



Program Review

WOMEN'S STUDIES CENTER

**Academic Affairs
Florida International University**

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Women's Studies Center
Program Review

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Executive Summary

The FIU Women's Studies Center (WSC) was founded in 1982 with a broad interdisciplinary mission to address issues related to women and gender in terms of teaching, research, and service. The WSC is a University Center within the Florida State University System that is located within and funded by Academic Affairs at FIU. The Women's Studies Bachelor's degree and undergraduate and graduate certificate programs are hosted by the College of Arts & Sciences.

Nearly 4,000 students annually take a Women's Studies course -- about 11% of the FIU student body -- thereby contributing to students' understanding of diversity and breadth of study requirements. More than 100 undergraduate and 25 graduate Women's Studies courses are offered annually within more than 20 Departments in the Schools and Colleges of Arts & Science, Architecture & the Arts, Business, Education, Public Health, and Law. Additionally, Women's Studies courses with total annual enrollments of more than 500 students contribute to the Societies and Identity portion of the University Core Curriculum.

Women's Studies also offers an upper division undergraduate Bachelor's degree program begun in 1998-99 that currently enrolls 84 majors (intended and declared). Another 115 students are enrolled in the undergraduate certificate program and 12 students are pursuing a graduate certificate. The goal of the degree and certificate programs is to provide an interdisciplinary education that expands beyond the traditional discipline-based study encouraged at research universities. The B.A. and undergraduate certificate in Women's Studies are offered on two campuses (University Park and Biscayne Bay). An online undergraduate certificate program was also launched in the summer of 2005. A graduate certificate is offered at University Park.

Since 2003, two faculty members have had a part-time assignment to the program. They teach the core interdisciplinary (WST) courses, advise students, and administer the program. Other Women's Studies courses are cross-listed with courses in the home departments of sixty affiliated faculty. Teaching cross-listed courses often serves as a faculty development program by encouraging the cross fertilization of ideas and new research directions. About thirty of the affiliated faculty have published research on women and gender and many are nationally or internationally known for their work in this area.

Women's Studies majors and certificate earners are exposed to a broad range of courses in the social sciences, humanities, and professional schools, while engaging in an individualized program of study within the Women's Studies guidelines. Majors are encouraged to develop a specialization within Women's Studies by obtaining a minor, a double major, or by completing an internship. Women's Studies' graduates typically go on to graduate school or professional jobs. Thus, the Women's Studies B.A. and certificate programs prepare students to meet the demands of their future professional lives within the context of a broadly based liberal education.

The WSC proposes to expand its academic programs steadily at University Park, Biscayne Bay, and online. Student interest in graduate courses and programs also has been very strong and a Master's program has been proposed to Academic Affairs (decision pending). The WSC also has been developing research collaborations that are intended to lead to dual degree M.A.

programs with universities in Spain and Latin America.

THE FIU WOMEN'S STUDIES CENTER SELF-STUDY

I. Description and Mission

A. Description of Academic Programs in Women's Studies

The FIU Women's Studies Center offers a Bachelor of Arts degree, an Undergraduate Certificate, and a Graduate Certificate. It also contributes 5 courses to the University Core Curriculum with annual enrollments of more than 500 students. In addition, Women's Studies courses contribute to students' breadth of study and understanding of diversity. Nearly 11% of students at FIU take Women's Studies courses annually. The interdisciplinary curriculum is drawn from more than twenty departments within the Colleges and Schools of Arts & Sciences, Architecture & the Arts, Business Administration, Education, Law, and Public Health. In Fall 2006, there were 84 intended and declared majors, 115 undergraduate certificate earners, and 12 graduate certificate earners.

The Director or Associate Director advises students to take courses that fit with specific career goals. All majors are required to pursue a minor or certificate in another field; about half of all majors earn a double major in Arts and Sciences or another college or school.

The B.A. degree in Women's Studies requires students to take 10 courses (30 credits) for the major, including required courses in four areas (Foundations of Women's Studies; Social Sciences; Cross Cultural/Historical; Humanities) and six electives. All courses must be upper division. The Undergraduate Certificate requires students to take 6 courses (18 credits), including courses in three of the four required areas, and three electives. The Graduate Certificate in Women's Studies requires students to take 5 courses (15 credits).

An undergraduate degree and certificate are offered at University Park; the Undergraduate Certificate is offered at the Biscayne Bay Campus as well as some courses toward the degree. A graduate certificate is offered at UP and about 25 graduate courses are offered annually at both campuses. Two core faculty and more than 60 affiliated faculty contribute to Women's Studies by annually teaching over 130 courses. Enrollment in Women's Studies courses is now about 3,700 annually.

Unique features of the FIU Women's Studies' academic program are its emphasis on the analysis of women and gender from multiple vantage points; a commitment to connecting theory and practice; and the empowerment of students by helping them make sense of what they already know and have experienced. Thus, it builds on the traditions of humanistic philosophy (Rogers, 1951) and critical pedagogy (Friere, 1972).

The undergraduate WST courses provide the interdisciplinary framework within which students integrate other discipline-based, cross-listed Women's Studies courses. At present, only four interdisciplinary WST courses are offered. Two introductory level courses include: WST 3014: Introduction to Women's Studies and WST 3641: Gay and Lesbian in the U.S. Both provide an interdisciplinary overview of the social construction of women and gender. Only one advanced WST lecture course is offered at present: WST 4505: Feminist Theory. This course integrates the knowledge students have gained from electives in the traditional disciplines in

order to encourage a deeper understanding of the complexities of gender and its relationship to other social and economic systems. In their senior year, students also are encouraged to take WST 4994: Women's Studies Internship. The internship prepares students for a specific career path related to their interests by placing them at local agencies and businesses where the theories they have learned may be put into practice. As part of the internship requirement, students also prepare a job portfolio.

B. Breadth of Coverage

The Women's Studies program offers a broad range of courses in the humanities and social sciences within Arts & Sciences, as well as in the colleges of Architecture & The Art, Business, Education, Public Health, and Law. (See Appendices A and B for undergraduate and graduate course listings, respectively.)

C. Rationale

The purpose of the Women's Studies academic program is to expose the student to a broad range of perspectives on women and gender. Students are encouraged to study social, economic, literary, scientific, political, artistic and philosophical approaches to the intersection of gender with sexuality, nationality, race, ethnicity, religion, class, age, and ability. In addition:

- (a) the program contributes to students' breadth of study and understanding of gender and diversity by enrolling nearly 4,000 students annually in undergraduate and graduate courses;
- (b) the program supports the University Core Curriculum by offering 5 courses in the Societies and Identity category to more than 500 students annually;
- (c) WST interdisciplinary courses are aimed at teaching students how to integrate wide areas of knowledge gained from discipline based courses;
- (d) Majors are guided to make their course of study as rigorous as possible by completing a minor, certificate, or major in another field;
- (e) Majors and Certificate earners are encouraged to enroll in the Internship class in their senior year to apply what they have learned to a work setting and to gain experience that will help them gain admittance to graduate school or professional roles;
- (f) Graduate courses and the graduate certificate program enable graduate students to develop a specialization on women and gender that can enhance their research and job opportunities.

D. Currency and Relevance

Interdisciplinary education, with its typical blended curriculum and emphasis on university orientation and skills for academic inquiry, has proven a potent means of retaining students at big, public, commuter-oriented universities, according to the American Psychological Association Monitor (1999). Women's Studies at FIU embodies this appeal, according to exit interviews with majors and certificate earners. Students pursue a major as well as one or more minors or certificates, and about half pursue a double major. This plan of study provides a broad approach to education, as well as depth in a particular area. The combination prepares students well for their future careers.

Women's Studies programs and courses address issues about women and gender that are relevant

in local, national, and international employment settings.

- Women's Studies students at the undergraduate level are taught to explore previously neglected issues concerning gender, race, class, sexuality and other features of social difference; to use an interdisciplinary approach to bring information together in new ways; to engage in participatory learning; and to integrate personal experience with academic knowledge. These skills prepare students for careers in academe, law, politics, social services, writing and publishing, education, and business.
- Women's Studies courses contribute to the Core Curriculum at FIU and at many universities in the categories of Social Inquiry, Multiculturalism, or Globalization.
- Non-Women's Studies students (about 4,000 annually) in Women's Studies courses receive exposure to interdisciplinary thought and are taught to examine the causes and consequences of cultural institutions and social differences.
- Graduate students are taught theories and research on women and gender that contribute to the breadth of their education and scholarly work.
- Student outcomes from Women's Studies courses compared to non-Women's Studies courses have demonstrated empirically that WS courses have a positive and long-term effect on students' analytical abilities, achievement motivation, career-confidence, and open-mindedness.¹

Demand for individuals with an expertise in women's issues and an interdisciplinary background is expected to increase, since addressing complex social problems such as violence against women require multiple levels of analysis. The persistent discrimination of women worldwide will continue to draw U.S. students who seek to understand and improve women's status through academic and applied work and through study abroad programs. Also, many international scholars wish to train in the U.S. in order to establish Women's Studies programs in their country. The relatively high status of women faculty and Women's Studies programs in the U.S. compared to other countries will continue to attract top foreign students and faculty to the U.S. to do research, teach, and train.

Brief History. The history of Women's Studies at FIU reflects the development of Women's Studies nationally. The original mission directive of the Women's Studies Center, founded in 1982, was to build an academic program as well as to provide services to students, faculty, staff, and community. Dr. Marilyn Hoder-Salmon was hired as the founding director on an administrative line (non-tenure track); hers was the only position assigned to WS. A Women's Studies undergraduate certificate program was begun immediately. However, the primary service component of the Center required Director Hoder-Salmon to handle many tasks, such as sexual harassment claims and various student services, similar to other newly founded Women's Studies programs across the U.S. Other units eventually were established to fulfill some of these service responsibilities, such as the Office of Equal Opportunity, and the Women's Center, funded by the Division of Student Affairs.

Dr. Hoder-Salmon and affiliated faculty built a strong undergraduate certificate program over the next eighteen years, despite the limitations created by a lack of tenure-track faculty assigned

¹ Stake, J. E., & Rose, S. (1994). The long-term impact of women's studies on students' personal lives and political activism. *Psychology of Women Quarterly*, 18, 403-412.

to WS and a high service load. Dr. Hoder-Salmon volunteered to teach a course each semester although she was not required to do so. This was an important contribution to the program because she developed a reputation as an outstanding teacher and attracted many students to Women's Studies. Dr. Hoder-Salmon also enhanced Women's Studies reputation in the region by hosting an annual Women's Studies conference that brought top scholars to Miami and provided a forum for intellectual interchange concerning Women's Studies. The conferences were popular and well attended.

In the mid 1990s, an important advance in program growth was made when former Provost Judith Stiehm authorized the hiring of two assistant professors with a joint appointment in Women's Studies and discipline open. The new assistant professors, Kathleen Martin and Lois West, were given tenure-track lines in Sociology-Anthropology with a non-tenure joint appointment in Women's Studies (.5FTE/.5FTE). The joint appointment arrangement proved problematic from the start. Director Hoder-Salmon and the WS affiliated faculty had less authority over the hiring decision than the department/tenure home. Women's Studies also had little input into faculty salary, promotion, or assignment. Both professors disaffiliated from Women's Studies soon after receiving tenure in their department. Women's Studies had no institutional standing to retain the partial lines and the Women's Studies Center once again had no core faculty.

Despite this setback, Dr. Hoder-Salmon and dedicated faculty proposed a bachelor's degree program. This initiative met with considerable resistance at the state level. In 1995, the Board of Regents turned down the Center's request to add a B.A. in Women's Studies. In response, Dr. Hoder-Salmon mobilized a state-wide letter writing campaign to lobby the Board of Regents to approve the degree and succeeded in having the bachelor's degree program approved in 1996, with the B.A. program beginning in 1997-1998.

In 1998, Dr. Hoder-Salmon stepped down as Director and the Women's Studies Faculty Advisory Board requested that a national search take place to hire a new director on a tenured faculty line. Provost Mark Rosenberg approved the plan and Interim WS Director Dr. Meri-Jane Rochelson lead the search.

In 2000-2001, the FIU Women's Studies Center was given a new mission directive and structure corresponding to the hiring of Suzanna Rose as Director of Women's Studies and Professor of Psychology. The new mission called for the Women's Studies Center to: (a) expand its educational objectives, (b) launch a research initiative for the study of women and gender, and (c) engage in advancement activities. The hire of one Associate Professor for the WSC was approved, funds were promised annually to hire one postdoctoral fellow or visiting professor to staff courses required for the Women's Studies major and to engage in program development, and one graduate research assistant and an administrative assistant were assigned to the Center. In 2002-2003, Associate Professor Aurora Morcillo was hired with an appointment in Women's Studies and History (.75/.25 FTE assignment in each unit with History being the tenure home). For the past four years, a postdoctoral fellow and/or visiting assistant professor has been hired annually. During three of those years, a U.S. women's history scholar was hired to fill a major gap in the B.A. curriculum.

E. Women's Studies Center Mission

The Women's Studies Center at Florida International University promotes scholarly inquiry related to women and gender. Interdisciplinary courses in women's studies and cross-listed courses in other disciplines enhance students' knowledge about women, feminism, and the significance of gender in diverse cultures and contexts. Students gain tools for analyzing the construction of women and gender, the relationship between gender and power, and the intersection of gender with sexuality, nationality, race, ethnicity, religion, class, age, and ability. The FIU Women's Studies Center fosters intellectual exchange, creative pursuits, social justice advocacy, and global perspectives concerning women and gender thereby contributing to the university's reputation for excellence and relevance in the twenty-first century.

