

MEMORANDUM

To: Board of Regents
From: Board Office
Date: April 10, 2000
Subject: Post-Audit Report for the Undergraduate Major (B.A. and B.S. degrees) in Women's Studies at Iowa State University

Recommended Action:

Refer the Post Audit Report to the Board Office and the Interinstitutional Committee on Educational Coordination for review and recommendation.

Executive Summary:

Regent policy (*Procedural Guide*, § 6.07) requires that a post-audit report be prepared for each new program five years after initial approval by the Board to (1) assess its progress during the five-year time period, and (2) ensure that the program is meeting original expectations. The program included today was presented for approval to the Board in 1995. The program appears to meet expectations which were defined at the time of its initial approval. The report will be reviewed by the Interinstitutional Committee on Educational Coordination and the Board Office and the results of these reviews will be reported next month.

This report addresses the following Key Result Areas (KRAs) and Objectives which are included in the Board's Strategic Plan:

KRA 1.0.0.0 Become the best public education enterprise in the United States.

Objective 1.1.0.0 Improve the quality of existing and newly created educational programs.

KRA 2.0.0.0 Provide access to educational, research, and service opportunities within the missions of the Regent institutions.

Objective 2.2.0.0 Evaluate annually and, where appropriate, make recommendations to meet relevant educational and service needs of the state.

KRA 4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

Objective 4.2.0.0 Improve the operational effectiveness and efficiency of the institutions.

Objective 4.4.0.0 Strengthen public understanding and confidence in the Board of Regents, its governance authority, and the programs and services of the institutions under its jurisdiction by measurable indicators of legislative outcomes and public support to be annually reported to the Board.

Background:

In 1995, Iowa State University received approval to implement an Undergraduate Major (B.A. and B.S. degrees) in Women's Studies in the College of Liberal Arts and Sciences. This program was designed to provide an interdisciplinary, integrated program of study that combines knowledge about women and gender from a wide range of disciplines in the humanities, social sciences, and natural sciences. The program, which has a strong emphasis on U.S. diversity and internationalization, serves to broaden students' vision of human experience in the best tradition of the liberal arts and sciences.

Analysis:

A preliminary review of the Post-Audit Report indicates that the program appears to meet the Board's criteria for Post-Audit Review. Following referral by the Board, a comprehensive review of the report will be undertaken by the Interinstitutional Committee on Educational Coordination and the Board Office.

Attached are the responses to the Board of Regents Post-Audit Review questions.

Diana Gonzalez

Approved: _____
Frank J. Stork

DATE: April 2000

TO: Board of Regents, State of Iowa

FROM: Iowa State University

ACTION REQUESTED: Acceptance of the post-audit report for the Undergraduate Major in Women's Studies in the College of Liberal Arts and Sciences at Iowa State University.

The post-audit report for the Undergraduate Major (B.A. and B.S. degree) in Women's Studies has been approved by the Faculty Senate Curriculum Committee as well as by the Dean of the College of Liberal Arts and Sciences and the Provost. The report concludes that the program is meeting the objectives for which it was created. The program serves to broaden students' vision of human experience in the best tradition of the liberal arts and sciences. Furthermore, the existence of the program is an integral part of the university's effort to meet its multicultural and interdisciplinary goals.

Based on the review, the university faculty and administration recommend that the program be given full approval for continuation.

December 17, 1999

TO: LAS Curriculum Committee

FROM: Jill M. Bystydzienski, ^{JMB}
Director
Women's Studies Program

RE: Regents Post-Audit Review of the
Women's Studies Major

The Women's Studies Major was approved by the Representative Assembly of the College of Liberal Arts and Sciences in April 1994 and by the Board of Regents in the fall of 1995. Students who have participated in the program as majors and the faculty who have been teaching the core and cross-listed Women's Studies courses have found the experience to be highly rewarding and energizing.

For me, as the new director of the program, the existence of the Major has provided a focal point for bringing together faculty from throughout the university to discuss and review the curriculum and directions for the program. Since the Major allows for the development of a rigorous and integrated program of study, it acts as a catalyst for faculty development, the creation of new course offerings, and the involvement of graduate students. Having the Major already in place has made it possible for me to gain the support of about 50 faculty members from at least 18 departments and almost all the colleges in the university. There is increased interest by the faculty in teaching Women's Studies courses, in doing research on women and gender, and in participating in Women's Studies seminars, conferences and discussions.

The Major has allowed the Women's Studies Program to expand its course offerings and impact on campus. Because the Women's Studies Program did not acquire a full-time director until last year, the major did not have the visibility on campus that it needed to draw a substantial number of students. Although the number of the majors is still small, hundreds of non-majors take the core courses and generally report high levels of satisfaction. Since a number of the core courses have U.S. diversity and international content, many students are exposed to topics that broaden their views of humanity and global issues.

The Major is an integral component of the Women's Studies Program at ISU. I believe that its status is healthy and it has made serious and positive contributions to the College of Liberal Arts and Sciences and the University.

Iowa State University
New Program Approval Procedures
(Curriculum, Major, Minor, Degree)

Regents Post-Audit Review Questions

Program Title: Women's Studies Undergraduate Major
Administrative Unit: Women's Studies Program - Cross Disciplinary Studies
College: Liberal Arts & Sciences

Introduction

Indicate how the program has met the educational and curricular needs of students, other units in the university, the state, and nation. If appropriate, discuss how the program interacts with related programs/units within the university, other institutions, industry, government, and/or citizens of Iowa.

The Women's Studies Major provides an interdisciplinary, integrated program of study that combines knowledge about women and gender from a wide range of disciplines in the humanities, social sciences, and the natural sciences. In doing so, it meets the goal of the College of Liberal Arts and Sciences and Iowa State University of integrating separate parts of learning and demonstrating the connectedness between various disciplines and methods of study. The program allows students to combine at least five from among eight core courses with a minimum of five from among more than twenty-five cross-listed courses that have originated in more than fifteen different departments throughout the university. The Major also provides a strong emphasis on U.S. diversity and internationalization. Several of the courses required for the Major have U.S. diversity and international designations. The Program serves to broaden students' vision of human experience in the best tradition of the liberal arts and sciences and increases employment as well as graduate school opportunities by providing students with critical and analytical skills that prepare them for entry into a wide variety of fields after graduation.

1. Program Availability

- a. Is this program now available in other Regent universities or in other colleges and universities in Iowa?

This program is not available in other Regent universities nor in other colleges and universities in Iowa. While minors in Women's Studies have been implemented in several Iowa institutions of higher learning, and an individual major may be taken at a few of the institutions, this is currently the only formal undergraduate major program in the state of Iowa.

- b. If so, has the availability of other similar programs changed in the last five years? Do existing programs in Iowa have the capacity to meet student demand and the demand for graduates? Not applicable
- c. What are the similarities and differences among programs in this general area at Iowa institutions? What distinguishes this program from similar programs at other Iowa institutions? Not applicable

- d. What interactions are there between this program and similar programs at other Iowa institutions?

In October of 1999, the Women's Studies Program at ISU hosted a meeting of Women's Studies programs in Iowa. Representatives of five institutions of higher learning (University of Iowa, Northern Iowa University, Drake University, Luther College, and St. Ambrose College) as well as ISU, attended the meeting and decided to continue to meet and to share information. One outcome of this increased contact and cooperation is that Women's Studies majors at ISU will have more information regarding the graduate Women's Studies programs at University of Iowa and Northern Iowa University, and for some the major at ISU will become an avenue for entrance into those programs.

2. Enrollment

a. Enrollment

Provide the actual fall semester enrollment in the program for the last four years and the current year, and estimate enrollment for the next three years.

	Year 1	Year 2	Year 3	Year 4	Current Year	Year 6	Year 7	Year 8
1) Total majors in program (Fall semester enrollment)	<u>0</u>	<u>8</u>	<u>9</u>	<u>7</u>	<u>12</u>	<u>15</u>	<u>18</u>	<u>22</u>
2) Non-major enrollment in program courses (fall and spring semesters):								
Core Courses	<u>412</u>	<u>333</u>	<u>360</u>	<u>376</u>	<u>393</u>	<u>420</u>	<u>450</u>	<u>475</u>
Cross-Listed Courses	<u>740</u>	<u>785</u>	<u>793</u>	<u>809</u>	<u>831</u>	<u>860</u>	<u>900</u>	<u>925</u>
Totals:	<u>1152</u>	<u>1180</u>	<u>1153</u>	<u>1185</u>	<u>1244</u>	<u>1280</u>	<u>1350</u>	<u>1400</u>

- 3) Estimate the number of Iowa residents and the number of international students who have enrolled in the program (by percentage of total number of declared majors)
80% Iowa residents, 10% International Students
- 4) If the actual enrollment figures for the last four years differ markedly from those projected in the original program proposal, indicate the factors, which may have led to the disparity.

The enrollment figures projected for Women's Studies majors in the Proposal for Women's Studies Major (August, 1993) differ from the actual figures. The proposal projected that by year 1997-98 there would be 15-20 majors. However, currently there are 12 majors and this is a substantial increase over last year when there were only 7. This disparity can be explained mainly by the fact that the Women's Studies Program did not have the leadership or the resources to promote the new major until the fall of 1998 when a full-time director was hired. Between 1994 and 1998 much of the attention of the Women's Studies chair was devoted to maintaining the program on a tiny budget and making a case for a full-time director. The program was essentially "on hold" until the new director was hired and assumed duties in the fall of 1998. As indicated, the number of majors has increased, as has general enrollment in the Women's Studies core and cross-listed courses. The number of minors also has increased significantly in the last two years.

from about 15 to 30. Since most of the current majors are former Women's Studies minors, the growing number of minors is an indicator that the majors' numbers are likely to increase in the future. Also, during the last two academic years, incoming students have started to declare the Women's Studies major.

b. *Dropouts*

- 1) How many "dropouts" can be identified for this program over the last five years? [Consider "dropouts" in this context to be only those students who voluntarily left the program.]

