

**Florida Atlantic University
Academic Program Review
Self-Study Report**

Program:	Women, Gender, and Sexuality Studies
Program Director/ Coordinator Name:	Adam Bradford
Program Self-Study Contact:	Barclay Barrios
Self-Study Contact Email:	bbarrios@fau.edu
Self-Study Contact Phone Number:	561-297-4573

A. Mission, Purpose, and Strategic Alignment.....	3
Mission and Purpose.....	3
Strategic Alignment.....	3
B. Prior Program Review and Major Changes.....	4
C. Instruction and Faculty.....	6
Undergraduate BA.....	6
Undergraduate Certificate Program.....	6
Certificate Enrollment and Outcomes.....	7
Graduate Certificate.....	9
Graduate MA Program.....	10
Degree Track Options in the MA Program.....	10
First Year Review.....	11
Comprehensive Exams.....	11
Comparison to Other Programs.....	11
Student Data.....	12
Advising.....	12
MA Outcomes.....	12
Student recruitment.....	13
Faculty and Administration.....	13
D. Service and Community Engagement.....	14
E. Strengths and Opportunities.....	15

F. Weaknesses and Threats	16
G. Resource Analysis.....	16
H. Future Direction.....	17
Anticipated Changes	17
Questions for Review Team to Answer.....	18
Appendix A: Undergraduate Certificate Courses	19
Appendix B: Faculty Vitae	21

A. Mission, Purpose, and Strategic Alignment

Mission and Purpose

The Center for Women, Gender & Sexuality Studies at Florida Atlantic University is a strong interdisciplinary program with nationally and internationally known faculty from a variety of disciplines. Students receive credit for courses in fields such as Anthropology, English, Criminal Justice, Communication, History, Languages and Linguistics, Literature, Political Science, Sociology, and of course, Women, Gender and Sexuality Studies.

In keeping with the mission of Florida Atlantic University, our goal 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 and sexuality interact with politics, culture, ideologies, social structures, and economics, historically and globally, to shape people's lives. Our courses explore gender and sexuality through experiences and standpoints rooted in a diversity of intersecting factors, including class, race, ethnicity, nationality, ability, religion, and age.

Women, Gender and Sexuality Studies at FAU developed out of the concerted activism of faculty, students, and members of the greater community and we continue to support this tradition. We encourage students to see themselves as being able to make a difference for social justice in their own lives and in the lives of others around the world.

Strategic Alignment

FAU's strategic plan for 2015-2025, *The Race to Excellence*, offers several points of alignment for the Center and its mission. The Center enacts many of FAU's stated values as articulated in the plan:

- Excellence - in teaching, research and public service
- Accountability - taking responsibility for actions and being outcome-based
- Teamwork - seeking collaborative strategies to solve problems
- Integrity - telling the truth and delivering on our commitments
- Playing to win - and helping others win
- Innovation - striving for creative solutions and continuous improvement
- Student success - wholly committing ourselves to our students' futures
- Shared governance - making decisions through collaborative processes
- Professionalism - performing our responsibilities with an ethical behavior
- Respect - treating people the way we want to be treated
- Engagement – collaborating with community to benefit all stakeholders

And while many of the plan's goals are formed with the STEM-leaning "Pillars and Platforms" in mind, the Center arguably moves towards many of these goals as well:

- **Boldness:** A uniquely competitive and globalized student body
Build a geographically-diverse population of students who excel in focused academic areas and engage in enriching activities that drive them to timely graduation and successful futures.
- **Synergy:** Prominent teams of researchers and scholars
Invest in focused pillars and platforms—connecting the most talented faculty, staff and students to expand on the robust culture of nationally respected research and inquiry.
- **Place:** Deep engagement with South Florida’s global communities
Partner with a diverse set of local stakeholders and enhance the physical spaces to build upon the unique cultural, demographic and environmental characteristics of each campus community – striving for leadership in developing the South Florida culture and economy.

The Center has only tangential alignment with one of the university’s Pillars, Healthy Aging, but no direct alignment with the other Pillars, Neuroscience, Ocean Science / Environmental Sciences, and Sensing and Smart Systems, which collectively are intended to “define institutional programs focused on creating knowledge that benefits society. There is far more alignment with the accompanying Platforms, which “represent scholarly activities that apply to and support all Pillars”:

- **Diversity:** Identify and promote opportunities to diversify our students, faculty, and staff – and build institutional cross-cultural competencies
- **Global Perspectives and Participation:** Identify opportunities to share technology, discoveries and learning with other institutions across the U.S. and the globe
- **Peace, Justice, and Human Rights:** Develop programs that share best practices and promote tolerance and understanding of diverse cultures

B. Prior Program Review and Major Changes

The program was last reviews in 2013. Key findings and recommendations include:

Recommendation 1: Hire more core faculty. IN PROCESS

We have regularly submitted requests for new faculty lines. However, we have been hampered by the fact that the college has received almost no new lines for faculty. We will continue to submit these requests. In 2018-2019, we were granted a split line with History, but the resulting search failed to secure a candidate. The line is not available 2019-2020 due to budget cuts.

Recommendation 2: Provide a program budget for the Center. SUCCESS

The Center now has both operating and OPS budgets provided by the college, though we are advocating for more regular OPS funding for adjunct sections.

Recommendation 3: Address space needs. SUCCESS

The Center was given a three room suite in a prominent location in the Arts and Humanities (AH) building, two faculty offices and a GTA office in the Culture and Society (CU) building, and a seminar room/study area in AH. In 2019-2020, the Center moved from its office suite into one of the offices in the newly formed School of Interdisciplinary Studies (SIS).

Recommendation 4: Increase the office administrator's FTE to 1.0. SUCCESS

We were able to move the administrator's FTE to 1.0, providing a full 40 hours/week of support for the Center. That position has now been folded into SIS, where it remains a full time position.

Recommendation 5: Increase GTA stipend and explore the addition of health insurance benefits. NOT IMPLEMENTED

This recommendation is in no way under program control and should not be considered an action item for our program. The college, the Graduate College, and many college deans have all supported a university proposal to increase GTA stipends and to offer insurance; however, this remains a university level initiative. We would not be able to unilaterally adopt these changes.

Recommendation 6: Develop a WGSS concentration in the interdisciplinary studies degree as a step towards an undergraduate major in WGSS. SUCCESS

The WGSS concentration was available in the BA in Interdisciplinary Studies degree starting 2016-17. We just recently had our first major and we continue to promote this option to students.

