experience course, exists for students who opt for the Thesis yet also want to do graduate level internship work, or for those choosing the Internship project who want additional practical experience.

The required theory courses are “Advanced Feminist Theory” and “The Diversity of Women” (3 credits each); the 9 credits of required skills courses are “Women and Communication,” and “Applied Research Methods and Skills I & II” (a 2-semester sequence). In addition to the required 3-credit core course in their concentration, students choose four elective courses (totaling 12 credits) from a list approved by the Graduate Program Committee, and a required culmination project--either a Thesis or an Internship (6 credits).

Concentration I: Women and Gender in the Workplace: This is designed to prepare the student for a variety of managerial-level positions within profit and non-profit organizations. The training includes overviews of the structure and dynamics of organizations, organizational behavior, and gender issues in diverse work settings. Required core course is “Women and Gender in the Workplace” (3 credits); additional courses (12 credits) are selected from the approved electives list.

Concentration II: Women and Health: This is designed to prepare the student for a variety of managerial-level positions in the health fields. Required core course is “Women and Health” (3 credits); additional courses (12 credits) are selected from the approved electives list, or the student may specialize in one of three areas of training: Women and the Health Care System, Aging and Women's Health Issues, or Violence against Women.

Concentration III: Women in an International Context (this has an additional requirement of proficiency in one foreign language that is the equivalent of four semesters of college level foreign language training); the focus course is on the diverse experiences of women in a variety of national contexts, to study the ways in which gender is socially constructed in different nation-states over time and place. Required core course is “Women in an International Context” (3 credits); additional courses (12 credits) are selected from the approved electives list.

Concentration IV: Women and Public Policy: This focuses on how public policy affects the life chances, experiences, and welfare of women and the groups to which they belong. Required core course is “Women, Public Policy, and Social Change” (3 credits); additional courses (12 credits) are selected from the approved electives list.

Methods: See sections above on core courses and on eligibility.

Introduction: See sections above on core courses and on eligibility.

Theory: See section above on core courses.

Internships: Because this is an applied master's program, we allow students the option of doing either a thesis or an internship as a culminating project; we also have developed a Field Experience course, also an internship but not the culminating one, for those who want more internship training. Requirements for all of these are clearly set out in our *Women's Studies Graduate Student Handbook*.

Criteria and Procedures for Cross-Listing: Elective courses for the four concentrations are selected by each of the four concentrations' steering committees and based on a study of the 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 advisor. Attention must be directed, and some exceptions are made, due to availability of cross-listed elective courses, particularly with the structure of four separate concentrations, 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 non-profit 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 recently hired a new, full-time appointment in Women's Studies, making the total number of 100% hires two; there are also two joint appointments. (See item #1.) Hiring committees include the WMST director (who is usually the chair of the committee), those with full or joint lines in WMST, and affiliates with specialties 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 WMST or a history of WMST affiliate participation (often not the same departments where joint appointments are needed!). Our experience in recruiting women of color has been that those who are included on our short list usually find other (perhaps more prestigious) positions before we interview them; however, we are fortunate that one of our two 100% hires 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 (such as ASA) has 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. sends, distributes information to faculty, collects syllabi and book orders, requisitions supplies, checks budget and enrollment figures, keeps the alumnae database, requisitions supplies, keeps track of a 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, which is in another building (space problems are a serious issue here). There is a graduate assistant for ten hours a week, to help the graduate director with office work and record-keeping of admission and other materials.

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

The director of the Women’s Studies Program 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, schedule courses, identify new courses for inclusion into the program, and take responsibility for much of the work of the program; some of it also falls to the (general) director of Women’s Studies.

7. Teaching Assistants and Research 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 administering the program. There are no research assistants.

8. Budget

The Women’s Studies Program has a budget; there is a separate, much smaller budget for the graduate program, to cover advertising, office supplies and equipment, and mailings. Any faculty costs for graduate program courses deriving from WMST are paid from the larger WMST budget, not the graduate program budget.