Year 1	Year 2	Year 3	Year 4	Current Year
<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>1</u>

- 2) What reasons were given by "dropouts" for leaving the program?
Personal; unrelated to program

3. Graduation and Placement Information

- a. Indicate the number of graduates of the program each of the previous four years and estimate the number that will complete the program this year and each of the next three years.

Year 1	<u>0</u>	Current Year	<u>2</u>
Year 2	<u>0</u>	Year 6	<u>3</u>
Year 3	<u>5</u>	Year 7	<u>5</u>
Year 4	<u>2</u>	Year 8	<u>7</u>

- b. To what extent have graduates been successful with respect to certification and/or licensure (if applicable)? Not applicable
- c. Estimate placement of program graduates for each of the past five years (by percentage of total graduates for each year).

	Year 1	Year 2	Year 3	Year 4	Current Year
Further study in graduate or professional school	<u> </u>	<u> </u>	<u>2</u>	<u> </u>	<u>1</u>
Employed in field or related field	<u> </u>	<u> </u>	<u>3</u>	<u>2</u>	<u>1</u>
Employed in non-related field	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Unemployed	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Unknown	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

- d. To what extent have graduates been successful in obtaining the preferred first job?
Unknown
- e. Indicate the employment (placement) experiences of the graduates of the program.
Please see attached letters

4. Accreditation Status

Is an accreditation process available in this field of study? If so, what is the accreditation status of the program? No

SYSTEMATIC DATA COLLECTION

5. Staffing

Outline the previous and current FTE staffing of the program and estimate future staffing needs for the next three years.

	Year 1	Year 2	Year 3	Year 4	Current Year	Year 6	Year 7	Year 8
Faculty	<u>0.5</u>	<u>0.5</u>	<u>0.5</u>	<u>0.5</u>	<u>1.00</u>	<u>1.5</u>	<u>1.5</u>	<u>1.5</u>
Graduate Assistants*	<u>---</u>	<u>---</u>	<u>---</u>	<u>---</u>	<u>---</u>	<u>---</u>	<u>---</u>	<u>---</u>
Other Staff (Director & Program Assistant)	<u>---</u>	<u>---</u>	<u>---</u>	<u>0.5</u>	<u>1.00</u>	<u>1</u>	<u>1</u>	<u>1</u>

*No additional appointments because of the major beyond two full-time graduate student assistants for WS201.
NOTE: Faculty, Director, and Program Assistant were not added solely due to the major but for the development of the entire program.

6. Expenditures

Outline the increases in expenditures that resulted from the adoption of this program, as well as estimate the increases which will occur over the next two years. [Increased expenditures should be included only if the costs were incurred in order to support this program specifically. For example, if no new faculty positions were assigned to this program there has been a \$0 increase in faculty cost.]

	Year 1	Year 2	Year 3	Year 4	Current Year	Year 6	Year 7
Faculty	<u>\$18,500*</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>\$19,000*</u>	<u>0</u>
Graduate Assistants	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Other Staff (Director & Program Assistant)	<u>0</u>	<u>0</u>	<u>0</u>	<u>\$46,158*</u>	<u>0</u>	<u>0</u>	<u>0</u>
General Expense (Excluding computer use)	<u>0</u>	<u>0</u>	<u>0</u>	<u>\$3,500**</u>	<u>0</u>	<u>0</u>	<u>0</u>
Equipment	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Library Resources	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Space Needs (amt. & cost of new space and/or remodeled space)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Computer Use	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Other Resources (please explain)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	<u>\$18,500</u>	<u>0</u>	<u>0</u>	<u>\$49,658</u>	<u>0</u>	<u>\$19,000</u>	<u>0</u>

*These positions were not added solely because of the major.

**One third of supplies and services budget for Faculty Development; faculty and student retreat; publicity for major.

7. If the actual staffing or expenditure figures for the last four years differ markedly from those projected in the original proposal, explain the disparity. Not Applicable

8. Supporting Materials

The responses to the various subsections of this portion of the questionnaire are intended to provide documentation concerning the quality of the program undergoing review. For graduate programs, documentation related to both the quality and quantity of research associated with the program should be included. The following materials are provided:

- a. A copy of the final version of the proposal for the program as approved for submission to the Board of Regents (from five years ago).
- b. Materials from current students and graduates that document the quality of the program, interest in the program and need for the program.
- c. Materials from other units within ISU and from other institutions documenting their support for this program.
- d. Other supporting materials.

Program Brochure

Newsletter

Annual Report for the Women's Studies Program -- 1998/99

Proposal for Women's Studies Major
Iowa State University
August 2, 1993

Revised and resubmitted
to the Liberal Arts and Sciences College Curriculum Committee
February 17, 1994

Proposed Program

Major in Women's Studies

Proposed Degree

Bachelor of Arts/Science in Women's Studies

I. Summary

The Women's Studies Program Committee of the College of Liberal Arts and Sciences proposes to establish an official undergraduate major in Women's Studies at Iowa State University, to take effect as soon as possible, but no later than the 1995-1997 catalog. The proposed major will be established on the basis of the existing courses, staff, and other resources. As an interdisciplinary field, Women's Studies fulfills the mission of Iowa State University, and a major in Women's Studies is consistent with the goals established by the strategic plan the College of Liberal Arts and Sciences drafted in the fall of 1990.

Women's Studies can be defined as the critical and scholarly pursuit of knowledge about women from a multicultural and interdisciplinary feminist perspective. A feminist perspective denotes the application of academic feminist theory about women and gender to teaching and research in the traditional disciplines and across disciplinary boundaries. One of the most promising strengths of Women's Studies is its intent and ability to provide fresh perspectives on the lives and accomplishments of women internationally and cross-culturally.

II. Background and Need

The Mission of the University

According to the vision statement adopted by the College of Liberal Arts and Sciences (9/17/90), "we must consciously work to integrate the separate parts of learning, to show that the various fields of study are related and to show how differing methods of study are closely connected." Women's Studies fulfills this mission due to its paradigmatic nature of integrated learning. Moreover, "the gravest risk in compartmentalized programs is that students (following the example

Women's Studies Major Proposal

of their teachers) will see the choice of a major as a selection of a method of learning, and feel freed from the obligation to absorb other approaches and subjects" (p. 5). The interdisciplinary nature of Women's Studies courses diminishes this risk of compartmentalization by addressing the full range of the humanities, arts, and sciences. As a sole major, Women's Studies introduces students simultaneously to a subject matter and to a related set of perspectives from which to view all possible subject matters.

A Brief History of Women's Studies at Iowa State University

The discipline of Women's Studies is well established nationally, and Iowa State University, with its own twenty-year history of Women's Studies, has itself long participated in the development of the discipline (see Appendix B for a brief description of the history of the Women's Studies program at ISU). Since 1973, when the first Women's Studies course was offered at ISU, core course offerings have expanded from one introductory course (WS 201) to seven core courses (WS 201, 301, 350X, 401, 450, 490, and 590).

In addition, about 15 cross-listed courses in Women's Studies have now been developed at Iowa State University in art history, classical studies, economics, engineering, English, French, history, physical education, political science, psychology, sociology, and zoology. This curricular expansion across our institution is evidence of the high interest in cultivating a part of human knowledge that had been ignored for centuries in the academy.

There has been a consistent and increasing local demand for Women's Studies at Iowa State University. It is, therefore, time to take the next logical step: establishing a formal major. Establishment of an official major will further acknowledge that Women's Studies has matured as a valid and significant academic discipline.

High Demand for Women's Studies Courses

Student interest in Women's Studies courses has been high, as is evidenced by the enrollment figures in the past six years. During the academic years between 1987 and 1993, Women's Studies core courses have been completed by 2,113 students, and cross-listed courses have enrolled 5,333 students, totaling 7,446 registrations, an average of 1,241 registrations per year. Meanwhile, however, the Women's Studies Program has been unable to accommodate a significant part of the enrollment demand. WS 201, Introduction to Women's Studies, alone, for example, has had 2,711 unmet requests in the last four years, an average of 677 per year. This high demand on Women's Studies courses provides one justification for the need to expand the Women's Studies Program.

Women's Studies Major Proposal

New Courses Developing in Women's Studies

Women's Studies will be available as a sole major (with a minor) or as one of two LAS majors in a student's program of study; alternatively, it can be chosen as part of a double degree to enhance the education available to students in other colleges such as Design, Education, Engineering, and Business. As the curriculum develops, more courses from these colleges will likely be cross-listed with Women's Studies, offering a reexamination and reinterpretation of information regarding women in both traditionally feminine and masculine fields.

This is a realistic expectation since in the past three years the following new courses have been developed: Women in Science and Engineering (Zool/WS 383X), History of Women in Science, Medicine, and Technology (Hist/WS 380X), Women in Art (Art H/WS 394/594), Gender Issues in the History of American Education (H P C 602), and African American Women (WS/AF AM St 350X).

The establishment of a formal major will encourage students to link these courses, and others that will surely develop, into a coherent program of study. The adventure of teaching and research in a long neglected, but universally intriguing area has stimulated both faculty and students throughout the university to explore this exciting new feminist perspective on the traditional disciplines. As the study of women and gender in the natural sciences and in engineering matures as an academic discipline, we can envision an expanded programmatic role for this sub-field--for example, the inclusion of a science/engineering distribution requirement in the major.

III. Program Goals

Among the explicit objectives of the curriculum are the following:

- To impart information about the construction of gender and the female experience often missing from the university curriculum (e.g. in history, literature, psychology, economics, sociology, philosophy, anthropology, political science);
- To provide an analysis and critique of the content and methodologies of academic disciplines;
- To teach the theories and methodologies of Women's Studies and provide ample practice in employing them; and
- To emphasize the continuum of feminist perspectives in their cultural contexts.