The six strategic themes guiding FIU's development include: International; Environmental; Florida and Local Economic Development; Health; Arts, Culture, and Diversity; and Learning Opportunities. Women's Studies has incorporated many of these themes in its curriculum:

Some courses with an International theme:

- Women and Economic Development
- Women and Religion
- Totalitarian Regimes and Gender
- Women & Politics
- Sex, Power and Politics
- Women & Gender in European History
- Women & Men in International Relations
- Women and Islam

Environmental

- Native American Women
- Military and the Citizen
- Women and Economic Development

Florida and Local Economic Development

- Gays and Lesbians in America
- Managing Diversity
- Administration and the Role of Women
- Women and Domestic Violence
- Women & Work in the U.S.
- Gender Justice and the Courts

Health

- Female Sexuality
- Psychology of Women
- Aging and Mortality

Arts, Culture and Diversity

African American Women Writers
Spanish-American Women Writers
Cross Cultural Sensitization
Sociology of Men
Women and Art
Jewish Immigrant Experience
Hispanic Women and Film
Women in Latin America

Learning Opportunities

Internship class
Research Plans and Careers class
Requirement for majors to take one web-based course
Requirement for majors to take one course with an oral presentation requirement
Opportunities to present a research paper at the annual Women's Studies Student Conference
Opportunities to publish in the student journal, Making Waves
Membership in the Women's Studies Student Association
Membership in the Iota Iota Iota, National Women's Studies Honor Society

II. Environmental Scan

The growth of Women's Studies programs during the past thirty years has been rapid, reflecting student interest. In the U.S., there are now more than 650 undergraduate programs, as well as 34 Master's and 10 Doctoral degree programs. (See Appendix C.) Outside the U.S., there are more than 200 Women's Studies programs at colleges and universities in over 40 countries.

Three trends dominate the development of Women's Studies programs, departments, and centers in the 21st century. The first trend is towards capitalizing on the unique features of Women's Studies pedagogy to further enhance academic excellence and social relevance. A nationwide study of WS courses found that the primary distinctive characteristics of Women's Studies pedagogy include the development of critical thinking, participatory learning, the encouragement of social understanding and open-mindedness, and the validation of personal experience.² In addition, empirical investigations of student outcomes of Women's Studies courses as compared to non-Women's Studies courses have demonstrated empirically that WS courses have a positive and long-term effect on students' analytical abilities, achievement motivation, career-confidence, and open-mindedness.³ Women's Studies programs also have sought to enhance participatory learning through internships and social justice advocacy that have influenced the founding and development of important projects such as rape crisis centers, legal services for women, and public policy. Thus, Women's Studies programs nationally aspire to enhance the quality of undergraduate and graduate education using these pedagogical techniques in both academic and nonacademic settings.

2 Hoffman, F. L., & Stake, J. E. (1998). Feminist pedagogy in theory and practice: An empirical investigation. *NWSA Journal*, *10*, 79-97.

3 See Stake, J. E., & Hoffman, F. L. (2000). Putting feminist pedagogy to the test: The experience of women's studies from student and teacher perspectives. *Psychology of Women Quarterly*, *24*, 30-38.

The second trend is towards developing interdisciplinary graduate programs at both the master's and doctoral level to promote interdisciplinary research and scholarship. Although most Women's Studies programs have a well-developed interdisciplinary teaching mission, much Women's Studies research and scholarship tends to be multidisciplinary, with scholars doing research on women and gender within their traditional discipline. This is partly due to the institutional structure of many Women's Studies programs, where faculty lines are assigned to disciplinary departments rather than to Women's Studies, and scholars must publish in discipline-based journals in order to achieve credibility within their field. However, important issues in Women's Studies, such as violence against women, reproductive issues, and women's health are best understood using an interdisciplinary approach. Training a new cohort of scholars in interdisciplinary Women's Studies has become a central objective of many programs that are now designing and implementing graduate programs in women's studies.

Last, there is increasing interest internationally in Women's Studies. Programs, faculty, and students in other countries look to U.S. Women's Studies programs for graduate study, ideas, models, and faculty training and development. Women's Studies programs in developed countries are using U.S. programs as models for establishing undergraduate and postgraduate degree programs. Scholars in developing countries are interested in learning how to establish Women's Studies programs, prepare students to become future leaders, and launch community-based research projects that can both serve women and improve their status through policy and legislation. This is an area where the FIU Women's Studies Center is in an excellent position to achieve distinction once a graduate degree program is established.

A. Overview of Institutional Settings for Women's Studies

At present, there are four organizational models for Women's Studies programs, including, a) the Departmental model, b) the Core Faculty with Tenure home in WS model, c) the Core Faculty/No Tenure Authority model, and d) the Interdepartmental model. A trend across the U.S. is for long-established Women's Studies programs to adopt the Departmental model.

The Departmental model is one similar to the traditional university department. Mature programs at major research universities utilize this model. These stand-alone, self-contained departments offer undergraduate and graduate degrees. Faculty members are tenured and promoted within the department. Almost all stand-alone programs also offer cross-listed courses taught by faculty in other departments, but the affiliated faculty usually do not play a role in the governance of the program. Prominent examples of this model include UCLA, University of California-Davis, University of Maryland, University of Michigan, University of Minnesota, Ohio State University, Arizona State University, University of California-Irvine, University of Illinois-Chicago, and University of South Florida.

The second model, the Core Faculty with Tenure home in WS model, is characteristic of some long-standing programs that grant bachelor's and/or master's degrees. There are two tiers of faculty involvement in this model. Typically, five to eight core faculty are fully or partly appointed to Women's Studies, with WS being the tenure home, and teach the required Women's Studies courses. In addition, the program relies on a number of affiliated faculty to teach cross-

listed courses in other disciplines. Both core and affiliated faculty participate in some aspects of program governance, but core faculty usually reserve the right to make decisions concerning curriculum, tenure, and promotion. This model provides a stable organization for the program and more recognition for participating faculty. Many programs with graduate degrees adopt this model. At least seventeen universities nationally utilize the Core Faculty with WS tenure home model.

The third model, Core Faculty/Non-WS tenure home model, requires women's studies faculty to fulfill the requirements for tenure and promotion in a traditional discipline that may or may not overlap with their assignment in Women's Studies. Usually this model requires the faculty member to prioritize the teaching and service needs of the tenure-granting department over those of the Women's Studies program. This model discourages interdisciplinary research or grants and impedes the development of graduate programs. Core and affiliated faculty generally participate as equal members in program governance. The FIU Women's Studies Center is structured using the Core Faculty/Non-WS tenure home model.

The fourth or Interdepartmental Model was the structure widely used in the years when Women's Studies was first developing as a new interdisciplinary academic area. It continues to be used by young programs. In this model, an administrative staff person or faculty member, serving as director (often without compensation), administers the program. Interdepartmental programs frequently offer an undergraduate certificate or minor in Women's Studies, but usually are not degree-granting programs. This was the model originally adopted by FIU for the Women's Studies Center. The founding Director, Marilyn Hoder-Salmon, was hired in a staff position (rather than a tenure-track line) to run the Center.

B. Comparisons with Benchmark Institutions

The FIU Women's Studies program was compared with Women's Studies programs at benchmark institutions along the following three dimensions: institutional structure and resources, academic programs offered and enrollment; and the BA Curriculum. Six universities were chosen as benchmark comparisons for the Women's Studies Bachelor's program. Three were chosen from FIU benchmark institutions and three were chosen from among state universities in Florida offering the B.A. degree in Women's Studies, including:

- Arizona State University
- University of California-Irvine
- University of Illinois-Chicago
- University of Florida
- University of South Florida
- Florida Atlantic University

1. Institutional structure and resources. As shown in Table 1, the FIU program was established more than 25 years ago, similar to the programs at the six benchmark institutions. However, FIU was markedly less well institutionalized and less well funded in all areas compared to the benchmark institutions, including status of unit, tenure capability, and number of core faculty, postdoctoral fellows/visiting professors, instructors, graduate assistants, and administrative staff.

Table 1

Institutional Settings and Support for Women’s Studies at FIU and Benchmark Universities

	Arizona SU	UC Irvine	U Illinois Chicago	UF	USF	FAU	FIU
University enrollment	63,000	24,980	26,210	48,184	44,038	25,836	38,000
Year Founded	1977	1975	1977	1977	1972		1982
Status	Dept.	Program	Dept.	Program	Dept. (1987)	Program	Program
Tenure Capability	Y	Y	Y	Y	Y	Y	N
Core faculty	6.75	5	13	8	8	4	1.25
Postdocs/visiting		1	2		2		1
Instructors	1.5						
GRA	3		6	6	10	3	1
Affiliated faculty	110	47		58	30+	61	60
Administrative staff	2.5	1.5	1.0	2	1.5	2	1.0

Departmental Status and Tenure Capability: Women’s Studies had departmental status and tenure granting capabilities at three of the benchmark universities, including Arizona State, UI-Chicago, and USF. Three other institutions, UC-Irvine, University of Florida and Florida Atlantic University, used the Core Faculty WS Model. Only the FIU Women’s Studies Center was structured using the Core Faculty/No Tenure Authority Model.

Core Faculty Positions: The four benchmark programs with departmental status and tenure lines had from 7 to 13 tenured core faculty positions. Two programs without departmental status had 4 to 7 core faculty lines with tenure in Women’s Studies. In contrast, FIU had 1.25 FTE permanent faculty and Women’s Studies was not the tenure home for the core faculty.

Other Core Academic Personnel and Staff: FIU Women’s Studies also had less institutional support than benchmark institutions along the following dimensions: postdoctoral and visiting positions, instructor positions, graduate assistance, and administrative staff. Women’s Studies at FIU had 1.25 FTE faculty, one postdoctoral fellow, one graduate assistant, and one administrative assistant. In contrast, the six benchmark institutions had two postdoctoral fellows or instructors, three to eight graduate assistants, and one to two staff positions.

Affiliated Faculty: FIU compared favorably along this dimension. About 60 faculty members were affiliated with Women’s Studies at FIU, compared with 30 to 110 at the other institutions.

Enrollment: FIU compared well with institutions for which these data were available. About 84 students were earning a B.A. at FIU compared to 40 at ASU and 115 students at FIU were earning an undergraduate certificate, compared with 47 at UI-Chicago, 30 at UF, and 107 at FAU (note: FAU does not offer the B.A.).

2. Academic programs and enrollment. The FIU Women’s Studies program compared favorably with benchmark institutions with regard to the undergraduate programs offered and enrollment in those programs. As shown in Table 2, FIU offered a Bachelor’s degree, similar to Arizona State University, University of Florida, and University of South Florida. Enrollment of intended and declared majors in the B.A. program was much higher at FIU (N=84) than at the comparison institutions. The FIU Women’s Studies program, like all six benchmark programs, also offered an undergraduate certificate; however FIU had the highest enrollments in the undergraduate certificate (N= 115) of all institutions.

Table 2

Academic Programs and Enrollment at FIU and Benchmark Institutions

	Arizona SU	UC Irvine	U Illinois Chicago	UF	USF	FAU	FIU
UNDERGRADUATE							
B.A. program	X (N=40)	X (N=50)		X (N=17)	X (N=50)		X (N=84)
Minor/Certificate	X	X	X (N=47)	X (N=30)	X	X (N= 107)	X (N=115)
GRADUATE							
Graduate Certificate	X (N=5)	X (N=43)	X (N=48)	X (N=7)	X (N=40)	X (N= 6)	X (new) (N=12)
MA				X (N=6)	X (N=24)	X (N=17)	
BA/MA (4+1)				X			
MA/JD				X (N=2)			
MWS				X			
Ph.D. concentration				X (N=4)			
Ph.D.				Proposed			

In terms of graduate education, FIU compared favorably by offering a Graduate Certificate, similar to all benchmark programs. However, as shown in Table 1, FIU did not offer a Master’s degree, unlike the three benchmark Florida universities, UF, USF, and FAU. The University of

Florida was in the lead in terms of offering graduate work in Women’s Studies. UF offered a Ph.D.; a choice of four master’s degree options (a five year B.A./M.A. program; an M.A., a M.A./J.D., and an M.W.S/Master’s in Women’s Studies).

The analysis of graduate programs at FIU and benchmark institutions indicated that this is a strong area for growth within Florida. Florida universities have been investing in Women’s Studies at the graduate level and have been attracting good enrollment. At present, FAU is the geographically is the closest competitor. However, FAU draws from a different pool of students. Hispanic students in South Florida who are interested in obtaining a M.A degree in Women’s Studies would be highly like to chose FIU, once such a program was established.

3. The B.A. Curriculum. The number of core and elective courses offered annually was compared for FIU and the four benchmark institutions offering a B.A. degree, including ASU, UC-Irving, UF and USF. As shown in Table 3, in terms of requirements for the degree, the FIU Bachelor of Arts curriculum was not as rigorous as those offered at benchmark institutions.

Table 3

Comparison of the B.A. Curriculum at FIU and Benchmark Institutions

	Arizona SU	UC Irvine	UF	USF	FIU
Bachelor’s degree established					1997-98
# of credits required for B.A. degree	45	36	30	36	30
# of required WST Courses	5	7	3	5	0
Sequence of courses required	Y	Y	Y	Y	N
Capstone or Senior Seminar required	Y	Y	Y	Y	N
Interdisciplinary WST undergrad courses/yr	70	36	23	28	4-6
All undergrad WS and cross-listed courses/yr	98	43	74	46	74
Graduate courses/yr	unknown	3	24	12	25

Credit hours for degree: Benchmark institutions required students to take from 36 to 45 credits for the B.A. degree. FIU required 30 credit hours.

Core WST course requirements: Students at benchmark institutions were required to take from 3 to 6 interdisciplinary WST courses to meet their degree requirements; FIU did not require any WST courses to fulfill the degree requirements.

Sequence of courses required: At benchmark institutions, students were required to take a sequence of interdisciplinary courses, with the Introductory course being a pre-requisite for the other courses. This was not the case at FIU, due to a lack of core faculty to teach interdisciplinary WST courses.

Number of interdisciplinary WST courses available: From 23 to 70 interdisciplinary WST courses were offered annually at benchmark institutions; FIU offered from 4 to 6 similar courses annually. Basic interdisciplinary courses that are standard for Women's Studies Programs, such as Women and Health, Feminist Theory, Women, Race, and Class, Feminist Research Methods and a Senior Seminar/Capstone course were not offered at FIU due to lack of dedicated core Women's Studies faculty to teach them.

