



UNIVERSITY OF KENTUCKY

Office of the Dean
College of Arts and Sciences
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MEMORANDUM

To: SAOSC, Sue Humphrey, Chair

From: Susan Bordo, Interim Director of GWS *SB*

Date: March 9, 2009

Subject: GWS Response to SAOSC

First, I want to thank the committee, and particularly Sue Humphrey, for helping us to make our proposal as thorough and convincing as possible, and for alerting us to some missing documents that were supposed to have been attached to the proposal. I have now supplied those documents, supplemented our proposal with some others, and added further explanatory material to the text of the proposal itself. I hope that these materials, along with Dean Harling's letter of support, will address the concerns articulated in your memo of January 12, and clarified and concretized in a very helpful follow-up conversation with Sue Humphrey, as follows:

- 1) **Justification:** Please see expanded sections of the proposal on "Justification" and "Description" of the proposed GWS department.
- 2) **Milestones of Five-Year Plan Reached by Program:** A copy of the original five-year plan is now included in the Appendices to the departmental proposal. In that plan, the program proposes, over a period of five years, to: *"(a) change its name to Gender and Women's Studies to reflect the focus of the research faculty and program; (b) transition to departmental status; (c) hire faculty reflecting the diversity of the field and recruit quality graduate students with diverse scholarly interests; (d) develop expanded curricula at the undergraduate and graduate levels; and (e) implement BA, MA and PhD degree programs."*

With respect to these overall goals: (a) has been achieved; (b) is in process; (c) has been partially achieved, in the hiring of three superb scholars with expertise in diverse areas ear-marked as essential to the development of our curricular and research profile; (d) is well underway at the undergraduate level. New courses have been developed and are in the process of being approved, a teaching seminar aimed at developing the transnational curriculum (proposal included in appendices) will be held this May, and our BA (description included in appendices) has been approved by the faculty senate; (e) has been partially achieved; our BA program will be launched this coming fall.

Because of unanticipated budgetary constraints, we have not thus far been able to hire the necessary number of faculty to launch a graduate degree. However, nowhere in our plan is it specified that the ability to offer the PhD is a pre-condition of departmental status. Despite not having yet met our ideal of 8 full-time faculty, we have attained the numbers of full-time faculty that are sufficient to form a department (see Dean Harling's letter of support, as well as discussion in proposal under "Resources").

- 3) Projected number of students served: In our proposal for the undergraduate degree (included as an appendix to the departmental proposal) we estimate that we will have 20 majors in our first year, with 10 majors added each year subsequent to that. These estimations are of necessity impressionistic (e.g. our generally excellent enrollments, the many excited queries we have received about the progress of our major and PhD, via email, at conferences, in conversation with students and faculty at other institutions, and so on) or based on informal surveys: e.g. 8 out of the 10 of our 13 minors who responded to a survey conducted at the time that the proposal was first drafted said that had it been offered, they would have majored in GWS. (I include a sampling of some of these comments and queries in an appendix to this memo.) It is also worth noting that those students who have minored or done a topical major in GWS have sought us out in the absence of any advertising or other promotion from us. They also tend to be highly motivated, socially concerned, and academically successful. (I have also included brief descriptions of our current topical majors in the appendix to this memo.) We have tried to gather additional data from other institutions, but few of them have the relevant information and/or the circumstances of their change from program to department are so different from ours that no inferences could be made.
- 4) Administrative demands on faculty: As described in Dean Harling's letter, our faculty are already coping with the administrative demands of a department. Indeed, the demands on their time are higher, more stressful, and more fragmenting by virtue of the fact that many of them have service demands in other departments or units as well. Being members of a department would enable them to consolidate their efforts and use their time more efficiently. They would no longer have to deal with the uncertainty and stress of serving different "gods" at the same time. This stress fragments their scholarly life as well, and increases anxieties about tenure and promotion. Because their scholarship rightfully should be judged by the standards of interdisciplinary gender studies, which has its own journals, conferences, and experts, "dual citizenship" can be very problematic in the evaluation of their work.
- 5) Financing: This is appropriately addressed in Dean Harling's letter of support.
- 6) Course work: Please refer to the proposal to establish an undergraduate degree for detailed documentation on courses.
- 7) Support from other departments: Unfortunately, due to clerical error our letters of support were omitted from our original submission. That situation has been corrected, and the letters are now included in our appendices.

I hope that these responses, along with the additional materials included in the proposal, adequately address your concerns. If any remain outstanding, please do not hesitate to get in touch with me.

Appendix I:

Information and testimonials from present, past and future GWS students:

Dawn Graham

GWS topical major with 3.91 GPA, Dawn is the founder of the "Break the Silence" project which encourages the exploration of issues surrounding sexual abuse through creative means in order to promote self-expression, to provide a possibility for healing and community-building, and to further raise public awareness and dialogue on these subjects. breakthesilenceproject.com

Brittany Moore

"I will be a GWS major as soon as the program goes through and I can officially switch to GWS (hopefully next month so I've heard). Some interesting things I do and have done are: Currently I am the Vice President of the Bluegrass Chapter of the National Organization for Women (only active NOW chapter in KY), I have clinic escorted at the Louisville abortion clinic various times, I protested the passing of Prop8 in downtown Lexington, canvassed on the streets of Bethesda, MA for the Healthy Families Act, got people registered to vote and sign petitions regarding reliable access to birth control, I go as a delegate every year to National NOW Conferences (this year will be my 4th year), I have also attended a Women's Equality Summit last year in DC, I have been interviewed for a feminist journal in India, and etc.

I plan to work for a non-profit organization after I finish college (more specifically to try and be a field organizer or something related), but first I hope to join the Peace Corps (I will be applying next year). The kind of non-profit organization I want to work for is women's rights, GLBT rights, pro-choice, or something equally related orientated. I also plan to intern at the National NOW Headquarters in DC next summer."

Hannah Alsgaard

GWS Topical Major with a 3.94 GPA. She is writing her senior paper on forced hysterectomies, and has been accepted into law schools at the University of Michigan and Berkeley. She has been an avid and successful member of the Debate Team at UK, and is well known on campus for her skills as a debater.

"I took a GWS course my freshman year because I needed a humanity credit and it sounded interesting. It didn't take me long to decide that women's issues will be my life work. Although I debated between graduate school or law school for quite a while, I knew that regardless of the means of my education, helping women would be the end. I finally settled on law school, and am now in the process of deciding which top law school to attend. Regardless of what school I enroll in, I will be committed to studying issues that directly impact women. I do not know yet if I want to advocate for women's reproductive rights, work as a family court judge with teenage mothers, do academic research, or even work in an administrative role in government. However, I do know that an undergraduate degree in Gender and Women's Studies will aid me immensely after I graduate from law school, because the combination of an education from an elite law school and a knowledge base in Gender and Women's Studies will allow me to provide a particular view on issues that very few people can.

While I have enjoyed courses at UK and have certainly learned a lot, the most meaningful and educational experience I gained while at UK was my GWS internship. I worked ten hours a week at the Florence Crittenton Home in Lexington. I sat through meetings, helped around the

office, and mentored a girl. The experience opened my eyes to a whole new world of women's issues. These girls were dealing with issues that spanned from rape to prostitution, drug abuse to abandonment, and mental illness to genetic disorders. And despite all of this, they just wanted to be teenage girls and straighten each others hair or go to the mall, even if they did have a baby on their hip. My internship at the home is what made me recognize my desire to work in public interest law: there are so many girls and women who struggle through the legal system and desperately need assistance."

Rhiannon Goad

Topical Major, graduated May 2008.

"I'm currently an Americorps*VISTA Community Trainer for the Ohio Association of Second Harvest Food Banks. I train members of various Ohio non-profits on how best to conduct public benefits outreach. I also reach classes about public benefits, welfare stigma and poverty in Ohio.

I'm moving to Austin in this spring to begin working towards my teaching/counseling certification and hopefully will begin teaching in the fall. While I'm awaiting certification I'll be working with GirlStart, non-profit organization created to empower girls to excel in math, science, and technology."

Alecia Fields

A GWS topical major with a 3.63 GPA, is the recipient of a Chellgren Fellowship, associated with one of the most prestigious centers of undergraduate excellence at the college, and has been part of the Undergraduate Showcase of Scholars with a project on Maternal Mortality in Sub-Saharan Africa. Her goal is medicine, with a particular emphasis on women's health care and policy. She expects to pursue a medical degree as well as a degree in Public Health. Alecia was also invited by the Board of Planned Parenthood to be an intern. Her assistance and hard work made a significant difference in the community's ability to continue to provide reproductive healthcare to the citizens of Lexington, and she has received much praise from prominent citizens including former Mayor Pam Miller. She also leads VOX on campus, a collective of students working with Planned Parenthood to provide educational materials to students, to bring speakers to campus, and in general to open discussions surrounding issues of women's reproductive healthcare.