In a broader sense, the mission of Women's Studies is to promote among the students an understanding of gender as a pervasive social construction which reflects and determines differentials of power and opportunity in the human community.

IV. Description of the Program

The Unit

The Women's Studies program at Iowa State University is one of six cross-disciplinary programs under the leadership of Zora Zimmerman, Associate Dean of the College of Liberal Arts and Sciences. It is funded by the LAS College and administered by the Women's Studies Program Committee Chair (currently Kathy Hickok, Associate Professor of English) in consultation with the Women's Studies Program Committee, whose regular faculty members are named by the Dean. The Women's Studies Program Committee consists of current teaching faculty (including graduate teaching assistants), other faculty whose research interests are in Women's Studies, and graduate and undergraduate students.

The Major

Women's Studies will be an interdisciplinary major, balancing a core of theoretical and preparatory courses at the sophomore, junior, and senior levels with a complement of cross-listed and related courses from a variety of academic departments and disciplines. By complying with the requirements in the College of Liberal Arts and Sciences, students may earn either a Bachelor of Arts or a Bachelor of Science in Women's Studies. Students will be required to select either a minor or a second major in addition to the major in Women's Studies. (A chart of the curriculum and degree program requirements is presented in Table 1. below.)

Curriculum Requirements

The major consists of established courses in Women's Studies and in the disciplines. As new courses are developed in the disciplines, they will be added to the major as choices in the cross-listed courses section of the degree program. The only new Women's Studies core courses anticipated, the senior practicum and the senior thesis, are independent studies rather than contact hour classes; the burden for these courses will fall on the Women's Studies faculty, but not on the university's budget.

The major requires a minimum of 36 credits in Women's Studies courses or appropriate related courses. These 36 credits must include:

- a. 12 credits chosen from Women's Studies core courses: WS 201, WS 301, WS 350X, WS 401, and WS 450;
- b. either WS 491 or WS 499 (but not both);
- c. 15 credits chosen from the approved list of cross-listed courses; and
- d. no more than 6 credits of WS 490.

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In addition to Women's Studies courses, a maximum of 9 hours of related courses may be used to meet the 36-credit requirement. At least 6 credits of cross-listed or related courses must be in the humanities, and at least 6 in the social sciences. Courses that fulfill the social science requirement are marked on Table 1, The Curriculum in the Women's Studies Major, with an asterisk. All other cross-listed or related courses are considered humanities except Zool/WS 258 and 383X.

The Liberal Arts and Sciences Interdisciplinary Studies major, in which Women's Studies majors currently must enroll, has been used as the model for the proposed Women's Studies major. Following this model, a student seeking the B.A. degree in Women's Studies may be required to earn credit for an additional two semesters of a foreign language at the college level beyond the minimum foreign language requirement. A student seeking the B.S. degree may be required to earn credit in either Math 160 or Stat 101, 104, or 105 and to complete a two-semester sequence in the natural sciences, including a course with a laboratory component. (Please refer to pages 233-234 of the 1993-95 catalog, where requirements for the Interdisciplinary Studies major are outlined.)

Patterning on the Interdisciplinary Studies major, the Women's Studies major will be expected to select at least one half of the courses in the major from degree-offering departments within the College of Liberal Arts and Sciences, covering at least two different disciplines, and to earn a grade of C or better in 15 credits at the 300 level or higher in the major in courses taken at Iowa State University. All the usual LAS College requirements must, of course, be satisfied for either degree, including the English proficiency requirement.

Role of Core Courses in the Curriculum

Women's Studies 201 provides beginning students with an overview of the discipline and introduces the most basic concepts, definitions, methodologies, etc. of feminist scholarship.

Women's Studies 301 is intended to destabilize the idea of gender as a natural rather than cultural phenomenon by comparing gender roles and customs in different cultures; additionally, it should give students a global, or international, perspective on women and develop students' skills in cross-cultural communication and theory.

Women's Studies 350X focuses on African American Women specifically, and, with 301, is part of our effort to diversity our curriculum. Note that all majors will take one or the other of these two courses.

WS 401 is an advanced course exploring diverse academic feminist theories and feminist philosophies as these apply to current and historical social conditions. Students who intend to teach, attend graduate school, or conduct research particularly benefit from this course.

Women's Studies Major Proposal

WS 450 is a senior seminar with changing content; here we expect intensive exploration of a subject not regularly offered elsewhere in our curriculum: e.g. Women and War, Women and Religion, Women and the Law.

The choice of either a practicum, WS 491, or a senior thesis, WS 499, will allow students oriented toward activism and planning a particular career after graduation to gain useful work experience and to study gender in the workplace, while students oriented toward research can work closely with a faculty member to develop and prepare a formal academic essay on the student's preferred subject.

Table 1. Curriculum in the Women's Studies Major: 36 credits minimum

Course Name	Semester of offering	Credits
Core Courses:		14 to 17
Introduction to Women's Studies (WS 201)	F S SS	3
Gender and Culture (WS 301)	F	3
African American Women (WS 350X)	S	3
Feminist Theory (WS 401)	S	3
Topics in Women's Studies (WS 450)	F S	3
Senior Practicum (WS 491)	F S SS	2
Senior Thesis (WS 499)	F S SS	2
Cross-listed Courses:		15 to 21
Human Reproduction (Zool/WS 258)	F	3
*Sex and Gender in Society (Soc/WS 327)	F S SS	3
Introduction to Women's Literature (Engl/WS 340)	F S SS	3
Women, Men and the English Language (Engl/WS 341)	S	3
Women and Literature: Selected Topics (Engl/WS 345)	S	3
*Psychology of Women (Psych/WS 346)	S	3
French Literature in Translation (Fr/WS 370)	F	3
Women in Classical Antiquity (CLST/WS 374)	S	3
Women in Science and Engineering (Zool/WS 383X)	F	3
History of Women in Science, Technology, & Medicine (Hist/WS 380X)	S	3
*Women in Politics (Pol Sci/WS 385)	S	3
History of Women in America (Hist/WS 386)	F	3
Women in Art (Art H/WS 394)	S SS	3
*Economics of Discrimination (Econ/WS 446)	F	3
Independent Study (WS 490)		0 to 6
Related Courses:		0 to 9
Courses such as the following may be used in the major when topics are appropriate:		
Gender and Communication (Sp Com 323X)	F	3
Minority Literatures (Engl 349)	S	3
Spanish Literature in English Translation (Span 370)	S	3
Women and Imperialism (Hist 385X)	S	3
Topics in Film (Engl 401)	S	3
Seminar in Religious Studies (Rel 465 or 475)	F S	3

Women's Studies Major Proposal

Graduate Courses:

The following graduate level courses are open to qualified undergraduates by the permission of the instructor and may be used as crosslisted or related courses in an undergraduate major:

*Gender Roles and Sport (Phys Ed/WS 523)	S SS	3
*Sociology of Gender (Soc/WS 528)	F	3
Studies in Women's Literature (Engl/WS 545)	S	3
Seminar In English Literature (Engl/WS 589A)	F S	3
*Special Topics In Sociology of Gender (Soc 590)	SS	3

V. Benefits

Fulfilling the College and University Mission

Women's Studies is central to the University's mission and to the principles of land grant universities in many ways. We strive to instill in our students the discernment, intellectual curiosity, knowledge and skills essential for their individual development and their useful contribution to society. Women's Studies courses are centered on an understanding of humane and ethical values, and an awareness of the intellectual, historical, and artistic foundations of Western culture; more and more, we are incorporating materials that provide students with a sensitivity to other cultures and to international concerns as well. In the best tradition of the liberal arts and sciences, Women's Studies offers students a broad and balanced vision of human experiences. The interdisciplinary nature of the field helps students integrate the diverse components of their education.

Enhancing Intellectual Growth

As stated earlier, Women's Studies will lead students to the understanding of gender as a pervasive social construction, reflecting and determining differentials of power and opportunity in the human community. Women's Studies expands and revises the current body of information about women's experiences, defines and analyzes the historical constructions of gender and the devaluations of women, and systematically reexamines the ways in which these have affected human knowledge. As a consequence of this reexamination, our knowledge about men's experiences is also reassessed. Women's Studies also presents the complex ways race, ethnicity, region of residence, and social class contribute to the social construction of gender. The multidisciplinary and multicultural approach characteristic of Women's Studies enhances students' understanding of diverse cultural groups and increases their sensitivity to people of other cultures.

Contributing to the Academic Strengths of ISU

The proposed Women's Studies major is comparable to degree programs available at educational institutions throughout the United States, and regionally, including the University of Minnesota, the University of Wisconsin at Madison, the University of Kansas, the University of Nebraska, the University of Michigan at

Ann Arbor, Mankato State University, Bowling Green State University, and Antioch College. At present, no bachelor's degree in Women's Studies is offered in the state of Iowa except through other programs (individual major, elected studies, general studies, etc.). As Iowa State demonstrates increasing concern with, and attention to, cultural pluralism throughout higher education, a formalized Women's Studies major would be the prototype for organizing academic inquiry in the twenty-first century.

Broadening Students' Visions

At the root, the Women's Studies major offers a philosophical vitality that encourages intellectual critique and analysis. Women's Studies majors will be exposed to a variety of materials and disciplinary methodologies, while at the same time maintaining and practicing a coherent scholarly and critical perspective in the Women's Studies core courses. Students majoring in Women's Studies will leave the program with a broad and balanced vision of human experience, in the best traditions of the liberal arts and social sciences.

Increasing Employment Opportunities

The interdisciplinary approach of the program goes beyond simply making methodological connections among the disciplines; it also teaches dialectical thinking that emphasizes intellectual connections of many kinds. This interdisciplinary structure and the commitment to critical and analytical skills will prepare students to enter a variety of fields after graduation. These include: graduate school in the sciences or humanities, law school, social work, business, government, politics, and publishing.

