Full Category I and Abbreviated Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Programs, Assessment, and Accreditation, 500 Kerr Administration Building – Oregon State University

For Instructions, see http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/category-1-proposals
Please attach Transmittal Sheet; Executive Summary, Proposal, Letters of Support (external to OSU); Accessibility Form*, Library Evaluation* (performed by the Library), Faculty CV’s*, Liaison Correspondence (internal to OSU), and Budget Information (both OSU and OUS budget sheets)
* Not required for Abbreviated Category I proposals unless requested

Full Category I

[Full Category I Final Approval: Oregon State Board of Higher Education for new degree programs; Oregon University System Provosts’ Council for new certificate programs and major changes to existing programs.]

Check one:

X New Degree Program

___ New Certificate Program

___ Substantive Change to Existing Program

Abbreviated Category I

[Abbreviated Category I Final Approval: OSU Provost or the Oregon University System Provosts’ Council]

Check one:

___ Establish: a new college, school, department or program

___ Extend: an existing program to a new location

___ Merge or Split: an academic program or academic unit

___ Reorganize: move responsibility for an academic program from one unit to another

___ Suspend or Reactivate: an academic program or academic unit

___ Terminate: an academic program or academic unit

For proposals to establish a new center or institute, contact the Research Office (541-737-3467)

Title of Proposal: PhD in Women, Gender, and Sexuality Studies

Effective Date: Fall 2015

School/Department/Program:
Women, Gender, & Sexuality Studies
School of Language, Culture, & Society

College: Liberal Arts

I certify that the above proposal has been reviewed by the appropriate Department, School, and College administrators and committees. I approve this proposal.

Signature (Department/School Chair/Head; Director) Date

Signature (Dean of College) Date

Print (Department/School Chair/Head; Director)

Print (Dean of College)
Proposal for a PhD in Women, Gender, and Sexuality Studies
Executive Summary

The Women, Gender, and Sexuality Studies Program in the School of Language, Culture, and Society proposes a PhD in Women, Gender, and Sexuality Studies to begin Fall 2015. Currently, OSU offers the only MA in the discipline in Oregon, and the PhD will be only the second in the region (in addition to the University of Washington), including Alaska, Idaho, Utah, Montana, Nevada, Wyoming, and the Dakotas. The PhD in WGSS is relatively new, and OSU will become one of only 20 or so institutions to offer the degree. In concert with OSU’s land-grant status, the proposed PhD program is unique. While it will prepare students for academic careers, it also has a strong applied focus and will prepare students for feminist leadership in non-profits, governmental and non-governmental organizations, and the private sector. Student needs assessments and a marketing survey indicate the need and desire for such a degree. Furthermore, support from the National Women’s Studies Association, the Feminist Majority Foundation, and the National Council of Women’s Organizations reiterates the national need for feminist leaders in academia and other organizations.

A common core will offer students expertise in multiracial, transnational, and queer feminisms, as well as in feminist research and professional practice. Students may elect a concentration in: (1) health and gender justice; (2) feminist leadership; (3) social justice theory and practice; or (4) gender, rhetoric, and representation, or they may create their own concentration in consultation with their advisor, or they may use elective credits to obtain a broad understanding of feminist issues.

The WGSS faculty has a strong core of 10 faculty members (with an 11th to be added Fall 2014), with broad-ranging research and teaching experience. Additionally, thirty-four program faculty and three courtesy faculty are committed to serving as dissertation supervisors or committee members, as appropriate. The program will accept four to six students per year. Students will enter the program with an MA or MS in hand and so will be expected to complete the 36 credits of coursework and 36 credits of dissertation writing within three years.

The program fits well with the mission of the University, particularly its emphasis on advancing diversity and social justice. The PhD in Women, Gender, and Sexuality Studies will prepare students to be engaged and productive citizens who make a positive impact on the world.
New Graduate Degree Proposal:
Ph.D. in Women, Gender, and Sexuality Studies

College of Liberal Arts
School of Language, Culture, and Society

January 2014
Proposed Effective Term: Fall Term 2015 (201501)

CPS Tracking #: 89374

1. Program Description:

a. Proposed Classification of instructional Programs (CIP) number:

<table>
<thead>
<tr>
<th>CIP #: 050207</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Women’s Studies</td>
</tr>
<tr>
<td>Description: A program that focuses on the history, sociology, politics, culture, and economics of women, and the development of modern feminism in relation to the roles played by women in different periods and locations in North America and the world. Programs may focus on literature, philosophy, and the arts as much as on social studies and policy.</td>
</tr>
</tbody>
</table>

b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

Women, Gender, and Sexuality Studies,¹ a program within the School of Language, Culture and Society at Oregon State University (OSU), proposes to offer a Doctor of Philosophy degree (PhD) to be launched in Fall Term 2015.

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¹ “Women, Gender, and Sexuality Studies” (WGSS) is a program in the school of Language, Culture and Society, and until recently, it was called “Women Studies.” The history of its original name is part of its establishment in the early 1970s. The current core faculty and Director successfully petitioned for the name to be changed to Women, Gender, and Sexuality Studies to reflect more accurately the program’s multidisciplinary, transnational and intersectional approach to feminist studies. Throughout this proposal, WGSS refers to the program in the School of Language, Culture and Society at OSU, while “women’s studies” will refer to the discipline itself.
Recent market research and needs assessment studies demonstrate an interest among students and a demand in a variety of industries for such a degree. A significant number of respected institutions have recently established PhD programs in the past year, (among them: Duke University, Colorado State University, and the University of California at Santa Cruz). While there are approximately eighteen doctoral degree programs offered in the U.S., with the exception of the University of Washington, no PhD program in women’s studies is offered in this region, including Oregon, Alaska, Idaho, Montana, Wyoming, Utah, Nevada, North Dakota and South Dakota. With the proposed PhD in WGSS, Oregon State University is uniquely poised to prepare a significant student population to assume leadership positions in a variety of fields in higher education, government and non-government agencies, nonprofits, and the private sector. Thus, the proposed program degree would actively advance Phase II of OSU’s strategic plan in the signature area of “Promoting Economic Growth and Social Progress.”

The existing graduate (MA degree) program already offers a rich multidisciplinary approach to analyzing contemporary global and social justice issues in politics, society, public health, psychology, economics, and the environment. Unique to our proposed PhD degree is its ability to offer our students both the intellectual and applied skills to serve as global citizens, prepared to engage matters of equality, diversity and social justice within the public and private sectors, as well as within higher education institutions. Our market research shows that both the private and public sectors would welcome graduates with these qualities, and our profiling of students demonstrates a demand for, and interest in, such a doctoral level program. Graduates with a PhD in WGSS from Oregon State University will be prepared to articulate and apply a comprehensive understanding of transnational and intersectional feminist theoretical frameworks. They will graduate having produced original research in their chosen graduate option, and they will enter the market equipped to apply feminist theoretical frames in the context of advocacy work for social justice.

In 2011, the external review team for the Master of Arts in Women, Gender, and Sexuality Studies also pointed to the support for a PhD program: “We note that the idea for a Ph.D. proposal came up repeatedly in our discussions with senior administrators, which indicates to us that the institution is committed to the M.A. program and to exploring the possibility of a Ph.D. proposal in the near future. The review team supports the exploration of the Ph.D. possibility, especially a Ph.D. in Women Studies linked to the particular mission of OSU and the wider Oregon state university system.”
## New Graduate Degree

- **Proposal Title:** Doctor of Philosophy (PhD) in Women, Gender, and Sexuality Studies
- **Proposal Type:** Full Category I
- **CPS #:** 89374
  - https://secure.oregonstate.edu/ap/cps/proposals/view/87365
- **CIP #:** 050207
- **SIS #:** To Be Determined (by the Registrar’s Office)
- **College Code:** 10
- **Program Type:** Graduate
- **Credential Type:** Doctor of Philosophy (PhD)
- **Academic Home:** College of Liberal Arts; School of Language, Culture, and Society
- **Program Location:** OSU – Main (Corvallis)
- **Graduate Concentrations:**
  - Health and Gender Disparities
  - Feminist Leadership
  - Social Justice Theory and Practice
  - Gender, Rhetoric, and Representation
- **Undergraduate Minors:** Not Applicable
- **Graduate Minors:** Women, Gender, and Sexuality Studies (existing; no change)
- **Course Designators:** WGSS (existing; no change)
- **Credit Hours:** 72 (minimum beyond the Master’s Degree for a total of at least 108)
- **Delivery Mode and Location:** On-Campus (face-to-face) in Corvallis
- **Admission Requirements:** Masters in Women Studies or related field; 3.5 Graduate GPA; GRE; Transcripts; List of Possible Dissertation Supervisors Based on Interests; Letters of Recommendation (3); Personal Statement (no more than 750 words); and Writing Sample
- **Enrollment Limitations:** None
- **Accreditation:** None
- **Proposed Start Date:** Fall Term 2015 (Banner 201501)
C. Course Study: Proposed curriculum, including course numbers, titles, and credit hours.

The proposed curriculum provides students with a course of study that prepares them to conduct original research in their chosen areas of research interest and to join the market in high level leadership positions, equipped to address key feminist and social justice issues.

The curriculum includes a core set of required courses in multicultural, transnational, queer and feminist studies, offering PhD candidates a common foundation in essential theoretical and research methods. They will also participate in a yearlong colloquium series featuring current research by OSU and visiting scholars. As part of this series, students will be required to present their own dissertation research. In addition, students may select a graduate concentration in one of four areas: 1. Health and Gender Justice; 2. Feminist Leadership; 3. Social Justice Theory and Practice; 4. Gender, Rhetoric, and Representation. Within each graduate concentration, PhD candidates will develop particular areas of theoretical and applied expertise through interdisciplinary course work and appropriate field research. Students may also elect to develop their own concentration in consultation with their doctoral advisor, or they may choose not to have a concentration but to use electives to acquire a breadth of academic experiences.

Although it is not required, prospective PhD candidates wishing to focus on teaching, may earn a Graduate Teaching Certificate in College and University Teaching with an additional 18 credits of course work and experiential learning.

Degree Course Requirements:
Prospective PhD students will enter the program with a master’s degree in women’s studies or related discipline and will complete 72 credits (36 dissertation credits, 36 course credits) beyond their MA (in excess of the university requirement of 108 credits for the PhD). No more than two “slash” courses will be accepted toward the degree.

Some of the required courses are also part of the requirements for the MA. If a student completes the MA at OSU and is accepted into the PhD program, that student will take alternative courses as noted below.

Core Requirements (20):
The following courses are currently pending submission and approval:

WGSS 611 (1) Colloquium
(Students must take 4 terms of colloquium and must present dissertation research once.)

WGSS 616 (4) Multicultural, Transnational, and Queer Feminisms I
(Students who have already taken WGSS 616 at OSU will take WGSS 620 Social Justice Theory and Practice instead.)

WGSS 617 (4) Multicultural, Transnational, and Queer Feminisms II

WGSS 518 (4) Community-Based Participatory Research or WGSS 519 (4) Decolonizing Methods or WGSS 555 Feminist Textual Methods
(Students who have already taken WGSS 518 and WGSS 555 at OSU will take WGSS 519.)

WGSS 521 (4) Feminist Leadership (Students who have already taken WGSS 521 at OSU will take WGSS 610 Internship and Shadowing.)

**Thesis (36)**
WGSS 603 Thesis (36)

**Electives (16)**
Students may select a concentration in one of the four areas below or may work in consultation with their advisor to develop a 16-credit concentration specific to their needs and interests. Students may also elect to take 16 elective credits from any WGGS graduate courses or any of the program courses listed below in any of the graduate concentrations.

**Graduate Concentrations (minimum 16 credits of course work; no more than two of these courses may be “slash” courses)**

1. **Health and Gender Justice**

Core Courses:
WGSS 518 Community-Based Participatory Research (4); Pending Submission and Approval
WGSS 582 Global Perspectives of Women’s Health (4)
WGSS 583 Race, Ethnicity, Gender, and Health (4); Pending Submission and Approval

Graduate Course Electives:
H 527 Case Studies in International Health (3)
H 528 Global Health Issues (3)
H 569 Maternal and Child Health (3)
H 572 Community Organization for Health Promotion and Education (3)
HDFS 685 Race, Class, Culture, and Aging (3)
PHL 544 Biomedical Ethics (4)
WGSS 514 Systems of Oppression in Women’s Lives (4)
WGSS 516 Theories of Feminism (4)
Slash Course Electives:
ANTH 449/ANTH 549 Biocultural Perspectives on Human Reproduction (4)
ANTH 474/ANTH 574 Cross-Cultural Health and Healing (4)
ANTH 483/ANTH 583 Advanced Medical Anthropology (4)
H 429/H 529 International Health (3)
HSTS 417/HSTS 517 History of Medicine (4)
HSTS 440/HSTS 540 History of Psychotherapy (4)
PSY 426/PSY 526 Psychology of Gender (4)
PSY 498/PSY 598 Health Psychology (4)
QS 562 Queer Theories (4)
QS 573 Transgender Lives (4)
WGSS 486/WGSS 586 Global Experience I (1)
WGSS 487/WGSS 587 Global Experience II (1)
WGSS 488/WGSS 588 Global Experience III (1)

2. Feminist Leadership

Core Courses:
(Pending Submission and Approval)
WGSS 518 Community-Based Participatory Research Methods (4)
WGSS 610 Internship/Shadowing (4)
WGSS 620 Social Justice Theory and Practice (4)

Graduate Course Electives:
AHE 533 Needs Assessment and Research (4)
AHE 534 Organizations and Systems Theory (4)
AHE 567 Leadership Development and Human Relations (4)
COMM 524 Communication in Organizations: Theories and Issues (3)
H 572 Community Organization for Health Promotion and Education (3)
HDFS 534 Social Programs and Policy Evaluation (4)
WGSS 535 Feminist Teaching and Learning (4)
WGSS 536 Feminist Media Studies (4); Pending Submission and Approval

Slash Course Electives:
COMM 418/COMM 518 Interpersonal Communication Theory and Research (3)
COMM 422/COMM 522 Small Group Communication Theory and Research (3)
COMM 526/COMM 426 Intercultural Communication (3)
COMM 432/COMM 532 Gender and Communication (3)
COMM 440/COMM 540 Theories of Conflict and Conflict Management (3)
COMM 442/COMM 542 Bargaining and Negotiation Processes (3)
PS 414/PS 514 Interest Groups (4)
PS 415/PS 515 Politics and the Media (4)
PS 416/PS 516 Public Opinion and Politics (4)
PS 425/PS 525 Gender and the Law (4)
PSY 496/PSY 596 Industrial and Organizational Psychology (4)
SOC 421/SOC 521 Social Change and Modernization (3)
SOC 422/ SOC 522 Sociology of Organizations (4)
SOC 439/ SOC 539 Welfare and Social Services (4)
SOC 471/ SOC 571 Social Movements (4)
WR 414/ WR 514 Advertising and Public Relations Writing (4)
WGSS 486/ WGSS 586 Global Experience I (1)
WGSS 487/ WGSS 587 Global Experience II (1)
WGSS 488/ WGSS 588 Global Experience III (1)

3. Social Justice Theory and Practice

Core Courses:
WGSS 514 Systems of Oppression in Women's Lives (4)
WGSS 518 Community-Based Participatory Research Methods (4); Pending Submission and Approval
WGSS 620 Social Justice Theory and Practice (4); Pending Submission and Approval

Graduate Course Electives:
HDFS 587 Social Gerontology (3)
HDFS 685 Race, Class, Culture, and Aging (4)
HST 525 The Holocaust in its History (4)
HST 527 Teaching the Holocaust (4)
HST 532 The History of Sexuality (4)
WGSS 514 Systems of Oppression in Women's Lives (4)
WGSS 585 Transnational Feminisms (4)
WGSS 535 Feminist Teaching and Learning (4)

Slash Course Electives:
ANTH 471/ ANTH 571 Cash, Class, Culture: Hunter-Gatherers to Capitalism (4)
ANTH 472/ ANTH 572 Contemporary Indian Issues (4)
ANTH 473/ ANTH 573 Gender, Ethnicity, and Culture (3)
ANTH 484/ ANTH 584 Wealth and Poverty (3)
COMM 432/ COMM 532 Gender and Communication (3)
ES 437/ ES 537 Gender Issues in Asian American Studies (3)
ES 444/ ES 544 Native American Law: Tribes, Treaties, and the United States (3)
ES 448/ ES 548 Native American Philosophies (3)
ES 451/ ES 551 Theories of Race and Ethnicity (3)
ES 457/ ES 557 Literature by Women of Color in the United States (3)
ES 460/ ES 560 Ethnicity and Social Justice (3)
HDFS 447/ HDFS 547 Families and Poverty (3)
PSY 426/ PSY 526 Psychology of Gender (4)
QS 4/524 Trans/gender Politics (4)
QS 4/531 Queer of Color Critiques (4)
QS 4/562 Queer Theories (4)
QS 4/572 Indigenous Two-Spirit and Queer Studies (4)
QS 4/573 Transgender Lives (4)
QS 4/599 Special Topics in Queer Studies (4)
SOC 426/ SOC 526 Social Inequality (4)
SOC 437/ SOC 537 Race and Ethnic Relations (4)
SOC 438/ SOC 538 US Immigration Issues in the 21st Century (4)
SOC 466/ SOC 566 International Development: Gender Issues (4)
SOC 471/ SOC 571 Social Movements (4)
WGSS 430/ WGSS 530 Women of Color in the United States (4)
WGSS 450/ WGSS 550 Ecofeminism (3)
WGSS 460/ WGSS 560 Women and Sexuality (4)
WGSS 462/ WGSS 562 Queer Theories (4)
WGSS 465/ WGSS 565 Women, Weight, and Body Image (3)
WGSS 482/ WGSS 582 Global Perspectives on Women’s Health (4)
WGSS 486/ WGSS 586 Global Experience I (1)
WGSS 487/ WGSS 587 Global Experience II (1)
WGSS 487/ WGSS 588 Global Experience III (1)
WGSS 495/ WGSS 595 Global Feminist Theologies (4)
WGSS 496/ WGSS 596 Feminist Theologies in the United States (4)

4. **Gender, Rhetoric, and Representation**

**Core Courses:**
ENG 598 Women and Literature (4)
ENG 597 Studies in Transnational Women’s Narratives (formerly: International Women’s Voices) (4); Pending Submission and Approval (This course is currently offered on-line.)
ENG 555 Feminist Textual Methods (4); Pending Submission and Approval

**Graduate Course Electives:**
ANTH 573 Gender, Ethnicity, and Culture (4)
COMM 512 Topics in Communication (3)
COMM 516 Ethnography of Communication (3)
COMM 572 Rhetoric and Popular Culture (3)
COMM 532 Gender and Communication (3)
ENG 590 Power and Representation (4)
ENG 595 Language, Technology, and Culture (4)
HST 532 History of Sexuality (4)
SPAN 557 Mexican Women Writers (3); Pending Submission and Approval
WGSS/ FILM 532 Feminist Film Studies (4); Pending Submission and Approval
WGSS 536 Feminist Media Studies (4); Pending Submission and Approval
WR 520 Studies in Writing (4)
WR 525 Advanced Scientific and Technical Writing (4)
WR 520 Writing Women’s Lives (4)
Slash Course Electives:
ENG 416/ ENG 516 Power and Representation (4)
ENG 420/ ENG 520 Studies in Difference, Power, and Discrimination (4)
ENG 425/ ENG 525 Studies in Medieval Literature (4)
ENG 430/ ENG 530 Studies in Early Modern Literature (4)
ENG 438/ ENG 538 Studies in Modernism (4)
ENG 465/ ENG 565 Studies in Victorian Literature (4)
ENG 480/ ENG 580 Studies in Literature, Culture, and Society (4)
ENG 488/ ENG 588 Literature and Pedagogy (4)
ES 437/ ES 537 Gender Issues in Asian American Studies (3)
TA 416/ TA 516 Topics in Theater Arts (3)

d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

All core courses will be offered on OSU’s main campus. Elective courses may be available online. However, candidates may receive credit for only two slash courses toward their degree.

e. Ways in which the program will seek to assure quality, access, and diversity.

In both its undergraduate program and recently established Master of Arts degree, Women, Gender, and Sexuality Studies embodies Oregon State University’s core values regarding quality, access and diversity. The principles of a feminist education include a commitment to understanding, celebrating and supporting difference and diversity, respect for all people, and social responsibility. The proposed PhD in WGSS would further these values in its acceptance of students who are both diverse in what they would contribute to the program and highly qualified academically. Course offerings at the graduate level, and the list of core and program faculty available to support our students, reflect the program’s readiness to create an inclusive and diverse intellectual community, ensuring our students sophisticated, multidisciplinary instruction and mentorship.

Through our admissions requirements, we will ensure that highly qualified students are accepted to the program. Within these requirements, a diverse student cohort will actively be recruited.

Program Admissions Requirements:
• Masters (MA or MS) in Women Studies or related field with significant gender/sexuality component
• Minimum 3.5 GPA in the master’s program
• GRE (required, but no minimum score)
• List of possible dissertation supervisors based on interests
• 3 letters of recommendation
• Personal statement of no more than 750 words
• Writing sample

f. Anticipated fall term headcount and FTE enrollment over each of the next five years.

The proposed PhD in WGSS will admit four to six students per year. The normative time for completion of the degree will be three to four years. Since students will enter the program with a Masters degree in hand, it is our expectation that they will be able to focus on their dissertation work fairly quickly. With this schedule, we expect to have twelve to eighteen doctoral students once the program is fully enrolled.

g. Expected degrees/certificates produced over next five years.

Between academic year 2015-16 and academic year 2020-21, we will expect to graduate eight to ten PhD students. This calculation is based on the assumption that it will take the first cohort at least three (perhaps four) years to complete the program. Expected number of completions will be 2-3 per year over a 3-year period.

h. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; fulltime/part-time etc.)

Based on a needs assessment survey conducted during the past year, a PhD in WGSS at Oregon State University would attract both resident and out-of-state fulltime graduate students. Many may be nontraditional students with respect to their age, marital/partnership/parenting status, employment or homemaker status, and the program welcomes and supports diversity in gender, class, race, ethnicity, sexual identity, religion, age, size and ability. Our needs assessment survey suggests that the proposed PhD and its curriculum would attract students diverse in all these categories.

i. Adequacy and quality of faculty delivering the program.

The core faculty of Women, Gender, and Sexuality Studies will deliver the core requirements of the degree. Program faculty (see list below) may teach elective courses or serve on PhD committees. At least one core faculty from WGSS will
serve on each candidate’s PhD committee; program faculty members have been approved by the graduate school to serve as committee members and, when appropriate, as chairs. This format will ensure students’ high level of engagement with the feminist theoretical frameworks that inform the discipline of women’s studies, as well as offer them the opportunity to select faculty members with specific research expertise related to their areas of specialization.

Women’s studies has from its beginnings in the early 1970s been an interdisciplinary enterprise, with its faculties including core faculty with lines in a WGSS program or department or a split appointment and program or affiliated faculty with tenure homes in other academic departments. In this respect, OSU’s faculty looks very much like the faculties of other WGSS programs that offer PhDs. For example, the University of Kansas has nine WGSS core faculty, all with joint appointments in other units, ranging from Anthropology to Political Science to Theatre. The University of California at Santa Barbara has nine core faculty and 46 affiliated faculty. The University of Washington has eight core faculty and 78 affiliated faculty. Kentucky (nine faculty), Indiana (11 faculty), and Arizona (13 faculty) all have one or two faculty in the core who also have split appointments. As an “interdisciplinary discipline,” Women, Gender, and Sexuality is strengthened by participation from faculty across the disciplines. The 2011 external review team for the MA at OSU commented about OSU’s WGSS faculty: “The core and affiliated faculty of WS are outstanding. Two of the core have national reputations and their anthology is widely used in Women’s Studies programs nationwide. Others in the core and affiliated faculty have areas of expertise and availability to offer courses – which make the WS proposal possible. . . The core and affiliated faculty represent a wide range of areas of expertise, as is necessary for an interdisciplinary program. The review team is pleased with the faculty’s training, experience, and scholarly stature.”

Core Faculty for the PhD in Women, Gender, and Sexuality Studies

<table>
<thead>
<tr>
<th>Core Faculty</th>
<th>Areas of Specialization</th>
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<tbody>
<tr>
<td>Janet Lee, PhD Professor</td>
<td>Feminist Theories and Research Methodologies; Women’s History, Sociology</td>
</tr>
<tr>
<td>Susan M. Shaw, PhD Professor</td>
<td>Gender, Race, Class; Feminist Theology; Feminist Teaching and Learning</td>
</tr>
<tr>
<td>Patti Duncan, PhD Associate Professor</td>
<td>Transnational Feminisms; Women of Color in the U.S.; Asian and Asian Pacific American U.S.; Asian and Asian Pacific American Women</td>
</tr>
<tr>
<td>Name</td>
<td>Title and Research Areas</td>
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<tr>
<td>Ron Mize, PhD</td>
<td>Chicano/a Latino/a Studies; Critical Race Theory; LatCrit Critical Migration Studies; Political Economy; Intersectionalities; Social Justice; Cultural Studies: Social Theory</td>
</tr>
<tr>
<td>Nana Osei-Kofi, PhD</td>
<td>Social Justice Education; Intersectional Feminisms; Narrative and Discourse Analysis.</td>
</tr>
<tr>
<td>Mehra Shirazi, PhD</td>
<td>Global Feminist Issues; Race, Ethnicity, Gender, and Health</td>
</tr>
<tr>
<td>Qwo-Li Driskill, PhD</td>
<td>Queer Studies; Two-Spirit and Native Studies; Gender and Cultural Rhetorics</td>
</tr>
<tr>
<td>Lily Sheehan, PhD</td>
<td>American Women Writers; Feminism and Fashion; Modernist Studies</td>
</tr>
<tr>
<td>Bradley Boovey, PhD</td>
<td>Twentieth-Century German Cultural Studies, Literary Studies, History of Sexuality, and Critical Language Studies</td>
</tr>
<tr>
<td>Liddy Detar, PhD</td>
<td>Feminist Literary Studies; Transnational Feminisms; Motherhood and Social Justice; Women's Memoirs; Theory and Practice of Teaching Writing.</td>
</tr>
</tbody>
</table>

**Program Faculty for the PhD in Women, Gender, and Sexuality Studies**

- Jennifer Almquist, PhD  Associate Director, Equity and Inclusion
- Michelle Bothwell, PhD  Associate Professor, Bioengineering
- Courtney Campbell, PhD  Hundere Chair, Professor, Philosophy
- Mina Carson, PhD        Associate Professor, History
- Marisa Chappell, PhD    Associate Professor, History
- Melissa Cheyney, PhD    Associate Professor, Anthropology
- Sharyn Clough, PhD      Associate Professor, Philosophy
- Shelly Dubkin-Lee, EdD  Instructor, Education
- Sally Gallagher, PhD    Professor, Sociology
Kayla Garcia, PhD    Professor, Spanish
Joan Gross, PhD    Professor, Anthropology
Anna Harding, PhD    Professor, Public Health
Marie Harvey, PhD    Professor, Public Health
Charlotte Headrick, PhD    Professor, Theatre
Sebastian Heiduschke, PhD    Assistant Professor, German
Anita Helle, PhD    Professor, English
Sarah Henderson, PhD    Associate Professor, Political Science
Amy Koehlinger, PhD    Assistant Professor, Religion
Cari Maes, PhD    Instructor, Women Studies and Latino/a Studies
Brenda McComb, PhD    Professor, Forestry/ Graduate School
Rebecca Olson, PhD    Assistant Professor, English
Dwaine Plaza, PhD    Professor, Sociology
Lisa Price, PhD    Professor, Anthropology
Dana Myers Reason, PhD    Adjunct Instructor, Music
Susana Rivera-Mills, PhD    Professor, Spanish
Nancy Rosenberger, PhD    Professor, Anthropology
Aurora Sherman, PhD    Assistant Professor, Psychology
Brent Steel, PhD    Professor, Public Policy
Vicki Tolar Burton, PhD    Professor, English
Juan Antonio Trujillo, PhD    Assistant Professor, Spanish
Becky Warner, PhD    Professor, Sociology
Patti Watkins, PhD    Associate Professor, Psychology
Tara Williams, PhD    Associate Professor, English

**Courtesy Faculty from Portland State University and the University of Oregon**

Beth Hutchison, PhD    Adjunct Instructor, Women, Gender, & Sexuality Studies, Portland State University
Judith Raiskin, PhD    Associate Professor, Women’s & Gender Studies, University of Oregon
Carol Stabile, PhD    Professor, Journalism and Women’s and Gender Studies, University of Oregon

**k. Other Staff**

Leonora Rianda    Office Manager
Karen Mills    Administrative Assistant, School of Language Culture and Society

**l. Facilities, library and other resources.**

Attached is a Library Assessment and Evaluation, prepared by Jane Nichols. The
program in WGSS has the resources, if necessary, to support the additional annual costs outlined in the report.

**m. Anticipated Start Date.**

Women, Gender, and Sexuality Studies is prepared to launch its PhD program beginning Fall Term 2015

**2. Relationship to Mission and Goals**

**a. Manner in which the proposed program supports the institution’s mission and goals for access; student learning; research, and/or scholarly work and service.**

Women, Gender, and Sexuality Studies is actively engaged in advancing Oregon State University’s mission to promote “social, cultural and environmental progress for the people of Oregon, the nation and the world.” The proposed PhD is designed to address all of these goals through its recruitment of a diverse, intellectually sophisticated student cohort and its commitment to a rigorous program of study that explicitly engages the needs and concerns of Oregonians and citizens around the world. Students will graduate having conducted original research and relevant fieldwork about current and emerging social and political issues facing us globally.

Through their coursework, field studies and the close mentorship they will receive in the program, PhD students will articulate a critical lens for their work that addresses the challenges of representation, health disparities, leadership, management, and social justice in local and transnational contexts. They will graduate prepared to serve as local and state leaders ready to respond to regional, national, and global social needs through engaged scholarship and teaching, direct service and public policy formation.

**b. Connection of the proposed program to the institution’s strategic priorities and signature areas of focus.**

Women, Gender, and Sexuality Studies is in a unique position to support OSU’s signature area of “Promoting Economic Growth and Social Progress,” by expanding the understanding of growth and progress to include economic and social justice for all. As citizens of the world, our students must graduate able to understand their local concerns in terms of the concerns facing a global economy, in which growth and progress must be contextualized among such factors as the environment, resources, sustainability, global labor, and mobility of populations. These are the issues prominent in the field of women’s studies. The program’s emphasis on transnational theoretical frameworks, to be applied through global experience and understanding, will serve to produce a
distinguished set of graduates well situated to produce significant scholarship and to act as leaders in developing “strategies for addressing difficult regional, national, and global issues.”

c. Manner in which the proposed program contributes to Oregon University System goals for access; quality learning; knowledge creation and innovation; and economic and cultural support of Oregon and its communities.

Women, Gender, and Sexuality Studies at OSU promotes engaged scholarship and teaching and strives to involve the community in the identification of important issues and the creation of knowledge about those issues and their solutions. Feminist pedagogy in the classroom involves fostering a collaborative learning environment in which students become responsible for identifying goals and contributing to knowledge creation and solutions to problems. Students learn methods for conducting responsible research with human subjects and must demonstrate their ability to integrate theoretical frameworks and practical applications.

One of the distinguishing features of our proposed PhD program is its emphasis on applied opportunities for our students to contribute to knowledge creation and innovation, as well as participate meaningfully and professionally in the cultural and economic growth of Oregon. One of our requirements is a yearlong colloquium series that invites students to attend seminars and participate in conversations with both local and visiting scholars who would be presenting their work that is at the forefront of the field of women, gender, and sexuality studies. Each student will also be required to present a paper of his or her own recent research, offering an opportunity for our candidates to receive, early in their careers, experience attending and participating in academic conferences, and a venue for locating their work within the larger field of women's studies.

A second important feature of the program is our community-based participatory research experience. This requirement facilitates students’ professional development in many ways, and is designed to contribute significantly to the recognition and growth of Oregon’s diverse communities and economies. Our students will work directly in communities and organizations relevant to their areas of research, developing their professional connections and creating scholarship. From work in the arts and on issues of representation, to gender health disparities, social justice work, and feminist leadership and management, our students will join a range of professional fields, scholarly conversations, and diverse cultural spaces. Through close mentorship from our core and program faculty, (many of whom are working within Oregon communities, and all of whom are producing important new research in their fields), our graduate students will bring to their areas of field work an impressive professional skill set as both leaders and scholars.
d. Manner in which the program meets broad statewide needs and enhances the state’s capacity to respond effectively to social, economic, and environmental challenges and opportunities.

About 20% of homicides in Oregon are a result of Intimate Partner Violence, and most victims are women. Intimate partners committed 46% of the homicides among females ages 15 and older.\(^2\) Nearly 230,000 or 17.5% of adult women living in Oregon have been forcibly raped.\(^3\) More than 900 reports of child sexual abuse were referred for investigation in 2011.\(^4\) Nearly 500 children were victims of sex trafficking in Portland over the past four years; more than 96% of them were girls. A disproportionate number were Black.\(^5\) Obviously, gendered violence is a problem in Oregon, and one that women’s studies addresses, among many other social problems such as poverty, sexual harassment, workplace discrimination, unintended pregnancy, health disparities, and unequal educational and employment opportunities.

The discipline of women’s studies explores and explains the root causes of gender oppression and its intersections with racism, classism, heterosexism, ethnocentrism, ageism, and ableism. The theoretical lens of the discipline allows for discussion and articulation of the feminization of poverty, workplace discrimination and harassment, child abuse and neglect, and domestic violence and sexual assault. It is also a discipline that provides a theoretical lens through which to analyze and critically reflect on issues of women, gender and sexuality in other academic fields such as history, anthropology, science studies, religion, and more. Its relevance is undeniable. Students who graduate with a PhD in the field of women, gender, and sexuality studies bring a multi-disciplinary lens to the research they conduct and a sophisticated approach to issues of social justice, reform and economic development that recognizes and addresses the issues of diversity and challenge to be faced within local and state communities.

3. Accreditation

a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

N/A


b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

N/A

c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

N/A

d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

N/A

4. Need

a. Evidence of Market Demand

The program of WGSS conducted research in three areas to determine interest and demand for a PhD degree program in the field of Women, Gender, and Sexuality Studies at OSU:

- We surveyed prospective students nationwide to evaluate interest in such a degree.

- We conducted a comprehensive market assessment to determine industries that would welcome prospective employees with PhD degrees in Women, Gender, and Sexuality Studies.

- We also interviewed directors of PhD programs nationally to explore where PhD graduates have successfully sought employment following their program of study and to evaluate at what level they are entering the job market.

Overall, our findings discovered an engaged and enthusiastic student cohort interested in pursuing such a degree at OSU. We were also pleased to receive feedback from a range of industries that would welcome applications from
graduates with a PhD degree in Women, Gender, and Sexuality Studies, and we were encouraged to hear of the many high level employment opportunities PhD students have secured for themselves at academic institutions and in applied fields. Ohio State University recently placed two of their recent PhD graduates in positions overseas in China and Korea. Another graduate directs the Center for Teaching Excellence at Suffolk University. Several institutions reported graduates in private consulting businesses, in the publishing industry, as well as working in the non-profit, social justice sector.

**Student Interest and Demand:**

As part of a national survey distributed in classrooms at various academic institutions around the country, undergraduate and MA degree-seeking students were asked whether they would have any interest in participating in a PhD program in Women, Gender, and Sexuality Studies at Oregon State University. They were also asked to describe past work experience and to speak of their future career aspirations. Nearly 300 students responded to the surveys. 189 responded positively, and, of this total, 65% felt the degree would be useful to them, and 43% were very interested in the possibility of pursuing a PhD degree.

The students who responded ranged in age from 19 to 62 years old, and among these, they identified themselves as Caucasian, African, Asian, Pacific islander, Native American, Mexican/Latino/a, multi-racial, Hispanic, Syrian and of Caribbean heritages.

Table 2 delineates the responses we received, focusing on the 189 respondents who expressed interest in our proposed PhD degree program. Their reasons for seeking a PhD in Women, Gender, and Sexuality Studies ranged from employment purposes and job advancement, to self-fulfillment.

Table 2. Reasons for Seeking a PhD in Women, Gender, and Sexuality Studies:

<table>
<thead>
<tr>
<th></th>
<th>Employment Purposes or Job Advancement</th>
<th>Self-fulfillment or Personal Development</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Reporting</td>
<td>42%</td>
<td>43%</td>
<td>15%</td>
</tr>
<tr>
<td>Respondents</td>
<td>80</td>
<td>81</td>
<td>28</td>
</tr>
</tbody>
</table>

**Market Assessment:**
On behalf of the program in Women, Gender, and Sexuality Studies at OSU, in August 2012 Riley Research Associates (RRA) completed exploratory research to identify demands, opportunities and industries for graduates from the program. Specifically, their study identified job opportunities for PhD graduates outside of academia, strategies for WGSS to position itself to meet market demands, and an approach for WGSS to create a program that stands out among others of its kind. To accomplish this, RRA researched current PhD programs in colleges and universities across the country, as well as interviewed organizations in various industries to evaluate perceptions toward such a degree and articulate areas of emphasis that would best serve graduates.

Among targeted organizations that specialize in, or otherwise see themselves addressing women’s and gender issues, 67% expressed that such a degree would be valuable. These organizations included:

- Banking/financial institutions
- Government
- Healthcare
- Hospitality
- Nonprofits
- Real Estate
- Telecommunications
- Tribal organizations

Respondents also identified the following areas they felt would enhance and lend additional value to a PhD in Women, Gender, and Sexuality Studies:

- Business and Administration
- Health
- Leadership and Management
- Science, Technology, Engineering and Math
- Social Justice

Within a random selection of organizations and from various industries, about one-third of respondents indicated a PhD in Women, Gender, and Sexuality Studies would be valuable to their organizations or industry. However, when provided with additional information about the degree and the kinds of positions such a candidate would be qualified to fill, many were able to articulate ways this graduate degree could serve their industry.

Indeed, in their report, RRA emphasized that an important insight of their research was the receptiveness of industries less specialized in the areas of gender and women’s issues when provided with additional education and context for the skills such a degree would offer their organizations. Women, Gender, and Sexuality Studies has designed a PhD program that is able to address these insights by providing students with a degree that ensures them a common foundation in the field of feminist studies and specialized expertise in pathways
that are identifiable and recognizable to employees seeking skills in leadership and management, health, diversity, equality and social justice issues, transnational global and economic studies, and in work with multi-media texts. With a common foundation in the field of women’s studies, enhanced and deepened by their particular graduate concentrations, our PhD students will graduate equipped to translate their skills and apply their research in a variety of ways, thus positioning them to be marketable to various industries.

Employment History of PhD Graduates:

To ensure both depth and market versatility of its students, the program of Women, Gender, and Sexuality Studies contacted approximately eighteen PhD programs in women studies nationwide to discover where recent graduates have found employment. Of these eighteen universities contacted, we received feedback from just over half. They reported that in addition to academic faculty appointments (tenure and non-tenure track), their students were establishing themselves in high level administrative and leadership positions in a range of fields: health and human sciences, law and business, nonprofit and government organizations, as well as within academic institutions.