Recommendation 7: Develop a plan for moving WGSS toward departmental status. IN PROCESS

Recently we have discussed this option now that the university has developed a Women and Gender Equity Resource Center. There are no concrete plans for this action item at this time.

Recommendation 8: Position WGSS as central to the success of other units. SUCCESS

The WGSS faculty continue to play a significant role in the PhD program and our courses are regularly cross-listed with both the PhD program and with other departments in the college. WGSS enjoys good collaborative working relationships with many departments and will continue to grow these relationships.

Recommendation 9: Strengthen the Center's emphasis on gender and STEM. IN PROCESS

Dr. Beoku-Betts has recently raised the profile of the Center in relation to these issues by her participation in a significant NSF grant focused on women in science. In addition, the Center continues to submit a request for a faculty member in this area. The college is amenable to this idea but is hampered by the lack of new lines.

Recommendation 10: Clarify thesis selection process for graduate students. SUCCESS

We have revised the graduate student manual with more information on timelines for the thesis. We have also moved first year review up a bit to the end of the semester in which the student completed 18 credits. As this most often means the end of the spring semester, students approved for the thesis now have an additional summer to work on their projects, since they can start work immediately after approval in first year review.

Recommendation 11: Consider expanding WGSS offerings on other FAU campuses and through E-learning. IN PROCESS

We have now offered each of our core undergraduate courses online at least once. These online offerings are *extremely* popular. However, we are limited in these offerings due to the lack of any regular OPS funding for adjuncts. Thus we have had to request funding from the college for each of these sections. We will continue to advocate for regular OPS funding.

C. Instruction and Faculty

Undergraduate BA

Although the Center does not offer a freestanding BA, students do have the option of selecting a focus in Women, Gender, and Sexuality Studies within the college's Interdisciplinary Studies BA.

The general requirements for this degree are:

1. 39 credits; 30 must be upper division.
2. 15-18 credits must be in a single discipline, with a minimum of 12 upper-division credits. No more than 18 credits may be taken in any one area.
3. Up to 15 credits from another college may be applied to the major.
4. Students choose a primary area of concentration and develop a plan of study in consultation with the program director. Courses may be taken from across the college.
5. Earn a "C" or better in all courses applied toward the major. No course taken on a pass/fail basis may be counted for the major.
6. All students must take IDS 3949 for 3 credits (or an approved equivalent) and IDS 3890. IDS 4930, when offered, may substitute for IDS 3890.

Students who select Women, Gender, and Sexuality Studies as their track must also meet the following requirements:

1. Courses counted toward this major cannot also be counted toward the undergraduate certificate in Women, Gender and Sexuality Studies.
2. Students must take two core courses (WST 2010, WST 2608, WST 3315, WST 3640, WST 3930).
3. Students must take three additional courses in Women, Gender and Sexuality Studies, which may include other core courses.

Only one student has pursued this option; therefore we do not have sufficient data to perform an analysis on this degree in relation to the Center.

Undergraduate Certificate Program

The Center's undergraduate certificate program has a more robust student population. Unfortunately, without a freestanding BA program data on our undergraduate courses is not captured in FAU's Department Dashboard Indicators. Just as unfortunately, FAU offers no good mechanism for students to "declare" a certificate, which means we have no accurate info on

students pursuing the certificate, either in terms of numbers or demographics. We do have information on certificates awarded and on classes offered within the certificate. What follows is general information about the certificate and its outcomes based on those sources.

The certificate program is divided into three parts, requiring a total of five courses for 15 credits:

1. One required core course offered directly by the Center (more may be taken);
2. Three-to-four courses from a selected list, representing departments around the college and the university;
3. Optional one elective course from a selected list. Elective courses generally have $\frac{1}{3}$ of their content focused on issues of women, gender, and sexuality, as opposed to the other courses in the certificate which have their entire focus on these issues.

Students must earn a grade of "C" or better in all courses. Courses for the certificate may count toward other general and specific graduation requirements, just as courses taken to fulfill other requirements may be applied to the certificate. No more than two courses from a student's major department may be included in the certificate program coursework.

For a list of all courses in the certificate, see Appendix A.

This curriculum is comparable to certificate programs offered by other schools in the Florida State University System. While most other schools with similar programs offer a standalone BA degree (FIU, UF, USF) or a BA degree as part of an interdisciplinary degree (FSU, UWF), and others offer a minor (UNF), the schools that do offer an undergraduate certificate range from 12-18 credits (FIU, UCF).

Certificate Enrollment and Outcomes

With some fluctuation, enrollment in our undergraduate courses has been, on the whole, fairly consistent over the past five years:

AY 2014-2015

Fall 14	WST 2010	36 students
	WST 2010	22
	WST 2608	26
	WST 4337	35
	WST 4404	22
Spring 15	WST 2101	28
	WST 2608	34
	WST 2608	55 (online section)
	WST 4349	9
Summer 15	WST 2010	13
	WST 3305	40 (online section)
TOTAL		320 students, 11 sections

AY 2015-2016

Fall 15	WST 2010	50 students (online section)
	WST 2608	26
	WST 4349	26
	WST 4930	21
Spring 16	WST 2010	34
	WST 2608	35
	WST 4331	22
Summer 16	WST 2010	18
	WST 2608	21
	WST 4337	39
TOTAL		292 students, 10 sections

AY 2016-2017

Fall 16	WST 2010	27 students
	WST 2010	22
	WST 2101	29
	WST 2608	16
	WST 3305	25
	WST 4930	15
Spring 17	WST 2010	34
	WST 2608	35
	WST 2608	34
	WST 3930	31
Summer 17	WST 2608	26
	WST 3305	24
	WST 4113	25
TOTAL		343 students, 13 sections

AY 2017-2018

Fall 17	WST 2010	29 students
	WST 2010	25
	WST 2608	19
	WST 3930	23
Spring 18	WST 2010	35
	WST 2608	34
	WST 2608	34
	WST 4113	13
	WST 4930	15
Summer 18	WST 2608	29
TOTAL		256 students, 10 sections

AY 2018-2019

Fall 2018	WST 2010	35 students
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	WST 2608	33
Spring 2019	WST 2010	31
	WST 2608	24
	WST 2643	16
	WST 4331	11
	WST 4404	32
	WST 4930	12
Summer 19	WST 3305	24
TOTAL		218 students, 9 sections

Despite the relatively steady course offerings, and despite the healthy enrollments in these courses, certificate numbers have seen a steady decline over the past 5 years:

	2014-15	2015-16	2016-17	2017-18	2018-19
Certificates Awarded	64	54	42	30	24

There is no readily obvious reason for this decline, particularly given its steady state, although it is reasonable to assume that the certificate program has been impacted by changes to federal financial aid rules, increased pressures to complete degrees in four years, and absence of Center faculty in core courses given course releases and research leave.

