Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Programs and Academic Assessment
110 Kerr Admin -- Oregon State University

For instructions, see http://oregonstate.edu/ap/curriculum/cati.html. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check one:

**Full Proposal**
- [ ] New degree program
- [ ] New certificate program or administrative unit
- [ ] Major change in existing program
- [ ] Establishment of a new College or Department

**Abbreviated Proposal**
- [ ] Rename of an academic program or unit
- [ ] Reorganization – moving responsibility for an academic program from one unit to another
- [ ] Merging or splitting an academic unit
- [ ] Termination of an academic program or unit
- [ ] Suspension or reactivation an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (737-3437).

For requests to offer existing certificate and degree programs at new locations, use the New Location Request Form available on the Web: http://www.ous.edu/aca/aca-forms.html

Title of Proposal: Major in Women Studies

Department/Program: Women Studies

College: CLA

Effective Date: Fall 08

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees:

Susan M. Shaw 3/6/08
Sign (Dept Chair/Head; Director) Date

Larry D. Roper 3-6-08
Sign (Dean of College) Date

Susan M. Shaw
Print (Department Chair/Head; Director)

Larry D. Roper
Print (Dean of College)
Proposal for the Initiation of a New Instructional Program
Leading to the BA/BS in Women Studies

Oregon State University
College of Liberal Arts
Women Studies Program

Description of Proposed Program

1. Program Overview

a. Proposed CIP number: 05.0207

b. Provide a brief overview (approximately 1-2 paragraphs) of the proposed program, including a description of the academic area and a rationale for offering this program at the present time. Please include a description of any related degrees, certificates, or subspecialties (concentrations, areas of special emphasis, etc.) that may be offered now or in the foreseeable future.

The Women Studies Program at Oregon State University proposes to offer a major in Women Studies in response to increased student interest and the University’s emphasis on issues of diversity, student engagement, social justice, and social responsibility. Currently, Women Studies offers an undergraduate minor, undergraduate certificate, undergraduate liberal studies emphasis, graduate minor, and graduate primary and secondary areas in the MAIS. In recent years, Women Studies has grown, both in the numbers of students in WS courses and in the number of courses offered. The Program now offers a sufficient number of courses to provide an outstanding major. Women Studies is also planning to propose an MA in the very near future as demand for graduate courses and degrees has also grown.

The major in Women Studies will allow students to develop a complex understanding of the workings and intersections of gender with race/ethnicity, social class, sexual identity, age, ability, religion, and other forms of difference. We anticipate that many of our students will continue on with graduate studies in Women Studies, as our minors currently do. The major will also prepare students for successful and effective careers in areas of social justice advocacy and direct services. The major will also be beneficial for students who go into other kinds of work because it will provide them with a lens of gender/race/class with which to view issues and work for social change within their workplace and other areas of society.

c. When will the program be operational, if approved?

Fall 2008
2. Purpose and Relationship of Proposed Program to the Institution's Mission and Strategic Plan

a. What are the objectives of the program?
   - To enhance students’ ability to think critically about issues of difference, power, and privilege
   - To help students develop skills to effect social change
   - To prepare students for graduate-level study of women and eventual careers in academia
   - To prepare students to work in a diverse, global environment
   - To prepare students for careers in social justice/social change agencies, particularly those serving women
   - To prepare students to bring a gender/social justice/social change perspective to any work environment, such as healthcare, engineering, etc.

b. How does the proposed program support the mission and strategic plan of the institution(s)? How does the program contribute to attaining long-term goals and directions of the institution and program?

A major in Women Studies is well aligned with the mission and strategic plan of Oregon State University. In its mission, the University lists as its core values accountability, diversity, integrity, respect, and social responsibility. Each of these values is at the heart of Women Studies as a discipline. While gender is the primary focus of Women Studies, each course and the discipline as a whole always examines gender in light of intersectionality, and so race/ethnicity, social class, sexual identity, ability, age, and religion are also integral components of critical analysis of gender. The history of Women Studies as a discipline and as an academic unit at OSU is also one of support and advocacy for marginalized groups and persons. Women Studies grew out of the Women’s Movement as its academic arm and has thus seen the academic and social enterprises as inherently and inextricably linked. Women Studies teach students both to think critically about issues of gender and to work in the world as responsible and engaged citizens. A major in Women Studies will publicly enhance the University’s commitment to diversity, social responsibility, and civic engagement and will help build local and state leaders who can respond to social needs through direct service and public policy formation.