A particular area of interest in our discussions focused on the field of feminist literary studies, and we inquired about employment opportunities for graduates with this particular concentration. We discovered that these students serve an important role in the community college market, as well as in academic research institutions. Beyond educational fields, they are also sought after by employers interested in candidates with public speaking, writing and presentation skills, along with critical thinking skills that emphasize gender and diversity analyses. Our discussions also revealed that a significant number of these graduates were assuming leadership roles as “public intellectuals” in the fields of journalism, film and multi-media.

Our graduate concentration in Gender, Rhetoric, and Representation includes opportunities for students to conduct extensive work in the field of feminist literary studies, and it extends this field to include a broader expertise in feminist film critique, transnational multi-media studies, and multi-disciplinary approaches to cultural and textual representation. Thus our students will exit the program with a classical training in the field of critical textual analysis and with expertise in the emerging areas of feminist media studies that is redefining literary studies. We believe this will equip our students in this concentration to enter the job market with versatility, prepared to take on intellectual and creative leadership positions in a variety of fields.

b. If the program's location is shared with another similar OUS program, proposal should provide externally validated evidence of need (e.g.
Surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

There is no PhD program in Women, Gender, and Sexuality Studies within the Oregon University System, or among private higher education institutions in Oregon. The proposed program, once established, would be unique within Oregon and one of only two such programs in the Pacific Northwest.

c. Manner in which the program would serve the need for improved educational attainment in the region and state.

The 2010 Oregon Blue Book notes four goals for higher education in the state:

1) Create in Oregon an educated citizenry to support responsible roles in a democratic society and provide a globally competitive workforce to drive the State’s economy, while ensuring access for all qualified Oregonians to a quality postsecondary education.

2) Ensure high-quality student learning leading to subsequent student success.

3) Create original knowledge and advance innovation.

4) Contribute positively to the economic, civic, and cultural life of communities in all regions of Oregon.

As the only PhD of its kind in the state, the proposed PhD in Women, Gender, and Sexuality Studies at Oregon State University would first and foremost contribute to raising the educational level of Oregonians. Our program addresses all of the above-stated goals with a particular emphasis on the creation of original knowledge toward the advancement of the economic, civic, and cultural life of communities throughout Oregon. At the core of women studies as a discipline is its commitment to social responsibility and global citizenship. Our graduate students will be expected to produce original and innovative research to contribute to the construction of knowledge and improvement of society. Both core and program faculty share these commitments as well, and their thoughtful mentorship will ensure successful completion of the degree, as well as ongoing post-graduate support for our graduates.

d. Manner in which the program would address the civic and cultural demands of citizenship.

Citizenship involves a sense of responsibility toward others in the local and global community. This program’s emphasis on the common concerns among women and regional and international women’s issues will produce professional leaders and scholars who recognize shared human interest and endeavor to
engage their communities in finding ways to improve the quality of life for everyone. The feminist classroom constitutes a model for responsible citizenship, as students depend on one another in the shared creation of knowledge.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

In alignment with the Program Outcomes for graduate students completing doctoral work at Oregon State University, students who complete the PhD in Women, Gender, and Sexuality Studies will:

1. **Be able to produce and defend an original significant contribution to their field of knowledge.** This contribution will incorporate and apply feminist theories to advocacy for social justice, addressing the social, political and cultural concerns of particular communities in Oregon, nationally, and within a global context.

2. **Demonstrate mastery of their field’s chosen subject material.** Specifically, they will be able to articulate, explain and apply a comprehensive understanding of transnational and intersectional feminist theoretical frameworks.

3. **Conduct scholarly or professional activities in an ethical manner.** They will have the experience and relevant credentials (publications, teaching experience, etc.) to teach and conduct research in an ethical manner at an institution of higher education and/or assume a leadership position in an organization within their field.

b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

**Student Assessment:**

Learning Outcome One will be assessed through the following requirements and activities:

1. Students will complete 36 credits of dissertation course work and produce a substantial piece of original research in their field in the form of a dissertation. These credits will be overseen by their committee, which will consist of WGSS core and program faculty.
2. As part of the completion of the dissertation, students will be required to participate in an oral defense at which they will present and discuss their research.

Learning Outcome Two will be assessed through the following requirements and activities:

1. Students will participate in three 4-credit core courses: Colloquium (WGSS 611), Multicultural, Transnational, and Queer Feminisms I and II (WGSS 616 and 617). This course series will familiarize our students with scholars and their research in the field of Women, Gender, and Sexuality Studies. It will also introduce them to work in other fields conducted with a feminist perspective. By the end of their first year, students will demonstrate their ability to articulate, explain and apply transnational and intersectional feminist theoretical frameworks in the form of required written work and public presentations of their scholarship. Required written assignments and presentations will be evaluated in terms of students’ fluency with the diverse foundational texts within the field of Women, Gender, and Sexuality Studies, and their abilities to incorporate, and apply these frameworks to diverse social justice topics, feminist leadership contexts, and the analysis of multi-media forms of gender representation.

2. Students will be expected to pass a written and oral “Preliminary Examination” at the completion of their coursework. Students will be responsible for demonstrating mastery of the content and methods of the discipline. The members of their dissertation committee will construct written and oral questions and evaluate students’ responses.

Learning Outcome Three will be assessed through the following requirements and activities:

1. Students will complete one or more research courses. Outcomes of this requirement (academic papers, articles and other professional publications, dissertation research, and on campus presentations of their research experience) will be assessed in terms of their abilities to participate in, and produce, scholarly and professional activities in an ethical manner, and the extent to which they are prepared to contribute original and innovative scholarship in an academic or other institution in their field.

2. Students will participate in a research colloquium and will present their own dissertation research at some point before defending the dissertation. This requirement will assess their ability to offer a scholarly presentation and participate in a scholarly professional community of researchers.
3. Students will complete a course in Feminist Leadership or participate in an internship/job shadowing program that will assess their professionalism through field experience and/or ability to articulate professional behavior in the field.

**Program Assessment:**

1. WGSS core faculty will meet regularly to examine these assessment documents and evaluate students’ progress toward successful completion of the PhD degree. One year following their graduation students will be surveyed; five years after graduation alumni will also be surveyed. While working on their degree, faculty assessments will be used to evaluate the immediate quality of the program (courses, students’ writing, etc.). Post-graduation surveys will be implemented for the purposes of assessing the long-term needs of the program toward improvement of curriculum and instruction.

2. Graduates will participate in a final “Exit Interview” designed to solicit their feedback and evaluation of the program. This material will contribute toward ongoing degree program development and improvements.

c. Program performance indicators, including prospects for success of program graduates (employment or graduate school) and considerations of licensure, if appropriate.

Faculty mentorship of our PhD students has two components: (1) they will receive ongoing feedback on their research; and (2) they will receive professional development to prepare them for future academic and other career positions. Upon completion of the degree, faculty will continue to support our alumni professionally in the form of career guidance, letters of recommendation, and ongoing collegial collaboration and mentorship.

With this sustained program of mentorship, it is anticipated that during the last year of the program, our students will successfully apply for positions at academic institutions, non-government organizations, and other relevant professional agencies.

d. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

Women, Gender, and Sexuality Studies core faculty and program faculty are tenured/tenure-track with a substantial FTE in scholarship (.4 FTE for core professorial rank faculty). Our core WGSS instructors are also engaged in scholarship with research in diverse fields including feminist literary studies, women’s health, and feminist pedagogy. Five core professorial rank faculty are
tenured. Two are full professors; three are associate professors. We have four assistant professors as well who have published significantly in the fields of Queer Studies, Women’s Health, and Gender and Rhetoric. Our faculty is expected to publish original research in scholarly journals and/or books. Indicators of success are peer-reviewed publications, citations, books reviewed in scholarly journals, and invitations to speak and/or consult. Core faculty members often invite graduate students to join in research with them, providing a unique opportunity for our graduate students to acquire professional experience and often even publications during the program. Tenured/tenure-track program faculty members meet the standards of scholarship within their units.

6. Program integration and Collaboration

a. Closely related programs in other OUS universities and Oregon private institutions.

Oregon State University offers the first in-state stand-alone graduate degree in Women, Gender, and Sexuality Studies (Masters). The University of Oregon and Portland State University offer Women’s Studies as an undergraduate major and as a graduate minor or certificate. Willamette University has an undergraduate major and minor. Southern Oregon University, Western Oregon University, Eastern Oregon University, and Lewis and Clark College offer undergraduate minors (Table 3). Students from these programs represent an in-state population of potential future applicants for our Masters program. A PhD program in Women, Gender, and Sexuality Studies would be the first of its kind in Oregon.

Table 3: Institutions in Oregon Offering Transcript Visible Credentials in Women Studies

<table>
<thead>
<tr>
<th>University</th>
<th>Grad Major</th>
<th>Grad Minor</th>
<th>Undergrad Certificate</th>
<th>Undergrad Major</th>
<th>Undergrad Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Oregon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lewis and Clark College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Oregon State</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Portland State</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Southern Oregon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

While a significant number of Oregon undergraduate students are graduating with majors and minors in the field of women’s studies, students are forced to leave the state to pursue graduate work. Oregon State University has taken the lead in offering the state a stand-alone graduate degree in the form of the recently established Masters (MA) degree in Women, Gender, and Sexuality Studies. A PhD degree program would be the first of its kind for the state of Oregon. In addition to providing in-state students with such a degree option, we believe students out-of-state and overseas will be attracted to the proposed program and research expertise that the faculty at OSU has to offer.

Additionally, faculty members from Women, Gender, and Sexuality Studies at Portland State University and Women’s and Gender Studies at the University of Oregon have indicated interest in serving on PhD committees and teaching courses in the PhD program. They are listed among the Program Faculty. We will also invite faculty members from these programs to present their research in the required colloquia.

c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

N/A

d. Potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use.

We do not anticipate any negative potential impacts. We have received strong support from our colleagues at Portland State University and University of Oregon, as well as positive feedback nationally from other academic institutions establishing new PhD degree programs.
7. Financial Sustainability

New Faculty Line
As part of the development of the PhD program, WGSS is in the process of hiring a new assistant professor to begin work Fall Term 2014. This new position will be supported from existing funds in the budget of the School of Language, Culture, and Society.

GTAs
WGSS anticipates offering 3-year teaching assistantships to four new PhD students per year. This means the program will provide four total PhD TA-ships in 2014-2015, eight total in 2015-2016, and twelve total in 2016-2017, remaining at a total of 12 for the near future. These new TA-ships will be in addition to the current 12 TA-ships offered each year to MA students. The number of MA TA-ships available will not be affected by the addition of the PhD. Currently, 200 and 300 level WGSS online courses are taught by fixed term instructors (WGSS offers its major online as well as a substantial number of baccalaureate core courses). Once the PhD program begins, we will phase out fixed term instructors for most of the 200 and 300 level baccalaureate core courses, and instead we will assign these courses to PhD students. We anticipate that the savings from instructor salaries will allow us to fund 5-6 TA-ships per year. In addition, we have commitments from the Office of Equity and Inclusion and Student Life to give special consideration to WGSS PhD students for particular TA-ships offered by their offices (such as the Women’s Advancement TA, the Pride Center TA, and the Women’s Center TA). We anticipate that these offices will provide another 1-2 TA-ships each year for our PhD students. Furthermore, as our Ecampus enrollment continues to grow, we anticipate generating additional revenue that will cover the remaining TA-ships once the PhD program is fully enrolled by 2017-2018.

Publicity Materials
We plan to develop high quality promotional materials, including brochures, website, and a Facebook page, and so in the first year we will need to spend more money to put these materials in place. Additionally, we will place advertisements on the National Women’s Studies Association website and in feminist journals and magazines. We anticipate spending $4,000-5,000 early to ensure the WGSS community nationally knows about our new program. In subsequent years, we anticipate the need for publicity funds to be less. We propose $2,000 per year for advertisements and general maintenance of our online presence. These costs will be paid from the existing SLCS budget from funds generated through Ecampus revenues.
8. **External Review**
Proposed List of Candidates to Conduct an External Review:

Brenda Weber  
Director of Graduate Studies  
Associate Professor of Gender Studies  
Department of Gender Studies  
Indiana University  
breweber@indiana.edu  
(812) 856-6033

Mary Margaret Fonow  
Director, School of Social Transformation  
Professor, Women and Gender Studies,  
Arizona State University  
480-965-2358  
MaryMargaret.Fonow@asu.edu

Alesha Doan  
Chair and Associate Professor  
Women, Gender, and Sexuality Studies  
University of Kansas  
785.864.2311  
adoan@ku.edu

Patricia Cooper  
Chair, Gender and Women’s Studies  
University of Kentucky  
patricia.cooper@uky.edu  
(859)-257-6856

AnaLouise Keating  
Professor and Director of the PhD Program  
Women’s Studies  
Texas Woman’s University  
940.898.2129  
akeating@mail.twu.edu

Seung-kyung Kim  
Associate Professor and Chair  
Department of Women's Studies  
University of Maryland  
skim2@umd.edu  
301-405-7293
September 12, 2013.

To whom it may concern:

This letter is written in support of the creation of a Ph.D. program at Oregon State University.

The Feminist Majority Foundation is one of the most influential non-profit organizations in the United States dedicated to the social, political and economic equality for women. The Feminist Majority Foundation (FMF), which was founded in 1987, was created to develop bold, new strategies and programs to advance women's equality, non-violence, economic development, and, most importantly, empowerment of women and girls in all sectors of society. All programs of the FMF endeavor to include a global perspective and activities to promote leadership development, especially among young women. Along with reproductive rights and access to reproductive technology, the FMF's programs have focused on the empowerment of women in law, business, medicine, academia, sports, and the Internet.

To carry out these aims, there is a critical need to develop and tap the next generation of feminists for leadership roles in local, national and international women’s and social justice organizations. The New Graduate Degree Proposal for a Ph.D. in Women, Gender, and Sexuality Studies at Oregon State University is uniquely designed to graduate students who are equipped to be leaders in these organizations and address urgent 21st-century problems from day one.

While there has been tremendous growth in women’s studies Ph.D. programs nationwide, the Ph.D. in WGS at Oregon State University will be the first to fully integrate the intellectual and applied skills that are required to consider women’s studies Ph.D.’s for high level leadership positions directly upon graduation. We are especially supportive of the proposed curriculum which includes the novel “Feminist Leadership and Management” graduate option, as well the inclusion of “Community-Based Participatory Research” in the other options.

As the publisher of Ms. magazine and its digital and social media sisters, which infuses public discourse with feminist perspectives, we are also excited about the “Gender, Rhetoric, and Representation” graduate concentration option, which includes practical training to assume leadership roles as “public intellectuals.”

The Feminist Majority Foundation looks forward to continuing our relationship with Oregon State’s Women, Gender and Sexuality program, and welcoming applications from Ph.D. graduates.

It is with the highest regard that the Feminist Majority Foundation supports the proposed Ph.D. in Women, Gender and Sexuality Studies at Oregon State University.

Sincerely,

Katherine Spillar

Co-Founder and Executive Vice President, Feminist Majority Foundation
Executive Editor, Ms. magazine
September 11, 2013

Dear Professor Shaw:

Thank you for the invitation to comment on your proposed PhD in Women, Gender, and Sexuality Studies (WGSS) to be housed at Oregon State University. I am currently in my 5th year at PSU as Chair of our WGSS Department, and have spoken with you and your faculty about your proposal during the early stages. It is commendable that you have completed the proposal for such a degree. I am writing in support of your proposed PhD program.

There is a regional need for such a program of study at the PhD level. As we both know numerous universities and colleges in the area provide undergraduate degree programs, but with the exception of UW no PhD-granting programs in WGS exist in the Pacific Northwest. At PSU I see a rising interest in just such opportunities from among my students as well as from graduate students in other disciplines. Your program will make it possible for certain of these students to consider furthering their WGS education along more advanced lines of inquiry given the focus of the proposed PhD. I would imagine that once your program is approved PSU graduate students might become part of the program either as full-time students or through joint campus course options. This possibility is particularly appealing for my WGS students as we begin to offer more graduate courses through our collaboration with Black Studies, Chicano/Latino Studies, and Indigenous Nations Studies.

The design of your proposed degree is sensitive to a variety of key factors, including but not limited to new directions in WGS scholarship, regional needs, and students' areas of interest. The common core of courses will provide graduate students with a complex array of feminist and queer theoretical perspectives to inform their own scholarship, teaching, and/or activism. The four tracks allow for specialization in areas that are both established within the discipline (e.g., Gender, Rhetoric and Representation) and emerging as new lines of WGS inquiry (e.g., Social Justice Theory/Practice). The attention to transnational and global feminist issues and theories is to be applauded, not only for reasons of institutional diversity, but also given the contemporary climate in which local issues related to gender, health, representation, and leadership are always already linked to larger spheres of influence. In asking that PhD students theorize from this position from the very beginning of the program your PhD graduates will see the clear and persistent need to always make connections between local and global conditions no matter their chosen career path.
You and your colleagues are to be congratulated on your PhD proposal. This program will strengthen not only OSU’s contributions to WGS, but expand opportunities and understandings of WGS across the region.

In solidarity,

Sally McWilliams, PhD
Chair, WGSS
3 September 2013

Susan Shaw, Ph.D.
Director of the School of Language, Culture, and Society
Women’s Studies Department
Oregon State University
Corvallis, OR  97331

Dear Susan,

I read with excitement the news that you are proposing a doctoral program at Oregon State in Women, Gender and Sexuality Studies. Brava!

Please allow me to endorse this idea from the non-profit sector—something I’m well versed in after 35 years running two women’s organizations in Washington, DC. As head of WREI, the Women’s Research & Education Institute, I have kept my finger on the academic pulse through our Congressional Fellowships on Women & Public Policy. Since 1980, I’ve brought more than 350 talented graduate students to Capitol Hill to master the ways and means of federal lawmaking. The best and brightest scholars from every possible field compete for this full-time, eight-month placement on U.S. Senate and House staffs.

Directing this program provides perspective on which degrees best prepare Fellows for the rough and tumble of national politics. Ironically, lawyers generally have the worst time adjusting to the pettiness and personalities in Congress while women’s studies and social workers invariably hit the ground running. In particular, I’ve noticed that Fellows pursuing the Ph.D in women/gender studies are quick to grasp the partisan give-and-take and manipulate it to their advantage. They also offer their classmates a broader understanding of policymaking—lifting them out of the trenches and up to the 1000’ level.

Let me offer an example. 2013 WREI Fellow Angelina Gonzalez-Aller, is researching the representative consequences of gender and race norms in Congress for her dissertation at the University of Arizona. On the staff of Rep. Lucille Roybal-Allard, she was assigned to liaison with the Congressional Black, Hispanic, and Asian-Pacific American caucuses on women’s health issues. Not only did Angelina educate her classmates on the different approaches these varied ethnic groups take to the Affordable Care Act, she also made such an impression on caucus members that they voted to hold the next Tri-Caucus Health Conference on her campus in Tucson. That means federal dollars for the school along with the prestige of hosting at least 40 members of the U.S. House of Representatives in a conversation about one of the most critical issue of the day.

Wearing my other hat, as chair of the National Council of Women’s Organizations (NCWO), a bipartisan, 240-group coalition representing 12 million American women,
I can speak to the need for informed leadership in the feminist movement. Women’s studies was in its infancy when I and many of the incumbents now leading these 240 groups began their careers. As the Baby Boomers retire from the ranks, we need a core of experts with advanced knowledge not only about women’s issues but also feminist and womanist critical perspectives. Further, since women’s studies is interdisciplinary, those holding this advanced degree will be trained to think broadly about a wide range of social justice issues, drawing from multiple bodies of knowledge and diverse methods of problem-solving.

I congratulate you and the School of Language, Culture, and Society for the work and vision it took to move this degree toward realization. On behalf of the discounted women in history who will gain notice, the generations of women who were denied any playing field, even an uneven one, and the up and coming cohort who will change the world, I say thank you.

Sincerely,

Susan Scanlan
Chair, National Council of Women's Organizations
President, Women's Research & Education Institute
scanlan@wrei.org
September 11, 2013

Susan M. Shaw
Professor of Women, Gender, and Sexuality Studies
Director of the School of Language, Culture, and Society
Oregon State University
Corvallis, OR  97331

Dear Dr. Shaw:

I am writing in support of Oregon State University’s proposal for a PhD in Women, Gender, and Sexuality Studies. In fact, OSU’s proposal is consistent with the evolution and growth of the field in recent years and would meet an important regional need.

Women’s and gender studies has its roots in the civil rights, women’s, and student movements of the 1960s and 70s. As such, it analyzes the social construction and material realities of power relations and traces the workings of systems of oppression and privilege, historically and contemporarily. The field studies cultures, movements, and strategies of resistance and with an eye toward realizing social justice; its practitioners conduct research that addresses the persistence and tenacity of inequalities as well as their changing forms.

Today the field’s interrogation of identity, power, and privilege go far beyond the category “woman,” and has been generative of its own modes of inquiry. These scholarly developments have gone hand in hand with robust growth in the field at the doctoral level. Despite contracting higher education budgets in recent years, women’s studies PhD programs continue to proliferate, with more than a dozen programs established since 1990. These programs are effectively placing their graduates in tenure-track and other positions inside and outside of the academy.

OSU PhD students in Women, Gender, and Sexuality Studies have the potential to conduct cutting-edge research that can address pressing social problems, and I look forward to hearing about their work when you begin admitting students.

Sincerely,

Allison B. Kimmich
Executive Director
September 4, 2013

Professor Susan Shaw  
Women, Gender, and Sexuality Studies  
Oregon State University  
Corvallis, OR  97331

Dear Professor Shaw,

I am writing to express the support of Women’s and Gender Studies at the University of Oregon for a PhD program in Gender Studies at OSU. This is a critical and established field of study nationally and globally, yet we have no PhD program in the field to date in Oregon. We are pleased that OSU is moving ahead to establish this advanced degree for students interested in gender studies.

Sincerely,

Ellen K. Scott  
Head, Women’s and Gender Studies  
Professor, Sociology
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibits discrimination against individuals with disabilities and mandates the provision of reasonable accommodations to ensure access to programs and services. Oregon State University is committed to providing equal opportunity to higher education for academically qualified students without regard to a disability.

For questions and assistance with addressing access, please contact the Office of Disability and Access Services (737-4098) or the Office of Affirmative Action and Equal Opportunity (737-3556)

Title of Proposal: PhD in Women, Gender, & Sexuality Studies
Effective Date: Fall 2015

Department/Program: Women, Gender, & Sexuality Studies
College: Liberal Arts

- Faculty Guidelines (http://ds.oregonstate.edu/facultystaff.aspx?Title=ResponsibilitiesFacultyStaff)
- Information Technology Guidelines (http://oregonstate.edu/accessibility/)

By signing this form, we affirm that at we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

Susan M. Shaw
Sign (Dept Chair/Head; Director) 1/27/14

Print (Department Chair/Head; Director)
OSU Libraries Evaluation for Category I Proposal Library Assessment for the Proposal to Initiate a Women, Gender and Sexuality Studies PhD at Oregon State University

PhD in Women, Gender & Sexuality Studies
Title of Proposal

School of Language, Culture & Society
Department

Liberal Arts
College

The subject librarian responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

[ ] inadequate to support the proposal (see budget needs below)
[ X ] marginally adequate to support the proposal
[ ] adequate to support the proposal

Estimated funding needed to upgrade collections or services to support the proposal (details attached):

Year 1 (2013-2014): $2,706
Year 3 (2015-2016): $3,482
Year 4 (2016-2017): $3,906
Year 5 (2017-2018): $4,355

For calculations, see Appendix 4: Annual Cost for 5 Years Plus 6% Inflation

Comments and Recommendations:

Due to flat funding and annual inflation OSUL’s collections are marginally adequate to support the proposal. Funding is requested to off-set annual costs to subscribed content. Due to partnership with the Orbis Cascades Alliance, OSUL is otherwise able to fill gaps.

- Expand EBL to include more WGSS titles so they can be purchased when researchers select them. Use the existing OSUL monograph budget.

- Provide support for the current subscription to Violence against Women so it can be moved off of gift funds which are at risk of being depleted.
  Annual Cost $1,132*
  *add expected annual inflation rate of approximately 6% to $1,132
Support a subscription to Gender Studies ($5,150) from Ebsco. Consider cancelling the subscription to Women’s Studies International ($3,576) and use that money towards Gender Studies.

Additional annual cost $1,574* if Women’s Studies International is cancelled
*add expected annual inflation rate of approximately 6% to $5,150 the full cost of Gender Studies database

Total First Year $2,706*

*add expected annual inflation rate of approximately 6% to $6,282

Date Received: 5/2/2013
2/10/2014

Jane Nichols
Subject Librarian

Steven L. Sowell
Head of Collections & Resource Sharing

Faye A Chadwell
University Librarian

Date Completed: 5/9/2013; revised

Signature

Signature

Signature

Date

Date

Date
Oregon State University Libraries Evaluation of the Collections Supporting a Proposal to Initiate a PhD program in Women, Gender & Sexuality Studies

Oregon State Libraries' (OSUL) assessed the print book, e-book, video, journal and database collections as related to broad information needed to support the proposed PhD in Women, Gender & Sexuality Studies. It is OSUL’s experience that faculty and students will use many components of the library collections; some will be expected uses some will not. Thus determining adequacy of the collections contains an element of uncertainty. Add to this a 10 year static budget for OSUL and it becomes clear that supporting collection growth is not realistic; particularly given annual inflation on subscribed content. As a result OSUL relies on partnerships with consortium for access to monographs and journals. Also key to maintaining access is OSUL’s Resource Sharing Department which fills collection gaps through the fulfillment of requests rapidly and efficiently.

This assessment focused on the four proposed areas of concentration:

- Gender and Health Justice
- Feminist Leadership
- Social Justice Theory and Practice
- Gender, Rhetoric, and Representation

The University of Kentucky and the University of Kansas were used as comparators.

Summary of Recommendations

- Expand EBL to include more WGSS titles so they can be purchased when researchers select them. Use the existing monograph budget.

- Provide support for the current subscription to Violence against Women so it can be moved off of gift funds which are at risk of being depleted.
  Annual Cost $1,132*
  *add expected annual inflation rate of approximately 6% to $1,132

- Support a subscription to Gender Studies ($5,150) from Ebsco. Consider cancelling the subscription to Women’s Studies International ($3,576) and use that money towards Gender Studies.
  Annual Cost $1,574* if Women’s Studies International is cancelled
  *add expected annual inflation rate of approximately 6% to $5,150 the full cost of Gender Studies database

Total $2,706* 
*add expected annual inflation rate of approximately 6% to $6,282
Print and E-Books

Library evaluations of proposed programs include an analysis of OSUL’s monograph collection. This analysis compares OSUL acquisitions for 2003-2013 compared to that of the University of Kentucky (UKY) and the University of Kansas (UKS) who each recently established PhD programs. OSUL’s acquisitions rate is low compared to both UKY and UKS. OSU ranks 3rd for the all but one subject area analyzed. See Appendix 1: Print books, E-Books and Videos Compared to University of Kentucky, University of Kansas and with Orbis Cascades Holdings.

OSUL can remediate this collecting level through OSUL’s partnership in the Orbis/Cascades Alliance (OCA). OCA’s combined collection is substantial. Students and faculty are able to request needed materials via the Summit catalog which are delivered to OSUL within three to five working days. (University of Oregon, Portland State University, University of Washington and Washington State University are some of the larger research libraries represented in the Summit catalog.) OSUL can also rely on our investment in OCA’s e-book collection which provides immediate access to the full-text of books.

Another strategy for supporting students and faculty is to ensure that OSUL’s Patron Driven Acquisitions service includes the breadth of subjects pertinent to WGSS. In this service titles are listed in the library catalog (and the Summit catalog) and are purchased when researchers use them.

Recommendations

- Expand EBL to include more WGSS titles so they can be purchased when researchers select them. Use the existing monograph budget.

Journal Subscriptions

OSU Libraries holdings were measured against Women’s Studies titles listed in the Journal Citation Reports (JCR) which lists the most highly cited peer-reviewed journals and ranks them by impact factor. OSU Libraries holds current subscriptions to 13 or 34% of the 38 JCR journals. An additional 12 titles have some historical coverage. Appendix 2: Top 38 Women Studies Journals in JCR by Impact Factor with OSU Libraries’ Holdings shows the title list and OSU’s holdings.

These journal holdings are supplemented by subscriptions to over 186 electronic journals and magazines covering Gender Studies & Sexuality and 18 Gay and Lesbian studies titles. Many of these have embargoed access; that is OSU does not have access to the most current issues. For these, scholars use OSUL interlibrary loan services.

Twenty-nine additional titles were compiled from the title lists of the two most recognizable databases supporting Gender Studies. These titles were chosen for their relevance to Women, Gender & Sexuality Studies. Of these, OSU Libraries holds 17 current subscriptions or 89% coverage. There are historical holdings of 3 more titles. Appendix 3: Titles Pertinent to WGSS shows this title list and holdings.
To improve holdings and this rate of coverage, we recommend either acquiring additional journal subscriptions or a database covering Women and Gender Studies. For more, see the section *Subject-Specific Indexing, Abstracting and Full-Text Databases.*

A separate issue concerns the subscription to the journal *Violence against Women* ($1,132). The subscription is currently paid on gift funds which is not sustainable for the long-term, it would be best to find other support for it. Since September 2012, it has had 213 downloads for a cost per use of $5.32 which demonstrates that it is a needed and used title.

Interlibrary loan requests from the WGSS department were checked to learn if there are additional journal titles meriting a subscription. The most requested journal title during 4/1/2011 through 4/1/2013 was *Journal of Lesbian Studies* from Taylor & Francis which had 16 requests. At this point it is about equivalent to subscribe to it (at ($398/yr) versus obtaining articles through ILL. If requests for this title increase it would likely be more cost-effective to subscribe than to use. ILL. Library staff will check in future years to determine this.

**Recommendation:**

- Provide support for the current subscription to *Violence against Women* so it can be moved off of gift funds which are at risk of being depleted.

  Annual Cost $1,132*
  *add expected annual inflation rate of approximately 6%

*Subject-Specific Indexing, Abstracting and Full-Text Databases*

OSUL maintains access to several indexing, abstracting and full-text databases pertinent to the four areas of concentration. OSUL also subscribes to Academic Search Premier, JSTOR and Project Muse which cover all concentrations.

Concentration 1: Gender and Health Disparities
Sociology Abstracts, PsycArticles, PsycInfo, Web of Science, MedLine,

Concentration 2: Feminist Leadership
Business Source Premier, ComAbstracts, ERIC

Concentration 3: Social Justice Theory and Practice
Abstracts in Anthropology, Sociology Abstracts, Alternative Press Index, AnthroSource, Social Sciences Citation Index, LGBT Life

Concentration 4: Gender, Rhetoric, and Representation
MLA International Bibliography, Renaissance Women Online and Women Writers Online, LGBT Life with Full Text
OSUL also subscribes to Women Studies International as the primary database for WGSS; but this is inadequate for the PhD. Gender Studies from Ebsco would be a better match in order to make OSU’s program competitive with other PhD granting programs based on comparisons of University of Kansas and University of Kentucky holdings. See Table 2: Database Comparisons at OSU, KU, UKY. (Note: Gender Studies is recommended because GenderWatch at $5400/year is more expensive.)

Gender Studies database provides citation-only access to many of the journal titles listed in the Appendices. Citations would be annotated with OSUL journals subscriptions and scholars would use ILL for citations where OSUL does not have a subscription.

**Recommendation**

- Support a subscription to Gender Studies ($5,150) from Ebsco. Consider cancelling the subscription to Women’s Studies International database ($3,576) and use that money towards Gender Studies.

Annual Cost $1,574* if Women’s Studies International is cancelled
*add annual inflation of approximately 6% to $5,150

**Table 1: Database Comparisons at OSU, KU, UKY**

<table>
<thead>
<tr>
<th></th>
<th>OSU</th>
<th>KU</th>
<th>UKY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Press Index (EBSCO)</td>
<td></td>
<td></td>
<td>Alt-Press Watch (ProQuest)</td>
</tr>
<tr>
<td>Contemporary Women’s Issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GenderWatch</td>
<td></td>
<td></td>
<td>GenderWatch</td>
</tr>
<tr>
<td>Gerritsen Collection of Aleta H. Jacobs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LGBT life with full text</td>
<td>LGBT life with full text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Sciences Citation Index (ISI Thomson Reuters)</td>
<td></td>
<td></td>
<td>ProQuest Social Science Journals</td>
</tr>
<tr>
<td>Women and Social Movements Scholar's Edition</td>
<td>Women and Social Movements Basic Edition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women's Studies International</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Audiovisual materials**

OSU Libraries has over 292 audiovisual titles related to women or feminism; 57 related to gays, lesbians and homosexuality and an additional 77 addressing sexuality. This is a good foundation and OSU Libraries will continue to purchase titles for WGSS using existing library funds.
**Instructional Services**

WGSS regularly draws on the Women, Gender & Sexuality Studies Library Liaison for instructional and reference consultation services. For example, the librarian annually leads 6-8 library instruction sessions and creates similar numbers of web pages to guide students to relevant library resources. Also, many students, including graduate students, consult individually with the librarian on questions about accessing and using library resources for their research. For example, 247 students have consulted with the WGSS Library Liaison since 2007.

**The OSU Women’s Center**

The OSU Women’s Center library supplements the OSU Libraries’ holdings. The Women’s Center library has grown to 1700 books covering numerous topics. Popular magazines are also held by the library and augment OSU Libraries’ subscriptions. Students, faculty, staff, and community members can check out their books.

**Key Library Services & Librarian Expertise**

Jane Nichols is the Women, Gender & Sexuality Studies liaison. In that capacity, she provides instruction as requested either in-class or via the web, responds to reference inquiries, and develops materials to assist faculty members and students in their research.

**Recommendations**

- Expand EBL to include more WGSS titles so they can be purchased when researchers select them. Use the existing monograph budget.

- Provide support for the current subscription to *Violence against Women* so it can be moved off of gift funds which are at risk of being depleted.
  
  Annual Cost $1,132*
  
  *add expected annual inflation rate of approximately 6% to $1,132

- Support a subscription to Gender Studies ($5,150) from Ebsco. Consider cancelling the subscription to Women’s Studies International ($3,576) and use that money towards Gender Studies.
  
