

Center for Women, Gender, and Sexuality Studies

Dorothy F. Schmidt College of Arts and Letters

Self-Study

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1. Mission and Purpose

The Center for Women, Gender, and Sexuality Studies (formerly Women's Studies Center) was established in 1986, with approval for a change of name in 2009. It represents the first M.A program in Women's Studies (1997) within the State University System. It is the only M.A program in this discipline in Southeast Florida, and it serves within the most diverse university in the S.U.S.

In keeping with the core mission of Florida Atlantic University, the Center provides students with academic (oral and written communication skills) and personal development (leadership training through engagement in feminist student organizations), discovery, lifelong learning, and public engagement. The program prepares students to think critically about the ways that gender interacts with politics, culture, ideologies, social structures, and economics, historically and globally to shape the lives of women and men. Courses explore gender through experiences and standpoints rooted in a diversity of intersecting factors, including class, race, ethnicity, sexuality, nationality, ability, religion, and age.

The Center offers a distinctive Master of Arts degree that provides students with the opportunity to gain advanced theoretical, methodological, and interdisciplinary knowledge of women, gender, and sexuality issues nationally and globally. It prepares students for careers in agencies and institutions that address women, gender, and sexuality issues, for Ph.D. work in women, gender, and sexuality studies, or for advanced professional training in such fields as law, social work, public policy, and non-profit management. The Center also offers a graduate and undergraduate certificate for students majoring in other disciplines as well as an array of courses included in the curriculum of the Ph.D. program in Comparative Studies. These strengths of the program fulfill key components of the FAU Strategic Plan (2006-2013) on building world class academic programs and research capacity, meeting community needs and fulfilling unique institutional responsibilities, enhancing the physical environment and increasing the university's visibility.

2. Previous Review and Subsequent Changes

The last program review was completed in 2006 by Dean William Covino. In that document, Dean Covino noted recommendations made by Dr. Sue Rosser (former Dean at the Ivan Allen College at Georgia Institute of Technology) in 2005 to improve the program. This external review was not mandated but was approved at the request of the faculty after the loss of two tenure line directors, reduced student enrollment, loss

of full-time academic coordinator which was reduced to a three quarters time senior secretary position and lack of faculty involvement. Recommendations included:

- Reach out to faculty associates and increase the number of stakeholders in the program
- Establish dialogue and connection around intellectual matters
- Devote attention to the curriculum
- Devote attention to student recruitment
- Address issues of the graduate students
- Consider appropriate incentives to enhance faculty involvement in the program
- Signal administrative support for women's studies at FAU

Between 2006 and 2009, the Center accomplished a number of changes based on the external reviewer's recommendations:

- Appointed a new director from among faculty associates who are tenured or tenure-track faculty, or others whose lines and departmental homes are outside of the Center but who significantly contribute to the functioning of the Center through their teaching, research, and service.
- Created three standing committees (Executive, Curriculum, Development) each of which have been extremely active in establishing policies and by-laws, assisting with classroom observations, supervision of graduate student theses, assisting with student learning outcomes and assessment, curriculum development, newsletter production, and programming to support fundraising.
- Hold Brown bag lunches to highlight faculty research and visiting scholars
- Hosted a Fulbright Visiting Scholar from Morocco with expertise in Gender and Drama Studies for 6 weeks.
- Streamlined the graduate program to emphasize two required courses and general course offerings. The language proficiency and concentrations (Sex and Gender; Intersections; Interventions; and Generalist) requirements were no longer applicable to the limited resources available to the program.
- Focused on graduate student recruitment by posting advertisements on relevant disciplinary websites
- Held regular meetings with graduate students, encouraged students to present papers at professional conferences (e.g., SEWSA, NWSA), and supported capacity building of the annual Women's Studies Graduate Student Association (WSGSA) symposium

Due to the university's budget crisis in 2008-2009, the Center experienced a loss in funding for operational expenses, graduate teaching assistantships, and a director's stipend. This reduced the number of student applications from eleven to five for AY 2009-2010. A compact was established between the Center and the University Provost and Dean of the Dorothy F. Schmidt College of Arts and Letters. Under the terms of the compact, a two-year budget was developed with the understanding that the university would continue to provide some institutional support while the Center would make a firm and specific commitment to grow the program in three areas of (1) outside financial support, (2) undergraduate and graduate enrollments and certificates awarded, and (3) number of degrees awarded.

Based on the terms of the compact, significant progress has been made towards that goal over the past three years with the remaining two core faculty, one of them shouldering administrative responsibilities. The following changes include:

- Change of name to Women, Gender, and Sexuality Studies
- Increase in number of MA students from five to eighteen (see Table 1.0).
- Establishment of an Advisory Council and "Friends of Women's Studies"
- Increased fundraising through scholarship donations, donations from planned events, and activities of Advisory Council (see appendix 9)
- Community Outreach through programming
- Increased number of faculty associates from 57- 65, including nursing and education
- Regional and State Level recognition of two core faculty (Jane Caputi, 2013 NOW Susan B. Anthony Feminist of the Year Award; Josephine Beoku-Betts, 2012 FAU Presidential Leadership Award, 2012 Florida Achievement Award from the Florida Commission on the Status of Women)
- Increased participation of graduate students at regional and national conferences (SEWSA, NWSA)
- Graduate Student awards
 - Renata Bozzetto (Executive Women of the Palm Beaches Award)
 - Megan Tomei (Phi Kappa Phi Love of Learning National Award, Feminist Scholarship Fund)
 - Penny Darling (Feminist Scholarship Fund)
 - Sarah Tucker Jenkins (Feminist Scholarship Fund)
 - Jessica Barton (Feminist Scholarship Fund)

Recent curricular innovations include addition of two lower division e-learning courses, cross-listing of two graduate courses in non-profit management in the graduate

curriculum (Seminar in Grants Writing-PAD 6233; Management of Non-Profit Organizations-PAD 6142), involvement of one of the two core faculty in teaching undergraduate honors courses, and developing a new focus on undergraduate research in the certificate program which is in line with the university's emphasis on "Quality Enhanced Plan for Undergraduate Research and Inquiry".