As a unit of the College of Liberal Arts, Women Studies is well positioned to bring prominence to the University in the thematic area of arts and sciences. The Women Studies Program at OSU is one of the oldest in the nation, founded in 1972. Faculty members in Women Studies have authored one of the best-selling textbooks for introductory Women Studies courses that is used nationally and internationally. Additionally, the Women Studies Program has more than 50 Program Faculty from throughout the University who bring well-recognized scholarship and excellent teaching to the Program’s national reputation. By adding a major, the Program will take an essential step toward becoming a leading Women Studies program.
c. How does the proposed program meet the needs of Oregon and enhance the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities?

In Oregon, one out of every eight women will be physically assaulted by her partner. One in four women will be sexually assaulted in her lifetime (Center Against Rape and Domestic Violence). In 2005, the Oregon Department of Human Services reported 1,060 cases of sexual abuse of children under 18 in the state. Of those victims, 80.2% were female. More than 3,000 women were housed in domestic violence shelters in Oregon in 2005. They brought almost 2,800 children with them into shelter. Almost 1,300 rapes were reported in Oregon in 2005. According to an OSU Extension Service report, “A Portrait of Poverty in Oregon,” 92% of families on welfare in Oregon are headed by single mothers, and, in Oregon, women earn 69.6¢ on the dollar compared with men. Nationally, women earn 72.3¢ on the dollar compared with men. Thirty percent of the households headed by single women in Oregon live below the poverty level, almost twice the rate for households headed by single men.

Undoubtedly, the detrimental effects of gender hierarchy and sex discrimination are apparent in Oregon. The discipline of Women Studies explores and explains the root causes of gender oppression (including its intersections with racism, classism, heterosexism, ethnocentrism, ageism, and ableism) and offers concrete solutions for bringing about social change. A major in Women Studies will benefit the state of Oregon by producing students who are able to analyze Oregon’s social problems and provide effective responses for addressing issues such as domestic violence, sexual assault, the feminization of poverty, workplace discrimination and harassment, child abuse and neglect. OSU’s major in Women Studies will develop leaders and educators who can provide vision and strategy for social responsibility and empowerment within the state and local communities.

3. Course of Study

a. Briefly describe proposed curriculum. (List is fine.)
   i. Slash courses (i.e., 400/500-level) should be listed as such.
   ii. Include course numbers, titles, credit hours.

Proposal for an Undergraduate Major in Women Studies

REQUIRED CORE COURSES (33 credits)
WS 223 Women: Self & Society (3)
WS 224 Women: Personal & Social Change (3)
WS 270 Violence against Women (3)
WS 280 Global Women (3)
WS 340 Gender & Science (3)
WS 406 Senior Project (3)
WS 410 Internship (3)
WS 414 Systems of Oppression in Women’s Lives (3)
WS 416 Theories of Feminism (3)
WS 460 Women & Sexuality (3) [WS 460 will become our WIC course. Cat II proposal in process]
WS 480 International Women (3)