**By Anne Sisson Runyan, *Professor and Director*
University of Cincinnati Center for Women’s Studies**

Structure: The University of Cincinnati is a public research university with an enrollment of 34,000 undergraduate and graduate students. The Center for Women’s Studies was founded in 1974 with a campus-wide mandate to generate research and teaching about women and gender-

related issues. The Center currently has three full-time faculty (one director and two associate directors), one part-time assistant director, a commitment from the university to hire two joint appointments over the next 2-3 years, and over eighty affiliated faculty from nine different colleges. It also hosts three visiting professors per year (one per quarter) through support provided by its Friends of Women's Studies, a 400-member community organization founded in 1980, which also organizes special programs; purchases library books; and offers grants to faculty, students, and community members. In addition, a capital campaign, launched in celebration of the Center's 25th anniversary, is ongoing to raise funds for an endowed chair in Women's Studies (which would make the Center eligible for department status). The Center offers an M.A. in Women's Studies, a joint M.A./J.D. program, and a graduate and undergraduate certificate program and coordinates over 140 courses per year, enrolling an average of 3,000 undergraduate and graduate students. For more information, visit the Center website at http://ucaswww.mcm.uc.edu/womens_studies/.

Director: The director holds a full-time, tenured line in Women's Studies and holds the same status as a department head. As per the collective bargaining agreement, each academic unit sets its own release time for its administrative head. The regular faculty load is two courses per quarter (six per academic year) and currently the director is teaching two graduate courses per year in addition to her administrative responsibilities. The director serves a renewable 5-year term and reports to the Dean of the McMicken College of Arts and Sciences. The Women's Studies Governance Committee oversees reviews of the director towards the end of each five-year term. The director serves on the College of Arts and Sciences Heads Council, the campus-wide Women's Initiatives Network, and the Women in Science and Engineering project committee. She may also attend committee meetings of the WS Faculty and often serves as the external representative for the Center at meetings of local, state, national, and international organizations.

Governance: As codified in the most recent bylaws (Spring 2000), 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 may become a member of the WS Faculty through submitting a letter of interest and a vita to be reviewed by the Governance Committee. Approved WS Faculty, who can choose to be voting or non-voting members, receive Center information, are eligible to attend Executive Committee meetings, apply for funds, and vote on issues (if elect to be voting members). Only tenured voting faculty can vote on personnel issues. In addition to the Executive Committee, which acts on other committee recommendations and engages in long-term planning, there are eleven other standing committees. These include Governance, Grievance, Nominating, Undergraduate Curriculum, Friends of Women's Studies Visiting Professor (and mini-grants subcommittee), Grants and Research Awards, Program, Library and Resources, Raymond Walters Women's Studies Task Force, Graduate Advisory Council, and Graduate Admissions and Awards. Each committee is comprised of two to four WS Faculty members with staggered two-year terms. Each standing committee (except Governance) includes one graduate student representative and Undergraduate Curriculum, Friends Visiting Professor, Program, Grievance, and the Executive also include one undergraduate student representative. (Students cannot attend Grievance meetings when the grievance does not involve a student). Two representatives of Friends serve on the Visiting

Professor Committee, and any Center (core) faculty can attend any committee meeting except Grievance. Grievance, Governance, and Nominating are elected committees, and the Executive consists of a representative from each elected committee, two elected at-large members, and graduate student representative to the Graduate Advisory Council. Other committees are filled by recruitment by the director or associate directors or self-nomination. Nominations and elections are held in the spring for the following year. The Executive meets at least once per quarter in an open meeting format and other committees meet as needed. Ad hoc committees, including search committees, can be formed either by the director or a vote of the WS Faculty.