John Crowell

Former GWS minor, is a first year student at Salmon P. Chase College of Law and am part of the Boone County Foster Care Review Board, an organization that reviews case files for foster children and makes recommendations to a judge about the cases. He will be working at Welcome House of Northern Kentucky this summer (pending a fellowship), at which he would assist permanently disabled people in applying for Social Security disability benefits.

Ericka Barbour

"When I came to the University of Kentucky as a first semester freshman I came with the typical knowledge any high school student would have. I knew that I had to pick a major and it should probably something I enjoy studying. So I began as a biology major. It wasn't until I picked up my Women's Studies Minor that I really understood how a student could absolutely love

something they study. After taking various classes under the Women's Studies department I realized that this was the place for me. Thanks to this department I have learned to examine the world we live in with a broader view. The courses offered there bring forth material that helps me evaluate real life situations on day-to-day bases. Considering it is skills like these that I believe one should attend a university to learn, I have just recently decided to change myself from a biology major to a Gender and Women's Studies topical major. It has taken me five semesters to even discover that I can graduate with a topical major in Women's Studies, but had there been an official major for this department when I arrived on campus for my freshman orientation I believe I wouldn't have wasted so much time searching for something that feeds my academic thirst the way the courses offered under Women's Studies does. It is my hope that a major in Women's Studies will be made available for students like me in the near future. The student body interest in the material being taught is growing and it's high time for there to be an official major for all those like myself to attain."

Katie Goldey

"The Gender and Women's Studies program at UK is a phenomenal program, and something that UK should be extraordinarily proud of. As a freshman, I took intro to Gender Studies, and it changed my life. I was able to learn about so many things that have always affected me, but I have never understood. For the first time ever, I was in a class that taught me about things like body image, and the way media and advertising affects the way women and men view themselves. I got to learn about what the concept of gender really means, and was able to understand the way our cultural gender dichotomy shapes our society. I better understand social inequalities, that the same system that perpetuates sexism, also perpetuates racism, classism, heterosexism, and more. Through readings and class discussion, I was able to better recognize my potential role in society. I was able to see the way society boxes us into certain roles based on our gender, and once I recognized that, understood that I can be so much more.

My sophomore year, I had the opportunity to take Women and Spiritual Journeys. In this class I learned about women and men in cultures different from my own. I learned about Islam, about Native American spirituality, I read about the spiritual experience of a woman living in the barren landscape of South Dakota. This class took me to a place I had never imagined, showed me the world in a light I had never seen. I learned to understand this intimate part of other people's cultures, and how spirituality can be directly linked to both empowerment and oppression.

I was also able to take a course in Cross Cultural Perspectives in Gender Studies. All of these courses together absolutely opened my eyes. They helped me better understand myself and my culture by giving me new perspectives and ideas. I remember in one class we were able to talk about how taboo the menstrual cycle is, and how many of us have grown up to believe that child birth is a curse. We read a book about a woman who overcame this oppressive perspective, and realized just how amazing and powerful the female body can be. I went home from class that day feeling gifted, magical, special, and amazing because I was a woman. I no longer feel disgusted or ashamed about my body or who I am.

The Gender and Women's studies program is an incredible asset to this campus. It is an unbelievable gift. All of the classes are small, intimate, creative communities that foster learning, understanding, and critical thinking. I am still in contact with my professors from my gender studies classes, and I became friends with many of my classmates. This cannot be said for many of the courses I have had: large, lecture based classes where I normally don't get the

chance to learn my classmates' names. The material and the learning environment that GWS provides is exactly what UK needs--particularly as we are taking measure after measure to improve diversity relations at the University. GWS creates empowered, motivated, articulate leaders on UK's campus, men and women both. GWS taught me about gender, culture, religion, and more. It incorporated aspects of sociology, anthropology, and philosophy. Most importantly, however, on top of all of the readings and core material; I was taught not only that I have a voice, but a wonderful, articulate, powerful voice that I can use to bring positive change to both my campus community, my state, my nation, and my world. This is the kind of program UK needs, these are the kind of leaders UK wants."

Caitlyn Matraccia

"I graduated with a BA in ISC in Dec. 2007. I heard from Dr. Pat that GWS is trying to get approved to become a department at UK and a major. I wish this would have been offered when I was at UK; I would have loved to double major in Comm. and GWS. I took a few GWS classes as electives, and would have loved to take all of the courses but this wasn't possible or technically beneficial for me unless I just wanted to take extra courses. I believe that the GWS courses that I did take have taught me more and shaped who I am than any other course I took. The lessons I learned in GWS have stuck with me, whereas there are classes I see on my transcript that I don't even remember taking. Though I have graduated and moved on, I still try to read the books that we had to choose from in the Women & Spiritual Journeys course I took with Dr. Pat. I wish you the best of luck in you application process."

**Christine G. Beauchamp, Senior Academic Recorder
Eastern Kentucky University, Office of Academic Testing**

I am writing to you today to inquire about the status of the GWS Baccalaureate major. I am currently a student and employee at Eastern Kentucky University and I am getting a Bachelors degree in Criminal Justice with a minor in Women's and Gender Studies. I would prefer however to get a Bachelors degree in GWS. I see from your website that the major has been approved and may be available starting in fall of 2009. Could you please give me more information? Thank you very much, I look forward to hearing from you.



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March 9, 2009

University Senate
David Randall, Chair
Office of University Senate Council
203E Main Building
CAMPUS 0032

Dear Chair Randall,

It is with great enthusiasm that I write in support of the application submitted by the Gender and Women's Studies Program to be transformed into the Department of Gender and Women's Studies in the College of Arts and Sciences. Shepherding this transformation to fruition has been one of the College's priorities in recent years, and we are most pleased that developments have now so progressed that we can give our strongest support to the creation of the department.

Over the past two decades or so, numerous colleges and universities have instituted departments in this area. As here at UK, these departments have often emerged out of pre-existing programs and centers. All these programs, centers, and departments arose, moreover, from the realization in the 1970s and 80s that scholars and courses in the humanities and social sciences had traditionally focused on men and neglected the lives and situations of women. Women's studies programs were initially set up outside existing departments, in part because scholarship on women and the introduction of courses about them met with resistance in these departments and in part out of recognition of the fact that the study of women is a multidisciplinary enterprise. Over time, as scholarship and teaching about women expanded and became more accepted, a great many of these programs have become academic departments. Today, roughly half of UK's benchmarks have departments in this area; in the state of Kentucky, both the University of Louisville and Berea College have them. Women's studies faculty, furthermore, have long investigated a broad range of topics commensurate with the many phenomena that bear on women's lives, for instance, economic systems, politics and government policy, cultural representations, and the delivery of education and health care. Recently, the focus of these scholars' work has expanded to include gender more broadly, a development reflected in the name of UK's proposed department. In short, women's studies programs, centers, and—increasingly—departments have created and filled an important intellectual niche on American campuses, and they continue today to be energetic communities that make major scholarly, teaching, and cultural contributions to these campuses.

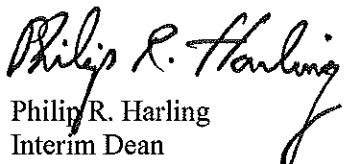
This holds also at the University of Kentucky. The Gender and Women's Studies Program has invigorated teaching, research, and culture at UK and now so developed that it is ready to move on to the next level and become a department. The attainment of departmental status will enable the unit to consolidate and, over time, expand its activities while also injecting new energy into its efforts.

A look at the units at UK's benchmark institutions shows that UK is ready to transform its Gender and Women's Studies Program into a department. Once the department is formed, it will initially have 5.0 FTEs (including the FTE of its present interim director, Professor Susan Bordo, who will transfer her appointment to the department – a move facilitated by the fact that her endowed chair is currently a College-level appointment). This total lies within the range of sizes boasted by similar departments at UK's benchmarks, which range from 2.5 at Iowa, 4.5 at Minnesota, and 5.0 at UCLA to larger numbers at Arizona, Ohio State, and Maryland. The College leadership has absolute confidence that the current level of resources is sufficient to form a department at this time, and does not believe that every hire from the departmental five-year plan needs to be in place prior to forming a department. As circumstances permit, and as stated in its strategic plan, the College of Arts and Sciences is committed to putting more resources into the nascent department, in particular, to bringing the number of full-time lines in the department to 8.0 and, once a graduate program is established at some point in the future, to increasing the number of TA lines as well. We are also open to faculty presently at UK moving to joint appointments with the new department, thereby further increasing the department's FTEs. The University's, State's and country's financial situation at present makes it difficult to be definite as to timeline. But the College is committed to keeping as close to the ideal schedule articulated in the departmental five-year plan as conditions permit. It is worth emphasizing that much of the remainder of the department's infrastructure is already in place: a full-time staff person, a recurring budget, and space in Breckenridge Hall. It is likewise important to stress that in every meaningful way the current core faculty already function as a department -- in their modes of collective decision-making and faculty governance, in service assignments (such as Director of Undergraduate Studies) that are significant enough to merit substantial changes in DOE percentages, in the office of Program Director, who already functions very much like a Department Chair, and so on.