**ELECTIVES (18 credits)**

<table>
<thead>
<tr>
<th>WS Electives (Choose a minimum of 2 courses)</th>
<th>Program Course Electives (Choose a minimum of 2 courses)</th>
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<tbody>
<tr>
<td>*WS 240 Women &amp; Sport (3) *#2829</td>
<td>ANTH 370 Family, Gender and Generation (3)</td>
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<tr>
<td>*WS 380 Muslim Women (3) *#3061</td>
<td>ANTH 473 Gender, Ethnicity, Culture (3)</td>
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<td>WS 402 Independent Study (3)</td>
<td>COMM 432 Gender &amp; Communication (3)</td>
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<td>WS 417 Feminist Philosophies (3)</td>
<td>ENG 362 American Women Writers (3)</td>
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<td>WS 420 Hate, Resistance, &amp; Reconciliation</td>
<td>ENG 416 Power and Representation (3)</td>
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<td>(3)</td>
<td>ENG 497 International Women’s Voices (3)</td>
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<td>WS 495 Feminist Theology &amp; Spirituality</td>
<td>ENG 498 Women and Literature (3)</td>
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<td>(3)</td>
<td>ES 437 Gender Issues in Asian American Studies (3)</td>
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<td>WS 490 Self Esteem &amp; Personal Power (3)</td>
<td>ES 457 Literature by Women of Color in the United</td>
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<td>WS 499 Women, Weight, &amp; Eating Disorders (3)</td>
<td>States (3)</td>
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<td>Alliances (3)</td>
<td>(3)</td>
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<td>WS 199 Topics (3)</td>
<td>H 474 Public Health &amp; Violence in Society (3)</td>
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<td>WS 299 Topics (3)</td>
<td>HDFS 440 Families &amp; Work (3)</td>
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<tr>
<td>WS 399 Topics (3)</td>
<td>HDFS 444 Family Violence &amp; Neglect (4)</td>
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<td>WS 499 Topics (3)</td>
<td>HDFS 447 Families &amp; Poverty (4)</td>
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<td>Online Courses:</td>
<td>HST 362 Women in United States History (3)</td>
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<td>WS 230 Women in the Movies (3)</td>
<td>HST 368 Lesbian and Gay Movements in Modern America (3)</td>
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<td>*WS 235 Global Women in the Movies (3) #2841</td>
<td>HST 432 History of Sexuality (3)</td>
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<td>WS 320 Gender &amp; Technology (3)</td>
<td>HST 496 Gender, Family &amp; Politics in Chinese History (3)</td>
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<tr>
<td>*WS 240 Women &amp; Sports (3) *#2829</td>
<td>PS 317 Gender &amp; Politics (4)</td>
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<td>WS 450 Ecofeminism (3)</td>
<td>PS 363 Gender and Race in American Political</td>
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<td>Thought (4)</td>
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<td>PS 425 Gender &amp; Law (4)</td>
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<td></td>
<td>PSY 426 Gender Differences (3)</td>
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<td>PSY 456 Social Development (3)</td>
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<td>*currently in Cat II process</td>
<td>SOC 312 Sociology of the Family (4)</td>
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<td>SOC 430 Gender &amp; Society (4)</td>
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<td>SOC 466 International Development: Gender Issues (4)</td>
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<td></td>
<td>SOC 480 Environmental Sociology (4)</td>
</tr>
</tbody>
</table>
b. Describe new courses. Include proposed course numbers, titles, credit hours, and course descriptions.

N/A

c. Provide a discussion of any nontraditional learning modes to be utilized in the new courses, including, but not limited to: (1) the role of technology, and (2) the use of career development activities such as practica or internships.

N/A

d. What specific learning outcomes will be achieved by students who complete this course of study?

Students who complete a major in Women Studies at Oregon State University will be able to:

- analyze and explain the diversity of women’s lives and experiences
- identify and explain key feminist theories and issues
- analyze current social and political situations from feminist perspectives
- synthesize feminist research and theories with contemporary social problems in order to offer effective strategies for change
- offer leadership in social change agencies and movements

4. Recruitment and Admission Requirements

a. Is the proposed program intended primarily to provide another program option to students who are already being attracted to the institution, or is it anticipated that the proposed program will draw students who would not otherwise come to the institution?

A major in Women Studies will primarily draw from students who are already attracted to OSU, particularly those who may have previously elected to complete a liberal studies major with an emphasis in Women Studies or minors who would really prefer a Women Studies major. While the Women Studies major may attract some students who would not otherwise have attended OSU, the Program anticipates that most students will discover the major once they arrive on campus. Few high school students are even aware of Women Studies as a discipline. Most college students discover it when they take a baccalaureate core course in Women Studies and get excited about the content. These are the students who are now our minors and liberal studies students, and they are the ones who are asking for a major in Women Studies.

b. Are any requirements for admission to the program being proposed that are in addition to admission to the institution? If so, what are they?
c. Will any enrollment limitation be imposed? If so, please indicate the specific limitation and its rationale. How will students be selected if there are enrollment limitations?

No, but see 6(c). Resources are adequate to handle the anticipated number of majors.

5. Accreditation of the Program

a. If applicable, identify any accrediting body or professional society that has established standards in the area in which the proposed program lies.