Preparation in Women's Studies is often an announced qualification for employment in certain fields: for example, teaching or administrative positions in public education; programming and managerial positions with agencies, businesses, projects and governmental offices devoted to serving the needs of women; public relations and media management positions in business and industry. Certainly, a double major in Women's Studies will be helpful to professionals in a variety of fields. A student with a sole major in Women's Studies will be provided with excellent training in human relations, critical analysis and leadership.

VI. Staff

Twenty-five full-time tenure-line Iowa State faculty members consider themselves Women's Studies faculty (though none are officially listed as such because there are no totally independent Women's Studies budgeted faculty lines). Areas of expertise within the Women's Studies faculty include:

- o *Women and European Politics*--Lee Ann Banaszak
- o *Women in the History of Science and Technology*--Amy Bix
- o *Women and Comedy and Contemporary Women Playwrights*--Susan Carlson
- o *American Women Writers, esp. Joyce Carol Oates, and Maternal Subjectivities*--
Brenda Daly
- o *Political Sociology of Greek Women and Images of Women in the KKK*--Betty
Dobratz
- o *Nineteenth-Century American Women Writers*--Mary Helen Dunlop
- o *Women in Science and Engineering*--Eugenia Farrar
- o *Psychology of Women*--Meg Gerrard
- o *Gender and Communication*--Margaret Graham
- o *Women in Classical Antiquity*--Madeleine Henry
- o *Nineteenth Century British Women Poets, Lesbian Literature, and African-
American Women Writers*--Kathy Hickok
- o *Women in Nineteenth Century French Literature*--Marie Lathers
- o *Women and the Law*--Barbara Mack
- o *Gender and Sport*--Sharon Mathes
- o *Economics of Discrimination*--Peter Mattila
- o *Women in Art, History*--Jeoraldean McClain
- o *Women and Modernism*--Nina Miller
- o *Gender and Politics*--Eric Plutzer
- o *Gender and Film and Susan Sontag*--Lee Poague
- o *Impact of Feminist Research on the Academy and History of African-American
Women*--Christie Pope
- o *Gender and Reader Responses to Literature and Women's Studies and
Computing*--Rosanne Potter
- o *Women and Liberationist Struggles in Zimbabwe*--Sita Ranchod-Nilsson
- o *Women in the Black Church*--Mary Sawyer
- o *History of Women in Iowa*--Dorothy Schweider
- o *Gender and Language*--Roberta Vann

Feminist scholarship can include the following types of scholarly works: (1) works whose primary focus is on women, treating women as a subject of inquiry of inherent interest, (2) works examining a question from a feminist theoretical perspective, (3) works which examine the impact of gender upon the epistemology, paradigms, methodologies, research topics and/or data of a given discipline, (4) works which uncover previously unknown or neglected contributions by women to any aspect of the human endeavor, and (5) works which examine pedagogical questions of teaching a given subject to women and men.

A list of program faculty by rank and departmental affiliation is presented in Appendix E. Appendix F presents the vitae for each Women's Studies faculty member. The list of faculty reflects the diversity of disciplines represented. Their combined record of publications speaks to the high visibility and productivity of faculty who teach in cross-listed and core Women's Studies courses.

Women's Studies Major Proposal

For the last several years, Women's Studies has been ready to hire its first assistant professor on a tenure-track appointment and to offer a major at Iowa State. In 1990-1991 the Provost's office offered on-going support to the College of Liberal Arts and Sciences for a joint appointment between Women's Studies and a traditional discipline, which would provide the tenure home. This was to be Women's Studies' first tenure-track assistant professorship. Six departments were eager to share this appointment and submitted proposals for the position. Three departments were selected to conduct national searches; three candidates were chosen to come for campus visits. Due to budgetary constraints, the position was frozen. The search was reopened in 1992-93, and Sita Ranchod-Nilsson was hired on a tenure-line joint appointment with Political Science for 1993-94.

For the academic year 1993-94, Women's Studies faculty teaching core courses include four part-time temporary instructors; three of these are Ph.D. students (two at ISU and one at the University of Iowa), and one has a Ph.D. and five years teaching experience. In addition, we expect to have one or two sections of Women's Studies 201 taught by an experienced graduate teaching assistant completing a master's degree at Iowa State. Several core courses are being taught by an adjunct assistant professor in Religious Studies and several more by our own new assistant professor in Political Science. Each year we hope and expect to have faculty with higher degrees, more experience, and greater permanency of employment at ISU.

In 1994-95 we hope to conduct another search, if possible for a senior faculty member to chair the program as well as teach in it beginning in fall 1995.

VII. Governance of the Major

Like other interdisciplinary programs at Iowa State, though much larger in respect to the number of students served, Women's Studies will continue to be administered by the Women's Studies Program Committee and directed by its Chair. Assisted in academic matters by affiliated faculty from cooperating departments, the Women's Studies Program Committee Chair will serve as advisor to meet the needs of the Women's Studies majors. New cross-listings and other modifications to the program will continue to be the purview of the Women's Studies Program Committee.

Response to Regents Program Review Questions

1. Need

A. How will this proposed program further the educational and curriculum needs of the students in this discipline?

Both women and men need the knowledge in Women's Studies to understand and appreciate fully the shaping force of the social construction of gender on our material and intellectual lives. Assumptions about gender infuse the socialization processes and structural dynamics of the family, the media, and religious, political, and economic institutions. These assumptions shape the ways we come to understand ourselves and relate to others. Both women and men benefit greatly from the study of the social, historical, biological, and psychological processes that influence self-identity and social structure. The interdisciplinary nature of the Women's Studies major provides a broad knowledge base through which men and women can better understand each other and help build a better society.

Women's Studies courses have been very successful in strengthening students' ability to critique gender identity, as well as opening up their minds to the neglected studies of women's past accomplishments and demonstrating the influence of cultural attitudes in shaping the ways women see themselves and are seen by others. A major in Women's Studies is well suited for students of the history of civilization and for those who wish to study relationships between ideas and social structure as well as the ways in which values infuse inquiry. It is also important for students majoring in the biological sciences as well as the arts for related reasons—all too often the scientific and artistic accomplishments of women have been invisible in the traditional literature. A refocus on the contributions of women highlights the ways in which knowledge generated from the standpoint of just one segment of society may limit understanding of the complex relationships between biology, culture, and society. Furthermore, Women's Studies, as a field of study, is holistic, interdisciplinary, and problem-centered, so it provides a practical basis for critical analysis.

The changing nature of gender roles throughout our society as evidenced by the increasing number of women entering the work force and the growing attention given to men's parenting roles will increase the significance of the Women's Studies major in the future. These shifts in gender roles will encourage more students to examine the structural causes for these changes as well as to explore how the changes will affect their future lives and choices. As long as women's experience is significantly different from men's, there will be important, even crucial, reasons why their experiences and contributions

Women's Studies Major Proposal

will demand academic study and research. The Women's Studies major will provide a locus for this interdisciplinary activity.

Women's Studies also examines the different experiences of women from varying races, ethnic backgrounds, regions, and classes. The multicultural approach utilized in Women's Studies enhances students' education about the diversity of human experiences. This, in turn, augments their ability to interact with people of many cultures—a growing requirement for anyone living and working in the "global village" of contemporary society.

The presence of a stand-alone Women's Studies major, with either a minor or a second major as a complement, will enable students who so desire, to make the study of women and the interrogation of gender central to their academic experience at Iowa State. We believe a significant number of students will make that choice.

B. How does it further the educational and curriculum needs of other units in the college or university?

Many students with primary majors other than Women's Studies can find a complementary second major in Women's Studies. In that sense, the major builds on the cooperative efforts already established by the program. The proposed major does not represent a new direction for the institution, but rather, it consolidates efforts already undertaken by the Women's Studies Program and many different cooperating departments.

One of the goals of the Women's Studies faculty is to continue the process of integrating material about women from a diversity of racial, ethnic, regional, and class backgrounds into every aspect of the university curriculum. Too often, textbooks, courses, and entire college programs still completely ignore the academic and historical contributions made by women and by non-European racial and ethnic groups. When information about such groups is presented, it is often inaccurate or incomplete. The Women's Studies Program will continue to facilitate changes across the whole university curriculum; these changes will center around including the experiences of women of various races, ethnicities, classes, sexual identities, geographic regions, and ages in all fields of study.

A Women's Studies major will continue to contribute to the objectives of Iowa State by providing a stimulus to existing departments to offer new and more varied courses and materials. The Women's Studies major will certainly encourage faculty wishing to do research relating to women. Also, the classes in the major will provide models for gender-equity teaching practices, interdisciplinary work, and research that extends the frontiers of knowledge.

2. A. What programs in this field of study are available in other colleges and universities in Iowa?

Women's Studies exists as a program through which an individual major may be taken at the University of Iowa, University of Northern Iowa, Grinnell College, and Cornell College; Women's Studies can be designated as a concentration at Drake University and at Grinnell. Currently, no school in Iowa offers a formal undergraduate major in Women's Studies.

B. With what representatives of these programs have you consulted in developing this proposal? Provide a summary of the reactions of each institution consulted.

We have consulted with the Women's Studies Chairs at each of these institutions--Prof. Susan Birrell at the University of Iowa and Prof. Martha Reineke at the University of Northern Iowa--and we have received strong letters of support for our proposed undergraduate major. Both agree that an undergraduate major in Women's Studies would be appropriate for Iowa State. In addition, these other two universities can foresee welcoming women's studies B.A. or B.S. graduates from Iowa State into their existing and proposed graduate programs. Copies of letters of support from the University of Iowa and the University of Northern Iowa are attached to this proposal as Appendix A.

The University of Iowa program offers more cross-listed courses than we do. They offer graduate and undergraduate areas of concentration, a graduate individualized major, and an ad hoc Interdisciplinary Ph.D in Women's Studies; they are currently developing a proposal for a Ph.D. in Feminist Studies. But the University of Iowa has not established an undergraduate major in Women's Studies, and they have no plans to do so in the near future.