Transforming the Gender and Women's Studies Program into a department makes not just scholarly, pedagogical, and administrative sense. It also makes strategic sense. By signaling to the scholarly community the University's commitment to teaching and research in this area, the transformation will facilitate the hiring of outstanding teacher-scholars, draw the attention of prospective graduate students to the graduate program to be implemented separately, and also bring attention to the University as a forward-looking place. For all these reasons, the College of Arts and Sciences enthusiastically, and in the strongest terms, supports the application to institute a Department of Gender and Women's Studies in the College.

Please do not hesitate to contact me if you have any questions about the College's endorsement of this proposal.

Sincerely,


Philip R. Harling
Interim Dean
College of Arts and Sciences

PRH:akh

cc: Provost Kumble Subbaswamy
Associate Dean Ted Schatzki
Associate Dean Leonidas Bachas
Assistant Dean John Pica



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March 6, 2009

University Senate
David Randall, Chair
Office of University Senate Council
203E Main Building
CAMPUS 0032

Dear Chair Randall:

On behalf of the College of Arts and Sciences Executive Committee, please accept this letter of support for the creation of a Gender and Women's Studies Department. The College's Executive Committee reviewed the Proposal to Establish a Department of Gender and Women's Studies twice, on April 21, 2008 and September 22, 2008. In both instances, the Executive Committee was quite supportive of the overall proposal, and offered suggestions for only minor changes. The Committee's verbal feedback was forwarded to the Director of Gender and Women's Studies through Dean's Office personnel. Our recommendations were promptly addressed and the current proposal has our unanimous support and approval.

The College of Arts and Sciences Executive Committee has been and continues to be committed to the establishment of a Gender and Women's Studies Department. In addition to endorsing the submitted proposal, the Committee has played a key role in developing and implementing the College's current strategic plan, which specifically prioritizes establishing a GWS Department.

I would be pleased to provide additional information if needed.

Sincerely,

A handwritten signature in black ink, appearing to read 'Virginia Blum', written over a horizontal line.

Virginia Blum, Chair
College of Arts and Sciences Executive Committee
Professor of English

**Proposal to Establish a Department of Gender and Women's Studies in
the College of Arts and Sciences at the University of Kentucky
(Submitted March 10, 2009)**

The Gender and Women's Studies Program (GWS) at the University of Kentucky proposes to transition from program to department status.

Proposal Development Process:

During AY 2005/06, the Steering Committee of the Women's Studies Program (now Gender and Women's Studies) undertook development of a proposal for a department of Gender and Women's Studies, with undergraduate and graduate degrees. The Committee performed an analysis of UK benchmark institutions, as well as other institutions across the country with Gender and/or Women's Studies programs. (Appendix I) From this analysis, the Committee drafted a Five-Year Plan which was vetted by the Steering Committee and Affiliated Faculty through a series of meetings of the full Steering Committee, and a number of break-out committees whose charges were to focus specifically on development of the undergraduate and graduate degrees. All Affiliated Faculty were invited to attend these program-development meetings. Upon consolidation of the final draft, which was approved by the Steering Committee in January of 2006, the final proposal (Appendix II: Women's Studies Program – 5 Year Plan) was submitted to the Dean of the College of Arts and Sciences for approval, which was granted.

In the Fall of 2007, GWS submitted proposals to the Council on Post-Secondary Education to establish undergraduate and graduate degrees in Gender and Women's Studies at UK. These proposals were approved in January 2008.

In the Fall of 2006/Spring of 2007, the GWS Ad-Hoc Committee for the Development of the Undergraduate Degree in GWS proposed an undergraduate major with input from the Affiliated Faculty. At the direction of the A&S Dean, GWS undertook the hiring of three full-time faculty members in GWS (tenure homes are currently in anthropology until the Department of GWS is established). Once these new faculty joined the program (Fall 2007), the undergraduate major program was finalized, submitted to the Steering Committee for final approval on January 11, 2008, and accepted by unanimous vote. The proposal for the UG major (Appendix III) was approved by the A&S Education Policy Committee on April 22, 2008 and by the Faculty Senate on March 9, 2009.

In addition, during AY 2007/2008, GWS undertook preparation of a departmental Tenure and Promotion document (Appendix IV), and a departmental Policy and Procedure document (Appendix V). Both documents have been approved by the GWS faculty, GWS Steering Committee, and Dean of Arts and Sciences. Finally, an ad-hoc committee on the GWS PhD program is working on a proposal for the graduate program.

The document in hand specifically contains the proposal for the structure and rules needed to attain departmental status. The proposed degree programs are outlined in separate documents and are proceeding through appropriate channels for approval. The processes for departmental status

and degree programs are different and must be addressed separately according to the rules for creating a department.

Departmental Status Justification:

As the history of higher education demonstrates, disciplines and departments are not timeless entities but emerge, evolve, and are transformed in response to changing intellectual, cultural, and political ideals and practices. It's difficult to imagine in 2009, but neither History nor English Literature were established departments within the college curriculum until the end of the 19th and beginning of the twentieth century, respectively. Anthropology did not follow suit until the 1940's. Even the familiar division of knowledge which we think of as "traditional"—the natural sciences, the social sciences, and the humanities—is a relatively recent taxonomy.¹ Looking at still more recent history, many thriving new fields—gerontology and media studies among them—have been the offspring of interdisciplinary collaborations across departments, which have themselves evolved into departmental structures.

Such transformations are often fraught with struggle that gives birth to new institutional configurations and paradigms of learning. When, in the 1880s, the faculty at the University of Pennsylvania rejected proposals to bring the new departments of history, government, and economics into their ranks, they found a welcoming home at the newly established Wharton School of Business.² In the process, a new, interdisciplinary field of study was born. Marilyn Boxer has commented that when Women's Studies first entered the academy in the late 1960s and early 1970s, "merely to assert that woman should be studied was a radical act."³ Forty years later, there are over 800 women's studies programs nationwide, including B.A.s, graduate certificates, M.A.s, and Ph.D.s. At the same time, the parameters of the field have been redefined in many of these programs to embrace the study of men's gendered lives as well as women's.

The dazzling proliferation of scholarship in gender, the flourishing of prestigious journals, conferences, institutes, and the deep transformation of nearly all the disciplines by the introduction of the lens of gender are all testaments to the evolution of gender and women's studies from a "radical" idea to an established, intellectually powerful field. The statistics, too, bear this out. American-based masters programs in women's studies went from 6 in 1994 to over 34 in 2007. Between 1997 and 1998 the number of women's studies Ph.D. programs increased by 50%; at the University of Maryland, every year there are approximately 100 applicants to their Ph.D. program, of which 5-7 are commonly accepted.⁴

We recently communicated with Claire Moses, the editorial director of *Feminist Studies* and a distinguished professor of Women's Studies at the University of Maryland, about their own transition from program to department. The particulars of their history are very different from ours, since they had tenured faculty in Women's Studies before they became a department, and could have offered a major and a Ph.D. without becoming a department (University of Maryland

¹ W. B. Carnochan, *The Battleground of the Curriculum: Liberal Education and American Experience*, 1993: Stanford University Press, pp. 61.64, 92. 104.

² John R. Thelin, *A History of American Higher Education*, 2004: Johns Hopkins U. Press, p. xvi

³ Alice Ginsberg, *The Evolution of Women's Studies*, 2008: Palgrave MacMillan, p. 1.

⁴ Ginsberg, p. 30.

allows interdisciplinary programs to grant these degrees.) Why, then, did they ask for departmental status? We wanted to be recognized, Moses wrote, “for what we were.” “It is more than time for women’s studies to have the full status of other fields,” she went on, and urged that we “please know that we are 100% behind you.”

The original 2006 Five-Year Plan of the Women’s Studies Program describes the intellectual commitments, accomplishments, and future promise of Gender and Women’s studies at University of Kentucky. The plan included transitioning from a program to a department within the College of Arts and Sciences, and a name change from the “Women’s Studies Program” to the “Department of Gender and Women’s Studies,” a change that signals our understanding of gender as a construct that permeates human experience, thought, and history. Understanding women’s experiences, resources, strategies and contributions to society globally is central to the GWS mission, but GWS at UK also recognizes that men’s lives are gendered and that gender relations occur simultaneously with other hierarchical social relations and inequalities of power including those based on ability, age, class, ethnicity, family composition, race, region, religion, sex, sexual orientation and the inequitable distribution of resources in and among countries and groups globally. Thus GWS has always supported an integrative, multi-disciplinary, global, and theoretically diverse approach to the study of gender. As a department, Gender and Women’s Studies will be able to expand upon its commitment to fostering this vision through a broad and challenging interdisciplinary curricula, a research-supportive environment for faculty, undergraduate and graduate students, and service to the College, University, and Commonwealth.