Graduate Certificate

The Center offers both an MA degree and a graduate certificate in Women, Gender, and Sexuality Studies.

The graduate certificate in Women, Gender and Sexuality Studies is available to students who have completed an undergraduate degree. There are two options available for students interested in the graduate certificate: students may enroll in the certificate program while pursuing a degree in another discipline or they may enroll in the certificate program independent of other graduate work. All students must

1. Complete 12 credits of graduate courses, 3 credits of which should be taken from one of the Women's Studies core graduate courses.
2. Earn at least 6 credits outside of a student's major for those students working toward a graduate degree.
3. Choose courses from a wide selection offered by departments throughout FAU.
4. Receive a grade of "B" or better.
5. Seek approval for courses from the Center for Women, Gender and Sexuality Studies prior to enrolling.

Completion rates for this certificate are low, primarily because graduate programs have strict guidelines on coursework, leaving little room for students to take additional courses outside their program of study.

This certificate is comparable to the ones offered by both the University of Florida and the University of South Florida, which are both also a 12 credit programs and which both also require 3 core credits from WST courses.

Completion rates for the certificate have been very low, with only 6 awarded since Fall 2013 (1 in Spring 2014, 1 Summer 2014, 2 Fall 2014, 1 Fall 2016, 1 Spring 2018).

Graduate MA Program

The MA degree is a two-year program that 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 the degree based upon 36 hours of coursework and a comprehensive exam.

Regardless of which option the student selects, the following 2 core courses are required:

- Feminist Theory and Praxis – WST 6564 – 3 credits. The course is designed to provide a broad overview of some of the current and major debates in contemporary feminist theory and practices and to explore some of the ways that these necessarily intersect.
- Global Perspectives on Gender – WST 6936 - 3 credits. This course examines the application and relevance of various conceptual and theoretical approaches to analyzing gender relations in the global South. The impact of internal and globalization processes on gender are explored, locating their manifestations in a historical, cultural, social, economic, and political context.

To supplement these core courses, the Center offers additional graduate courses under the WST prefix each semester. We also work with departments across the college to secure seats in their graduate courses that have content appropriate to the Center. Students may also do Directed Independent Study (DIS) seminars with faculty or faculty associates, with the permission of their advisor. Only six credits of DIS can be applied to the degree and this option is generally discouraged to promote enrollment in the Center's courses.

Students are also allowed 3 elective credits. These credits may be filled by a seminar outside of the Center that does not focus on issues of women, gender and sexuality but does enhance a student's overall plan of study. For example, some of our students take courses in nonprofit management or higher education for their future careers. Alternatively, the elective credit can be filled with another seminar offered by the Center or an affiliated program.

Degree Track Options in the MA Program

THESIS OPTION

Core Courses	6 credits
Graduate Seminars in Women's Studies (WST or other)	15 credits
Elective	3 credits
Thesis Credits	6 credits

TOTAL THESIS OPTION 30 CREDITS

INTERNSHIP OPTION

Core Courses	6 credits
Graduate Seminars in Women's Studies (WST or other)	15 credits
Elective	3 credits
Internship Credits	6 credits
<u>TOTAL INTERNSHIP OPTION</u>	<u>30 CREDITS</u>

GENERALIST OPTION:

Core Courses	6 credits
Graduate Seminars in Women's Studies (WST or other)	21 credits
Elective	6 credits
DIS to complete Comprehensive Exam	3 credits
<u>TOTAL GENERALIST OPTION</u>	<u>36 CREDITS</u>

First Year Review

All students meet with the First Year Review Committee after completing 18 credit hours, ideally in the month of May or June for full-time students. The committee is comprised of the Center Director and the core faculty. This committee reviews the student's transcript and two essays produced during the first year of coursework. The committee works with the student during this meeting to determine the best track for completing the MA. The thesis track, in particular, requires approval by the committee.

Comprehensive Exams

Students pursuing the generalist track must pass a comprehensive exam. The comprehensive exam is a written, take-home examination intended to provide students an opportunity to demonstrate the depth and breadth of their learning. The comprehensive exam is usually completed in a student's last semester of study.

Advisors help students determine the comprehensive exam committee, which consists of two faculty members, one of whom must be part of the Center's core faculty. Students work with these committee members to determine the reading list for their exam, which is based on reading lists from the two core courses but may also incorporate a student's research specialization.

Students are given two weeks to complete the exam and are asked to answer two of four questions provided by the committee members. These committee members will grade the responses as High Pass, Satisfactory, or Unsatisfactory.

Comparison to Other Programs

Two other universities in the Florida state system offer MA degrees in this area: the University of Florida and the University of South Florida. USF has the same three options for completion with

the same three credit totals while UF offers both thesis and non-thesis option but does not provide an internship options for students.

Student Data

According to FAU’s office of Institutional Effectiveness and Analysis, the headcount enrollment for the MA program is

	2014-15	2015-16	2016-17	2017-18
	19	16	12	13

Data on 2018-2019 is not yet available.

Demographic data suggests that students historically have been primarily female and white, though that data also shows that the Center has steadily diversified its student population:

	2014-15	2015-16	2016-17	2017-18
Female	18	14	11	9
Male	1	2	1	4

	2014-15	2015-16	2016-17	2017-18
Nonwhite	7	6	6	9
White	12	10	6	4

Due to a combination of college and Foundation funds, the Center is able to fund all students who are accepted full time into the program. Students receive an \$8,000 stipend and full tuition remission

Advising

Advising for the Center’s graduate programs is handled by the core faculty and the Center Director.