Cross-listed courses available: FIU compared favorably with benchmarks along this dimension at both the undergraduate and graduate level.

These differences have important implications. Women's Studies nationally is interdisciplinary in nature. The benchmark institutions appear to embrace this concept and offer a substantial number of interdisciplinary WST courses. FIU is out of step with other programs in terms of the structure of the curriculum

In summary, the FIU Women's Studies program was strong compared to benchmark institutions in terms of enrollment at the undergraduate level. However, the FIU program was markedly less competitive with benchmarks in terms of institutional structure and resources and rigorousness of the B.A. curriculum. Benchmark institutions had a coherent program of interdisciplinary study for undergraduate majors that FIU was not able to emulate. FIU offered very few interdisciplinary WS courses and lacked the institutional stature and resources of the other institutions to mount a coherent curriculum, despite the similar age of the programs. FIU Women's Studies had many fewer WS faculty, postdoctoral fellows/instructors, graduate assistantships, and staff than all of the benchmark institutions.

III. CURRICULUM REVIEW

The Women's Studies Center experienced rapid growth since the B.A. program was established in 1997-1998. To date, 127 students have earned a B.A. and 203 have earned an undergraduate certificate. Enrollment in the undergraduate program for Fall 2006 included 84 intended and declared majors and 115 certificate earners. (See Table 4.) Interest in graduate courses in Women's Studies also has flourished. Currently, there are 12 students pursuing a graduate certificate in Women's Studies. Demand for a Master's degree program also has increased. An M.A. degree has been under review by Academic Affairs (pending). More than 60 Women's Studies core and affiliated faculty teach about 135 courses annually to nearly 4,000 students.

Table 4

FIU Women's Studies Courses, Enrollment and Majors, 1996-2005

	Total All Courses Offered	Total Headcount	Total Credit Hours	Graduate Courses (Subset of Total)	Graduate Headcount (Subset of Total)	Graduate Credit Hours	Declared Undergrad Certificate Earners***	Declared & intended Undergrad Majors***	Undergrad Certificates Awarded	BA Degrees Awarded
1996-97	46	993	2,979						4	4
1997-98*	57	1,473	4,419						3	3
1998-99	58	1,922	5,766						3	5
1999-00	52	1,375	4,125				21	19	7	8
2000-01**	66	1,929	5,787	6	77	231	35	35	5	9
2001-02	87	2,495	7,485	12	165	495	62	58	14	8
2002-03	89	2,578	7,734	15	115	372	77	68	17	18
2003-04	92	2,789	8,367	16	144	432	111	83	22	17
2004-05	101	3,698	11,094	18	128	384	124	94	25	23
2005-06	135	3,457	10,371	21	165	495	115	84	27	28
Total									127	123

* First full year B.A. established

**New Director and Mission directive for the WSC

***Reflects students enrolled and graduating in that year

A. Contribution of Undergraduate Courses in Women's Studies

1. Women's Studies bachelor's degree and undergraduate certificate earners are prepared for careers in academe, law and politics, social services, writing and publishing, education, and business. A newly introduced undergraduate internship links students with important organizations and businesses in the region. A study abroad program on Women in Eastern Europe is in place and study abroad programs in Colombia, Spain, and South Africa also are being explored.
2. An online Undergraduate Certificate is now available (as of summer 2005).
3. The Women's Studies program contributes to the undergraduate Core Curriculum (see Table 5) by contributing five courses to the two required categories of Social Inquiry, including:
 - a. Foundations of Social Inquiry:
 - AMH 3560: The History of Women in the U.S.
 - WST 3015: Introduction to Women's Studies; and
 - b. Societies and Identities:
 - ECS 3021: Women, Culture and Economic Development
 - SYD 3810: Sociology of Gender
 - WST 3641: Gay and Lesbian in America.
4. Non-Women's Studies undergraduates (nearly 4,000 annually) were exposed to inter- and multidisciplinary perspectives on women through cross-listed courses in more than twenty disciplines.

Table 5

Women's Studies Courses Fulfilling the University Core Curriculum (UCC),
Enrollment and Credit Hours, 2001-2006

	2001-02	2002-03	2003-04	2004-05	2005-06
A. Foundations of Social Inquiry					
WST 3015: Intro to Women's Studies	68	54	58	99	99
AMH 3560: History of Women in the US	72	34	105	46	0
B. Societies and Identities					
WST 3641: Gay/Lesbian in America	52	39	110	88	77
SYD 3810: Sociology of Gender	0	34	45	154	236
ECS 3021: Women, Culture & Eco. Dev.	49	41	44	27	101
<hr/>					
Total Enrollment	241	202	362	414	513
Total Credit Hours	723	606	1,086	1,242	1,539

B. Bachelor of Arts in Women's Studies (30 credit hours)

The Bachelor of Arts degree program in Women's Studies requires 30 hours of upper-division course work. Students who elect to major in Women's Studies are required to declare a minor in another area of concentration (courses may overlap). Students who choose to declare a double major are exempt from the minor requirement. The major requires a core concentration of four area requirements and six electives for a total of ten courses. Any core concentration course that is not taken for the core requirement may be taken as an elective.

Interest in earning a BA in Women's Studies has increased rapidly since the degree program was established in 1997-98. In Fall 2006, 84 students were pursuing a degree in Women's Studies. About half of Women's Studies majors earn a double major, but the number of students majoring solely in Women's Studies is steadily increasing.

Basic Undergraduate Women's Studies Program Content

- Four required WS core courses (12 credit hours) distributed in four content areas (as of 2005-2006) as follows:

Core Area I. WST 3015: Introduction to Women's Studies or
(Foundations) WST 3641: Gay and Lesbian in the U.S.
 PHM 4123: Philosophy and Feminism

Core Area II. SOP 3742: Psychology of Women or
(Social Science) SYD 3810: Sociology of Gender or

ECS 3021: Women, Culture and Economic Development

Core Area III. ANT 3302: Anthropology of Sex & Gender or
(Cross cultural/ AMH 3560: History of Women in the U.S. or
Historical) EUH 4313: History of Modern Spain: Gender Perspectives

Core Area IV. REL 3145: Women and Religion or
(Humanities) LIT 3383: Women in Literature (or English elective listed below) or
WST 4504: Feminist Theory

2. Six courses required as electives (18 credit hours)
 - a. Choice of 107 undergraduate course titles in 15 departments within the College of Arts and Sciences, as well as courses in the schools and colleges of Architecture and the Arts, Business Administration, Education, Public Health, and Social Work. (See Appendix A for a complete listing.)
 - b. Choice of 40 graduate courses (see Appendix B).
3. Students are recommended to take one course with a computer-use requirement.
4. Students are recommended to take one course with an oral presentation requirement.
5. Existing WST (Women's Studies) administered interdisciplinary courses:
 - WST 3015: Introduction to Women's Studies
 - WST 3641: Gay and Lesbian in the U.S.
 - WST 4504: Feminist Theory
 - WST 4905/5905: Independent Study
 - WST 4930/5935: Special Topics
 - WST 4940/5946: Internship

Undergraduate Certificate in Women's Studies (18 credit hours). The Women's Studies Undergraduate Certificate has been offered since 1982. Interest in the Certificate program has remained high even since the inception of the Bachelor's degree program in 1997-1998. Currently, there are 115 students who are pursuing a WS Certificate. Certificate requirements are as follows:

1. Three required WS core courses (9 credit hours) from three of the four content areas (I, II, III, IV) shown above in Basic Women's Studies Program Content.
2. Three courses required as electives (from listing in Appendix A).

Graduation Figures for Undergraduate BA and Certificate Program. The graduation figures for the B.A. program have increased annually from 9 to 28 in the past five years; whereas students graduating with WS Certificates have increased from 5 to 27, as shown in Table 4.

Enrollment in Undergraduate Women's Studies Courses by Year. Undergraduate courses in Women's Studies serve many students beyond those who are pursuing a BA or Certificate. The number of course offerings has shown a steady increase over the past few years, from 46 in 1996 to 135 in 2006, indicating that there is high interest among both faculty and students in Women's

Studies courses. In addition, overall headcount in WS courses has increased annually for the past five years, from 993 to 3,698, as shown in Table 4.

C. Graduate Education and Graduate Certificate

The WSC offers several graduate courses each semester, usually in English, History, Religious Studies, Modern Languages, Psychology, Public Administration, and Social Work. During the past four years, 40 graduate courses have been offered (See Appendix B.) The graduate student headcount for 2005-2006 was 165.

- Students are able to specialize in Women's Studies at the graduate level by earning a Graduate Certificate. Twelve students have enrolled since the program was approved in Spring 2005.
- Graduate students in other disciplines are able to increase their breadth of study by taking WS graduate courses. Currently, 25 graduate courses are offered annually.
- Some graduate students in other departments participate in the annual Women's Studies Student Conference, contribute papers for publication in the student journal, *Making Waves*, and are members of the FIU Women's Studies Student Association.
- A number of undergraduates seek out WS graduate courses to help them prepare for entry to graduate school either in WS or in other degree programs.
- A Master's degree program was proposed (decision pending, Academic Affairs).
- A dual degree M.A. program with the University of Granada, Spain, has been in development for the past year.

D. Academic Quality of B.A. Degree and Undergraduate Certificate in Women's Studies

1. Institutional Effectiveness Matrix (IEM's)

Women's Studies faculty in Fall 2006 revised the Institutional Effectiveness Matrix for the B.A. degree and proposed ten outcomes (See Appendix F.) The attached student learning goals and outcomes illustrated that the Women's Studies program has met the goals set for itself in 8 of the 10 areas.

2. Professional Opportunities

Numerous opportunities are available for students to gain professional experience, including:

- funding for students to present their work at professional conferences
- internship program involving local agencies and businesses
- annual Women's Studies Student Conference
- editorial or author roles associated with publishing an annual journal of students' work
- organizational experience such as producing the highly acclaimed play by Eve Ensler, *The Vagina Monologues*, or coordinating the program for a national professional conference
- leadership opportunities with the Women's Studies Student Association and Iota Iota Iota, the WS Honor Society.
- field trips aimed at applying academic knowledge to real world situations, e.g., travel to meet

with Florida legislators

3. A Sample of Recent FIU Women's Studies Graduates (BA) and their current positions

Alvarez, Natasha. (WS/Psychology Major, 2004). Law student at St. Thomas University School of Law. Plans to pursue a career in Family Law after completion of Juris Doctorate.

Austine, Helena Maria. (WS Major, 2003). Intends to begin a Ph.D program in Fall 2007.

Contreras, Brenda. (WS/Psychology Major, 2004). Victim advocate at a shelter for victims of domestic violence. Began Master's in Counseling Psychology in Fall 2005.

Cruz, Hildemar. (WS/Philosophy Major, 2004) Currently seeking a 3rd Bachelor's in digital filmmaking and video production at the Art Institute of Ft. Lauderdale.

Diaz, Marilyn (WS Major, 2005). Intends to finish Master's in History in Spring or Summer 2007.

Duarte, Ivette. (WS/Sociology/Anthropology Major, 2004). Promoted to an Administrative position as Career Consultant for the Internships for Career Services department at FIU. Plans to pursue a Master's either in Student Affairs or Religious Studies.

Flynn, Nicole. (WS/Sociology/Anthropology Major, 2000). Teacher in Miami-Dade County school system for two years. Now in Germany, she is back in school seeking to teach in the German school system.

Fuller, Julie. (WS/English Major, 2005). High school teacher in Coconut Creek High School in Broward County. Applying for a Fellowship in Library and Information Science.

Junco, Gema. (WS/History Major, 1999). Scheduled to graduate in 2007 with a Juris Doctorate from Wake Forest University School of Law. Earned an MA in History at FIU.

Kelley, Megan. (WS/Health Services Administration Major, 2005). Currently attending F.I.U for a Master's of Public Health in Biostatistics.

Lalama, Christina. (WS/Psychology Major, 1999). Earned an M.S. in Counseling from the Psychology Department at FIU. Working full time as a therapist at Family Counseling Services of Greater Miami in the Behavioral Health department.

Larrarte, Patricia. (WS/Psychology Major, 2005). Plans to do a Master's in Mental Health at Nova Southeastern University

Maluje, Carolina. (WS Major, 1998). Currently a shareholder at Albareda, Rosso, Maluje and Nies, P.A. She specializes in Immigration and Nationality law, Labor and Employment and Civil litigation. She also works with Sunsglow, an organization specializing in legal and judicial reform.

Martinez, Rita. (WS/English Major, 1995). Received an M.F.A in Creative Writing from FIU and is currently teaching advanced composition as an adjunct professor at Nova Southeastern University. Her poetry was featured in "Burnt Sugar" an anthology of Cuban and Cuban-American authors, edited by Oscar Mijuelos.

McGuigan, Nancy. (WS/Sociology Major, 2000). Supports women run businesses and plans to start own business.

McGrath, Ciara. (WS/English Major, 1997). Received M.Phil. in Women's Studies from Trinity College in Dublin, Ireland in 1999; MA in Comparative Literature from the University of Washington in Seattle in 2005. Expects to finish her Ph.D. in Comparative Literature 2008 in University of Washington. Recently received the Chester Fritz Grant to study in Granada, Spain for 3 months (January through March).

Ortiz, Maria. (WS/Religious Studies Major, 2004). Second year law student at F.I.U. School of Law. Intends to work for the state attorney's office in Miami Dade as a prosecutor after graduation. President of the Women's Law Society at F.I.U. and very involved with Lambda Legal Defense Fund (a legal defense organization created to protect the rights of gays and lesbians).

IV. Accomplishment of Program Goals, Outcomes, Results

A. Goals in instruction and learning: To enhance the excellence of the undergraduate program and to establish graduate programs.