The Center participates in the National Women's Studies Association, the National Council on Research on Women, and the Ohio Coalition of Women's Studies Programs and Women's Centers. Over time, it also has won major grants (FIPSE, NEH, Ohio Arts Council, etc.); raised, through the considerable work of its venerable Friends organization, a \$600,000 plus endowment (and has raised an additional \$800,000 so far towards its \$1.5 million capital campaign for an endowed chair, an endowed fund for library resources, endowed fellowships for the joint M.A./J.D. program, public interest internships, and an endowment for the Women in Science and Engineering program it spearheaded); hosted most of the top names in Women's Studies either as visiting professors or public lecturers; and was rated, during its most recent external review in 1996, as one of the top 35 WS programs in the country and described as "cutting edge" in its research and teaching.

Curriculum:

Certificates: The Center offers an undergraduate and graduate certificate. An undergraduate certificate at UC involves more credit and a somewhat more proscribed program than a minor. The WS undergraduate certificate, which was first offered in 1976 and is open to students in any major, requires Introduction to Women's Studies and thirty hours of 3-hour upper level courses counting for Women's Studies, including six hours of independent study. Introduction to Women's Studies is taught as a large section by an associate director with recitations handled by graduate students each fall, and in smaller sections by graduate students and adjuncts during the winter and spring quarters. It and most other WS or cross-listed undergraduate courses count towards general education requirements (currently humanities or social science requirements and soon new diversity and/or social/political issues requirements). The number of students pursuing the undergraduate certificate averages about 90 per year. The 18-hour graduate certificate requires Introduction to Graduate Women's Studies, Feminist Theory Foundations, and Feminist Theory: Race, Class, and Gender (all of which are 4-hour courses taught by associate directors), and six additional graduate credit hours of electives. At least two of the courses must relate to the student's disciplinary or research interests. The graduate certificate is open to students in any graduate 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 5 per year.

M.A.: Approved in 1991, the M.A. in Women's Studies at UC is one of the oldest and most respected in the country. Since then, over fifty students have graduated with the M.A., about half of which have gone on to further higher education (mostly Ph.D.s in multiple fields and JD's). They and the other half that went into the workforce directly have held such positions as professors, university staff, teachers, attorneys, community organizers, researchers, political

campaign and government officials, social service workers, and social movement advocates throughout and outside the U.S. Many continue to work on gender issues and on behalf of women and children. The program receives four applications for every opening and accepts 10 students per year to its M.A. and joint M.A./J.D. programs. Successful applicants (based on GRE and TOEFL scores, transcripts, three letters of recommendation, a personal essay, related coursework, an optional writing sample, and a graduate school application) are eligible for the 9-10 graduate assistantships (tuition plus stipend) and 8-12 graduate scholarships (tuition remission) offered by the Center. There are also other scholarships, fellowships, and assistantships available that are offered by the university. Thus, all accepted students, who need or wish support, receive it. Currently, about 25 students are pursuing the M.A. or joint M.A./J.D. They come from throughout and outside of the U.S. (including Africa, Asia, and Europe) and a host of different disciplines largely in the humanities and social sciences. The majority of the incoming class are women of color, which is the growing trend. The Center looks forward to a promised joint appointment with the African American Studies Department to further strengthen its focus on the intersections of gender, sexuality, race, and nation.

The two-year MA requires a minimum of 54 quarter credit hours with five quarters of residency; the preparation of an interdisciplinary research paper (original research or revised seminar paper) during the second year; and the successful completion of an oral examination before a review panel of Women's Studies Faculty. Students must also take twelve interdisciplinary courses, eight of which must be core courses offered by the Center (including Introduction to Graduate Women's Studies; Pro-Seminar; Feminist Theory Foundations; Feminist Theory: Race, Class, and Gender; Feminist Theory: Current Issues; Feminist Research, and two quarters of Individual Directed Research to prepare final research/revised seminar paper). The four elective courses can be chosen from the available cross-listed courses or other disciplinary courses under advisement. Internships are optional. Most GA's teach or co-teach the undergraduate Introduction to Women's Studies by the second half of their first year and during their second year. A few are also permitted to teach upper level undergraduate courses by their second year, and a few serve in other capacities (research and administrative/programming assistants for the Center, Friends, or other related offices, such as the Women's Center).