MA Outcomes

The MA program has very strong outcomes. Employment outcomes include:

1. Health Programs and Supportive Services Manager for LGBT Community Center
2. Director and writer of Emmy-award winning television productions, specializing in feminist and LGBTQ themes

3. Florida Operations Director, NextGen
4. Coordinator, Women and Gender Equity Center, Florida Atlantic University
5. Victim's Advocate, Aid to Victims of Domestic Abuse, Delray Beach, FL
6. YWLP Coordinator at Women and Gender Studies Center, UVA
7. Community Health Equity Program Director, YMCA Fort Lauderdale
8. Online instructor of English composition and women and gender studies
9. Communications Assistant in the Unitarian Universalist Association Office of Information and Public Witness, Boston, MA
10. Elder Care Attorney
11. Yoga Instructor
12. English as a Second Language Instructor, South Korea

Other students pursue advanced graduate study:

1. PhD program, American Studies, Pullman State, Washington
2. PhD program, Multicultural Women and Gender Studies, Texas Women's University
3. PhD program, Global Studies, Florida International University
4. MFA program, Florida International University
5. Law student, St. Thomas University
6. MA Clinical Social Work student, Barry University

Student recruitment

Student recruitment has primarily focused on FAU's undergraduate population, though in recent years we have used social media advertising to extend our recruitment efforts. Recruitment efforts at FAU include tabling and graduate studies events, promoting the MA program in our undergraduate classes, and leveraging mentoring relationships between core faculty and undergraduate students.

Faculty and Administration

The Center has two core faculty members, Dr. Jane Caputi and Dr. Josephine Beoku-Betts. Both are full professors, with their tenure resting in other departments (Communication for Dr. Caputi and Sociology for Dr. Beoku-Betts). Both teach a 2/3 load and both remain extremely research active, with international reputations that have contributed to our recruitment efforts. The Center's administrative structure has historically consisted of a Director supported with an administrative assistant and an Executive Committee. The Director is a member of the college faculty and was often offered a stipend or course release for the work involved. From 2016-2019, Associate Dean Barclay Barrios held this role. More recently, the college has created the School of Interdisciplinary Studies, which aims to bring all of the college's interdisciplinary programs under one administrative umbrella. We are currently searching for a new Director for the Center.

The Center's faculty are internationally recognized for their work. During the period of the program review, Dr. Caputi completed an educational documentary, *Feed the Green: Feminist Voices for the Earth*, which was funded with a \$50,000 grant and picked up for distribution by

Women Make Movies. She also completed a book, *Call Your "Mutha"™: A Deliberately Dirty-Minded Manifesto for the Earth Mother in the Anthropocene*, now in production at Oxford University Press and due for publication in 2020. In 2016, she was named the Eminent Scholar of the Year by the Popular Culture/American Culture Association. During this period, she also published 3 articles in refereed journals and seven book chapters in refereed anthologies, while making presentations annually at academic conferences, including the American Society for Environmental Studies and Science, the National Women's Studies Association annual conference, and the Popular Culture /American Culture Studies Association.

Since 2013, Dr. Beoku-Betts has published three peer reviewed articles in refereed journals, four book chapters, and co-edited a special issue of the journal *African and Asian Studies*. She is completing two co-edited books under contract with Zed Books and Emerald Publishers. The first book is co-edited with Fredline M'Cormack-Hale and is entitled *War, Women, and Post-Conflict Empowerment*. The second is co-edited with Akosua Adomako Ampofo and is entitled *Producing Inclusive Feminist Knowledge: Positionalities and Discourses in the Global South*. Between 2014-2018, she served as Co-President of the Women in Society Research Committee of the International Sociological Association and organized two major international conferences during that period. She is currently President-Elect for the Sociologists for Women in Society and is in the process of organizing the 2020 annual Winter Conference. She received the Feminist Activist Award of the Sociologists for Women in Society in 2014 and also received a Fulbright Fellowship in 2018-2019, serving as visiting professor and curriculum developer for the new B.A. degree program in Gender Studies at the Institute for Gender Research and Documentation at the University of Sierra Leone. In the period under review, she made presentations at the annual or bi-annual meetings of the Sociologists for Women in Society, African Studies Association and International Sociological Association and was invited to speak at two international conferences in Madrid and Ghana.

For faculty vitae, see Appendix B.

D. Service and Community Engagement

The Center is deeply engaged with the community. Beyond the work done by MA students in internships, the Center offers a number of programs every year targeted to both FAU students and the local community. Past programs include:

1. Ending Sex Trafficking in Florida, 2013
2. *Ain't I A Woman*, by the Core Ensemble, a chamber music theatre piece, 2014
3. LGBTQ Studies Conference at FAU Davie Campus, 2014
4. Women's Voices Community Conversation, 2014
5. Women Opening Doors for Women Networking Events, 2014
6. Activism panel featuring artist Jay Critchley, whose work intersects gender and sexuality, 2016
7. *Philosophia* conference

The Center also has an Advisory Council. The members of the CWGSS Advisory Council are advocates in the community promoting awareness, engagement, and funding needs to foster academic excellence and support of students, faculty, and programs of the FAU Center for Women, Gender and Sexuality Studies. The Council holds fundraising events for the Center, including:

1. Fundraiser at the Delray Beach Arts Garage
2. "Avocado" a new play reading by Eve Ensler
3. An Evening All About Women, with Sharon Gless

E. Strengths and Opportunities

1. Interdisciplinary Foundation

Our major strength as an interdisciplinary Center for Women, Gender, and Sexuality Studies is that we are a core element of the School of Interdisciplinary Studies, providing one of the three graduate degrees in the school. We serve other MA programs as well as the Comparative Studies PhD Program in the college as well as other colleges in the university. Our strength also lies in the quality and productivity of our faculty, both core and associate in the areas of teaching, scholarship and community engagement.

2. Regionally Unique

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.

3. Strategic Strengths

Our program provides students and the college community 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 for Race to Excellence, the College's Study of the Americas Initiative which brings together multiple disciplines within the humanities together for research and dialogue and the FAU ADVANCE Institutional Transformation Catalyst (IT-Catalyst) Program.

4. Strong Outcomes

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". Several go on to work in non-profit organizations, become attorneys, social workers and doctoral degree holders.

5. High Profile Faculty

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, including Fulbright Fellowships, Visiting Scholar in Residence Programs, recipient of national awards for scholarship and Co-PI status on NSF grants. This fulfills the university's strategic goals of "Building World-Class Academic Programs and Research Capacity".

6. Community Impact

Our program and its faculty provide an important resource to the local community through its programming and collaboration with community organizations.

F. Weaknesses and Threats

1. Sustainability

The ability of the program to be sustainable in terms of recruitment, curriculum development, and potential for expansion is dependent on budgetary resources. We've maintained the program with two core faculty and a part-time director and secretary. This situation has changed with our inclusion into the School of Interdisciplinary Studies. We hope that this will not mean further diminishment but new pathways for growth.