N/A

b. If applicable, does the proposed program meet professional accreditation standards? If it does not, in what particular area(s) does it appear to be deficient? What steps would be required to qualify the program for accreditation? By what date is it anticipated that the program will be fully accredited?

N/A

c. If the proposed program is a graduate program in which the institution offers an undergraduate program, is the undergraduate program accredited? If not, what would be required to qualify it for accreditation? If accreditation is a goal, what steps are being taken to achieve accreditation?

N/A

Need

6. Evidence of Need

a. What evidence does the institution have of need for the program? Please be explicit. (Needs assessment information may be presented in the form of survey data; summaries of focus groups or interviews; documented requests for the program from students, faculty, external constituents, etc.)

A student needs assessment was conducted in 2007, and 403 students responded. Almost all of the respondents were full-time students, and most were 18-30 years old. Three quarters of the respondents were white; 308 were women. Slightly more than half were either first or second year students. More than three quarters had taken one or more Women Studies classes.
Almost 60% of the respondents (241) reported being “somewhat interested” or “very interested” in participating in a Women Studies major. 315 respondents indicated that they believed a Women Studies major would be “somewhat useful” or “very useful” for their personal and professional needs. 53 respondents said employment purposes or job advancement would be the most important reason for pursuing a Women Studies major; 236 reported self fulfillment or personal development as the most important reason.

b. Identify statewide and institutional service-area employment needs the proposed program would assist in filling. Is there evidence of regional or national need for additional qualified individuals such as the proposed program would produce? If yes, please specify.

A statewide needs assessment was conducted among non-profit agencies likely to be served by students with a Women Studies major. 38 agencies returned surveys. Of these, 24 reported a great deal of interest in having a Women Studies major at OSU, and 8 reported they were “somewhat” interested. 24 also reported that they believe the major would be “very useful” for professional training and development of employees in their agencies, and 8 reported the proposed major would be “somewhat useful.” Most of these agencies anticipate some job growth in the next 5-10 years, and most believe that a Women Studies major at OSU would help meet their personnel needs.

c. What are the numbers and characteristics of students to be served? What is the estimated number of graduates of the proposed program over the next five years? On what information are these projections based?

Based on the needs assessment, the number of current WS minors and liberal studies emphasis students, and requests from students, we anticipate 10-15 majors in the first year (2008-2009), growing to 50 majors in the next five years. We anticipate graduating 8-12 majors each year.

d. Are there any other compelling reasons for offering the program?

By offering a major, OSU’s Women Studies Program will also grow in national visibility and stature. Within the National Women’s Studies Association, an undergraduate major is becoming the norm for well developed programs/departments.

e. Identify any special interest in the program on the part of local or state groups (e.g., business, industry, agriculture, professional groups).

Because Women Studies concentrates on issues of diversity and social justice, non-profit agencies serving traditionally marginalized groups (women, children, people of color, LGBT people, people with disabilities, the elderly, the poor) will benefit in terms of potential employees, volunteers, interns, and advocates. See attached letter of support from the Center Against Rape and Domestic Violence.
f. Discuss considerations given to making the complete program available for part-time, evening, weekend, and/or placebound students.

The program is not fully available for students who cannot attend some classes during the regular class day. Many of our courses, however, are offered online, in the evenings, one day a week, or in intensive summer sessions, making accommodation for students who can make some but not all classes during the regular day schedule.

Outcomes

7. Program Evaluation

a. How will the institution determine the extent to which the academic program meets the objectives (section 2a) previously outlined? (Identify specific post-approval monitoring procedures and outcome indicators to be used.)

As outlined above, program objectives center on educating students to think critically about difference, power, and privilege, and to develop skills to effect social change. The major prepares students for graduate-level study, for careers in social change agencies, and to bring a gender justice perspective into the work environment. These objectives will be monitored through exit interviews completed with students at the time of graduation, and through data collection on student activities after graduation.

b. How will the collected information be used to improve teaching and programs to enhance student learning?

Exit interviews (a) ask students to evaluate their education in Women Studies against the breadth of program objectives; and (b) collect data on students’ postbaccalaureate plans with a focus on the fit between program objectives in terms of student growth and development and individual plans for the future.