Accomplishments in instruction and learning (2000-2006)

- Overall annual headcount in WS courses increased from 1,375 to 3,457.
- Number of undergraduate courses increased from 60 to 84.
- The annual enrollment of graduate students increased from 77 to 165.
- Graduate courses increased from 6 to 21.
- Recruited more than 15 new courses in five disciplines.
- Established an online undergraduate certificate (six courses are required) in summer of 2005.
- Bachelor's degree earners (intended and declared) increased from 19 to 84 annually.
- Undergraduate certificate earners increased from 21 to 115.
- Awarded the Elaine Gordon Scholarship for six years (\$1,500 annually).
- Established and awarded Achievement Awards, Writing Awards, and Outstanding Alumna awards (in 2006, gave twenty awards ranging from \$500 to \$1,000).
- Sponsored two study abroad programs in Women's Studies (Spain and Eastern Europe).
- Developed a teaching laboratory and film library for student use.
- Developed an internship program in 2004-05.
- Held a Women's Studies Student Conference annually attended by 100+ participants.

- Published selected papers from the student conferences as a journal, Making Waves, Vols. 1-5.
- Funded travel for numerous students to present their work at academic conferences in the U.S. from funds provided by the Friends of Women's Studies.
- Sponsored the founding of the first Women's Studies Student Association (40 members) through Student Affairs.
- Sponsored the founding of Iota Iota Iota, the National Women's Studies Honor Society.
- Funded travel to Tallahassee for six students to lobby for the Equal Rights Amendment to the U.S. Constitution (annual field trip).
- Funded travel for students to attend various national professional conferences.

B. Goals in research: To promote scholarly and creative work in Women's Studies.

Accomplishments in research (past 3 years):

- Hired an associate professor of Women's Studies and History (Morcillo) from a pool of 55 applicants in a national search
- Hired a Postdoctoral Fellow or Visiting Assistant Professor annually for 2001-2006 with doctorates from top universities (UF, Ohio State, U. Wisconsin-Madison, Univ. Texas-Austin, Univ. New Mexico, School for Social Research, NY).
- Developed collaborations with Women's Studies programs in Colombia, Japan, Lithuania, Spain, and South Africa.
- Faculty accomplishments for 26 faculty engaged in research on women and gender included the following publications, performances, and grants, conference presentations and editorial board service: 2 books; 4 edited books; 11 published book chapters; 37 journal articles; 7 stories; 2 curatorial projects; 32 book reviews; 13 performances; 15 grants; 68 conference presentations; and representation on 16 editorial boards.
- Recognition was sought for the important scholarly accomplishments of the Women's Studies faculty by featuring them as speakers in the Women of Distinction series, publishing an annual report, and successfully nominating several WS faculty for awards, including: Prof. Irma Alonso, Economics (Faculty Teaching Award), Prof. Lynne Barrett, English (Faculty Research Award) and Prof. Marvin Dunn, Psychology (Martin Luther King Award and FIU Affirmative Action Award).
- Hosted or cosponsored 125 scholarly or artistic events for the Women's Studies Speakers' Series
- Collaborated on projects with International Studies, African New World Studies, Asian Studies, Center for Transnational and Comparative Cultures, Cuban Research Institute, Latin American and Caribbean Center, Center for Labor Research, Jack D. Gordon Center, Women's Center, Student Affairs, Career Services, Graduate Students Association, Student Government Association, Art Museum, College of Arts and Sciences, College of Business Administration, College of Education and School of Computer Science, The Wolfsonian-FIU, and the Departments of Art and Art History, Biological Sciences, English, Environmental Studies, History, International Relations, Modern Languages, Music, Political Science, Psychology, Religious Studies, Sociology/ Anthropology, and Theater and Dance.

C. Goals in public service/outreach: To provide leadership on women's issues in the region through education and social and cultural programs.

Accomplishments in public service/outreach (past 4 years):

- Launched and continued the Women of Distinction Series for the fourth year, featuring renowned scholars at off campus locations such as Books and Books, The Wolfsonian-FIU, the Kovens Conference Center and Museum of Contemporary Art. Over 500 people attended annually.
- Successfully nominated Roberta Fox, a distinguished attorney, former Florida State Senator and Representative, and Chair of the Women's Studies Board of Advisors, for a Pioneer Award category of the Miami Dade County "In the Company of Women" Awards.
- Published an FIU Women Faculty Book Club bookmark listing 100 Excellent Books by Women that was distributed to local book stores and set up a corresponding website with monthly recommendations at www.books.fiu.edu.
- Participated in activities of the Miami-Dade Women's Chamber of Commerce, the City of Miami Commission on the Status of Women, the Women's Fund, and the Miami Dade Women's History Coalition.
- Initiated a student internship program that connects the WSC with important nonprofit organizations, including: Planned Parenthood, Women's Emergency Network, the Women's Fund, and the Miami Dade Commission on the Status of Women.
- Rose, the WSC Director, was interviewed by and quoted in the New York Times, the Chicago Tribune, and the Miami Herald, as well as by several local television stations.

D. Goals in Advancement: To cultivate a donor base for scholarships, faculty research support, and program activities

Accomplishments in advancement:

- Established an annual fund drive in 2001-02, the Friends of Women's Studies (\$3,000 to \$4,000 raised yearly).
- Continued fundraising for the Elaine Gordon Scholarship (endowment total=\$48,000).
- In 2003-2004, established a Women's Studies Board of Advisors (a donating board) comprised of prominent women in the community (\$15,000 contributed or pledged annually).
- Received a scholarship donation from the Miami-Dade Women's Chamber of Commerce (\$500).
- Received a scholarship donation from the State Attorney's office, Kathryn Fernandez Rundle, with funds from the ValuJet Memorial Fund (\$2,000).

V. Strengths and Weaknesses

A. Strengths

Dedicated Core Women's Studies Faculty Positions. The assignment of a full time, tenured professor as Director of the Women's Studies Center in 2000 was an important step towards institutionalizing Women's Studies as an academic unit. For most of the 18 years since Women's Studies was established at FIU, no faculty lines were assigned to Women's Studies. The hiring of Associate Professor (Morcillo) in 2002 with a .75 FTE appointment in WS brought the WS core faculty to the level of 1.25 FTE, (i.e., Morcillo at .75 FTE and Rose currently at .50 FTE).

Postdoctoral Fellow/Visiting Professor in Women's Studies. Each year since 2001-2002, a postdoctoral fellow or visiting assistant professor was hired with a one-year appointment to teach core courses for the B.A. program, do research, and participate in program development. This position annually yielded an excellent pool of twenty or more candidates with degrees from top universities. The postdoctoral fellow position has proven to be an exceptionally good resource for Women's Studies. Prof. Rose regularly receives inquiries from new Ph.D.s around the country about the position. Another advantage of this position is that it brings freshly minted scholars to FIU who are current concerning trends in the field and filled with enthusiasm for teaching and research.

Women's Studies Affiliated Faculty. The accomplishments and commitment of 60 affiliated faculty have enhanced the reputation of the Women's Studies Center at FIU as a center for scholarly inquiry on women and gender. The faculty have taught courses in a wide range of schools including Architecture, Arts and Sciences, Business, Criminal Justice, Dietetics and Nutrition, Education, Nursing, Public Administration and Social Work. Course offerings within Arts and Sciences have been extensive and have included courses in 15 areas, including: Art and Art History, Economics, English, History, Humanities, International Relations, Labor Studies, Modern Languages, Music, Philosophy, Political Science, Psychology, Religious Studies, and Sociology/Anthropology. The Women's Studies Center also has benefited by having several administrative staff people teach in their area of expertise, including Associate Dean Glenda (Rusty) Belote, who regularly taught the course Gay and Lesbian in the U.S., until her retirement in 2005.

About half of the affiliated faculty have contributed to the Center's research goals by conducting scholarly research on women and gender. Many are nationally known for their research on women and gender. Recent faculty accomplishments are presented in Appendix E.

Women's Studies' Partnerships with FIU Centers, Departments, and Museums. The Women's Studies Center successfully has partnered with several Centers and more than a dozen Departments in a variety of ways, including faculty hiring, co-sponsorship of events, collaboration on grants, and outreach activities. Active relationships are in place between Women's Studies and African New World Studies, Institute for Asian Studies, International Studies, Transnational and Comparative Cultures Center, Latin American and Caribbean Center,

FIU-Madrid Center, and the departments of English, History, International Relations, Psychology, and Religious Studies. Women's Studies also has a very active relationship with The Wolfsonian-FIU. Prof. Rose serves on the Wolfsonian Academic Advisory Board and Prof. Morcillo helped to plan two major exhibitions at the museum. Women's Studies history faculty regularly take their classes to The Wolfsonian-FIU as well.

Women's Studies Alumni. Upon arriving at FIU in 2000, Prof. Rose set up a database program to track Women's Studies students and alumni. Updated addresses and contact information are available for about 80 recent B.A. and certificate earners. Regular contact is made with alumni biannually through mailed invitations to events. A number of alumni also subscribe to the wsfriends listserve where they regularly receive notices and reminders of upcoming events. Alumni response to this contact has been positive, with nearly all of the recent alumni sending information about their activities for inclusion in the Women's Studies Annual Report. In 2006-2007, a Women's Studies Alumni Board will be initiated to maintain alumni investment in Women's Studies.

Women's Studies Board of Advisors. In Fall 2003, a newly formed Women's Studies Board of Advisors (Donor Board) was founded. The Founding Board was comprised of fifteen distinguished women who each committed to contributing \$1,000 annually to Women's Studies for a two-year term. Current Board members are:

Gayle Bainbridge, Chair of Board, Vice President, Elliot, McKeeyer & Stowe Insurance; former President, Coral Gables Chamber of Commerce; former FIU Alumni Board President.

Marjorie Adler, Employee Relations Director for the City of Coral Gables.

Carol Alexander, President, Carol Alexander C.P.A., P.A.

Maria Anderson, Vice Mayor, City of Coral Gables, FL.

Elizabeth Baker, Lawyer with Baker & Cronig, LLP.

Glenda (Rusty) Belote, Ph.D., former Associate Deam, Undergraduate Studies, FIU (retired).

Roberta Fox, P.A. Lawyer and Shareholder, Law Offices of Roberta Fox. Ms. Fox previously served as Florida State Senator (1982-1986), and Representative (1976-1982).

Evelyn Langlieb Greer, attorney with Hogan, Greer & Shapiro, P.A.; former Mayor of Pinecrest. Miami Dade School Board Member.

Maria Millheiser, philanthropist and alumnae, FIU Women's Studies Center.

Pat Klock Parker, broker-salesperson, The Klock-Parker Real Estate Group, Coldwell Banker.

Mary Lou Pfeiffer, owner of Pfeiffer Originals and President, Caressa-Me Aromatherapy Co.

Helen Venero, president of VTI Corporation (scientific instruments).

A major goal of the Women's Studies Board of Advisors is to focus on fundraising for Women's Studies by participating in solicitation, donor development, generating and facilitating contacts, attending ongoing development activities and events, and cultivating others. Board members also act as advisors to the Center by providing advice, making linkages to individuals and business contacts in the region, nationally, and internationally, helping to develop strategic and long range planning, and providing community perspectives and perceptions.

Friends of Women's Studies. The Friends of Women's Studies campaign was begun five years ago to provide discretionary funds for student awards and extracurricular student activities. About thirty individuals contribute about \$4,000 to the fund annually; the number of donors and the amount of donation generally have increased each year. The funds have been used to send more than a dozen students to professional conferences to present their work, for Academic Awards to students, and to publish the student journal.

Women of Distinction Series. The Women of Distinction Series was launched four years ago to bring prominent women known for their contribution to women's issues to the attention of the Miami community. Typically, from three to five speakers have been included in the series in collaboration with Books and Books in Coral Gables, Museum of Contemporary Art and The Wolfsonian-FIU. Some of the past speakers included: Jill Ker Conway, former President of Smith College; Alice McDermott, author and National Book Award winner; and Sara Paretsky, award winning mystery writer. In addition, noted FIU Women's Studies faculty have been featured in the series, including Carol Damian (Brazilian Women Artists); Lynne Barrett and Denise Duhamel (Mirror Images); Aurora Morcillo (Gender Ideology in Spain after 1939); and Kirstin Wood (Masterful Southern Women). The series has been extremely well-attended with each event drawing from 75 to 100 participants. Attendees have helped the Women's Studies Center to generate a mailing list of more than 1300 names for future events, fund drives, and donor development.

Undergraduate Internship Program. The undergraduate internship program functions as an outreach program to important community agencies. Internship placement possibilities for students include the Women's Chamber of Commerce of Miami-Dade County; The Miami Women's Fund; Women's History Coalition of Miami Dade; City of Miami and County Commissions on the Status of Women; Miami Gay and Lesbian Film Festival; FIU Victim Advocacy Center; Women's Emergency Network; and Planned Parenthood.

B. Weaknesses

Curriculum

The B.A. curriculum for Women's Studies majors is lacking compared to benchmark institutions. The FIU Women's Studies was not able to mount or maintain a core required sequence of courses and would at best be labeled a "multidisciplinary" curriculum as contrasted with an "interdisciplinary" program typical of benchmarks and national norms. Some consequences of the lack of a well-integrated interdisciplinary curriculum include:

- Academic instruction is most effective when courses build from introductory to advanced levels. At FIU, WS students do not have the opportunity to take a core sequence of courses that teach increasingly complex levels of critical analysis and content.
- FIU Women's Studies majors who plan to apply for graduate programs in Women's Studies may be disadvantaged because they do not have a strong background in the interdisciplinary instruction that is standard among Women's Studies benchmarks and programs nationally.
- The assessment of the Women's Studies B.A. program is hampered by the lack of a core sequence of courses, because majors are not exposed to a uniform body of knowledge and are not required to take an introductory or capstone course.

In sum, the most important needs at FIU from a curricular standpoint are to make Introduction to Women's Studies a requirement for the major and to offer more WST courses such as a Feminist Research Methods, Women, Race and Class, and a Senior Seminar. However, this cannot be done with the current level of core staff assigned to Women's Studies.