Joint M.A./J.D.: Begun in 1996, this was the first joint M.A. in Women's Studies/Law Degree program in the country. Students wishing to earn both degrees in four years rather than five can apply simultaneously to the Center and the College of Law (which also requires LSAT scores). Successful applicants spend their first year in either the Center 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. As a result of this collaboration, the College of Law now has two feminist jurisprudence specialists and the Center offers a number of courses related to women and the law. The College of Law is also the home of the Urban Morgan Institute for Human Rights which focuses on international human rights. The Center looks forward to a promised joint appointment with the College of Law to further increase offerings through both the College of Law and the Center, particularly on women's rights nationally and internationally. Out of the 25 students currently pursuing an M.A. in Women's Studies, 10 are enrolled in the joint M.A./J.D. program.

Office Management/Operation: In addition to the director, the Center has one full-time secretary; two associate directors with full lines in Women's Studies (one responsible for the graduate program and programming, who is tenured in the Center and will be replaced by an acting associate director while on sabbatical this coming year, and the other, who has just resigned, responsible for the undergraduate program and programming-- each teach 3 courses per year/half-time release time); one part-time assistant director (who is helping with the undergraduate program in the wake of one associate director just resigning, but will hopefully continue, even after replacing the associate director, as the Center moves toward offering an undergraduate major, thereby freeing up one or both of the associate directors to offer more courses—this new assistant director position currently being filled is an academic one requiring at least an M.A. but preferably a Ph.D. as it may also involve adjunct teaching); seven GA's (who teach or assist with research and administration for the Center and Friends); and two work-study students to assist the secretary. Among the responsibilities in the office are overseeing and further developing academic offerings, updating print and electronic publicity, recruiting and reporting to WS Faculty and committee members, recruiting and coordinating visiting professors and speakers/events, fundraising and grant writing, liaising with the Women's Center, advocating for women and Women's Studies on college and university bodies, supporting the work of Friends, and collecting enrollment statistics, course descriptions, and syllabi.

Directors of Graduate and Undergraduate Studies: As indicated above, one associate director (on half-time release) handles graduate studies advising, development, and programming as well as recruiting for the Graduate Advisory Council which sponsors a retreat once per quarter. The other associate director (who also was on half-time release and who we hope to replace) handles undergraduate studies, development, and programming as well as internship coordination. Until we can replace the associate director responsible for undergraduate studies, a part-time assistant director will take over those activities. If we can keep the assistant director position, we will look at reallocating the duties of the next associate director, possibly increasing her undergraduate teaching load in support of a potential new major in light of the amount of undergraduate program administration taken over by the assistant director.

Graduate Assistants: As indicated above, most GA's teach Introduction to Women's Studies during their first and second years. To prepare for this, they attend the lectures and handle recitations for the large section course taught by the faculty member who teaches the WS Teaching Practicum along with the intro course each fall. In subsequent quarters, they teach or co-teach their own sections of the course after having their syllabi reviewed by the graduate director, who also observes each of their classes once per quarter and meets with each GA teaching a section at least once per quarter. Those students who prove exceptional in the classroom may also be given the opportunity to teach an upper level course in their area of interest. The few GA's who do not teach spend their 15 hours per week on research and administrative support for Center and/or affiliated faculty, Friends, or other related units on campus. Students can also gain credit for research assistance to a faculty member that dovetails with their own research interests through the graduate course, Individual Work in Women's Studies.

Future Challenges: Assuming that over the next few years (after current hiring freeze is over), we can replace one vacant associate director position, keep the currently temporary assistant director position, hire the two new joint appointments promised to the new director in her contract, secure commitments for a few more joint appointments, and complete the capital campaign that includes funding for an endowed chair, the Center for Women's Studies at UC will continue to be on the forefront of graduate (and possibly undergraduate) education in Women's Studies. The new director will also be bringing a more international dimension to the program, offering new courses on gender and globalization and transnational feminism(s), developing new international requirements in the undergraduate and graduate programs, and furthering international internship and exchange opportunities.