Information about students’ school and work plans will be obtained through questionnaire completion at 2 year, 5 year, and 10 year intervals. Questions ask students to report their current work or school situation, discuss future plans, and reflect on the success of the degree program in terms of preparation for present and future roles.

8. Assessment of Student Learning

a. What methods will be used to assess student learning? How will student learning assessment be embedded in the curriculum?

Learning outcomes for the Women Studies major include being able to:

(a) Identify and explain the diversity of women’s lives and experiences. 
Assessed through satisfactory completion of the WS 223, WS 280, and WS 480. These course survey women’s lives and experiences nationally and transnationally.
(b) Analyze current social and political situations from feminist perspectives. Assessed through satisfactory completion of WS 416 “Theories of Feminism” and the integration of feminist issues and problems in WS 406 Senior Project.
(c) Synthesize feminist research and theories with contemporary social problems in order to offer effective strategies for change. Assessed through satisfactory completion of WS 224 “Women: Personal and Social Change” and through internship opportunities to apply classroom knowledge to issues in wider society.
(d) Articulate how institutions in society affect individuals, identifying patterns of privilege and discrimination in their own lives. Assessment of the relationship between social structure/personal lives is made through evaluation of the critical autobiography project, assigned in WS 414 “Systems of Oppression in Women’s Lives.”

b. What specific methods or approaches will be used to assess graduate (completer) outcomes?

WS 406 Senior Project provides the opportunity to integrate themes and issues from the core curriculum. This project requires students to apply the knowledge about the relationship between social structure and individual lives (known in Women Studies as ‘the personal is political’) and integrate scholarship presented from core coursework. Assessment of the senior project uses the following rubric that closely parallels both program objectives and learning objectives in Women Studies:

1. Demonstrated understanding of core concepts shown by nuanced definitions, history of development of concept, contemporary representation in society.
2. Demonstration of interaction between concepts (e.g. relationship between sexism and heterosexism) shown by understanding of present conditions and possible outcomes.
3. Articulation of personal biography through lens of scholarship as shown by willingness to reflect on everyday life in past and present.
4. Demonstration of knowledge of research in field as shown through integration of core scholarship, citations and reference.
5. Demonstration of good writing skills as shown by coherence, organization, grammar, and referencing; and/or creative project with artist statement about choice of medium, image representation, etc.

c. Is a licensure examination associated with this field of study?

No

Integration of Efforts

9. Similar Programs in the State

a. List all other closely related OUS programs.
A Women Studies major is offered at Portland State University and the University of Oregon. A minor is offered by Southern Oregon University and Eastern Oregon University.

b. In what way, if any, will resources of other institutions (another OUS institution or institutions, community college, and/or private college/university) be shared in the proposed program? How will the program be complementary to, or cooperate with, an existing program or programs?

OSU’s Women Studies program already has good relationships with other WS programs in the state. We cooperate with them, as well as institutions in Washington, Montana, and Alaska to sponsor an annual Northwest Women’s Studies meeting.

c. Is there any projected impact on other institutions in terms of student enrollment and/or faculty workload?

No. See attached letters of support from the University of Oregon, Portland State, Southern Oregon, and Eastern Oregon.

Resources

10. Faculty

a. Identify program faculty, briefly describing each faculty member’s expertise/specialization. Separate regular core faculty from faculty from other departments and adjuncts. Collect current vitae for all faculty, to be made available to reviewers upon request.

Core Faculty
Susan M. Shaw, Associate Professor, Director
  Gender, Race, Class; Feminist Theology
Janet Lee, Professor
  Feminist Theories and Research Methodologies, Women’s History, Sociology
Patti Watkins, Associate Professor
  Clinical Health Psychology, Women’s Health
Patti Duncan, Associate Professor
  Women of Color Issues, Global Feminisms
*Faiza al-Saaidi, Instructor
  Middle Eastern Feminisms, Global Issues for Women
*Mehra Shirazi, Instructor
  Global Issues for Women, Women’s Health