2. Competitiveness

Our program has the potential to expand and attract more well-qualified graduate students if the college were to increase stipends for graduate assistantships and become 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. 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.

3. Faculty Lines

When the MA degree program in Women's Studies was established in 1997 two core faculty and a director were hired to teach in this field. That director's line, a twelve-month line, was reassigned to the Anthropology department. This has left a serious deficit and needs to come back to the Center. Moreover, in keeping with national and international trends, in 2009, the MA degree was changed to become an MA in Women, Gender, and Sexuality Studies. It is imperative that a core faculty be hired to fill this position as we cannot rely on associate faculty in other departments and programs to provide expertise in this expanded area.

G. Resource Analysis

In addition to the two core faculty lines, the college provides the Center with 5 GTA lines, a full time administrative assistant, and an operating budget of \$5,000. The Center has a seminar room, two faculty offices, and a GTA office. It also has a number of Foundation accounts that are used to support additional GTA lines:

ID	Description	Expendable Balance
HUM224	Feminist Fund Endowment	\$8,270.23
HUM226	Friends of the Center for Women, Gender and Sexuality Studies	\$26,710.72
HUM735	Failure is Impossible	\$4,101.42

Specifically Scholarships

HUM227	Walter and Lalita Janke Fellowship Fund	\$8,405.64
HUM487	Annette Van Howe Women, Gender and Sexuality Studies Scholarship Fund	\$15,946.17
HUM844	Laura Sylvia Myers Scholarship Endowment	\$3,187.50

H. Future Direction

Anticipated Changes

The biggest change is the incorporation of the Center into the newly formed School of Interdisciplinary Studies (SIS), which happened in 2019-20. It's too soon to determine the full ramifications of this shift, but several immediate changes have been implemented:

1. The WGSS suite has been moved into the SIS suite, which has a dedicated office for the Director.
2. The WGSS administrative assistant has been moved to SIS, expanding the duties of that role.
3. The administrative workload of the Center (course scheduling, annual assignments, budgeting) has been offloaded to SIS.
4. The Director of the Center now has a focus on recruitment, curriculum, program development, donor relations, and events.

Further anticipated changes include:

1. 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).

2. Continue to work on curriculum development to service the undergraduate certificate, the WGSS concentration track in the Interdisciplinary BA degree program and the graduate degree and certificate, and PhD program in Comparative Studies.
3. Expand recruitment strategies to grow the number of students in the graduate program and to include part-time students in this initiative.
4. 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.
5. 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 a category of non-traditional students who are homebound for various reasons, including child or elder care responsibilities, or who cannot take time away from employment for in-class teaching programs as well as 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.
6. Continue to 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.
7. Develop new community partnerships and continue to work with the CWGSS Advisory Council to increase fundraising activities to support the Center's initiatives.

Questions for Review Team to Answer

1. How do you view the Center's future in the university's Race for Excellence Strategic Plan (2015-2025)? What are your recommendations for strategies that might strengthen the Center's role/positioning in the university's Race for Excellence Strategic Plan (2015-2025)?
2. Do you have any other models to suggest of Women, Gender, and Sexuality Studies programs which have been successfully assimilated into Interdisciplinary Studies Programs?
3. What strategies might work for us to strengthen our recruitment efforts to increase student enrollment locally and nationally into the graduate program?
4. What strategies might work to strengthen our recruitment efforts to increase undergraduate enrollment into the BA in Interdisciplinary Studies with an emphasis on Women, Gender, and Sexuality Studies?

Appendix A: Undergraduate Certificate Courses

Required Course (choose one)

Introduction to Women's Studies	or	WST 2010	3
Feminist Perspectives on Gender	or	WST 3315	3
Introduction to Sexuality and Gender		WST 2608	3
or			
Sex and Gender in American Culture		WST 3640	3
or			
Introduction to Lesbian, Gay, Bisexual, Transgender and Queer Studies		WST 2643	3

Core Courses

Students need to complete a minimum of three core courses. While the list of applicable courses may vary each semester, the following are examples of core courses:

History of U.S. Women		AMH 3560	3
Florida Women Writers		AML 3264	3
Gender and Culture		ANT 4302	3
Anthropology of Sex and Gender		ANT 4413	3
Culture, Gender and Health		ANT 4469	3
Women and Criminal Justice		CCJ 4670	3
Communication, Gender and Language		COM 3014	3
Women in European History		EUH 3619	3
History of European Sexuality		EUH 4684	3
Women and Film		FIL 4056	3
Love and Lovers in Italian Literature		ITT 3111	3
Women and Judaism		JST 4510	3
Women and Literature		LIT 4383	3
Caring for Self		NUR 4175	3
Women, Witches and Healing		NUR 4176	3
Feminist Philosophy		PHM 3123	3
Women and Politics		PUP 3323	3
Gender and Television		RTV 4412	3
Psychology of Women		SOP 3742	3
Issues in Counseling Women		SOW 4357	3
Gender, Race and Communication		SPC 4712	3
Race, Class, Gender, and Sexuality		SYD 3792	3
Gender and Society		SYD 3800	3
Women, Wealth and Power		SYD 4812	3

Gender, Power and Relationships	SYD 4814	3
Family and Society	SYO 3100	3
Gender and Work	SYO 4370	3
Human Sexuality and Social Change	SYP 3060	3
Women and Gender in the Global South	WST 2101	3
Women, Gender and Sexuality in the Era of Globalization	WST 2102	3
Sex, Myth, Power and Popular Culture	WST 3305	3
Women, Violence, Resistance	WST 3325	3
Special Topics	WST 3930	1-3
Sex, Violence and Hollywood	WST 4337	3
Green Consciousness	WST 4349	3
Women of Color in U.S. Society	WST 4404	3
Directed Independent Study	WST 4905	1-3
Special Topics	WST 4930	1-3

Elective Courses

Students may opt to complete a maximum of one elective for the certificate. Alternatively, a student may choose to complete four core courses. The list of acceptable electives varies by semester. However, the following courses are examples of electives:

Contemporary Art	ARH 4470	4
Victimology	CCJ 3666	3
Media, Representation and Diversity	MMC 4704	3
Social Welfare Policy and Provisions	SOW 3232	3
Family Violence	SOW 4141	3
American Multicultural Discourse	SPC 3704	3
Intercultural Communication	SPC 3710	3
Rhetoric of Social Protest	SPC 4633	3
Sociology of Fashion	SYD 4815	3
Class, Status, and Power	SYO 3530	3
Poverty and Society	SYO 4534	3

Appendix B: Faculty Vitae

Abbreviated Vita, Jane Caputi, CWGSS, Oct. 2019

Educational History:

Ph.D., Aug. 1982, Bowling Green State University, Bowling Green, OH, 43403, American Culture.