By Claire Moses
University of Maryland

Structure:

The University of Maryland (UM) is the flagship institution of the University of Maryland System. As the comprehensive public research university for the State of Maryland and the original 1862 land grant institution in Maryland, UM has the responsibility 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 2001, the university enrolled 34,160 students, 9,061 of whom are enrolled in graduate programs. There are close to 1,600 full-time faculty. Thirty-two percent of undergraduates and fifteen 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, UM has 61 programs, colleges, and university overall rankings in the top 25.

The Women's Studies Department has 9 tenured faculty; additionally, there are over seventy 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, 11 doctoral students, and 35 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 3-4 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. 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.

B.A. students take these courses and, in addition, attend a portal course for majors only, in which they begin the development of the thematic emphasis in their individualized program, then either 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 the distributive areas, 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 2 additional Honors courses and completion of an honors thesis under the direction of the faculty professor of the student's Senior Seminar.

Graduate: 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 9 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 that will support the student's particular research specialty.

In fall 2000, we admitted our first class of doctoral students in Women's Studies. Students begin the program with a sequence of 5 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, intended to develop, in tandem, 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.

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 two professional staff employees -- the Assistant Director/Undergraduate Academic Advisor and a half-time Budget Officer -- an Administrative Assistant, two 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 is a major challenge. Policies and procedures determined in the abstract sometimes require reconsideration when put into practice. At the same time, faculty must develop new courses, while continuing to serve on (too many) university-wide committees. We must add new faculty lines in the near future.

II. Practices and Strategies

Appointments and Hiring

By Eileen Bresnahan
Colorado College

In general, faculty hires into Women's Studies Programs and Departments are of two 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: Strategies for Recruitment & Retention, selection process

Joint hires have been somewhat controversial in women's studies. In such hires, the faculty member's appointment is commonly 50% located in a women's studies program and 50% in another department, usually the department of the faculty member's Ph.D. They have been controversial because they essentially call on the faculty member to 'serve two masters,' with the result that joint appointees often are left feeling that their service and governance responsibilities are doubled, while their loyalties are divided. Joint appointments also all too often involve a duplication of work in many areas, including the Retention, Promotion, and Tenure (RPT) process. In this process, as well, institutional rivalries between the two entities of appointment can result in very mixed messages being sent, causing the faculty member to feel unsure about what is the 'bottom line.' Furthermore, because of her dual responsibilities, the faculty member may come to be perceived by both entities as 'not pulling her weight' in either unit.

Recruitment: Before recruiting for a joint appointment, it is important that all issues about supervision, the logistics of the RPT process, and the relative decision-making power of the responsible units be worked out. Any potential faculty member is going to want to know who will have input into her RPT process, how this 'right to comment' will be determined, and which unit's ultimate determination will carry more weight. She is also going to want to know what will be done to protect her from unnecessary duplication of effort in all areas, including personnel processes. How will her work day and her teaching load be allocated? Where will her office be located? If these things are not clear before the recruitment process begins, chances for successful recruitment diminish.

Also before recruiting, the women's studies program should decide how 'expert' in women's studies they will require that their candidates be. An extremely serious drawback to the joint-appointment model is that often, because of the requirements of the other (departmental) unit, candidates will be identified whose expertise in women's studies per se is limited. What is the attitude of the women's studies entity, for example, to a potential candidate for a joint-appointment with Economics, who is well trained in that field and 'works on women,' but who has no other women's studies background and is not presently 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 will women's studies do? How much 'on the job training' in women's studies is the group prepared to do and who will do it? Is this appointment being 'set up to fail,' even if inadvertently?

Women's studies entities must be extremely realistic about the environment in which they are operating. Frank discussions with the other entity over issues such as these will go a long way toward revealing the power dynamics at work and the actual attitude of that entity toward the appointment. In some instances, such discussion might lead to the conclusion that it is better not to pursue an appointment with a given potential partner than to put a faculty member into an inherently compromised position.