*Both Faiza al-Saaidi and Mehra Shirazi participate in teaching in the Women Studies Program on an on-going basis. Currently, each teaches one course per term for WS.
Program Faculty
Tracy Bentley-Townlin, Director, Disability Services
   Education
Judith Bowker, Associate Professor
   Speech Communication
Sally Bowman, Associate Professor
   Human Development and Family Sciences
Mariette Brouwers, Associate Professor
   Counseling
Leslie Burns, Professor
   Apparel
Michelle Bothwell, Associate Professor
   Bioengineering, Engineering Ethics
Bradley Cardinal, Associate Professor
   Exercise and Sport Science
Courtney Campbell, Professor
   Ethics, Religious Studies
Elizabeth Campbell, Associate Professor
   English
Mina Carson, Associate Professor
   History, Women’s History, LGBT History
Marisa Chappell, Assistant Professor
   History
Loren Chavarria, Senior Instructor
   Foreign Languages and Literatures, Spanish
Melissa Cheyney, Assistant Professor
   Anthropology
Sharyn Clough, Assistant Professor
   Philosophy
Donna Champeau, Associate Professor
   Women’s Advancement and Gender Equity, Public Health
Lori Cramer, Associate Professor
   Sociology, Environmental Sociology
Jon Down, Associate Professor
   Business
Lisa Ede, Professor
   English, Writing and Rhetoric
Mary Flahive, Associate Professor
   Mathematics
Sally Gallagher, Professor
   Sociology, Sociology of Religion, Gender & Development
Kay Garcia, Associate Professor
   Spanish
Joan Gross, Professor
   Anthropology
Kate Halischak, Director
Academic Services for Student Athletes, Feminist Literary Criticism

Marie Harvey, Professor
Public Health

Charlotte Headrick, Professor
Theater, Directing

Anita Helle, Associate Professor
English, Literature

Sarah Henderson, Associate Professor
Political Science

Madronna Holden, Adjunct Instructor
Ecofeminism

Michelle Inderbitzen, Associate Professor
Sociology, Criminal Justice

Hung-Yok Ip, Associate Professor
History

Sunnil Khanna, Associate Professor
Anthropology

Andrea Marks, Associate Professor
Graphic Arts

Joe McGuire, Associate Professor
Bioengineering

Kathleen Moore, Professor
Philosophy, Environmental Philosophy

Kurt Peters, Associate Professor
Ethnic Studies, Native American Studies

Dwaine Plaza, Associate Professor
Sociology

Clara Pratt, Professor
Human Development

Laura Rice, Professor
English, Literature

Lani Roberts, Assistant Professor
Philosophy, Moral Philosophy and Ethics

Nancy Rosenberger, Professor
Anthropology

Patti Sakurai, Assistant Professor
Ethnic Studies, Asian American Studies

Aurora Sherman, Assistant Professor
Psychology

Court Smith, Professor
Anthropology

Rorie Spill, Associate Professor
Political Science

Brent Steel, Professor
Political Science
b. Estimate the number, rank, and background of new faculty members who would need to be added to initiate the proposed program in each of the first four years of the proposed program's operation (assuming the program develops as anticipated). What commitment does the institution make to meeting these needs?

No new faculty will be needed.

c. Estimate the number and type of support staff needed in each of the first four years of the program.

No new support staff will be needed.

11. Reference Sources

a. Describe the adequacy of student and faculty access to library and department resources (including, but not limited to, printed media, electronically published materials, videotapes, motion pictures, CD-ROM and online databases, and sound files) that are relevant to the proposed program (e.g., if there is a recommended list of materials issued by the American Library Association or some other responsible group, indicate to what extent access to such holdings meets the requirements of the recommended list).

See attached library assessment.

b. How much, if any, additional financial support will be required to bring access to such reference materials to an appropriate level? How does the institution plan to acquire these needed resources?

The library recommends relying on Summit for the next few years to provide access to additional monographs. Then the library can add additional titles from gift funds to enhance the collection.

The library will drop the database Contemporary Women's Issues and use gift funds from the Bassett Memorial Collection to purchase a new database, Women's Studies International (WSI). Although WSI isn't as strong as Gender Studies, it will be a
significant improvement and will provide access to a broader range of Women Studies journal literature—including citation access to the journal Violence Against Women. The library will provide InterLibrary Loan access to Women's Studies An Inter-disciplinary Journal for the next few years and then re-evaluate the need for acquiring this title based on Interlibrary Loan requests.

