Florida Atlantic University
Academic Program Review
Self-Study Report

<table>
<thead>
<tr>
<th>Program:</th>
<th>Women, Gender, and Sexuality Studies</th>
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</thead>
<tbody>
<tr>
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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 ⅓ 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:

<table>
<thead>
<tr>
<th>AY 2014-2015</th>
<th>Course</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 14</td>
<td>WST 2010</td>
<td>36 students</td>
</tr>
<tr>
<td></td>
<td>WST 2010</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>WST 2608</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>WST 4337</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>WST 4404</td>
<td>22</td>
</tr>
<tr>
<td>Spring 15</td>
<td>WST 2101</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>WST 2608</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>WST 2608</td>
<td>55 (online section)</td>
</tr>
<tr>
<td></td>
<td>WST 4349</td>
<td>9</td>
</tr>
<tr>
<td>Summer 15</td>
<td>WST 2010</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>WST 3305</td>
<td>40 (online section)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>320 students, 11 sections</strong></td>
</tr>
<tr>
<td>Term</td>
<td>Course</td>
<td>Students</td>
</tr>
<tr>
<td>-----------</td>
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<td>----------</td>
</tr>
<tr>
<td>AY 2015-2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 15</td>
<td>WST 2010</td>
<td>50 students (online section)</td>
</tr>
<tr>
<td></td>
<td>WST 2608</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>WST 4349</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>WST 4930</td>
<td>21</td>
</tr>
<tr>
<td>Spring 16</td>
<td>WST 2010</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>WST 2608</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>WST 4331</td>
<td>22</td>
</tr>
<tr>
<td>Summer 16</td>
<td>WST 2010</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>WST 2608</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>WST 4337</td>
<td>39</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>292 students, 10 sections</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Students</th>
</tr>
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<tbody>
<tr>
<td>AY 2016-2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 16</td>
<td>WST 2010</td>
<td>27 students</td>
</tr>
<tr>
<td></td>
<td>WST 2010</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>WST 2101</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>WST 2608</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>WST 3305</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>WST 4930</td>
<td>15</td>
</tr>
<tr>
<td>Spring 17</td>
<td>WST 2010</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>WST 2608</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>WST 2608</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>WST 3930</td>
<td>31</td>
</tr>
<tr>
<td>Summer 17</td>
<td>WST 2608</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>WST 3305</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>WST 4113</td>
<td>25</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>343 students, 13 sections</strong></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2017-2018</td>
<td></td>
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</tr>
<tr>
<td>Fall 17</td>
<td>WST 2010</td>
<td>29 students</td>
</tr>
<tr>
<td></td>
<td>WST 2010</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>WST 2608</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>WST 3930</td>
<td>23</td>
</tr>
<tr>
<td>Spring 18</td>
<td>WST 2010</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>WST 2608</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>WST 2608</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>WST 4113</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>WST 4930</td>
<td>15</td>
</tr>
<tr>
<td>Summer 18</td>
<td>WST 2608</td>
<td>29</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>256 students, 10 sections</strong></td>
</tr>
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<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2018-2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2018</td>
<td>WST 2010</td>
<td>35 students</td>
</tr>
</tbody>
</table>

AY 2017-2018
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:

<table>
<thead>
<tr>
<th>Years</th>
<th>Certificates Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>64</td>
</tr>
<tr>
<td>2015-16</td>
<td>54</td>
</tr>
<tr>
<td>2016-17</td>
<td>42</td>
</tr>
<tr>
<td>2017-18</td>
<td>30</td>
</tr>
<tr>
<td>2018-19</td>
<td>24</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Seminars in Women’s Studies (WST or other)</td>
<td>15 credits</td>
</tr>
<tr>
<td>Elective</td>
<td>3 credits</td>
</tr>
<tr>
<td>Thesis Credits</td>
<td>6 credits</td>
</tr>
</tbody>
</table>
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
TOTAL INTERNSHIP OPTION 30 CREDITS

**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
TOTAL GENERALIST OPTION 36 CREDITS

**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

<table>
<thead>
<tr>
<th></th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>18</td>
<td>14</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Nonwhite</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>White</td>
<td>12</td>
<td>10</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

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:

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:
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<th>Description</th>
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Specifically Scholarships

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<td>Walter and Lalita Janke Fellowship Fund</td>
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<td>HUM487</td>
<td>Annette Van Howe Women, Gender and Sexuality Studies Scholarship Fund</td>
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<td>HUM844</td>
<td>Laura Sylvia Myers Scholarship Endowment</td>
<td>$3,187.50</td>
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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 or
Sex and Gender in American Culture  WST 3640  3
or
Introduction to Lesbian, Gay, Bisexual, WST 2643  3
Transgender and Queer Studies

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 Alumnna, 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.
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.
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


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


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


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.

Educational Documentaries Created:

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.
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)


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)


Chapters in Books


Edited Books in Progress (Under Contract)


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.