The University of Northern Iowa offers an undergraduate minor, and the Board of Regents has recently approved their Master of Arts degree in Women's Studies. UNI does not envision developing the program beyond that in the foreseeable future.

C. In what ways is this proposed program similar to those mentioned in A? In what ways is it different or does it have a different emphasis?

✧ Most Women's Studies programs are centered in the humanities (literature and history) and the social sciences (sociology, psychology and anthropology). At Iowa State, Women's Studies will have several additional foci: science and

Women's Studies Major Proposal

technology, international women in development, and rural women in the United States.

The inevitable growth of interest in Women's Studies points not to one degree program or major in the state, but to graduate and undergraduate majors at several or all of the institutions of higher education in Iowa.

D. How does the proposed program supplement the current programs available?

The proposed Women's Studies major formalizes and thereby strengthens the curricular choices now open through the Interdisciplinary Studies major. The proposed independent formal major in Women's Studies provides a course of study not available through any other existing sequence of courses except the Interdisciplinary Studies major, which is cumbersome to administer and obscures the availability of Women's Studies as a sole major.

The Women's Studies major will complement majors in the humanities and social sciences and will undoubtedly serve in a double major or double degree program for many students in the College of Liberal Arts and Sciences and in other colleges. Flexible advising will best serve students' varying needs and will be possible because of the diverse capabilities of the affiliated Women's Studies faculty. Declared majors would be assured of places in our high demand courses: Women's Studies routinely has more than 200 unmet requests for WS 201, Introduction to Women's Studies, and more than 100 unmet requests for WS 327, Sex and Gender in Society, every semester. Many students have had to wait until their senior year to take their first Women's Studies course; this makes it almost impossible to complete an Interdisciplinary Studies major and graduate in a timely manner.

E. Has the possibility of some kind of interinstitutional program or other cooperative effort been explored? What are the results of this study?

Not applicable.

3. Please estimate the enrollment in this program, for the next five years as follows:

A. Undergraduate	1993-94	1994-95	1995-96	1996-97	1997-98
Majors (Number of <u>students</u> with declared majors in Women's Studies)	3-4	5-6	8-10	10-15	15-20
* Non-majors (Number of <u>enrollments</u> in <u>core</u> Women's Studies classes)	450	475	500	525	550

Women's Studies Major Proposal

B. Graduate	1993-94	1994-95	1995-96	1996-97	1997-98
Majors	N/A	N/A	N/A	N/A	N/A
Non-majors	N/A	N/A	12-15	12-15	12-15

Women's Studies hopes to begin offering one graduate core course in fall 1995.

C. On what basis were these estimates made?

Enrollment estimates are based upon review of previous enrollment in Women's Studies core and cross-listed courses, requests for Women's Studies minor and major programs, and assessment of waiting lists for Women's Studies courses.

In the years 1987-1993, there were 2,113 registrations in the six Women's Studies core courses. During the 1987-1988 academic year, Women's Studies had 209 students in the six core courses. During the 1991-1992 academic year, however, this figure increased to 429. Many more students--5,333--have enrolled in the cross-listed courses between 1987 and 1993. Meanwhile, we were unable to meet thousands of requests for registration in Women's Studies. For example, there were 2,771 unmet requests from 1989-1993 for WS 201, Introduction to Women's Studies, alone. The number of unmet registration requests for cross-listed courses would make this figure even higher.

Seven individual majors or interdisciplinary studies majors in Women's Studies have been granted since the College of Liberal Arts and Sciences began offering that possibility. Two students are in the program now, and one more is preparing the paperwork to apply. Student difficulties in getting into WS 201 have contributed substantially to these relatively low numbers of individual majors. The names and actual or projected graduation dates of these students are presented in Appendix C.

Currently, twenty students are official Women's Studies minors, with approved "Request for Women's Studies Minor" forms on file in the offices of the Women's Studies Chair and the Liberal Arts and Sciences Dean.

Although it is very hard to get accurate numbers for minors using the Registrar's computer programs, our best tally after running our own program (which searched in 1983, 1987, and 1991 for currently enrolled students with as many as three Women's Studies classes, and then tried to confirm their status with the Registrar), and after consulting with Herman Richtsmeier, ISU's Associate Registrar for Records and Registration, is that at least 45 students graduated from ISU with Women's Studies minors in the eight academic years from fall 1984 to spring 1992. The names and graduation dates of these

students are provided in Appendix C. We estimate that the actual number of minors graduated may be twice this; probably we graduated about 100 Women's Studies minors between 1980 and 1993.

When we followed up the computer search with letters to 66 students, many said they had wanted to earn a Women's Studies minor, but having managed to get into WS 201, Introduction to Women's Studies, only when they were seniors, they had no time to take more courses. Many of these students might have majored in Women's Studies had they been able to get into WS 201 when they were freshmen or sophomores and had the option of a Women's Studies major been formally available at that time.

During 1990-1991, the Women's Studies Program took steps to improve the chances for first and second year students to get into WS 201 by holding some spaces (which were opened later in the registration period) for potential minors and majors. In the first year of this new policy, the Women's Studies program was able to enroll 33 freshmen and 56 sophomores into WS 201 sections. We expect to begin reaping the harvest of these potential minors and majors when these students graduate. (In spring 1991, we had 23 freshmen and 31 sophomores; in summer 1991, 3 freshmen and 6 sophomores; and in fall 1991: 17 freshmen and 20 sophomores).

Given the increases experienced in the past years, we can expect constant enrollment increases every time we open more sections. The numbers have doubled every three years over the past 12 years. Consistently high and growing enrollments in Women's Studies courses, especially WS 201, and the addition of summer courses strongly underscore the need for a Women's Studies major.

D. What are the anticipated sources of these students?

Women make up 42% of the undergraduate population in American colleges, giving Women's Studies programs a very large potential source of students. Between 1985-1990 Women's Studies courses across the United States grew from 1,000 to 4,658. The nationwide development is unmistakably clear: increased demand for Women's Studies. This trend is reflected in the growth of Women's Studies in Iowa's colleges and universities. Since 1973, Women's Studies courses at Iowa State have been drawing ever increasing numbers of students.

We anticipate that students interested in a Women's Studies major will come from the following sources:

1. New enrollees at the university, especially returning women students, and those students who will enroll at Iowa State specifically to major or double major in Women's Studies. Returning women students have

traditionally comprised a percentage of students in Women's Studies courses that is disproportionately higher than their representation in the university.

2. Double majors from within the University. We anticipate a steady growth from 5 or 6 in 1994-95 to 15 to 20 by 1997-98.

4. Please provide any available data or information on employment opportunities available to graduates of this program in Iowa and nationally.

A Women's Studies degree is similar to many other liberal arts degrees in this regard. Holders of Women's Studies degrees are well trained for careers in education, business, government services, social services, publishing, and women's programs among other fields of employment. Trained in interdisciplinary and multidisciplinary scholarship and in a rigorous program of critical thinking, interpersonal communication, written analysis, and internship opportunities, Women's Studies graduates will possess many skills highly valued by employers. A Women's Studies major will have excellent training in human relations, critical analysis, and leadership.

The increased awareness of discrimination against women in education and the workplace has opened up areas of employment for college graduates trained in Women's Studies. Women's Studies' focus on gender issues makes it particularly appropriate for those who will work on issues of sex equity in business, government, education, and human services. Preparation in Women's Studies is often an announced qualification for employment in programming and managerial positions with social service agencies, businesses, and governmental offices devoted to serving the needs of women; public relations and media management positions in business and industry; and teaching or administrative positions in public education. For example, the Minneapolis School Board now has a full-time sexism consultant; other school boards will probably see the need for such employees in the future. Business has increasing needs for those with expertise not only in affirmative action and equal employment opportunity, but also in restructuring operations and procedures to utilize more effectively the expertise of women workers and managers. Social service continues to be an expanding area, particularly in services targeted for women: displaced homemakers, battered women, rape survivors, etc. There is also a continuing need for experts in policy development, especially in areas in which women have traditionally had special concerns, e.g. family, child development, poverty, education.

However, the Women's Studies major should not be justified only by its occupational utility. It is not intended as a vocational major. Women's Studies provides students with a broad-based education in human development. Many leaders in career education note the frequency with which people change careers. Individuals with solid academic habits and

skills for life-long learning, are, clearly, best equipped to succeed in our fluid economic environment.

Some of the difficulties that liberal arts graduates have in obtaining initial employment (and these may be overemphasized—about 90 percent of liberal arts graduates find suitable employment shortly after graduation) often stem from their lack of information regarding their options and the skills which they have developed. The Women's Studies major speaks to these problems directly by structuring the major in a manner that increases the probability that a student explores the difficult questions regarding careers before graduation.

The program also encourages students to develop not only those skills prized by employers, but also self confidence about their excellence in those skills. Insofar as a Women's Studies major enhances awareness of the deleterious effects of sex-role stereotyping and insofar as the major strengthens the identities of students and their abilities to be positive forces for changing discriminatory patterns, Women's Studies will be an important contributor to the career aspirations and achievements of all students who choose it as a major program of study.

5. Are there accreditation standards for this program?

A. What is the accreditation organization?

There are no accreditation or certification requirements for graduates of the program. The National Women's Studies Association has discussed accreditation standards, but the development of such a program is sometime in the future. The Women's Studies Program at ISU will remain in communication with the Association regarding accreditation developments and will continue to participate in discussions regarding such accreditation.

The Women's Studies Program underwent external evaluation in the spring of 1992 and was judged to be "academically ready to offer an undergraduate major of high quality."

B. What accreditation timetable is anticipated? Not applicable.

6. Does the proposed program meet minimal national standards for the program, e.g., Council of Graduate Schools or other such bodies?

Not applicable.

7. Please report any reactions of the Iowa Coordinating Council for Post-High School Education.

Not applicable.

II. Additional Resource Needs

1. Please estimate the probable marginal increases in expenditure that may be necessary as a result of the adoption of this program for the next three years.