As a department, Gender and Women’s Studies will be able to competitively recruit top faculty at all levels and from a variety of disciplinary backgrounds. Departmental status will allow for primary appointments of faculty members with specializations in Gender and Women’s Studies. Among our benchmarks (Appendix I), 53% (8/15) have established Departments of Women’s Studies or Gender and Women’s Studies; 33% (5/15) are Programs, and 13% (2/15) are Interdisciplinary Research Centers. Transitioning at this time would give Gender and Women’s Studies at the University of Kentucky a competitive edge in hiring top faculty in the field. Departmental status will also allow for a concentration of research energy that will nurture collaborative, multi-disciplinary scholarship from within one academic unit, while at the same time building upon and sustaining current research links across a number of academic and research units on campus.

Departmental status will facilitate administration and coordination of degree programs in Gender and Women’s Studies. Currently, all but two of our benchmarks offer the undergraduate major (see Appendix I); with the addition of our proposed major, UK will join the vast majority of our benchmarks. At the same time, 60% of our benchmarks (9/15) offer the PhD, either stand-alone or jointly with other programs. The development of a PhD program (which has received CPE approval – see above) will place the University of Kentucky among the most academically impressive of these benchmarks.

Within the Commonwealth of Kentucky, Berea College and the University of Louisville have Women’s/Gender Studies Departments. Berea College offers a BA in Women’s Studies and the University of Louisville offers a BA/BS and an MA in Women’s and Gender Studies. At this time, there is no PhD offered in the state. As Kentucky’s flagship university, UK’s transition to a department offering a PhD in Gender and Women’s Studies will fill this gap most appropriately.

As a department, Gender and Women's Studies will be able to expand upon its current curricula. The department will be able to develop and offer courses on a regular basis and better meet the growing demands of undergraduates and graduate students for courses in women's and gender studies. Faculty members will be able to teach a full load of courses within curricula planned to serve the needs and interests of students in both domestic and international contexts. Departmental status will also allow GWS to develop large enrollment introductory courses to be taught on a regular basis, as well as specialties in research and graduate training as indicated below.

Finally, as a department, Gender and Women's Studies will be able to consolidate, support, and enhance the intellectual community of gender scholars that already exists at UK, but without a central "home" for its initiatives and collaborations. The benefit, to both research and teaching, will be significant. As just two examples, we include our successful proposals for a faculty seminar to globalize our curriculum (Appendix VI), to be funded by Arts and Sciences, and a historical, transnational reader in feminist thought (Appendix VII) for which we have signed a contract with University of California Press. Neither of these projects would have been possible had we not already made significant progress toward, and begun to function as, the department that we hope to become, with investments in a shared vision and concrete contexts for the embodiment of that vision.

Resources:

Currently, GWS includes the following faculty: Three full time faculty (Alcalde, Basu and Ramberg) whose tenure homes are in Anthropology until such time as GWS transition to a department; one 50% jointly appointed faculty member (Cooper, joint with History), one 50% jointly appointed full-time lecturer (Oaks, joint with English), one faculty member with a 25% DOE assignment to GWS (Riggle, in Political Science – formal 25% joint appointment is in process), and one professor with a 12.5% appointment in GWS (Bordo, current Director of GWS, 12.5% English, 75% A&S).

Once departmental status is granted, GWS will become the tenure home of Alcalde, Basu, and Ramberg. In addition, Bordo will shift from a tenure home in English to a tenure home in GWS, and Cooper will shift from a joint appointment with History to a 100% appointment in GWS. This will result in faculty resources (5 full-time faculty, one of whom holds an endowed chair, and 2 joint appointments, 1 of whom is 50% and one of whom is 25%) that equal and arguably surpass those of several of our benchmarks. UCLA currently has only two full time faculty, in addition to six joint appointments who contribute 50% of their teaching and service efforts to WS. University of Iowa has only one full appointment, and all but one of its 6 jointly appointed faculty are 25% appointments (one is 50%. The 25% appointments teach only one WS course per year, with a corresponding 25% service.) University of Minnesota has 3 full-time faculty, and 6 joint appointments with 50% responsibilities in GWS. (See Appendix I for other data on these departments.)

To make the comparisons explicit: In terms of joint appointments, we currently have 3 fewer than UCLA and Minnesota. In addition, one of our appointments is currently only 25%. (However, it should be noted that Oaks is a full-time-lecturer who teaches 2 courses a semester for us.) It is harder to make a precise comparison with a department such as University of Iowa,

which has 3 more joint appointments, but with less GWS responsibilities than ours do. However, the comparison of full-time faculty are clear, and decidedly to our advantage. Our projected full-time appointments—which arguably are the most significant resources, not only for teaching but for coherent curriculum planning, departmental vision, day-to-day operations, and public profile—exceed all of these three benchmarks.

It should be noted, too, that additional current members of the UK faculty have expressed an interest in negotiating joint appointments with GWS; these negotiations will proceed through appropriate channels during and after the program's transition to departmental status.

The current A&S plan calls for hiring an additional four faculty members over the next five years, along with an additional 3.5 Teaching Assistants (GWS currently has two TAs). GWS has a full-time staff person (Business Officer) and is already responsible for its own budget within A&S.

Initial, full-time faculty recruitment focused on scholars who specialize in global perspectives on gender issues, feminist theory, cross-cultural or comparative gender studies, ethnic, race and gender studies, and gender and policy studies. It is a priority of the program to hire a diverse faculty that includes minority faculty members, and GWS has implemented that priority in its hiring to-date. Faculty who specialize in post-colonial analysis of gender or transnational/international gender issues will serve to develop the important area of International Studies in the College. Faculty specialized in ethnic, race and gender studies will contribute substantially to the urgent goal of the University and College to increase diversity in research and representation of faculty.

Description of the University of Kentucky, Department of Gender and Women's Studies

The UK Department of Gender and Women's Studies will offer undergraduate (and eventually, graduate) students the opportunity to do interdisciplinary work within six major areas of concentration. Some of these areas, e.g. sexuality and masculinity studies, represent new structures of knowledge that would not exist but for the ground-breaking research and curricular innovations of women's studies scholars. Others, e.g. the study of narrative and visual representations, have been deeply transformed by those innovations. Taken together, GWS's proposed areas of concentration reflect both existing faculty strengths as well as the profound contributions that gender and women's studies has made to (1) arts, literature, and humanities; (2) science and technology; and (3) social science, political action, and policy. Based on current faculty and courses including electives, and taking into consideration GWS's five-year hiring plan, GWS will phase in the areas of concentration as it grows, as follows:

Phase 1:

- States, economies and social action
- Narrative, visual and media representations
- Sexuality

Phase 2:

- Race and ethnicity
- Science, technology and health

Phase 3:

- Masculinity studies

In addition to offering these areas of concentration, the Department of GWS will facilitate the archeology and creative articulation of relations *between* significant areas of contemporary scholarship. This dimension of the program, will encourage exciting new research collaborations and teaching opportunities for faculty working across these areas, will establish UK Gender and Women's studies as a leader and innovator in creative program development, and will fill debilitating gaps that now exist for students wanting to do integrative work spanning the arts, sciences, and social sciences. Susan Bordo, for example, has received numerous inquiries from students who want to work in a qualitative, cultural mode on racial, sexual, and feminist dimensions of eating problems. This is work that currently could not be supported by the resources of any one department at UK. The Department of Gender and Women's Studies will be uniquely suited for such work, since it will allow for the construction of courses of study from the diverse interdisciplinary resources of its own faculty, as well as faculty associated with GWS from a variety of other departments.

Ultimately, GWS will offer several foci for such integration. As its inaugural "partnership," GWS has identified two of the most vibrant areas of contemporary interdisciplinary scholarship, areas which build on the strengths of current GWS faculty and Affiliated Faculty: (1) **body studies** (including sexuality and queer studies); and (2) **transnational studies** (including race and ethnic studies). A glance at course offerings, publications, and job advertisements across the disciplines makes it clear that each of these has become a major stream of research rippling throughout contemporary scholarship, and thus that many institutions, certainly our own, have the human resources to create imaginative and cohesive programs that integrate the two. It is thus striking—and at the same time an exciting opportunity for UK—that we are not aware of any program in gender studies that is known for the study of the body in transnational perspective or that advertises to prospective students along such lines.