Lack of Faculty Lines in Women's Studies

The Women's Studies benchmark programs all have significantly more dedicated faculty lines than FIU. At FIU, a combined total of 1.25 FTE permanent faculty are assigned to Women's Studies, compared to 4 to 13 at benchmark institutions. Director Rose serves as both Director of Women's Studies and Chair of Psychology: her current time commitment to Women's Studies is .50 FTE. Dr. Morcillo has a .75 FTE appointment to Women's Studies. Yet Rose and Morcillo are responsible for fulfilling all the responsibilities of a department (without departmental status), including: administration, curriculum planning, student advising, and advancement for a program with 84 majors, 115 certificate earners, and 12 graduate certificate earners.

Consequences of lack of faculty lines include the following:

- WS at FIU does not have the dedicated staff required to offer a core sequence of courses for the Bachelor's degree.
- The research mission of Women's Studies is negatively impacted by the lack of a critical mass of faculty knowledgeable about interdisciplinary research and program development who could collaborate on grants.
- Dozens of students have expressed an interest in a combined BA/MA program or freestanding MA program in Women's Studies. However, the core sequence of courses required for a graduate curriculum could only be offered if additional core faculty lines are assigned to Women's Studies.

Inadequate Funding for Postdoctoral Position

For the past three years, Women's Studies has utilized a Postdoctoral Fellow position to compensate for the shortage of dedicated core faculty. This position is a clear asset to Women's Studies. It has been used to attract recent Ph.D.s from top universities. However, the postdoctoral funding that has been provided is not sufficient to provide adequate salary and health benefits for strong candidates. Typically, Women's Studies has relied on the College of Arts and Sciences to partially fund the position. This further budget insecurity means that it is not possible to guarantee a second year of the fellowship. As a result, Postdoctoral Fellows must start a job search for the next year as soon as they arrive at FIU. This quick turnover makes recruitment and curriculum planning difficult. Women's Studies would require an additional \$20,000 in order to make the Postdoctoral position a viable partial long-term solution to the faculty shortage.

Status as a Center

At FIU, the Women's Studies program has status as a Center rather than as a Department. In contrast, at almost all major universities, Women's Studies Programs or Centers like FIU's that were established more than twenty years ago have matured and been institutionalized as Departments. This is the case for four of the six benchmark institutions, including ASU, UCI, UIC and USF.

Long-standing Women's Studies programs that have not moved to departmental status nevertheless have a critical mass of dedicated permanent core faculty lines and the authority to grant tenure, promotion and merit raises for those positions. Two benchmark programs, UF and FAU, lack departmental status, but have been assigned dedicated permanent core faculty lines and also the authority to grant tenure and promotion for those lines.

VI. Women's Studies Center Vision

A primary focus of the Women's Studies academic program has been the undergraduate program. The program has shown rapid expansion since it was established in 1997-1998, resulting in a current enrollment of 84 majors. The first major goal has been to prepare undergraduate students who are prepared with the academic content, critical thinking ability, practical skills, and cultural competence to enter an ethnically diverse world. The Women's Studies interdisciplinary program has been well suited to achieve these goals. Students are exposed to diverse disciplines around the central theme of women and gender, enabling students to approach issues from multiple perspectives. Indeed, students say that one of the most significant contributions of earning a Women's Studies degree is learning how to view issues from different vantage points. Solving the major issues of our times will require this type of approach; Women's Studies students are well-prepared to contribute.

The second major goal of the undergraduate program is to expand its reach locally and internationally. The establishment of an online Women's Studies certificate in Fall 2005 was the first step towards making the FIU Women's Studies curriculum available to a broader audience. The intent is to eventually offer an online degree in Women's Studies that would include both English and Spanish language courses. Some courses currently taught online include: Introduction to Women's Studies, Women and Religion, Women and Economic Development, Women and Work, Psychology of Women, and Female Sexuality.

A third goal of the Women's Studies program is to expand its offerings at the graduate level. A Graduate Certificate in Women's Studies was recently approved and a M.A. program currently is under review by Academic Affairs. The proposed M.A. program would provide students with the option to complete a thesis or coursework track for the M.A. degree. More than a hundred students have made requests that Women's Studies offer an M.A. degree. The development of a Master's program will be a major goal during the next five years.

A fourth goal of the Women's Studies program is aimed at developing international educational programs and research agendas. Florida International University's location in Miami

offers the opportunity for FIU Women's Studies to become a bridge between Spain and Latin America. The FIU Women's Studies Center aims to become known for undergraduate and graduate educational programs and faculty research and development programs that link Women's Studies programs in Spain and Latin America through FIU/Miami. For the past three years, Profs. Rose and Morcillo have been collaborating with the University of Granada, Spain, to establish a dual degree Master's program. In addition, Prof. Morcillo has established ties with Women's Studies programs in Colombia. Several Colombian universities have expressed an interest in exchanges with FIU. Faculty and student exchanges are expected to lead to increased graduate enrollment at FIU, as well as collaborative research projects.

VII. Resources and Support Services

A. Personnel

Core Faculty. The accomplishments of both Prof. Rose, Director, and Morcillo, Associate Director, enhanced the Center's reputation. Prof. Rose is nationally known for her research in the psychology of women area and has published extensively in the area of personal relationships and professional development. Prof. Rose held editorial board positions with six psychology journals and also has served on the American Psychological Association's Wayne Placek Grant Review Board. She was a Fellow in two divisions of the APA, had been the President and Board member of the Association for Women in Psychology and served on the Governing Board of the Society for the Psychology of Women of the APA. She also was nationally and internationally known for her expertise on women's career development.

Prof. Morcillo has established a national and international reputation for her research on women and religion in Franco's Spain. Her book, *True Catholic Womanhood Gender Ideology in Franco's Spain* (Dekalb: Northern Illinois University Press, 2000) has been described as the best volume written on this subject in Spanish history and a tour de force in gender history. Prof. Morcillo is currently working on a second book "The Seduction of Francoist Spain: The Female Body at the Center of Sexual Politics." Morcillo regularly teaches the Introduction to Women's Studies and contributes to the recruitment of new majors in Women's Studies. Prof. Morcillo also facilitated the signing of an agreement for an international faculty and student exchange program between the Women's Studies Center at FIU and the Instituto de Estudios de la Mujer at the University of Granada Spain in 2003.

Postdoctoral Fellow/Visiting Assistant Professor. The first postdoctoral fellow for 2001-2002 was Sara Crawley, Ph.D., Sociology, University of Florida, and M.A., Women's Studies, Florida Atlantic University. Crawley earned a reputation as an outstanding teacher. She was a catalyst for WS undergraduate students to produce the highly successful performance of *The Vagina Monologues*. Crawley is currently an Assistant Professor of Women's Studies at USF.

Susan Freeman, Ph.D., History, Ohio State University, and M.A., Women's Studies, University of Cincinnati, was the postdoctoral fellow for 2002-2003. Prof. Freeman filled a large gap in the WS core curriculum by teaching the required course in U.S. Women's History. This important core course was seldom taught and generally had been taught by adjuncts. Freeman was a popular teacher and had full enrollment in the course each semester. Freeman

currently is a tenure-track Assistant Professor of Women's Studies at Minnesota State University.

In 2003-2004, Kimberly Little, Ph.D., History, University of Wisconsin and Assistant Professor at Michigan State University, came to FIU as a Visiting Assistant Professor. Little filled a valuable role by teaching U.S. Women's History courses with full enrollments.

Karen Garner, Ph.D., History, University of Texas-Austin, joined Women's Studies as a Visiting Assistant Professor (WS/History) for 2004-2005. Dr. Garner was an accomplished scholar who recently published Precious Fire : Maud Russell and the Chinese Revolution, University of Massachusetts Press, (2003). She also was a Fulbright Scholar in 2003, Women's Studies Program, Vilnius University, Lithuania. Dr. Garner taught U.S. Women's History and History of Women in Asia. She took a tenure-track job at SUNY- Albany.

Dana Van Tilborg, Ph.D., Education, M.A., Anthropology, University of New Mexico, joined Women's Studies as a Postdoctoral Fellow for 2004-2006. Her research area concerned women educators. Dr. Van Tilborg taught the Introduction to Women's Studies, and Feminist Theory, and a course on Girls. She currently is a high school teacher in New Mexico.

Beverly Yuen Thompson, Ph.D., Sociology, New School for Social Research, NY; M.A., Women's Studies, San Diego State University is the Postdoctoral Fellow for 2006-2007. Her research focuses on social movements. Dr. Thompson taught the Introduction to Women's Studies, the Internship class, and a class on Social Movements, Gender and Social Justice.

Administrative Assistant. Wilhelmina Dagdag is the Administrative Assistant for Women's Studies. Ms. Dagdag holds a B.S. degree in Biology and had several years of administrative experience in industry before coming to FIU in 2001. She is an expert at database management, web design and publicity, and accounting; she also handles the full range of administrative tasks required of an academic department.

Graduate Student Assistant. One graduate assistant was assigned to the WSC. Marianna Carlucci, a doctoral student in Legal Psychology, is the current GSA. Ms. Carlucci earned her B.A. degree in Psychology and Women's Studies Certificate at FIU. In addition to doing data entry and analysis for Prof. Rose's research program, Ms. Carlucci also assists with undergraduate advising and recruitment

B. Library Resources and Technology

The library resources and technology for Women's Studies are primarily the same resources available to the faculty in the College of Arts and Sciences, as that is where most faculty originate. Please refer to the attached "Assessment of Library Collections for Program Review: Women's Studies" prepared by Tony Schwartz from the Library.

The most extensive collection of resources is books in the Humanities and Social Sciences. FIU has a comprehensive book plan that provides breadth and depth of coverage across and within disciplines. Of the 27,280 NetLibrary electronic books owned by the library, 1,373 titles have *women* as a keyword descriptor; there are 17 subject headings for *women's studies* and 51 headings for *gender*. In terms of Journals, the collection contains 14 of the 25 core (citation ranked) journals in Women's Studies. Of the 11 titles not in the library, 4 were on the

acquisition list. The library's collection of databases includes the core ones in Women's Studies. In addition, several online resources were targeted for possible expansion.

The most significant gaps in library resources are in the areas of sexuality studies and personal relationships, a critical area for research and teaching in Women's Studies nationally and for faculty at FIU. Journal acquisitions that are recommended include:

Journal of Social and Personal Relationships
International Journal of Sexuality and Gender Studies
Journal of Social Work & Human Sexuality (at BBC but not available online)
Journal of Lesbian Studies
Journal of Gay and Lesbian Social Services
Journal of Gay, Lesbian, and Bisexual Identity
Journal of Gay & Lesbian Psychotherapy
Personal Relationships

VIII. Opportunities and Barriers

A. Opportunities

International Programs. Congruent with the FIU Women's Studies goal to become a center for Women's Studies that links programs across the Atlantic, core WS Profs. Rose and Morcillo actively pursued connections with women's studies programs in Spain, Colombia, and South Africa. Prof. Morcillo arranged for an important Memo of Understanding to be signed by FIU and the University of Granada, as well as for the signing of a specific agreement between the two Women's Studies programs to develop a faculty and student exchange program at the undergraduate and graduate levels. Prof. Morcillo and Rose traveled to Spain in 2003 to meet with FIU-Madrid Center Director Fernando González Reigosa, government officials from the central government agency Instituto de la Mujer, and Women's Studies faculty at the University of Granada. The trip was supported by the Transnational and Comparative Cultures Center and International Studies. Prof. Morcillo returned to the University of Granada in June 2005 to pursue a collaboration between women's studies programs at Spanish universities and FIU through the FIU-Madrid Center. Prof. Morcillo in Fall 2006 will travel to Bogota, Colombia, to develop a collaboration with WS faculty at National University.

In addition, WS Director Suzanna Rose has been working with WS programs in South Africa and Japan. She has presented her Strategic Career Planning Workshop for women faculty several times from 1988 - 2003 to new audiences at the University of the Western Cape, a historically Black university in Cape Town, South Africa. She is exploring possible funding avenues for expanding the training in South Africa and developing an exchange program. In 2003, Rose was an invited guest of the Shibusawa Foundation, Japan. The Foundation solicited her advice about improving the status of women in Japan. In collaboration with scholars in the U.S. and Japan, Rose published a paper in a 2003 issue of the journal, *Asian Perspectives*, on Women, Institutions and Leadership in Japan. Rose collaborated with the Transnational and Comparative Cultures Center and the Asian Studies Program at FIU on this project.

Online Learning. The Women's Studies Center established an on-line Certificate program in Summer 2005 (6 courses; 18 credit hours). Seven courses now are fully available as distance learning courses, including Introduction to Women's Studies, Women and Religion; Sex and Religion; Women and Economic Development; Women, Men and Work in the U.S.; Psychology of Women and Female Sexuality. The availability of on line courses is regarded as crucial to further developing our connections with Women's Studies programs in Spain and Latin America.

Graduate Programs. The expansion of graduate programs in Arts and Sciences offered the Women's Studies Center an opportunity to develop Graduate Certificate and M.A. programs. Graduate students in English, History, International Relations, Sociology/Anthropology, and Psychology have demonstrated a strong interest in taking Women's Studies courses at the graduate level. In response to student interest, History, International Relations, and Liberal Studies have defined women's and gender studies as an area of specialization within their M.A. programs.

Thus, it appeared that a Graduate Certificate in Women's Studies would be attractive to graduate students in several departments, and a Graduate Certificate was approved in Fall 2005. In addition, an M.A. program in Women's Studies has been proposed and is awaiting approval from the Provost's office.

FIU College of Law. Many Women's Studies students wish to pursue law degrees in order to continue their commitment to social justice. However, only two programs in the U.S. offer a combined M.A./J.D. degree in women's studies and law, including the University of Cincinnati and the University of Florida. This is an area that is ripe for exploration at FIU. A very high proportion of FIU women's studies students (about 85%) go on to graduate school or law school. More would chose law school if the law curriculum had an emphasis on civil rights and women's issues. A number of complementary courses in Arts and Sciences that would support the M.A. part of such a program include courses taught by Political Science Professors Rebecca Salokar and Judith Stiehm such as Gender Justice; Sex, Power and Politics; and Women and Politics. Two law school faculty members (Zorn, Maisel) teach a course on Women and the Law.