Employment History: (principal):

Visiting Scholar of Interdisciplinary Studies, Merrimack College, September 2017- June 2018.

Professor, August 1997 - present, Women, Gender and Sexuality Studies, Communication & Multimedia, Florida Atlantic University, Boca Raton, Florida, 33431-0991

Professor, 1995 - 1997, American Studies, University of New Mexico, Albuquerque NM 87131

Professional Recognition and Awards (Select):

Eminent Scholar, 2016. Popular Culture Association/American Culture Association. This award recognizes one scholar in the field for a calendar year.

Susan B. Anthony Feminist of the Year Award, Palm Beach County NOW (National Organization of Women), February 2013

Researcher of the Year for Scholarly and Creative Activities (Professor), Florida Atlantic University, 2012-2013

President's Award, 2010, given in recognition of outstanding scholarship in the field of popular culture and American culture studies and service to the Popular Culture/American Culture Association

Distinguished Alumna, 2006, American Culture Studies PhD Program, Bowling Green State University.

Researcher of the Year for Scholarly and Creative Activities (Professor), Florida Atlantic University, 2004-05.

Degree of Difference Award, Florida Atlantic University, 2004. This award is given by the FAU Alumni Association, recognizing one teacher who has made a difference in students' lives.

Distinguished Teacher of the Year Award, Florida Atlantic University, 2001. This award, determined by a student committee, recognizes one teacher from all the colleges in the seven campuses of FAU.

Kathleen Gregory Klein Award, 1992, Popular Culture Association for "American Psychos: The Serial Killer in Contemporary Fiction." This award recognizes the best unpublished essay on feminism and popular culture for 1991 and guarantees its publication in the Journal of American Culture.

Graduate Teacher of the Year, 1990-1991, University of New Mexico. This award recognizes superior teaching among teachers in all colleges of the University.

Presidential Lectureship, 1988-1990, University of New Mexico. This award recognizes excellence in teaching and scholarship.

Emily Toth Award, for 1988, for The Age of Sex Crime. This award is given annually by the joint American Culture Association and Popular Culture Association and recognizes the best single-author feminist study of popular and American Culture.

Faculty Scholar Award, spring 1987, University of New Mexico. This is an award recognizing superior scholarly achievement, which gives the faculty member a semester off with pay to enable research.

Contracts or Grants Received, Principle (For All I am PI):

Distinguished Lecture Series Faculty Research Support Award, Florida Atlantic University, 2018.

SCAF (Scholarly and Creative Activities for Faculty) award, spring 2017, Florida Atlantic University.

FAU, School of the Arts, \$1,380. To support Political Sideshow 2016, including \$500 stipends for four graduate students.

FAU, Peace, Justice and Human Rights Initiative, \$500, to support Political Sideshow 2016, FAU Agora Project, \$2000 to support Political Sideshow 2016.

SCAF (Scholarly and Creative Activities for Faculty) award, spring 2010, Florida Atlantic University.

NEH Summer Seminar grant to participate in "A Fierce Green Fire: The Environmental Philosophy of Aldo Leopold," Prescott, AZ, 2009.

Green Consciousness: Reattachment to the Mother/Earth. Grant of \$50,000.00 from the Frederick Leonhardt Foundation, Albuquerque, NM, August 2008, to produce an educational film on "Green Consciousness: Re-Attachment to the Mother/Earth."

The Pornography of Everyday Life. Supplemental Grant from the Frederick Leonhardt Foundation of \$1000.00 to complete this film project, 2007.

The Pornography of Everyday Life, Frederick Leonhardt Foundation, Albuquerque, NM, August 2001, Grant of \$50,000 to produce an educational film.

Books

1. Call Your 'Mutha' -- A Deliberately Dirty-Minded Devotion to the Earth Mother in the Anthropocene, Oxford University Press, in press, 2020.
2. Goddesses and Monsters: Women, Myth, Power and Popular Culture, University of Wisconsin/Popular Press, 468 pp. 2004.
3. Gossips, Gorgons & Crones: The Fates of the Earth, Bear and Company, Santa Fe, NM, 362 pp. 1993.
4. The Age of Sex Crime, Bowling Green State University Popular Press. Bowling Green, Ohio. 246 pp. 1987. Winner of the Emily Toth Award (PCA/ACA). A British edition of this book has been published by The Women's Press (London), 1988.
5. Websters' First New Intergalactic Wickedary of the English Language, Mary Daly with Jane Caputi, Beacon Press. Boston. 310 pp. 1987. A British edition of this book has been published by The Women's Press (London), 1988. An Irish edition has been published by the Attic Press (Dublin), 1988

Journal Articles: (Select from FAU years, 32 total, all single-author by Jane Caputi unless otherwise indicated)

1. Janell Hobson and Jane Caputi (Guest Editors of Special Issue), "Introduction: Slavery and the Contemporary Imagination," Journal of American Culture 41 (1), 2018, 1-4.
2. "The Color Orange?: Social Justice Issues in Orange is the New Black's First Season," Journal of Popular Culture Vol 48, No. 6 (2015), pp. 1129-1149.