3. Instruction

a. Admissions and Enrollment:

Admission to the MA degree requires compliance with requirements of the Graduate College. A baccalaureate or an equivalent degree from an accredited institution is required as well as a GPA of 3.0 for the last 60 undergraduate credits. The Center requires that all students must take the GRE, although those who already have an MA at an accredited university according to university policy, may choose to petition for a waiver of this requirement. A two-page double-spaced, typed essay addressing interests of the applicant and their experience or creative talent in graduate work in the discipline, as well as educational and professional goals must be submitted. Three letters of recommendation are required, two of which must be from professors (see appendices 3 & 8)

Enrollment trends for the Center's MA degree are presented in Table 1 below. It shows that between 2007 and 2012, the rate of enrollment increased from twelve to eighteen students (50%) and that the program has recovered well from the economic crisis that led to withdrawal of operational funds and assistantships in 2009. Our growth trend is very positive, given the limited resources with which the program has to work and that there are only two core faculty members available to service the program. Seven of the currently enrolled fulltime students are funded with graduate teaching assistantships, four from the Office of the Provost, two from the Center's Foundation funds, and one from the English Department. Two years of funding is the maximum a graduate student can receive to complete their MA degree. Since 2009, we have taken advantage of Graduate College recruitment initiatives and applied successfully for recruitment grants. For the last three years, we have received the Provost's Award, which is a one-time \$2500 stipend for an outstanding incoming student.

Table 1.0

Final Semester Headcount Trend from 2007-2011 (CWGSS Graduate Students)

Year	2007	2008	2009	2010	2011
Total	12	11	5	10	18

Source: Office of Institutional Effectiveness and Analysis, March 2013, Student Data File

Unlike the last program review when there was a relatively large proportion of minority racial/ethnic students, there are only three students of minority racial/ethnic background currently enrolled in the MA degree program. Over the past three years, all M.A. students have been female with the exception of one male who entered the program in 2010. In the past three years, we have noticed an increasing number of full-time employed students who are registering for the MA degree on a part-time basis. Currently, there are five part-time students in the program. We view this as a positive trend, because although they take a longer time to complete their coursework, they do not require any financial support from the program and they boost enrollment numbers in the MA program.

Although the Center does not offer an undergraduate major and is a relatively small graduate program, it has maintained steady growth in overall enrollment for courses offered at all levels in Women's Studies (WST) between 2007/8 and 2011/12 and is positioned for continued growth if budgetary resources withdrawn in 2009 were reinstated. Table 2.0 shows that the headcount annual enrollment for courses offered rose from 760 in 2007 to 1,069 in 2011, showing a general increase of approximately 40%.

Table 2.0

Headcount Enrollment for Courses Offered in Women's Studies					
	2007-08	2008-09	2009-10	2010-11	2011-12
Summer	119	94	123	105	110
Fall	311	376	399	366	473
Spring	330	379	442	478	486
Total	760	849	964	949	1,069

Compiled by Office of Institutional Effectiveness, 6th March, 2013

Table 3.0

Student Credit Hour/FTE Productivity Reports												
Academic Years: 2007-2008 to 2011- 2012												
Campus: All Campuses												
College: Arts & Letters												
Department: Women's Studies												
Course Levels	State Fundable SCH						Annualized State Fundable FTE					
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	Total	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	Total
Lower	543	783	876	1,167	1,176	4,545	13.6	19.6	21.9	29.2	29.4	113.6
Upper	1,492	1,530	1,695	1,293	1,486	7,496	37.3	38.3	42.4	32.3	37.2	187.4
Grad I	165	123	108	165	221	782	5.2	3.8	3.4	5.2	6.9	24.4
Grad II	15	27	24	9	6	81	0.5	0.8	0.8	0.3	0.2	2.5
Total	2,215	2,463	2,703	2,634	2,889	12,904	56.50	62.5	68.4	66.9	73.6	328.0

Source: Office of Institutional Effectiveness and Analysis, Student Data Course File, March 5, 2013

The Center for Women, Gender, and Sexuality Studies while small in size, demonstrated a steady increase in production of state-fundable FTEs since the last program review in 2006. As shown in Table 3.0, state-fundable FTE's at the graduate level rose from 5.7 to 7.1 while undergraduate state-fundable FTEs rose from 50.9 to 66.6. Similarly, in terms of state-funded SCH production trends, it is clear that the program is teaching a greater number of students. Between 2007 and 2012 Women's Studies SCHs at the undergraduate level increased by over 50% while there was a 25% increase at the graduate level. The fact that there is a small but steady growth in SCH and FTE productivity at the undergraduate level, despite the size of the program and its limited resources, can be attributed to some strategic measures undertaken, such as the introduction of two large (100 seat) required courses for the undergraduate certificate, introduction of two e-learning undergraduate classes, increasing cap sizes, program representation in graduate and undergraduate orientation meetings, increased promotion of course offerings to advisers in colleges university-wide, using the GTAs to visit classes and promote course offerings when semester schedules go live on the web, updated and attractive brochures and webpage, and the changing nature of FAU towards a residential university.

b. Curriculum:

The MA program provides three options for students. Completion of a thesis and 24 hours of coursework, completion of an internship and 24 hours of coursework, or completion of a degree based upon 36 hours of coursework. There are two required courses for all students: Feminist Theory and Praxis (WST 6564) and Global Perspectives on Gender (WST 6936). Only up to 6 hours of Directed Independent Study can be applied to the MA degree. At the beginning of their second year, individual students meet with the director and faculty member/s of the Center to review their academic progress, receive advice on ways to improve their performance in their final year, and counseling on thinking about future career goals (see appendices 3&8).

Graduate courses are offered by the two core faculty, each teaching at least one graduate course per semester, in addition to an undergraduate course. Graduate courses in women, gender, and sexuality studies are also offered in other disciplines which are either cross-listed with the Center or listed on the Center's course schedule for a given semester. In an effort to maintain high enrollment rates in the different disciplines within the college, due to budget cuts, many departments have reduced the number of electives graduate students can take out of their major. This has severely reduced the enrollment rates for students from other departments taking WST graduate courses.

Since the last program review, new courses have been added to the graduate and undergraduate curriculum, e.g., Feminism and Environmental Justice and Women, War and Peace Building. The Center's two core faculty members were key contributors to the doctoral program in Comparative Studies until it went on hiatus in 2009. Both faculty members have served as major advisers or committee members of several Ph.D. candidates.

c. Student Learning and Assessment:

The M.A. program has a core set of learning outcomes that guide its assessment. Our assessment system was revised recently to emphasize how the program interprets the broad categories of critical thinking skills, content knowledge and writing skills and to be able to connect these explicitly to the program's distinctive goals as a program in women, gender, and sexuality studies. Students graduating from the MA should be able to identify, describe, evaluate, and apply advanced concepts and debates within feminist scholarship and subject matter as assessed by a comprehensive examination for students taking the non-thesis and internship options. These are:

- Students pursuing the thesis option are not required to take the comprehensive examination and are assessed on the basis of their thesis writing.
- Students writing thesis and internship papers should be able to produce writing that is grammatically accurate, well organized, and properly formatted for the purpose of the assignment.
- They should be able to: completely identify and review the relevant literature; develop a thesis and provide arguments/evidence for it; embed their work in the larger context of women's studies;
- Provide appropriate documentation in the form of bibliography and supporting documents.
- Students writing internship papers should also be able to demonstrate technical/practical knowledge in their internship project.