That leads into yet another issue surrounding the joint-appointment: is the appointment to be at the junior or the tenured level? Most colleges and universities clearly prefer the former, if only for economic reasons. But is that what women's studies really needs? What are the anticipated, and the hidden, costs of bringing a vulnerable junior person into some joint situations? The protection of tenure is certainly not a cure-all, but it may be able to protect a faculty member in some situations. At the same time, the recruitment of a tenured faculty member is a much more difficult and expensive enterprise. An attempt to clearly assess the costs and benefits of making either of these types of appointments should precede any decision to recruit.

The Selection Process: In many cases, a joint search committee is composed of members of both entities to search for potential candidates. 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 joint-appointing entity 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 whether a suitable joint-appointment can be made.

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 for the retention of joint-appointed faculty.

Ideally, the joint-appointed faculty member needs a mentor in each of the units to which she is appointed. This mentor should be a recently tenured member of the faculty, who can show her 'the ropes' as they presently exist. The mentor should focus on shepherding her through the processes related to retention. As well, it is desirable that the two mentors from the disparate entities communicate with one another regularly about their mentee's progress, just to stay sure that mixed messages are not being sent.

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 going-in 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.

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 institutionally disadvantaged in the processes which 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 very important that both entities supervising a joint-appointment 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. 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: Strategies for Recruitment & Retention, selection process

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 the recruitment of joint hires has been whether or not it makes sense to require a Ph.D., or any 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. Do you want to make the possession of one of these degrees a qualification for your job? To do so will likely significantly narrow your pool, perhaps eliminating 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.

The Selection Process: Again, the 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 given context are whether the candidate be asked to 'demonstration teach' a women's studies class and what role students are to have in the selection process.

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 '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 to give her someone she can call with questions. Members of the women's studies faculty should commit themselves to check in with the new-hire regularly in order to 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.

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. If this is nonetheless the plan, 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.

If the new-hire is to chair, how is her administrative function to 'count' in her evaluations for RPT? Certainly in this case some adjustment must be made to research expectations. It should as well be recognized that her 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. Because of her unique situation, she may come to be perceived, or simply characterized, as 'weak,' 'difficult,' 'absent,' or 'aloof' by others on the faculty as a whole who are not friendly to feminism and women's studies and therefore have no interest in understanding the entirety of her duties. What will women's studies do to protect her from the compromised position they have put her in?

Furthermore, if a junior 100% hire is also to be chair, serious thought must be given to the issue of how fair it is to put a new and unknown person into a high-profile 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 likely 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 to do about that?

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.

Budgeting

By Barbara Howe
West Virginia University

Budgeting and Bringing in Revenue

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, *Director of Women's and Gender Studies*
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 co-sponsor 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.

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.

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 majors gifts are to be used; others will trust your judgement 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.

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. 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 these 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, using standard word processing programs, or 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;
- 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 provides 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.

Recruitment

By Carol Perkins
Minnesota State University

How can we recruit certificate graduate students?

We have just developed a graduate certificate program: 4 classes (12 semester credits), 3 of which are required from our departmental core courses and the 4th which is to be taken from the electives in the interdisciplinary Women's Studies Program Courses. We are recruiting from two main sources: current graduate students at the university in social sciences, business, health and humanities fields; and local women in business and non-profit sectors. We are placing ads in the local newspaper and the Chamber of Commerce newsletter.

What are ways to do fund raising? WHAT HAS WORKED FOR YOU?