3. "Ann Scales 'Imagines Us': From the Eco-Pornographic Story to the Medusan Counternarrative," (9581 words). Denver University Law Journal, Volume 91, Issue 1, 2013, pp. 65-84.
4. "The Greening (or Not) of America," Introduction to Special Issue," which I guest- edited, Journal of American Culture 35: 1 (2012), 1-3.
5. "Feeding Green Fire," Journal for the Study of Religion, Nature, and Culture 5:4 (2011): 410-436.
6. Re-Creating Patriarchy: Connecting Religion and Pornography, Wake Forest Journal of Law & Policy 1(2): (2011): 293-324.
7. "Character Assassinations: Hate Messages in Election 2008 Commercial Paraphernalia." Denver University Law Review Special Issue on the Historic Election of President Barack Obama 86 (2009): 585-614.
8. "Overkill: Why Excess and Conflict are both Sexy and Sacred," The Journal for the Study of Religion, Nature and Culture 1: 3 (2007).
9. "Green Consciousness: Earth Based Myth and Meaning in Shrek." Ethics and the Environment 12:2 (2007), 23-44. A revised and expanded version of this article is reprinted in: Investigating Shrek, edited by [Tim Nieguth](#), [Aurélie Lacassagne](#), and [François Dépelteau](#), (New York: Palgrave MacMillan), 2011, 39-58.
10. "Femme Noir: Dangerous Women of Color in Popular Film and Television," with Lauri Sagle. Race, Gender & Class 11:2 (2004), 90-111.
11. "The Naked Goddess: Pornography and the Sacred." Theology and Sexuality 9:2, 2003, 180-200.
12. "Take Back What Doesn't Belong to Me": Sexual Violence and the "Transmission of Affect." Women's Studies International Forum, 26:1, 2003, 1-14.
13. "Of Towers and Twins: Synchronicities and Shadows: Archetypal Imagery in 9/11," Journal of American Culture 28: 1 (2003), 1-10.
14. "On the Lap of Necessity: A Mythic Interpretation of Teresa Brennan's Energetics Philosophy." Hypatia: A Journal of Women and Philosophy 16: 2, Spring 2001, pp. 1-26.
15. "Facing Change: African Origins in Octavia Butler's Parable Novels." Journal on the Fantastic in the Arts, 11:2, 2000, pp. 175-178.
16. "Quintessentialism." Feminist Theology 24, 2000, pp. 13-18.
17. "The Second Coming of Diana. National Women's Studies Association Journal, 11:2: 1999, 103-123.

Book Chapters and Encyclopedia Entries, Select from FAU years (Refereed, 39 total)

1. "Is Seeing Believing?: Rapist Culture on the Screen," In *Violence Against Women: Philosophical Perspectives*, ed. Wanda Teays (Springer Press, 2019, 207-223).
2. "The Pornography of Everyday Life" (revised and updated). In Race, Class & Gender in the Media, 4th Edition, Gail Dines and William E. Yousman, eds.: Sage Publications, 2018, pp. 307-317.
3. "From (Castrating) *Bitch* to (Big) *Nuts*: Genital Politics in 2016 Election Campaign Paraphernalia." In Bad Hombres and Nasty Women. Eds. Christine Kray, Tamar Carroll, Hinda Mandell (Rochester: University of Rochester Press, 2018), pp. 26-41.

4. Mother Earth Meets the Anthropocene: An Intersectional Ecofeminist Analysis." Systemic Crises: Race, Class, Gender and Global Climate Change. Edited by Phoebe C. Godfrey and Denise Torres, Routledge, 2016, pp. 20-33.
5. "Sex and Violence in Popular Culture, in A Companion to Popular Culture, ed. Gary Burns. Malden, MA: Wiley-Blackwell, 2016, pp. 421-440.
6. "The Penis and Religion," in Cultural Encyclopedia of the Penis, ed. Michael Kimmel, Christine Milrod, and Amanda Kennedy. New York: Rowman and Littlefield, 2014, pp. 186-188.
7. "The Pornography of Everyday Life." In Race, Class & Gender in the Media, 4th Edition, Gail Dines and Jean Humez, eds.: Sage Publications, 2014, pp. 373-385. This is a revised and updated version of my earlier article (2011).
8. "Green Consciousness: Earth-Based Myth in Shrek," Investigating Shrek, edited by [Tim Nieguth](#), [Aurélie Lacassagne](#), and [François Dépelteau](#), (New York: Palgrave MacMillan), 2011, 39-58. (This is a revised version of my 2007 article in Ethics and the Environment)
9. "The Pornography of Everyday Life." In Race, Class & Gender in the Media, 3rd Edition, Gail Dines and Jean Humez, eds.: Sage Publications, 2011, pp. 311-319.
10. "Gynocide and Goddess Murder in Ciudad Juárez," In Making a Killing, edited by Alicia Gaspar de Alba, Austin: University of Texas Press, 2010, pp. 279-94.
11. "Crises of Representation: Hate Messages in Campaign 2008 Commercial Paraphernalia," In Who Should Be First?: Feminists Speak Out on the 2008 Presidential Election, Eds. Beverly Guy Sheftall and Johnetta Cole. Albany: SUNY Press, 2010, pp. 121-154. This is a revised version of my 2009 article in the Denver University Law Review.
12. "A (Bad) Habit of Thinking: Challenging and Changing the Pornographic Worldview," in Marian Meyers, ed., Women in Popular Culture: Representation and Meaning. Marian Meyers, Ed., N.J.: Hampton Press, 2008, pp. 29-56. Reprinted in Women, Advertising and Representation: Beyond Familiar Paradigms, ed. Sue Abel, Marjan deBruin and Anita Nowak. Cresskill, N.J.: Hampton Press, 2010, pp., 43-70.
13. "Pornography" (with Casey McCabe), in Battleground: The Media, ed. Robin Anderson and Jonathon Grey, Greenwood Press, 2007.
14. "Shifting the Shapes of Things to Come: The Presence of the Future in The Work of Gloria Anzaldúa," in Entre Mundos/ Among Worlds: New Perspectives on Gloria Anzaldúa ed. AnaLouise Keating. Palgrave/Macmillan, 2005, pp. 185-194.
15. "Dirt," Encyclopedia of Religion and Nature, ed. Bron Taylor, Continuum Press, 2005, pp. 486-7.
16. "Sexuality and Green Consciousness," Encyclopedia of Religion and Nature, ed. Bron Taylor, Continuum Press, 2005, pp. 1519-23.
17. "Everyday Pornography," in Gail Dines and Jean Humez, eds. Race, Class & Gender in the Media, 2nd Edition: Sage Publications, 2002, pp. 434-50.
18. "Spiritualities (New Age)," Encyclopedia of Lesbian, Gay, Bisexual, and Transgender History and Culture, ed., Marc Stein. New York: Charles Scribner's Sons, 2003.

19. "Small Ceremonies: Ritual in Natural Born Killers, Forrest Gump, Seven, and Follow Me Home," in Mythologies of Violence in Postmodern Media, ed. Christopher Sharrett, Detroit: Wayne State University Press, 1999, pp, 147-174.
20. "The Pornography of Everyday Life," in Mediated Women: Representations in Popular Culture. Marian Meyers, Ed., Hampton Press, 1999, 57-80.

Exhibitions Curated:

"Pop Goes the Planet: An Ecofeminist Take on the Popular Culture of Ecocide," co-curated with Tiffany Follin and Jeanette Coleman, Wimberly Library, Florida Atlantic University April –May, 2019.