  Annual Cost $1,574* if Women’s Studies International is cancelled
  
  *add expected annual inflation rate of approximately 6% to $5,150 the full cost of Gender Studies database

*Total First Year* $2,706*

*add expected annual inflation rate of approximately 6% to $6,282
Respectfully submitted,

Jane Nichols
Collection Development Librarian
& Associate Professor
Liaison to Women, Gender & Sexuality Studies
Oregon State University Libraries & Press

Laurel Kristick
Collection Assessment Librarian
& Associate Professor
Oregon State University Libraries & Press
## Appendix 3: Print books, E-Books and Videos Compared to University of Kentucky, University of Kansas and with Orbis Cascades Holdings

<table>
<thead>
<tr>
<th>Subject terms</th>
<th>Orbis Cascades</th>
<th>OSU (ORE)</th>
<th>Univ. Kentucky (KUK)</th>
<th>Univ. Kansas (KKU)</th>
<th>OSU Rank Among Peers</th>
<th>OSU Compared to Univ. Kentucky</th>
<th>OSU Compared to Univ. Kansas</th>
<th>OSU Compared to Average</th>
<th>OSU Compared to Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feminist/Feminists/Feminism</td>
<td>16,685</td>
<td>4,383</td>
<td>5,684</td>
<td>3,936</td>
<td>3</td>
<td>77%</td>
<td>47%</td>
<td>68%</td>
<td>77%</td>
</tr>
<tr>
<td>Gay/Gays</td>
<td>9,075</td>
<td>1,293</td>
<td>2,060</td>
<td>3,529</td>
<td>3</td>
<td>63%</td>
<td>37%</td>
<td>58%</td>
<td>63%</td>
</tr>
<tr>
<td>Gender</td>
<td>3,908</td>
<td>828</td>
<td>1,242</td>
<td>1,626</td>
<td>3</td>
<td>67%</td>
<td>51%</td>
<td>67%</td>
<td>67%</td>
</tr>
<tr>
<td>Homosexual/Homosexuals/Homosexuality</td>
<td>5,897</td>
<td>1,003</td>
<td>1,361</td>
<td>2,412</td>
<td>3</td>
<td>74%</td>
<td>42%</td>
<td>63%</td>
<td>74%</td>
</tr>
<tr>
<td>Lesbian/Lesbians/Lesbianism</td>
<td>5,015</td>
<td>711</td>
<td>1,009</td>
<td>2,186</td>
<td>3</td>
<td>70%</td>
<td>35%</td>
<td>55%</td>
<td>70%</td>
</tr>
<tr>
<td>Sex/Sexes/Sexual/Sexuality</td>
<td>40,086</td>
<td>8,650</td>
<td>11,025</td>
<td>14,766</td>
<td>3</td>
<td>78%</td>
<td>59%</td>
<td>75%</td>
<td>78%</td>
</tr>
<tr>
<td>Transgender/Transgenderism</td>
<td>414</td>
<td>88</td>
<td>102</td>
<td>173</td>
<td>3</td>
<td>67%</td>
<td>60%</td>
<td>72%</td>
<td>67%</td>
</tr>
<tr>
<td>Women/Women/Women's</td>
<td>157,927</td>
<td>23,803</td>
<td>39,044</td>
<td>60,105</td>
<td>3</td>
<td>61%</td>
<td>40%</td>
<td>58%</td>
<td>61%</td>
</tr>
<tr>
<td>Gay and lesbian studies -- United States</td>
<td>38</td>
<td>3</td>
<td>12</td>
<td>12</td>
<td>3</td>
<td>54%</td>
<td>58%</td>
<td>66%</td>
<td>58%</td>
</tr>
<tr>
<td>Feminist theory</td>
<td>2,017</td>
<td>746</td>
<td>908</td>
<td>1,205</td>
<td>3</td>
<td>82%</td>
<td>62%</td>
<td>78%</td>
<td>82%</td>
</tr>
<tr>
<td>Leadership in women</td>
<td>184</td>
<td>26</td>
<td>37</td>
<td>42</td>
<td>3</td>
<td>70%</td>
<td>59%</td>
<td>73%</td>
<td>70%</td>
</tr>
<tr>
<td>Sex role in the work environment</td>
<td>379</td>
<td>87</td>
<td>127</td>
<td>154</td>
<td>3</td>
<td>69%</td>
<td>56%</td>
<td>71%</td>
<td>69%</td>
</tr>
<tr>
<td>Transnationalism</td>
<td>540</td>
<td>85</td>
<td>166</td>
<td>253</td>
<td>3</td>
<td>51%</td>
<td>34%</td>
<td>51%</td>
<td>51%</td>
</tr>
<tr>
<td>Women and literature</td>
<td>8,001</td>
<td>2,780</td>
<td>3,810</td>
<td>5,676</td>
<td>3</td>
<td>73%</td>
<td>49%</td>
<td>68%</td>
<td>73%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>196,975</strong></td>
<td><strong>32,371</strong></td>
<td><strong>50,257</strong></td>
<td><strong>76,645</strong></td>
<td><strong>3</strong></td>
<td><strong>64%</strong></td>
<td><strong>42%</strong></td>
<td><strong>61%</strong></td>
<td><strong>64%</strong></td>
</tr>
</tbody>
</table>

* **Totals are number of titles; does not equal sum of subject headings due to monographs with multiple subject headings*
Appendix 2: Top 38 Women Studies Journals in JCR by Impact Factor with OSU Libraries' Holdings

E=Electronic  
P=Print  
No=no holdings

<table>
<thead>
<tr>
<th>Journal Title</th>
<th>ISSN</th>
<th>Impact Factor</th>
<th>Eigenfactor®</th>
<th>OSU Holdings</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCHOL WOMEN QUART</td>
<td>0361-6843</td>
<td>2.115</td>
<td>0.00356</td>
<td>P-1978-2006 E-Sept 1,1976-Dec 31,2010</td>
</tr>
<tr>
<td>WOMEN HEALTH ISS</td>
<td>1049-3867</td>
<td>1.61</td>
<td>0.00301</td>
<td>P-2000-2005 E-Jan 1,1995-current</td>
</tr>
<tr>
<td>J WOMENS HEALTH</td>
<td>1540-9996</td>
<td>1.569</td>
<td>0.01073</td>
<td>E-Oct 1,2002-May 7,2012</td>
</tr>
<tr>
<td>SEX ROLES</td>
<td>0360-0025</td>
<td>1.471</td>
<td>0.00793</td>
<td>P-1981-1997 E-Jan 1,1997-current</td>
</tr>
<tr>
<td>VIOLENCE AGAINST WOM</td>
<td>1077-8012</td>
<td>1.328</td>
<td>0.0039</td>
<td>E-Mar 1,1999-current</td>
</tr>
<tr>
<td>GENDER WORK ORGAN</td>
<td>0968-6673</td>
<td>1.206</td>
<td>0.00168</td>
<td>No</td>
</tr>
<tr>
<td>SOC POLIT</td>
<td>1072-4745</td>
<td>1.077</td>
<td>0.00115</td>
<td>E-Mar 1,2003-current</td>
</tr>
<tr>
<td>WOMEN HEALTH</td>
<td>0363-0242</td>
<td>1</td>
<td>0.00158</td>
<td>P-2005-2007 E-Jan 1,1997-current</td>
</tr>
<tr>
<td>POLIT GENDER</td>
<td>1743-923X</td>
<td>0.875</td>
<td>0.00159</td>
<td>No</td>
</tr>
<tr>
<td>GENDER PLACE CULT</td>
<td>0966-369X</td>
<td>0.805</td>
<td>0.00131</td>
<td>No</td>
</tr>
<tr>
<td>FEM THEOR</td>
<td>1464-7001</td>
<td>0.711</td>
<td>0.00097</td>
<td>P-2000-2007 E-Apr 1,2000-current</td>
</tr>
<tr>
<td>J GENDER STUD</td>
<td>0958-9236</td>
<td>0.667</td>
<td>0.0007</td>
<td>E-Nov 1,1993-Nov 14,2011</td>
</tr>
<tr>
<td>AFFILIA J WOM SOC WO</td>
<td>0886-1099</td>
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<td>FEMINIST REV</td>
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<td>INT FEM J POLIT</td>
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<td>DIFFERENCES</td>
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<td>FEM LEGAL STUD</td>
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<td>HYPATIA</td>
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<td>NOUV QUEST FEM</td>
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### Appendix 3: Titles Pertinent to WGSS

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<tr>
<th>Journal Title</th>
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<tr>
<td>Advancing Women in Leadership</td>
<td>1093-7099</td>
<td>E-Jan 1,1997-current</td>
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<tr>
<td>AIDS &amp; Behavior</td>
<td>1090-7165</td>
<td>E-Mar 1,1997</td>
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<tr>
<td>Archives of Sexual Behavior</td>
<td>0004-0002</td>
<td>E-Jan 1,1997-current</td>
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<tr>
<td>Duke Journal of Gender Law &amp; Policy</td>
<td>1090-1043</td>
<td>E-Apr 4,1994-current</td>
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<tr>
<td>Ethnic &amp; Racial Studies</td>
<td>0141-9870</td>
<td>P-1985-2006 E-Jan 1,1997-current</td>
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<td>Gender Forum</td>
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<td>E-Jan 1,2002-current</td>
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<td>Gender Issues</td>
<td>1098-092X</td>
<td>E-Jan 1,1997-current</td>
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<td>Gender Medicine</td>
<td>1550-8579</td>
<td>E-Aug 1,2004-Dec 31,2012</td>
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<td>Gender, Technology &amp; Development</td>
<td>0971-8524</td>
<td>P-2006-2007 E-Mar 1,1997-current</td>
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<td>Genders</td>
<td>0894-9832</td>
<td>P-1988-1993 E-June 1,2006-current</td>
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<td>GLQ: A Journal of Lesbian &amp; Gay Studies</td>
<td>1064-2684</td>
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<td>Harrington Lesbian Literary Quarterly</td>
<td>1556-9225</td>
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<tr>
<td>International Journal of Transgenderism</td>
<td>1553-2739</td>
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<tr>
<td>International Journal of Women's Studies</td>
<td>0703-8240</td>
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<td>Intersections</td>
<td>1440-9151</td>
<td>E-Jan 1,1998-current</td>
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<td>Isis-Women's International Cross-Cultural Exchange (Isis-WICCE)</td>
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<td>Journal of Bisexuality</td>
<td>1529-9716</td>
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<td>Journal of Homosexuality</td>
<td>0091-8369</td>
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<td>Journal of Interdisciplinary Gender Studies</td>
<td>1325-1848</td>
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<td>Journal of International Women's Studies</td>
<td>1539-8706</td>
<td>E-Jan 1,2000-current</td>
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<td>Journal of Interpersonal Violence</td>
<td>0886-2605</td>
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<td>Journal of Lesbian Studies</td>
<td>1089-4160</td>
<td>No</td>
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<td>Journal of Marriage &amp; Family</td>
<td>0022-2445</td>
<td>P-1964-2006 E-Feb 1,1964-current</td>
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<td>Journal of Men's Studies</td>
<td>1060-8265</td>
<td>E-Jan 1,2004-current</td>
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<td>Meridians: Feminism, Race, Transnationalism</td>
<td>1536-6936</td>
<td>P-2002-2005 E-Jan 1,2001-current</td>
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Appendix 4: Annual Cost for 5 Years Plus 6% Inflation

Year 1 (2013-2014): $2,706  
Year 3 (2015-2016): $3,482  
Year 4 (2016-2017): $3,906  
Year 5 (2017-2018): $4,355

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tr>
<td>VAW + 6%</td>
<td>$1,132</td>
<td>$1,200</td>
<td>$1,272</td>
<td>$1,348</td>
<td>$1,429</td>
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<td>GS minus WSI</td>
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<td>$1,668</td>
<td>$1,769</td>
<td>$1,875</td>
<td>$1,987</td>
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<tr>
<td>GS + 6%</td>
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<td>$5,459</td>
<td>$5,787</td>
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<td>$6,502</td>
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<td>GS request (includes full inflation minus OSUL portion)</td>
<td>$1,574</td>
<td>$1,883</td>
<td>$2,211</td>
<td>$2,558</td>
<td>$2,926</td>
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<th>Total $ request per year</th>
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<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tbody>
<tr>
<td>$2,706</td>
<td>$3,083</td>
<td>$3,482</td>
<td>$3,906</td>
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EDUCATION AND EMPLOYMENT

**Education**

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<tr>
<td>Ph.D.</td>
<td>1987</td>
<td>The Southern Baptist Theological Seminary, Louisville, KY</td>
<td>Religious Education (minor in English from the University of Louisville)</td>
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<tr>
<td>MAIS</td>
<td>1996</td>
<td>Oregon State University, Corvallis, OR</td>
<td>Women Studies and English</td>
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<tr>
<td>MA</td>
<td>1983</td>
<td>The Southern Baptist Theological Seminary, Louisville, KY</td>
<td>Religious Education</td>
</tr>
<tr>
<td>BA</td>
<td>1981</td>
<td>Berry College, Rome, GA</td>
<td>English (minor in journalism)</td>
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<tr>
<td>Visiting Scholar</td>
<td>1990</td>
<td>School of Theology at Claremont, Claremont, CA</td>
<td>Studies in Process Theology</td>
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**Employment**

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<th>Year</th>
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<tr>
<td>2010-</td>
<td>Director, School of Language, Culture, &amp; Society</td>
<td>Oregon State University</td>
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<tr>
<td></td>
<td>Professor of Women, Gender, and Sexuality Studies</td>
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<tr>
<td>2009-2010</td>
<td>Director and Professor, Women Studies</td>
<td>Oregon State University</td>
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<tr>
<td></td>
<td>Director, Difference, Power, &amp; Discrimination Program</td>
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<tr>
<td>2007-2009</td>
<td>Director and Associate Professor, Women Studies</td>
<td>Oregon State University</td>
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<td>Director, Difference, Power, &amp; Discrimination Program</td>
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<td>2004-2006</td>
<td>Associate Professor, Director, Women Studies</td>
<td>Oregon State University</td>
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<td>2002-2004</td>
<td>Assistant Professor, Director, Women Studies</td>
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<td>2000-2002</td>
<td>Assistant Professor, Co-Director of Women Studies, Interim Director of the Difference, Power, and Discrimination Program</td>
<td>Oregon State University</td>
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1999-2000  Instructor in Women Studies, Interim Director of the Difference, Power, and Discrimination Program Oregon State University

1997-1999  Instructor and Acting Director, Women Studies Program Oregon State University

1996-1997  Instructor, Women Studies Oregon State University

1996  Program Manager, HIV Center, Ecumenical Ministries of Oregon, Portland, OR

1995  Program Manager, International Learning Program Ecumenical Ministries of Oregon, Portland, OR

1995  Adjunct Instructor, Women Studies Oregon State University

1991-1995  Associate Professor, Religious Studies George Fox College, Newberg, OR

1987-1991  Assistant Professor of Religion, Chair of the Department of Religious Studies California Baptist College, Riverside, CA

1985-1987  Teaching Assistant The Southern Baptist Theological Seminary, Louisville, KY

1985-1987  News Director The Southern Baptist Theological Seminary, Louisville, KY

SCHOLARSHIP AND CREATIVE ACTIVITY

Publications

Books


**Refereed Publications**


**Reviews, Chapters, and Other Writings**


**Presentations**

**Refereed Professional Presentations**


Shaw, S.M. “Conflict and Contradiction: Southern Baptists and Engagement with Feminism,” American Society of Church History, Chicago, January 2012.


Shaw, S.M. Champeau, D.A., Brumfield, L., and Perrigan, M. “Transforming Women's Awareness of HIV Risk through Community Mobilization and Grassroots Media Campaigns,” Women Transforming the Public, University of California at Santa Barbara, April 1999


Shaw, S.M. and Lewis, N.T., “‘Every Woman Who Will Make Herself Male Will Enter the Kingdom of Heaven’: Women’s Voices and Silences in Theological Education,” Women’s Studies Conference, Valdosta State University, March 1998


Shaw, S.M. “Building Alliances Across Race, Class, and Gender Lines,” Religious Education Association of the United States and Canada, Chicago, November 1994

**Invited Scholarly Presentations**


Shaw, S.M. “Southern Baptists' Engagement with Feminism,” Baptist Studies Conference, University of Mary-Hardin Baylor, October 2012.

Shaw, S.M. “The Maleness of God and Other Patriarchal Theological Traditions Examined through a Feminist Lens,” Utah State University, January 2012.

Shaw, S.M. Marie NeSmith Fowler Lecture, “Living Like Weasels,” Samford University, February 2011

Shaw, S.M. “They Didn't Teach Me That in Sunday School: Feminism and the Bible,” Utah State University, January 2011

Shaw, S.M. “They Didn’t Teach Me That in Graduate School: Helping Faculty Transform Courses around Issues of Difference, Power, and Privilege,” and “This Course Changed My Life: The Power of the Personal in Assessing the Impact of Diversity Education for Faculty and Students,” Invited Scholar, University of British Columbia, March 2010.

Shaw, S.M. “Diversity Matters: Why Attention to Diversity is Good for Our Campus and Our Students,” Utah State University, November 2009.


Shaw, S.M. “We’ve a Story to Tell: The Perils, Pitfalls, and Occasional Rewards of Being a Southern Baptist Woman in Ministry in the Last Four Decades,” Berry College, January 2005.


Shaw, S.M. “Writing for Change,” Stepping Up to the Plate: Best Practices in Diversity Education, Kennesaw State University, April 2003


Non-Credit Courses and Workshops

Co-facilitator, DPD Faculty Workshop, Grand Valley State University, Grand Rapids, MI, May 2013
Speaker, Soroptomist International Corvallis Chapter, Sex Trafficking Teaching and Research at OSU, February 2013
Presenter, Diversity Academy, California State University at Chico, July 2012
Presenter, Women Studies Online, Indiana University of Pennsylvania, September 2011
Presenter, Diversity Academy, California State University at Chico, July/August 2011
Presenter, Curriculum Transformation Seminar, University of the Pacific, Stockton, May 2011
Presenter, “Navigating Diversity in the Curriculum and in the Classroom,” Texas Tech University, Lubbock, April 2011
Presenter, “Navigating Diversity in the Curriculum and in the Classroom,” Westminster College, Salt Lake City, Utah, March 2011
Presenter, Shaw, S. M. “Curriculum Transformation for Diversity,” Eastern Oregon University, LaGrande, September 2010
Panel Member, Writing Grants to Support Women’s Studies Scholarship Build the Field, and Change the World Online Interactive Audiovisual Workshop, June 2010
Presenter, Curriculum Transformation Seminar, University of the Pacific, Stockton, CA, May 2010
Presenter, Difference, Power, and Discrimination Seminar, OSU Student Affairs Council, May 2010
Presenter, “Promoting Inclusive Classrooms,” OSU Center for Teaching and Learning, February 2010
Presenter, “Building a Supportive Climate for Diverse Students in the Science and Engineering Classroom” and “Building a Supportive Climate for Diverse Students in the Library,” Utah State University, November 2009
Presenter, Curriculum Transformation Seminar, University of the Pacific, Stockton, CA, May 2009
Presenter, “Difference, Power, and Privilege in Engineering,” University of the Pacific, Stockton, CA, February 2009
Presenter, “Facilitating Difficult Conversations in the Veterinary Medicine Classroom,” May 2008
Guest Lecturer, “The Emaciated Female Body,” OSU College of Business course, April 2008
Presenter, “The History of Women Studies and the Women’s Center at OSU,” OSU AAUW Meeting, March 2008
Presenter, “Ethical Pedagogy” and “The Power of Words,” Meredith College, November 2007
Presenter, “How to Read the Bible,” with Martin Emmrich, OSU Socratic Club, May 2007
Panelist, “Teaching about Systems of Oppression in the DPD Classroom,” with Lani Roberts and Janet Lee, OSU DPD Brownbag forum, June 2006
Presenter, “Homosexuality and the Bible,” with Tim Stover, OSU Queer Pride Week, May 2006
Presenter, “Dealing with Emotion in the DPD Classroom,” with Annie Popkin, OSU DPD Brownbag forum, April 2006
Presenter, “Girls Rock!” with Mina Carson, OSU Diversity Book Club, April 2006
Instructor, Difference, Power, and Discrimination Faculty Seminar, Plymouth State University, New Hampshire, February-March 2006.
Consultant, “Writing Multicultural Competencies,” OMPH, February 2006
Panelists, “Stereotypes about Feminism,” OSU, February 2006
Speaker, “Good Girls Being Bad,” OSU PCOSW, October 2005
Instructor, “British Women Mystery Writers.” OSU Lifelong Learning, October 2005.
Instructor, “Difference, Power, and Discrimination Faculty Seminar,” Oregon
State University, June-July 2005.
Presenter, “Homosexuality and the Bible,” Occidental College, November 2004
Instructor, “Difference, Power, and Discrimination Faculty Seminar,” St.
Bonaventure University, Alfred University, Alfred State College, June 2004
Presenter, “Faith and Feminism,” OSU Women’s Center, May 2004
Keynote Speaker, “Girls Rock! 50 Years of Women Making Music,” and Guest
Keynote Speaker, “Bad Girls of the Bible,” Evangelicals Concerned Western Region Women’s Retreat, July 2003
Instructor, “Difference, Power, and Discrimination Faculty Seminar,” St.
Bonaventure University, Alfred University, Alfred State College, June 2003
Facilitator, “Pornography: What Do You Think?” OSU Women’s Center, April 2003
Team Member, “Connecting Communities” training in Botswana and Lesotho,
cost-share with State Department grant awarded to Dr. Donna Champeau
and Marion McNamara for HIV prevention, February-March 2003
Instructor, “Power and Pedagogy: Strategies for Teaching about Difference,”
Faculty Seminar, Texas Christian University, January 2003
Presenter, “Women and the Bible,” OSU Socratic Club, Fall 2002
Presenter, “Good Girls Being Bad,” OSU President’s Commission on the Status of
Women, Fall 2002
Instructor, “Difference, Power, and Discrimination Faculty Seminar,” Lane
Community College, May 2002
Panelist, “From the Ground on Which We Stand: Discussion of Feminisms,”
March 2002
Instructor, “Difference, Power, and Discrimination Faculty Seminar,” OSU,
Winter 2002
Presenter, “Terrorism, War, and Teachable Moments,” OSU Faculty Women’s
Network November 2001
Presenter, “OSU’s Difference, Power, and Discrimination Program,” Faculty
Presentation, Lane Community College, September 2001
Instructor, “Incorporating Issues of Difference, Power, and Discrimination in the
Curriculum, Part II” Faculty Seminar, Texas Christian University, August 2001
Instructor, “Difference, Power, and Discrimination Faculty Seminar” OSU,
Spring 2001
Instructor, “Teaching Introductory Women’s Studies on the Web,” Faculty
Workshop, University of Nevada at Las Vegas, April 2001
Presenter, “Systems of Power and Privilege in Academia: Where Do We Fit?”
OSU President’s Commission on the Status of Women, April 2001
Presenter, “Bad Girls of the Bible,” OSU Women’s Center, April 2001
Instructor, “Difference, Power, and Discrimination Faculty Seminar,” OSU,
Winter 2001
Instructor, “Incorporating Issues of Difference, Power, and Discrimination in the
Curriculum, Part I,” Texas Christian University, January 2001
Panelist, “Responsibility to Community and Responsibility to Self in Research,” Anthropology Brown Bag, March
Instructor, Storytelling in Religious Education workshop, Christian Educators Network, February 2000
Speaker, “Gay/Lesbian Issues and Religion,” Gay/Lesbian Studies Class, Western Oregon University, April 1999
Panelist, “Queer Perspectives on Religion,” OSU Queer Pride Week, March 1999
Panelist, “HIV and AIDS,” OSU Faculty Women’s Network, December 1999
Speaker, “New Issues in Feminist Theology,” First Congregational UCC, November 1999
Panelist, “First Principles in Teaching,” October 1999
Speaker, “Why We Need Women’s Studies,” ECLAT, December 1998
Speaker, “I’m Not a Feminist, But . . . ,” OSU Sigma Kappa, November 1998
Speaker, “Women and HIV Issues,” Women’s Center, November 1998
Speaker, “Queers—They’re in Your Church,” Queer History Week, October 1998
Presenter, “Participatory Research and Gender Analysis in Agriculture,” OSU Women in International Development, October 1998

Grants

NSF ADVANCE Institutional Transformation, 2013, $4.4 million, submitted
OSU International Programs Faculty Internationalization Grant, 2013. $2,500
OSU Valley Library Research Travel Grant. 2010. $1,500 (declined)
OSU e-campus Online Major Development Grant. 2009. $150,000
OSU L. L. Stewart Faculty Development Award. 2007. The Student as Scholar: Undergraduate Research and Creative Practice. $4,360.
OSU Valley Library Research Travel Grant. 2005. $2,000.
OSU L. L. Stewart Faculty Development Award. 2001. WS 4/520 Hate Resistance, and Reconciliation. $2,200.
OSU Critical Issues. 2001. Diversity in the Curriculum. $8,000.

OSU Research Office Faculty General Research Fund Grant. 2000. We Got the Beat: The History of Women in Rock ‘n’ Roll. $5,300.


American Association of Colleges and Universities. 2000. Boundaries and Borderlands III. Travel and conference expenses for three of a six-person OSU team to attend a national diversity training.


George Fox University Faculty Summer Research Grant. 1992. Storytelling in Religious Education. $2,500.

SERVICE

Service to the College of Liberal Arts

CLA Faculty Senator, OSU Faculty Senate 2000-2003, 2004-2007, 2010-2013
CLA Diversity Task Force, 2007-2008
Sociology Search Committee, 2008-2009
CLA Social Justice Initiative Coordination, 2006-2008
CLA Dean Search Committee, 2006-2007
CLA Budget Committee, chair, 2006-2007
CLA Faculty Council, 2006-2007
Social Justice Consortium Leadership Team, 2006-2008
Robert J. Frank Research, Scholarship, & Creativity Award Selection Committee, 2006, 2009, 2010
MAIS Self-Study Committee, 2001-2002
Meehan Teaching Award Selection Committee, 2000-2002

Service to the University

Center for the Humanities Advisory Board, chair, 2011-2013
University Space Committee, 2010-2012
Faculty Senate Diversity Council, 2008-2011
Search Committee, Director of the Women’s Center, 2011
Ex-Officio Member, Baccalaureate Core Committee, 1999-2002, 2007-2009
Co-coordinator (with Beth Rietveld), 35th Anniversary Celebration for Women Studies, the Women’s Center, and the President’s Commission on the Status of Women, 2007-2008
Advisory Board Member, Difference, Power, and Discrimination Program, 2004-2006
Member, MAIS Committee, 2004-2005
Instructor, Northwest Council on Study Abroad, London, Winter 2004
Member, Faculty Senate Executive Committee, 2003-2004
Co-Chair, Student Experience Core Planning Team, OSU 2007, 2002
Chair, Athletic Advisory Board, 2001-2003; Member, 1998-2003
Member, Difference, Power, and Discrimination Advisory Board, 2002-2006
Organizer, Feminist Film Festival, 1997-2003
Member, Faculty Senate Committee on Committees, 2001-2002
Member, NCAA Accreditation Steering Committee and Chair of the Equity
Subcommittee, 2000-2001
Gender and Minority Equity in Athletics Task Force, 2001
Faculty Senate Difference, Power, and Discrimination Program Task Force, 1999-2000
Ex-Officio Member, President’s Commission on the Status of Women, 1997-1999, 2000-2005
Member, President’s Commission on the Status of Women Athletic Bridge Committee, 1997-1999
Ex-Officio Member, Women’s Center Advisory Board, 1997-1999, 2000-2002
Board Member, UNIFEM OSU/Corvallis, 1998-2000
Chair, Women’s Center Advisory Board Assessment and Strategic Planning Committee, 1997-1998; Member, 1998-1999
Member, Women in International Development Director Search Committee, 1998
Facilitator, OSU Connect New Student Orientation, 1997

Service to the Profession

Ms. Magazine Committee of Scholars, 2011-

External Reviewer
Women’s Studies Program, University of Oklahoma, 2005
Women, Gender, and Sexuality Program, Florida Atlantic University, 2013

Reviewer for professional journals
Family Relations, 2000
National Women’s Studies Association Journal, 2009
Journal of Religion and Popular Culture, 2010

Reviewer for book manuscripts
Corie J. Hammers Sexy Spaces and the (Un)bounding of Desire: Why Sex Matters, New York: NYU Press, 2010
Michele Berger, Transforming Scholarship, New York: Routledge, 2011.
Eileen Campbell Reed, Baptist Clergywomen, Baylor University Press, 2008.

Reviewer for book prospectus
External Reviewer for Promotion and Tenure
West Virginia University, 2010
University of Louisville, 2012

Professional membership
National Women's Studies Association, 1997-present
Co-chair, Program Administration and Development, 2007-2010
Governing Council, 2007-2010
Personnel Committee, 2007-2009
Speakers Bureau, 2008-2009
Advisory Council Member, NWSA Program Administration and Development, 2006-2010

Conference Site Coordinator, Northwest Women’s Studies Association annual meeting, April 2010

Service to the Public

Board of Directors, Center Against Rape and Domestic Violence (CARDV), Secretary, 2006-2007; Vice-Chair, 2001-2003; Member, 2000-2005, 2006-2008; Executive Director Search Committee, 2010, Volunteer Member of the Personnel Committee, 2008-2013.

Member, Benton County Sexual Health Advisory Committee, 2006-2007

Member, Board of Directors, Westminster House, 2000-2002

Volunteer, Women’s Intercommunity AIDS Resource, 1997-1999

Member, Benton County HIV Prevention for Women Media Campaign Advisory Board, 1998-1999

AWARDS

National and International Honors and Awards

2006 Nomination for Association of Education Publishers Distinguished Achievement Award, Educational Website for *The Power of Words*

Approved for candidacy on the Fulbright Senior Specialists Roster

2005 *Amelia Bloomer List* (American Library Association) for *Girls Rock! Fifty Years of Women Making Music*

Who’s Who in Humanities Higher Education

Who’s Who Among America’s Teachers

2002 University Continuing Education Association Meritorious Course Award for WS 223 Women: Self and Society web course

2000 First Place, Education Category, Catholic Press Association of the United States and Canada for Storytelling in Religious Education
1996    Who’s Who Among America’s Teachers
1994    Who’s Who Among America’s Teachers
1991    American Association for Higher Education Forum on Exemplary Teaching

University and Community Honors and Awards

2013    University Mentoring and Faculty Development Award
2010    L. L. Stewart Scholar
2009-2010    Fellow, Center for the Humanities
2007    Elizabeth P. Ritchie Distinguished Professor Award
2005    Robert J. Frank Research, Scholarship, & Creativity Award
2004-2005    Fellow, Center for the Humanities
2000    Women of Achievement
1999    College of Liberal Arts Thomas R. Meehan Excellence in Teaching Award
1990    Sears-Roebuck Foundation Teaching Excellence and Campus Leadership Award for California Baptist College
1988    Faculty Member of the Year, California Baptist College
Curriculum Vitae
Janet Lee

Professor of Women, Gender, and Sexuality Studies
School of Language, Culture, and Society
Oregon State University
Waldo 246
Corvallis OR 97331-6208
541.737.6132/jlee@oregonstate.edu
http://oregonstate.edu/cla/women_studies/dr-janet-lee

Education

Ph.D.  Sociology, Washington State University, Pullman, WA, USA (1985)
Dissertation: Gender Stratification and Religious Expression: A Theology for Personal and Social Change.

M.A.  Sociology, Washington State University, Pullman, WA, USA (1982)

B.A.  Sociology; Minors: Social Policy and Administration; Human Ecology (2:1 Honours)
University of Stirling, Scotland, U.K. (1975)

Administrative Experience

Director of Women Studies (1991-2001); Co-Director with Susan Shaw (2001-2002); Acting Director (Fall 2007); Unit facilitator (2010-2012). Duties included program leadership, coordination and development; curriculum evaluation, scheduling and development; hiring and budget, outreach, publicity and community networking and service, event organizing and fund-raising; development and coordination of internship program.

Department Chair, Department of Women's Studies, Minnesota State University at Mankato (1989-1991). Administrative duties include providing leadership for a program of 3 full-time tenure-track lines in the department and coordinating a program and adjunct faculty of approximately 25. Duties include curriculum development and evaluation; scheduling, hiring and budgetary supervision; outreach, publicity and community service, fund-raising, event planning; coordination of off-campus internship program.
Awards

- Oregon State University Honors College Eminent Professor, 2013
- Richard M. Bressler Senior Faculty Teaching Award, OSU (2011)
- C. Warren Hovland Service Award, OSU College of Liberal Arts (2011)
- Outstanding Faculty Excellence Award, OSU College of Liberal Arts (2002)
- Research Fellow, Center for the Humanities, OSU (Fall 2009)
- Research Fellow, Center for the Humanities, OSU (Fall 2003)
- Master Teacher, College of Liberal Arts, OSU (Winter 1999 - 2002)
- Researcher of the Year, College of Liberal Arts, OSU (1999)
- Research Fellow, Center for the Humanities, OSU. (Fall 1998)
- Woman of Achievement Award, OSU (1993)
- Research Fellow, Center for the Humanities, OSU. (Winter 1993)
- Faculty Merit Award, College of Social and Behavioral Sciences, Minnesota State University at Mankato (1988-89)
- National Institute of Mental Health Post-Doctoral Fellowship in Family Mental Health, University of Maryland, College Park and University of Maryland at Baltimore (Sept 1985-Aug 1986)

Grants Received

- Summer Research Grant, “Miles Franklin’s Adultery Narratives: Contributions to New Woman Protest Literature” OSU School of Language, Culture and Society (2012)
- Research Award, “Miles Franklin in Chicago, 1906-1915” OSU College of Liberal Arts (2011)
- OSU Valley Library Research Travel Grants, “‘Heroines of Pervyse;: Camaraderie and Courage on the Western Front,” (2008; 2009)
- OSU Valley Library Research Travel Grant, Women on Two Fronts: Mabel St Clair Stobart and Elsie Knocker in the Great War,” (2005)
- Member, Oregon State University Leadership Team, Association of American Colleges and Universities ‘Boundaries and Borderlands III: The search for
Lee CV

recognition and community in America” institute, Brown University (July 13-23, 2000)

• Consumers’ Power Charitable Trust, grant for Alsea Valley Voice magazine (2000).
• OSU Valley Library Research Travel Grant, “Comrades and Partners” (1999)
• OSU Valley Library Research Travel Grant, “Blood Stories” (1994)
• Oregon Council for the Humanities Fellowship, “Memories of Menarche” (Summer 1993)
• OSU Research Office Award, “Memories of Menarche” (1992)
• NAFSA - AID grant "Integrating gender, class, and ethnicity into training programs" (with Revathi Balakrishnan and Rochelle Rainey) (1992)
• Research Office Awards, Minnesota State University at Mankato (1986-97; 1989-90)

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Publications

Books


Books in Progress

Fallen Among Reformers: Writings from Stella Miles Franklin’s Chicago Years, 1906-1915.

Referred articles


“‘From Missionary to Bolshevik’: Grace Hutchins and the Politics of Devotion.”
Lee CV


Lee CV


Reviews


Poetry, Articles, and Chapters in Collected Volumes


Lee CV


Other writing

“It’s Senior Project Time” (May 1999); “Dawson Sees Changing Needs in Alsea” (June 1999); “Just a Country Girl” (July 1999); “Education is the Key” (August 1999); Alsea School Welcomes New Superintendent and Principal” (September 1999); “Conservation is the Theme (October 1999); “School Board Gamble” (November 1999). Articles written for *Alsea Valley Voice*.


A Clarification on Feminism - Or what Does Feminism Have to Do With Peace and Justice? *Blue Heron: A Magazine for Peace and Justice* (Spring 1988)
"Poverty...The Rich Get Richer as the Poor Get Poorer" *Blue Heron: A Magazine for Peace and Justice* (Winter 1988).


Presentations at Professional Meetings (since 1990)
“Empowering (Academic) Encounters: Creating Community Across Differences in Women’s, Gender, and Sexuality Studies (with Qwo-Li Driskill, Patti Duncan, Kryn Freehling, Mehra Shirazi, and Susan Shaw), roundtable presentation accepted for the annual NWSA meetings, Cincinnati (November 2013).
Lee CV

“Vice and Virtue: Poverty and Prostitution in Stella Miles Franklin’s New Woman Writing,” accepted for the annual NWSA meetings, Cincinnati (November 2013).

“The Chicago Spinsters: Stella Miles Franklin and the New Woman Response to Marriage Inequality,” Lilith: Australian Women’s History Conference, Australia National University, Canberra (May 2013).
“Miles Franklin’s Adultery Narratives: Contributions to New Woman Protest Literature,” accepted for the annual NWSA meetings, Oakland, CA (November 2012).


“A Kotex and a Smile: Mothers and Daughters at Menarche,” Association for Women in Psychology, Portland, OR (February, 2010).

“Writing Red’: Miles Franklin’s Unpublished Plays (Chicago, 1906-1915) NWSA annual meetings, Atlanta, GA (November, 2009).


“Experts at the Geography of Hell: Domestic Sites and Sororal Subversions Among the First Aid Nursing Yeomanry in World War I.” NWSA annual meetings, Cincinnati, OH (June 2008).

“Miles Franklin on American Manhood and White Slavery: The Case of ‘Red Cross Nurse,’” Hawaii International Conference on the Arts and Humanities, Honolulu, Hawaii (January 2007).


“Miles Franklin in Chicago, 1906-1915,” NWSA annual meetings, St. Charles, Ill (June 2007).

“Teaching about Difference, Power, and Discrimination in the Arts and Humanities,” (workshop with Susan Shaw), Hawaii International Conference on the Arts and Humanities, Honolulu, Hawaii (January 2006).

“Teaching Survivors of Gendered Violence,” NWSA annual meetings, Orlando, FL (June 2005).

“Multiculturalism and the Promise of Multicultural Education in the U.S.” (with Rebecca Warner) at “Public Policy Issues in Sakhalin and Oregon,” Yuhzno-Sakalinsk, Russia (June 2004).


“’This was Life!: Accidental Modernism and Inadvertent Feminism in Women’s Stories of the Great War,” Pacific Sociological Association annual meetings, Pasadena (April 2003).

“’Our Shining, Beckoning Danger’: Memoirs of World War I First Aid Nursing Yeomanry,” NWSA annual meetings, Minneapolis, MN (June 2001).

Teaching about Difference, Power, and Discrimination in the Baccalaureate Core” (with Donna Champeau, Susan Shaw, and Erlinda Gonzales-Berry), National Conference on Race and Ethnicity in Higher Education, Seattle, WA (June 2001).

“FANYs of World War I,” Conference on Gender and Culture, OSU, Corvallis, OR (April 2001).

Lee CV

“Feminism, Post-feminism, and Resistance in the Classroom: Teaching Introductory Women’s Studies at the Millennium” (with Susan Shaw), NWSA annual meetings, Boston, MA (June 2000).


“Biography at the Limits of Representation,” Pacific Sociological Association annual meetings, Portland, OR (April 1999).

“The Role of Sociology in Interdisciplinary Scholarship,” Pacific Sociological Association annual meetings, San Diego, CA (April 1997).


“Revisiting the Chilly Climate: Addressing Race, Class, and Gender in the Classroom" (with Barbara Paige), Oregon Women in Higher Education Conference, Portland (February 1996)

Lee CV

"Menstrual Body Politics," NWSA annual meetings, Ames, IA (June 1994).

"Menarche and the (Hetero)sexualization of the Body" Pacific Sociological Association, annual meetings, San Diego, CA (April 1994).


"Old Women Connecting: Empowerment in the Nursing Home" (with Marylea Carr), NWSA annual meetings, Austin, TX. (June 1992).


"Feminization of Poverty" Women and Money Conference sponsored by The Women's Center, Mankato State University, Mankato, MN(March 1991).

"Creating Safe Space for Women: Continuing Campus Strategies" (with Barbara Keating), Sociologists of Minnesota and the Great Plains Sociological Association annual meetings, Fargo, ND (October 1990).


"The Pornographic Ideal? Resistance Within Popular Culture" (with Bette Tallen), Midwest Sociological Society annual meetings, Chicago IL (April 1990).

Organizing, Presiding and Discussant Roles (since 1990)

Organizer and discussant, “Historical Sociology I”; organizer, Historical Sociology II, annual meetings of the Pacific Sociological Association, Pasadena (April 2003)


Organizer and moderator, “Gender and Body I”; organizer, “Gender and Body II,” annual meetings of the Pacific Sociological Association, San Francisco (March 2001)
Session organizer and moderator, “Gender and the Body” annual meetings of the Pacific Sociological Association, San Diego (April 2000)

Session organizer and moderator, “ Biography and Social History” annual meetings of the Pacific Sociological Association, San Diego (April 2000)

Session discussant “Gender and the Environment” annual meeting of the Pacific Sociological Association, San Francisco (April 1998)

Session moderator "Gender and Communication" International Feminisms of the Future Conference, University of Glamorgan, Pontypridd, Wales (July 1996)

Session organizer and moderator "Revisiting the Chilly Climate: Tenure, Sexual Harassment, and Administration"; and "The Politics of the Body" annual meeting of the Pacific Sociological Association, Seattle (March 1996)
Lee CV


Session organizer and moderator "Gender and the Body" at the annual meeting of the Pacific Sociological Association, San Diego (April 1994)

Session organizer and facilitator "Women's History" annual meetings of the Pacific Sociological Association, Portland (April 1993)

Session organizer and facilitator "Knowledge and Strategy: Women's Studies Programs in the 90s" annual meetings of the Midwest Sociological Society, Des Moines, IA (April 1991)

Session organizer "Researching/Teaching the Introductory Women's Studies Class" annual meetings of the National Women's Studies Association, University of Akron, OH (June 1990)

Roundtable organizer and facilitator "Power and Leadership Issues for Women's Studies Program Administrators" at the Program Administrators Preconference Day, annual meetings of the National Women's Studies Association, University of Akron, Akron OH (June 1990)

Workshops and Presentations for campus and community available upon request

Service (since 1992)

Service to the School of Language, Culture, and Society
- Advisory board, member 2011-present
- Budget committee, member: 2010-present
- Personnel committee, member: 2010-present
- Women Studies Di Stefano Memorial Scholarship committee (1991-present)
- Hiring committees (2012-2013)

Service to the College of Liberal Arts, OSU
- Faculty council: 1992-1994; 2002-3; 2005-6 (President); 2009-2012
Lee CV

- Curriculum committee (chair), 2011-2012
- Alumni internship award committee: 2001-2002
- Budget committee: 2000-2002
- Meeham Teaching Award committee: 2007-2012
- Researcher of the Year award committee: 2000-2002
- Strategic Transition Team member: Spring 2007
- Vincent Barry Burns Challenge Scholarship committee: 2006

Service to the university
- Graduate Council, 2012-present
- Diversity Council, 2011-present
- Advisory Board, NSF ADVANCE grant planning committee
- Academic Affairs, Promotion and Tenure review committee member: 2005-2006
- Center for the Humanities, board member: 2000-2002
- Difference, Power, and Discrimination, board member: 1992-present
  - DPD Search committees, Summer 1992; Fall 1993; Spring 2002; Spring 2012; Conference planning committee “Minorities and Science,” 1994-1995
- Diversity Council, member: 2001-2003
- Faculty Senate, Baccalaureate Core Committee: 2000-2003
- Faculty Senate, Committee on Academic Standing: 2007-2010
- Faculty Senator, OSU Faculty Senate: 1992-1995; 1999-2003
- Gerontology conference planning committee: 1994-1995
- Graduate School, Review Team for Forest Engineering: Spring 2003
- OSU Women’s Network Steering Committee: 2009-present
- Sexual Assault Prevention Education Coordinator search committee: 1995-1996
- UNIFEM chapter board member: 2000-2003 (Chair membership committee 2000-2002)
Lee CV

- Women’s Advocacy and Gender Equity, development committee: Spring 2005
- Women’s Advocacy and Gender Equity board member: Winter 2007-2011
- Women’s Center Advisory Board member: 1991-1997; 1999-2002

Service to the community and profession available on request

References available upon request
January 9, 2014

CURRICULUM VITAE

RONALD L. MIZE JR., Ph.D.
Associate Professor of Language, Culture, and Society
Director of Center for Latina/o Studies and Engagement (CL@SE)
Oregon State University

Office & Mailing Address:
Center for Latina/Latino Studies and Engagement (CL@SE)
200 Gilkey Hall
(541) 737-8803
School of Language, Culture, and Society
225 Waldo Hall
(541) 737-6803
Oregon State University
Corvallis, OR 97331
ron.mize@oregonstate.edu

Professional Interests

Critical Migration Studies    Chicano/a Studies    Comparative Race and Ethnicity
Political Economy    Research Methods    Inequalities and Social Justice
Cultural Studies    Social Theory    Political & Historical Sociology
Preliminary Examination Areas: Political Sociology, Class Analysis & Historical Change

Education

University of Wisconsin    Doctor of Philosophy    2000
Madison, WI    Sociology and Rural Sociology


Colorado State University    M.A. Sociology    1994
Fort Collins, CO


University of Colorado    B.S. Journalism    1991
Boulder, CO
**Funded Research Projects**

“Latinization of Rural New York Schools? Exploring Migration and Settlement Trends Through Comparative Data Analysis.” USDA Hatch Grant NYC-159446


“San Diego Head Start Grantee/ CSU San Marcos Training Partnership: Developing Cultural Competencies In Service Delivery to Latino Children.” DHHS-ACYF Grant # 90-YP-0003.