Estimated (incremental) costs

	<u>First Year</u>	<u>Second Year</u>	<u>Third Year</u>
A. Faculty			
B. Graduate Assistants			
C. General Expense			
D. Equipment			
E. Library Resources			
F. New Space Needs (est. amt. & cost of new space and/or remodeled space)			
G. Computer Use			
H. Other resources			
Please explain			
TOTAL			

The major *per se* will not require new expenditures; however, the LAS College has committed to a program of continuing development for Women's Studies that includes additional faculty and graduate assistants, and new office space in Carrie Chapman Catt Hall in fall 1995.

2. Describe the nature and justification for the additional resource needs.

Additional tenure-track joint faculty appointments during the several years after the major goes into effect would be immensely beneficial. As mentioned above, we would also like to recruit a senior faculty member to chair as well as teach in the program beginning in fall 1995.

3. How is it anticipated that the additional resource will be provided? (For programs planning to use external grants, what would be the effect of the grant termination?)

We expect the College of Liberal Arts and Sciences to continue to support the development of the Women's Studies Program.

Appendix A
Support Letters from University of Iowa
and University of Northern Iowa

THE UNIVERSITY OF IOWA



January 12, 1994

Kathleen Hickok, Chair
Women's Studies Program
Iowa State University
403 Ross Hall
Ames, Iowa 50011-2063

Dear Kathleen:

I am writing to convey the strong support of the Women's Studies Program at the University of Iowa for the undergraduate major in Women's Studies you have proposed at Iowa State. We agree wholeheartedly that the time has come for one of the Regents' institutions to offer an official major in Women's Studies. Indeed, as more and more universities offer undergraduate majors in Women's Studies, it is a matter of some embarrassment that a state whose three largest universities have such high quality Women's Studies programs is still without an undergraduate major at any one of them. We are pleased that Iowa State has proposed such a strong program.

Your characterization of undergraduate options at the University of Iowa is accurate. We do not offer an undergraduate major through our Program. An interested undergraduate student can put together an individualized major (in interdepartmental studies) through the College of Liberal Arts. This is not an optimal system since it requires the student to create the program of study herself or himself, and few students choose it. The demand for an official major is high, and we get several calls a month from students inquiring about that option. However, we have no plans to begin an undergraduate major in women's studies in the near future.

When you talked to our summer chair, Sally Kenney, she indicated to you that Iowa was in the process of designing an MA program in Feminist Studies. After considerable thinking and consulting about the future of our graduate program, however, we have decided instead to propose a PhD in Feminist Studies. We have a number of reasons for changing our plans, but in the context of the State of Iowa and the Board of Regents, one of the most pertinent reasons is that the state will then be in a position to offer a complete array of degree programs: a BA/BS in Women's Studies at Iowa State, an MA in Women's Studies at UNI, and a PhD in Feminist Studies at the UI.

We hope to have our proposal ready sometime during the Spring semester 1994. Until then, students interested in graduate work can take a women's studies concentration in several other graduate areas (anthropology, American studies) or they can apply to design their own individualized program through the Ad Hoc Interdisciplinary PhD Program.

We all wish you well with your proposal for a BA/BS in Women's Studies. We fully support your effort. Clearly the state of Iowa will benefit from your new degree program. Please let us know if there is anything more you would like us to do to support you.

Sincerely,



Susan Birrell
Chair, Women's Studies

TO:

Jill M. Bystydzienski

Director, Women's Studies Program, Iowa State University,
349 Carrie Chapman Catt Hall, Ames, IA 50011

FROM:

Kelly S. Petersen

Graduate Student, Rhetoric, Composition, and Professional
Communication, Iowa State University,
203 Ross Hall, Ames, IA 50011

SUBJ:

Iowa State University's Women's Studies Major Review

DATE:

22 November 1999

The Women's Studies Program at Iowa State University (ISU) offers its majors valuable skills that are used both in academia and in business. Although I could speak on how Women's Studies has helped prepare me for academically rigorous graduate study, I would like to focus on how my Women's Studies education prepared me for work in business. I believe it could be less apparent to a general audience just how important a feminist education can be in business and particularly in management.

After graduating from ISU in May of 1998, I took a position as Office Manager for a small manufacturing company in central Iowa. One of the primary activities that occurred while I was with this company was that the owner revised the company policies. As Office Manager, it became my responsibility to work with owner on this endeavor and solicit feedback from the employees during the process. The policy revisions were viewed as successful by the company's employees and by the owner. I know that this success was a result of a number of factors; however, I believe that the process of creating the policy was smoother because of my skills in advocacy, collaboration, and negotiation—skills I gained in the core classes for Women's Studies majors at ISU.

Advocacy is a central feature of Women's Studies courses in general and in the core classes for majors in particular; students learn how to advocate for subordinated or marginalized groups and how to recognize (and criticize, when appropriate) the power structures that have effected the subordination or marginalization. Since I was explicitly taught how to recognize power structures and how to be an advocate, I was able to recognize potential points of conflict in the policy revision process and open lines of communication that may have otherwise been closed.

Because I worked in a small company, collaboration was essential to conducting every day business and larger projects such as the policy revision. Collaboration can be inherent to many Women's Studies courses and to feminists because it is a form of generating knowledge that is non-hierarchical and egalitarian. Every Women's Studies course I took at ISU had a collaborative component, which

gave me experiences I was able to correlate in the policy revision process. In particular, the cross-listed courses recommended for majors taught me how to collaborate with students from different disciplines who were not feminists, which was very valuable in the work place.

Negotiation is not a skill that is explicitly taught in Women's Studies, meaning that no course exists called "Negotiation Strategies for Feminists." However, as an active Women's Studies student and a feminist on the ISU campus, I learned negotiation strategies. The cross-listed Women's Studies courses were the site of most of my negotiating practice, as many non-Women's Studies students did not immediately understand my (or my feminist compatriots') points, because of our different perspectives. During the policy revision process, I had to negotiate as a part of advocating for the different groups affected by the policy changes.

I know that every Women's Studies graduate could offer you similar stories of how the program was essential to their success in business or academia. The combination of core classes and cross-listed courses available to Women's Studies majors is particularly useful in learning how to bridge the gap between academia and the work place. I offer this anecdote as my experience in and as a result of my Women's Studies education. Thank you for giving me the opportunity to support the program.

Dr. Jill Bystydzienski
Director, Women's Studies Program
351 Catt Hall
Iowa State University
Ames, IA 50011

December 1, 1999

Dear Dr. Bystydzienski:

Thank you for the opportunity to write a letter in support of the Iowa State University Women's Studies Program. As you know, I graduated from ISU with a double major in sociology and women's studies. I believe that my women's studies major has been quite beneficial to me in the three years since I graduated, and it is a pleasure to tell you about it.

For the last two years, I have been a teaching assistant for the ISU Women's Studies Program. My undergraduate major prepared me well for this job, and I have been quite successful as a TA. I consistently get high ratings in student evaluations, including getting high marks for knowing women's studies subject material. I am able to field most any question posed by students, and I draw on the knowledge that I gained as a women's studies major in order to do so.

Last spring, 1999, I taught a course that I had designed as an independent study project with a women's studies faculty member, Dr. Jackie Litt. The course, Lesbian Cultures and Communities, was successful, and the student evaluations were very complimentary about my teaching abilities, knowledge base, and creativity. The success of this course depended in large measure upon the mentoring that I received from Dr. Litt, as well as the knowledge that I was able to accumulate as an undergraduate women's studies major. This spring, 2000, I will teach the course again. It has a favorable reputation, and is already nearly full, though registration is not yet over.

In 1997-98, I was the coordinator of the Lesbian, Gay, Bisexual, and Transgender Student Services unit of the Dean of Students Office at ISU. I called on the knowledge gained as a women's studies major in order to perform my duties on behalf of LGBT students and their allies. For the work I did there, I was awarded both a prestigious Strong-Minded Woman Award, given by the Catt Center for Women in Politics, and the Carrie Chapman Catt Gender Equity Award, given by the Sloss Women's Center. Both of these awards were based on my activism on behalf of women, specifically lesbians, and I gathered the internal resources to do the work for which I received these two awards from my experience as a women's studies major. In fact, I knew about gender, the need for gender equity, and ways to work towards achieving it, from my scholarship as a women's studies major.

In 1997, I won the African American Life and Culture Creative Writing Award at ISU. This award was given to me on the basis of a piece of historical fiction that I wrote while

taking a women's studies course at ISU. Again, I wrote the piece as a direct result of the knowledge that I had gained as a women's studies major. Indeed, this piece would not have even existed without the personal interest and dedication of one of my women's studies professors, Dr. Brenda Daly.

Women's studies has prepared me for more than just a life in academia, however. It has also groomed me for a life of feminist activism. Because of my experience as a women's studies major, I have engaged in several recent activities. For example, I am the webmistress of an internet site for rural women; the site is the only one of its kind, and has connected dozens of rural women with resources, and with each other. In addition, I have organized five weekend festivals and retreats for lesbians and other women, and attendance at these events often topped 100. I have also coordinated weekend retreats, concerts by feminist musicians, and skills-sharing workshops for women. These examples of my grassroots activism would have been impossible without the confidence given to me by my women's studies major. Indeed, without my major, I would not have even known of the need of community building among women.

In all of my work, both paid and volunteer, I rely upon my women's studies major. The dedicated support and encouragement of women's studies faculty, as well as the leadership provided by our Chair, Dr. Bystydzienski, have prepared me well for my chosen career as a college professor and my chosen vocation as a feminist activist.

If there is more information that I can offer about how the ISU women's studies major has prepared me well for the work that I do, please let me know. Again, it is my pleasure to share my positive experiences with the Women's Studies Program.