Our students have demonstrated satisfactory performance on all dimensions of the comprehensive examinations since the last program review. In the latest assessment report by the panel of faculty for the two MA theses produced, it was noted that both studies were original in many respects, and that they demonstrated satisfactory performance on all dimensions. In fact, one of the authors was offered a book contract from an academic press to develop her thesis into a book publication. The panel of faculty reviewers for both theses concluded that while they were satisfactory, there was room for improvement that would lead them to be rated superior in all categories. In particular, in the category dealing with development of a thesis, arguments and evidence, students needed to link the literature into their topic and the larger women and gender studies theoretical context. To improve student performance, the recommendation was that faculty advisers encourage students writing theses to do multiple revisions under the supervision of their thesis advisers and as this would improve the quality of their final work. Students would also be referred to the Center for Excellence in Writing (see appendix 1).

Average Class Size and Faculty Student Ratio:

Whereas the average class size of our graduate courses is usually 12-16 or sometimes more, over this academic year graduate courses offered by the Center have typically been enrolled at 7 students. Increasing pressures on departments to raise the level of state-fundable student credit hours has reduced the number of graduate students from other programs that are enrolling for women's studies courses, thereby affecting enrollment numbers for the graduate certificate and productivity of state-fundable student credit hours at the graduate level.

Class size for courses offered at the 2000-level is kept at 100 for the two introductory courses which are taught by the two core faculty or experienced adjunct instructors. Other 2000-level courses are capped at 45 for second year Graduate Teaching Assistants (GTAs) teaching a course and at 60 for adjunct instructors. Class size for 3000-4000-level courses is typically capped at 60, but due to enrollment pressures have been raised to 75, where necessary.

d. Quality of instruction:

Quality of instruction is maintained by a mandatory half a day orientation for all GTAs and adjunct instructors during registration week as well as classroom observation to evaluate all instructors each semester. Information presented in these orientations sessions include the following:

- Responsibilities of a GTA
- Classroom etiquette
- What is a feminist classroom?
- Handling sensitive subjects in class
- Handling classroom hostility
- Lecture preparation
- Grading

Classroom evaluations are conducted either by the core faculty or assigned faculty associates. Over recent years, the director has held one or two seminars during each semester to discuss progress and share ideas about specific topics raised for discussion, or concerns arising from the classroom experience. Unfortunately, these seminars did not take place this year as one of the two faculty members is away on sabbatical with no replacement to assist with training and related service responsibilities for a growing program.

e. Description of Internships:

As already mentioned, graduate students have the option to pursue an internship. The internship involves an extensive apprenticeship at an approved organization under the guidance of the director or faculty associate approved by the director. This option is designed to integrate professional work experience with scholarly research. For the past four years, the Center has worked with local corporate, civic, and non-profit organizations to build a program of local paid internships for graduate students pursuing the internship option. In 2010, a \$10,000 scholarship was given to the Center by the "Failure Is Impossible" organization to support paid

internships. This work continues as part of the fundraising mission of the Center's Advisory Council.

f. **Pedagogy/Pedagogical Innovation/Use of e-Learning:**

Currently, there are no eLearning courses offered at the graduate level by the Center, although there is a special topics graduate course offered by one of our faculty associates in the anthropology department that fulfills requirements for our MA degree. There are plans to develop graduate-level e-Learning courses to promote the graduate certificate which, in addition to being offered to students working on an MA in another discipline, is offered independently of other graduate work. This is seen as a way to boost the stand alone graduate certificate and compensate for the declining enrollment numbers for students pursuing the graduate certificate while working towards an MA. It will also fulfill the university's strategic plan goal of "Providing increased access to higher education". At least four faculty associates have taken e-learning courses. There are plans for at least one of the core faculty to take an e-learning course during the next academic year.

At the lower-division level (2000-level), two e-Learning required courses for the undergraduate certificate have been developed and offered. These courses (WST 2010-Introduction to Women's Studies and WST 2608-Introduction to Sexuality and Gender Studies) are always fully enrolled from the first day they are offered in the course schedule.

Some service learning has also been introduced into the graduate and undergraduate curriculum which fulfills the university strategic plan related to goals of "Meeting community needs and fulfilling unique institutional responsibilities" and "Align university outreach activities with the highest priority community needs and unique institutional responsibilities in order to best utilize resources, knowledge and expertise in service to the region". At the graduate level, one of our core faculty members developed a service learning project offered as an option in the Feminist Theory and Praxis graduate seminar. As part of the assignment, students were to collaborate on developing a handbook on domestic violence with guidelines to be used in subsequent organization of campus workshops or events. Furthermore, these students incorporated use of this handbook into one of their undergraduate classes (Introduction to Women's Studies-WST 2010) and had students organize a domestic violence awareness day in October, which is "Domestic Violence Awareness Month". This proved to be very successful and engaged the students who participated in the class.

g. Scope of Institutional Contributions:

Certificate Programs:

The Center offers the longest standing and one of the most productive undergraduate certificate programs in the entire university. The Undergraduate Certificate in Women, Gender, and Sexuality Studies is comparable to achieving a minor in a subject. The certificate requires 15 credit hours in approved subjects related to women, gender and sexuality in various disciplines like anthropology, communications and media studies, English, sociology, psychology, history, criminal justice, education, nursing, political science, etc. Students must select at least one course from among the required courses which are: Introduction to Women Studies (WST 2010), Introduction to Sexuality and Gender Studies (WST 2608), Sex and Gender in American Culture (WST 3640), and Feminist Perspectives on Gender (WST 3315). No more than two courses from a student's major may be selected. To be awarded a certificate, a student must earn a grade of "C" or better, complete an undergraduate degree and complete the necessary application form (see appendix 2). Table 4.0 shows that between 2007 and 2011, the number of students taking the undergraduate certificate doubled. The numbers for 2012 are inconclusive at the time of writing since students are still submitting applications for graduation. Enrollment for the undergraduate certificate is high because of strategic measures taken to attract students to the program such as the website, brochure, representing the Center at incoming freshmen and transfer student orientation meetings, and announcements in undergraduate classes.