“Measuring Quality of Care for Vulnerable Children- Supplement.” DHHS-AHRQ Grant # R01 HS10317-02S1. Co-PI’s: Michael Seid, Children’s Hospital and Donna Castañeda, SDSU-Imperial Valley.


**Publications**

**Book Manuscripts**


Peer-Reviewed Articles


Chapters


**Book Reviews, Media, Blogs, and Op-Eds.**


**Applied Research Reports**


**Employment**

Associate Professor Oregon State University 8/2013 -
School of Language, Culture and Society
-- Courses Taught: WGSS/ES 599 Critical Race Theory, ES201 Inventing Ethnic America

Director Oregon State University 8/2013 -
Center for Latina/o Studies and Engagement (CL@SE)

Visiting Lecturer Humboldt State University 8/2012 – 7/2013
Department of Sociology
-- Courses Taught: SOC 303 Race and Inequality, SOC 310 Classical Sociological Theory, SOC 650 Race, and Ethnicity and Gender, and SOC 584 Qualitative Methods.
Assistant Professor of Development Sociology & Latino Studies

Assistant Professor of Sociology & History
University of Saint Francis 8/2001-5/2004
Fort Wayne, IN

Social Researcher
California State University 2/2001 – 10/2004
San Marcos
-- Grant Writing, Report Writing, Principal Investigator for ACYF-DHHS grant, Supervised up to 5 graduate students and staff, and Research Consultant with National Latino Research Center.

Adjunct Faculty
California State University 8/2000 – 10/2004
San Marcos
Department of Sociology
-- Courses Taught: GESS101 Introduction to the Social Sciences: Order and Change Multidisciplinary Perspectives, SOC 411 Social Stratification and Social Classes, SOC345 Hispanic Communities and SOC486 Issues of Social Service Delivery to Latino Children.

Associate Director
National Latino Research Center, California State University San Marcos 1/2000 – 1/2001
-- Directed Research Projects, Data Clearinghouse, Services, Training, Grant Writing, Strategic Planning, and Supervised staff of 8 undergraduate and graduate students.

Lecturer
Depts. of Ethnic Studies & Sociology
-- Courses Taught: ES151 Ethnic Politics in America, SOC151M Contemporary Chicano/a Issues, ES180 Special Topics in Mexican-American History: Migration, Law, & Identity (Crosslisted with History).
Education Specialist  Strategic Resources, Inc.  1999-2000
Naval Air Station, North Island
San Diego, CA
-- Academic Guidance Counselor for Department of Navy

Adjunct Faculty  Southwestern College  1999
Math, Sciences, & Engineering Division
San Diego, CA
-- Courses Taught: SOC101 Introduction to Sociology (Three Sections).

Lecturer  University of Wisconsin  1997
Rock County Campus
Department of Sociology
-- Course Taught: SOC 101 Introduction to Sociology

Research Assistant  University of Wisconsin/
National Cancer Institute  1995-96
-- Pilot Survey: "National Farmworkers' Epidemiological Survey"
  Doris Slesinger, Ph.D. Professor.  Department of Rural Sociology, P.I.

Graduate Teaching Assistant  Colorado State University  1992-94
-- Courses Assisted: Sociological Research Methods, Population Issues, Deviance,
  and Symbolic Interactionism (Two Sections per Course).

**Honors and Recognitions**

American Sociological Association  2008
Teaching Enhancement Funds Recipient ($1,000)

Adjunct Faculty of Sociology (Declined)  2008
Korea University

Honorable Mention  2007
Career Enhancement Fellowship for Junior Faculty
Woodrow Wilson National Fellowship Foundation

USF Technology Improvement Grant  2003
University of Saint Francis

Dissertator's Travel Grant  1998
Department of Sociology
University of Wisconsin

Small Grants Fellowship  1998
Department of Sociology
University of Wisconsin
Dissertation Research Fellowship
Committee on International Migration
Social Science Research Council

Advanced Opportunity Fellowship for Dissertators
University of Wisconsin

Dissertation Grant Writing Program
Committee on International Migration
Social Science Research Council

Dissertation Domestic Travel Grant
Department of Sociology
University of Wisconsin

Advanced Opportunity Fellowship
University of Wisconsin

Crowe Scholarship Recipient
Department of Rural Sociology
University of Wisconsin

CIC Predoctoral Fellowship
University of Wisconsin

Graduate Diversity Education Assistantship
Colorado State University

CU Boulder Scholars' Award
University of Colorado

**Professional Activities and Service**

Outreach and Engagement Council, OSU  2013-Present
Tenured Faculty Diversity Initiative Committee, OSU  2013-Present
Pro Bono Expert Consultant, Texas Rio Grande Legal Aid  2013
Graduate Student Research Award Committee,
School of Language, Culture, & Society, OSU  2013
Reviewer, *International Journal of Comparative Sociology*  2011-Present
Reviewer, *Social Problems*  2011-Present
Reviewer, *Sociological Inquiry*  2011-Present
Reviewer, Pine Forge Press, *Sociologists in Action: Race, Class and Gender*  2011
Undergraduate and Graduate Research Award Committee, Latino Studies Program, Cornell University  2005-2010
Advisory Board Member, Latino Studies Program, Cornell University 2004-2012
Reviewer, Social Forces 2005, 2008-Present
Reviewer, University of Toronto Press 2010
Reviewer, Sociological Quarterly 2009
Cornell Co-Representative, Imagining America: Artists and Scholars in Public Life 2008-2010
Reviewer, Broadview Press, Garner and Hancock 2007-2008
Changing Theories: New Directions in Sociology
Faculty Publications Column Writer, El Boletin 2006-2011
Latino Studies Program, Cornell University
Rural Sociological Society Publications Committee 2007-2010
Graduate Admissions Committee, Development Sociology, 2007-2010
Cornell University
Awards and Evaluation Committee, Development Sociology, Cornell University 2006-2010
Graduate Professional Training Workshop Committee, Development Sociology, Cornell University 2006-2010
Task Force on Institutionalizing Public Sociology, American Sociological Association 2006-2008
Reviewer, Ford Foundation Diversity Fellowship 2005-2010
Strategic Planning Executive Committee, Development Sociology, Cornell University 2007-2008
Reviewer, Race, Gender and Class 2007
FABIT Selection Committee, Cornell University 2007
Latino Studies Program Provost’s Postdoctoral Fellowship Selection Committee, Cornell University 2005-2006
Latin American Studies Association 2007-Present
Cultural Studies Association (U.S.) 2005-Present
National Association of Chicana and Chicano Studies 2001-Present
American Sociological Association 1996-Present
Rural Sociological Society 2004-Present
Evaluator, MacArthur Fellows Program 2004
John D. and Catherine T. MacArthur Foundation
Latino Studies Program Graduate Grant Committee, Cornell University 2004-2005
Chair, University of Saint Francis Committee on Assessment of Student Academic Achievement 2002-2004
School Board Member, Saint John the Baptist Catholic 2002-2004
School, Fort Wayne, IN
Local Arrangements Committee-Western Historical Association Meetings, San Diego, CA

Invited Presentations

“Braceros and the Return of Mass Deportation: Consuming Mexican Labor in its Racialized and Spatialized Contexts,” Invited Talk to Center for Latino/Latina Studies and Engagement (CL@SE), Oregon State University, Corvallis, OR, April 8, 2013.


“Breaking New Ground in Old Soil: Situating Sociology in its Contemporary Relevance,” Invited Presentation, Department of Sociology Graduate Student Brownbag, Cornell University, April 1, 2010.


“From Cruzando Fronteras to Gran Marchas: Mexican Immigration as Exploitation and Resistance,” Invited Colloquium to Arizona State University, Southwest Borderlands Initiative and School of Justice and Social Inquiry. Tempe, AZ. February 27, 2007.


“’We Were Here to Work’: Articulating Race and Class in the Making of the Bracero Total Institution,” Invited Talk to the Center for the Study of Race and Ethnicity & Department of Ethnic Studies, University of California San Diego, January 1999.

Professional Meeting Presentations


“Bilingual/Bicultural Latina/o Pedagogies and the Politics of Project Head Start in San Diego County: Diversity Training, Bureaucratic Negotiations, and the New Right War on the Poor." Workshop conducted with Claudia Maria Huiza, Patricia Rivas, and Andre
Vasquez. Fourth International Conference on Diversity in Organizations, Communities, and Nations, University of California Los Angeles, July 2004.


“Children of Latino Farmworkers: Health access and primary care characteristics,” with Michael Seid, Donna Castañeda, Mirna Zivkovic and James W. Varni. Poster presented at the Western Psychological Association annual meeting, Vancouver, BC. May 2003.


**Academic Appointments**

*Assistant Professor.* School of Language, Culture, and Society: Women, Gender and Sexuality Studies; Queer Studies. Graduate Faculty. August 2012-Present.

*Assistant Professor.* Department of English. Graduate Faculty, Creative Writing Faculty, Africana Studies Affiliate Faculty, American Studies Affiliate Faculty. Texas A&M University, August 2008-2012.

*Adjunct Faculty.* Whole Systems Design. Antioch University Seattle, September-December 2006.

**Education**

**PhD:** Michigan State University

Dissertation: *Yelesalehe Hinawona Dikanobogida Naiwodusa / God Taught Me this Song, it is Beautiful: Cherokee Performance Rhetorics as Decolonization, Healing, and Continuance.*

**MA:** Antioch University Seattle

**BA:** University of Northern Colorado

**Publications**

**Books**


**Edited Collections**


Refereed Articles and Book Chapters


Reviews and Commentaries


Co-authored with Angela Haas, Douglas Eyman, and Bill Hart-Davidson. "A Net-working Community: WIDE and the Rhetoric and Writing Graduate Program at Michigan State University." *Currents in...*

Creative Writing: Literary Journals and Academic Publications


"Another AIDS Poem or Why Do I Have to Write This?," "Wild Indians," and "Song of Removal" (poems). Many Mountains Moving: A Literary Journal of Diverse Contemporary Voices. 4.3 (2001): 152-158.

Selected Creative Work: Popular Press


**Work In Progress**


*Indian in the Archive: Cherokee Performance Rhetorics, Memory, and Decolonial Resistance*. 2nd Critical book project.

**Selected Honors and Awards**

*Conference on College Composition and Communication, National Council of Teachers of English*. Stonewall Service Award. Inaugural recipient. Recognizes members of CCCC/NCTE who have consistently worked to improve the experiences of sexual and gender minorities within the organization and the profession. 2014.

*Oregon State University*. School of Language, Culture, and Society. Summer Research Write-Up Grant. $5000.00. 2013-1014.

Trans 100. Honoree for inaugural list focused on positive work being accomplished by Trans people nationwide. 2013.


**Texas A&M University.** The Melbern G. Glasscock Center for Humanities. Faculty Travel-to-Archives/Travel to Fieldwork Grant. $1000.00. Spring 2011.


**Texas A&M University.** Office of Sponsored Projects, Office for the Vice President of Research. Program to Enhance Scholarly and Creative Activities. $10,000.00. 2009-2010.

**Texas A&M University.** The Melbern G. Glasscock Center for Humanities Research Stipendiary Faculty Fellow. $1500.00. 2008-2009.

**Conference on College Composition and Communication/National Council for Teachers of English.** Scholars for the Dream Award. 2008.


**Seventh Annual Committee on Institutional Cooperation American Indian Studies Graduate Conference.** Paper Competition, Second Place Winner. Bloomington, IN: April 21-22, 2006.


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**Selected Performances**

**Featured Poetry Performance**

**LGBT Poetry Group.** University of Louisville. Louisville: March 21, 2013.


**Native American Unity Council.** Bowling Green State University. Bowling Green, November 12, 2010.


Cast Member of Mangos with Chili Queer Borderlands Tour: The Floating Cabaret of Queer and Trans People of Color Bliss, Dreams, Sweat, Sweets, and Nightmares. Multi-city tour down the West Coast and across the Southwest. October 10-24, 2008.


Theatre


Film and Video


Presentations


Chair, Featured Session: "Rhetorics of Racism, Protest, and Alliance: Decolonial (Multi)-media(ted) Responses to AZ SB1070." CCCC Convention: All Our Relations. Atlanta: April 7, 2011.


"The Land that Learned to Survive: Decolonial Disability Rhetorics in Native Women's Literature." The Fifth Biennial Feminism(s) and Rhetoric(s) Conference. Houghton, MI: October 5 - October 8, 2005.


Selected Workshops

Pedagogy


Co-Facilitator on Native Languages in the Composition Classroom. "Race, Space and Place: Language, Identity and Students of Color in the Composition Classroom." Dr. Geneva Smitherman, Chair. CCCC Convention: Composition in the Center Spaces: Building Community, Culture, Coalitions. Chicago: March 22, 2006.

\textbf{Social Justice}


\textbf{Poetry}


University Teaching

Graduate Courses


Undergraduate Courses

Native Rhetorics and Literatures (ENGL 357). Texas A&M University: Fall, 2011.
Elements of Creative Writing (ENGL 235). Texas A&M University: Fall, 2011; Fall, 2009; Fall, 2008.
Modern Rhetorical Theory (ENGL 354). Spring, 2010; Fall, 2009; Spring, 2009.

Directed Studies


Graduate Supervisory Committees

Doctoral

**Graduated**
Chair. Casie C. Cobos, PhD 2012 (Texas A&M University). Assistant Professor, Illinois State University. 
Chair. Aydé Enríquez-Loya, PhD 2012 (Texas A&M University). Assistant Professor, Fayetteville State University. 
Co-Chair. Garrett Nichols, PhD 2013 (Texas A&M University). Instructor, Bellevue College. 
Chair. Gabriela Ríos, PhD 2012 (Texas A&M University). Assistant Professor, University of Central Florida.

**Master’s**

**Graduated**
Member, MA Thesis Committee. Stephanie Wheeler, MA 2010 (Texas A&M University, English). 
Doctoral Program, Texas A&M University.

**Student Advising and Supervision**

**Other Teaching, Evaluation, and Lectures**
Director of Religious Education. Unitarian Universalist Church of the Brazos Valley. Social justice curriculum design, implementation, teaching, and teacher training. College Station, TX: 2010-2011. 


Service to the Profession

Committees
Member. Language Policy Committee. *Conference on College Composition and Communication*. 2010-Present.
Chair. Tribal College Faculty Fellowship Committee. *College Composition and Communication*. 2013-2014.
Member. Scholars for the Dream Award Committee. *Conference on College Composition and Communication*. 2012.
Member. Tribal College Faculty Fellowship Selection Committee. *Conference on College Composition and Communication*. 2011-2012.

Publication Referee
*Journal of Transnational American Studies*. 2010-Present.

College and University


Department


Baccalaureate Core Courses

Additional Courses
Practicum: Projects in Queer Studies (QS 409), Special Topics (QS 299; 399, 499/599), Trans/gender Politics (QS/WGSS 524).

Degree Proposals Submitted

Search Committee. Assistant Professor: Women, Gender, & Sexuality Studies. Oregon State University: Fall 2013-Present.


PhD Student First Year Review Committee. Texas A&M University: 2009-2010.

Course Development and Implementation. Native American Rhetorics and Literatures (ENGL 357). Department of English, Texas A&M University.


Faculty Mentoring Program. Teaching Mentor for Graduate Student Marcos Del Hierro. Texas A&M University: Fall 2010.


Department of English Graduate Program. Mock Interview Committee for PhD Candidates Julie Groesch and Sarah Spring. Texas A&M University: Fall 2009.


Faculty Mentor Program. Teaching Mentor for Graduate Student Candice C. Melzow. Texas A&M University. Fall 2008.

**Outreach and Community Service**


**Additional Organizational Involvement**

*Colorado Progressive Coalition.* Denver, CO.

*Community Coalition for Environmental Justice.* Seattle, WA.

*Northwest Two-Spirit Society.* Seattle, WA.

**Professional Associations**

*American Society for Theatre Research*
*American Studies Association*
*Association for the Study of American Indian Literatures*
*Cherokee Arts & Humanities Council, Inc.*
*Conference on College Composition and Communication*
*Modern Language Association*
*National Council of Teachers of English*
*Native American and Indigenous Studies Association*
*National Women’s Studies Association*
*Native Writers Circle of the Americas*
*Phi Kappa Phi*
*Society for the Study of Gloria Anzaldúa*
*Wordcraft Circle of Native Writers and Storytellers*
ACADEMIC APPOINTMENTS

Assistant Professor of English, School of Writing, Literature and Film and Faculty in Women Gender and Sexuality Studies, Oregon State University, 2012–Present
Assistant Professor, Department of English, Ithaca College, 2010–2012

EDUCATION

Ph.D. English Language and Literature, University of Virginia, 2011
  Committee: Deborah McDowell (chair), Rita Felski, Michael Levenson, Murray Milner
M.A. English Language and Literature, University of Virginia, 2006
B.A. English Language and Literature and the Special Program in the Humanities, Yale University, 2002, Cum Laude, Distinction in both majors

FELLOWSHIPS, GRANTS, and AWARDS

Center for the Humanities Faculty Fellowship, Oregon State University, 2013-2014
Faculty Internationalization Grant, Oregon State University, 2013
Ithaca College English Department Merit Award in Scholarship, 2011
Ithaca College Center for Faculty Research and Development Grant, 2011 and 2012
Ithaca College Educational Grant Initiative Award, 2010 and 2011
Bradley Fellowship, Department of English, University of Virginia, 2009-2010
Award for the Best Feminist Essay Presented at the Rocky Mountain MLA Conference, 2008
Outstanding Graduate Teaching Award, English Department, University of Virginia, 2008
Dissertation Acceleration Fellowship, UVA Graduate School of Arts and Sciences, 2008
Zora Neale Hurston Prize for the Best Essay by a Graduate Student, Studies in Women and Gender Program, University of Virginia, 2008
Griffis Prize for Best Essay by a First-year Graduate Student, UVA English Department, 2004
Presidential Fellowship, University of Virginia, 2003-2008

BOOK PROJECT

“Modernism à la Mode”
This project brings together texts, images, and clothing to demonstrate how the phenomenon of fashion shaped the form and purposes of modernist fiction. It argues that during a period in which new dress styles defined and remade gender and racial norms, fashion described the potential and limits of aesthetic and social transformation for writers including Virginia Woolf, D. H. Lawrence, Nella Larsen, W.E.B. Du Bois, and F. Scott Fitzgerald. Drawing on fashion theory and intervening
in debates about the uses of literature and the politics of style, “Modernism à la Mode” shows that fashion defined the terms and reception of modernism’s investment in style as a way to re-imagine the nature and role of objects, agency, authorship, communities, and political discourse.

PUBLICATIONS

Edited Book


Book Chapters


Solicited, In-Progress


Book Reviews


INVITED TALKS


“Hair Cuts in the Jazz Age: A Conversation about Sex, Gender, Race, and Hair in the 1920s,” Tuesday Salon Series Presentation, Handwerker Gallery, Ithaca College, Nov. 2011

“the connection between dress and war is not far to seek: Virginia Woolf and the Politics of Fashion,” English Department Sigma Tau Delta Lecture Series, Ithaca College, Nov. 2010

“Clothing and Community at the Omega Workshops,” “New Looks” Symposium, Block Museum of Art, Northwestern University, Feb. 2009

CONFERENCE PAPERS


“for ever and ever she will make my clothes: Virginia Woolf and Dressmaking at the Omega” for Panel, “Bloomsbury and Fashion II,” Virginia Woolf Annual Conference, New York, NY, June 2009

“Modes of Modernism: Vanessa Bell and Dress Design” for Panel, “Fashion, Gender, and Modernity,” Canadian Women’s Studies Association Conference, Ottawa, ON. May 2009


**PANEL, SEMINAR, AND ROUNDTABLE PARTICIPATION AND ORGANIZATION**


**COURSES TAUGHT**

Oregon State University:
- English 106, Introduction to Poetry
- English 221, African American Literature
- English 362, American Women Writers
- Women Studies 499/599, Topics: Fashion, Gender, Modernity

Ithaca College:
- English 460, Virginia Woolf and the Bloomsbury Group
- English 390, Fashion and Fiction in the Twentieth Century
- English 382, Networks and Communities of Transatlantic Modernism
- English 201, Approaches to Literary Study
- English 113, Introduction to Poetry

**ACADEMIC AND PROFESSIONAL SERVICE**

**University Service**

Member, Scholarship and Awards Committee, School of Writing Literature, and Film, OSU, 2014
Member, Personnel Committee, Search for Assistant Professor of American Literature with a focus on Latino/a Literature, School of Writing, Literature, and Film, OSU, 2014
Faculty Advisor, English Students Association, OSU, 2012-2013 and 2013-2014
Member, Search Committee for the Director for the School of Writing, Literature, and Film, OSU, 2013
Member of the Curriculum Committee, Department of English, Ithaca College, 2011-2012
Member of the Steering Committee, Women’s Studies Program, Ithaca College, 2011-2012

**National**


**PROFESSIONAL MEMBERSHIP**

Modern Language Association, Modernist Studies Association, National Women Studies Association
CURRICULUM VITAE

Bradley Boovy
bradley.boovy@oregonstate.edu

Oregon State University
School of Language, Culture, and Society
210 Kidder Hall
Corvallis, Oregon 97331
(541) 737-0023

Employment

Assistant Professor
Oregon State University
School of Language, Culture, and Society (2012-present)

Education

PhD
Germanic Studies, University of Texas at Austin (2012)
Dissertation: Men Reading Men: Homophile Magazines in 1950s West Germany
Sabine Hake, Supervisor

MA
Germanic Studies, University of Texas at Austin (2006)
Thesis: Disrupted Visions of Modernity: Walter Benjamin’s Moskauer Tagebuch as an Experiment in Modern Urban Writing
Sabine Hake, Supervisor

MA
Spanish, Tulane University (2003)

BA
German and Spanish, Loyola University, New Orleans (2001)

Teaching

World Languages and Cultures

GER 311-313 Third-Year German
GER 331 German Culture
GER 399 Grimms’ Fairy Tales

Women, Gender, and Sexuality Studies

WGSS 360 Men and Masculinities in a Global Context
Publications

Articles

Boovy, Bradley and Sebastian Heiduschke. “Powered by STE(A)M: Reimagining German for the Sciences. (forthcoming)

Rehberg, Peter and Bradley Boovy. “Schwule Zeitschriften von 1945 bis heute.” (forthcoming with Männerschwarm)


Reviews


Selected Conference Presentations

“Medium as Mediation: Print Media and Twentieth-Century German Cultural History,” German Studies Association 37th Annual Meeting, Denver, CO, 3-6 October 2013.


“Queering the College Town: Student Activism and the Creation of a Queer Cultural Scene,” 2013 Queer Studies Conference, UNC Asheville, April 4th-6th, 2013.

Cofacilitator (with Dr. Juan Antonio Trujillo), MECHA workshop on incorporating queer students into MECHA
“Germany’s Eastern Frontier and the Problem of German Victimhood in Heinrich Böll’s *Der Zug war pünktlich,*” South Central Modern Language Association 69th Annual Meeting, November 8th-10th, 2012.

**Invited Lectures**


Keynote speaker, OSU Lavender Graduation, June 13th, 2013.

Opening speaker, Healthy Masculinity Conference. Oregon State University, May 16th, 2012.

“Masculinity in *Mulan.*” Oregon State University. Invited by Dr. Patti Duncan.


**Scholarships and Academic Awards**

School of Language, Culture, and Society Summer Research Write-Up Grant (Summer 2013)

**Service to Oregon State University**

Corvallis Queer Film Festival, Organizer, November 11-15, 2013.

World Languages Adviser Search, Committee Chair (Summer 2013)

Spanish Sociolinguist Search, Committee Member (Fall 2012-Winter 2013)

Men’s Development and Engagement, Committee Member (Fall 2012)

**Service to the Community**

CARDV Men’s Coalition to End Violence, Active Member

**Workshops and Certificates**

Difference, Power, and Discrimination Seminar (Summer 2013)

OSU Center for Teaching and Learning Global Learning Initiative (Fall 2013)
Organizational Involvement

American Association of Teachers of German (AATG)
American Council on the Teaching of Foreign Languages (ACTFL)
American Men’s Studies Association (AMSA)
German Studies Association (GSA)
Modern Language Association (MLA)
National Women Studies Association (NWSA)

Languages

English – native
German – fluent
Spanish – fluent
Dutch – advanced proficiency
NANA OSEI-KOFI, PH.D.

Associate Professor, Women, & Gender, & Sexuality Studies
School of Language, Culture, & Society
Director, Difference, Power, & Discrimination Program
Oregon State University (OSU) • Waldo Hall 310
Corvallis, OR 97331 • Phone: 541-737-2824
Email: Nana.Osei-Kofi@oregonstate.edu

PROFESSIONAL EXPERIENCE

Associate Professor, Women, Gender, & Sexuality Studies, OSU 2013-
Director, Difference, Power, & Discrimination Program, OSU 2013-
Associate Professor, School of Education, Iowa State University (ISU) 2012-2013
Assistant Professor, Educational Leadership & Policy Studies, ISU 2005-2012
Director, Social Justice Studies Program, ISU 2005-2013
Visiting Assistant Professor, Higher Education, Texas Tech University 2004-2005
Adjunct Assistant Professor, Women’s Studies, Pomona College 2004
Adjunct Assistant Professor, Higher Education, University of California, Los Angeles 2004
Graduate Research Assistant, Dr. Daryl Smith, Claremont Graduate University 2001-2003

ACADEMIC BACKGROUND

Ph.D., Education, Claremont Graduate University 2003
M.A., Applied Women’s Studies, Claremont Graduate University 2003
B.A., Business Management, University of Phoenix (campus-based program) 1994
Diploma, Photography, Des Moines Area Community College 2011

RESEARCH SPECIALIZATIONS

• Social Justice Studies
• Women & Gender Studies
• Cultural Studies in Education (K-12/Higher Education)
• Critical Theory/Political Economy
• Popular Culture
• Arts-based Inquiry


**Edited Journal Issue**


**Invited Journal Articles**


**Books**


**Book Chapters**


**Osei-Kofi, N.** (2013). Exploring arts-based inquiry for social justice in graduate


**Essay Length Book Reviews**


**Book Reviews**


**Dissertation**


**Creative Works – Conceptual Photography**


**Research in Progress**

**Journal Articles**


**Book Projects**


Gorski, P., Osei-Kofi, N., Villalobos, J., & Zuñiga, G. *Decolonizing “diversity” and securing social justice in higher education*. 5
Book Chapters


Presentations

International and National Referred Research Presentations


Osei-Kofi, N. Interrogating the feminist toolbox: Subverting the master’s tools? National Women’s Studies Association, Atlanta, GA, November 12, 2011.


Regional Referred Research Presentations

Osei-Kofi, N. Women’s Studies, two-year colleges and the future of feminist praxis. All University Conference on the Advancement of Women in Higher Education, Texas Tech University, Lubbock, TX, April 8, 2005.


Invited Presentations – National


Osei-Kofi, N. Does higher education represent a space of possibility for fostering revolutionary social change?: Lessons from Students for a Democratic Society and the Black Student Union at San Francisco State College. Annual Faculty Colloquium, University of California Irvine - Cross-Cultural Center, Irvine, CA, April 19, 2004.

**Invited Presentations – Iowa State University**


Osei-Kofi, N. Graduate student research assistant orientation (program developed and facilitated collaboratively with F. Laanan & S. Starobin). ELPS, September 9, 2005.

Keynote Addresses

Grinnell College – Women of Color and Standards of Beauty April 4, 2013
Iowa State University People of NIA Graduation May 3, 2012
Iowa State Conference on Race and Ethnicity March 2, 2012
Iowa State University MLK Celebration January 19, 2012

Sponsored Research

Extramural Funding

Facing History and Ourselves at ISU 2012
Funder: Debra Engel

Year 1 fully funded at $37,434 (continued funding anticipated based on evaluation of year 1).

New Deal murals and the history of American higher education:
Understanding Other Arts Follow as cultural narrative 2012
National Endowment for the Humanities

Funding requested: $6000. Not funded.

Making meaning of social justice in student affairs practice: An exploratory study 2011
NASPA Foundation

Funding requested: $33,100. Not funded.

Making meaning of the land-grant mission: Implications for civic engagement 2010
Spencer Foundation

Funding Requested: $40,000. Not funded.

Women’s Studies and the Community College 2006
Spencer Foundation

Funding requested: $40,000. Not funded.

Co-principal Investigator 2006
ASHE/Lumina Fellowship Program

Project fully funded at $82,500.
Intramural Funding (Iowa State University)

**Diversity Seed Grant: Dialogues in Action**  
Office of the Provost  
*Project fully funded at $5000.*

**Curriculum Integration: Greece and Italy**  
Committee on International Programs  
*Project fully funded at $5000.*

**Diversity Seed Grant: Social Justice Studies**  
Office of the Provost  
*Project fully funded at $5000.*

**eDocs Development Grant**  
College of Human Sciences  
*Project fully funded at $1680.*

**Teaching Innovation Initiative: Undergraduate Minor in Social Justice**  
College of Human Sciences  
*Funding Requested: $74,966. Not funded.*

**Co-principal investigator**  
**Globalization and Placemaking in Perry, Iowa: An exploratory sociospatial analysis**  
Center for the Excellence in the Arts and Humanities  
*Project fully funded at $10,000.*

**Diversity Seed Grant: Social Justice Studies**  
Office of the Provost  
*Project fully funded at $5000.*

**Travel Grants - Funded**

<table>
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<tr>
<th>Grant Description</th>
<th>Amount</th>
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<tr>
<td>Foreign Travel Grant-Czech Republic</td>
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<td>2011</td>
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<td>Women’s Studies Program Travel Grant</td>
<td>$400</td>
<td>2009</td>
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<tr>
<td>Women’s Studies Program Travel Grant</td>
<td>$400</td>
<td>2007</td>
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<tr>
<td>Foreign Travel Grant-India</td>
<td>$1688</td>
<td>2005</td>
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External Grant Reviewer

National Science Foundation
Directorate for Education and Human Resources 2007-present

CONSULTING

Lewis & Clark, Portland, OR
M.A. Program Development 2013-present

The New School, New York, NY
Campus Climate/Social Justice Assessment 2012-2013

The National Council for Community and Education Partnerships
Assessment and Evaluation 2003-2005

COURSES TAUGHT (OREGON STATE UNIVERSITY)

WGSS 223: Women, Self, and Society
Women, Gender, and Sexuality Studies

COURSES DEVELOPED AND TAUGHT (IOWA STATE UNIVERSITY)

ELPS 591: Cuba: History, Art, and Education (social justice field experience)
School of Education

ELPS 591: Brazil in the New Millennium: Social Justice and Social Change (social justice field experience)
Department of Educational Leadership and Policy Studies

HGED 615C: Higher Education in Film and Fiction
Department of Educational Leadership and Policy Studies

ELPS 615F: Social Justice Pro-Seminar
Department of Educational Leadership and Policy Studies

RESEV 615: Arts-Based Research Methods
Department of Educational Leadership and Policy Studies

ELPS 620: Introduction to social justice theory, research, and practice
(cross-listed as WS 620), Department of Educational Leadership and Policy Studies
ELPS 621: Pedagogies of Dissent: Radical theories of education, social justice and economic democracy (cross-listed as WS 621), Department of Educational Leadership and Policy Studies

ELPS 626: Social Justice and Social Change in American Higher Education
Department of Educational Leadership and Policy Studies

GRADUATE COMMITTEE EXPERIENCE (IOWA STATE UNIVERSITY)

**Doctoral Committee Chair**

Yalem Teshome, Curriculum and Instruction (co-chair)  Graduated Spring 2010
Social and institutional factors affecting the daily experiences of spouses of international students: Voices from the Midwest and implications to academic institutions

*In Progress*
Michael Benitez, Higher Education
Lisette Torres, Higher Education

**Doctoral Committee Member**

Susana Hernandez, Higher Education  Graduated Spring 2013
Latino educational opportunity in discourse and policy: A critical and policy discourse analysis of the White House Initiative on Educational Excellence for Hispanics

Stephanie Zywicki, Curriculum & Instruction  Graduated Spring 2013
“There’s nothing not complicated about being Indian:’’ American Indian student experiences in a mainstream middle school

Stephanie Bondi, Higher Education  Graduated Spring 2012
Complicity with the neocolonial project in education: A deconstruction of student affairs preparation practices

Carrie A. Kortegast, Higher Education  Graduated Spring 2011
Picturing learning: A visual ethnography of social learning during a short-term study abroad program

Kimine Mayuzumi, Equity Studies in Education (University of Toronto)  Graduated Fall 2011
Seeking possibilities in a transnational context: Asian women faculty in the Canadian academy

Philip Vasquez, Higher Education  Graduated Spring 2011
Making a difference and facilitating success: A model of Chicana/o student retention in Chicano/a studies

Osei-Kofi
Jennifer Boyenga, Community College Leadership  
Graduated Fall 2009  
*Transfer students in theatre: A narrative study of transferring from community colleges to four-year institutions*

Penny Rice, Higher Education  
Graduated Fall 2009  
*Development of male social justice allies of women in college: A case study investigation of possibilities for change*

Laura Rhoton, Sociology  
Graduated Spring 2009  
*Practicing gender or practicing science?*

Pamela Duffy, Curriculum & Instruction  
Graduated Spring 2008  
*Holes in the healthcare safety net: An ethnographic study of a free medical clinic*

Alissa King, Higher Education  
Graduated Spring 2008  
*Uncertainty and evolution: Contributions to identity development for female college students who identity as multiracial/biracial-bisexual/pansexual*

Randall Jedele, Community College Leadership  
Graduated Spring 2007  
*Teaching and learning in community: A phenomenological study of community college faculty pedagogy and learning communities*

*In Progress*  
Aja Holmes, Higher Education

**Master’s Degree Committee Chair - Graduates**

Chavel Aron, Student Affairs  
Michael Brown, Student Affairs  
Kristin Roth, Student Affairs  
Ellen Semran, Student Affairs  
Jessica Spooner, Student Affairs  
Elizabeth Steinborn, Student Affairs  
Laura Sweeney, Interdisciplinary Graduate Studies (co-chair)

**Master’s Degree Committee Member - Graduates**

Vicki Abel, Curriculum and Instruction  
Andrea Arzuaga, Student Affairs  
Elen Ballam, Student Affairs  
Jowelle Benson, Student Affairs
Stephanie Borgert, Student Affairs
Stephanie D’Adamo, Sociology
Marlon Dortch, Student Affairs
Rebecca Haroldson, Sociology
Emily Jensen, Student Affairs
Brittany Johnson, Student Affairs
Marissa Klousie, Student Affairs
Londi Martin, English
Jenny Metzger, Student Affairs
Jessica Soulis, Sociology

PROFESSIONAL DEVELOPMENT

- Professional Grant Development Workshop, Grant Training Center 2013
- National Association for Multicultural Education Summer Institute 2012
- Wakonse Teaching Conference 2011
- Center for Documentary Studies Institute, Duke University 2010
- Iowa State University, Teaching Partners Program 2009-2010

PROFESSIONAL AND COMMUNITY SERVICE

Service to Refereed Research Journals

Associate Editor


Book Review Editor

Feminist Formations 2012-present

Editorial Board Member

Journal of Critical Thought & Praxis 2012-present
Feminist Formations (formerly NWSA Journal) 2007-present

Manuscript Referee

Journal of Higher Education 2011-present
Equity & Excellence in Education 2011-present

Osei-Kofi
Critical Studies in Education 2011-present
NASPA Journal about Women in Higher Education 2008-present
Higher Education 2005-present
NWSA Journal (currently Feminist Formations) 2005-present
The Review of Higher Education 2004-present

Service to Publishers

Book Proposal Reviewer

Routledge 2013-present
Pearson Publishing 2011-present
Routledge 2011-present
IGI Global 2010-present
Johns Hopkins University Press 2009-present

Service to Professional Organizations

National Women’s Studies Association (NWSA)

Women of Color Caucus Chair (Member of Governing Council) 2012-present
Gloria Anzaldúa Book Prize Committee 2012-present
NWSA Graduate Student/Recent Graduates Mentor 2012-present
Elections Chair 2008
Governing Council – Member-at-Large 2007
Program Administration and Development Committee Member 2006-2007
Women of Color Leadership Project Chair 2006-2007

American Educational Research Association (AERA)

Program Chair, Arts-Based Educational Research SIG 2013-present
Chair, Scholars and Advocates for Gender Equity pre-conference 2007
Program Chair, Critical Educators for Social Justice SIG 2007
Scholars and Advocates for Gender Equity Committee Member 2006-2009
Program Chair, Division J, Section 5 (Society, Culture and Change) 2006
Proposal Reviewer for Annual Meeting 2004-present

Association for the Study of Higher Education (ASHE)

Program Division Chair, Contexts and Foundations 2007
ASHE/Lumina Foundation Dissertation Mentor 2005-2006

Osei-Kofi 17
Proposal Reviewer for Annual Meeting 2004-present

Service to Oregon State University

Member, Diversity Student Success Council 2013-present
Ex-Officio, Baccalaureate Core Committee 2013-present
Tenured Faculty Initiative (TFDI) Committee 2013-present

Service to Iowa State University

Member, Iowa State University Committee on Women (UCW) 2011-2013
Member, Faculty Senate Appeals Committee 2011-2013
Preparing Future Faculty (PFF) Program Mentor 2010-2011
U.S. Department of State Faculty Mentor 2009
McNair Program Mentor 2008-2009
Member, Committee on International Programs 2007-2008
Member, Study Abroad and Exchange Advisory Committee 2007-2008

Service to the College of Human Sciences (Iowa State University)

Inaugural Director, International Experiences Program, Office of the Dean 2007-2008
Chair, International Committee 2007-2008
Member, Faculty Development Committee 2005-2007

Service to the Women, Gender, & Sexuality Studies Program (Oregon State University)

Member, Assistant Professor, WGSS Search Committee 2013-present
Qwo-Li Driskill’s Third Year Review Committee 2013-present

Service to the Department of Educational Leadership and Policy Studies/School of Education (Iowa State University)

Member, Promotion and Tenure Committee 2013
Faculty Adviser, Journal of Critical Thought and Praxis 2012-2013
Member, School of Education Director Search Committee 2011-2012
Member, Open Rank Higher Education Faculty Search Committee 2011
Member, Assistant and Associate Professor, Higher Education/Student Affairs Search Committee 2010-2011
Chair, Assessment Committee 2012-2013
Member, Assessment Committee 2009-2012
Member, Self Study Steering Committee 2009
Member, Personnel Committee 2008

Osei-Kofi 18
Member, Research Committee 2005-2013
Program Coordinator and Certificate Director, Social Justice Studies Program 2005-2013

Service to the Women’s and Gender Studies Program (Iowa State University)

Member, Women’s and Gender Studies Steering Committee 2012-2013
Coordinator, Women’s and Gender Studies Faculty Affiliate Network 2011-2013
Affiliate Faculty 2005-2013

Service to Community

Documentary Photographer, Green Festival, Chicago, IL 2007
Member, African American Chamber of Commerce, Lubbock, TX 2004-2005
Member, Board of Directors, Free Arts of Arizona, Phoenix, AZ 1998-1999
Member, Board of Directors, Campfire Boys and Girls, Phoenix, AZ 1998-1999

PROFESSIONAL AFFILIATIONS

• American Educational Research Association
• Association for the Study of Higher Education
• National Women’s Studies Association

HONORS/AWARDS

Director’s Choice Award for National Service to the Discipline 2013
Women’s and Gender Studies Program, Iowa State University

Outstanding Research Contribution Award 2013
ACPA: College Student Educators International

Faculty Award for Diversity Enhancement 2012
College of Human Sciences, Iowa State University

Wakonse Fellow 2011
Wakonse Foundation

Commitment to Social Justice Education Award 2010
ACPA: College Student Educators International

Future of Minority Studies (FMS) - Mellon Fellow 2006
Stanford University

Osei-Kofi 19
Excellence in the Study of Higher Education Award 2001
Claremont Graduate University

Dean’s Award of Achievement 1996
College of Education, Arizona State University

Patricia Roberts Harris Fellow 1995-1996
College of Education, Arizona State University

LANGUAGES

- Swedish – Fluent
- Danish and Norwegian – Conversational

Updated January 2014
Patti Duncan  
Associate Professor  
Women, Gender, and Sexuality Studies  
School of Language, Culture, and Society  
Oregon State University  
Corvallis, OR 97331  
patti.duncan@oregonstate.edu

EDUCATION

Ph.D., 2000, Institute for Women’s Studies, Emory University, Atlanta, GA.
M.A., 1996, Institute for Women’s Studies, Emory University, Atlanta, GA
B.A., 1992, Psychology and Women’s Studies, Vassar College, Poughkeepsie, NY
Study Abroad, 1990-1991, Payap University, Chiang Mai, Thailand

TEACHING AND RESEARCH POSITIONS

Oregon State University

2012-present  Program Coordinator, Women, Gender, and Sexuality Studies
2008-present  Associate Professor, Women, Gender, and Sexuality Studies
  Transnational Feminisms; Women in World Cinema; Disney: Gender, Race, Empire;
  Politics of Motherhood in Global Contexts; Women of Color in the U.S.; Transnational
  Sexualities; Introduction to Queer Studies; Senior Seminar; Reproductive Justice

Semester at Sea, University of Virginia

2008 (Fall)  Visiting Lecturer
  (Global Feminisms; Gender and the Global Economy; Sexualities in a Global Context)

Portland State University

2006-2008  Associate Professor, Women’s Studies Program
  (Disney: Gender, Race, Empire; Global Feminisms; Women of Color in the U.S.; Asian
  American Women’s Studies; Senior Seminar; Gender, Migration, and Globalization
  (Mexico travel seminar); Gender and Sexualities in Mexico (Mexico Travel Seminar);
  Graduate Seminar in Women’s Studies; Feminist Theories and Methods)

2000-2006  Assistant Professor, Women’s Studies Program
  (Introduction to Women’s Studies; Disney: Gender, Race, Empire; Race, Class, Gender,
  and Sexualities; Women of Color in the U.S.; Global Feminisms; Senior Seminar)

Ewha Woman’s University, Seoul, Korea

2004 (Fall)  Visiting Scholar, Asian Center for Women’s Studies

Emory University

1999-2000  Visiting Assistant Professor, Institute for Women’s Studies
(Introduction to Women’s Studies; Histories of Sexualities; Asian American Feminisms; Feminist Theories)

1992-1997  Graduate Instructor
(Introduction to Women’s Studies; Feminist Theories; History of Feminist Thought; Asian American Feminisms)

Oglethorpe University

1998-2000  Instructor, University College
(Introduction to Women’s Studies; Women Writers; Immigrant Women’s Writings; Women and Popular Culture; Gender and Film)

Agnes Scott College

1999  Instructor, Women’s Studies Program
(Introduction to Women’s Studies)

Georgia State University

1998  Instructor, Women’s Studies Department
(Introduction to Women’s Studies)

PUBLICATIONS

Books and Manuscripts

Duncan, Patti. *Saving Other Children From Other Women: Narratives of Rescue, Migration, and Illegitimate Motherhood.* (Book Manuscript in Progress.)