The library assessment concludes that the library does have resources that are marginally adequate to support the major.

12. Facilities, Equipment, and Technology

a. What unique resources (in terms of buildings, laboratories, computer hardware/software, Internet or other online access, distributed-education capability, special equipment, and/or other materials) are necessary to the offering of a quality program in the field?

N/A

b. What resources for facilities, equipment, and technology, beyond those now on hand, are necessary to offer this program? Be specific. How does the institution propose that these additional resources will be provided?

N/A

13. If this is a graduate program, please suggest three to six potential external reviewers.

N/A

14. Budgetary Impact

a. On the “Budget Outline” sheet (available on the Forms and Guidelines Web site), please indicate the estimated cost of the program for the first four years of its operation (one page for each year). The “Budget Outline Instructions” form is available on the Forms and Guidelines Web site, as well.

See attached.

b. If federal or other grant funds are required to launch the program, describe the status of the grant application process and the likelihood of receiving such funding. What does the institution propose to do with the program upon termination of the grant(s)?

N/A
c. If the program will be implemented in such a way as to have little or minimal budgetary impact, please provide a narrative that outlines how resources are being allocated/reallocated in order that the resource demands of the new program are being met. For example, describe what new activities will cost and whether they will be financed or staffed by shifting of assignments within the budgetary unit or reallocation of resources within the institution. Specifically state which resources will be moved and how this will affect those programs losing resources. Will the allocation of going-level budget funds in support of the program have an adverse impact on any other institutional programs? If so, which program(s) and in what ways?

Women Studies will be able to offer the major with little budget impact because the Program is already providing all of the courses that will be required for the major. We will spend some funds on developing promotional materials. These costs can be absorbed by the existing budget. Women Studies generates much of its funding beyond tenured faculty salaries through participation in e-campus and summer sessions. The Program uses these funds to hire instructors, support conference travel, and purchase resources for the Program. We will simply use some of these funds to cover new publicity materials. We will also use existing funds to provide a one course buy-out per year for a faculty member to serve as undergraduate coordinator. Should e-campus funds no longer be provided to departments, the Dean of the College of Liberal Arts has committed to provide the $3,000 needed for this buy-out.
To: Dan Dowhower

From: Becky Warner and Robert Frost, Co-chairs, Budgets and Fiscal Planning

Re: Category I Proposal for Women Studies

The Budgets and Fiscal Planning Committee reviewed the Category I Proposal for the BA/BS degree in Women Studies during the spring quarter of 2008. The turnover of the BFP committee resulted in no action taken until this term. We (co-chairs) sent a memo to Susan Shaw, Director of Women Studies summarizing the discussion of our group and requested some additional information from her (memo dated September 23, 2008). On October 30, 2008 Susan sent us an email indicating that she had revised her proposal in response to our requests (memo attached).

The BFP committee is satisfied with the revisions and believes this proposal is ready to move to the next stage. Please let us know if there are any questions.

Cc: Vickie Nunnemaker
September 23, 2008

To: Susan Shaw, Director
    Women Studies

From: Becky Warner, Co-Chair
      Budgets and Fiscal Planning Committee

The Budgets and Fiscal Planning Committee of the Faculty Senate met in the spring and reviewed the proposal for the BA/BS degree in Women Studies. We have several questions regarding the proposal that we would like to have answered prior to moving this on to the Curriculum Council. As soon as you are able, could you please revise your proposal to address the following issues:

1. There is no signature from the Dean of the College of Liberal Arts to show that the proposal has been reviewed by the College Curriculum Committee and has his support.
2. Budget information regarding the source of the $3,000 needed for the 0.1 FTE in instruction is missing. If this money is expected to come from E-Campus revenue, the committee would like your budget narrative to indicate the sustainability of this revenue source.
3. The library report indicates that $8,200 a year is required to enhance their holdings sufficiently, and they will provide $4,400 of this amount. The proposal does not say where the additional funds will come from. Again, if you anticipate revenue from E-Campus, the committee would like to know about its sustainability.

Once we’ve received the revised proposal, we will review it quickly so we can get it on up the chain. If you have any questions, feel free to contact me, or Robert Frost (Co-Chair).