The Center also offers a graduate certificate which is open to students who have completed an undergraduate degree and either want to earn a graduate certificate while working towards an MA in another area, or who want to earn a graduate certificate independent of other graduate work. Students offering the graduate certificate must complete four graduate courses (i.e., twelve credit hours), including one required course. Table 4.0 indicates that there is low but steady enrollment for the graduate certificate. Although there's evidence that there was an increase in the number of graduate certificates awarded in 2010-2011, this is not likely to continue as departments are under pressure to increase student credit hours within their own departments.

wrote for this class (Spring 2012) accepted for publications in the *FAU Undergraduate Research Journal*.

Interdisciplinary BA Degree Program:

In order to develop and increase the size of the program and provide a feeder program into the MA degree in Women’s Studies, a major initiative to be undertaken next year is to develop a curriculum for the interdisciplinary BA degree program in the humanities and social sciences with a concentration in women’s, gender, and sexuality studies. This will involve working diligently with other departments to collaborate in curriculum development and future hires, such as joint appointments.

Advising Procedures:

Graduate students receive regular advice from the director and the other core faculty member on their academic plan of study. Incoming students are advised on their choice of subjects and plan of study during the program’s orientation and students entering their second year meet individually with the director and other core faculty member of the Center to review their academic progress, advise them on ways to improve their performance in their final year, and help them to begin thinking about career goals. Graduate certificate students are advised on their plan of study by the director. Under the supervision of the director, the program’s office administrator advises undergraduate certificate students on their plan of study.

Graduation and Placement Rates:

We have produced an average of 3 degrees per year since the last program review. Table 5.0 below shows that since 2007, 15 students have graduated with an MA degree in Women’s Studies. We expect to graduate a total of nine students this academic year.

Table 5.0

MA Degrees Awarded

Year	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	All
All	3.0	4.0	4.0	2.0	2.0	15.0

Source: Student Data File, Office of Institutional Effectiveness and Analysis, March, 2013

As this is a small program, we have been able to keep track of what type of employment or academic pursuits most of our students have engaged in after

graduation. Over the lifespan of the program, most graduates have gone on to work in non-profit organizations, professional careers like teaching, law, or to Ph.D. programs in Women, Gender, and Sexuality related studies or other disciplines. Table 6.0 provides evidence of employment or academic status of alumnae between 2007 and 2012.

Table 6.0

Academic or Employment Status of Graduates 2007-2012

Year of graduation	Employment following Graduation	Current Employment
2007	Ph.D. in Women's Studies, Indiana University-Bloomington	
2007	Resource Development Specialist, Women's Resource Center, Minnesota State University-Mankato	Resource Development Specialist, Women's Resource Center, Minnesota State University-Mankato
2008	FAU Adjunct Instructor in Women's Studies	Youth Care Social Worker for Safe Harbor, Children's Home Society, Florida
2009	FAU Adjunct Instructor in Women's Studies, High School Teacher	Outreach Educator, National Library Museum, Philadelphia
2009	Office Manager	Office Manager
2009	Wait Person, Organic Food Restaurant, Virginia	Proposal Writer and Editor for Government Contractor, Virginia
2009	Assistant Women's Soccer Coach, St. John's University, New York	Women's Soccer Coach, New York University
2010	Government Operations Consultant, Dept. of Environmental Protection, Florida	Government Operations Consultant, Dept. of Environmental Protection, Florida
2010	Resource Development Specialist, National Sexual Violence Resource Center, Enola, Pennsylvania	Resource Development Specialist, National Sexual Violence Resource Center, Enola, Pennsylvania
2011	FAU Adjunct Instructor in Women's Studies and Coordinator, LGBTQ Center at FAU	Coordinator, Center for Gender in Organizations, Simmons College, Boston
2011	Coordinator, Client Services, Camp Fire USA (non-profit organization), Minnesota Council	Coordinator, Client Services, Camp Fire USA (non-profit organization), Minnesota Council
2012	Documentary Film Maker	Documentary Film Maker
2012	International Student continuing with Studies	International Student continuing with Studies
2012	Resource Development Specialist (Anti-Stalking), Aid to Victims of Domestic Abuse, Florida	Resource Development Specialist (Anti-Stalking), Aid to Victims of Domestic Abuse, Florida
2012	Assistant Professor, Palm Beach State College, Boca Raton, Florida	Assistant Professor, Palm Beach State College, Boca Raton, Florida

Source: CWGSS internal records, March, 2013

Faculty Profile

The Center has two full-time core faculty members, both at professorial rank. Although there are only two full-time faculty members, they are diverse in race/ethnicity, one faculty being European American and the other African. They are also diverse in areas of academic specialty. One faculty member has a background in American Studies, focusing on popular culture, violence against women, and eco-feminism and environmental justice, while the other is a sociologist and focuses on transnational and global feminism, feminism and science, African feminist social movements, and women and higher education in Africa. Although faculty associates from other departments have generously developed and offered courses which our students can take, the small size of the faculty makes it difficult to grow the program beyond what it has been since its inception in 1997.

Faculty teaching load is 3/2 per academic year and is calculated according to university policy. The director who is on a nine-month contract has a 2/1 teaching load. Both faculty members are very productive in teaching and scholarship and frequently present nationally and internationally at professional conferences as well as publish in highly ranked peer-reviewed journals. One of them has won both the Distinguished Teacher of the Year Award and Research Scholar of the year at Florida Atlantic University and is a highly sought after teacher for the University Honors and soon to be reinstated Comparative Studies Ph. D. program. Both faculty members have won fellowships and grants to pursue their research, such as the Fulbright Scholars Award and Frederick Leonhardt Foundation grant (see vitae in appendix).

Strategic Planning for Hires:

Given the budgetary cuts that the Center has experienced over the past four years, it is virtually impossible to undertake any strategic planning for hires. Nonetheless, the Center has established ties with the Non-Profit Management program in the College of Design and Social Inquiry and includes their courses in Grant Writing and Management of Non-Profit Organizations in its course offerings. The purpose is to build the non-profit management skills of students wishing to pursue this line of career. Much effort has made by the Director to work with the Dean and department chairs in the Dorothy F. Schmidt College of Arts and Letters on the need for joint hires, if not full-time positions, if the program is to survive. Initial discussions indicate that one or two department chairs might be interested in establishing such a partnership. The problem lies in whether budgetary allocations are available or will be made available for such a commitment. In the meantime, we have requested one tenure-track or two joint tenure-track positions in next year's college budget to facilitate the program's growth, particularly in the new area of

sexuality studies and to more efficiently service a growing graduate student population.