Articles and Book Chapters

“Representations of Gender, Nation, and Belonging in *A Separation.*” With Mehra Shirazi and Kryn Freehling-Burton. (Under Review.)


**Reviews and Other Writings**


**MIXED MEDIA PRODUCTIONS**
Documentary Films


**Awards**
- Winner, National Clarion Award, The Association for Women in Communications 2011
- Winner, Special Jury Award, Human Rights, Los Angeles Asian Pacific Film Festival 2011
- Winner, Award for Courage, DisOrient Asian Pacific American Film Festival 2011
- Nominee, Best Documentary, Idyllwild International Film Festival 2011
- Winner, Best Documentary Feature, San Diego Asian Film Festival 2010
- Winner, Silver Hugo Award 2010
- Nominee, Best Documentary, Burbank International Film Festival 2010
- Winner, Best Film, Astoria International Film Festival 2009

**Official Selection**
- Public Service Broadcasting Trust, Open Frame Film Festival 2013, New Delhi, India
- Los Angeles Asian Pacific Film Festival 2011, Los Angeles, CA
- DisOrient Asian Pacific American Film Festival 2011, Eugene, OR
- Idyllwild International Film Festival 2011, Idyllwild, CA
- Luang Prabang International Film Festival 2011, Laos
- San Diego Asian Film Festival 2010, San Diego, CA
- Burbank International Film Festival 2010, Burbank, CA
- D.C. Asian Pacific American Film Festival 2010, Washington D.C.
- Festival du Film et Forum International sur les Droits Humains 2009, Geneva, Switzerland
- Festival Internacional de Cine de Los Derechos Humanos 2009, Sucre, Bolivia
- Astoria International Film Festival 2009, Astoria, OR
- San Francisco Documentary Film Festival 2009, San Francisco, CA
- Hot Springs Documentary Film Festival 2009, Hot Springs, AK
- Portland Women’s Film Festival 2009, Portland, OR
- Feminist Film Festival, Oregon State University, 2009, Corvallis, OR

Broadcast on U.S. public television to an estimated 30 million viewers. National broadcasts in Australia, Denmark, Canada, Poland. Also screened at the University of San Diego; Bearing Exquisite Witness: a Women Peacemakers Arts Festival at the Joan B. Kroc Institute for Peace and Justice, University of San Diego; Women’s Center, University of Idaho; Kenworthy Theatre, Moscow, Idaho; Portland Commission for Human Rights, Portland, OR; Portland Community College- Sylvania, Portland, OR; Center for the Study of Women at University of Oregon.

**Oral History Project, Cambodian-American Community of Oregon, Advisor, 2009.**

**Switch: A Community in Transition**, Co-Producer (feature-length documentary by Brooks Nelson about a community’s response to his transgender identity), 2009.

**Bombhunters**, Associate Producer (feature-length documentary by Skye Fitzgerald about the long-term consequences of war in Cambodia), 2006.

**Official Selection**
- Hot Springs Documentary Film Festival
• Big Sky Documentary Film Festival
• Rhode Island International Film Festival
• Tahoe/Reno International Film Festival
• Palm Springs International Film Festival
• Planet In Focus Environmental Film Festival
• Mountain Film in Telluride Festival
• Roving Eye Documentary Film Festival
• Northwest Film & Video Festival
• Jackson Hole International Film Festival
• Seattle International Human Rights Film Festival
• CamboFest, Siem Reap

Radio Production

“An Interview with Marilyn Chin,” APA Compass, KBOO Community Radio, 90.7 FM, October 2, 2009

“An Interview with Singer/Songwriter BettySoo,” APA Compass, KBOO Community Radio, 90.7 FM, September 4, 2009

“An Interview with Kip Fulbeck about the Hapa Project,” APA Compass, KBOO Community Radio, 90.7 FM, May 2, 2008


“An Interview with Chhom Nimol and Ethan Holtzman of Dengue Fever,” APA Compass, KBOO Community Radio, 90.7 FM, April 4, 2008

“An Interview with Lan Pham, Executive Director of Asian Pacific Islander Women and Family Safety Center, Seattle” (with Toni Tabora-Roberts), APA Compass, KBOO Community Radio, 90.7 FM, March 7, 2008

“An Interview with Priscilla Huang of National Asian Pacific American Women’s Forum” (with Priya Kandaswamy), APA Compass, KBOO Community Radio, 90.7 FM, February 1, 2008


“An Interview with Asian Pacific American Artists Una Kim and Shu-Ju Wang” (with Kushlani De Soyza), APA Compass, KBOO Community Radio, 90.7 FM, November 2, 2007

“An Interview with Many Uch and Doua Thor about Immigration and Deportation in Southeast Asian Communities” (with Liz Rogers), APA Compass, KBOO Community Radio, 90.7 FM, June 1, 2007

“An Interview with Marie Rose Wong about Portland’s Chinatowns” (with Priya Kandaswamy), APA Compass, KBOO Community Radio, 90.7 FM, May 4, 2007

“The Khmer Rouge Tribunal” (co-executive producer), APA Compass, KBOO Community Radio, 90.7 FM, April 6, 2007
“An Interview with Author Judy Fong Bates” (with Marie Lo), APA Compass, KBOO Community Radio, 90.7 FM, March 2, 2007

“Defining Asian Pacific American,” Roundtable Discussion, APA Compass, KBOO Community Radio, 90.7 FM, January 5, 2007

PRESENTATIONS AT PROFESSIONAL MEETINGS

“Integrating Motherhood Studies into a Women, Gender, and Sexuality Studies Program Curriculum.”


“Saving Other Children From Other Women: Narratives of Rescue, Migration, and Illegitimate Motherhood.” Mothers and Mothering in a Global Context, an International Conference of the Motherhood Initiative for Research and Community Involvement and the Institute for Gender and Development Studies: The Nita Barrow Unit, University of the West Indies. Hastings, Christ Church, Barbados, February 24-25, 2012.


“‘They Are Taking Over Our Jobs’: A Narrative of Racialization and Retaliation.” Association for Asian American Studies Annual Conference, Honolulu, HI, April 22-26, 2009.

“Teaching and Learning About Transnational Feminism in Women’s and Gender Studies.” Roundtable Organizer and Moderator, with students from my graduate seminar. Lewis & Clark Gender Studies Symposium, Portland, Oregon, March 12-14, 2008.

“Women in (the margins of) the Field: Positionality, Power, and Field Research.” National Women’s
Studies Association Conference, St. Charles, Illinois, June 28-July 1, 2007. (Unable to attend.)


“Junior Faculty Experiences in Women’s Studies.” Roundtable Co-facilitator (with Dr. Lisa Weasel),


“Asian/Pacific Islander Lesbians: Intersections of Race and Sexuality.” Annual Atlantic Coast Asian American Students Union Conference, Emory University, Atlanta, GA, November 4-6, 1994.

OTHER PRESENTATIONS


“Kip Fulbeck’s ‘100% Hapa’ and Critical Mixed-Race Studies,” Oregon Nikkei Center, August 4, 2011.

Finding Face (screening and discussion), International Women’s Issues Speakers Series. Women’s Center, OSU, April 5, 2011.


Interviewed by Sarika Mehta about Finding Face and my research. APA Compass, KBOO Community Radio, 90.7 FM, February 4, 2011.


“Acid Violence in Cambodia.” University of Idaho Women’s Center, October 14, 2009.

Finding Face (screening and discussion), Kenworthy Theater, Moscow, ID, October 14, 2009.


Facilitator for Workshop on Memoir Writing, Thymos, an Asian Pacific American intellectual and political organization, September 13, 2009.


“Asian Pacific American Filmmakers.” Interviewed by Dmae Roberts, Stage and Studio, KBOO Community Radio, 90.7 FM, May 18, 2009

Finding Face (screening and discussion), Joan B. Kroc Institute for Peace and Justice, San Diego State University, April 30, 2009.


Faculty Keynote Speech, Convocation, Semester at Sea Fall 2008 Voyage.


“Chour Sreya: A Case of Acid Violence in Cambodia.” Presentation for Casey Eye Institute, Oregon Health Sciences University (OHSU), December 22, 2006.


“Understanding the Experiences of Students and Faculty of Color.” Speaker for Portland State University Community of Color Banquet, February 28, 2003.


“Coming Out as Queer and Asian Pacific American: Notes on Silence and (In)Visibility in Queer and Asian Pacific American Communities.” Colloquium Speaker, Ethnic Studies Department, Oregon State University, Corvallis, OR, May 9, 2001.


“Cartographies of Silence: Language and Nation in Theresa Hak Kyung Cha’s Dictee.” Colloquium Speaker, Asian/Asian American Studies, Emory University, December 2, 1996.

HONORS, GRANTS, AND FELLOWSHIPS

- Research, Scholarship, and Creativity Award, School of Language, Culture, and Society, 2013
- Summer Research Grant, School of Language, Culture, and Society, Oregon State University, 2013
- Faculty Internationalization Grant, Oregon State University, 2013
- College of Liberal Arts Research Grant, Oregon State University, 2012-2013
- Summer Research Grant, School of Language, Culture, and Society, Oregon State University 2012
- Regional Arts and Culture Council (RACC) Grant, Portland, OR 2011-2012
- Global Learning Initiative Course Development, Oregon State University, 2011-2012
- Hybrid Course Development, Oregon State University, 2011-2012
- Faculty Release Time Research Grant, Oregon State University, 2011-2012
- Research Fellow, Center for the Humanities, Oregon State University. “Saving Other Children from Other Women: Narratives of Rescue, Migration, and Illegitimate Motherhood,” Fall 2011
- Summer Research Grant, School of Language, Culture, and Society, Oregon State University, 2011
- Social Justice and Diversity Award, School of Language, Culture, and Society, Oregon State University, 2011
- National Clarion Award, The Association for Women in Communications (for Finding Face), 2011
- Best Documentary Feature, San Diego Asian Film Festival (for Finding Face), 2011
- Special Jury Prize for Human Rights, Los Angeles Asian Pacific Film Festival (for Finding Face), 2011
- Courage Award, DisOrient Asian Pacific American Film Festival (for Tat Marina and Finding Face), 2011
- Silver Hugo Award (for Finding Face), 2010
- Best Film, Astoria International Film Festival (for Finding Face), 2009
- Exemplary Community Volunteer (for APA Compass Collective), Asian Reporter Foundation Tenth Annual Awards Banquet, Portland, OR, April 2008
- Professional Travel Grant, Portland State University, 2008
- President’s Internationalization Initiative Grant, “Documenting Acid Violence as a Gendered Form of Violence and a Human Rights Violation,” Portland State University, 2007-2008
- Faculty Enhancement Grant, “A Transnational Feminist Response to Acid Violence in Cambodia,” Portland State University, 2007-2008
• AIM Grant, “Gender, Migration, and Globalization: A Women’s Studies Travel Seminar in Mexico,” Portland State University, 2006-2007
• Cambodian-American Community of Oregon President’s Award for Humanitarian Service, Portland, OR, December 2006
• Faculty Enhancement Grant, “Gender, War, and Militarization,” Portland State University, 2005-2006
• Academic Choice, Tell This Silence: Asian American Women Writers and the Politics of Speech (University of Iowa Press), Association of Colleges and Research Libraries, 2005
• President’s Diversity Action Council Grant, Portland State University, 2003-2004
• McKenzie River Gathering Foundation Community Grant, Rock ‘n’ Roll Camp for Girls (community partner), Portland, OR, 2002-2003
• Community Action Engagement Grant, Portland State University, 2002-2003
• President’s Diversity Action Council Grant, Portland State University, 2002-2003
• John Eliot Allen Outstanding Teaching Award, Portland State University, 2001-2002
• President’s Diversity Action Council Grant, Portland State University, 2001-2002
• Civil Liberties Public Education Fund National Fellowship for Dissertation, 1997-1998
• Woodrow Wilson National Fellowship Foundation Dissertation Grant in Women’s Studies, 1997-1998
• National Women’s Studies Association Dissertation Award, 1997
• Graduate School of Arts and Sciences Doctoral Fellowship, Emory University, 1992-1997

MENTORING

Graduate Student Committees

Ph.D. Dissertation Committee Member, BohKyung Chun, Anthropology, Oregon State University, 2012-present
Ph.D. Dissertation Committee Member, Elham Maqsood, College of Design and Human Environment, Oregon State University, 2012-present
Ph.D. Dissertation Committee Member, Jamie Petts, Anthropology, Oregon State University, 2013-present
Ph.D. Panel of Examiners, “A Study on Effectiveness of Structured Positive Program for Nurses on HIV/AIDS in a Selected Hospital at Coimbatore,” Department of Women’s Studies, Bharathiar University, Coimbatore, India, 2013-present
Masters Thesis Chair, O'Dessa Monnier, Women, Gender, and Sexuality Studies, Oregon State University, 2012-2014
Masters Thesis Chair, Rita Snyder Furr, “Experiences of Student-Mothers in Community College: Barriers and Sources of Empowerment Towards Degree Completion and Matriculation,” Women, Gender, and Sexuality Studies, Oregon State University, 2012-present
Masters Thesis (Project) Chair, Neha Neelwarne, “Toward a Framework for a Feminist Microfinance Organization,” Women, Gender, and Sexuality Studies and Business Administration, Oregon
State University, 2012-2013
Masters Thesis Chair, Stephanie Glick, “Unpacking Success: How Women and Girls Measure Up at the Mitraniketan School,” Women, Gender, and Sexuality Studies and Teacher Counselor Education, Oregon State University, 2012-2013
Masters Thesis Committee Member, Whitney Jones, Women, Gender, and Sexuality Studies, 2013-present
Masters Thesis Committee Member, Sahar Mohtashami Pour, Women, Gender, and Sexuality Studies, Oregon State University, 2013-present
Masters Thesis Committee Member, Carolyn (Sudy) Storm, Anthropology and Public Health, Oregon State University, 2013-present
Masters Thesis Committee Member, Ashley Newton, Women, Gender, and Sexuality Studies, Oregon State University, 2012-present
Masters Thesis Committee Member, Alea Payne, Women, Gender, and Sexuality Studies, Oregon State University, 2011-present
Masters Thesis Committee Member, Erin Dubyak, “‘Flying the Plane as We Build It’: A Qualitative Study of an Organization’s Goals and Actions Toward the Prevention of Exploited Female Youth,” Women Studies, Oregon State University, 2012
Masters Thesis Committee Member, Rachel Brinker, “‘Walloped’ by the Weather? Deflections, Diversions, and Dubious Representations of Women in Climate Change Discourse.” Women Studies and Sociology, Oregon State University, 2010-2012
Masters Thesis Committee Member, Andrea Doyle, “The Impact of Feminist Pedagogy on Students Enrolled in Online Women’s Studies Courses,” Women Studies and Sociology, Oregon State University, 2010-2011
Masters Thesis Committee Member, Nicole Perry, English and Women Studies, Oregon State University, 2009-present
Masters Thesis Committee Member, Abigail Brown, Water Resources Program and Women Studies, Oregon State University, 2009
Masters Thesis Committee Member, Erin McKee, “The Use of Propaganda in U.S.-Iran Discourse,” Conflict Resolution Program, Portland State University 2007-2008
Masters Thesis Committee Member, Molly Griffith, “But is it Art? Gender and Authority Attainment in Arts Professions,” Department of Sociology, Portland State University, 2007
Masters Thesis Committee Member, Sarah Lewis, “Social Constructions of Gender,” Department of Sociology, Portland State University 2005-2008
Masters Thesis Committee Member, Kelly Scharich, “Genderqueer Meets the Doc: Masculine-Identified Transgender Individuals and Health Care,” Department of Sociology, Portland State University, 2005
Masters Thesis Committee Member, Troy Montserrat-Gonzales, “Reading Between the Lines: Mixed Race, Marginalization, and the Problem of Individuation,” Conflict Resolution Program, Portland State University, 2003-2008
Masters Thesis Chair, Kimberly Christensen, “Women and Healing,” Women’s Studies Program, Portland State University, 2004-2005
Masters Thesis Chair, Lora Gerlach, “Youth, Gender, and Education,” Women’s Studies Program, Portland State University, 2003-2004
Masters Thesis Chair, Leyla Menasche, “Representations of Hawai’ian Women,” Women’s Studies Program, Portland State University, 2003-2005

Other Mentoring

Honors Thesis Chair, Anjali Menon, “Healthcare Needs of the Queer Female Diaspora,” Honors College, Oregon State University, 2011-2012
Honors Thesis Committee Member, Laura Tanner, “Epistemic Violence and the Social Construction of Teenage Pregnancy and Motherhood in the U.S.,” Honors College, Oregon State University, 2012-2013
Honors Thesis Committee Member, Jennifer Kimsey, “Women in Slasher Films,” Honors College, Oregon State University, 2010
Faculty Mentor for McNair Scholar, Holly Hernandez, “Children of Incarcerated Mothers,” Summer 2006
Faculty Mentor for McNair Scholar, Jaye Sablan, “Asian Pacific Islander Women and Mental Health,” Summer 2005
Faculty Chaperone for five PSU McNair students, Annual McNair Student Symposium, Berkeley, CA, August 11-14, 2005
Faculty Mentor for McNair Scholar, Osa Atoe, “Community Organizing,” Summer 2004
Faculty Mentor for Undergraduate Research and Creative Activity Grant, Lisa Davila and Kathy Cook, “Diversity and Development,” Portland State University, 2002-2003
Faculty Mentor for Undergraduate Research and Creative Activity Grant, Leslie Wilson, “Gender Maps: Narrative Perspectives on Transgender and Sex Worker Histories,” Portland State University, 2002-2003
Faculty Mentor for Undergraduate Research and Creative Activity Grant, Mashinda Hedgmon, “Using Ground Rules to Create Safer Classroom Spaces,” Portland State University, 2002-2003
Faculty Director, Undergraduate Student Survey Project (Tamara Anderson, Emily Broughton, Tanya Pluth, and Maresa Ponitch), to assess the academic climate for students of color, Women’s Studies Program, funded by Diversity Action Council, Portland State University, 2000-2001
Faculty Advisor, Student Steering Committee, Women’s Studies Program, Portland State University, 2000-2001
Faculty Advisor, Women of Color Caucus, Women’s Studies Program, Portland State University, 2000-2001

SERVICE TO THE PROFESSION

• Reviewer, Edited Collection on Sex Trafficking, 2013
• Adviser, ITVS Curricula Collection for PBS series based on *Half the Sky*, by Nicholas Kristoff and Sheryl WuDunn (exploring themes including sex trafficking, maternal health, women’s education, violence against women, and financial empowerment), 2012
• Adviser, ITVS Media Campaign for Women’s Empowerment (a media initiative by the Emmy award-winning producers of PBS’s *Independent Lens*, in partnership with NGOs to support women’s empowerment around the world), 2011-2013
• Reviewer, Deploying Feminisms, National Women’s Studies Association Conference, 2011
• Review Chair and Reviewer, *The Critical and the Creative*, National Women’s Studies Association Conference, 2010
• Review Chair and Reviewer, *Intersectionality*, National Women’s Studies Association Conference, 2009
• Reviewer, *National Women’s Studies Association (NWSA) Journal*, 2005-2010
• Reviewer, *Asian Journal of Women’s Studies*, 2004-present
• Editorial Committee, Women’s Studies in Asia Series, Asian Center for Women’s Studies, Ewha Woman’s University, Seoul, Korea, Fall, 2004
• The National Women’s Studies Association Contemporary Curriculum Transformation Project (collaborative, interdisciplinary, inter-institutional program), 2003-2006
• Women of Color Caucus, National Women's Studies Association, 2001-present
• Judge and Committee Chair, Sixth Annual Asian American Literary Awards, The Asian American Writers Workshop, New York, NY, 2003

**SERVICE TO THE COMMUNITY**

• Mentor for Emerging Asian Pacific American Community Organizers, Asian and Pacific Network of Oregon (APANO), 2013
• Reviewer, *The Asian & Pacific Islander Communities in Multnomah County: An Unsettling Profiles*, for Coalition of Communities of Color, Portland, Oregon, 2011
• Collective Member, APA Compass (Asian Pacific American Public Affairs Program), KBOO Community Radio, 90.7 FM, 2006-2011 [http://kboo.fm/APACompass](http://kboo.fm/APACompass)
• Board of Directors, Cambodian-American Community of Oregon, 2007-2011 [http://www.cacoregon.org](http://www.cacoregon.org)
• Planning Committee, Khmer Rouge Tribunal Public Forum, Portland, OR, 2007
• Board of Directors, Funding Exchange (FEX), New York, NY, 2005
• Board of Directors and Secretary, McKenzie River Gathering Foundation, Portland, OR, 2003-2006
• Chair, Search Committee for Executive Director, McKenzie River Gathering Foundation, Portland, OR, 2003-2004
• Alumni Interviewer, Office of Admissions, Vassar College, 2003-present
• Board of Directors, Korean American Citizens League, Portland, OR, 2003-2005
• Board of Directors, Open Hand School for Self Defense, Portland, OR, 2002
• Board of Directors and Organizing Committee Member, Rock ‘n’ Roll Camp for Girls, Portland, OR, 2000-2002

SERVICE TO THE UNIVERSITY

At Oregon State University

• Program Coordinator, Women, Gender, and Sexuality Studies Program, 2012-present
• Chair, Search Committee for Assistant Professor, Women, Gender, and Sexuality Studies Program, 2013-2014
• Third Year Review Committee for Qwo-Li Driskill, Women, Gender, and Sexuality Studies Program, 2013-2014
• Pride Center Advisory Board, 2013-2015
• Multicultural Grad CONNECT Event, Intercultural Student Services, Fall 2013
• Chair, Women, Gender, and Sexuality Studies Scholarships Committee, 2012-2013
• Faculty Senate, 2012-2015
• Chair, Promotion and Tenure Committee for Ron Mize, School of Language, Culture, and Society, 2013
• Chair, Promotion Committee for Kryn Freehling-Burton, Women, Gender, and Sexuality Studies, 2013
• Promotion and Tenure Committee for Nana Osei-Kofi, School of Language, Culture, and Society, 2013
• CLA Research Grant Program Award Committee, 2013
• Curriculum Committee, Women, Gender, and Sexuality Studies, 2013-present
• Chair, Review Committee, Advisor Position, School of Language, Culture, and Society, 2013
• Advisory Council, School of Language, Culture, and Society, 2012-present
• Social Justice Minor Committee, School of Language, Culture, and Society, 2012-present
• Promotion Committee for Angela Palacios, Foreign Languages and Literatures, 2012
• Search Committee, Dean of the University Honors College, 2012
• Chair, Search Committee for Assistant Professor in Queer Studies, School of Language, Culture, and Society, 2011-2012
• Mentor to Assistant Professor, Norma Cardenas (Mentoring Program of College of Liberal Arts), 2011-present
• Tenured Faculty Diversity Initiative (TFDI) Committee, 2010-present
• Judy Mann DiStefano Scholarship Committee, 2009-2010, 2010-2011, 2011-2012
• President’s Commission on the Status of Women, 2009-2012
• University Honors College Council, Faculty Senate, 2009-2012
• Judge, Honors College Thesis Fair, 2011
• Third Year Review Committee for Norma Cardenas, Ethnic Studies, 2011
• Graduate Programs Committee, School of Language, Culture, and Society, 2010-2011
• Search Committee for Associate Professor (TFDI) in Global/Local Food Crisis, School of Language, Culture, and Society, 2011
• Search Committee for Visiting Assistant Professor in Native American Studies, School of Language, Culture, and Society, 2011
• Curriculum Committee, College of Liberal Arts, 2009-2011
• Promotion and Tenure Committee for Robert Thompson, Ethnic Studies Department, 2009
At Portland State University

- Search Committee, Women’s Studies Department Office Coordinator, 2007
- Chair, Search Committee, Women’s Studies Department Assistant Professor, 2005-2006
- Governing Board, Women's Studies Department, 2000-2008
- Curriculum Committee, Women’s Studies Department, 2001-2008
- Personnel Committee, Women’s Studies Department, 2002-2008
- Search Committee, Women's Resource Center Coordinator, Nancy Ryles Returning Women Students Scholarships Selection Committee, 2001-2002
- Women's Studies Scholarship Selection Committee, 2001-2002
- Anti-Racism Initiative Committee, Women’s Studies Department, 2000-2001, 2001-2002
- Anti-Racism Workshop Committee (planning anti-racist pedagogy workshops) Women's Studies Department, 2000-2001
- Interview with The Vanguard (Student Newspaper), November, 2000

At Emory University

- Task Force for Women’s Studies Undergraduate Curriculum, 1999-2000
- Steering Committee for Asian Studies Program, 1996-1997

SIGNIFICANT PROFESSIONAL DEVELOPMENT ACTIVITIES

- Global Learning Initiative Faculty Learning Community, Center for Teaching and Learning, Oregon State University, 2011-2012
- Hybrid (Blended Learning) Faculty Learning Community, Center for Teaching and Learning, Oregon State University, 2011-2012
- Service-Learning Seminar, School of Language, Culture, and Society, Oregon State University, Summer 2011.
- Korean Language, Berlitz Academy, Portland, OR, Summer 2004.
- Anti-Racist Pedagogy Workshops (Organizer and Participant), Women’s Studies Department, Portland State University, 2001-2003.

MEMBERSHIP IN PROFESSIONAL SOCIETIES

American Association of University Women (AAUW)
Association for Asian American Studies (AAAS)
INCITE! Women of Color Against Violence
Motherhood Initiative for Research and Community Involvement (MIRCI)
National Women's Studies Association (NWSA) (member, Women of Color Caucus)
Rocky Mountain Modern Language Association (RMMLA)
The Society for the Study of Multi-Ethnic Literature in the United States (MELUS)
REFERENCES AVAILABLE UPON REQUEST
CURRICULUM VITAE
Mehra Shirazi
mehra.shirazi@oregonstate.edu
541-829-0029

EDUCATION

Postdoctoral Fellow 2007-2009
School of Public Health, University of California, Berkeley

Ph.D
Public Health Promotion and Education
Minor: Environmental Health Management
Minor: Women Studies
Dissertation: Breast Cancer Screening Behaviors of Immigrant Iranian Women
Oregon State University

M.S
Major: Environmental Health Management
Minor: Community Health
Oregon State University

B.S
Major: Microbiology
Oregon State University

EMPLOYMENT

Assistant Professor, Women Studies Program
Oregon State University
September, 2011-Present
Courses taught: WGSS 518 Feminist Research; WGSS 499/599 Gender, Race, Ethnicity and Health; WGSS 480/580 International Women; WGSS 482/582 Global perspective on Women’s Health; WGSS 270 Violence Against Women; WGSS 235 Global Women in the Movies
Assistant Project Scientist
School of Public Health
University of California, Berkeley
September 2010-Present

National Cancer Institute (NCI) funded project for the Alameda County Network Program to reduce cancer disparities among underserved populations. Assistant Project Scientist for the Afghan Women’s Breast Health Project. Responsible for design, development and implementation of a community based participatory project to increase breast cancer screening among refugee and immigrant women. The aim of the project is to conduct a group randomized controlled trial to implement and evaluate the effect of an innovative religious, cultural and linguistically appropriate evidence-based breast health education intervention program to promote breast health and early diagnosis among first generation Afghan immigrant women.

Instructor, Women Studies Program
Oregon State University
2006-June 2011
Courses taught: WS 380 Feminism in Muslim Societies; WS 399 International Women’s Health; WS 480/580; International Women; WS 235 Global Women in the Movies; WS 270 Violence Against Women

Instructor of E-Campus Distant Education
Oregon State University
2007-Present
Courses taught online: WS 235 Global Women in the Movies; WS 480 International Women; WS 280 Global Women

Post-doctoral Scholar Employee
School of Public Health
University of California, Berkeley
2007-2009
Community Based Participatory Research (CBPR) pilot award project that assessed beliefs, knowledge, attitudes, needs and barriers of Immigrant Afghan women in Northern California about breast health care and early detection. Project ended June, 2009.

- Community Based Participatory research development and implementation.
- Research Design: Writing proposal; scientific methodology/design; qualitative and quantitative data collection, interpretation analysis and evaluation.
- Conducted community training workshop.
- Development/production and translation of educational curriculum/manuals for community training purposes.
- Development of culturally tailored health education brochures/posters for low literacy women in Afghan and English Language.
- Dissemination of information and findings in the community, publications and poster presentations.
Outreach/External Coordinator
Women’s Center
Oregon State University
2004-2006
- Organized special events, conferences, panels and discussion groups for better outreach to minority and international students on campus.
- Maintained external relations with donors and supporters of the women’s Center and with women of achievement on campus and in the community.
- Developed and planned fund raising projects for events such as the “Gender and Culture” conference.
- Staffed the Women’s Center front desk and client services.

Community Health Educator
Islamic Cultural Center Of Northern California
2004-2005
Breast Cancer Awareness Project for Immigrant Muslim Women: What Every Woman should Know About Cancer
- Development of a series of culturally sensitive workshops and outreach programs intended to educate and demonstrate basic principles related to breast health for Immigrant Iranian women in California and design of educational material/pamphlets in Farsi.

Community Health Educator
Somali Women’s Association
2003-2004
Somali Bantu Refugee Women’s Health Project
- Assisted in training of culturally and linguistically competent local health trainers and interpreters.
- Assisted in development of core breast health care curriculum/materials for low literate Somali Muslim refugee women.

Graduate Research Assistant/Graduate Teaching Assistant
Department of Women Studies
2002-2004
Courses taught: for WS 499/599 Feminism in Muslim societies, WS 199 Muslim Women in United States, WS 199 Women and Breast Cancer
Graduate Teaching Assistant  
Department of Public Health  
Oregon State University  
1998-2003

Courses taught- Program Planning for Public Health (H 476). With focus on a systematic approach to planning, organizing, and implementing health promotion in public agencies, communities, worksites, educational settings and health care settings. Emphasis placed on acquiring knowledge and writing skills that are necessary to design, develop and implement health promotion programs.
Social and Individual contributors to the prevention of premature disease, disability and death, and the promotion of general health status via a public health systems approach (H 225).

Graduate Research Assistant  
Department of Public Health  
Oregon Program for HIV/AIDS Education and Research  
Oregon State University  
2000-2002
Responsibilities included research towards the development of innovative and culturally sensitive education/prevention interventions, quality evaluations and needs assessments, and relevant research. Primary focus was the identification of interventions which specifically target People of Color – a group of Oregonians that are currently at high risk for infection, but underserved with prevention services.

Faculty Member  
Department of Civil, Construction, and Environmental Engineering  
Oregon State University  
1997-1998
Responsibilities included coordination and instruction of several workshops with the Western Regional Lead Training Center (WRLTC) throughout Oregon and Washington state. Special education for low-income families with women and children at risk of lead poisoning. Main lecture topics included history and sources of lead, lead poisoning in children, health effects of lead poisoning, federal and state laws and regulations.

Project Coordinator  
Department of Public Health  
Smoking Sensation Program  
Benton County Health Department (WIC) Site  
1996-1997
Significant Other Supporter Program (SOS). Oversaw activities, provided counseling sessions for low-income pregnant mothers, distributed smoking cessation materials to participants. The goal of the program was to reduce smoking among low-income pregnant women in Benton County.
Mehra Shirazi

International Cultural Service Program
Office of International Education
Oregon State University
1992-1995
Promoted cultural diversity and awareness throughout the entire campus community and Benton County by providing variety of presentations and discussion panels related to culture, health, and development with a focus on Middle Eastern women’s social, and political issues.

PUBLICATIONS

Refereed Articles and Book Chapters


Shirazi, M. “A Feminist Antiracist Examination of Muslim Afghan Women’s Utilization of Cancer Screening.” Journal of Ethnicity and Health (In progress)


PRESENTATIONS AT PROFESSIONAL MEETINGS


“Teaching About The White Savior Complex”. Workshop with Stephanie Glick. National Women’s Studies Association Conference, Cincinnati, Ohio, November 7-10, 2013


Shirazi, Mehra. “Photovoice Methodology: Documenting the Health of Individuals and Communities through Photography.” Race, Ethnicity and Health Discussion Series, School of Public Health, UCB, November 2008.


**GRANTS AND FELLOWSHIPS**

• Summer Research Grant, School of Language, Culture, and Society, Oregon State University, 2013

• Faculty Internationalization Grant, Oregon State University, 2013

• Hybrid Course Development, Oregon State University, 2013
• Summer Research Grant, School of Language, Culture, and Society, Oregon State University 2012

• Post-doctoral Fellowship, School of Public Health, University of California Berkeley, 2007-2009.

• Woman of Achievement Award, Oregon State University, April 2005.

• Judy Man Distefano Scholarship Award, Department of Women Studies, Oregon State University, May 2002.

• International Cultural Service Program (ICSP) Scholarship Award, Oregon State University, 1997.

COMMUNITY- BASED PARTICIPATORY TRAININGS


North West Health Foundation. Skills Building Workshops in Community Based Participatory Research. Corvallis, OR, 2006.

California Breast Cancer Research Program. Identifying and selecting partners; Setting priorities; Building trust and communication, Oakland, CA, 2007


Office of Behavioral and Social Sciences Research (OBSSR). Leap into the Community Technical Assistance Workshop, Bethesda, MD, 2008

SERVICE TO UNIVERSITY

Women, Gender, and Sexuality Studies New Faculty Hire Search Committee, 2014

Women, Gender, and Sexuality Studies Graduate Student Admissions Committee, 2014

School of Language, Culture, and Society’s Research and Scholarship Fair ad hoc committee, 2013

Women, Gender, and Sexuality Studies Scholarships Committee, 2012-2013
School of Language, Culture, and Society’s Internationalizing the School Committee, 2010-present
School of Language, Culture, and Society’s Advisory Committee, 2010-present
School of Language, Culture, and Society’s Faculty Council, 2012-present
Oregon State University women’s Center Advisory Board, 2012-present
Oregon State University President’s Commission on the Status of Women Advisory Board, 2012 to present
Search Committee, Director, Difference, Power, and Discrimination, Oregon State University, 2010

MEMBERSHIPS
American Public Health Association
Incite: Women of Color Against Violence
National Women’s Studies Association (NWSA)

SERVICE TO COMMUNITY
Board Member, Center Against Rape and Domestic Violence (CARDV), 2008-present
Board Member, Benton County Community Health Center, 2003-2005
Afghan Coalition, Advisory Board, 2007-present
LIDDY DETAR  
3720 NW Van Buren Avenue Corvallis, Oregon 97330  
541-231-3592 edetar@gmail.com

EDUCATION

June 2002  Ph.D. University of California, Santa Cruz  
Literature and Women’s Studies. Graduated with Departmental Honors.