Cc: Robert Frost, Co-Chair, BFP
    Dan Dowhower, Academic Programs
    Vickie Nunnemaker, Faculty Senate
Hi, Becky. As soon as I have the new CLA dean's signature, I will forward you the revised proposal for a WS major. To address the concerns of the budget committee, we have:

1. received a commitment from the CLA dean that, should WS no longer receive e-campus funding, the CLA will provide the $3,000 for buy-out for an undergraduate advisor;
2. negotiated with the library to find an alternative for the Gender Studies database (I have attached the email from the library to the proposal);
3. added Dr. Patti Duncan to our WS core faculty through a recent TFDI hire.

These changes are all reflected in the revised proposal.
Thank you.
Susan

Susan M. Shaw, Ph.D.
Director
Women Studies
Difference, Power, & Discrimination Program
Oregon State University
Corvallis, OR 97331
541-737-3082
Hi Susan,

I think we are finally squared away. Yay! Could we go with the following?

The library recommends relying on Summit for the next few years to provide access to additional monographs. Then the library can add additional titles from gift funds to enhance the collection.

The library will drop the database Contemporary Women’s Issues and use gift funds from the Basset Memorial Collection to purchase a new database, Women’s Studies International (WSI). Although WSI isn't as strong as Gender Studies, it will be a significant improvement and will provide access to a broader range of Women Studies journal literature—including citation access to the journal Violence Against Women. The library will provide InterLibrary Loan access to Women’s Studies An Inter-disciplinary Journal for the next few years and then re-evaluate the need for acquiring this title based on Interlibrary Loan requests.

The library assessment concludes that the library does have resources that are marginally adequate to support the major.

Questions, etc. let me know.

Jane

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Hi, Jane and Laurel. I’m hoping to resubmit our major proposal, and so I wanted to make sure we’re all squared away. Here’s what I’ve written in the proposal. Please let me know asap if this is ok. Thanks.

Susan

The library recommends additional monographs and journals, which they should be able to acquire with existing funds. They also recommend the Gender Studies database that would require additional funds ($3,780 annually). Even without the Gender Studies database, WS students should be able successfully to find necessary library resources through existing databases and access to Summit and interlibrary loan. Upon further discussion with the library, we have determined that the library can subscribe to the Women’s Studies International database. While this database is not as good as the Gender Studies database, the library considers it adequate for the major. The library assessment concludes that the library does have resources that are marginally adequate to support the major.
Hi Susan,

Yes, we should be able to proceed. Is that right, Laurel?

Jane

Hi, Jane. Just thought I'd check in and see if you'd been able to make this new strategy work so I can tell the budget committee we can proceed. Thanks so much for helping to make this work out for us!

Susan M. Shaw, Ph.D.
Director
Women Studies
Difference, Power, & Discrimination Program
Oregon State University
Corvallis, OR 97331
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Hi,

Great case for JFSRI! Thanks for sending.

Ok, with the database here's where we are at:
We got a quote yesterday from Ebsco for Women’s Studies International (WSI) which is a portion of the Ebsco’ Gender Studies Database. WSI costs $3,000, GS costs $3,900. Our current database Contemporary Women’s Issues (CWI) costs approx. $800. We are charged per search.

One strategy is to arrange funds like this:

Rely on Summit for the additional books needed to support the collection for the next few years. Take the gift money—the Bassett fund—we were going to use for books and apply it to a database. Currently the Bassett fund has $2300. If we drop CWI that gives us $800. If we combine these we could get WSI. WSI is not as good as Gender Studies but is considered better than CWI.

We’re working on getting a title list and trial of WSI so we can compare it to CWI.

How does this strategy sound?

Jane

From: Shaw, Susan
Sent: Tuesday, October 07, 2008 8:27 PM
To: Nichols, Jane
Subject: 2 questions

Hi, Jane. Did you get a chance to talk to the other librarians about the Gender Studies database?

Also, I’d like to make a case for keeping The Journal of Feminist Studies in Religion: 1) it’s the area I work in; 2) Just two years ago we added a bacc core course WS 4/595 Feminist Theology & Spirituality; 3) it’s not that expensive.

The second question is: Would the library be able to order these films from Women Make Movies: The Noble Struggle of Amina Wadud and They Call Me Muslim. I think they’re about $200 apiece. Thanks.

S