4. Research

Our two core faculty members are actively engaged and very productive in scholarly work. Their research is interdisciplinary and diverse in the range of work produced such as violence against women, eco-feminism and environmental justice, popular culture, feminism and science, African feminist social movements, and women and higher education in Africa. Between 2007 and 2012, the two faculty members collectively published 20 peer-reviewed articles and book chapters, and presented 11 papers at professional conferences. Given the small number of faculty members and the heavy service load expected in an interdisciplinary program of this type (i.e., university and community engagement), the productivity level is quite impressive. This is especially the case for one faculty member who has also produced creative works such as an educational film which is widely used in higher educational institutions around the country and an exhibition on popular culture. Between 2007 and 2012, both faculty members collectively earned 8 grant awards resulting in thousands of dollars to support their teaching and research (see appendices 6&7). Both members are active on editorial boards of journals, as manuscript reviewers for university presses and peer-reviewed journals, in organizing regional and national conferences (such as the annual Southeastern Women's Studies Association, Florida Consortium for Women's and Gender Studies conferences, and sections of the American Popular Culture Studies and African Studies Association Conferences) and both contribute to book reviews and encyclopedia entries. The program strives to maintain a high research productivity level, in spite of the increasing class sizes, e-learning initiatives, mentoring, and supervision of graduate teaching assistants under the program's apprenticeship training to develop classroom skills. They also have a very heavy service load that comes with increased activity in fundraising to support the program in the absence of an operational budget.

5. Service/Community Engagement

The Center for Women, Gender, and Sexuality Studies provides service in the three areas of program, college, university, and community engagement. Given its small size and number of faculty, and its increased activity in fundraising, the service responsibilities of both faculty in program building and service to the college, university, and wider community are extremely substantial. For several years, both faculty members have represented the Center on all the mandated college committees and contributed to other college and university committees such as Peace Studies, Ethnic Studies, Ph.D. in Comparative Studies, and the university

safety and security committee for study abroad programs. In the past year, faculty associates have volunteered to represent the Center on some of the college committees such as the undergraduate and ROCA committees.

Much effort has been made by the Center to promote active engagement with the community over the past three years to fulfill the directives of the compact established between the Center and the University Provost and Dean of the Dorothy F. Schmidt College of Arts and Letters in 2009. In addition, our service in the area of community engagement fulfills the university's strategic goals in "Meeting community needs and fulfilling unique institutional responsibilities" and "Increasing the University's visibility". Since 2009, we have enriched the lives of our students, faculty and wider community by establishing an annual "Women's Leadership Forum" on the subjects of educational leadership, health, business, and science, technology, engineering and mathematics (STEM); Women's History Month Public Lecture Series and Faculty Development Workshop, programming for Women's History Month; an expanded Women's Studies Graduate Student Association Annual Symposium, collaborated with departments in our college, community organizations such as NOW, Planned Parenthood, Women's League of Voters, UN Women-East Florida Chapter, etc. on panel discussions, film screenings, public lectures, and Women's Equality Day celebrations that are open to the general public and the university and student population.

We also created an Advisory Council and "Friends of Women's Studies" in 2009 to serve as public focus for the Center's fundraising efforts. The Advisory Council is comprised of members recruited from local business, government leaders, non-profit organizations, and other "Friends of Women's Studies" including alumnae. The overall goals of both groups are to strengthen the financial viability of the program, increase its visibility in the community by showcasing program events and achievements of the faculty and students, and serve as a collection and policy point for all public fundraising efforts (see appendix 9)

In the area of service, our program goals are to continue to connect our discipline to other college and departmental initiatives college and university wide, to raise funds to support the sustained development of the program, to increase student and faculty participation in the program, and to raise the visibility of the Center through sustained community engagement. We continue to encourage our students, faculty, and wider community to explore how they can make a difference for social justice in their own lives and in the lives of others around the world.

6. Strengths and Opportunities

Our major strength as an interdisciplinary Center for Women, Gender, and Sexuality Studies lies in the quality and productivity of our faculty, both core and associate in the areas of teaching, scholarship and community engagement.

- We offer the only MA degree in Women, Gender, and Sexuality Studies in South Florida, the oldest and one of the largest undergraduate certificate programs in the region, and we serve a large student population with interests in the discipline, while also helping them fulfill social science, arts, and humanities requirements for the BA degree.
- Our program provides students with the tools to think critically about gender through experiences and standpoints rooted in a diversity of intersecting factors including race, class, ethnicity, sexuality, nationality, ability, religion and age. This fulfills key components of the FAU Strategic Plan and Mission and provides students with the skills and tools to effectively engage in a changing professional climate nationally and globally.
- Our MA program attracts quality students from within the state, region and internationally and many of these students find employment after graduation, particularly in non-profit organizations, which fulfill university goals of “Meeting Statewide Professional and Workforce Needs”.
- Our core faculty and faculty associates are very productive and recognized in terms of the wide variety of courses offered, scholarship, and service to the profession nationally and internationally. This fulfills the university’s strategic goals of “Building World-Class Academic Programs and Research Capacity”.
- Our program and its faculty provide an important resource to the local community through its programming and collaboration with community organizations (see events for 2012-2013 in appendix?).
- We have gained strong skills in establishing an Advisory Council, fundraising, and community engagement that can be used as a model for other departments and programs in the university (see appendix 9) This is clearly demonstrated in the various community and state awards that both core faculty members have received in recognition of their contributions.

7. Weaknesses and Threats

- The ability of the program to be sustainable in terms of recruitment, curriculum development, and potential for expansion is limited if budgetary cuts imposed in 2009 are not reinstated in the immediate future. Our Center and its faculty (core and associate) have made many sacrifices since 2009 in

terms of time and effort expended to sustain the program, including donations of their own funds. We have introduced many changes to fulfill the terms of the compact made with the university in 2009 (such as the increased number of students in the MA program, increasing undergraduate class sizes course offerings, introducing e-learning classes, some participation in the QEP, Intellectual Foundations, and Honors Programs, and increased fundraising and community engagement) and now need more sustained support from the university if we are to maintain our productivity and new initiatives. The addition of one tenure line (or two joint tenure-lines) and an instructor position, a full-time program assistant, and the reinstatement of the program's operational budget, including the director's stipend, would clearly demonstrate the commitment of the university towards the growth and development of the Center.

- Women, Gender, and Sexuality Studies is a growing discipline which prepares students for professional careers and advanced Ph.D. work. Our program has the potential to expand and attract more well-qualified graduate students if the college were to reinstate stipends for four graduate assistantships that were withdrawn in 2009 and if the stipends were more competitive nationally and with our peer institutions in the sub-region. Currently, annual stipends offered to our GTA's is \$8,000 plus tuition waiver (according to university policy, tuition waivers will not be offered in the AY 2013-2014 as programs relying on Foundation funds have to allow for tuition waivers in their fundraising. We are not in apposition to afford this). The Center for Women's Studies and Gender Research at the University of Florida offers its GTA's an annual stipend of \$10, 300, plus a tuition waiver. The Department of Women's and Gender Studies at the University of South Florida offers its GTA's an annual stipend of \$9,000 with a partial tuition waiver.
- Over reliance on adjunct faculty makes our program unstable
- Recent experiments to cancel courses and programs that are under enrolled according to state guidelines, destabilizes the program and makes it difficult to plan for future course offerings, particularly without a dedicated budget.