UK is fortunate to have, among its faculty, feminist scholars with established reputations in these areas. Susan Bordo (English and Women's Studies) has written well-known books on the body in contemporary culture, and is widely credited as helping to establish the study of the body in culture as a legitimate academic field. Our three recently hired, full-time faculty (Alcalde, Basu, and Ramberg) are all doing important work at the intersection of transnational studies and body studies. Cristina Alcalde's work focuses on racialized, gendered bodies in contexts of violence and intranational as well as international migration. Srimati Basu's current research focuses on bodies in law, particularly the construction of the body in discourses of mediation and family violence in South Asia. Lucinda Ramberg's research in India and the United States focuses in particular on the body as an artifact of culture and power in relation to questions of sexual subjectivity, religiosity and citizenship. Among our other "core" faculty, Patricia Cooper (Gender and Women's Studies and History) works on the racialized body in the context of work. Ellen Riggle (Gender and Women's Studies and Political Science) is an expert on the effects of homophobia and minority stress as risk factors to the psychological and physical health of same-sex couples and sexual minorities. A number of affiliated faculty are also distinguished for their work on the body in cultural context. As just some examples, our English Department includes Ellen Rosenman and Virginia Blum, who have written significant books about, respectively,

Victorian sexuality and cosmetic surgery. Francie Chassen-López's (History) research explores not only the multiple ways that women participated in and were affected by war in 19th century Mexico, but also how their bodies emerged as battlegrounds, both physically and verbally in propaganda. Karen Tice (Education and Policy Studies) is at work on a book about beauty pageants and the making of gendered bodies. Anthropologist Deborah Crooks works transnationally in critical biological anthropology and gender and ethnicity in food and nutrition, and anthropologist Mary Anglin is well known for her work on women and AIDS, breast cancer, and women's reproductive health nationally and internationally. We have faculty working on women and aging (e.g., Laurie Hatch, Sociology; Nancy Schoenberg, Behavioral Science) and in the innovative and growing field of disability studies (e.g., Debra Harley and Malachy Bishop, Special Education and Rehabilitation Counseling). Several of our faculty have also done important work in masculinity studies, including Susan Bordo (English and Gender and Women's Studies) on the male body, Ellen Rosenman (English) on Victorian masculinity, and Karen Petrone (History) on masculinity and the culture of Soviet militarism.

These lists of relevant faculty currently at UK are far from complete; yet they gives a clear indication that we are already strong in the areas of gender and women's studies which we will take as our foci as we move to department status and design our curricula.

Supporting Letters:

GWS requested letters of support from units with whom GWS has held strong collaborative affiliation in the past; and from departments which are the tenure homes of many GWS Affiliated Faculty. Appendix VIII includes letters of support from the following units/programs.

Center for Research on Violence Against Women
Committee on Social Theory
Department of Anthropology
Department of English
Department of Geography
Department of History
Department of Philosophy
Department of Political Science
Department of Sociology
President's Commission on Women

Appendix I: UK BENCHMARKS⁵

("N/A" indicates program is not available; "--" indicates information is not available)

Institution	Administrative unit	UG Minors Yes/No	# of UG Minors	UG Majors Yes/No	# of UG Majors	Grad Minors Yes/No	# of Grad Minors	Grad Certificate	# of Grad Certif. Students	Masters Degree Yes/No	# of Masters Students	PhD Degree Yes/No	# of PhD Students	Benchmark Dept. FTEEs ⁶
Univ of Arizona	Dept	Yes	N/A	Yes	N/A	Yes	N/A	Yes	3	Yes ⁷	12	Yes	N/A	8 F 6 J
UCLA ⁸	Dept	Yes	40	Yes	150	No	--	No	--	No	--	Yes	22	1 F 6 J
University of Florida	Center	Yes	N/A	Yes	N/A	No	--	Yes	N/A	Yes ⁹	N/A	Joint PhD	N/A	
Univ. of Georgia	Program	Yes	42	Yes	32	No	--	Yes	29	No	--	No	--	
University of Illinois Urbana ¹⁰	Program	Yes	30	Yes	32	Yes	39	No	--	No	--	No	--	
Univ. of Iowa	Dept	Yes	NA ¹¹	Yes	40	No	--	No	--	No	--	Yes	7	1 F 6 J
University of Maryland ¹²	Dept	Yes	75	Yes	45	No	--	Yes	20	No	--	Yes	30	8 F 3 J ¹³
University of Michigan ¹⁴	Dept	Yes	74	Yes	80	No	--	Yes	21	No	--	Joint PhD ¹⁵	45	0 F 30 J ¹⁶
Michigan St.	Center	Yes	80	No	--	No	--	No	--	No	--	No	--	
University of Minnesota ¹⁷	Dept	Yes	15	Yes	30	Yes	40	No	--	No	--	Yes	18	3 F 6 J
North Carolina State	Program	Yes	40	Yes	10	Yes	6	No	--	No	--	No	--	
Ohio State	Dept	Yes	107	Yes	82	Yes	3	No	--	Yes	16	Yes	18	10 F

⁵ All information is for 2007-2008 enrollment unless otherwise noted.

⁶ These numbers do not include affiliated, adjunct, or teaching faculty.

⁷ The terminal MA degree for the University of Arizona will be discontinued in 2008.

⁸ These are enrollment estimates. UCLA awarded 2 PhD degrees in 2007-2008 and admits between 4-6 students to the PhD program per year.

⁹ University of Florida offers a BA/MA which allows students to enroll in graduate coursework while working on their BA to receive the MA and BA simultaneously. They also offer an MA/JD in Law and Women's Studies.

¹⁰ Univ. of Illinois-Urbana 2006-2007 degrees awarded: UG majors: 15; UG minors 15; graduate minors: 2.

¹¹ Univ. of Iowa contact says the undergraduate minors are unknown because students don't need to declare a minor until they apply for graduation.

¹² Univ. of Maryland has awarded 100 BA degrees and 115 graduate certificates since its inception. 3 PhD degrees were awarded in 2007-2008.

¹³ These numbers are approximate, as it was difficult to ascertain from the website which faculty are joint and which full.

¹⁴ Univ. of Michigan awarded 52 undergraduate degrees in 2007-2008.

¹⁵ "Joint" here refers to WS and another department within the university.

¹⁶ Listed as "budgeted faculty," with no separate listing for "full."

¹⁷ Univ. of Minnesota 2006-2007 enrollment: UG majors: 15; UG minors: 42.

			¹⁸											6 J
Penn State	Dept	Yes	N/A	Yes	N/A	Yes	N/A	No	--	Dual MA	3	Dual PhD ¹⁹	41	0 F 15 J
Purdue, W. Lafayette ²⁰	Program	Yes	24	Yes	13	No	--	Yes	N/A	No	--	No	--	
Texas A&M	Program	Yes	31	No	--	No	--	Yes	26	No	--	No	--	

¹⁸ OSU contact says these numbers are usually higher, but are currently at these figures because of the upcoming graduation. OSU awards 50-60 BA degrees per year. Previous years (combined) degrees awarded estimate: UG minors: 120; UG majors: 150.

¹⁹ "Dual" here refers to WS and another department within the university.

²⁰ These numbers reflect the number of undergraduate degrees awarded in 2007-2008. Purdue 2008-2009 (estimate): UG majors: 9; UG minors: 31. 2006-2007 degrees awarded: UG minors:21; UG majors: 13.

Appendix II.

**UNIVERSITY OF KENTUCKY
Women's Studies Program — 5-Year Plan
Beginning in Fall, 2006**

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Section I: Background and Overall Plan

Mission, Commitments

The Women's Studies Program at the University of Kentucky investigates, from feminist / womanist perspectives, gender broadly conceived and the cultures and contributions of women worldwide. The purposes of the program are to develop and coordinate an interdisciplinary curriculum in gender and women's studies at the undergraduate and graduate levels; support critical research, teaching and public programming in gender and women's studies; and foster interdisciplinary scholarly and pedagogical collaboration. The Women's Studies Program aims to serve the University and

the Commonwealth through the promotion of social equality and commitment to scholarly excellence.

The faculty of the Women's Studies Program of the University of Kentucky share a commitment to research and teaching about the lives, cultures, perspectives, and activities of women globally, and to the understanding of gender as a construct that permeates human experience, thought, and history. Understanding and celebrating women's resources, strategies, contributions, and creativity, wherever and however they occur is central to our mission. At the same time, we recognize both that men's lives are gendered, too, and that gender relations occur simultaneously with other hierarchical social relations and inequalities of power including, but not limited to, those based on ability, age, class, ethnicity, family composition, race, region, religion, sex, sexual orientation, and the inequitable distribution of resources in and among countries and groups globally. Thus, we support an integrative, multi-disciplinary, theoretically diverse approach to the study of gender. Faculty associated with the Women's Studies Program have distinguished reputations for their contributions to scholarship on the history, experience, and accomplishments of women; to innovative developments in gender theory and masculinity studies; to explorations of the intersections of gender with race, class, and sexuality; and to investigating the importance and impact of gender throughout human cultures, including the academic disciplines and other scholarly endeavors.

In recognition of our growing role and reputation, the Women's Studies Program plans to begin a transition from program to departmental status, and to expand our faculty and curricula.

Over the next five years, the Women's Studies Program proposes to (1) change its name to Gender and Women's Studies to reflect the focus of the research faculty and program; (2) transition to departmental status; (3) hire faculty reflecting the diversity of the field and recruit quality graduate students with diverse scholarly interests; (4) develop expanded curricula at the undergraduate and graduate levels; and (5) implement BA, MA and PhD degree programs.

Departmental Status

The 5-Year Plan of the Women's Studies Program includes transitioning from a program to a department within the College of Arts and Sciences. A name change will accompany this transition: from the "Women's Studies Program" to the "Department of Gender and Women's Studies." As a department, Gender and Women's Studies will expand upon its commitment to creating a research-supportive environment for faculty and graduate students, teaching broad and challenging interdisciplinary curricula for graduate and undergraduate students, and providing service to the College, University, and Commonwealth.