June 1999  M.A. University of California, Santa Cruz  
Literature

May 1991  B.A. Barnard College, Columbia University  
Self-designed major: English-French-Women’s Studies; magna cum laude  
with departmental honors. Thesis: “Acting Out: Writing and Activism in  
Haitian Women’s Literature.” Phi Beta Kappa

AREAS OF SPECIALIZATION

Feminist and Postcolonial Studies; Diaspora Studies; 19th century literature of British  
and French empires; 20th century (Post)colonial women’s literature of the Caribbean  
(Francophone and Anglophone), France, West Africa, and United States; training  
and teaching experience in the theory and practice of teaching writing; experience teaching  
creative writing with specialization in women’s memoirs and creative nonfiction.

DISSERTATION

Intimacies of Empire: Post/Colonial Women’s Literature From France, The  
Caribbean and United States (Committee: Carla Freccero, Sharon Kinoshita,  
James Clifford, Françoise Lionnet)

HONORS, AWARDS, GRANTS

Spring 2006  “Recognition for Outstanding Contribution to the University  
Community,” UC Santa Cruz

Fall 2001  Women’s Studies Fellowship, UC Santa Cruz

Fall 2000-Spring 2001  Dissertation Award Fellowship, UC Santa Cruz

Summer 2000  Susie Pfingstel Memorial Scholarship, UC Santa Cruz

June 2000  Outstanding Teaching Assistant Award, UC Santa Cruz

June 1999  Excellence in Teaching Award, UC Santa Cruz

Fall 1998-Spring 1999  Dissertation Year Fellowship, UC Santa Cruz

Fall 1994-Spring 1995  Humanities Pre-Doctoral Fellowship, UC Santa Cruz
TEACHING EXPERIENCE

Oregon State University (2011 – present)

ENG 260H Literature of American Minorities – Honors English Baccalaureate core course designed to introduce students to literature exploring minority American identity and experience.

WGSS 223 Self and Society – Women’s Studies introductory theory course.

WGSS 416 Theories of Feminism—Women Studies advanced theories course.

WR 420/520 Writing Women’s Lives – Writing intensive course exploring the genre of women’s memoirs and strategies of representation.

WGSS 414 Systems of Oppression – Women, Gender, and Sexuality Studies designed to help students analyze systems of oppression and structures of power on individual identity and experience.

WGSS 480 Women in Cross-Cultural Contexts —Analyzes women in the context of histories of colonial domination and current relationships of dependence cause by global imperialism.

ENG 497/597 Studies in Transnational Women’s Narratives—English Baccalaureate core course for undergraduates and graduate students, analyzing transnational women’s writing and multi-media representations through the lens of global transnational and intersectional feminist literary criticism.

University of California, Santa Cruz

Introduction to Ethnic Literature (UC Santa Cruz Winter 2005)
200 student lecture course examining dominant, as well as deviant constructions of ethnicity through the categories of race, class, gender, sexuality and geography.

Narratives of Childhood (UC Santa Cruz, Spring 2004)
French literature course thematically organized around films, novels and memoirs of childhood. (cross-listed with Women’s Studies and Literature)

Caribbean Literature (UC Santa Cruz, Spring 2004)
160-student lecture course focused on Literature of the English speaking Caribbean.

Power and Representation (UC Santa Cruz, Fall 2004)
Writing course introducing first-year students to the academic expectations of college with a thematic focus on social movements in the U.S. from World War II to the present.

**Writing Life, Representing Resistance** (UC Santa Cruz, Spring 2003)
First-year writing composition course for first-year students thematically focused on representations of women in revolutionary movements and the media.

**Writing Women’s Lives: Postcolonial Representations** (UC Santa Cruz, Spring 2004, 03 & Winter 1999). Upper division writing intensive Women’s Studies seminar focused on issues of representation in contemporary films, novels, theoretical texts and oral histories by/about women of color in the United States.

**Colonial Romance and Postcolonial Literatures of Resistance** (UC Santa Cruz, Winter 2000 & 1999). Upper division literature seminar that comparatively explored issues of sexuality, desire, race, class and gender in 19th century colonial narratives, current post-colonial literatures of resistance, and Postcolonial Literary Theory. (cross-listed with Women’s Studies)

**Introduction to French** (UC Santa Cruz, Spring 2000). Introductory French language course designed to prepare students in basic French conversation and introduce them to French culture and history.


**Getting Home Alive: Critical Travel Through the Americas** (UC Santa Cruz, 1998-1999). Writing Composition course taught for Office of Educational Opportunities Program (EOP) and designed to prepare in-coming college students considered from educationally disadvantaged backgrounds for the reading and writing expectations of the university.

**Coalition for Student Academic Success (CSAS) Workshops** (UC Santa Cruz, 1997-2006). Quarterly seminars focused on effective reading strategies and critical thinking skills for students in the humanities and social sciences.

**Academic Success** (UC Santa Cruz, Spring 2005)
Skills-building course designed to support at-risk university students in their academic and personal development.

**Additional Courses Taught:** Assisted in the design and teaching of the following courses in the Departments of Literature and Women’s Studies:

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<th>Semester</th>
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<td>Spring 1998</td>
<td>Literature 101: Theory &amp; Interpretation</td>
<td>Professor Richard Murphy</td>
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<td>Feminist Theory 100</td>
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<td>Fall 1994</td>
<td>Narratives of Resistance</td>
<td>Professor Carla Freccero</td>
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TEACHING-RELATED APPOINTMENTS

2012 – Present  Undergraduate Advisor, Women, Gender and Sexuality Studies (OSU). Advise undergraduate students in their courses of study; oversee and mentor students in their required undergraduate internship experience.

2000-2001  Head Teaching Assistant, Department of Literature (UC Santa Cruz). Designed and taught ten-week teacher training program for in-coming graduate student TAs. Topics included: strategies for effective discussion facilitation, responding to students’ written work, creating supportive educational environments for diverse student populations, negotiating classroom conflicts, preparing narrative evaluations.

1998-2000  Coordinator, Summer Bridge Writing Component, Educational Opportunities Program (UC Santa Cruz). Oversaw all aspects of the design and implementation of the Summer Bridge Writing Component sponsored by EOP for in-coming undergraduates considered at academic risk. Created and taught a week-long intensive teacher training program for Summer Bridge writing instructors and tutors.

Spring 1995, 96, 97, 98, 99  Coordinator, Writing, Reading Action Plan (UC Santa Cruz). A community outreach program to support local pregnant and parenting high school students to graduate from high school and apply to college. I designed and taught a ten-week writing composition course at Watsonville and Santa Cruz High Schools and supervised a tutorial staff of six UCSC undergraduate student interns.
PUBLICATIONS
“SAGE: Providing Education, Creating Diversity” (Provided content material for short video clip for grant writing purposes for the Corvallis Environmental Center. (Collaborated with AmeriCorps volunteers) June 2011.

“Think Pink: Re-investing Pink with Power Because It’s Her Favorite Color”
Homeschool Journal

“Cheap Thrills” Poetry, The SUN Magazine (under review)


CONFERENCES
Fall 2013 Panel Discussion on “Collegiality in WGGSS” National Women’s Studies Association, Cincinnati, OH

Spring 1999 “Introduction to Fiction Writing: Pedagogical Tools”
Annual Conference of American Writers Programs, Albany, NY

Spring 1996 “TravellingDiscourses of Métissage: Representing Pauline Hopkins in the Late Twentieth Century” Graduate Student Colloquium, UC Santa Cruz

Spring 1995 “Locked Out From Inside: Métissage and Class in Marie Chauvet’s Amour”
Graduate Student Colloquium, UC Santa Cruz

Spring 1994 “Translating Feminisms: Haitian Women’s Writing and Activism”
Annual Translation Conference, Barnard College, NY

ADDITIONAL PROFESSIONAL ACTIVITIES
Writing Program Researcher & Website Content Designer. Writing Program, UC Santa Cruz. Designed content for Website to provide writing support to students and offer faculty teaching support across the UC system. (2001-02)

Women’s Studies Graduate Student Representative. Department of Women’s Studies, UC Santa Cruz. Participated in faculty hires and advised on proposal for graduate program. (1996-97)

Member, Francophone Studies Research Cluster. Center for Cultural Studies, UC Santa Cruz. Graduate student and faculty reading seminar focused on the study of former French colonies of France and West Africa. (1996)


PROFESSIONAL MEMBERSHIPS
Phi Beta Kappa (since 1991)
Modern Language Association (MLA)
Ma Comère (Association of women scholars and writers of the Caribbean)
LANGUAGES
   Fluent in written and spoken French; basic knowledge of Haitian Creole
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Oregon State University (OSU) is updating its PhD program for “Women, Gender, and Sexuality Studies.” As part of an initial discovery process for this revision, OSU is interested in discovering the existing and potential job market for graduates with such a degree. To that end, Riley Research Associates (RRA) was asked to conduct exploratory research to identify demands, opportunities, and industries for graduates of this program.

Specifically, OSU is interested in learning the following:

- What job opportunities exist for program graduates, namely outside of academia?
- What aspects are in demand and how can OSU’s PhD program best meet these needs?
- How can OSU best position its program to appeal to potential students and employers?
- How can OSU create a program that stands out among the competition?

In order to answer these questions, RRA conducted two phases of exploratory research. The first phase included exploratory online research of the current PhD programs in colleges and universities across the country, the fields outside of academia that appear to be most receptive to a degree in Women, Gender, and Sexuality Studies, and examples of current job openings.

The second phase included exploratory interviews with nationwide organizations in various industries. These interviews sought to explore the job demand for such a degree, perceptions of such a degree, any perceived challenges for job candidates with such a degree, and the areas of emphases that would best serve future graduates.

The majority of the interviews were conducted among a randomly selected group of organizations in various industries. Additionally, more targeted interviewers were conducted among organizations that tend to focus specifically on women’s issues.

RRA’s interviewers reached out to many industries across the country as part of the exploratory process. Because of the relatively small overall audience and small sample of each industry, this survey was intended to provide more anecdotal information, and should not be considered a scientifically valid survey. The results show insights into the thought processes, awareness, needs, and perceptions among representatives of various industries.

This report includes the information collected for both phases, along with the key takeaways and summary conclusions.
When asked about the demand for employees with a background in Women, Gender, and Sexuality Studies, most respondents did not recognize an immediate fit for their companies:

- Many organizations do not necessarily understand the concept or education involved in a degree program around women, gender, and sexuality studies.
- Many comments centered on respondents being hesitant to hire based on gender or other similar attributes, and indicating they target specific job qualifications, rather than a specific type of person.
- Those in more targeted nonprofit organizations indicated many needs for such a graduate, particularly in public policy and advocacy; one commented “every job can be a feminist job.”

Many respondents, after hearing more about the Women, Gender, and Sexuality Studies PhD and thinking about the emphases that would lend value, started to think differently about the degree:

- Many said they would consider the degree a positive asset if supplemented with other skills and emphases.
- Many said someone with this degree would bring interesting perspectives to the business environment, and they could envision an employee with this degree assisting with integrating and leading employees, diversity issues, and in management roles.

About one-third of respondents indicated a PhD in Women, Gender, and Sexuality Studies would be valuable to their organization or industry; just over half felt the degree would not be valuable, and some were unsure.

- The proportion of respondents seeing the value in this degree is higher among the targeted organizations (that specialize in women’s and gender issues) than the other various industries (67% vs. 26%).
- The industries that indicated this PhD would be valuable include:
  - Associations
  - Banking / Financial
  - Government
  - Healthcare
  - Hospitality
  - Nonprofits
  - Real Estate
  - Facility hosting/hospitality
  - Telecommunications
  - Tribes

Respondents identified many areas of emphases they thought would lend additional value to the Women, Gender, and Sexuality Studies PhD, including:

- Leadership and management
- Science, technology, engineering, and math
- Health
- Business and administration
- Social justice
- Mental health, finances, and marketing/communications were also cited as important emphases by organizations that had indicated the PhD would be valuable
What job opportunities exist for program graduates, namely outside of academia?

Overall, many employers were not immediately receptive to the idea of hiring an employee with a Women, Gender, and Sexuality Studies PhD, largely because they were unfamiliar with the degree and were unsure exactly how such skills could translate into a benefit for their organization.

However, when provided additional information and pushed to think about emphases and various positions this potential candidate could fill, they began thinking of a number of ways this graduate could be an asset to their industry and the various ways their skills could be utilized. This was an important insight throughout this process. Just because a potential employer does not initially understand how this degree is applicable, it does not mean they are closed to it; rather, they need additional education on its applicability.

Respondents in organizations that specialize in women’s and gender issues were immediately more receptive to job opportunities for graduates of a Women, Gender, and Sexuality Studies PhD program. Many saw opportunities, including advocacy, public policy, grant programs, research, gender mainstreaming, and women’s health issues.

While some respondents described very specific skill sets needed at their organization, a variety of industries ultimately could identify potential positions for an employee with a PhD in Women, Gender, and Sexuality Studies. Potential positions included: management and leadership positions, marketing, research, consulting, human resources, executive director (and other executive position) of a nonprofit, and advising on managerial styles and diversity issues.

In addition to the information gathered through the interviews, a variety of industries and functional disciplines for program graduates were also identified by an Internet search. There are opportunities in industries such as insurance, business, research, government, marketing, communications, business associations, healthcare, hospitality, real estate, tribes, banking, and social work.

A preliminary search of online job listings yielded several positions that specified a degree in women’s studies as a requirement or asset to the job applicant. These positions varied from research in the forestry industry, to social work, to social justice and coordination. Additionally, there are recognized opportunities that do not currently specify a degree in women’s studies.

The challenge identified through the interviews and exploratory research is positioning the description of the degree in a way that will appear more directly applicable to the job force.

Emphasizing skills such as research, business and management skills, job and employee training, organizational management, expertise with diversity, equality and social justice issues, and the ability to communicate insights into areas which might otherwise be overlooked, will help position this degree as marketable to various industries.
CONCLUSIONS (CONTINUED)

What emphases are in demand, and how can OSU’s PhD best meet these needs?

During the exploratory interviews, many respondents expressed a need for skills very specific to their industry (such as technical, healthcare, or financial training). Many also expressed a need for skills in business, management, leadership, social justice, communication and marketing, political science, economics, public policy, and science, engineering, technology and math.

These skills help to stress the practical application of a Women, Gender, and Sexuality PhD in fields outside of academia, and will help organizations better see how someone with this degree could be an even greater asset to their business.

Leadership and management skills were the most frequently-mentioned emphases, which fit well into the types of positions executives cited for potential job candidates. They also appreciated the unique skills a graduate would bring to more traditional business fields.

How can OSU best position its program to appeal to potential students and employers?

The Women, Gender, and Sexuality PhD program faces unique challenges, in that many potential employers do not understand what it actually consists of. Many do not realize the applications it provides outside of academia or a strictly theoretical framework, or falsely believe hiring someone with this degree becomes an issue of hiring specifically for their gender.

To make this degree more marketable, OSU should create a description that includes suggested applications for various job industries, and which stress the unique perspective job candidates will to bring to their employers.

Many respondents felt this PhD could be an asset when coupled with other job skills. It provides a unique perspective and skill set that can enhance business, social, and employee interactions and dealings. Those in organizations specializing in women’s and gender issues also recommended real world experience, such as internships and fellowships, to add value to the degree. Additionally, leadership skills and skill-sets specific to nonprofit work, such as advocacy, fundraising, and research are also seen as assets.

Describing not only the personal and social benefits of such a degree, combined with the practical applications of the skills gained, will help potential students feel more confident in the marketability of their degree, and help employers better understand the nature of the degree and the skills a graduate can bring to their organization. Arming potential students with a description of the degree, its benefits, and how the learned skills and knowledge will apply to the job market will also help educate potential employers on the unique benefits of someone with such a degree.
CONCLUSIONS (CONTINUED)

How can OSU create a program that stands out among the competition?

As evidenced by the descriptions offered on their program websites, most women’s studies programs take a similar approach to the degree they offer. Most descriptions do not necessarily focus on the applications (outside of academia), but rather the personal and social benefits.

OSU can help their degree stand out by emphasizing not only these benefits, but also the ways in which this degree (and the insights it brings) applies to numerous and specific industries. Offering examples of the types of jobs available in various industries can add value to the description of this degree.

This degree can offer an incredible base of knowledge, insights, and skills which graduates can then apply to the field of their choice. Many publications found during the initial exploratory process referred to a lack of practical application of a women’s studies PhD. Helping to illustrate the applications and benefits of this degree will help set OSU’s program apart from other similar programs.

Setting OSU’s program apart can be done by stressing, among other aspects, the business, leadership, management, communications, and research elements also available through this degree program, as well as providing students with the ability to communicate their unique skill sets, along with their more traditional training, as an asset to any industry. A background in women, gender, and sexuality issues can give candidates a perspective and foundation that other job candidates in the business arena do not have.
Q1. The Women’s Studies department at Oregon State University has been hearing anecdotally about an increasing demand for people with training in areas such as women’s, gender, and sexuality studies, along with other related issues. We are hoping to better identify the types of job positions outside of academia that would benefit from this type of degree. So to start, what kind of general emerging demand or need is there in your organization or industry around these types of skill sets?

Arts/Theater
None

Business/Personnel
It's not a good program for trying to get a job; nobody wants to bring them in. A Bachelors degree can be redirected, but is irrelevant to business; a PhD is even worse
We are in transportation and do not have need for these skills

Government
Forestry industry; I see no need here
I don't believe we have anything like that, and we don't have genre-specific jobs. I would say it would be the same for other cities
I know there is some in other industries, but here we would look into HR
No demand in organization. Not in other counties either
None
Since we deal with grant programs, I would say we have a greater need for grant program specialists; within that major degree set our top people have that type of degree
We are primarily involved in agricultural work, and we look at the person's qualifications, not gender. Gender issues aren't part of anybody's jobs here. I wouldn't think other states agricultural departments would be any different
We don't really have anything like that. Most of what we do is ammunition support of soldiers. We're closing two bases now, one in Oregon and one in Utah. I would think it might be useful in the executive office arena, where we might have complaints
We wouldn't have anything specifically related; possibly, the main human resources department. For the state might have that executive office and ADA-type jobs. I don't see a fit particularly. Both men and women hold our forestry jobs, so there are no gender-specific jobs in our department
We wouldn't need that here at the city. We're a pretty small city, so a larger city might be different
We're a government agency, and we have few PhD-level employees. We are a county. I think it would be the same for other small counties
We're a municipality, so we're unique to these things. We don't seek out certain genders or demographics. This degree has nothing to do with our local city government
We're public employment, county employer; we provide services to the public. We haven't seen a demand in this area
Q1. The Women’s Studies department at Oregon State University has been hearing anecdotally about an increasing demand for people with training in areas such as women's, gender, and sexuality studies, along with other related issues.

We are hoping to better identify the types of job positions outside of academia that would benefit from this type of degree. So to start, what kind of general emerging demand or need is there in your organization or industry around these types of skill sets? (Continued)

**Healthcare**
Actually, nursing is basically the main thing. We are a nursing home
Healthcare field is sometimes busy, sometimes it’s not. We hire 5 per month LPN - 2 per month
I think it is really fairly-based on just the woman; we work with children, and with a woman she can go out and show breastfeeding, and help with other things people would feel more comfortable with a woman rather than a man
Key is healthcare in specific areas
None
Registered nurses; we have a grant for domestic violence, sexual assaults
We are a small 25-bed hospital we don't have a need
We're looking more for someone with a healthcare background. That degree would not be beneficial. We have a bachelor’s in social work, administrative positions, plans I’m sure knowing that information is great for any organization, but we need skills specific to healthcare

**Insurance**
Customer service
I cannot see how there would be any; we are an insurance agency. I can't speak for other insurance agencies
None

**Media/Communications**
None
The one job we always look for is in sales. Not necessarily applicable here

**Science/Technology/Engineering**
Not something we focus on; we look more for business, analytical skills, and quantitative majors
We don't see much need because we're an engineering company, so technical skills are more important
We're looking for software engineers only

**Social services**
We are in youth childcare. We hire social workers and youth care workers with young adults. Youth care workers are high school students. They train and build relationships with other students. We serve children ages 12-18, who are emotionally disturbed

**Sports / Fitness**
I’m in the fitness industry, so I don’t really have a need, or know how it would apply to my industry
Q1. The Women's Studies department at Oregon State University has been hearing anecdotally about an increasing demand for people with training in areas such as women's, gender, and sexuality studies, along with other related issues.

We are hoping to better identify the types of job positions outside of academia that would benefit from this type of degree. So to start, what kind of general emerging demand or need is there in your organization or industry around these types of skill sets? (Continued)

Telecommunications
Don't know

Banking / Financial
In this specific industry, really none; we're not marketing to specific demographics in this way
No real need. We look for a specific technical background with underwriting, or processing in the mortgage, real estate, or insurance industries. Typically, regulations specify these skills
No we are a financial institution. We need a financial background, unless they have an administrative or marketing background
Very limited
We are a large organization, so it's hard to say we don't have anything gender specific, we offer equal opportunities across the board
We're an accounting firm. While we are a large corporation we have diversity, but I think there is an emerging demand in middle markets, so organizations smaller than ours, which is 20,000, may be looking to find people of this nature while we already employ people of that nature

Hospitality
In hospitality nothing I know of. We generally hire people that are personable, have good people skills, or administrative skills
Maybe in human resources just your basic position; it helps to see people as individuals and someone with that degree would have that capacity
None whatsoever; our CEO and GM are female, plus many higher-ups are women. We ranked #1 in hospitality last year. This is a key part of our success; we also do weddings, shows, and business meetings
We wouldn't specifically hire someone with these skills

Services
None
We hire people of all different statures; we hire anyone basically with or without experience, or specific education

Tribe / Tribal
No need here, and as for other tribes, I can't say because I'm not experienced here. The Reno Sparks Indian Colony in Reno, NV might be interested
There's not in this organization. We are a federal entity, a sovereign nation of Native Americans. We look at education, but it's based on title and profession; the doctor and CEO are women here. It's who is qualified and a tribal member
Q1. The Women's Studies department at Oregon State University has been hearing anecdotally about an increasing demand for people with training in areas such as women's, gender, and sexuality studies, along with other related issues.

We are hoping to better identify the types of job positions outside of academia that would benefit from this type of degree. So to start, what kind of general emerging demand or need is there in your organization or industry around these types of skill sets? (Continued)

**Association**
At this location, there is one department that might be open; social justice department. If there was an opening, it would be looked on favorably
Not specific to skill set, but specific in knowing how to navigate through organizations that are diverse, as most organizations are. Helpful, but not specific; adds to, but not determining faction getting hired. Nice, but looking for other skill sets and job history
We're losing positions, so I couldn't say here, and don't know of any positions that would be relevant
Within the HR community it would help people to have success in the workplace

**Real Estate**
None; I don't think other country clubs would be interested either

**Education**
Given the work we do here, I would say there's a need for people with higher degrees to understand how gender is important in policy and government related purposes

**Nonprofit**
Both undergrads and PhDs come in doing internships, so our organization is an example of going directly into an industry that focuses on that type of need. Every job can be a feminist job, so if you go into a corporate type of position like a bank, there are actually a lot of jobs in the corporate world that can benefit from the PhD. The PhD brings critical skills and civic responsibility, so there are lots of benefits from this degree when seen on a resume, lots of public policy need, and women’s leadership
For our organization there would be just the general advocacy of issues as it relates to leadership and youth
Maybe a program director or coordinator, executive director, fundraising
My organization works at the UN. Gender mainstreaming at the UN is becoming extremely important, so people are looking for someone who can mainstream gender into the industries; so there is a need for someone with this type of background
Right now there is a huge push for women’s health policy; background in women’s health, at this point that's the trend because of healthcare issues
There could possibly be on a volunteer basis, but maybe we could use someone in a research capacity
Within our organization specifically we are so small we don't have a need for anyone. Outside of academia, organizations that work with the community, and things like that I would think
Q2a. How valuable would a PhD in "Women, Gender, and Sexuality Studies" be for your organization or industry? (Aided)

Respondents were asked the value an employee with a women, gender, and sexuality studies PhD would be for their organization or industry in general.

About one-third of respondents said the PhD would be valuable to their organization, including 23% who said it would be “somewhat” valuable and 10% who said it would be “very” valuable.

Of those who said the degree would not be valuable (56%), 27% thought it would be “not very” valuable and 29% thought it would be “not valuable at all.” Some (11%) were unsure of the value.

The industries for which this PhD would be considered valuable include:

- Associations
- Banking / Financial
- Government
- Healthcare
- Hospitality
- Nonprofit (women’s rights organizations)
- Real Estate
- Services (building maintenance and hospitality)
- Telecommunications
- Tribes

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Q2a. How valuable would a PhD in "Women, Gender, and Sexuality Studies" be for your organization or industry?

Q2b. And why do you say that?

**Very Valuable**

**Government**
Our current acting director previously worked with a nonprofit, and with lots of political appointees and people in Washington DC that have this type of background, it is very valuable.

**Healthcare**
We cater to all populations and we deal with children.

**Hospitality**
Depends on the position; probably very valuable for the director of human resources at a corporate level.

**Nonprofit**
It brings intersectionality/diversity into the organization; you have an added background and that brings benefit to any organization.
It would be quite valuable for most NGO's. Because there aren't many people with this degree in our industry, there is a need for this type of person. For NGO's that focus on these types of issues it could be an asset.
It's incredibly valuable. I think more people need to know about this type of background. I think if there were more leaders in this country it could change so many things. There aren't enough women versed in politics and policy; that is extremely valuable.

**Somewhat Valuable**

**Government**
There are places that would be good for them in our business; they would do well in the lower-end human resources.

**Healthcare**
For a counseling job or registered nurses.
If there is a dual major then it would be more valuable, but a job specifically in regards to that degree wouldn't be that valuable.
We are a private paid company and have a referral seeking a care giver with a higher education or skill set.

**Telecommunications**
It's beneficial, but not required.

**Banking / Financial**
Having a master’s in that area makes it helpful to be a subject-matter expert.
Q2a. How valuable would a PhD in "Women, Gender, and Sexuality Studies" be for your organization or industry?

Q2b. And why do you say that? (Continued)

---

**Somewhat Valuable (Continued)**

**Services**
A majority of our employees are women, so it may actually help, it might help us understand why it's more of a women-dominated field maybe

**Tribe / Tribal**
It's a field that is just opening up, and there's not a great need right now because it's new
We need some people with PhDs in the medical field

**Association**
I don't know what the nature of the background is
We have awards and publications, journals, etc, that would use input from someone with that type of background

**Real Estate**
All of what the degree encompasses is very important

**Nonprofit**
Just understanding the ongoing challenges, and the "war on women" as it were, understanding the history behind it; it's critical for someone to understand the roots of the women's reproductive right movement
We have projects on types of things like woman's equality, and we have certain campaigns; we would like someone with that background, and it would be helpful to have them work on those projects

---

**Not Very Valuable**

**Business/Personnel**
We have a government contract to handle transportation and facilities management

**Government**
Right now, I can see a fit with equal employment opportunities
Just because of the skill sets and what we do in the army
It doesn't link with the jobs in the city here
We just don't have a position that would require this. This degree might be a benefit if someone had required it. None of our positions call for more than a bachelor degree. We could hire a PhD though
Q2a. How valuable would a PhD in "Women, Gender, and Sexuality Studies" be for your organization or industry?

Q2b. And why do you say that? (Continued)

**Not Very Valuable (Continued)**

**Healthcare**
Doesn't fit; we are a critical-care access hospital, we see acute-care patients. PhDs don't use them
Given our focus for our industry; if they also had healthcare that would be good
I don't know how to answer that

**Media/Communications**
Mainly because we have everything so organized and done from the corporate level

**Social services**
We work with males age 12-18; emotionally disturbed and sexually abused. We only have a few females we work with

**Sports / Fitness**
I just don't see the benefit right now

**Banking / Financial**
Not applicable to our work environment
Don't like to go to one extreme
We focus mostly on specific experience not related to demographic considerations
Because of the type of work we do I can't see there is a benefit. I can see where that type of background would be beneficial, but we wouldn't recruit someone based on that degree

**Hospitality**
It just doesn't relate to what we do.
The type of work their employees do would pertain to the PhD

**Not Valuable at All**

**Arts/Theater**
No need

**Business / Personnel**
Not relevant to business; difficult to place someone with this type of degree
Q2a. How valuable would a PhD in "Women, Gender, and Sexuality Studies" be for your organization or industry?

Q2b. And why do you say that? (Continued)

Not Valuable at All (Continued)

**Government**
We don't provide the services a metro employer might, and I think there might be a greater need there.
You'd have to ask another municipality.
We are a small county government. We hire mostly blue-collar and many of the women are clerical and HR. We might be bringing someone in like this for a class or seminar.
We don't employ anybody with a PhD; it's mostly clerical, police officers, and road workers.
The kinds of degrees we look for are biology, agriculture, and environmental science.
It's not particularly important here. I can only speak for us in Georgia.
Wouldn't make any difference whether someone had that degree or not, or whether they were male or female.

**Healthcare**
Because they are in in-home care giving for the elderly.

**Insurance**
We hire people that don't have college degrees.
Our industry is not gender-based.
We have zero PhDs here. We are a small insurance agency with only 10 people. It doesn't have anything to do with the way we do business.

**Media/Communications**
We're a TV station, so people who work here are technical.

**Science/Technology/Engineering**
Use only software based positions.
It's just not something we would hire for.

**Banking / Financial**
Because we are a financial institution.

**Services**
These are entry level security jobs; no need for a PhD.
Q2a. How valuable would a PhD in "Women, Gender, and Sexuality Studies" be for your organization or industry?

Q2b. And why do you say that? (Continued)

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**Science/Technology/Engineering**
Depending on what they focus on; I mean sometimes we see students that major in something, but then end up working in a different field, so it just depends on their experience.

**Hospitality**
I’m unsure because of the lack of my own knowledge of what you learn under that field of study.

**Association**
I’m not sure why it would have to be a PhD as opposed to say a master. What could someone with a PhD do that someone with a master couldn’t?
Depends on the situation; on other skills they bring. If for a leadership position and this is all that’s on the resume, it wouldn’t get them hired.

**Education**
It depends on the position, the skills, and knowledge needed to do the job. For example if we had a communications position we would need someone who had a bachelor’s or graduate degree in social media and communications.

**Nonprofit**
It would depend on what other skill set they would bring to the table. It would depend on whether our members would adopt a study in the area of women/gender.
Q3. What are some of the positions, if any, for which someone with a PhD in "Women, Gender, and Sexuality Studies" might be considered?

**Arts/Theater**
None

**Business/Personnel**
None
Anything that ties women into larger issues facing business would be useful

**Government**
A licensed master or clinical social worker, in addition to something else, it might be valuable. If they have clinical experience with mental health and addiction issues that would be good too; jobs like LMSW, CSW
An equal opportunity position: training, investigating of discrimination issues
Any of the director positions
Couldn't tell you because it doesn't really relate to police or clerical jobs; if they qualify for the job, the degree wouldn't help or hurt
Deputy director level and a few people on the legal team
Don't know; we have just a few PhDs
Don't think there are any
Maybe for some of the other hiring positions; I think they would do well in social work
None specifically in this agency
Not applicable; we do have PhDs on staff, though
Not at our base
Not unless they would have experience in something we need, like social work
We wouldn't seek it out

**Healthcare**
None (2)
Counseling Indian people and maybe diabetes education
Don't know we would have a position for something like that; we have dietary, housekeeping, and nursing
For us none, we hire those for hands-on-care. PhD is not looking for this type of job
It could be something we could use in our social services department
Our psychiatrist
That degree would be most used in research and behavior studies; PhDs to work on various projects with research needs

**Insurance**
None (2)
Not a single one - we are all licensed agents
Q3. What are some of the positions, if any, for which someone with a PhD in "Women, Gender, and Sexuality Studies" might be considered? (Continued)

**Media/Communications**
Unsure
None

**Science/Technology/Engineering**
None
We probably really wouldn't consider them for anything because most of our positions require a degree in engineering
Typically not any, if they were to come to us out of their program with those skills, it's not what we're looking for, but if they had a more diverse degree it would be more valuable

**Social services**
None, because it's mostly male patients

**Sports / Fitness**
Degree wouldn't make much difference to me other than it's a degree and would make them more beneficial

**Telecommunications**
Maybe the technology department, executive-level personnel

**Banking / Financial**
Actual degree wouldn't help per se, but some of the skills obtained from that degree could be useful in job training, organizational development, and leadership positions
Director of a diversity program; there might be some people-management leader roles
If they focus on, or are an undergrad in social responsibility; undergrad that can help that PhD out, i.e. Responds to environment. Friendly or nonprofit; look for someone that can write or has a passion for non profit
Maybe senior leadership
None in my company
Unsure

**Hospitality**
Director of human resources at the corp. level, any management or sales positions, food/beverage managers because they deal with the public and that would helpful

**General Manager Position**
None
None of our positions require a degree in that field. It's not really a factor; we're more concerned with the candidate's experience

**Services**
Don't have the slightest clue; it would maybe apply to a manager of sorts
None
Q3. What are some of the positions, if any, for which someone with a PhD in "Women, Gender, and Sexuality Studies" might be considered? (Continued)

**Tribe / Tribal**
Doctor, physician's assistant, CEO, CFO, dentist, or any position for which the person would be qualified
None

**Association**
Association for gay and lesbians or for similar skills, but this is for developing women and leadership and acumen skills. Research, relevant products, researching women (department of labor), women's bureau - might be beneficial to conduct and facilitate research on women and groups of people. If seeking job in business, great add-on, but people are looking for other things. Attorney, law degree with PhD background, government agencies
One of our boards of directors is in women's movements, so I think about the organization she has started; I don’t know how to pinpoint what that skill set might look like, but anything above a management level would require a PhD, so board of director or exec positions
Pharmaceutical companies’, maybe, fortune 500 companies’ maybe, social media type companies, market research, research for retail industries maybe
Social justice director, program associate

**Real Estate**
We don't have anything open for that, but we think it's an important study; mostly we have golf maintenance and administrative

**Education**
It’s not something that people are looking at typically; they are looking more at people with master's degrees. As more and more young people get PhDs in this area I think there will be more jobs created for these people, maybe in jobs that I would call “21st century jobs.” Like working in different communities, and certain issues that require analysis that this type of degree would give

**Nonprofit**
An executive director, health organization, in the public health area, in the law arena, and medicine in general
Director of advocacy, at that level nothing else I can think of
Director, executive level, or research level; maybe research on different types of projects
In my organization: the executive director, executive vice president, editor, writer; and because of the critical skills it brings we’re also seeing lots of entrepreneurs coming out of these programs
On a research team, write or research a paper or study
Program director or senior researcher, policy advisor - those types of jobs
Program or executive director contingent upon other real world experience, and certainly in a government relations position as well
Q4. PhD programs offer the options of emphases in various secondary fields. What related areas of emphasis would make someone with a "Women, Gender, and Sexuality Studies" PhD more appealing to your organization or other potential employers in your field? (Aided)

“Leadership and management,” “science, technology, engineering, and math,” “health,” “social justice,” and “business and administration” are all considered valuable emphases for a potential employee with a PhD in women, gender, and sexuality studies.

In addition, a closer look at industries who indicated value in the women, gender, and sexuality PhD reveals other important emphases:

- Those in government also considered “mental health” to be important
- Those in banking/financial also consider financial emphasis important
- Those in associations also consider “marketing / communications” important
- Those in nonprofits (focused on women’s rights issues) also consider “marketing / communications,” “immigrant and international women’s health, and “financial services” important

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Q4. PhD programs offer the options of emphases in various secondary fields. What related areas of emphasis would make someone with a "Women, Gender, and Sexuality Studies" PhD more appealing to your organization or other potential employers in your field? (Aided)

**Q4b. Miscellaneous emphases**

- **Business/Personnel**
  - International business

- **Government**
  - Behavioral-type fields: rehabilitation, or something like that

- **Development Services**

- **Public policy and management**

- **Veterinary Medicine**

- **Healthcare**
  - Run degree certified nurse’s aide, nursing home administrative license

- **Insurance**
  - Real-estate

- **Science/Technology/Engineering**
  - Minor in computer science
  - Organizational behavior

- **Sports / Fitness**
  - Health or fitness related

- **Banking / Financial**
  - Finances, banking, loans
  - Various business-related training would be good

- **Hospitality**
  - Hospitality management

- **Association**
  - Attorney/law
  - Communication skills in general: someone that can translate information to a broaden the reach of a message

- **Arts/Theater**
  - None

- **Business/Personnel**
  - Focus on managerial skills
  - I could imagine someone with this degree bringing unique characteristics to business. Intuition is helpful in business, breaking the glass ceiling, gender differences in business, managing genders; if diversifying a large workforce, it could be useful
Q5. What suggestions do you have for OSU as they consider ways to add additional value to this PhD program? How could OSU make this program more marketable or valuable for your industry?

Government  
None (6)  
Can't think of anything  
If it's paired with some sort of counseling, that would be good. Human resources is always good  
Make it more general for office-type settings  
Only thing is if they get a degree in some type of forestry-related field  
Partnering with an organization like ours or just making sure students are getting the real world experience as well  
Talk to local and state governments. I see more opportunities for this degree at the federal level rather than state level. I'm a local government person for 10 years and an air force person for 21 years  
We look for a lot of people with differing degrees and experience; like our engineers need mostly engineering degrees

Healthcare  
Consistent training  
Different options, room for extra classes specialized in racial or international  
Have to be someone that would learn how to work with the older people. We do have residents that don't, whether they are up or down, but others can carry on a conversation and might benefit from counsel from a person with this degree  
It was in addition to any degree in nursing it would make it much more valuable to us  
Native American peoples  
None  
Our pharmacy people are PhDs; the only PhDs we have  
Should tie a degree to more healthcare positions, or in a licensed professional role; if in a more urban environment people who have masters also have an interest in women's health

Education  
Political science, city/regional planning, economics, sociology

Nonprofit  
Development, skills to fundraise  
Economics and environmental science would be quite strong secondary fields of study  
Political science  
Political science, public policy

Insurance  
None (3)

Media/Communications  
None (2)
Q5. What suggestions do you have for OSU as they consider ways to add additional value to this PhD program? How could OSU make this program more marketable or valuable for your industry? (Continued)

Science/Technology/Engineering
Computer science minor
We're just so technical, short of technical skills there's probably not a lot they could add to make us hire the person
I don't know how much they encourage real world experience, but that would be a huge benefit; typically, I come across PhD's that have worked within their department or academia, so working outside of that would be beneficial

Social services
None

Sports / Fitness
I'd add a focus on the research aspect, market the degree as they know how to do research more than the focus on women's studies

Telecommunications
None

Banking / Financial
I would think you would have to be able to show how the degree would be beneficial to what we do because otherwise there's a huge disconnect because there's no relevance
I would tie in an emphasis to different fields, like engineering, finance; focus on applied women's studies, not just theoretical
If they did work toward HR or had a law degree, work in legal department or compliance
Just require more technical courses and more exposure to business, or technology-related skills/knowledge
None
You would want to have business-type courses to go along with it; maybe finance, or some business, organizational development, those sorts of things

Hospitality
Course on how to actually market yourself to different industries
I'm kind of biased because I took gender studies and now I'm in HR. Aside from academia, there's not much need for this, perhaps only in marketing. The degree was OK, but didn't prove to be as useful as I hoped
Like I said, anything hospitality degree would help dramatically
None

Services
None

Security
Q5. What suggestions do you have for OSU as they consider ways to add additional value to this PhD program? How could OSU make this program more marketable or valuable for your industry? (Continued)

Tribe / Tribal
Social work and business would be good combinations with this degree
They would have to learn our culture and traditions, along with the education, knowledge, and skills; perhaps a minor in Native American studies

Association
I don't have a clue; don't know enough about the women's/gender PhD to begin with
Just talking to more employers directly to see what they need, if people can't get a job with this degree there isn't enough value in the degree itself
None
People want to be employed and want education, but need to make money, even if that's not the driving factor. Need to show people how this field of study will help pay for their college education, and help them live productive lives outside of the academic environment. We work with college students to make sure fields of study can fit into the business sector (including academia)

Real Estate
Not sure

Education
Providing a package for the students as a way to pay for this type of education, and having them do fellowships or research so they can build linkages. One of the things that's necessary is work experience, and really focusing on a minor that would help them to better move into a position outside of academia

Nonprofit
At that level I can't really think of anything; maybe some kind of background or work history, so in other words: work experience
I'm not sure because I don't know enough about the program
If they offered the program online it would be great because most people in the Portland area aren't going to travel to Corvallis for school, so some sort of outreach program here in Portland or offering some courses online
It's been my experience that most folks with this type of degree end up in nonprofits, so really making sure they have strong skills to run a nonprofit as opposed to a traditional corporation is huge. These people can bring a lot to the table, these will be the people that make it or break it for us as a society
Leadership and business, combined with law or the professional schools, so the other MBAs, which would be completely new and make OSU stand out
Real world experience, in combination with studies, research studies, observing workings within an organization; I think that would be fascinating
To have additional relevant skills, in a nonprofit there's never just one specific skill that's needed, multiple skills have the most benefit to the organization
Q6. And are there any final thoughts you’d like to share about any benefits or challenges regarding job candidates with this degree and related hiring trends in your industry?