8. Resource Analysis

- As already mentioned our program is operating without a dedicated budget. Although our services to students, university, community and our activities in fundraising have increased significantly over the past three years, we only have a three quarters time office administrator at the senior secretary level. We are over stretched and need to at least raise the rank of the office

administrator (senior secretary at three quarters time) to fulltime program assistant.

- More office space for our graduate assistants and growing graduate student population. In the past two years we have lost needed office space and a conference room with moving the office from one section of the building to another. We are about to lose another room at the end of the current semester.
- Assistance in developing our Center's webpage. Our office administrator does most of this work in between her other responsibilities.
- Hire someone who can assist with the increasing workload of fundraising generated by the Advisory Council. Much of this work is currently undertaken by the director and office administrator with some assistance with the development office of the college. It is difficult to sustain this with emerging changes and growing mission of the university to raise its rank to that of Research 1 status.

9. Future Direction

Anticipated Changes

- Continue to work towards faculty appointments for the Center, including joint appointments with the Colleges involved with STEM (e.g., the Director of Women's Studies at Florida International University is a physicist).
- Continue to work on curriculum development to service the undergraduate certificate, graduate degree and certificate, and Ph.D. program in Comparative Studies.
- Continue to work towards establishing a WGSS concentration/track in the Interdisciplinary BA degree program (Arts and Humanities and Social Science)
- Expand recruitment strategies to grow the number of students in the graduate program and to include part-time students in this initiative.
- Work with the College and Graduate Programs Committee to provide GTA stipends and increase the amount to a level that is competitive with peer institutions.
- Development of a fully on-line or hybrid MA degree and Graduate Certificate to complement the existing MA degree. Current trends indicate that the development of on-line courses in Women, Gender, and Sexuality Studies will attract (1) a category of non-traditional students who are home bound for various reasons, including child or elder care responsibilities, or who cannot take time away from employment for in-class teaching programs; and (2) school teachers, healthcare professionals, and non-profit management

professionals who are seeking an advanced degree and do not have time to attend day-time classes.

- Use the resources of the e-learning initiatives to train core and associate faculty to adapt existing courses or to develop new courses. Our faculty associates extend to the Colleges of Education and Nursing, with whom we have strong partnerships and listing of their courses on our course schedule.
- Develop new community partnerships and increase fundraising activities to support the Center's initiatives.

Questions for Review Team to Answer

- Given that the Center has kept its end of the bargain regarding the compact established in 2009, what plans lie ahead for this program in the university's 5-year strategic plan? An understanding of how the program is positioned, particularly in terms of funding will enable the Center to plan accordingly rather than on the ad hoc basis it has been operating on for the last few years.
- What other models can you suggest at other universities to maintain small but valuable graduate programs through university funding, without them having to raise all their operating funds and graduate fellowships?
- What strategies might work for us to expand our core faculty base, including joint hires across the university?
- Can you suggest any organizational strategies that allow us to maintain our distinctive identity as a Center with a director and core faculty in a climate of economic constraints in higher educational institutions?

Florida Atlantic University
The Center Women, Gender, and Sexuality Studies
Program Review
May 6, 2013

Prepared by Susan M. Shaw (Oregon State University) and Russell Ivy (FAU)

OVERVIEW

Dr. Susan M. Shaw and Dr. Russell Ivy reviewed FAU's Center for Women, Gender, and Sexuality Studies on April 12, 2013. Dr. Josephine Beoku-Betts provided the reviewers with a self-study and other supporting documents. Additionally, the reviewers met with the WGSS Advisory Council, WGSS associate faculty committee members, Associate Provost Diane Alperin, Vice President Barry Rosson, interim Dean Heather Coltman, WGSS adjunct instructors, undergraduate and graduate students, alumnae, office staff, and Center core faculty.

Given the Center's very limited resources, its faculty provide a strong program that supports the mission of the Center and the strategic plan of the university. The mission of the Center is "to provide students with both academic and personal development, discovery, lifelong learning, and public engagement. Our program prepares students to think critically about the ways that gender interacts with politics, culture, ideologies, social structures, and economics, historically and globally to shape the lives of women and men. Our courses explore gender through experiences and standpoints rooted in a diversity of intersecting factors, including class, race, ethnicity, sexuality, nationality, ability, religion, and age." Both the self-study and our interviews with various constituent groups demonstrated the Center's success in engaging students in critical examination of gender and encouraging them to apply what they learned in order to improve the world. Students explained that they often took more WGSS classes than required simply because they were interested in the topics and that they felt they were better students in all of their classes because of the analytical skills learned in WGSS. In particular, the self-study and interviews highlighted the ways the Center supports the university's mission to offer an environment that "fosters inclusiveness" and reflects the university's values of "mutual regard for the rights and liberties of all persons," respect and civility, "community service and social responsibility," and "ethical standards in all areas of human activity."

The two core faculty, Dr. Josephine Beoku-Betts and Dr. Jane Caputi, are productive scholars and strong leaders for the program. Both have been recognized at the regional and state level for their contributions. Each has had a sabbatical leave in recent years, and, because the Center has only two core faculties, this does create disruptions in the program. This problem will be addressed later in the recommendations. Nonetheless, given the constraints of being part of such a small core faculty, Dr. Beoku-Betts and Dr. Caputi do an outstanding job of offering courses, mentoring graduate students, and raising the profile of the Center in Florida and nationally through the National Women's Studies Association (NWSA).

The Center offers an MA, a graduate certificate, and an undergraduate certificate. Again, the ability of a program with only two core faculty to offer an MA is remarkable. Enrollment is strong, with 18 students in the MA program, although there is room for growth if the university invests in the Center. The headcount of students enrolled in WGSS classes indicates interest across the university and suggests the Center is doing a good job of offering well-taught courses that meet student need. The Center is involved in e-Learning, an important directive of the President of Florida Atlantic, and sees potential for growth in their participation in e-Learning at both the undergraduate and graduate levels. Topics of course offerings are appropriate compared to other WGSS programs around the nation, and internships offered through the Center provide another level of training that the students clearly value.