Sincerely,

Jensine Anahita

Jensine Anahita

323 Catt Hall
Iowa State University
Ames, IA 50011
515-294-9047
anahita@iastate.edu

December 8, 1999

Professor Jill Bystydzienski, Chair
Women's Studies Program
349 Catt Hall
Iowa State University
Ames, Iowa 50011

Dear Professor Bystydzienski,

I am writing this letter in support of the Women's Studies Program at Iowa State University. As you know, I graduated with a Bachelor of Liberal Studies in December, 1998 and a Bachelor's Degree in Women's Studies in May, 1999.

Since graduation, I have been sending out my resumes to various feminist organizations and working to support my move to North Carolina in August, 2000. I am currently a secretary in the Foreign Languages Department at Iowa State University.

I feel that my involvement in Women's Studies has adequately prepared me to be successful in the outside world. Several people have commented to me on the impressiveness of receiving a degree from Iowa State University. The professors that were my mentors really were passionate about their teaching and were always willing to go that extra mile to help me if I needed assistance in my studies or needed a recommendation letter.

As I mentioned earlier, my interest in Women's Studies allowed me to become involved with several feminist organizations on campus and around the nation. I volunteered and later became employed with the Margaret Sloss Women's Center. I was a Sexual Assault Awareness Coordinator and was primarily responsible for prevention and education programs on sexual assault and other violence against women issues. I have also stayed involved with several national organizations, including the Feminist Majority Foundation, National Abortion Rights Action League (NARAL), and Planned Parenthood.

I experienced some of the best professors while attaining my Women's Studies degree at Iowa State University. The program is of the highest caliber, and, with that, will have no trouble growing into one of the most recognized Women's Studies Programs in the United States.

Sincerely,



Alissa Stoehr
1204 Johnson Street
Ames, Iowa 50010-4208
astoehr@cedoramail.com

Marcia Purdy
314 W. Division
Ogden, IA 50212
515/275-2623

November 30, 1999

Dr. Jill Bystydzienski
Director, Women's Studies Program
Iowa State University
Ames, IA 50212

Dear Dr. Bystydzienski:

As a non-traditional student at Iowa State University, I have a rather unique perspective. I re-started my education after staying at home a number of years to raise our children. I initially was a Family Resource Management major with a Women's Studies minor. After several semesters and classes in each area, I have changed my major to Women's Studies with a FRM minor. I feel very strongly about women's issues and the benefits to all of us in their research.

As we enter into a new millennium, issues will remain. Issues relating to women's health and medical issues will continue to be of utmost concern for our society. Affordable and reliable daycare has become paramount to families where both parents must work to make ends meet. Without research and support for these areas, we might as well stay in the 20th century. A major in Women's Studies provides opportunities for that research.

I chose Women's Studies as my major primarily because I feel the effects daily of women's struggles. Working at the Women's Center at Iowa State University, I encounter women suffering from domestic violence, rape, and harassment. It is imperative that both emotional and financial support be available for these women. Knowledge empowers. I believe that I can make a difference with my degree.

Sincerely,

Marcia Purdy

Marcia Purdy

THE UNIVERSITY OF IOWA



1 December, 1999

Professor Jill M. Bystydzienski
Director, Women's Studies Program
Iowa State University
349 Carrie Chapman Catt Hall
Ames, IA 50011

Dear Jill:

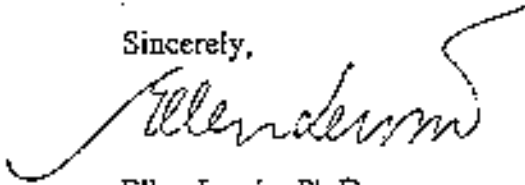
I am writing to express the strong support of the University of Iowa Women's Studies Program for your continuing commitment to providing an undergraduate major in Women's Studies at Iowa State. While Women's Studies is not likely to become a destination for masses of undergraduates, it is a field that has steadily grown over a 25 year period and which now is an expected field of concentration in any balanced liberal arts institution. I know that the numbers of students majoring in Women's Studies at ISU was quite small until recently, but considering the fact that the program had only a part-time director until your arrival and very few resources, these figures are not surprising. What is encouraging, however, is the nearly one hundred percent increase in the number of majors that you have seen just since last year. This development speaks eloquently to the trends that prevail around the country, a pattern that is also revealed in the growing number of academic positions being advertised by women's studies programs and departments. It also illustrates how coherent leadership and visible institutional support can strengthen a program's image in an academic community.

Our program recently instituted a new Ph.D. program in Women's Studies, and we have seen significant increases in the number of students, many of them undergraduate majors in Women's Studies, who are now seeking to do advanced academic work in our field. We have also been inundated, in recent years, with requests that we consider expanding the undergraduate minor we now offer to a major, and with the support of the Dean of the College of Liberal Arts, we are now developing a proposal to do so. Our intentions in this matter in no way conflict with the existence of such a major at ISU, however, as the numbers of interested students clearly can support—and indeed mandate—more than one such undergraduate program in the State of Iowa. From my experience at other universities with longstanding BA programs, students often combine their Women's Studies majors with other majors or minors, often in very imaginative ways, and they tend to gravitate toward the same career and higher education options as do other students majoring in the liberal arts. I have seen Women's Studies majors pursue careers in the private sector and in non-profit organizations, and to go on to law school, medical school,

and graduate school in various academic fields. The field has achieved a level of maturity and stability that makes the BA/BS concentration in Women's Studies an expected option at any strong undergraduate institution.

We are very pleased to see the growth your program has experienced in the last year, and we wish you the best as you continue to strengthen your offerings. Please feel free to contact us if we can help to support your program in any way.

Sincerely,

A handwritten signature in cursive script that reads "Ellen Lewin". The signature is written in dark ink and is positioned to the left of the typed name.

Ellen Lewin, Ph.D.
Professor, Women's Studies and Anthropology
Chair, Women's Studies



November 30, 1999

Jill Bystydzienski
Director, Women's Studies Program
349 Carrie Chapman Catt Hall
Ames, Iowa 50011-1304

Dear Dr. Bystydzienski,

As the director of the undergraduate Women's Studies Program at the University of Northern Iowa, I am pleased to write an enthusiastic letter of support for the Women's Studies Major at Iowa State University. Our program currently offers an undergraduate minor in Women's Studies. We also offer a M.A. in Women's Studies, a program administered by my colleague Phyllis Baker. We do not have plans to develop a major in Women's Studies, but have a commitment to sustaining our undergraduate minor as well as our graduate program.

In reviewing your curriculum I was supportive of its strong theoretical orientation as well as its emphasis on international feminism. I also commend your curriculum's examination of the contributions and experiences of African American women. Finally your program shares my own commitment to infusing internship experiences into undergraduate course requirements. It is clear graduates of your program have both classroom and real world learning experiences preparing them for lifelong involvement in women's issues and activism.

Please contact me at Lynch@upi.edu if you have additional questions or concerns regarding this letter of support.

Sincerely,

A handwritten signature in cursive script that reads "Annette Lynch".


Annette Lynch, Ph.D.
Director, Undergraduate Women's Studies Program

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

ISU A-2
College o Appendix
Foreign L Page 41
300 Pearson Hall
Ames, IA 50011
515-294-4046
FAX 515-294-9914

Date: Dec. 17, 1999

To: Professor Jill Bystydzienski

From: Madeleine Henry 
DEO of FL L Department

Please accept this memo as my letter of endorsement of the Women's Studies Major at Iowa State University. I am pleased that a program whose members worked so hard to inaugurate and develop it has garnered the leadership and resources to continue and to grow. As a member of the WS Program Committee from 1985-1995 and as an instructor of three courses (WS 201, WS 401, and CIST/WS 374), I was familiar with the growth of the program until four years ago. I see that in the interval the major has proven its worth to students by the numbers of students who have enrolled and completed it - not to mention the number of minors - and by the continual careful addition of appropriate offerings.

I believe that the undergraduate major here offers a substantial and rigorous introduction to the rapidly-developing core field of Women's Studies, with appropriate opportunities to investigate the perspectives brought by other disciplines. Particularly meritorious is the growth beyond the early focus on humanities and social sciences to the sciences, to art, and (at the graduate level) sport. At Iowa State University we have the opportunity to have a Women's Studies major curriculum that is more varied than is the case at some humanities-focused institutions. This will make a WS major useful to students in many other degree fields which they may wish to combine with their WS work, and I hope in time that graduate offerings can be increased with the possibility of at least a graduate minor curriculum. Because so many of the WS faculty are stellar scholars, this would be a real plus for students in many advanced degree programs.

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

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Appendix
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Department of S
105 East Hall
Ames, Iowa 50011-1070
515-294-8312
FAX 515-294-0323

Dec 21, 1999

Jill Bystydziński
349 Catt Hall
Iowa State University
Ames, Iowa 50011

Dear Jill:

I am happy to provide a letter of support for the Women's Studies Program at Iowa State University. As an interdisciplinary program it makes a valuable contribution to the University. The major specifically provides career opportunities as well as opportunities for unique on campus involvement in women related activities and programs. The department of Sociology is closely associated with the program. One of our more popular courses Sociology 327 (Sex and Gender in Society) is cross-listed with Women's Studies. Also a number of our faculty are active in the program. Jackie Litt as well as yourself, who constitute the core of the Women Studies faculty, have appointments in the Department of Sociology. In addition there are a number of sociology faculty who have affiliate status in the program, these include: Cindy Anderson, Sharon Bird, Clare Hinrichs, Gloria Jones-Johnson, Wendy Harrod, Betty Wells, Betty Dobratz and Neal Flora. The research and scholarly work of these individuals deal with women and feminist issues. The program, including the major, has wide support in the Department of Sociology both as a substantive area of interest and a particular research focus. The program contributes to the vitality of the University by bringing noted scholars to campus and hosting women's conferences.

The Women's Studies major has been a successful program. The major meets the needs of students who want to pursue a study of women's issues and prepares students for a variety of careers in which an understanding of women's issues is important. It is a valuable program at the University providing an opportunity for students and enhancing the university's scholarly environment. We are pleased to be associated with the program.