We have a College Development Officer; she is employed by the University Foundation and is mandated to work closely with the Dean's office who then confers with Department Chairs about fundraising. We have two major strategies right now: the first is to encourage scholarships--we have two accounts that are more than a decade old that were started by retired women with University ties. Neither fund's endowment is large enough to support a full scholarship, but each is large enough to offer two students (an undergrad and a grad) about \$1000 toward one year's expenses. We work with the Development Officer to "grow" those accounts; as dept. chair, I write personal letters to all our donors and we have begun to solicit the past donors more aggressively (I work with the development officer). Second, we have a Program Committee on which community members serve; we are finding that these board members are eager to participate in the fundraising efforts for the department. They help plan individual fundraising events with specific goals (e.g., a night of women's comedy and music at the local women's coffee shop with proceeds/donations/pledges going toward a fund to purchase videos); and they have donated larger amounts to support student travel to NWSA conferences and/or to purchase an individual item for the department (e.g., a film). We have

begun to be more direct in our soliciting "friends of Women's Studies" in our newsletter which is mailed to alums and community friends. That campaign has not yielded great returns to date, but it has brought in modest donations from alums.

Working with Deans

By M. Duane Nellis
West Virginia University

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 organize a half-day orientation session which includes 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 will contribute to their success) of them as chair I try to stress some of the following: be open to consult others (including me as Dean--I am very open to them coming to me for advice, and I also don't like to be surprised); they need to establish annual goals and longer term goals (which I will review with them and will also serve as a basis for their annual evaluation); they need to be agents for change (this includes building trust among their faculty colleagues so they can be effective at leading change); they need to be someone who cares (they need to know how to treat people with respect, be honest and forthright (including being able to say no when that is what is necessary); they need to be good communicators; they need to be oriented in a balanced way toward all aspects of the college's mission (in teaching, research, service (including alumni relations) and they need to be fiscally responsible. Each of these could be elaborated on substantially, but these are important themes to remember for any successful chair.

Workload for Chairs and Directors

By Liz Kennedy
University of Arizona

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.*

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

III. Resources

Readings about Women's Studies Programs

By Barbara Winkler
Southern Oregon State University

Chilton, Elisabeth, Lakshmi Paresh et al. "Women's Studies Programs." *PMLA: Publications of the Modern Languages Association of America* 113, no. 4 (September 98): 954-62.

Crowley, Helen. "Women's Studies: Between a Rock and a Hard Place or Just Another Cell in the Beehive?" *Feminist Review* 61 (Spring 1999): 232-151.

Morris, Bonnie J. "Women's Studies: Prejudice and Vilification Persist." *Chronicle of Higher Education* 44, no. 41, June 19, 1990, A56.

Ruby, Jennie, Farar Elliot, and Carol Anne Douglas. "NWSA: Troubles Surface at Conference." *off our backs* 20, no. 8 (Aug.-Sept. 1990).

Yee, Shirley. "Establishing an International Doctoral Program in Women Studies at the University of Washington." *Feminist Studies* 24, no. 2 (Summer 98): 366-54.

Web Sites

By Barbara Howe
West Virginia University

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. These web weavers may even be able to design a basic web site for you. 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;
- 1 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;
- 2 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;
- 2 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 so that people can easily find your site.

Web Sites

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

NWSA Governance Structure: <http://www.nwsa.org/nwsage.htm>

NWSA Governing Council, including e-mail links to individuals:

<http://www.nwsa.org/govcouncil.htm> - This has not yet been updated after the Minneapolis meeting.

NWSA Caucuses, regional groups, interest groups, committees, journal editorial advisory board:

<http://www.nwsa.org/caucus.htm> - then click on the name of the specific group, i.e., community college caucus, for further information and e-mail links.

NWSA Program Administration and Development Committee: <http://www.nwsa.org/pac.htm> - includes meeting minutes and records

NWSA Conference: <http://www.nwsa.org/nwsa2001/index.htm> - This is home page for 2001 conference, but home page for 2002

The contact info on the web site is at <http://www.nwsa.org/pdmems.htm>, but it does not have the newest information.

Pa&D infrastructure committee report: <http://www.nwsa.org/pdicrpt.htm>

List of Institutional Membership benefits: <http://www.nwsa.org/meminfo.htm#Institutional>

Membership forms - well, the one on the web is for 2000 dues -

<http://www.nwsa.org/memform.htm>