The data on MA graduates collected by the Center show that graduates have been successful in either going on to PhD programs or entering into their chosen careers. As would be expected from a WGSS program, most of the Center's graduates work in non-profit careers. As a testimony to the Center's commitments to justice and equity, these graduates are contributing to the public good and working toward a better society. As the MA graduates we interviewed explained, the MA prepared them for their jobs, but more importantly it prepared them for life.

The engagement of the Center's advisory board is impressive. The board provides a strong connection to the local community, and the board members expressed profound commitment and passion toward the Center. One of the primary tasks of the board is to help raise funds for the Center, and the fundraiser on April 11, attended by Susan Shaw, was quite successful. While fund-raising for a program can be an important means to supplement a budget, we are concerned that the fund-raising of the advisory board is actually a necessity to keep the Center functioning. The number of core faculty has been reduced in recent years from three to two, and the support budget has been eliminated. We address budget issues in the recommendations below.

The previous reviewer of the Center made several recommendations, and the self-study indicates progress toward these suggestions. This review also has a number of recommendations to make, some to the university and some to the Center directly. The recommendations of this review should offer some potential answers to the questions raised at the conclusion of the self-study.

RECOMMENDATIONS

1. Hire more core WGSS faculty.

A recurrent theme across groups and individuals with whom we spoke was the need for additional faculty lines in WGSS. At one point, the Center did have three faculty members, and now it has two. While WGSS entered the academy mostly directed and taught by faculty members with appointments in other academic units, the national trend now is for WGSS programs to have core faculty members whose lines are in WGSS. At this point, the FAU program relies "on the benevolence of other chairs who have hired faculty with gender interests," as one associated faculty member put it. A WGSS program cannot be sustained when it cannot be sure faculty and courses will be available for its students. While the two core faculty members have done an outstanding job, the Center cannot grow or become a national leader without additional lines, particularly lines

directly in the Center. Undergraduate certificate students pointed out that they take most of their classes with TAs and adjunct instructors. Although they also offered high praise for the TAs and adjuncts, they noted the desire to take more courses with tenured faculty members.

2. Provide a program budget for the Center.

Several years ago, during the economic downturn, the Center's program budget was eliminated. That funding should be restored. The over-reliance on the Advisory Council to raise funds to support basic programmatic needs disadvantages WGSS and puts an undue burden on the Director to facilitate the Council's fundraising efforts. Advisory council members noted "how little support" WGSS received from the university and expressed their strong sense of needing to protect and support the program. They strongly stated that they felt the Center needed more funding to support its work. The associated faculty commented that when funding for the Center was cut that the "faculty and community saved the program." One associated faculty member referred to the Center as "shackled" by the lack of financial resources. One of the core faculty members indicated that she fears that continued strain on the advisory board for fundraising will create compassion fatigue.

The Center has offered an impressive array of public programs that enhance the university in the community. The graduate program also provides national status to the university, but the teaching assistantships are not funded in the WGSS budget. Again, for the program to move to the next level, funding must be increased.

3. Address space needs.

The Center does not have enough space for its faculty, adjunct instructors, and teaching assistants. When one of the two core professors needed to be moved to another building for health reasons, the university declined to move the entire Center, and now the two core professors have offices in different buildings. Developing a strong sense of community is made much more difficult by having core faculty housed in different buildings. The Center has already lost sole occupancy of a conference room, and they have recently been informed that they will lose an office next year, increasing the problem of over-crowding. The university should find an appropriate space where the core faculty can both have offices and where there is sufficient space for offices for TAs and adjunct instructors.

4. Increase the office administrator's FTE to 1.0.

The office administrator currently has a .75 FTE. With the growing demands of the Center, particularly as the MA grows, the program needs a fulltime office staff member.

5. Increase GTA stipends and explore the addition of health insurance benefits.

In order to be more competitive for the best graduate students, the university should increase the amount of money provided to GTAs. Other Florida universities offer a larger stipend, and nationally many universities offer significantly more money for teaching assistants. Additionally, universities without health insurance benefits are finding it increasingly difficult to attract the best graduate students.

6. Develop a WGSS concentration in the interdisciplinary studies degree as a step toward an undergraduate major in WGSS.

Faculty and students alike expressed interest in developing the Center's undergraduate program. The Center should continue to grow the undergraduate certificate program, and then a first step toward an undergraduate major could be to create a WGSS concentration in the interdisciplinary bachelor's degree. Then, as that concentration grows, the Center could consider proposing an undergraduate major in WGSS. The undergraduate certificate students with whom we spoke expressed strong preference for a freestanding major over the interdisciplinary concentration, but we recognize that with the Center's limited resources at this point that the undergraduate program may need to grow incrementally.

7. Develop a plan for moving WGSS toward departmental status.

Part of the difficulty WGSS faces arises from its nebulous status as a Center rather than a department. Certainly, departments carry more clout on universities campuses, particularly during periods of strained and shrinking budgets, and this change in status would benefit the Center in its relationships both internally on campus and externally in the community. Obviously, more lines are needed for the Center to become a department, but as the program moves toward a broader undergraduate program and a growing MA program, becoming a department should be a goal under discussion in the university.

8. Position WGSS as central to success of other units.

WGSS is a university-wide program, even though it is housed in a college. Its course offerings are important across the university, both in the general education curriculum and for programs such as nursing and education. There is concern that as the state revises the general education curriculum WGSS courses might be removed from the core. As much as possible, the faculty, students, and university should advocate with state leaders for the continued inclusion of WGSS courses because of the benefit they bring the state in inspiring social responsibility among students.

As the PhD in comparative studies is restarted, WGSS should play an important role in offering the degree. As FAU attempts to expand its research efforts and become a "high research" institution, other units should call on WGSS to be partners in research projects and grant applications. Most RFPs require attention to diverse populations, and WGSS brings a particular expertise in this area that would prove valuable to grant applications in STEM disciplines, as well as in the social sciences and humanities.

WGSS should continue to cross college-lines with symposia, cross-listed courses and the exploration of joint faculty hires, particularly in the College of Science and the College of Business, mirroring trends across the nation.

9. Strengthen the Center's emphasis on gender and STEM.

The Center has begun an impressive emphasis on gender and STEM. Strengthening this emphasis could elevate the Center's status on campus and in the community and could position the Center well within university priorities. A number of administrators specifically expressed interest in having the Center expand its work on gender and STEM. Perhaps the university might consider providing WGSS with a line for a position focused on feminist science and technology studies. Further joint faculty positions with the College of Science should be explored to strengthen this initiative.

10. Clarify thesis selection process for graduate students.

Current graduate students raised concerns about the process for selecting students to write a thesis rather than take a comprehensive exam. Although the process seems to be clearly outlined in WGSS documents, the students did seem to be unclear, and so some attention to explaining the process, perhaps in a number of venues across students' first year in the MA program, may be warranted.