**Government**
I know one of our challenges is hiring women in general. Most of our jobs are blue collar, and we give veterans priority (most are male). We are much underrepresented with women in the professional fields
Local government -- the jobs are just not there. We are seeing more applicants with more advanced degrees in many fields. Nowadays, positions are often consolidated, left vacant, or eliminated
Other than it is a great degree, no
Funds to pay for someone like that would not be available; it would have to be through some sort of grant program
There are physical requirements for our jobs
You’re going to have to come up with some way to explain to everyone what this degree offers. Educate people on the local, federal, and state levels as to how to use this new degree. Educate them. This is kind of like the computer industry when it began - how do we use this? What can it do for us?

**Healthcare**
We have PAs and nurses
I’ve never come across someone with that degree in my 8 years in HR; it seems like something that would be more beneficial to a domestic service, or community center specializing in women. If you’re combining the degree it makes it a lot more useful to use

**Science/Technology/Engineering**
Definitely encouraging a minor in something other than that particular field to broaden their focus

**Social services**
We have been able to use people who are in the community who are in BS degree programs who work their way up. They work with us on internships. Those people help with students and finish their degree at other colleges

**Banking / Financial**
Only if second degree is in a financial or legal department
My roommate has a degree; masters in women’s studies and a BA; she’s applying for the PhD. She spent a lot of money on this schooling. Suggest you use women’s studies to market to women

**Hospitality**
A person with that degree would be highly qualified to work at the corp. level as opposed to an entry level position; would be helpful for a specific property, but someone like that may be over qualified for one of those positions

**Services**
It might be a little more difficult just because that’s a specific degree
Q6. And are there any final thoughts you’d like to share about any benefits or challenges regarding job candidates with this degree and related hiring trends in your industry? (Continued)

Association
I know it's very hard for people coming out of school finding a job in the workforce, especially coming out with a PhD; the amount of debt they have is incredible, so anything the university can do to help them find employment after finishing school in this challenging market would be beneficial, such as this study I suppose.

Organizations are diverse with sexual orientations, races, ages, generations; there is a struggle on how to hone in on differences that bring together. Degree would be beneficial, but not stand-alone.

There's a huge disconnect from the top to the lower levels, so it would be nice to have someone in a lower level position that could help bridge the gap between lower and higher level positions.

Nonprofit
For us I just don't think we would have any positions, someone with a PhD would just be over qualified.

Hiring is really focused on administrative staff, otherwise we are mainly volunteer-based, it's of great benefit when we can get someone with this background as a volunteer but it's hard to find many paid position.

Internships are huge; it will serve them well in the long run to achieving a paid position.

It’s hard to find a job but that's true across all sectors. Getting practical experience to go along with the academic background is important.

Nonprofit sector would want someone with that background because we work with so many different issues, and projects I think it's very valuable.

The biggest challenges are the programs that don't give you the real world training.

The trends are really around the policy piece.
**Additional survey comments/notes**

**Arts/Theater**
Someone with this degree would be useful for implementing an equal opportunity program. Already have an EO program and their pay and workloads are equal across race and gender lines. Can't think of any other position that could use this type of PhD.

**Business / Personnel**
Cannot see any fit for someone with this degree initially, but with an explanation of the types of positions and industries that could be a fit; broadened thinking to indicate a number of ways this degree could be an asset in business.

**Government**
Another small city/county government - not a fit as a rule.

**Healthcare**
Employees receive a CNA and promote from within. A person with a PhD would be way too over qualified for a position in the elderly healthcare field.

**Science/Technology/Engineering**
Only looking for people who have degrees or knowledge in computer sciences and engineering.

**Banking / Financial**
Good man.

**Hospitality**
Friend getting this type of degree at Columbia, and their circle of friends has been talking about what she will even be able to do with it once she's done. I'm in HR with a degree in Gender Studies; don't feel this degree is very useful.

**Association**
Can see how this degree would bring extra benefit to the business world, especially in diverse environments, but need to have the additional skill sets in order to be a viable candidate. Can definitely see how this background would benefit some of the departments the organization has.
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Chi Square: 97.17, .310

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Chi Square: 440.73, .001

Chi Square: 26.27, .661
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American Educational Research Association
HR Policy Association
National Business Association
Banking / Financial
Academy Mortgage Corporation
Farmer's Merchant's Bank Long Beach
KPMG LLP
Merrill Lynch Pierce Fenner
Rockefeller financial services, Inc
Spokane Teachers Credit Union
Business/Personnel
BolyWelch Recruiting
Glencor Services Inc
Education
Center for Women's Global Leadership
Government
City of Alhambra
City of Merced
City of New London
City of Tallahassee
County of Douglas
County of Faulkner
County of Tioga
Forestry Commission Georgia
Maryland Dept. Agriculture
Mr. Roosevelt Dorn
Tennessee Forestry Division
United States Dept. of Army
US Dept of Justice on Violence against Women
Healthcare
Addus Healthcare Inc.
Braxton County Memorial Hospital
Geriatric services, Inc
HCR Manorcare Medical Services, Inc
Indian Health Services
Main General Rehabilitation
Mr. Alex Morales
Northwoods Care Centre LP
SUMMARY: PERTINENT JOB INDUSTRIES

Following are the primary industries (outside of academia) that appear to be most pertinent to graduates with a degree in Women, Gender, and Sexuality Studies.

Arts – Expressing women’s, gender, and sexuality through artistic methods

Associations – Assisting with different functions in the association; communications and marketing; advocating for issues of diversity and equality; research; grants; advocating for successful employee skills and workplace environment; leadership and management

Banking/Financial – Marketing and communications; management and leadership; organizational development; advocate for nonprofits and social equality; compliance and legal department

Business/Personnel – Serving as a consultant/expert on: equality in the workplace, sexual harassment, gender interactions, hiring and salary trends, different managerial styles between genders; national and international business

Health Care – Serving as an advocate/expert/educator for women’s and community health issues; ensuring quality care is received; specialists in women’s health fields (reproductive issues, obstetrics, gynecology or breast health care)

Hospitality – Human resources director; management

Insurance – Ensuring equal coverage and representation for women

Media/Communications – Serving as a consultant/expert on: women’s news stories, minority and gender representation in media, promoting positive images of women/gender in media

Nonprofit – Advocate; executive and program director; researcher; writing on behalf of the organization; policy advisor; government relations

Politics/Government/Law – Advocating/educating/lobbying on: public policy issues related to women and gender, gender inclusion in policy making, affirmative action, women’s legal issues and rights, treatment within prisons, jails, and police departments; advocating and lobbying for national and transnational women’s rights

Research – Serving various national and transnational fields as experts in gender and community issues; researching medical treatments for diseases most related to women

Social Work and Psychology – Counseling/educating on issues most associated with women (i.e. domestic abuse, body issues, rape, teen mothers), prevention, and social constructs of gender issues; social work

Sports – Sports marketing; advocating for equal representation, benefits, and pay within different sports fields

Tribes – Advocate for social equality and justice; representation of tribal members; issues facing tribal members and community
SUMMARY: EXAMPLES OF JOB OPENINGS

The following offer examples of current job listings found through public job search websites, which specify a degree in women’s studies outside of academia. While these specify a degree in women’s studies, there are numerous positions advertised that would be well suited for such a graduate, and that request the type of insight and attention to social issues such a graduate would possess:

**Center for International Forestry Research; Post Doctoral Fellow, Gender**
The Center for International Forestry Research (CIFOR) advances human wellbeing, environmental conservation and equity by conducting research to inform policies and practices that affect forests in developing countries.

Under the supervision of the CRP6 gender cross-cutting theme coordinator, the gender post doc will be responsible for ensuring gender is adequately integrated into CRP6 research and that mechanisms and structures needed to improve the quality and volume of gender-responsive research in the CRP6 are developed and implemented. He/she will also be responsible for ensuring activities identified for integrating gender analysis into existing research and strategic gender research are implemented in a timely and effective manner.

Select qualifications: A PhD in a field related to the subject area such as women/gender studies, development studies, sociology, anthropology and other relevant disciplines.

**Tetra Tech; Gender Justice Specialists**
Tetra Tech is currently recruiting Gender Justice Specialists to serve on the Integrated Justice Systems International team for US Department of State/INL International Criminal Justice Program Support (CJPS) missions. Responsibilities: provide daily management and direction of efforts informing gender mainstreaming, participatory processes, gender-disaggregated indicators for monitoring successes, and related issues; spearhead organization and facilitation of gender issues and justice workshops and trainings; collaborate on recommendations for country-sensitive gender policy development per organizations and bodies; provide management and status reports, including progress and budget to senior management as needed.

Select qualifications: 5-7 years of relevant experience, including post-conflict/developing country experience; Minimum of Bachelor's degree equivalent; graduate degree in gender issues, women's studies, sociology, or related field preferred.
CARE; Gender Director
CARE is seeking an experienced Gender Director. The Gender Director is part of a team dedicated to leading and promoting changes in CARE’s programming that contributes to empowering women and developing equal power among men and women. The Gender Director will lead and foster lasting change in organizational strategies and practices to promote girls and women leadership and empowerment. S/he promotes such changes through consultation, negotiation, influencing, and direct support. The benefits of gender equality and women empowerment extend across all the components of development and poverty reduction.

Select qualifications: Master's Degree in social sciences; Formal training in gender studies, women's studies or a research focus on issues related to the job

YWCA; Social Services
Social Services Outreach Advocate the YWCA Women's Crisis Center is hiring an advocate for our Outreach Team.

Duties include individual advocacy for women and children who are survivors of domestic violence and/or sexual exploitation, developing outreach activities in the community, facilitating educational and support groups, and providing public presentations for other community professionals.

Select qualifications: degree in women's studies, social work, psych or related field required. Bi-lingual preferred. Position will report to the Outreach Coordinator.

The International Rescue Committee (IRC); Women’s Protection and Empowerment (WPE) Senior Manager
IRC responds to the world’s worst humanitarian crises and helps people to survive and rebuild their lives. The IRC is seeking a Women’s Protection and Empowerment (WPE) Senior Manager with a strong background in design and implementation of community-based interventions and experience working with local partners and sub-grants. This position will oversee two programs aimed at increasing access to essential services and empowerment opportunities for survivors of gender-based violence and vulnerable members within their communities.

With technical support from the New York based Women’s Protection and Empowerment Technical Advisor and the WPE Coordinator in Iraq and management support from the Senior Field Coordinator, the WPE Senior Manager will ensure the goals and objectives of WPE components of the projects are met in a timely and effective manner. This position requires strong coordination with the leadership structures providing services for survivors of gender based violence, as well as strong technical knowledge of gender based violence principles.

Select qualifications: 3 years program management experience in the field of gender based violence working with conflict-affected populations, host communities or in urban settings; Master’s degree in Gender / Women Studies, social work, public health, international affairs
or other appropriate fields a plus (or a BA in related field with a long experience in a similar field)
Arizona State University

Doctor of Philosophy in Gender Studies (Women and Gender Studies)

Degree Overview:
- Research degree; prepares students for research in a variety of settings, including university employment
- Doctoral program is young; have no data yet on placement of graduates
- Women and gender studies programs around the country continue to expand and to hire faculty
- Training will provide you with research and analytical skills that could be used in research and policy institutes, in the government, and in nonprofit organizations
- Designed for the challenges of our time
- Core faculty is an intellectually and culturally diverse community with expertise in sexuality, race, labor, science and technology, health, violence, globalization, visual culture, historical and literary narrative, and social change
- Few required courses among the 84 required units; tremendous flexibility to build a program that suits your research interests and professional goals
- Relevant research methods courses: Health, science, and technology; Justice and social change; Visual and narrative culture
CALIFORNIA INSTITUTE OF INTEGRAL STUDIES

PhD in Philosophy and Religion, Concentration in Women’s Spirituality

Degree Overview:
- One of the first academic Women’s Spirituality programs in the United States, and the only PhD degree in Women’s Spirituality, Philosophy and Religion in the world
- In 2006, the WSE doctoral program became a concentration within the CIIS Philosophy and Religion doctoral degree
- Integrates studies in diverse spiritual, religious, and philosophical traditions with the leading grassroots social justice and ecologic movements of the 20th and 21st centuries
- Honor the spiritual impulse to redress the suppression of the sacred feminine and to end the subordination and exploitation of women and other marginalized social and cultural groups, and to reverse the ecological suffering of the Earth and its many species
- Pursue coursework in two of the following areas of study:
  - Women and World Religions
  - Feminist and Ecofeminist Philosophy
  - Women’s Mysteries, Sacred Arts and Healing
  - Cultural History, Archaeomythology, and EcoSocial Anthropology
  - Justice, Community, Sustainability/Peace and Partnership Studies
- Foundation Courses: Contemporary Women’s Spirituality or Embodying the Present: Women’s Spirituality; Womanist-Feminist Worldviews; Women’s Spirituality Research Methodologies; Spirit, Compassion, and Community Activism; Foundational Elements of Academic Research and Writing

CLAREMONT GRADUATE UNIVERSITY

Women’s Studies in Religion

Degree Overview:
- Designed to prepare students for positions in Women’s Studies programs in which their cross-disciplinary work is in religion and positions in religion programs
- Expect graduates of the program to be broadly prepared in religious studies and able to interpret women’s issues across different religious traditions
- Through their work in a concentration, students will have the depth to contribute significantly to one of the sub-fields of religious studies
- Currently the School of Religion offers enough graduate level courses to support concentrations in such areas as Biblical Studies, Hebrew Bible, New Testament, History of Christianity, History of Christian Thought, Philosophy of Religion, Theology, Ethics, Religion and Society, Theology and Culture, Jewish Studies, Islamic Studies, and Comparative Religions within the Abrahamic Religion
Africana Women's Studies

Degree Overview:
- Founded in 1982; only degree-granting women's studies program located in an historically black college in the United States
- Only women's studies program in the United States which offers the doctoral degree in Africana Women's Studies; only Africana Women's Studies program in the world
- The Africana Women's Studies Program prepares students for doctoral work in women of African descent throughout the Diaspora and on the Continent
- Analytical approaches that rigorously compare and contrast the lives of all women by class, age and color without regard to their geographic location are strongly encouraged
- Cross-cultural, national, international and interdisciplinary in its focus
- Mission to train women to work with other women and families and to help alleviate problems related to women's issues
- Provides professionals in various fields: government, refugee women, men and families, education, film, etc
- Courses specifically offered by AWS in each area of concentration: Women and Development; Gender, Politics and Public Policy; Health, Community Development and Social Welfare; Comparative Literature and Culture

EMORY UNIVERSITY

PhD program in Women's, Gender, and Sexuality Studies

Degree Overview:
- One of the oldest Women's Studies doctoral programs in the country
- Supports feminist teaching and scholarship concerning women and gender
- Expertise in areas of women's studies connected to literature, cultural studies, history, sociology, anthropology, political science, and philosophy
- Associated faculty in other departments include scholars in English, Comparative Literature, the Institute for Liberal Arts, Film Studies, Religion, Anthropology, French, Art History, the Graduate Division of Religion, Philosophy, Spanish and Portuguese, Psychology, the School of Public Health, and the School of Law
- Women's, gender, and sexuality are studied in relation to other important aspects of identity, including race, ethnicity, religion, class, disability, nationality, and sexuality
- Women's, Gender, and Sexuality analyzes the ways in which social and institutional power is structured in part around social identities, and it examines the meanings attached to these identities through interdisciplinary lenses
- Graduate students train in feminist pedagogies and receive opportunities to teach in our department
INDIANA UNIVERSITY, BLOOMINGTON

Gender Studies

Degree Overview:
- Engaging students in the study of gender and the intersection of gender with other substantive categories of analysis and identity, including race, sexuality, class, disability, and nationality
- Focus on gender as an analytic category facilitates an array of scholarly collaborations, generating cutting-edge research across fields as diverse as the social sciences, the arts and humanities, the natural sciences, and policy studies
- Categories of difference that articulate with gender - such as race, ethnicity, class, and religion - are vertical grids of attention throughout the doctoral degree program
- Three unique core courses form the heart of the program: Concepts of Gender; Feminist Theories; Researching Gender Issues
- Areas of concentration: Medicine, Science and Technologies of the Body; Sexualities, Desires, and Identities; Cultural Representations and Media Practices
- In the past several years, the numbers of academic jobs in women's/gender studies has grown dramatically; graduates uniquely positioned to take up these jobs, as well as academic posts in more traditional disciplines that emphasize gender as an area of specialization
- Training in gender studies also offers an advantageous background for careers in international agencies, civil service, public policy, education, publishing, mass media, human resources, marketing, and many other areas in the private sector

OHIO STATE UNIVERSITY

Doctor of Philosophy: Ph.D. in Women's, Gender and Sexuality Studies

Degree Overview:
- Part of a challenging environment with unique opportunities for teaching and research
- Emphasis on interdisciplinary research and scholarship
- Prepares students for careers in research, teaching, government agencies, political and educational organizations, and foundations
- Program is organized not around disciplines, but around feminist lines of inquiry that cut across disciplines and traditional categories of knowledge
- Students choose one major and two minor areas of concentration from four fields of specialization: Global and Transnational Feminisms; Race, Sexualities, and Identities; Narrative, Culture, and Representation; Power, Institutions, and Economies
Degree Overview:
- Inaugurated as a department in 2001, Women's and Gender Studies has grown from offering a few courses at the University in 1973 to becoming one of the strongest interdisciplinary graduate and undergraduate programs in the United States.
- Expertise in Women's and Gender Studies is enriched by specializations in the arts, anthropology, philosophy, sociology, political science, and comparative literatures in English, French, and Spanish.
- The graduate course offerings are designed to explore the intricate connections between feminist theory and practice, to illuminate the centrality of the intersection of gender identities with other socially and culturally produced identities, and to investigate women's issues and gender issues in a global context.
- Core courses include: Feminist Genealogies; Contemporary Feminist Theories; Feminist Methodologies; Feminist Knowledge Production.
- Areas of concentration: Agency, Subjectivity, and Social Change; Technologies and Poetics of Gender and Sexuality; Gendered Borders/Changing Boundaries.

Degree Overview:
- One of twelve doctoral degrees granting Women/Gender Studies departments in the US.
- Master's degree in Global Gender Studies prepares students with the theoretical and practical foundations for advanced graduate work and careers in diverse fields, including teaching, government and community, and non-governmental organizations.
- Faculty has fashioned a competitive graduate program in Global Gender Studies with two concentrations:
  - Feminist Studies with academic content in literary studies, feminist theory, and cultural identity formation and transfer.
  - Global Gender Studies with academic content in the construction of gender, gender relationship, and social and institutional structures of gender in society.
Degree Overview:
- Long history of excellence in scholarship and teaching in general education, in the undergraduate program, and at the graduate level
- Teaching is oriented toward the goal of preparing students to demonstrate the following abilities:
  - Think critically by evaluating evidence from different perspectives, drawing reasonable conclusions, and defending conclusions rationally
  - Communicate effectively in oral and written forms
  - Apply knowledge, solve problems, and make creative contributions in Gender and Women’s studies
  - Recognize the importance of personal participation in the advancement of community and society
  - Exercise intellectual curiosity and flexibility when exposed to diverse opinions, new ideas, and complex societal problems
- Trains scholars and researchers in dynamic, interdisciplinary field
- Graduates will produce original knowledge in the field from a foundation in diverse theories of gender, critical race theory, feminism and other social movements, history, literature, critical and cultural studies, and the relation of gender, race, ethnicity, sexuality, and transnational economic and political processes
- Department has particular expertise in Chicana/Latina studies, LGBTQ/Sexuality Studies, transnationalism, and representation and Culture and maintains methodologically diverse approaches to scholarship
- Through affiliation with the Southwest Institute for Research on Women the department also contributes to applied community-based research on women’s and adolescent health, substance abuse treatment, women and incarceration, and projects related to border issues
UNIVERSITY OF CALIFORNIA, LOS ANGELES

Women’s Studies

Degree Overview:
- Began developing undergraduate women’s studies courses in the 1970’s, and have grown steadily ever since, offering a B.A. since 1981, and a PhD since 1999
- Small, highly selective program that admits only four to six students per year
- Goal of the Department of Women's Studies is to educate teachers, researchers and professionals in the interdisciplinary field of Women's Studies
- Taught by Women's Studies faculty from a variety of departments and professional schools
- Examples of major fields include: feminist theory; women and health; sexuality; comparative gender roles; women of color; transnational feminisms
- Designed for applicants prepared to work in the competitive atmosphere of post-secondary teaching and research

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

Feminist Studies

Degree Overview:
- In addition to our MA/PhD and PhD program, we offer admission to teachers and those seeking careers in the public sector or non-governmental organizations interested in an independent MA program
- The graduate program in Feminist Studies offers three areas of emphasis, all from intersectional and transnational perspectives: Race and Nation; Genders and Sexualities; Productive and Reproductive Labors
Gender, Sexuality, and Women’s Studies has matured as a discipline in its own right, with its own specialized graduate education, methodologies, theoretical frameworks, and “canon” of scholarly literature.

Select one of several designated graduate courses on theories of women, gender, or sexuality.

Discipline engages in deep study of intersectionality: it takes as the center of its investigation the intersections of gender, sexuality, race, and class.

Does so at the domestic and transnational level, thus linking the proposed merger to the goals of both internationalizing and diversifying the curriculum, and to the goal of expanding interdisciplinarity.

Designed to meet the needs of students who strive for analytic clarity and rigor in gender-focused research.

Students may employ the skills in reflective and critical analysis as well as the broad base of knowledge they obtain in the program to:

1) prepare for a PhD program with a disciplinary or interdisciplinary focus on gender or
2) enhance leadership skills for a career in the public or private sector or
3) satisfy strong intellectual interests and curiosity while pursuing advanced education in the liberal arts.

Students will accomplish several objectives:

Examine theories concerning the social and historical constructions of gender.

Explore how gender defines relationships among women, among men, and between men and women.

Recognize women’s lives have been under-represented in traditional disciplines and investigate previously neglected materials in order to identify women’s as well as men’s roles in cultural or social endeavors.

Study, compare, and evaluate an array of disciplinary perspectives on gender, including, but not limited to, cross-cultural, economic, sociological, historical, and literary perspectives.

Identify intersections of gender with race, class, age, sexual identity, and ethnicity, both locally and globally, both in the present and in the past.

Employ new methodological and critical approaches to materials customarily treated in other ways, revising the content and assumptions of particular disciplines to address gender and related issues more effectively.
Degree Overview:

- Prepares students for growing demand for interdisciplinary scholars who use women, gender, and sexuality as analytic tools for understanding human behavior, society, literature, and the arts, globally, internationally, and cross-culturally

- Students trained in this program will have employment opportunities in academic and governmental settings, in a growing nonprofit sector (Non-Governmental Organizations, or NGOs) that serves global and international human rights needs, and in the corporate world where facilitators are employed to improve the workforce climate

- We consider our strengths to be:
  - Transnational feminism—feminist social movements, identity, migration
  - Visual Culture and Representation—cyberfeminism, narratives
  - Health and inequality—race, gender, health, and violence
  - Sexualities and Bodies—intimacy, capitalism, trafficking

- Degree in Women, Gender and Sexuality Studies will provide students with a solid liberal arts and social science background

- Concentrations have been identified in African and African-American Studies, American Studies, Anthropology, Film and Media Studies, History, History of Art, Political Science, Psychology, Sociology, Theatre, Classics and Communication Studies, and a cooperative program may be established with the Schools of Law and Social Welfare
Women's Studies

Degree Overview:
- Interdisciplinary field of inquiry analyzing structures of power, especially as they are grounded in gender, race, sexuality, ethnicity, nationality, ability, and other inequalities, and as they configure historical and contemporary struggles for social change
- Women's Studies department and faculty at the University of Maryland enjoy an international reputation for theoretical and methodological innovations and for their attention to curriculum transformation and transnational women's and gender studies institution building
- See our department as a force for change in the world, change which strives to achieve intellectual freedom, social justice, and equality for all people, by providing an outstanding education in Women's Studies through excellent teaching, engaged mentoring, path breaking research and scholarship, and dedicated community service
- Seek to develop a new generation of scholars and leaders who, with us, will work to acknowledge, understand, and critically interrogate human differences such as those of gender, race, class, sexuality, nation, ability, ethnicity, and religion so that difference may be respected, accommodated, and celebrated in social life and so we may advance knowledge about the possibilities for equality and freedom for all
- Seek daily to become an even more welcoming physical, material, and intellectual space that invites people in and makes it impossible for them not to stay, talk, explore, brainstorm, share, build, develop, and grow
- Department has identified the following areas that draw on the strengths of the research faculty:
  - Gender, Race, Racialization, and/or Diaspora Studies
  - Women's Movements, Global and Local
  - Bodies, Genders, Sexualities
  - Gendered Labor: Households and Communities
  - Art, Culture, Technologies, and Social Change
- Program is still new, so do not have any data on placement after completing the program; however, we do believe the job market for our graduate students will be good as women's studies is expanding significantly at this time
- In addition to academic careers, our students will also be able to take jobs at research and policy institutes, in the government, and at other nonprofit advocacy and funding agencies
Degree Overview:

- Designed to help students develop a high level of competence in feminist theories, research methods, interdisciplinarity, and pedagogies
- Program is especially strong on feminist theory and issues related to women’s diversity, nationally and globally
- Our aim is to create a well-trained professoriate for the field of gender, women and sexuality studies and feminist studies
- Our interdisciplinary faculty represents 28 different programs, departments, colleges, and institutes at the University of Minnesota
- Commitment to develop scholars who will advance interdisciplinary feminist research and integrate an interdisciplinary feminist perspective into disciplinary research
- Interdisciplinary curriculum emphasizes the interaction of social conditions such as class, ethnicity, race, sexualities, and national identity with gender
- These interactions and their effects are examined in cultural productions such as media representations or colonialist paradigms in social systems and relations of power; in aspects of science such as genetics and new technologies; in epistemologies and philosophy; and in professional areas such as healthcare to public policy
- We offer a wide variety of courses, including: Post-colonial feminisms; Social movements; Critical sexualities; Environmental justice; Intersections of race, ethnicity, and nationalism
- Examples of possible areas of concentration include: international or global studies; feminist epistemologies; US ethnic studies; literature and culture studies; feminist science studies and critical ecologies; women in the prison industrial complex; and transnational sexuality studies
UNIVERSITY OF WASHINGTON

Gender, Women, and Sexuality

Degree Overview:

- The core of this intellectual work articulates race and ethnicity in US and transnational contexts, as we analyze how these social formations intersect with gender, women, and sexuality in specific times and places.
- This is an exciting time for us to discover debates of the past, evaluate debates of the present, and shape debates of the future.
- Gender is critical to our collective work; the ways bodies and social relations are constituted within a field of power, both inside and outside of man/woman binaries, are central to our scholarship and teaching.
- Women Studies is the history and future of our department; analyses of sexism and of women’s places in the world are critical to our work.
- We retain the non-possessive “women” instead of the more common “Women’s Studies” to indicate our work as a department is not owned by or solely relevant to women.
- Sexuality is integral to our scholarly and political inquiry into subjects as varied as reproductive politics, violence and war, racism, development, art and music, cultural studies, digital humanities, and queer studies.
- Feminism is an analytic that opposes all forms of inequity and operates across traditional academic disciplines. Theories, politics, and histories grounded in decades of feminist scholarship allow our students to critique injustice and generate responses to oppression.
- The sites of our analysis include race/racism, ethnicity and immigration, cultural production and circulation, economic circulation and knowledge constructions, among many others.
- Focus:
  - Gender, sexuality, violence and social justice
  - Transnational perspectives on gender, racism, ethnicity and US ethnic formations
  - Political economy, popular culture and commodity circulation
  - Theorizing power and representation
  - Methodology: cultural studies, feminist science studies and inquiry
  - Feminist cultural production and public humanities
SUMMARY: EXAMPLE OF ARTICLE ON PERCEPTIONS OF DEGREE

The following article appeared in a women's magazine, and reflects many of the questions and confusions about a women's studies degree that were illustrated by the executive interview process:

Transform the World
What you can do with a degree in women's studies.

by Nikki Ayanna Stewart

a) Become the first woman president of Harvard University
b) Win a Rhodes Scholarship to study sexual civil rights
c) Advocate for domestic-violence survivors while starring on TV's Survivor
d) Teach the next generation
e) All of the above, and more

It's a typical question from parents, fellow students and even faculty: What can you do with your college degree? In an era of conservative impediments to progressive liberal arts education, a field such as women's studies seems a particularly common target for that query.

Recently, we have had at least one excellent role model to point to: Drew Gilpin Faust, the first woman president of Harvard. She may have earned her Ph.D. in American civilization, but she was formerly chair of the women's studies program at the University of Pennsylvania and founding dean of the Radcliffe Institute for Advanced Study. Under her leadership, Radcliffe—Harvard's former women's college—has become an interdisciplinary research center supporting "transformative works," with a special commitment to studying women, gender and society. In a similar fashion, many women's studies majors tend to intermix their fields of concentration in order to craft distinctive careers aimed at transforming our world.

How many women's studies grads are we talking about? According to the National Center for Education Statistics, in the 2003–2004 academic years U.S. institutions of higher education granted 1,024 bachelor's degrees, 135 master's degrees and five doctoral degrees in women's studies. These statistics, however, are suspect, given that the National Women's Studies Association (NWSA) has documented 750 active undergraduate and graduate women's studies programs in U.S. colleges and universities.

"It is very difficult to get a picture of women's studies as a field," says Allison Kimmich, executive director of the NWSA and a PhD in women's studies from Emory University, "particularly the number of graduates now out in the workforce and the kinds of career paths those graduates have taken. Women's studies have not historically collected that data on itself." A clearer picture of women's studies programs should begin to emerge; however, NWSA has embarked on a Ford Foundation-funded project to map women's and gender studies in the US. In the future, the association hopes to collect data on graduates' career paths.

(Continued)
Earlier studies of women’s studies graduates, such as that by Barbara F. Luebke and Mary Ellen Reilly in their 1995 book, *Women’s Studies Graduates: The First Generation* (Teachers College Press), were similarly concerned with documenting the value of such degrees. They found that the fact that women’s studies majors and graduates were persistently asked what could be done with their degrees reflected a continuing ignorance about women’s studies as an academic discipline. In their study, Luebke and Reilly were also able to document a unique set of skills learned through women’s studies programs: empowerment, self-confidence, critical thinking, building community, and understanding differences and intersections among racism, homophobia, sexism, classism, ableism, anti-Semitism and other types of oppression.

Moya Bailey, a B.A. in comparative women’s studies at Spelman College (the first historically black US college to offer a women’s studies major) and now a Ph.D. student in women’s studies at Emory University, has already been able to use some of her women’s studies skills in community action. While at Spelman, Bailey participated in “The Nelly Protest,” a nationally publicized demonstration against misogyny in hip-hop music and videos.

That and other protest actions were so meaningful to her that, as a doctoral student at Emory, she has studied how “intentional communities” – like the nurturing spaces often created by women’s studies programs – assist marginalized groups to develop much-needed critical and political perspectives. Within 10 years, she hopes to be teaching women’s studies at a historically black college or university, “adding gender, class and sexuality as important pieces of the conversation within an African American community context.”

Similarly, Harvard undergraduate Ryan Thoreson hopes to develop a career focused on the intersection of multiple concerns. As a dual major in government and women/gender/sexuality studies, Thoreson believes that women's studies will enrich his planned practice of international sexual civil-rights law. “In my government courses I learned about political theory, but I found the political theory I learned in my women’s studies curriculum to be much more broadly applicable,” says Thoreson, a Rhodes scholarship winner. “If I had only majored in government, I would not come to legal and policy questions as thoughtfully, wanting to understand the social and cultural context of groups affected by the law.”

Maria Bevacqua, associate professor and chair of the Department of Women’s Studies at Minnesota State University, Mankato, believes that women’s studies have carved out a niche in the area of applied theory and practice. Like many programs, Mankato’s women’s studies curriculum includes internships in feminist organizations and collective action projects for course credit. Bevacqua—who has her own women’s studies Ph.D. from Emory—has seen her program’s graduates do everything from working in human service agencies to opening feminist businesses. Moreover, women’s studies graduates act as “ambassadors of feminism, bringing the women’s studies perspective into the rest of the world.”

(Continued)
Beverly Guy-Sheftall, founding director of the Women's Research and Resource Center and professor of women's studies at Spelman, has increasingly seen students take women's studies into the public sphere. "In the early years, women's studies graduates tended to work on gender-specific issues, getting jobs in battered-women's shelters and rape crisis centers," she says. "But more and more we have students going into public health, international policy, journalism, electoral politics, film-making, K-12 education and other careers that allow them to effect large-scale change."

Guy-Sheftall has also seen students increasingly desire to be public intellectuals and media producers, so much so that Spelman has incorporated digital media production into its women's studies curriculum. "I think we are going to see many more women's studies graduates going into film and television, and many of our students already produce documentaries— even if they choose to do something else as a career."

Deborah Siegel, author of the forthcoming book Sisterhood, Interrupted: From Radical Women to Girls Gone Wild, has noticed the same thing. She observes that in the 1970s, "women's studies was about bridging the divide between scholarship and activism. This current generation is bridging scholarship, activism and media."

Becky Lee is representative of this new generation. After acquiring a B.A. in women's studies from the University of Michigan in 2000, Lee went on to law school and then worked as an advocate for domestic-violence survivors. While doing this work, she was approached to audition for the popular reality TV show Survivor. Thinking it could serve as a good platform for her cause, she joined the cast, and while she found that most of her statements on domestic violence got left on the editing floor, she has used the Survivor experience to expand her advocacy.

"I came in third and used my $75,000 prize to found a fund for domestic-violence prevention with a special focus on immigrant women from marginalized communities," she says. "Now when I make public appearances for the show, I talk about the fund as a way to raise the issue of domestic violence for mainstream audiences."

So what can you do with a degree in women's studies? Perhaps transform enough minds through feminist education that this question is no longer asked.

Nikki Ayanna Stewart is a PhD candidate in women's studies at the University of Maryland. She is completing a dissertation titled Visual Resistance: African American Girls, Visual Media, and Black Feminist Education.
Assumptions
8.0% Health Insurance premium increase
4.0% Faculty Salary Increase
2.0% GTA Salary Increase
4.5% Tuition Increase
3.0% Service and Supplies Increase

### Budget Items

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### Other Expenses

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#### Nonrecurring:

1.) Initial Advertising

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<td>$3,000.00</td>
</tr>
</tbody>
</table>

| Total Other Expenses | $3,000.00 |

### Library

1.) Library Costs

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| Total Other Expenses | $7,706.00 |

### Resources:

1.) Current Budget, unit

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| Total         | $3,000.00 |

2.) Tuition

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3.) Fees/Sales

4.) Other, describe:

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<td>Student Life (Pride Center)</td>
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<p>| Total Other Expenses | $140,597.64 |</p>
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<th>Other</th>
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<th>Total Payroll Expenses</th>
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<td>-</td>
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<td>$</td>
</tr>
</tbody>
</table>
From: Almquist, Jennifer
Sent: Wednesday, November 28, 2012 12:25 PM
To: Shaw, Susan
Cc: Gillies, Anne; Sue, Roni; elba Moise (elba.moise@gmail.com)
Subject: RE: WS GTAs

Hi Susan,

Thank you for meeting with us last week to talk about the proposed PhD in Women, Gender, and Sexuality Studies. We’ve had a chance to discuss it further and agree that it presents a good opportunity for us to partner. As we mentioned, the exact structure of the Office of Equity and Inclusion is still in flux; however, we currently plan to continue with a dedicated WAGE assistantship and would like the opportunity to consider Women, Gender, and Sexuality Studies PhD students for that position. Please let me know if there are other ways we can support the proposal. We’re very excited about this possibility!

Jenn

From: Shaw, Susan
Sent: Tuesday, October 30, 2012 2:54 PM
To: Brubaker-Cole, Susie; Roper, Larry D; Gillies, Anne; Fernandes-Paul, Mirabelle; Khanna, Sunil; Accapadi, Mamta; Nishihara, Janet; Kenney, Jeff; Davis-White Eyes, Allison; Bentley-Townlin, Tracy; Alvarez, Jackie; Inderbitzin, Michelle; Bowling, Emily; Bothwell, Michelle; Halischak, Kate
Subject: WS GTAs

Hi all. Women Studies is going to be proposing a PhD in Women, Gender, and Sexuality Studies (with probable concentrations in Women’s Health, Feminist Leadership & Management, Social Justice, Feminist Science Studies, and Writing, Literature, and Film). The program will have a theoretical emphasis on transnational, multicultural, and queer feminisms and a research focus on community-based participatory research. We just launched our MA this year, and we have a cohort of 11 with 7 of those students funded with TAships from WS (we also fund another 4 second year graduate students). As we move toward the PhD, we want to continue to offer funding for students pursuing the terminal master’s degree, even as we fund all of our PhD students—probably a total of 15-18 students once the program has been up and going for 2-3 years and is fully enrolled. I am hoping that those of you who offer TAships in your units might be interested in a conversation about the possibility of reserving some of your TAships for WGSS MA or PhD students (the PhD won’t start until fall of 2014 at the very soonest). Of course, we would like to make a plan with you, should you be interested, to be part of screening and choosing TAs. If this year’s crop of MA applicants is any indication, the pool of applications will provide a widely diverse set of students with outstanding credentials and skills to work as TAs in a variety of campus units. If you know of anyone else who might be willing to consider my proposal, do let me know that as well.

So, if you’re interested in a conversation, let me know and we can schedule a time for coffee or a phone conversation. Thanks so much!