Sincerely,

Robert Scheffer, Chair
Sociology

ANNUAL REPORT FOR THE WOMEN'S STUDIES PROGRAM, 1998-99

Prepared by Jill Bystydzienski
Submitted May 1999

I. Program Activities

A. New Directions for Women's Studies

In October 1998, twenty Women's Studies faculty and students held a retreat to discuss the future development of the Program. The participants agreed on two directions for Women's Studies: (1) to work more closely with the sciences, engineering and agriculture by offering core and cross-listed courses in these areas, and through faculty development, joint programing and networking; and (2) to better diversify and internationalize the Program by making sure that all core courses include differences among women and whenever possible international issues, by providing study abroad possibilities for students and opportunities for contacts and exchanges for faculty, as well as supporting research with a diversity or international focus and attendance at international conferences.

This academic year, a number of steps have been taken to pursue the first direction. Several Women's Studies faculty together with the Program on Women in Science and Engineering have been working on a NSF grant proposal to hold a conference at ISU with a focus on early career women in science and engineering. We also obtained a Dean of Agriculture Internationalization Grant to bring scholars from Canada and Mexico to ISU this summer to work with us on a grant proposal that, if funded, will support a team of faculty and students doing research on women on farms in Iowa and the Midwest as well as in central Canada and Mexico. Although no new Women's Studies courses have been added this year, the newly established Curriculum Committee will be reviewing the curriculum next fall and there are plans to offer courses with substantial science content such as Women in Development and Ecofeminism.

In order to better diversify the Program, closer links have been established with ethnic studies programs, including working on the development of a learning community for the Carver Academy students. Together with African American Studies and the Women's Center, Women's Studies sponsored a monthly Diversity Scholars Lunch series where faculty and graduate students presented their research on the intersection of gender, race/ethnicity, class, nationality, and sexual orientation. The Program Committee also has decided to hire for the new position someone whose scholarly work focuses on differences among women in the U.S. and/or internationally. We have strengthened the international content of two of the core courses, WS 201 and WS 301, by adding more global topics in the former, and offering new topics, such as women in transitions to democracy in East-Central Europe and Latin America and international perspectives on women's education, for the latter.

B. Governance Document

An ad hoc committee of Women's Studies faculty wrote a governance document for the program. It contains the mission of the Program, its administration and committee structure, membership status of faculty and others, as well as review, tenure and promotion procedures. In addition, the newly established Curriculum Committee has developed procedures for approval of new and

cross-listed Women's Studies courses. These documents are not only important to the formalization of the Women's Studies Program, but also can serve as a model that the ethnic studies programs can use as they develop their own documents and governance structures.

C. Sponsorship of Speakers and Participation in Campus Events

Women's Studies helped to support three speakers this year: Bharati Mukherjee, Gloria Steinem, and lgbt speaker Anthony D'Augelli. We also brought Regine Mehl from Germany, who visited several classes and gave a public lecture in April. Women's Studies had a strong presence in the Civic Discourse in a Global Community conference sponsored by the Carr Center on Women and Politics in October (several Women's Studies faculty presented papers and chaired sessions), in the PWSE conference "Making Connections" in January (the keynote address was given by a Women's Studies affiliate faculty member and I together with two students held a session on what is Women's Studies), and in the Iowa Sociological Association conference in April (several Women's Studies faculty attended the conference). We also sponsored two short film series, one in the fall in conjunction with WS 401 Feminist Theories course, and the other in the spring associated with the WS 203X Lesbian Cultures and Communities course.

D. Program Publications

A new Program brochure was designed by a Women's Studies major in the fall. It has been distributed to students in Women's Studies classes, sent to advisors, to the admissions office, and to residence halls. The Program also published two issues of a Newsletter that was sent to faculty and administrators in all colleges on campus, to Women's Studies alumni, women's organizations in the area, and women's Studies programs nationally.

In addition, we have put together flyers listing all the Women's Studies courses offered each semester, plus individual course flyers for new WS 301 and WS 450 Topics offerings, and have distributed copies widely on campus.

E. Research Seminar and Theory Reading Group

In order to promote faculty and student research in Women's Studies, the Program began to sponsor monthly seminars where faculty and graduate students present their work and receive feedback from others. The seminars began in January and have drawn on average 20 participants. A Feminist Theory Reading Group has been meeting once per month since December and has also been well attended (averaging 12-15 persons). Both of these forums have served to develop an intellectual space in which faculty and students are encouraged and supported in their work and are exposed to new scholarship in Women's Studies.

F. Grant Activity and Fundraising

The Program applied for two grants, the Dean of Agriculture Internationalization Grant and a CIP Grant. Only the first was funded. As indicated above, we are now in the process of developing a proposal for a NSF grant for Women in Science, Engineering, Mathematics and Technology. We have also announced the intention to establish the Linda Galyon Scholarship to support a Women's Studies major and have begun to raise funds for the scholarship. In addition, with money left over from the buy-out line of the budget, we created small Summer

Grants to support Women's Studies research. These were awarded to five faculty and four graduate students.

G. Support for Conference Presentations

The Women's Studies Program Committee decided to set aside \$2,5000 to help fund the travel of faculty and students to national and international meetings where they present their work on women and gender. Jackie Litt, Leslie Bloom, Marie Lathers, Jane Vallier and Christiana Langenberg received support this year.

H. Cooperation with Other Women's Programs on Campus

Women's Studies has continued to work closely with the Women's Center, the Catt Center on Women and Politics, and the Program on Women in Science and Engineering (PWSE). Together, the four programs have collaborated in planning next year's Women's Week and Women's History month. Women's Studies faculty have participated in many of the events sponsored by the Center for Women and Politics and the Women's Center. A holiday gathering in December was sponsored by all three programs. As indicated above, the NSF grant proposal is a joint venture between Women's Studies and PWSE.

II. Honors and Awards

- Amy Bix, Assist. Prof. History, ISU Humanities Summer Grant.
- Jill Bystydzienski, Prof. Women's Studies and Sociology, ISU Foreign Travel Grant; Dean of Agriculture Internationalization Grant.
- Susan Carlson, Prof. English, Women's Studies Summer Grant.
- Brenda Daly, Prof. English, ISU Grant for Study in a Second Discipline; Women's Studies Summer Grant.
- Kristin Gerhard, Assoc. Prof. Library, Elected Chair of the Association of College and Research Libraries' Women's Studies Section, 1998/99
- Margaret LaWare, Adj. Assist. Prof., Speech Communication, Women's Studies Summer Grant.
- Marie Lathers, Assoc. Prof. Foreign Languages and Literatures, NEH Fellowship for College Teachers.
- Jacquelyn Litt, Assist. Prof. Women's Studies and Sociology, LAS Early Teaching Excellence Award; Women's Studies Summer Grant.
- Michelle Mattson, Assist. Prof. Foreign Languages and Literatures, ISU Humanities Summer Grant.
- May Ann Tetreault, Prof. Political Science, Sophonisba Breckenridge Award for Best Paper on Women and Politics, Midwest Political Science Association.
- Jane Vallier, Adj. Assist. Prof. Speech Communication, Gender Equity Award, Center for the Study of Women and Politics and Margaret Sloss Women's Center; AWIS Award for Service; Women's Studies Summer Grant.

III. Curriculum and Instruction

All of the core Women's Studies courses were offered this year and all had good enrollment. The WS 201 course filled to capacity and the remaining five core courses' enrollments ranged from 8 in WS 450 - Topics to 20 in WS 350 - African American Women. Two new offerings this year, WS 203X - Lesbian Cultures and Communities and WS 301- Women in Transitions to Democracy drew 24 and 16 students respectively.

WS 201 was offered for the first time with one lecture and two discussion sections each week in the Spring semester of 1998. It was so successful, that the Program decided to offer the course indefinitely in this format. Also, WS 201 will be offered for the first time during the summer of 1999. It will be taught by Sine Anahita, graduate student in Sociology and Women's Studies, as partly a web-based course. The course will be evaluated to determine whether it will enhance student learning.

Women's Studies has also been working with the English Department, the African American Studies and the other ethnic studied programs to develop a learning community for Carver Academy students. WS 201 is one of the courses that will participate in the learning community.

IV. Outreach

A vital Women's Studies Program needs to be connected with other programs and feminist practitioners outside the university. To this end, new linkages with local women's organizations, and Women's Studies Programs in Iowa, in the U.S. and internationally were established this year. A number of representatives of women's organizations in Ames (e.g., ACCESS, Planned Parenthood, NOW) will serve next fall on our new Advisory Committee. One of the many benefits of such connections will be the strengthening of internship possibilities for Women's Studies majors. We also are planning a meeting in October of Women's Studies programs in Iowa in order to establish a network and foster more cooperation among programs throughout the state. Our program has acquired institutional membership in the National Women's Studies Association and I am a member of the Program Administrators' Council.

In addition, the Program has established a relationship with the Women's Studies and Resource Center in Tallinn, Estonia. In the future, we hope to form links with programs in other countries as well in order to develop collaborative research and exchange possibilities for faculty and students.

V. Program Plans for 1999/00

Plans for next year include:

- Developing a new strategic plan for the Program
- Reviewing the undergraduate curriculum with a view to improving the existing courses and adding core and cross-listed courses
- Developing a graduate component (certificate or minor) in Women's Studies
- Hiring a new Women's Studies faculty member whose scholarship and teaching focus on diversity among women in the U.S. and/or nationally
- Improving the visibility of Women's Studies on campus, including doing a conference on Feminist Medical Ethics in November 1999 and beginning a speaker series

- Obtaining funds for the Linda Galyon Scholarship
- Seeking grant possibilities that would enable faculty and students to participate in collaborative research projects with those in a variety of fields on campus as well as nationally and internationally
- Obtaining a NSF grant to fund a conference on early career women in science and engineering.