11. Consider expanding WGSS offerings on other FAU campuses and through eLearning.

A number of students and adjunct instructors expressed interest in expanding WGSS course offerings to other FAU campuses. Again, this is a matter of resources, but, if the resources were made available, expanded course offerings would likely be beneficial for the Center and for FAU students. eLearning expansion, particularly to the point of students being able to earn graduate or undergraduate certificates online could expand interest to all campus and even beyond the FAU community.

CONCLUSION

With limited resources, the Center for Women, Gender, and Sexuality Studies at Florida Atlantic University has developed a strong MA program, as well as a good undergraduate and graduate certificate. The core faculty are productive and engaged, and the various constituent groups are passionate and enthusiastic about the Center. The Center appears to have kept its end of the compact that was established with the upper administration back in 2009, and at this point, the university should make a commitment to WGSS that will allow the Center to grow and better fulfill its mission as part of the university and community. The university will only benefit as WGSS provides leadership on issues of equity, inclusion, diversity, social responsibility, and social justice, clearly making a contribution to the university's signature theme on Contemporary Societal Issues. The Center deserves praise for what it has accomplished and encouragement to grow, both on campus and as a national leader in the field.

**APR Action Plan
2013**

DEPARTMENT: WGSS

#	Goals and Objectives Action Item	Individual(s) Responsible	Resources Needed	Action Taken/ Status	Projected Start Date	Target Date for Completion	Progress Review Date (if needed)	Funding Request	Dean's Support
Recommendation 1: Hire more core faculty									
	A request for an ass't professor has already been submitted; recommend hiring a director at the senior level	Dean, Arts & Letters	new position	pending				\$70,000 for an ass't prof; \$90,000 for a senior hire	The College has submitted a prioritized list of position requests, and this position is #9 on that list. Should funding become available, I would support this recommendation.
Recommendation 2: Provide a program budget for the Center									
	Note: in addition to normal operational expenses, the budget should include a stipend for the Director	Dean, Arts & Letters		requested				\$8000 plus \$5000 stipend for the director	There is currently no funding for this recommendation. Should funding become available, I would support this recommendation.
Recommendation 3: Address space needs									
	Need to have the core faculty housed near the administrative offices and GTA's	Dean, Arts & Letters		requested					Due to current space constraints and faculty health concerns this is impossible.
Recommendation 4: Increase the office administrator's FTE to 1.0									
	Vigorous program of outreach requires full-time office assistance	Dean, Arts & Letters		requested				\$10,000	This recommendation requires a comprehensive and strategic discussion of all administrative needs in the College. I will embark upon that discussion.
Recommendation 5: increase GTA stipend and explore the addition of health insurance benefits									

**APR Action Plan
2013**

#	Goals and Objectives Action Item	Individual(s) Responsible	Resources Needed	Action Taken/ Status	Projected Start Date	Target Date for Completion	Progress Review Date (if needed)	Funding Request	Dean's Support
	Should be a College and University priority in order to recruit and retain the best graduate students	Dean of Arts & Letters, Dean of Graduate College		requested				\$8000 annually, recurring dollars (four assistantships, raised by \$2000 each, to a new level of \$10,000)	There is currently no funding available for this recommendation. However, increasing GTA stipends across the College is a critical priority for all programs, and, should funding become available, I would prioritize this.
Recommendation 6: Develop a WGSS concentration in the interdisciplinary studies degree as a step towards an undergraduate major in WGSS									
	Concentration has been developed; will be promoted/advertised to students this year.			Underway.	9/1/2013 Publicize the option in all of the WGSS classes, though Student Academic Services, and on the WGSS website.	4/1/2016 Document trends in graduates in interdisciplin ary studies with a concentration in WGSS; use this as the basis for presenting a proposal for a BA degree.			I support the continued study of student demand for a concentration in the interdisciplinary majors before considering a major.
Recommendation 7: Develop a plan for moving WGSS toward departmental status.									
	We agree that the program needs a more solid organizational platform, but we are unsure if a university-wide Center or a department within a College is the best solution.	Director and Executive Committee			9/1/2013	4/1/2014			I will wait for the program's recommendation.

**APR Action Plan
2013**

#	Goals and Objectives Action Item	Individual(s) Responsible	Resources Needed	Action Taken/ Status	Projected Start Date	Target Date for Completion	Progress Review Date (if needed)	Funding Request	Dean's Support
					Gather information on other programs; evaluate costs/benefits of different organizational platforms.	Will deliver a final proposal to the Dean of Arts & Letters.			
Recommendation 8: Position WGSS as central to the success of other units									

**APR Action Plan
2013**

#	Goals and Objectives Action Item	Individual(s) Responsible	Resources Needed	Action Taken/ Status	Projected Start Date	Target Date for Completion	Progress Review Date (if needed)	Funding Request	Dean's Support
	WGSS is and will continue to be central to A&L's emerging "research clusters" as well as to signature theme #4 of FAU strategic plan; WGSS will work with the director of the interdisciplinary Comparative Studies Ph.D. program to create a WGSS concentration within the program			ongoing	ongoing: continue to identify and facilitate connections among faculty doing research in WGSS; continue to document the work done by the Center and its associated faculty; participate in planning for the development of the Ph.D.	annually: prepare and distribute WGSS newsletter			I encourage the Center to participate in the PhD program recruitment and to build its own MA program.
	WGSS is and will continue to be central to A&L's emerging "research clusters" as well as to signature theme #4 of FAU strategic plan								
Recommendation 9: Strengthen the Center's emphasis on gender and STEM									
	Will continue the work begun in the past few years			ongoing					This should be a priority given our College's strategic plan's goals to expand connections to STEM.

**APR Action Plan
2013**

#	Goals and Objectives Action Item	Individual(s) Responsible	Resources Needed	Action Taken/ Status	Projected Start Date	Target Date for Completion	Progress Review Date (if needed)	Funding Request	Dean's Support
Recommendation 10: Clarify thesis selection process for graduate students									
	Done through revision of Graduate Handbook and through orientation meetings	Director and core faculty		completed					Good.
Recommendation 11: Consider expanding WGSS offerings on other FAU campuses and through eLearning									
	Will implement rotation of courses required for certification at the Jupiter and Davie campuses; one adjunct faculty member has been trained to teach one of the core courses for the certificate as an on-line course.	Director		ongoing	9/1/2013 Review Spring 14 schedule; ensure partner campus offerings	10/15/2014 Ensure partner campus offerings are available on partner campuses; ensure an online offering at least one term per academic year			We should add this to our work plan for the future of Davie and Jupiter campuses and should expand eLearning in accordance with new University goals and plans.