As a department, Gender and Women's Studies will be able to competitively recruit

top faculty at all levels and from a variety of disciplinary backgrounds. Departmental status will allow for primary appointments of faculty members with specializations in gender and women's studies. Among our benchmarks, departmental status is still less common than program status (6 departments versus 11 programs), giving a new department at UK a competitive edge in hiring the top faculty in the field. Departmental status will also allow for a concentration of research energy that will nurture collaborative, multi-disciplinary scholarship from within one academic unit.

Departmental status will facilitate offering graduate degrees in Gender and Women's Studies at a time when there are still relatively few opportunities for doctoral-level studies in the field. A majority of our benchmark programs (12) do offer graduate degrees, including Masters, joint MA/JDs, and PhDs. Eight programs offer a PhD or joint PhD. The development of a PhD program will place the University of Kentucky among the most foresighted of these benchmarks. Within the Commonwealth of Kentucky, Berea College and the University of Louisville have Women's Studies Departments. Berea College offers a BA in Women's Studies and the University of Louisville offers a BA/BS and an MA in Women's and Gender Studies. There is no PhD offered in the state. As Kentucky's flagship university, UK's transition to a department offering a PhD in Gender and Women's Studies will fill this gap most appropriately.

As a department, Gender and Women's Studies will be able to expand upon its curricula. The department will be able to develop and offer courses on a regular basis and better meet the growing demands of undergraduates and graduate students for courses in women's and gender studies. Faculty members will be able to teach a full load of courses within a curriculum planned to serve the needs and interests of students. Departmental status will also allow the program to develop large enrollment introductory courses to be taught on a regular basis; and it will allow the program to develop specialties in research and graduate training. Seventeen of our benchmarks offer an undergraduate major in Women's Studies.

Degree Programs

The Department of Gender and Women's Studies proposes to offer an undergraduate major and minor, MA, and a PhD.

The undergraduate minor is already in effect. The undergraduate BA will replace the current topical major.

The graduate MA and PhD will expand upon the current graduate certificate program, which has been extremely successful. (The Women's Studies Program has awarded 96 graduate certificates since the curriculum's inception in 1994.) The MA and PhD curricula will be free-standing; but we also propose to develop joint graduate degree curricula in cooperation with other graduate programs. Joint degree programs will be developed first with departments from which the Women's Studies Program has a history of drawing graduate certificate students and where faculty have a commitment to teaching courses related to women's and gender studies, departments such as but not limited to: Anthropology, English, Geography, Hispanic Studies, History, Philosophy, and Sociology in

the College of Arts and Sciences; and Educational Policy Studies and Evaluation and Special Education and Rehabilitation Counseling in the College of Education.

The Department of Gender and Women's Studies will work closely with other departments and programs that have a commitment to a focus on gender and women's studies within their disciplines, creating joint graduate degrees that serve the precise interests and needs of students. In this, we follow the University of Michigan and Penn State University, which offer joint degrees with other departments. The University of Iowa offers a PhD with a concentration in a single discipline outside of the Women's Studies Department. By adopting the joint degree model along with the freestanding model, we will allow for maximal enhancement of student educational and research opportunities, as well as expanded options for our graduates' professional employment.

Resources and General Hiring Plan (General)

Faculty: Of our benchmark departments with full-time faculty, five is the minimum number of faculty. We believe that this number constitutes a minimum for implementing the transition from program to department. Because of our aspirations to offer graduate degrees in the future, over the next five years, a minimum of eight full-time faculty will be needed to develop and staff appropriate curricula. This faculty will need to be supplemented by a minimum of 10 joint appointments (our benchmark average for joint faculty is 8.5), perhaps recruited from current UK faculty who are already consistently teaching and conducting research in women's and gender studies. The 10-year plan for the department will include the hiring of additional faculty to maintain and build upon the scholarly reputation of the original faculty and to bring about parity with other departments in the College and among our benchmarks, and to meet expected growing demands by students.

Initial full-time faculty needs will include hiring faculty who specialize in global perspectives on gender issues, feminist theory, cross-cultural or comparative gender studies, ethnic and gender studies, and gender and policy studies. It is a priority of the program to hire a diverse faculty that includes minority faculty members. Faculty who specialize in post-colonial analysis of gender or transnational/international gender issues will serve to develop the important area of international studies in the College (an area where the College traditionally lacks research faculty but for whom there is great need). Faculty specialized in ethnic and gender studies will focus on intersections of identities or the layering of women's spaces, and will contribute substantially to the urgent goal of the University and College to increase diversity in research and representation of faculty.

Teaching Assistants: Examination of our benchmarks suggests that we will also need to have 10 TA positions.

Staff: The average number of staff positions of our benchmark programs is 2.75; thus, developing degree programs and departmental status will require additional staff support.

Space: Appropriate space to house faculty and TAs will need to be provided.

Section II: Description of the University of Kentucky Department of Gender and Women's Studies

Areas of concentration

The UK Department of Gender and Women's Studies will offer undergraduate and graduate students the opportunity to do interdisciplinary work within six major areas. Some of these areas, e.g. sexuality and masculinity studies, represent new structures of knowledge that would not exist but for the ground-breaking research and curricular innovations of women's studies scholars. Others, e.g. the study of narrative and visual representations, have been deeply transformed by those innovations. Taken together, our areas of concentration reflect both our existing faculty strengths as well as the profound contributions that gender and women's studies has made to (1) arts, literature, and humanities; (2) science and technology; and (3) social science, political action, and policy. The six major concentrations that we have identified are:

- Narrative, visual and media representations;
- Race and ethnicity;
- Sexuality;
- Science, technology, and health;
- States, economies, and social action;
- Masculinity studies

Areas of Integration

In addition to offering these areas of concentration, we plan on creating a department that will facilitate the archeology and creative articulation of relations *between* significant areas of contemporary scholarship. This dimension of our program, we believe, will fill debilitating gaps that now exist for graduate students wanting to do integrative work spanning the arts, sciences, and social sciences, will encourage exciting new research collaborations and teaching opportunities for faculty working across these areas, and will establish UK Gender and Women's studies as a leader and innovator in creative program development.

Ultimately, we hope to offer several foci for such integration. As our inaugural "partnership," we have identified two of the most vibrant areas of contemporary interdisciplinary scholarship: body studies (including sexuality and queer studies) and transnational studies (including race and ethnic studies.) A glance at course offerings, publications, and job advertisements across the disciplines makes it clear that each of these has become a major stream of research rippling throughout contemporary scholarship, and thus that many institutions (certainly our own) have the human resources to create imaginative and cohesive programs that integrate the two.

It is thus striking—and at the same time an exciting opportunity for UK—that we are not aware of any program in gender studies that is known for the study of the body in

transnational perspective or that advertises to prospective PhD students along such lines. Indeed, it is our impression that most often, body studies and transnational studies are conceived of—for example, in decisions about faculty hires—as competing areas of concentration. This not only creates conflict and division within departments, but perpetuates the intellectual fragmentation of knowledge that noted educator and author Gerald Graff (*Clueless in Academe*) charges with encouraging students to “experience the curriculum not as a connected conversation but as a disconnected series of courses that convey wildly mixed messages” (Graff, p. 27). Instead of imagining body/transnational as competing commitments, we will create a department that is doing cutting-edge work—as a collectivity—on each and the living relationships between them. This will require, of course, visionary and long-range planning. The prize will be a unique department that we believe will be immensely attractive to scholars and graduate students.

Existing Faculty Strengths in Body and Transnational Studies

There is no doubt that Gender and Women’s Studies at UK is poised to create a department doing innovative, integrative work organized around the partnership of these areas. Feminist scholars have been especially innovative and influential both in body studies and in the movement to develop transnational perspectives throughout the disciplines, and UK is fortunate to have, among its faculty, feminist scholars with established reputations in these areas, some of whom are already working integratively and even collaboratively. For example, Susan Bordo (English and Women’s Studies), whose work is widely credited as ground-breaking in helping to establish the study of the body in culture as a legitimate academic field, recently collaborated with UK anthropologist Monica Udvardy, on an essay-length entry on “The Body” for Scribner’s *New Dictionary of the History of Ideas*. The entry is appended to this document (Appendix IV) as just one example of the kind of integrative, interdisciplinary work on the body in context that is already underway among our faculty and that the Department of Gender and Women’s Studies will promote.

Although it is somewhat artificial and difficult to tease apart and “define” the rich, interdisciplinary work of our individual faculty members in terms of the two broad categories “Body/Sexuality Studies” and “Transnational Studies,” we do so now for the purposes of making clear our existing resources for research and teaching collaborations in these areas.