FIU Library Archives for Florida Women of Distinction. The FIU library houses the papers of several Florida women of distinction, including the Judge Mattie Belle Davis collection and the Elaine Gordon collection. Judge Davis was admitted to the bar in 1936, served as judge for the Metropolitan Dade County Court and the Civil Division of the County Court of Dade County, and was founder and later president of the Florida Association of Women Lawyers. Elaine Gordon was a lawmaker and trail-blazing Florida state legislator who for 22 years championed the rights of women, children and the elderly. She was a lead sponsor of the Equal Rights Amendment and helped set the state agenda on women's and health care issues.

The presence of these two collections, combined with a strong women's history interest among FIU history professors and graduate students, has the potential to attract additional prominent women to donate their papers to FIU. For instance, Roberta Fox, a distinguished Miami lawyer and former Florida state legislator, who is Founding Chair of the Women's Studies Board of Advisors, might be a candidate to submit her papers to the archives. Donors and grants might be sought to support graduate student research in the archives that in turn might lead to obtaining additional collections and donors. The Wolfsonian-FIU library is a rich

repository of material culture for scholars interested in gender and cultural history and/art, propaganda and the chronicle of every day life.

Miami Dade Public Schools. In 2003, a connection was made with the Miami Dade Public Schools to collaborate on a teacher training program focused on Women's History. A women's history curriculum, FACES, already is available at MDPS, but many teachers are not using the curriculum and have not been trained in the area. In 2005, Women's Studies faculty collaborated with Latin American and Caribbean Center (LACC) to offer a one-day training to teachers. This may become an annual event.

B. Barriers

Lack of Core Faculty. As has been pointed out numerous times in this document, an undergraduate degree program with 84 majors, 115 undergraduate certificate earners, and 12 graduate certificate earners can barely keep pace with current demands, with only 1.25 FTE faculty assigned to the program. Affiliated faculty are crucial to the functioning of the program, but participate entirely on a volunteer basis. Women's Studies has no authority to expect a service contribution from affiliated faculty and has no incentives to offer for research, teaching, or service to the program in terms of faculty merit raises.

Lack of Control over Curriculum. The lack of core faculty contributes to a lack of control over the curriculum for the major. Due to the lack of dedicated core faculty in Women's Studies, very few core required interdisciplinary courses can be offered. Women's Studies lacks the staff to make WST 3015: Introduction to Women's Studies a required course. In addition, Women's Studies reliance on affiliated faculty to teach cross-listed courses in their departments means that the Women's Studies curriculum is almost entirely determined by whether departments chose (or not) to offer cross-listed courses for the major. At many universities, this is resolved by providing Women's Studies with a budget to provide adjuncts to teach a limited number of cross-listed courses in other departments.

Invisibility of Second Majors. At FIU, students who make the effort to earn a second major within the same College receive no public recognition for their accomplishment, i.e., it does not appear in either the Commencement Program nor on the diploma. The invisibility of the second majors at FIU contributes to low visibility for the Women's Studies program as well. About 40-50% of Women's Studies majors are double majors. FIU does not use the second major when determining departmental indicators; therefore, about half of all Women's Studies degree earners do not appear in the University's headcount of WS majors.

FIU Organizational Procedures & FTEs. A number of affiliated faculty who might be interested in teaching core interdisciplinary Women's Studies courses are effectively prevented from doing so by the FTE-driven environment at Florida universities. No department at FIU allows a faculty member to teach a Women's Studies prefix course (WST) during the regular academic year (Fall/Spring), because the department will not accrue the FTEs for faculty who teach outside the department. Thus, it has not been possible to develop a rotation of faculty in other departments to teach core Women's Studies courses. At other universities, this issue has been resolved in one of two ways (a) by crediting the department with the FTEs generated by

faculty who teach WST or other interdisciplinary courses or (b) providing WS a budget to buy out faculty from teaching in their home department so they can teach a WST course.

Tenure, Promotion, and Evaluation for Shared Lines. Core Women's Studies faculty at FIU hold joint appointments with a department that serves as the tenure home. Some specific disadvantages for Women's Studies faculty with shared appointments include:

- The Department has more influence over tenure, promotion, and evaluation/merit decisions than Women's Studies since the Department, not Women's Studies, is the tenure home. This is the case even when the majority of the assignment is in Women's Studies (e.g., Professor Morcillo);
- Generally, the joint appointee will be assigned duties in both units that amount to more than is required of the typical faculty member with an appointment in one unit;
- The joint appointee must perform at a high level within both units in order to be evaluated favorably;
- Departments are likely to favor faculty who have been full-time in the department and whose research is squarely within the discipline when merit raises are decided,
- The issue of joint appointments is even more delicate when junior faculty are hired, particularly if they are engaged in Women's Studies research and publishing in journals or outlets that are not recognized by the tenure granting home department.

Lack of Social Science Faculty to Pursue Funding Opportunities. In the past decade, funding for research on women has declined. Available funding tends to be concentrated in the Social Sciences and Health areas. One hire (joint appointment) in the Social Sciences and one in the area of Women's Health would provide the critical mass of faculty required to pursue some of the external funding opportunities that are available.

IX. Unit Recommendations (Goals)

Positions Requested over Five-Year Period

1. Faculty Lines
 - a. Feminist Theory and/or Research Methods – Geography, Economics, or Sociology, Asst. or Associate Prof. – Search in Progress, 2006-2007.
 - b. Women's Health – Joint appointment with College of Arts and Sciences, social science departments, Nursing, or Social Work, 2007-2008.
 - c. Women in Business or Law – Joint Appointment for 2008-2009.
 - d. Permanent Post Doctoral Fellow Position (renewable for a second year)
 - e. 2 Associate or Full Professors – internal reassignment of FIU faculty, 3 year renewable appointment
2. Graduate Assistants (2)
3. Staff Position (1 Program Assistant)

A. New Faculty Lines

Over the next five years, the goal of the Women's Studies Center is to become fully operative at a level comparable to that of the benchmark institutions. This will not enable FIU

WS to outpace the benchmark institutions, because in five years their programs are likely to have grown substantially. For instance, at both the University of South Florida and the University of Florida, the College of Arts and Sciences has made Women's Studies a high priority. UF now has a Ph.D. program and one has been proposed at USF. However, additional resources would make it possible for FIU to stay in the competition and provide a chance for the Center to develop a niche as the intellectual hub for Hispanic students, faculty, and countries with interests in Women's Studies.

Five core tenure-track faculty (including Rose and Morcillo) and two internally reassigned faculty would establish a critical mass for the Women's Studies undergraduate program and proposed graduate degree program. This would require the addition of five new faculty positions (3 incremental hires and 2 reassignments of existing faculty with buyout funds allocated to Women's Studies). This would allow Women's Studies to maintain a high quality undergraduate program with an estimated 150 majors and 150 certificate earners as well as to support the proposed M.A. and Graduate Certificate programs.

Core Faculty with specific areas of expertise would be needed to bring FIU Women's Studies curriculum to a level of the benchmark institutions, including:

- Five core faculty will be able to support an undergraduate and graduate program with the projected size of 150 majors, 150 certificate earners and 20 graduate students. Three additional faculty hires are required to reach the goal of five core faculty who can teach WST courses that are part of the core curriculum at other major research universities and essential for the development of the proposed M.A. programs, including: Women's Health, Feminist Theory; Feminist Research Methods (Qualitative and Quantitative); Women Race and Class; Lesbian and Gay Studies; Women in Business; Women and the Law; and a capstone course. At present, no FIU Women's Studies faculty have expertise in these areas.
- The reassignment of two FIU faculty to Women's Studies with term limited appointments of 2 to 3 years is suggested as a way to bring the number of core positions to a minimum level of 5. Five core faculty will be able to support an undergraduate and graduate program with the projected size of 150 majors, 150 certificate earners, and 20 graduate students.
- A permanent Postdoctoral Fellow position would continue to put FIU on the map as a stopping point for bright, new Ph.D.s who would be able to teach WST and specialized courses, attract students, and build the program. However, this position would need to be funded at a level that would include benefits.

B. Graduate Student Support

The proposed M.A. programs are expected to enroll from six to eight students annually. This will provide a pool for the selection of Graduate Assistants to serve as teaching assistants and advisors for the rapidly expanding undergraduate program, as well as provide training for graduate students who are interested in academic careers. By 2007, we expect to have over 150 Women's Studies majors and we will need to increase the number of sections of some of our core courses to accommodate these students. Thus, the addition of two Graduate Assistants (one in 2007 and one in 2008) is requested.

C. Staff

The addition of a USPS program assistant position will be required by Fall 2009. At that point, Women's Studies expects to have 150 majors, 150 undergraduate certificate earners, 20 graduate certificate earners, 20 MA students, and 5 core faculty that will require additional clerical help.

D. Space

An increase in office space for new faculty will be required. At present, there is not enough space for the current faculty; some of the Director's laboratory/research space is being used to provide office space for the Postdoctoral Fellow.

X. Cost Estimates

The WSC proposes the following hiring timelines over the next four years. (See Table 5.) The salary estimates for each position include a 25 percent increment for benefits. They are not adjusted for inflation.

Table 6
Aspirational Budget

Year 1: Fall 2007

- M.A. Program Launched
- Assistant/Associate Professor, Social Sciences (\$60,000) (joint hire)
- Additional funding for Postdoctoral Position (\$20,000)
- E and G increase (\$6,000) – E and G has been flat since 2000 despite an increase in faculty and students. Additional funds would cover increased expenses and pay for adjuncts or regular faculty to teach 2 WST courses annually.

Year 2: Fall 2008

- Assistant or Associate Professor, Women's Health (\$70,000; joint hire)
- One new Graduate Assistantship (\$23,000 including waiver)

Year 3: Fall 2009

- Assistant Professor, Business or Law (\$70,000; joint hire)
- Associate/Full Professor (\$10,000 replacement costs for internal reassignment; possible 2-5 year rotation)
- One new Graduate Assistantship (\$23,000 including waiver)

Year 4: Fall 2010

- Associate/Full Professor (\$10,000 replacement costs for internal reassignment; possible 2-5 year rotation)
- USPS Program Assistant with Bachelor's degree (\$35,000)

XI. Conclusion

The Women's Studies program experienced extremely rapid growth since 2000. This growth was made possible through the addition in 2000 of a modest, minimal number of core tenure-track faculty to the program (currently 1.25 FTE). In the past five years, course offerings, enrollment, number of intended confirmed undergraduate majors and certificate earners, and graduate course offerings increased four to fivefold. A majority of the 62 majors and 72 certificate earners who graduated since 2000 have gone on to graduate school or obtained employment in professional roles. The B.A. program also has been highly to moderately successful in meeting its goals for assessment. In addition, students indicated that they are very satisfied with content and advising.

However, FIU Women's Studies lags behind peer institutions in terms of institutional structures and resources, such as departmental status, dedicated core faculty lines, tenure authority, and other instructional and office staff support. Peer institutions have expanded their programs to include a Master's degree; FIU has not. In addition, the undergraduate curriculum is not as rigorous as at peer institutions. Improvements in curriculum, such as adding a required sequence of courses, maintaining an online undergraduate certificate, adding a M.A. program, and attracting students from Spain and Latin America will require the appointment of more core faculty to the Women's Studies program.

Appendix A

Undergraduate Courses in Women's Studies at FIU, Academic Years 2000-2005 (n = 100)

WST 3015/ LIT 3930	Introduction to Women's Studies
WST 3641/ IDS 4920	Gay and Lesbian in the U.S. (WST 3381)
WST 4504	Feminist Theory
AMH 3560/ AMH 4930	History of Women in the U.S.(was AMH 4560)/ Topics in US History: Early American Women's History
AML 4024	Studies in 20C Af. Am. Lit: 20th Century African Amer. Lit.
AML 4300	Maj. Am. Lit Fig.: Cather, Chopin, Wharton
AML 4503	Per. in Am. Lit: American Women Writers
AML 4503	Per. in Am. Lit: Women Transforming Realism, 1860-1905
AML 4503	Per. in Am. Lit: Era of the New Woman, 1900-1930
AML 4503	Per. in Am. Lit: Literature of the Harlem Renaissance
AML 4624	Major African American Women Writers
AML 4930	Sp. Top. in Am. Lit: War and the 19th Century American Heroine
ANT 3302	Anthropology of Sex & Gender
ANT 4211	Area Studies: Amazonian Community Dev. & Conservation
ANT 4334	Contemporary Latin American Women
ARC 4227	Gender in Architecture
ARH 4871	Women and Art (also 4931)
ASH 4990	History of Women in Asia
CCJ 4663	Women, Crime, and Criminal Justice System
CRW 2001	Intro. to Creat. Writ.: Men and the Pen (see ENC 4930)
ECS 3021	Women, Culture, and Eco. Develop (ECO 3933)
ENC 1102	Literary Analysis: Writing About Women's Lit.
ENC 4930	Sp. Top. In Comp: Arguing About Gender
ENC 4930	Sp. Top. In Comp: Women who disrupt, resist, question the status quo
ENC 4930	Sp. Top. In Comp: Men and the Pen (see CRW 2001)
ENG 2012	Approaches to Lit: A Study of Gender in Literature
ENG 4043	Contemp Lit. Theory & Criticism: Feminist Approaches
ENG 4132	Studies in Film: Women and Film of the African Diaspora
ENG 4134	Women & Film
ENL 3261	19th Century Women Novelists
ENL 3261	19th C. Brit. Wom. Novelists: Jane on Screen and Page
ENL 4212	Women in Medieval Literature
ENL 4251	Victorian Literature
ENL 4254	Late Victorian Fiction
ENL 4303	Maj. Brit. Writers: George Eliot
ENL 4930	Sp. Top. In Eng. Lit.: Studies in Shakespeare: Women, Love and Power
ENL 4930	Sp. Top. In Eng. Lit.: Gender & Identity in Black British Writing
EUH 3181	Medieval Culture