"From Bitch to (Big) Nuts and Beyond: Political Sideshow 2016, with Adrienne Gionta, Schmidt Galleries Public Space, Oct. 11-Dec. 6, 2016.

"Hating Hillary, Baiting Barack, Mocking McCain, and Pandering with Palin." I guest-curated this section of "Three-Ring Political Circus," Ritter Gallery, Florida Atlantic University, Sept. 5 – Nov. 1, 2008.

Educational Documentaries Created:

Feed the Green: Feminist Voices for the Earth. 2015. Film by Jane Caputi, produced by Susan Rosenkranz. Distributed by Women Make Movies.

Film Festival Showings:

Green Screen Environmental Film Festival, Trinidad, December, 2017.

Global Public Health Film Festival at the American Public Health Association annual conference, Atlanta, November, 8, 2017.

MICGénero, Muestra Internacional de Cine, Con Perspectiva de Género. August, 2016 Mexico, Nov. 2016, Argentina

Paris International Lesbian & Feminist Film Festival, Oct. 29, 2016

Berlin Feminist Film Festival, March 2016.

Jane Caputi, Graduate Student Guidance, Florida Atlantic University

M.A. Thesis committees (7 chair, 13 member), 20 completed.

PhD committees (7 chair, 8 member) 15 completed.

Abbreviated Vita, Josephine Beoku-Betts, CWGSS, October, 2019.

Educational History

Doctor of Philosophy, August 1990. Sociology, University of Wisconsin-Madison

Master of Social Science, 1976 (Sociology and West African Studies), University of Birmingham, U.K.

Bachelor of Sociology and Social Anthropology (Upper Second Class Honors), Hull University, U.K.

Employment History

2008- Present. Professor of Women, Gender, and Sexuality Studies and Sociology, Florida Atlantic University

1997-2007. Associate Professor, Women's Studies and Sociology, Florida Atlantic University

1990- 1997. Assistant Professor, Women's Studies and Sociology, University of Georgia (on leave of absence 1994-1996 as Coordinator for the Once and Future Action Network (a network of NGOs participating in the NGO Forum at the UN World Conference on Women in Beijing in 1995), funded by UNIFEM (now UN Women) and the International Women's Tribune Center.

Professional Recognition and Awards

2014. Recipient. Sociologists for Women in Society Feminist Activism Award. (\$1000)

2012. Recipient. President's Leadership Award, Florida Atlantic University (\$1500)

Recipient. Florida Commission on the Status of Women: Florida Achievement Award

2011-12. Recipient. Fulbright Scholar (US State Dept.) at the University of Sierra Leone.

2005. Recipient. Award in Recognition of Service to the FAU Women's Studies Graduate Student Association (WSGSA) (1997-2004)

2004. Finalist. Carnegie Scholars Program

2004. Recipient Rockefeller Foundation Bellagio Resident Scholar. Bellagio, Italy, June 3-July 2.

2003. Recipient Women of Excellence Award from the Black Students Association, Florida Atlantic University.

Contracts or Grants Received (2013-2019)

2018-2019. Fulbright Scholars Award (estimated 60, 000)

2018 (Spring Semester) SCAF (Scholarly and Creative Activities for Faculty) award, Florida Atlantic University

2016. Co-Principal Investigator. NSF ADVANCE IT-Catalyst grant: Transforming Faculty Gender Diversity at Florida Atlantic University (\$249, 519.00)

2016. Recipient Morrow Funds Research Grant. Department of Sociology. Florida Atlantic University (\$1000)

Publications (2013-2019)

2016. "Holding African States to Task on Gender and Violence: Domesticating UNSCR 1325 in the Sierra Leone National Action Plan," *Current Sociology*, vol. 64 (4): 654-670.

2015. M'Cormack-Hale, Fredline and Josephine Beoku-Betts (co-editors) "The Politics of Women's Empowerment in Post-War Sierra Leone: Contradictions, Successes, and Challenges," Introduction to Special Issue" of *African and Asian Studies*, vol. 14:8-17.

2015. M'Cormack-Hale, Fredline and Josephine Beoku-Betts (co-editors), "The Politics of Women's Empowerment in Post-War Sierra Leone: Contradictions, Successes, and Challenges," Co-Editors of Special Issue of *African and Asian Studies*," vol. 14.

2015. Beoku-Betts, Josephine and Lynda R. Day "Anatomy of an Evolving Movement: The Women's Peace Movement and Political Activism in Sierra Leone since the 1990s" *JENdA: a Journal of Culture and African Studies*, special issue on "In Movement: Women in Africa and the African Diaspora"

Chapters in Books

2019. "U.N Security Council Resolution 1325: The Example of Sierra Leone" in Niamh Reilly (editor), *International Human Rights of Women*," Springer Publishers.

"Formal Education for Primary and Secondary School Girls: Still Striving for Equality in Sub-Saharan Africa?" in Nwando Achebe and Claire Robertson (eds.), *Holding the World Together: African Women in Changing Perspective*, University of Wisconsin Press: Madison Wisconsin.

"Women, Science, and Higher Education in Ghana: Challenges, Outcomes, and Possibilities," in *Education and the Development of Human Capital: Outcomes for Equality and Governance in Africa*, edited by Muna Ndulo (Under contract with Institute for African Development, Cornell University/Cambridge Scholars Publishing.=

2015 Chubin, Daryl, Catherine Didion and Josephine A. Beoku-Betts, "Promising Programs: A Cross-National Exploration of Women in Science, Education to Workforce," in *Advancing Women in Science: An International Perspective*, eds., W. Pearson, Jr., L.M. Frehill, and C.L. McNeely. New York: Springer Publishers.

Edited Books in Progress (Under Contract)

2020 Josephine Beoku-Betts and Fredline M'Cormack-Hale (co-editors). *War, Women and Post-Conflict Empowerment*, Zed Books.

2020. Josephine Beoku-Betts and Akosua Adomako Ampofo (Co-editors). *Producing Inclusive Feminist Knowledge: Positionalities and Discourses in the Global South*, Emerald Publishing Company.

Graduate Student Guidance (2013-2019)

Ph.D. Thesis Committees: Member of 4 Ph.D. Committees. 3 completed. 1 pending.

M.A. Thesis Committees: Directed or Co-Directed 2 theses and member of 2 theses committees. All completed.

M.A Internship Program: Directed 8 internships including written reports. 7 completed. 1 pending.