Transnational studies: The Department of Gender and Women’s Studies would offer interdisciplinary perspectives that are addressed within the context of a transnational world and from perspectives as diverse as postcolonial theory, history, literature, sociology, and cultural studies. Our faculty, both affiliated and associated with the department, will draw students into interdisciplinary analysis of specific gender practices and areas such as: the politics of women and children’s labor in a transnational world (Susan Roberts, Geography); North African women and Islamic fundamentalism (John D. Erickson, French); gender, race, and nation in postcolonial Latin America (Francie R. Chassen-López, History); spatial politics of gender and citizenship in Turkey (Anna J. Secor, Geography); gender, kinship, and household organization in Central Africa (Lisa Cliggett, Anthropology); women writers in Germany (Linda Worley, German); women and domestic intimacy in England and

France (Suzanne R. Pucci, French); women's roles in Russian folklore and ritual (Jeanmarie Rouhier-Willoughby, Russian); women and gender in the Ancient World (Ross Scaife, Classics); family and social relations in urban early twentieth century China (Kristin Stapleton, History); the body in postwar Japanese literature (Doug Slaymaker, Eastern Studies); and transnational feminism and gender practices (position to be filled, see Appendix I).

Body studies: A number of UK faculty already associated with Women's Studies are distinguished for their work on the body in cultural context. As just some examples, our English Department includes Ellen Rosenman and Virginia Blum, who have written significant books about, respectively, Victorian sexuality and cosmetic surgery, as well as Denise Fulbrook, who works on the Victorian body in literature and culture. Poet Nikky Finney's latest collection of poems, *The World is Round*, has a strong thematic focus on the body as a site of memory, experience, and cultural meaning. Yolanda Pierce (English) was the organizer of last year's *Black Women's Conference*, whose theme was Black Women and the Body. Patricia Cooper (Women's Studies and History) works on the racialized body in the context of work. Susan Bordo (Women's Studies and English), whose work on body-image is internationally known, has published recently on the globalization of eating problems, and will soon have an article published on hair and the racialized body. Karen Tice (Education and Policy Studies) is at work on a book about beauty pageants and the making of gendered bodies. In addition to Professors Udvardy and Cliggett, our Anthropology Department includes Deborah Crooks, who works transnationally in critical biological anthropology and gender and ethnicity in food and nutrition, and Mary Anglin, who is well known for her work on women and AIDS, breast cancer, and women's reproductive health nationally and internationally. Other faculty working on women's reproductive health include Joanna Badagliacco (Sociology) and Joan Callahan (Philosophy), whose work deals with a range of ethical and policy issues concerning women's health. We have faculty working on women and aging (e.g., Laurie Hatch, Sociology; Nancy Schoenberg, Behavioral Science), on women's homelessness and health (e.g., Debra Anderson, Nursing), and in the innovative and growing field of disability studies (e.g., Debra Harley and Malachy Bishop, Special Education and Rehabilitation Counseling). Others work on violence against women (e.g., Jan Oaks, English; Dorothy Edwards, Educational and Counseling Psychology) and much of the clinical work of Mary Bolin-Reese (Educational and Counseling Psychology) involves eating disorders and body image, and issues relating to trauma among survivors of sexual assault.

Sexuality studies and masculinity studies are both vital and rapidly expanding areas within body studies, which are well-represented by UK faculty. A number of our faculty work in areas related to sexual and gender minorities. Both Ellen Riggle (Political Science) and Sharon Rostosky (Educational and Counseling Psychology) are experts on the effects of homophobia and minority stress as risk factors to the psychological and physical health of same-sex couples and sexual minorities. Melanie Otis (Social Work) also focuses on health issues specific to Lesbian, Gay, Bisexual and Transgendered Individuals. Joan Callahan (Philosophy) works on sexuality, gender, and policy issues involving sexual minorities, and Jay Francis (Classics) and Michael Trask (English) work on issues in the history of sexuality. Several of our faculty have done important work in masculinity studies, including Susan Bordo (English and Women's Studies) on the male body, Ellen Rosenman (English) on Victorian masculinity, and Karen Petrone (History) on masculinity and the culture of Soviet militarism.

These lists of relevant faculty currently at UK are far from complete; yet they give a clear indication that we are already strong in the areas of gender and women's studies which we will take as our foci as we move to department status and design our curricula.

Demonstrable Student Interest in Body Studies

Courses and topics within courses which deal with the body are immensely attractive to students, both graduate and undergraduate, in no small measure because of the perception of relevance to their own lives, but also because of the fascination and excitement of doing innovative, cultural research. Some recent graduate theses and dissertations, both completed and current, include the following topics and titles:

- *Authorship and the disavowal of the female body,*
- *Female disorders as expressive communications,*
- *The female body as a source of empowerment/disempowerment,*
- *The 19th Century "New Woman" and the body,*
- *"Soldier Girls: Pop Culture Representations of America's Women in Uniform from WWII to the 'War on Terror'"*
- *Bodily Performance as Cultural Ideology,*
- *Eating Problems in Global Perspective,*
- *"ReFashioning Masculinity: Men, Fashion, and Consumer Culture in Britain, 1860-1914" (accepted for publication)*
- *"Desirable Deviance" (Representations of the lesbian body in literature and popular culture)*
- *Advertising and male body image, racial and sexual perspectives*
- *"Stripped: Inside the Lives of Exotic Dancers" (published)*
- *"Mixed Company: Explorations of Bodily and Linguistic Habitus in Mixed-Class Scenes from Victorian Writing"*
- *"The Holy Ground: The Corpse as Text in Space and Place"*
- *"Who Cares? Women's Work in Women's Fiction and Film"*
- *"Bodily Being: Understanding Living Human Materiality through a Feminist Phenomenological Analysis of Pregnant Embodiment"*
- *"Birth Control Women: Controlling Reproduction in the South 1933-1970."*

To those of us who have been working in this area for many years, it seems indisputable that student interest in body studies has dramatically increased over the last half decade, and that this interest has included a growing attentiveness to racial, ethnic, sexual, and international dimensions. What we are witnessing, we believe, is the rapid development of a substantial new field that eventually will be as academically recognized as, for example, film studies. However, body studies, unlike film studies, has no obvious disciplinary "home(s)" but rather is virtually a paradigm case of a object/subject of knowledge that is thoroughly interdisciplinary—in its origins, canonical authors, conceptual tools, and research methodologies. For this reason, despite our considerable faculty resources, students find it extremely difficult to assemble committees within their departments, and many prospective students, unable to find what they are looking for at UK, simply do not apply to our graduate school.

Susan Bordo, for example, has received numerous inquiries from students, some from countries outside the U.S, who want to work in a qualitative, cultural mode on racial, sexual, and feminist dimensions of eating problems. This is work that currently could not be supported by the resources of any one program at UK; indeed, some seemingly "relevant" departments might even be dismissive of such an approach. It has been extremely disturbing to our faculty doing this kind of work to receive growing numbers of inquiries from students who are interested in doing exciting, cutting-edge scholarship in various aspects of body studies (queer theory, masculinity and the body, women and sport, violence against women, to name just a few) in an interdisciplinary, cultural mode that simply could not or would not be supported by any of our existing departmental structures. The Department of Gender and Women's Studies will be uniquely suited for such work, since it will allow for the construction of courses of study and graduate committees from the resources of its own faculty, as well as faculty associated with GWS from a variety of other departments.

Section III: Faculty Hiring Plan

Immediate Needs

After carefully reviewing existing faculty resources, we have identified the following positions as *immediate* needs of our program, which could be fulfilled by joint hires in any number of different departments:

1. An **Asia Studies scholar** who works on body/sexuality issues. Here, we could profit enormously from the collaboration currently being proposed Geography and Women's Studies for a joint appointment in an area broadly defined as "Contemporary Transnational Processes and Gendered Subjects." In this proposal, several positions are described that have the potential to cohere well with our trajectory. The proposal for this position follows as Appendix I.²¹
2. A scholar who works on **race and beauty/body image**. The proposal for this position follows as Appendix II.
3. A scholar who works on **transnational perspectives on gender violence**. The proposal for this position follows as Appendix III.

²¹ Appendices to the Five Year Plan are not included in the March 10, 2009 proposal for departmental status.

Appendix III

Proposed UG Degree in Gender and Women's Studies

PROGRAM INFORMATION

Degree Title: Bachelor of Arts
Major Title: Gender and Women's Studies
Primary College: College of Arts and Sciences
CIP Code: 05.0299

CONTACT INFORMATION

Name: Deborah L. Crooks, Director, Gender and Women's Studies
E-Mail: dlcrooks@uky.edu
Phone: 859-257-1388

ABSTRACT

Gender and Women's Studies at the University of Kentucky is committed to research and teaching about the lives, cultures, perspectives, and activities of women globally, and to the understanding of gender as a construct that permeates human experience, thought, and history. Understanding women's experiences, resources, strategies and contributions to society is central to the GWS mission, but GWS at UK also recognizes that men's lives are gendered and that gender relations occur simultaneously with other hierarchical social relations and inequalities of power including those based on ability, age, class, ethnicity, family composition, race, region, religion, sex, sexual orientation and the inequitable distribution of resources in and among countries and groups globally. Thus the GWS Program supports an integrative, multi-disciplinary, theoretically diverse approach to the study of gender.