Appendix A Continued

Undergraduate Courses in Women's Studies at FIU, Academic Years 2000-2005

EUH 3576/HUM 4491	Russian Revolution/Soviet Union: Gender, Politics & Society
EUH 4025	Saints, Relics, & Miracles in Medieval Europe
EUH 4286	Top. In Europ. Hist.: The Spanish Civil War
EUH 4313	History of Women in Modern Spain
EUH 4610/	Women and Gender in European History
FIL 4528	Hispanic Women & Film (Also FIL 4997)
FRW 4583	Women Writers in French
HIS 4930	Sp. Topics: Totalitarian Regimes & Gender
HIS 4930	Sp. Topics: Women and Gender in Pre-Modern World
HIS 4935	Senior Seminar: Women & Gender in Pre-modern Europe & Asia
IDS 4920/LIT 4930/	Lib. St. Collo.: Queen Elizabeth and Her Representations
IDS 4920/ LIT 4930	Lib. St. Collo.: Aging and Mortality
INR 4085	Women and Men in International Relations (INR 4931)
LBS 4154/	Workers & Diversity/Workplace Diversity (also LBS 4993)
LBS 4210	Women & Work in the U.S.
LIN 4651	Gender and Language
LIT 3170	Jewish Literature: Fiction of the Jewish Immigrant Experience
LIT 3383	Women in Lit: Women in the 19th Century Novel
LIT 3384	Caribbean Women Writers
LIT 3930	Sp. Topics: Women Writing Magic
LIT 3930	Sp. Topics: Women of the African Diaspora
LIT 4001	Modern Poetry-Plath & Rich
LIT 4351	Major Af. Writers: African Fiction and Film: Women's Voices
LIT 4382	Women in Post- Comm. East. Europe (summer in Prague) (4996)
LIT 4930	Spec. Topic: Classical Myth: Heroes and Heroines
LIT 4930	Spec. Topic: Black Women Writers
LIT 4931	Sp Top in Women's Lit: Postcolonial Women
LIT 4931	Sp Top in Women's Lit: Women's Narratives of War
LIT 4931	Sp Top in Women's Lit: BWW: Working Class Women's Lit.
LIT 4931	Sp Top in Women's Lit: Girlhood in Prose
LIT 4931	Sp Top in Women's Lit: Women Writers/African Diaspora
LIT 4931	Sp Top in Women's Lit: Women's Lit: Novels of Sensation
LIT 4931	Sp Top in Women's Lit: Multicultural Working Class Women
MAN 4102	Diversity Management
MUH 3073	Women in Music (MUH 3996)
PHM 4123	Philosophy & Feminism
POS 4073	The Military & the Citizen
POS 4605	Gender Justice & the Courts

Appendix A Continued

Undergraduate Courses in Women's Studies at FIU, Academic Years 2000-2005

POT 3054	Modern Political Theory (also POT 3073)
POT 4309	Sex, Power, & Politics (was 4993)
PSY 4822	Female Sexuality (was PSY 4993)
PSY 4930	Special Topic: Research Plans & Careers
PUP 4323	Women in Politics
REL 3145	Women in Religion
REL 3171	Sex and Religion (aka REL 3178)
REL 3520	Saints, Witches, and Cathedrals
REL 4146	Feminist Theology and Ethics
SOP 3742	Psychology of Women
SPW 4390	Genre Studies: The Representation of Women in Spanish Film The Cultural Body in the Americas (ANT 4211, GEO 4993, INR 4931/5935)
SSI 4993	
SYD 3810	Sociology of Gender (was SYD 4810)
SYD 4610	Top. In Soc.: Women, Men and Sport
SYD 4820	Sociology of Men
SYG 4060	Sociology of Sexuality
SYO 3120	Marriage and the Family
SYP 4562	Domestic Violence

APPENDIX B

Graduate Courses in Women's Studies 2000-2005

I. College of Arts and Science

African New World Studies

- AFA 5002 Theory & Methods in ANWS
AFA 5934 Black Literary and Cultural History

Art and Art History

- ARH 5872 Women and Art

English

- AML 5305 Major American Literary Figures: Cather, Chopin, Wharton
AML 5305 Major American Literary Figures: African American Women Writers
AML 5505 Special Topics: War and the 19th Century American Heroine
AML 5305 Major American Literary Figures: African American Women Writers
AML 5505 Special Topics in American Literature: War and the 19th Century American
ENL 5220 Major British Literary Figures: Jane Austen on Screen and Page
ENL 5220 Major British Literary Figures: Sensation Writers: W. Collins & M. Braddon
ENL 5505 Period in English Literature: Women in Medieval Literature
ENL 5505 Period in English Literature: Late Victorian Fiction
LIT 5358 Black Literary and Cultural History
LIT 5359 African Diaspora Women Writers
LIT 5426 Authors in their own time: Chopin, Wharton, Bottome
LIT 5934 Special Topics: Women's Narratives of War (20th Century)
LIT 5934 Special Topics: Women's Writing
LIT 5934 Special Topics: Women Writers of the African Diaspora

History

- AMH 5905 Readings in American History: Women and Gender in the U.S.
EUH 5905 Readings in Gender History
EUH 5905 Readings in European History: Saints in Europe & the Americas
EUH 5935 Gendered History of the Body
EUH 5935 Topics In European History: The Spanish Civil War
EUH 5935 Topics In European History: History of Women in Modern Spain
EUH 5935 Gendered History of the Body
EUH 6906 Gender & Religious Culture in Medieval & Early Modern Europe
HIS 5930 Special Topics: Totalitarian Regimes & Gender
HIS 5930 Special Topics: Women and Gender in Pre-Modern World
LAH 5935 Topics in Latin American History: History of Women in Latin America

International Relations

- INR 5935 International Relations & Women's Human Rights
INR 5935 Topics in International Relations: Feminism and International Relations

APPENDIX B continued

Political Science

CPO 6084 Seminar: War, Peace, & the Military

Psychology

CYP 6766 Cross-Cultural Sensitization in a Multicultural Context

Music

MUH 5075 Women in Music

Philosophy

PHI 5934 Special Topics: Philosophy & Feminism

Religious Studies

REL 5184 Sexual Ethics

REL 5502 Saints, Witches, and Cathedrals

REL 5995 Interpreting Quran: Women and Jihad

REL 5145 Women and Religion

Modern Languages

SPW 5556 Spanish Realism and Naturalism

SPW 5781 The Representation of Women in Spanish Literature & Film

SPW 5786 Spanish-American Women Writers

Sociology

SYD 6325 Sociology of Gender

Women's Studies

WST 5946 Women's Studies Internship

WST 5992 Special Topics: Girls

II. College of Health and Urban Affairs

Public Administration: PAD 5435: Administration & the Role of Women

Social Work: SOW 5109: Crises in the Lives of Women

III. College of Law

LAW 6936: Women & Law

IV. School of Education

Labor Studies

LBS 5155 Workplace & Diversity

LBS 5930 Women & Work in the U.S.

V. College of Business Administration

Managing Diversity

APPENDIX C

Graduate Programs in Women's Studies in the U.S. (N=41)

U.S. Ph.D. Programs in Women's Studies

1. Clark University, Worcester, MA, Ph.D. in Women's Studies.
2. Claremont Graduate University, Claremont, CA, Ph.D. and M.A. in Women's Studies in Religion.
3. Emory University, Atlanta, GA, Ph.D. in Women's Studies.
4. Rutgers University, New Brunswick, NJ, Ph.D. in Women's Studies.
5. Ohio State University. Ph.D. in Women's Studies.
6. University of California, Los Angeles, Ph.D. and M.A. in Women's Studies
7. University of Iowa, Iowa City, Ph.D. in Women's Studies.
8. University of Maryland, College Park, Ph.D. and M.A. in Women's Studies
9. University of Minnesota, Minneapolis, Ph.D. in Women's Studies. Added bonus: Center for Advanced Feminist Studies.
10. University of Washington, Seattle, WA, Ph.D. and M.A. in Women's Studies

U.S. Programs Offering Joint M.A. and Ph.D. degrees in Women's Studies

1. Brandeis University, Waltham, MA. Graduate students can earn a joint M.A. between the Women's Studies Program and 10 different Ph.D. programs on campus.
2. University of California, Davis. PhD and MA program in Cultural Studies with a concentration in Women and Gender Studies.
3. University of Cincinnati, OH. J.D./M.A. Joint Degree in Law and Women's Studies, M.A. in Women's Studies, and Graduate certificate in Women's Studies.
4. University of Florida. Joint M.A./J.D. joint degree in Women's Studies and Law.
5. University of Michigan, Ann Arbor, MI, Interdepartmental Ph.D. programs in Women's Studies and Psychology, Women's Studies and English, and Women's Studies and History and a graduate certificate is also offered.

U.S. Master's Programs in Women's Studies

1. Claremont Graduate University Claremont, CA, Interdisciplinary M.A. program in Applied Women's Studies.
2. Drew University, Madison, N.J., M.A. in Women's Studies and a concentration for Ph.D.
3. Eastern Michigan University, Ypsilanti, MI, Master of Liberal Studies in women's studies; an interdisciplinary degree administered by the Women's Studies director.
4. Florida Atlantic University, Boca Raton, FL, M.A. and Graduate Certificate in Women's Studies.
5. George Washington University, Washington, D.C., M.A. in Women's Studies; M.A. in Public Policy with a concentration in Women's Studies.
6. Georgia State University, Atlanta, GA, M.A. in Women's Studies.

APPENDIX C continued

7. Loyola University, Chicago. M.A. in Women's Studies, and a three-course graduate certificate; Mary Griffin Graduate Scholarship in WST
8. Minnesota State University, Mankato, MN, M.S. in Women's Studies.
9. New College of California, San Francisco, M.A. in Women's Spirituality.
10. Ohio State, Columbus, OH. M.A. in Women's Studies.
11. Rutgers University, New Brunswick, NJ. Ph.D. in Women's Studies.
12. San Diego State University, San Diego, CA, M.A. in Women's Studies.
13. San Francisco State University, San Francisco, CA, M.A. in Women's Studies.
14. Sarah Lawrence College, Bronxville, New York, M.A. in Women's History.
15. Simmons College, Boston, MA, New in 1998, an interdisciplinary M.A. program in Gender/Cultural Studies.
16. Southern Connecticut State University, New Haven, M.A. in Women's Studies and a Graduate Certificate in Women's Studies.
17. State University of New York, Albany, M.A. in Women's Studies.
18. Texas Women's University, TX, M.A. in Women's Studies
19. Towson University, MD, M.S. in Women's Studies (see "Graduate Programs").
20. United Theological Seminary, New Brighton, MN, M.A. in Women's Studies: Religion, Theology, and Ministry.
21. University of Alabama, Tuscaloosa, AL, M.A. in Women's Studies.
22. University of Arizona, Tucson, M.A. in Women's Studies.
23. University of Florida, three options: 5 year B.A./M.A. degree; M.A.; M.W.S. in Women's Studies
24. University of Illinois, Springfield, Self-designed, interdisciplinary M.A. in Women's Studies.
25. University of Northern Iowa, Cedar Falls, M.A. in Women's Studies.
26. University of South Florida, Tampa, M.A. in Women's Studies began Fall 1997.
27. University of Texas, Austin, M.A. in Women's and Gender Studies.
28. University of Virginia, Charlottesville, M.A. in Literature and Women's Studies.

Source: National Women's Studies Association Membership Directory, 2002.

Appendix D

Core and Affiliated Faculty in Women's Studies at FIU, 2000-2004

*Faculty with Research Interests in WS

Permanent and Core Faculty

- *Suzanna Rose, Director, Professor, Psychology
- *Aurora Morcillo, Associate Professor, Women's Studies and History

Visiting Core Faculty 2000-2004

- *Sara Crawley, Ph.D., Postdoctoral Fellow, Women's Studies, 2001-2002
- *Susan Freeman, Ph.D., Postdoctoral Fellow, Women's Studies/History, 2002-2003
- *Kimberly Little, Ph.D., Postdoctoral Fellow, Women's Studies/History, 2003-2004
- *Karen Garner, Ph.D., Postdoctoral Fellow, Women's Studies/History, 2004-2005
- *Dana Van Tilborg, Ph.D., Postdoctoral Fellow, Women's Studies, 2004-2006
- *Beverly Yuen Thompson, Ph.D., Postdoctoral Fellow, Women's Studies, 2006-2007

Women's Studies Advisory Board Members

- *Dawn Addy, Director, Labor Research/Studies
- *Irma de Alonso, Professor, Economics
- *Clair Apodaca, Assistant Professor, International Relations
- *Lynne M. Barrett, Professor, Creative Writing Program, English
- Michelle Beer, Associate Professor, Philosophy
- Glenda (Rusty) Belote, Associate Dean, Undergraduate Studies
- *Carole Damian, Professor, Art & Art History
- *Rebecca Friedman, Associate Professor, History, BBC
- *Maria A. Gomez, Associate Professor, Modern Languages
- *Christine Gudorf, Professor, Religious Studies
- *Marilyn Hoder-Salmon, Associate Professor, English
- Suzanne Koptur, Professor, Biological Sciences
- *Lara Kriegel, Assistant Professor, History
- Mary Levitt, Professor, Psychology
- *Felice Lifshitz, Professor, History
- *Kathleen McCormack, Associate Professor, English, BBC
- *Marilyn Montgomery, Associate Professor, Psychology
- *Elisabeth Prügl, Associate Professor, International Relations
- *Joyce Peterson, Associate Dean, Arts and Sciences, BBC
- Ana Roca, Professor, Modern Languages
- *Meri-Jane Rochelson, Associate Professor, English, BBC
- *Rebecca Salokar, Associate Professor, Political Science
- Betsy Smith, Associate Professor, Social Work
- *Judith Stiehm, Professor, Political Science
- Nan Van Den Bergh, Associate Professor, Social Work
- Ophelia Weeks, Associate Professor, Biological Sciences
- *Margaret Wilson, Associate Director, Labor Research/Studies
- *Kirsten Wood, Assistant Professor, History
- Christina Lalama, Psychology/Women's Studies

Additional Women's Studies Affiliated Faculty

- *Heather Andrade, Assistant Professor, English
- *Carole Boyce Davies, Program Director, African-New World Studies
- *Kristine Burns, Associate Professor, Music
- *Jennifer Desiderio, Assistant Professor, English
- Nadine Fernandez, Assistant Professor, Sociology/Anthropology

Appendix D continued

Chris Girard, Associate Professor, Sociology/Anthropology
*Kimberly Harrison, Assistant Professor, English
Sherry Johnson, Associate Professor, History
Abe Lavender, Professor, Sociology/Anthropology
*Sarah Mahler, Associate Professor, Sociology/Anthropology
Peggy Maisel, Associate Professor, Law
*Kathleen Martin, Associate Professor, Sociology/Anthropology
*Aisha Musa, Assistant Professor, Religious Studies
Bennie Osborne, Director, Equal Opportunity Program; Professor, Management
Valerie Patterson, Associate Professor, Public Administration
Nancy Powell, Associate Professor, Management
*Patricia Price, Associate Professor, International Relations
James Sutton, Associate Professor, English
*Donna Weir-Soley, Assistant Professor, English
*Lois West, Associate Professor, Sociology/Anthropology
Barbara Weitz, Instructor, English
Jean Zorn, Professor, Law

Appendix E

Faculty Accomplishments 2005-2006

Book Publications (Published)

- Harrison, Kimberly** (2006, April). A Maryland Bride in the Deep South: The Civil War Diary of Priscilla Bond, Louisiana State University Press.
- McCormack, Kathleen**. (2005, Fall). George Eliot's English Travels: Composite Characters and Coded Communications, London: Routledge. Single-author monograph.