Susan

Susan M. Shaw, Ph.D.
Professor of Women Studies
Transitional Director of the School of Language, Culture, and Society
Oregon State University
Corvallis, OR 97331
541-737-3082
From: Davis-White Eyes, Allison  
Sent: Friday, May 02, 2014 10:02 AM  
To: Shaw, Susan; Kenney, Jeff  
Subject: RE: A review group has sent your proposal back

Hello Susan,

As I reviewed all of our information I did not come across anything that explicitly outlines this as a priority for the Pride Center—however, I do know that we recruit heavily from this WGSS and expect GTAs to have an understanding of the theoretical underpinnings of this work. Our official stance has been the following: “ISS supports and actively recruits students from WGSS to compete for GTA positions within the Pride Center as they come open. Although the recruitment process is open to all majors and disciplines we do encourage students from WGSS to apply.”

I hope this will suffice—again, I do not seem to have any email or correspondence in my email history stating this explicitly. Although, I have no problem making this a priority in the recruitment process.

Allison Davis-White Eyes, Ph.D  
Director, Intercultural Student Services  
Intercultural Student Services  
150 Kerr Administration Building  
Oregon State University  
Corvallis, OR 97330  
(541) 737-4383  
Fax: (541) 737-7874

From: Shaw, Susan  
Sent: Thursday, May 01, 2014 3:26 PM  
To: Davis-White Eyes, Allison; Kenney, Jeff  
Subject: FW: A review group has sent your proposal back

Hi, Jeff and Allison. Would one of you be willing to send me a quick email stating that the Pride Center has made a commitment to give priority consideration to WGSS PhD students for the Pride Center TA. We had discussed this quite a while back before I submitted the proposal, but I can’t find the email. I found the one from Equity and Inclusion, but I can’t find the one from either ISS or the Pride Center. Thanks for your help!

Susan

From: Curriculum Proposal System [mailto:no-reply@oregonstate.edu]  
Sent: Thursday, May 01, 2014 2:16 PM  
To: Shaw, Susan  
Subject: A review group has sent your proposal back

Dear Susan Shaw,

Your proposal for PhD in Women, Gender, and Sexuality Studies has been sent back by Luke McIlvenny with the following comments:

Need documentation on financial commitments from external funding sources, specifically Equity & Inclusion and Student Life (Pride Center). Documentation should note this is a permanent budget transfer or ongoing commitment.

(comment from Luke Mc Ilvenny on May 1, 2014 2:16 pm)
Visit the following URL for more information:
https://secure.oregonstate.edu/ap/cps/proposals/view/89374

This message was sent as a part of the Curriculum Proposal System
https://secure.oregonstate.edu/ap/cps
Wardrip, Loretta

From: Shaw, Susan
Sent: Tuesday, November 04, 2014 12:16 PM
To: Wardrip, Loretta
Subject: FW: new PhD in WGSS

Could you please print out, scan into a PDF, and email to me? Thanks!
S

From: Rodgers, Lawrence
Sent: Tuesday, November 04, 2014 9:49 AM
To: Shaw, Susan
Subject: Re: new PhD in WGSS

Hi Susan:
Per the central commitment to continue to add remissions to college budgets as new graduate programs are formed, I will install the initial 4 GTA remissions into the Women Studies Program and continue to commit them on a growing basis until program hits its target capacity of 12 GTAs. Those remissions will continue to remain with the 12 GTA positions.
Larry

Larry Rodgers, Dean
College of Liberal Arts
207 Gilkey
Oregon State University
Corvallis, OR 97331
Phone: 541-737-4581
Fax: 541-737-3910

From: <Shaw>, Susan <sshaw@oregonstate.edu>
Date: Wednesday, October 29, 2014 at 12:52 PM
To: "Bloomer, Sherman" <sherman.bloomer@oregonstate.edu>
Cc: Larry Rodgers <larry.rogers@oregonstate.edu>
Subject: RE: new PhD in WGSS

Great. Thank you!
Susan

From: Bloomer, Sherman
Sent: Wednesday, October 29, 2014 1:42 PM
To: Shaw, Susan
Cc: Rodgers, Lawrence
Subject: Re: new PhD in WGSS

Susan:

Yes, that's how we'd plan on the remissions. When the annual budget planning is done for the next year, one of the questions would be graduate student growth and growth in remissions. This is exactly how that would work.
So short answer is, yes, we plan on budgeting the remissions to that program growth (oh, just technically budget wise we'd do it at the College level for all programs rolled up).

Best,
Sherm

On Oct 29, 2014, at 1:24 PM, Shaw, Susan <sshaw@oregonstate.edu> wrote:

Hi, Sherm. I met with the university budget committee this morning about the PhD in Women, Gender, and Sexuality Studies we plan to begin in Fall 2016. We anticipate funding 4 new students per year for a total of 12 students when the program is fully subscribed (Fall 2018). It is a three year doctoral program that requires a masters in hand to begin. Our plan is to stay at 12 students for a while until we feel we have the capacity to grow the program further. The budget committee asked me to confirm that the university will provide the 12 tuition remissions for the new program (4 in 2016-17, then 8 in 2017-18, and finally 12 in 2018-19 and onward). My understanding is that we will have increased tuition remissions when building new programs, but I do want to confirm so I can inform the budget committee. Thanks so much.

Susan

Susan M. Shaw, PhD
Professor of Women, Gender, and Sexuality Studies
Director of the School of Language, Culture, and Society
Waldo 234
Oregon State University
Corvallis, OR 97330
541-737-3082

Sherman H. Bloomer
Director, Budget and Fiscal Planning
510 Kerr Administration Building
1500 SW Jefferson St.
Oregon State University
Corvallis, OR 97331-2125
Ph: 541-737-3877
FAX: 541-737-3187
Sherman. Bloomer @oregonstate.edu
Initial liaison for course inclusion:

We are working on a proposal for a PhD in Women, Gender, and Sexuality Studies. In addition to its course in feminist theories and research, the degree will offer a number of concentrations (Gender and Health Disparities, Social Justice Theory and Practice, Feminist Leadership and Management, Feminist Science and Technology Studies, and Gender, Rhetoric, and Representation), and we are hoping to include some Psychology courses as possible electives (students will take only 8 elective credits from our list of approved elective courses). We anticipate accepting only 4-6 students per year, and so we do not expect that inclusion in the electives would substantially increase the number of students in these classes. Would you please consult with your colleagues and let us know as soon as possible if we could list the following courses (also please let us know if there are other courses in your unit the faculty believes we should include):

Proposal liaison:

Hi all. Attached is the near-final draft of the proposal for a PhD in Women, Gender, and Sexuality Studies. I would be most appreciative if I could receive a statement of support from your school. I have checked with all the units that have program courses listed and gotten the ok for those to appear on the electives list. If you do see anything that concerns you or anything I need to fix, please let me know. Thanks!
Susan
Susan -
The School of Psychological Science supports your PhD proposal. I think the program will enhance the stature of CLA and the university. Good work -

John Edwards

******************************************
Dr. John A. Edwards
Director
School of Psychological Science
Oregon State University
Corvallis, OR 97331-5303
office: 541-737-1370
fax: 541-737-3547
email: jedwards@oregonstate.edu
web: http://oregonstate.edu/cla/psych_science/edwards

On Jan 23, 2014, at 12:45 PM, Shaw, Susan <sshaw@oregonstate.edu> wrote:

Hi all. Attached is the near-final draft of the proposal for a PhD in Women, Gender, and Sexuality Studies. I would be most appreciative if I could receive a statement of support from your school. I have checked with all the units that have program courses listed and gotten the ok for those to appear on the electives list. If you do see anything that concerns you or anything I need to fix, please let me know. Thanks!

Susan

Susan M. Shaw, Ph.D.
Professor of Women, Gender, and Sexuality Studies
Director of the School of Language, Culture, and Society
Oregon State University
Corvallis, OR 97331
541-737-3082

<Proposal for a PhD in Women, Gender, & Sexuality Studies.doc>
Hello, Susan –

We support your proposal for a PhD in Women, Gender, and Sexuality Studies.

Sheryl & Karen

-----------------------------------------
Sheryl Thorburn and Karen Hooker, Co-Directors
School of Social and Behavioral Health Sciences
College of Public Health and Human Sciences
Oregon State University
401 Waldo Hall
Corvallis, OR 97331-6406

Lifelong health and well-being for every person, every family, every community

--------
From: Shaw, Susan
Sent: Thursday, January 23, 2014 12:45 PM
To: Lach, Denise; Edwards, John; Goodnow, Trischa; Mutschler, Ben; Helle, Anita; Thorburn, Sheryl; Harding, Anna
Subject: PhD proposal liaison

Hi all. Attached is the near-final draft of the proposal for a PhD in Women, Gender, and Sexuality Studies. I would be most appreciative if I could receive a statement of support from your school. I have checked with all the units that have program courses listed and gotten the ok for those to appear on the electives list. If you do see anything that concerns you or anything I need to fix, please let me know. Thanks!

Susan

<< File: Proposal for a PhD in Women, Gender, & Sexuality Studies.doc >>

Susan M. Shaw, Ph.D.
Professor of Women, Gender, and Sexuality Studies
Director of the School of Language, Culture, and Society
Oregon State University
Corvallis, OR 97331
541-737-3082
From: Kim, Minjeong  
Sent: Wednesday, September 04, 2013 1:52 PM  
To: Shaw, Susan  
Subject: FW: liaison for a proposal for a PhD in Women, Gender, and Sexuality Studies

Dear Susan,

I have no objections to the proposal. Best wishes for your proposed Ph.D program!

Cordially,

Minjeong Kim, Ph.D.  
Associate Dean for the School of Design & Human Environment  
College of Business  
Oregon State University

From: Burns, Leslie  
Sent: Tuesday, August 27, 2013 12:34 PM  
To: Shaw, Susan; Kim, Minjeong  
Subject: FW: liaison for a proposal for a PhD in Women, Gender, and Sexuality Studies

Hi Susan,

Thanks for forwarding to me the proposal for a PhD in Women, Gender, and Sexuality Studies for review and liaison. I stepped down as Department Chair last January. Therefore, I’ve copied Dr. Minjeong Kim on this email. She is the new Associate Dean for the School of Design and Human Environment and will be the appropriate liaison from SDHE for this proposal. Minjeong, Susan would appreciate your feedback/support no later than September 13.

Susan, I wish you all the best as this proposal moves forward through the process!

Leslie

Leslie Davis Burns, Ph.D. | Professor |  
School of Design and Human Environment | College of Business |  
Oregon State University | 219 Milam Hall, Corvallis, Oregon 97331 | USA |  
T: 541.737.0983 | F: 541-737-0993 | Leslie.Burns@oregonstate.edu | http://business.oregonstate.edu/sdhe |
This is a wonderful idea and I would be happy to have AHE be one of the collaborators. However, one of the courses you list is no longer offered in our program – AHE 530. I’m not sure why it is no longer offered, since it has not been offered since I have been in AHE. Other than that one course, the others are still being offered. We do offer AHE 553 (catalogue description - Introduce participants to key theories, orientations, models, and principles of learning and development in adulthood). This is an Ecampus program and the classes are offered once per month in Wilsonville at the Clackamas Training Center. Classes are held Friday’s from 4-7ish and all day Saturday, usually 8ish to 4ish (the exact times are at the discretion of the instructor). Let me know if you have any questions.

Shelley

Shelley Dubkin-Lee, Ed.D.
Adult Education Programs Coordinator
Instructor – College of Education
Adult Education & Higher Education Leadership Department
College of Education
301M Furman Hall
Oregon State University
Corvallis, OR 97331
Email: shelley.dubkin-lee@oregonstate.edu
Phone (541) 737-5963

Hi all. Women Studies is proposing a PhD in Women, Gender, and Sexuality Studies, and we would like to list some courses from your unit as electives. Would you please take a look at the attached list of course requirements and let me know asap if it’s ok to include the courses from your unit? We anticipate admitting 4-6 PhD students per year, and they will choose from four concentrations. So I expect that at most inclusion of these courses might mean one or two WGSS PhD students in a class. Thanks so much.

Susan

<< File: PhD Course Requirements.docx >>

Susan M. Shaw, PhD
Professor of Women Studies
Transitional Director of the School of Language, Culture, and Society
Oregon State University
Corvallis, OR 97331
541-737-3082
Hey Susan,

We talked about these courses at our last Sociology program meeting and faculty appreciated some of our courses being included as electives, however we need to let you know that some of these are not taught very regularly and some are restricted to MPP students because of our limited ability to cover that demand alone.

I'll note these restrictions/ caveats below. I commented on the two required MPP courses, but will let Brent weigh in on the other PS ones as I don't know about their status.

Hope you're somewhere warm!

Sally

---

Hi, Denise, Brent, and Sally. We are working on a proposal for a PhD in Women, Gender, and Sexuality Studies. In addition to its core courses in feminist theories and research, the degree will offer a number of concentrations (Gender and Health Disparities, Social Justice Theory and Practice, Feminist Leadership and Management, Feminist Science and Technology Studies, and Gender, Rhetoric, and Representation), and we are hoping to include some Sociology and Political Science courses as possible electives (students will take only 8 elective credits from our list of approved elective courses). We anticipate accepting only 4-6 students per year, and so we do not expect that inclusion in the electives would substantially increase the number of students in these classes. Would you please consult with your colleagues and let us know as soon as possible if we could list the following courses (also please let us know if there are other courses in your unit the faculty believes we should include):

**Concentration in Social Justice Theory and Practice**
SOC 526
SOC 530 – currently not being taught by someone with PhD level training, so not eligible for PhD student enrollment according to graduate school regulations.
SOC 537
SOC 538
SOC 566
SOC 571

**Concentration in Feminist Leadership and Management**
PS 571 – restricted to SPP graduate student enrollment
PS 572 – restricted to SPP graduate student enrollment
PS 514
PS 515
PS 516
PS 525
SOC 521
SOC 522
Thanks!
Susan

Susan M. Shaw, PhD
Professor of Women Studies
Transitional Director of the School of Language, Culture, and Society
Oregon State University
Corvallis, OR 97331
541-737-3082
Hi Susan---Sorry this reply took so long; much happening and I needed to check in with Trsicha and the Communication folk. I think this is great and will be a good addition for us as well as great for your program and the college. The numbers you cite will not impact us negatively (positively, I think). I see no courses listed for the Gender, Rhetoric, and Representation concentration which seems a good potential marriage of disciplinary resources/content, too. In addition to some of the courses you list below (518, 532) I think 527 (Cultural Codes in Communication) may be a good course to consider for that concentration. Take care.

MOR

From: <Shaw>, Susan <sshaw@oregonstate.edu>
Date: Thursday, January 3, 2013 2:31 PM
To: Marion Rossi <mrossi@oregonstate.edu>
Subject: WGSS PhD

Hi, Marion. We are working on a proposal for a PhD in Women, Gender, and Sexuality Studies. In addition to its core courses in feminist theories and research, the degree will offer a number of concentrations (Gender and Health Disparities, Social Justice Theory and Practice, Feminist Leadership and Management, Feminist Science and Technology Studies, and Gender, Rhetoric, and Representation), and we are hoping to include some COMM courses as possible electives (students will take only 8 elective credits from our list of approved elective courses). We anticipate accepting only 4-6 students per year, and so we do not expect that inclusion in the electives would substantially increase the number of students in these classes. Would you please consult with your colleagues and let us know as soon as possible if we could list the following courses (also please let us know if there are other courses in your unit the faculty believes we should include):

Concentration in Social Justice Theory and Practice
COMM 532

Concentration in Feminist Leadership and Management
COMM 518
COMM 522
COMM 524
COMM 526
COMM 532
COMM 540
COMM 542

Concentration in Feminist Science and Technology Studies
COMM 550

Thanks!
Susan

Susan M. Shaw, PhD
Professor of Women Studies
Transitional Director of the School of Language, Culture, and Society
Oregon State University
It's OK to list those. We haven't taught 596 in quite a while, mainly because the person who teaches it (me) is otherwise occupied. I typically add a caveat to these sorts of requests, which is that class access to psych classes is tight (even at the grad level), so students could have difficulty getting in. Also, FYI we will most likely be adding health-related graduate-only classes as part of our own PhD proposal which could be of relevance to your students.

JE

*************************************************************************
Dr. John A. Edwards
Director
School of Psychological Science
Oregon State University
Corvallis, OR 97331-5303
office: 541-737-1370
fax: 541-737-3547
email: jeedwards@oregonstate.edu
web: http://oregonstate.edu/cla/psych_science/edwards

On Jan 3, 2013, at 2:24 PM, "Shaw, Susan" <sshaw@oregonstate.edu> wrote:

Hi, John. We are working on a proposal for a PhD in Women, Gender, and Sexuality Studies. In addition to its course in feminist theories and research, the degree will offer a number of concentrations (Gender and Health Disparities, Social Justice Theory and Practice, Feminist Leadership and Management, Feminist Science and Technology Studies, and Gender, Rhetoric, and Representation), and we are hoping to include some Psychology courses as possible electives (students will take only 8 elective credits from our list of approved elective courses). We anticipate accepting only 4-6 students per year, and so we do not expect that inclusion in the electives would substantially increase the number of students in these classes. Would you please consult with your colleagues and let us know as soon as possible if we could list the following courses (also please let us know if there are other courses in your unit the faculty believes we should include):

Concentration in Gender and Health Disparities
PSY 526
PSY 598

Concentration in Social Justice Theory and Practice
PSY 526

Concentration in Feminist Leadership and Management
PSY 596

Concentration in Feminist Science and Technology Studies
PSY 526
Hi, Susan –

Anna, Karen, and I have looked at your proposal for courses to include in your WGSS PhD below. I’ve noted next to each whether or not you should list the course. For those where we indicate that it would be OK to include, there may still be capacity issues... So, if the course fills with students in the major, there may not be room for additional students. If you have any questions, please don’t hesitate to let us know.

Thanks, Sheryl

Sheryl Thorburn, PhD, MPH
Professor and Co-Director
School of Social and Behavioral Health Sciences
College of Public Health and Human Sciences
Oregon State University
541-737-9493 | fax 541-737-4001 | health.oregonstate.edu
Sheryl.Thorburn@oregonstate.edu
Office: 433 Waldo  Mail: 401 Waldo
Corvallis, Oregon 97331-6406

Lifelong health and well-being for every person, every family, every community

From: Harvey, Marie
Sent: Thursday, January 03, 2013 2:37 PM
To: Harding, Anna; Thorburn, Sheryl; Hooker, Karen
Subject: RE: WGSS PhD

Sheryl and Karen,

You were left off this email. Can you work with Anna and faculty to respond to Susan? Thanks, Marie

S. Marie Harvey
Associate Dean for Research and Graduate Programs
Professor of Public Health
College of Public Health and Human Sciences
Oregon State University
Phone: (541) 737-3824 | health.oregonstate.edu
Fax: (541) 737-4230

Lifelong health and well-being for every person, every family, every community
Hi, Marie and Anna. We are working on a proposal for a PhD in Women, Gender, and Sexuality Studies. In addition to its course in feminist theories and research, the degree will offer a number of concentrations (Gender and Health Disparities, Social Justice Theory and Practice, Feminist Leadership and Management, Feminist Science and Technology Studies, and Gender, Rhetoric, and Representation), and we are hoping to include some Health and HDFS courses as possible electives (students will take only 8 elective credits from our list of approved elective courses). We anticipate accepting only 4-6 students per year, and so we do not expect that inclusion in the electives would substantially increase the number of students in these classes. Would you please consult with your colleagues and let us know as soon as possible if we could list the following courses (also please let us know if there are other courses in your unit the faculty believes we should include):

Concentration in Gender and Health Disparities
H 520 don't include (course has not been/may not be offered)
H522 don't include (course has not been/may not be offered)
H527 can include (offered every year)
H528 can include
H529 can include
H549 don't include (required course, currently offered every other year, no capacity for additional students)
H 561 don't include (course has not been/may not be offered)
H569 can include
H565 don't include (course has not been/may not be offered)
H572 can include (but may not have capacity)
H574 don't include (course has not been/may not be offered)
H639 don't include (no capacity for additional students)
(Other possible electives in this concentration are: ANTH 549, ANTH 574, ANTH 583, HSTS 517, HSTS 540, HDFS 685 can include,

PHL 544, PSY 526, and PSY 598. Required WGSS studies in the concentration are: Race, Ethnicity, Gender, and Health; Women's Health in Global Perspective, and a WGSS 600-level community-based participatory research project).

Concentration in Social Justice Theory and Practice
H520 don't include (course has not been/may not be offered)
H565 don't include (course has not been/may not be offered)
HDFS 587 can include
HDFS 685 can include
Concentration in Feminist Leadership and Management
H 572 can include (but may not have capacity)
H 574 don’t include (course has not been/may not be offered)
H 576 don’t include (no capacity for additional students)

Thanks!
Susan

Susan M. Shaw, PhD
Professor of Women Studies
Transitional Director of the School of Language, Culture, and Society
Oregon State University
Corvallis, OR 97331
541-737-3082
Susan – as I look through this list the only ones I see that won’t be available to your students are PS 571 and PS 572, which are reserved for (and filled by) MPP and Water Policy students. I’ll let Brent and Sally weigh in with comments on any of the other electives. Denise

Hi, Denise, Brent, and Sally. We are working on a proposal for a PhD in Women, Gender, and Sexuality Studies. In addition to its core courses in feminist theories and research, the degree will offer a number of concentrations (Gender and Health Disparities, Social Justice Theory and Practice, Feminist Leadership and Management, Feminist Science and Technology Studies, and Gender, Rhetoric, and Representation), and we are hoping to include some Sociology and Political Science courses as possible electives (students will take only 8 elective credits from our list of approved elective courses). We anticipate accepting only 4-6 students per year, and so we do not expect that inclusion in the electives would substantially increase the number of students in these classes. Would you please consult with your colleagues and let us know as soon as possible if we could list the following courses (also please let us know if there are other courses in your unit the faculty believes we should include):

Concentration in Social Justice Theory and Practice
SOC 526
SOC 530
SOC 537
SOC 538
SOC 566
SOC 571

Concentration in Feminist Leadership and Management
PS 571
PS 572
PS 514
PS 515
PS 516
PS 525
SOC 521
SOC 522
SOC 571
SOC 572

Concentration in Feminist Science and Technology Studies
PS 576
PS 577

Thanks!
the other electives look fine

Brent S. Steel  
Director and Professor  
Public Policy Graduate Program  
Political Science Program  
School of Public Policy  
300E Gilkey Hall  
Oregon State University  
Corvallis, OR 97331-6206  
(541) 737-6133  
http://oregonstate.edu/cla/spp/graduate

From: Lach, Denise  
Sent: Thursday, January 03, 2013 3:01 PM  
To: Shaw, Susan; Steel, Brent; Gallagher, Sally  
Subject: RE: WGSS PhD

Susan – as I look through this list the only ones I see that won’t be available to your students are PS 571 and PS 572, which are reserved for (and filled by) MPP and Water Policy students. I’ll let Brent and Sally weigh in with comments on any of the other electives. Denise

From: Shaw, Susan  
Sent: Thursday, January 03, 2013 2:28 PM  
To: Lach, Denise; Steel, Brent; Gallagher, Sally  
Subject: WGSS PhD

Hi, Denise, Brent, and Sally. We are working on a proposal for a PhD in Women, Gender, and Sexuality Studies. In addition to its core courses in feminist theories and research, the degree will offer a number of concentrations (Gender and Health Disparities, Social Justice Theory and Practice, Feminist Leadership and Management, Feminist Science and Technology Studies, and Gender, Rhetoric, and Representation), and we are hoping to include some Sociology and Political Science courses as possible electives (students will take only 8 elective credits from our list of approved elective courses). We anticipate accepting only 4-6 students per year, and so we do not expect that inclusion in the electives would substantially increase the number of students in these classes. Would you please consult with your colleagues and let us know as soon as possible if we could list the following courses (also please let us know if there are other courses in your unit the faculty believes we should include):

Concentration in Social Justice Theory and Practice
SOC 526  
SOC 530  
SOC 537  
SOC 538  
SOC 566  
SOC 571

Concentration in Feminist Leadership and Management  
PS 571
Hi Susan,

Thank you for meeting with us last week to talk about the proposed PhD in Women, Gender, and Sexuality Studies. We’ve had a chance to discuss it further and agree that it presents a good opportunity for us to partner. As we mentioned, the exact structure of the Office of Equity and Inclusion is still in flux; however, we currently plan to continue with a dedicated WAGE assistantship and would like the opportunity to consider Women, Gender, and Sexuality Studies PhD students for that position. Please let me know if there are other ways we can support the proposal. We’re very excited about this possibility!

Jenn

---

Hi all. Women Studies is going to be proposing a PhD in Women, Gender, and Sexuality Studies (with probable concentrations in Women’s Health, Feminist Leadership & Management, Social Justice, Feminist Science Studies, and Writing, Literature, and Film). The program will have a theoretical emphasis on transnational, multicultural, and queer feminisms and a research focus on community-based participatory research. We just launched our MA this year, and we have a cohort of 11 with 7 of those students funded with TAships from WS (we also fund another 4 second year graduate students). As we move toward the PhD, we want to continue to offer funding for students pursuing the terminal master’s degree, even as we fund all of our PhD students—probably a total of 15-18 students once the program has been up and going for 2-3 years and is fully enrolled. I am hoping that those of you who offer TAships in your units might be interested in a conversation about the possibility of reserving some of your TAships for WGSS MA or PhD students (the PhD won’t start until fall of 2014 at the very soonest). Of course, we would like to make a plan with you, should you be interested, to be part of screening and choosing TAs. If this year’s crop of MA applicants is any indication, the pool of applications will provide a widely diverse set of students with outstanding credentials and skills to work as TAs in a variety of campus units. If you know of anyone else who might be willing to consider my proposal, do let me know that as well.

So, if you’re interested in a conversation, let me know and we can schedule a time for coffee or a phone conversation. Thanks so much!

Susan

---

Susan M. Shaw, Ph.D.
Professor of Women Studies
Transitional Director of the School of Language, Culture, and Society
Oregon State University
Corvallis, OR 97331
541-737-3082
Dear Susan,

I'd be very interested in exploring opportunities to collaborate, including working on PhD committees, co-teaching a course in both locations, and presenting my research. I've attached a copy of my CV in case that might help.

Happy new year!

best,

carol

Begin forwarded message:

From: Ellen Scott <escott@uoregon.edu>
Subject: Fwd: PhD collaboration
Date: November 27, 2012 12:34:48 PM PST
To: cstabile@uoregon.edu, Elizabeth Reis <lzureis@uoregon.edu>, Ernesto Martinez <ejm@uoregon.edu>, Julee Raiskin <raiskin@uoregon.edu>, Kristin Yarris <keyarris@uoregon.edu>, "Lofuller@Uoregon. Edu" <lofuller@uoregon.edu>, Lynn Fujiwara <fujiwara@uoregon.edu>, Tamara Spira <tspira@uoregon.edu>, "Yvonne A. Braun" <ybraun@uoregon.edu>

Hi all,

See Susan's email below:

---------- Forwarded message ----------
From: Shaw, Susan <sshaw@oregonstate.edu>
Date: Mon, Nov 19, 2012 at 9:07 AM
Subject: PhD collaboration
To: Ellen Scott <escott@uoregon.edu>

Hi Ellen. Thanks for organizing the meeting on Friday. I really enjoyed chatting with your faculty. Here's a list of possible ways UO faculty could participate in the WGSS PhD at OSU. Would you please ask folks to let me know which, if any, they might be interested in doing? Also, would you mind sending a list of UO graduate courses that might fit into the PhD so we could possibly list them as options for the students? Thanks again!

Susan

1. Supervise a PhD committee
2. Serve as a member of a PhD committee
3. Teach a graduate course at OSU with a buy-out for a UO course
4. Co-teach a course with an OSU faculty member that could be offered at both sites simultaneously through technology with some face-to-face meetings on UO and OSU campuses
5. Present your research at a colloquium at OSU

Susan M. Shaw, Ph.D.
Professor of Women Studies
Transitional Director of the School of Language, Culture, and Society
Oregon State University
Corvallis, OR 97331
541-737-3082

---

Ellen Scott
Professor, Sociology
Head, Women's and Gender Studies
University of Oregon

1291 University of Oregon
Eugene, OR 97403

541 346-5075 (Sociology)
541-346-5953 (WGS)

Carol A. Stabile, Director
Center for the Study of Women in Society;
Professor, Department of Women's and Gender Studies, School of Journalism and Communication
Hi Susan,

It was nice hearing about what you all are doing and how well you have garnered support for Women's Studies at OSU.
I would be interested in serving on PhD committees in my area(s) of expertise (but not directing) and maybe presenting my work at OSU.

I am not really free to travel to OSU to teach what with family responsibilities. I am happy to have OSU students in my classes and hope our department gets some support for that (not that we get any for our own grad students!).

I hope you have nice holidays.

Best,

Judith Raiskin
Associate Professor
Women's and Gender Studies Department
University of Oregon
raiskin@uoregon.edu

Begin forwarded message:

From: Ellen Scott <escott@uoregon.edu>
Subject: Fwd: PhD collaboration
Date: November 27, 2012 12:34:48 PM PST
To: cstabile@uoregon.edu, Elizabeth Reis <lzreis@uoregon.edu>, Ernesto Martinez <ejm@uoregon.edu>, Julee Raiskin <raiskin@uoregon.edu>, Kristin Yarris <keyarris@uoregon.edu>, "Lofuller@Uoregon. Edu" <lofuller@uoregon.edu>, Lynn Fujiwara <fujiwara@uoregon.edu>, Tamara Spira <tspira@uoregon.edu>, "Yvonne A. Braun" <yb Braun@uoregon.edu>

Hi all,

See Susan's email below:

-------- Forwarded message --------
From: Shaw, Susan <ssshaw@oregonstate.edu>
Date: Mon, Nov 19, 2012 at 9:07 AM
Shaw, Susan

From: Duffett, Jean
Sent: Friday, January 31, 2014 3:34 PM
To: Detar, Liddy
Cc: Shaw, Susan
Subject: RE: space evaluation re: WGSS PhD Proposal

Liddy,

You are correct that as you described the proposed PhD not needing any additional space in the near future, my concerns about the space are negligible. I expect the graduate students in this new program can and will be accommodated in the existing space designated for the other School of Language, Culture, and Society graduate students.

All the best,
Jean

Jean Duffett, AIA | Architectural Space Planner
OSU Capital Planning & Development
119 Oak Creek Building | Corvallis, OR 97331
Ph: 541-737-3014

---

From: Detar, Liddy
Sent: Friday, January 31, 2014 3:21 PM
To: Duffett, Jean
Subject: space evaluation re: WGSS PhD Proposal

Hi Jean,

Good to meet you on the phone. I spoke to Susan Shaw, and she confirmed that an email stating that you don't foresee any concerns about the impact of our proposed PhD, so long as we don't foresee needing any additional space for next five years (at least), would be most helpful to us in sending this off.

If you have any questions, please call me at 541-231-3592 (I'm off campus this afternoon).

Thanks again, and I look forward to hearing from you soon.

Liddy
Initial liaison for course inclusion:

We are working on a proposal for a PhD in Women, Gender, and Sexuality Studies. In addition to its course in feminist theories and research, the degree will offer a number of concentrations (Gender and Health Disparities, Social Justice Theory and Practice, Feminist Leadership and Management, Feminist Science and Technology Studies, and Gender, Rhetoric, and Representation), and we are hoping to include some Psychology courses as possible electives (students will take only 8 elective credits from our list of approved elective courses). We anticipate accepting only 4-6 students per year, and so we do not expect that inclusion in the electives would substantially increase the number of students in these classes. Would you please consult with your colleagues and let us know as soon as possible if we could list the following courses (also please let us know if there are other courses in your unit the faculty believes we should include):

Proposal liaison:

Hi all. Attached is the near-final draft of the proposal for a PhD in Women, Gender, and Sexuality Studies. I would be most appreciative if I could receive a statement of support from your school. I have checked with all the units that have program courses listed and gotten the ok for those to appear on the electives list. If you do see anything that concerns you or anything I need to fix, please let me know. Thanks!

Susan
Hi Susan,

The School of Arts and Communication is in support of the proposed Ph.D. in Women, Gender and Sexuality Studies. Please let me know if I can be of further assistance and good luck with the program.

Trischa Goodnow
Interim Co-Director
School of Arts and Communication
Professor
Speech Communication
Oregon State University
Initial liaison for course inclusion:

We are working on a proposal for a PhD in Women, Gender, and Sexuality Studies. In addition to its course in feminist theories and research, the degree will offer a number of concentrations (Gender and Health Disparities, Social Justice Theory and Practice, Feminist Leadership and Management, Feminist Science and Technology Studies, and Gender, Rhetoric, and Representation), and we are hoping to include some Psychology courses as possible electives (students will take only 8 elective credits from our list of approved elective courses). We anticipate accepting only 4-6 students per year, and so we do not expect that inclusion in the electives would substantially increase the number of students in these classes. Would you please consult with your colleagues and let us know as soon as possible if we could list the following courses (also please let us know if there are other courses in your unit the faculty believes we should include):

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Hi all. Attached is the near-final draft of the proposal for a PhD in Women, Gender, and Sexuality Studies. I would be most appreciative if I could receive a statement of support from your school. I have checked with all the units that have program courses listed and gotten the ok for those to appear on the electives list. If you do see anything that concerns you or anything I need to fix, please let me know.

Thanks!

Susan
Dear Susan,

Thanks so much for sending along the CAT I proposal for a PhD in Women’s Studies. I think the proposal is strong, and the prospect of developing the program is quite exciting. As you know, we have many faculty members in the School of History, Philosophy, and Religion who offer intensive studies in the social history of women and in the social construction of gender and sexuality. I know that they have been quite eager to see the degree get up and running as well. I am delighted to offer my enthusiastic support.

Bet,

Ben

Ben Mutschler
Director
School of History, Philosophy, and Religion
Oregon State University
Milam 303-E
Corvallis, OR
(541) 737-1268
### Budget Outline Form

**Estimated Costs and Sources of Funds for Proposed Program**

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

**PhD in Women, Gender, and Sexuality Studies**

**Indicate the Year:**

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<thead>
<tr>
<th></th>
<th>First</th>
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<th>Fourth</th>
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**Institution:** Oregon State University

**Program:** Women, Gender, and Sexuality Studies PHD

**Academic Year:** 2015-2016

Prepare one page for each of the first four years

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<td>From Special State Appropriation Request</td>
<td>From Federal Funds and Other Grants</td>
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**TOTAL** $2,706
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| Equipment | - | - | - |
| Other Expenses | - | - | - |
| **Other Resources Subtotal** | 4,706 | - | 4,706 |
| **Physical Facilities** | | | |
| Construction | - | - | - |
| Major Renovation | - | - | - |
| Other Expenses | - | - | - |
| **Physical Facilities Subtotal** | - | - | - |
| **GRAND TOTAL** | 93,031 | 50,567 | 143,598 |
Indicate the Year:

Institution: Oregon State University
Program: Women, Gender, and Sexuality Studies PHD
Academic Year: 2016-2017

Prepare one page for each of the first four years

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<td>From Current Budgetary Unit</td>
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<td>From Fees, Sales and Other Income</td>
<td>LINE ITEM TOTAL</td>
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<tr>
<td>Personnel</td>
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**Indicate the Year:**

**Institution:** Oregon State University  
**Program:** Women, Gender, and Sexuality Studies PHD  
**Academic Year:** 2017-2018

Prepare one page for each of the first four years

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<td>Other Expenses</td>
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<td>Major Renovation</td>
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- Place values in appropriate columns for each year: First, Second, Third, Fourth.
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## Indicate the Year:

**Institution:** Oregon State University

**Program:** Women, Gender, and Sexuality Studies PHD

**Academic Year:** 2018-2019

**Prepare one page for each of the first four years**

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<td>Institutional Reallocation from Other Budgetary Unit</td>
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<tr>
<td><strong>Personnel</strong></td>
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<tr>
<td>Faculty (Include FTE)</td>
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<tr>
<td>Graduate Assistants (Include FTE)</td>
<td>175,258</td>
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<td>Support Staff (Include FTE)</td>
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<td>Grad Tuition and Health Insurance</td>
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<td>19,835</td>
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<td>OPE</td>
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<td>Nonrecurring:</td>
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<tr>
<td>Personnel Subtotal</td>
<td>394,255</td>
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<td><strong>Other Resources</strong></td>
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<tr>
<td>Library/Printed</td>
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<td>Library/Electronic</td>
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<td>Supply and Svcs:,stationary, mktg</td>
<td>2,185</td>
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<td>Equipment</td>
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<tr>
<td>Other Expenses</td>
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<tr>
<td>Other Resources Subtotal</td>
<td>6,091</td>
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<tr>
<td><strong>Physical Facilities</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Construction</td>
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<tr>
<td>Major Renovation</td>
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<table>
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<th>Other Expenses</th>
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<tr>
<td>Physical Facilities Subtotal</td>
<td>-</td>
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<td>GRAND TOTAL</td>
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<td>455,397</td>
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</table>
1. Review - College Approver - Liberal Arts

Sent Back by Juan Trujillo Assistant Professor / Foreign Langs and Lits, February 25, 2014 3:56pm

Comments

Juan Trujillo (College Approver - Liberal Arts) February 25, 2014 3:56pm
Returned at originator's request to update an attached document prior to formal review.

2. Originator Response

Susan Shaw Director / Women Studies, February 27, 2014 1:06pm

3. Review - College Approver - Liberal Arts

Approved by Juan Trujillo Assistant Professor / Foreign Langs and Lits, March 18, 2014 4:03pm

Comments

Juan Trujillo (College Approver - Liberal Arts) March 18, 2014 4:03pm
The full CLA curriculum committee has examined this proposal and we are pleased to give it our approval.

4. Review - Curriculum Coordinator

Approved by Gary Beach Coord- Senior Curriculum / Acad Prgms/Assess/Accred, April 17, 2014 11:29am

Comments

Gary Beach (Curriculum Coordinator) April 17, 2014 11:29am
This proposal, to establish a PhD degree in Women, Gender, and Sexuality Studies, is now ready for review by the Budgets and Fiscal Planning Committee.

--Gary

5. Review - Budgets and Fiscal Planning Committee


Comments

Luke Mc Ilvenny (Budgets and Fiscal Planning Committee) May 1, 2014 2:16pm
Need documentation on financial commitments from external funding sources, specifically Equity & Inclusion and Student Life (Pride Center). Documentation should note this is a permanent budget transfer or ongoing commitment.

6. Originator Response

Susan Shaw Director / Women Studies, May 2, 2014 10:47am

Comments

Susan Shaw May 2, 2014 10:47am
I have attached emails from Equity and Inclusion and Intercultural Student Services stating their commitment to making WGSS students a priority in their hiring of GTAs.
8. Originator Response

Susan Shaw Director / Women Studies, November 5, 2014 7:26am

Comments

Susan Shaw November 5, 2014 7:26am
I have attached emails from Sherm Bloomer and Larry Rodgers confirming up to 12 new tuition remissions to cover the new PhD GTAs.

9. Review - Budgets and Fiscal Planning Committee

Approved by Luke Mc Ilvenny Mgr-Business Center / Bus & Engr Business Ctr, November 11, 2014 4:43pm

10. Review - Graduate Council Chair

Approved by James Coakley Associate Dean / College of Business Dept, December 1, 2014 7:12am

11. Review - Curriculum Council Chair

Pending Review