Book Chapters (Published)

- Lifshitz, F** Gender Trouble in Paradise: The Case of the Liturgical *Virgo*, in Debra Higgs Strickland, (Ed.), Images of Medieval Sanctity.
- Morcillo, A. G.** Tiempos Modernos: Feminism y lucha politica durante la II Republica y la Guerra Civil. In Pilar Folguera (Ed.). *Historia del Feminismo en Espana*. Madrid: Fundacion Pablo Iglesias.
- Nenzi, L.** (2006). Women's Travel Narratives in Early Modern Japan: Genre Imperatives, Gender Consciousness, and Status Questioning. In Joshua A. Fogel (Ed.), Traditions of East Asian Travel. New York and Oxford: Berghahn Books, pp. 44-69
- Prugl, E** The Institutional Road Towards Equality: Mainstreaming Gender in International Organizations, co-authored with Audrey Lustgarten (former MA student, Audrey Church). In Jane Jaquette and Gale Summerfield (Eds.), Institutions, Resources, and Mobilization: Women and Gender Equity in Development Theory and Practice, Duke University Press.
- Prugl, E** Gender Discrimination in Neal Tate (Ed.), Governments of the World, New York: Macmillan Reference USA. (1184 words).
- Prugl, E** Women's Rights in Neal Tate (Ed.), Governments of the World, New York: Macmillan Reference USA. (2880 words).

Books & Book Chapters (In Press)

- Curry, G.** (Forthcoming). Toubab La!: Literary Representations of Mixed-Race Characters in the African Diaspora.
- Curry, G.** (Forthcoming). African Literature. Greenwood Encyclopedia of World Popular Cultures: Sub-Saharan Africa. Greenwood Publishing Group.
- Harrison, K** (2006, Fall). *Victorian Sensations*, edited with Richard Fantina. Essay collection under contract with Ohio State University Press, complete except for review of final proofs.
- Harrison, K** Political Persuasion, in Mary Braddon (Ed.), The Octoroon or The Lily of Louisiana. In *Victorian Sensations*.
- Martin, K.** (In Press). Discarded Pages: My Life and Works as a Maya Poet and Politician, Araceli Cab Cumí, Univ. of New Mexico Press.

Appendix E continued

Rochelson, M. (In Press). A Jew in the Public Arena: The Career of Israel Zangwill. Book manuscript completed and now under consideration by a university press. Among other things, Zangwill was a feminist and activist in the British women's suffrage movement.

Rose, S. M. (In Press). Enjoying the returns: Women's friendships after 50. In J. Chrisler & Vardan (eds.), Women Over 50: Psychological Perspectives. New York: Springer.

Recognition

Alonso, I.

Winner of Outstanding Honors Fellow Award, September 2005. WEBCT Exemplary Course Award for the course: Women, Culture and Economic Development

Friedman, R. Faculty Research grant, Domestic Interiors and Modern Imaginings: A Cultural History of the Russian Home, National Endowment for the Humanities.

Lifshitz, F.

Best Book Prize Committee, Society for Medieval Feminist Scholarship. Best Faculty Fellow Award for Teaching, Mentorship and Service.

Montgomery, M. J. Florida Education Fund, McKnight Foundation—Mentor of the Year, November, 2005.

Pfeiffer, M. First woman appointed to a full-time position as an instructor in The Honors College.

Stiehm, J. Distinguished Alumni Award from the University of Wisconsin-Madison on May 5, 2006.

Weeks, O. FIU Faculty Teaching Award, Excellence in Teaching.

Wood, K. Francis B. Simkins Prize for the Best First Book in Southern History published in 2003 and 2004. Awarded by the Southern Historical Association and Longwood University, 2005.

Funding/Grants

Lifshitz, F. Wiederaufnahme (Renewal), Alexander von Humboldt Stiftung Fellowship for Research in Germany – 3 months (May- July) 2006 – for project “Gender and Manuscript Culture in the Carolingian Valley of the Main.”

Lifshitz, F. School of Historical Studies, Institute for Advanced Studies, Princeton New Jersey: Membership (Fall 2006) and Visitorship (Spring/Summer 2007) – to write the monograph, “Gender and Manuscript Culture in the Carolingian Valley of the Main.”

Montgomery, M. J. (Principal Investigator, 2005-2008). National Institute of Alcohol Abuse and Alcoholism, \$335,471. Treating Girls' Problems with Alcohol and Other Drugs. This study involves a randomized, clinical trial evaluating the efficacy of an intervention targeting reductions in girls' substance use, and evaluating maltreatment history as a potential mediator of intervention impact.

Nezi, L. Received two Library Travel Grants: one from Duke and one from Harvard, to search documents in their archives for the next project on prostitution in early modern Japan.

Prugl, E. ISA Workshop Grant for workshop on “Gender Mainstreaming: The Next Step”, with Jacqui True and Carol Cohn, \$5,000.

Appendix E continued

Rose, S. M. (Principal Investigator). Parents as Teachers Program. Funded by The Children's Trust, Miami. \$330,000.

Wood, K.

Gilder-Lehrman Institute Fellowship at the Library of the New York Historical Society, 2005-2006, \$3,000.

NEH Summer Seminar for College Teachers, "The Early American Republic and the Problem of Governance," June 2005, \$3,000.

Appendix F
Institutional Effectiveness Matrix
Fall 2006

Expanded Statement of Institutional Purpose	Intended Outcome/objective	Assessment Criteria, Standards & Procedures	Outcome Assessment Results	Use of Results
<p>Mission Statement The Women's Studies Center at Florida International University promotes scholarly enquiry related to women and gender. Interdisciplinary courses in Women's Studies and cross-listed courses in other disciplines enhance students' knowledge about women, feminism, and the significance of gender in diverse cultures and contexts. Students gain tools for analyzing the construction of women and gender, the relationship between gender and power, and the intersection of gender with sexuality, nationality, race, religion, class, age, and ability.</p>	<p>Learning Outcome 1: The Women's Studies B.A. will provide students with an education in current ideas about women and gender. Through feminist theory and multidisciplinary study, students will understand the function of sex, gender, and power in diverse societies and cultures.</p> <p>Learning outcome 2: The program of study will examine women and gender within the constellation of factors that constitute identity in society. Students will be able to explain the interconnections of sex, gender, race, ethnicity, class, age, sexuality, and ability in the subject matter of at least one academic discipline.</p> <p>Learning outcome 3: The program will convey the traditional subject matter of Women's Studies: the experiences, achievements, and struggles of women as viewed through several fields, including politics, literature, history, art, anthropology, psychology, and others.</p>	<p>Learning Outcomes 1-5: A random sample of senior students' papers from Women's Studies majors and certificate earners will be selected each year from one Women's Studies class (one core class and one elective class). A Women's Studies faculty panel will use a standardized rating scale to evaluate how well students' work meets Learning Outcomes 1-5 of the B.A. program. Results of the faculty scores will be summarized to provide a mean score for each student paper.</p> <p>Outcomes for courses with writing assignments: Most student papers (90%) will show a good or very good grasp of the central concepts in Women's Studies appropriate to the discipline:</p> <ol style="list-style-type: none"> a. Critical analysis of the concepts of sex and gender; b. Understanding of the function of sex and gender in diverse societies and cultures; c. Understanding of the 	<p>1-5, Panels of instructors graded a subset of papers from four different classes and students met criteria for each of the five objectives assessed (a-e) with 100% of majors in their senior year scoring above 5.7 on each objective, where 7 = very satisfactory.</p>	<p>1-5. Met criteria. There was minimal variability among evaluators. To continue to meet criteria, evaluators will be encouraged to include argumentation skills and writing skills.</p>

Continued from Previous Page	<p>Learning Outcome #4: Students will understand the types and impact of sexism, prejudice, and discrimination relevant to the course subject matter.</p>	interconnections among different types of social stratification and cultural diversity;		
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Expanded Statement of Institutional Purpose	Intended Outcome/objective	Assessment Criteria, Standards & Procedures	Outcome Assessment Results	Use of Results
	<p>Learning Outcome #5: Graduates of the program will be able to write a clear, well-reasoned paper incorporating skills of analysis or synthesis at a high level, making use of multiple source materials (including, but not limited to internet resources)</p> <p>Learning Outcome #6: Preparedness for graduate school or job market. Women's Studies students will receive high quality academic advising, general career guidance, mentorship, opportunities to conduct and present research. oral speaking skills, and web-based skills.</p>	<p>d. Knowledge of the experiences and achievements of women appropriate to the subject matter;</p> <p>e. Understanding of the types and impact of sexism, prejudice, and discrimination;</p> <p>f. Good use and knowledge of various research techniques and sources.</p> <p>6. Percentage of Women's Studies majors participating in the annual student conference, other conferences, and/or publication of research in the Women's Studies Student Journal <i>Making Waves</i>. Most (60%) of Women's Studies majors will have presented their work at a conference or published a research paper in the student</p>	<p>6. Approximately 38% of graduates had presented their work at a conference or published a research paper in the student journal.</p>	<p>6. Students will be encouraged to present their work at the student conference and publish it in the student journal before graduating.</p>

		journal.		
	Learning Outcome #7: Students will obtain oral presentation skills.	7. Percentage of majors who complete an oral presentation requirement (either one course with an oral presentation requirement or presentation of work at a conference). Most (90%) of Women's Studies majors will have completed a course with an oral presentation requirement or presented a paper at a conference.	7. 95% of our graduates (20 out of 21) were found to have completed a course with an oral presentation requirement or presented their work at a conference.	7. Met criterion.
Expanded Statement of Institutional Purpose	Intended Outcome/objective	Assessment Criteria, Standards & Procedures	Outcome Assessment Results	Use of Results
	Learning Outcome #8: Students will obtain skills using the internet.	8. Percentage of majors completing a web-based or web-assisted course. Most (90%) of Women's Studies majors will have completed a course with a web-based requirement.	8. Our findings show that 90% of our students completed a course with a web-based requirement, showing proficiency in computer and internet skills.	8. Met criterion.
	Learning Outcome #9: Students will be encouraged to perform service related to women, gender, and/or social justice through an internship or service learning course in order to understand the connection between academic learning and practice and to obtain practical skills.	9. a. Percentage of senior majors that participated in an internship or a course requiring a service learning component. Most (70%) of majors will complete an internship or service learning course. 9. b. Independent evaluation by a faculty panel of a random selection of papers of WS majors submitted to fulfill the	9a. About 24% of our graduates participated in our newly developed internship program. 9b. All graduates (100%) who participated in the internship program received highly satisfactory ratings from their site supervisor and faculty supervisor.	9a. Students will be more fully informed of the availability of the newly established internship program. 9b. Met criterion based on independent faculty panel who evaluated students' portfolio for the internship.

		<p>academic requirements for the service course or component.</p> <p>Most (90%) students who perform service in an internship or course will achieve satisfactory or highly satisfactory ratings on the independent faculty panel's evaluation of ability to integrate theory and practice and attainment of practical skills.</p>		
Expanded Statement of Institutional Purpose	Intended Outcome/objective	Assessment Criteria, Standards & Procedures	Outcome Assessment Results	Use of Results
	<p>Learning Outcome #10: Students will be satisfied with their educational experience and achieve postgraduate success.</p>	<p>10. An exit survey will be distributed to all majors and certificate earners to assess satisfaction with the program. Most (80%) of majors will express high or very high satisfaction with the program of study.</p> <p>Percentage of students going to graduate school will be assessed. Job classification and level of responsibility of students' jobs postgraduation will be evaluated. Half or more majors who apply to graduate school will be accepted into graduate school.</p> <p>A majority of majors (70%) who take jobs postgraduation will be in positions that</p>	<p>10. About 40% of graduating majors responded to the exit survey. About 90% indicated very high satisfaction with the program.</p>	<p>10. Met criterion in terms of satisfaction. The criteria will be revised to assess satisfaction with the skills and knowledge they obtained in the program. Other criteria will be revised because it is difficult to assess outcomes for students immediately following their graduation.</p>

		complement their undergraduate training, that will require increasing levels of responsibility, and that contribute to society.		
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