The proposed baccalaureate major in Gender and Women's Studies is an interdisciplinary, transnational program of study of gender and its intersections with other relations of power, such as sexuality, race, class, age, nationality, religion, and colonialism. It focuses on building critical, investigative, and communication skills through the study of theory, culture, social and historical life, and the practices of research, writing, and social engagement. The program includes 6 credit hours of pre-major requirements in interdisciplinary gender and women's studies in both the social sciences and the humanities. The major requirements include: (1) 15 hours of coursework in the history of feminist thought, contemporary feminist theorizing, gender and social movements, feminist research methods, and a capstone writing-intensive senior seminar; and (2) 15 hours of electives to be selected from a list of courses taught by GWS faculty and GWS Affiliated faculty.

The GWS program at UK has a history of collaboration with other Kentucky academic institutions in terms of accepting courses in fulfillment of UK GWS courses and requirements, as well as in cosponsoring programs. This collaboration will continue with the establishment of the

major. We have no plans at the moment to provide the baccalaureate degree program via distance learning; however, some courses taught by our affiliated faculty are available on-line. Thus students could fill some of the proposed program requirements, especially allied coursework, through on-line coursework.

The proposed undergraduate program in Gender and Women's Studies will equip students for success in most fields where an understanding of diversity, and the way it plays out in society, is important. For example, graduates will find employment in the non-profit and/or social services sectors (women's shelters, immigrant organizations, legal advocacy groups), health education/advocacy organizations (women's health coordinator, immigrant health coordinator/advocate), journalism (major magazines, newspapers around the state), and the business sector (banking, marketing, retail sales management, human resources), among others. Also, the major in GWS provides an excellent baccalaureate background for students who intend to go on for professional and academic graduate degrees.

PROPOSAL DEVELOPMENT PROCESS

During AY 2005/06, the Steering Committee of the Women's Studies Program undertook development of a proposal for a department of Gender and Women's Studies, with undergraduate and graduate degrees. The Committee performed an analysis of UK benchmark institutions, as well as other institutions across the country with Gender and/or Women's Studies programs. From this analysis, the Committee drafted a Five-Year Plan which was vetted by the Steering Committee and Affiliated Faculty through a series of meetings of the full Steering Committee, and a number of break-out committees whose charges were to focus specifically on development of the undergraduate and graduate degrees. All Affiliated Faculty were invited to attend these program-development meetings. Upon consolidation of the final draft, which was approved by the Steering Committee in January of 2006, the final proposal (Women's Studies Program – 5 Year Plan) was submitted to the Dean of the College of Arts and Sciences for approval.

In the Fall of 2006/Spring of 2007, the GWS Ad-Hoc Committee for the Development of the Undergraduate Degree in GWS continued to refine the undergraduate major with continued input from the Affiliated Faculty. Upon hiring three GWS faculty, who joined the program in Fall 2007, the undergraduate major program was finalized, submitted to the Steering Committee for final approval on January 11, 2008, and accepted by unanimous vote.

A draft was submitted to the Ed Policy Committee; the current Director of GWS attended the 1/22/08 meeting to discuss the proposal. The Committee provided a number of suggestions to clarify and improve the proposal. This current draft is the result of that process.

PROGRAM DESCRIPTION

- A. University Requirements (See UK Bulletin 2007-2008, pp. 77-81).
- B. College of Arts and Sciences Requirements (See UK Bulletin 2007-2008, pp. 100-105).
- C. Proposed Major in Gender and Women's Studies.

(6 Pre-Major credit hours, 30 major credit hours).

1. **Pre-major (6 hrs):**

GWS 200 and 201: (Existing Courses, 3 cr hr each = 6 cr hr): Introduction to GWS in Social Sciences and Introduction to GWS in the Humanities.

These existing two courses are terrain-mapping introductory courses. While both courses adopt an interdisciplinary approach to scholarship in gender and women's studies that covers a broad range of readings, each provides a more selective focus on the disciplines within either the Humanities or the Social Sciences. Students are required to take both courses; based on current practice in the minor and interdisciplinary major, many students already elect to do so. These courses currently serve both the GWS minor and the USP program and will continue to do so.

Enrollment Expectations: These two courses currently serve, on average, 175-200 students per year. We expect those enrollment numbers to continue and to grow as the university increases freshman enrollments.

2. **Major (30 hours).**

Core Courses (15 hours).

GWS 250: (New Course, 3 cr). Gender and Social Movements.

This course provides an historical treatment of social movements across at least three different cultural/national world areas, focused topically, e.g., on struggles for women's suffrage, women and labor, sexuality rights, anti-slavery struggles etc. World areas and topics will shift depending upon the teaching interests and expertise of the instructor.

Enrollment Expectations: Our expectation is that this course will serve the major, as well as other programs. We anticipate initial enrollment of 20-25 students, increasing approximately 10 students/year for at least 5 years as other programs begin to include the course in their electives.

GWS 340: (New Course, 3 cr). History of Feminist Thought to 1985.

Working with primary source material from around the globe, including classic texts, short works of fiction, poetry and political manifestos, this course provides a transnational, historical introduction to feminist thought up to 1985.

Enrollment Expectations: Current GWS 300-level courses draw 20-25 students per semester; our expectation for GWS 340 is 20-25 students in the initial years of the program, increasing as the major grows (see "F" below).

GWS 350: (Existing Course, 3 cr). Introduction to Feminist Theorizing.

This course provides an in-depth examination of feminist theory, which is not limited to academic discourse, but in fact embraces the varied forms—literary, political, cultural--of critical engagement with central feminist debates of the past several decades. It will cover the period from 1985 to the present.

Enrollment Expectations: This course current draws approximately 25 students each year. We expect that level of enrollment to grow as the number of majors grows (see “F” below)

GWS 400: (New Course, 3 cr). Doing Feminist Research.

This feminist research methods course provides students an introduction to methods and styles of feminist research among and beyond the disciplines. It is designed to prepare students for interdisciplinary teaching and research through discussions of methodology, social engagement, feminist pedagogy, and feminist writing.

Enrollment Expectations: Because of the interdisciplinary focus of this course, we expect it will attract students from a number of majors. Our projected initial enrollment is 30 students; however, as demand increases, and as the number of GWS faculty increases, the course will be taught each semester rather than once per year, with an expected total enrollment of 40-50 students within 5 years.

GWS 599. (New Course, 3 cr). Senior Seminar.

This capstone, writing intensive course will require students to develop an interdisciplinary, globally-informed research project of their choosing, culminating in a major piece of written work. Projects will be shared, critiqued, and revised during the course of the semester.

Prerequisite: Senior standing in Gender and Women’s Studies or permission of instructor.

Enrollment Expectations: Expectation for initial years of this course is approximately 20 students per year, with increases as the number of majors increases (see “F” below).

Electives (15 credit hours).

Students will select five 3-credit-hour courses from a list of GWS electives or other approved electives. Following is a list of established GWS elective courses, followed by GWS courses that are currently in development by new and existing faculty. The final list includes courses taught by non-GWS faculty over the past three years that have been accepted as electives in either the GWS minor program or GWS Topical Major program. As new courses are developed, they will be added to the electives list as appropriate.

Expected Enrollments for elective courses: Course enrollment data from AY 2007/08 and AY 2006/08 indicate 300 level GWS courses enroll 20-25 students/course; 400 level courses enroll approximately 25 students; and 500-level courses 10-15 students per course.

Established Electives in GWS:

GWS 300 Topics in Gender and Women’s Studies : Various topics.

GWS 395	Independent Study in GWS
GWS 399	Internship in GWS
GWS 416	Gender Roles in Cross-Cultural Comparison
GWS 430	Gender, Power and Violence (new course form submitted)
GWS 595	Issues in Gender and Women's Studies: Various topics.

GWS Electives Under Development: (These courses have been taught at least once and new course form applications are under development):

GWS	Introduction to Queer Studies
GWS	Women and Spiritual Journeys
GWS	Asian Women

Electives Outside GWS : These courses have been accepted as GWS electives during the last 3 years:

Course #:	Title:	Instructor:	Semester taught:
ANT 350	Topics in Anthrop: Subtitles as relevant	Anglin	Spr 06
ENG 234	Intro Women's Lit	Oaks	Spr 06, Fa 06, Spr 07, Fa 07
ENG 330 Spr 07,	Text and Context: Subtitles as relevant	Blum, Oaks, Rosenman	Spr 06, Fa 06, Fa 07
ENG 487	Cultural Studies: Subtitle as relevant	Blum	Fa 06
ENG 480	Studies in Film: Subtitles as relevant	Blum	Spr 07
ENG 485	Stds. In Lit and Gndr: Subtitles as relevant	Rosenman	Spr 07
HIS 404	US Wom Hist to 1900	Kern	Spr 06
HIS 405	US Wom Hist snce 1900	Kern	Fa 07
HIS 563 08	Women in Latin Am	Chassen-Lopez	Spr 06,
HIS 595	Studies in History: Subtitles as relevant	Chassen-Lopez	Fa 06
LIN 517	Special Topics	Bosch	Fall 07
PHI 540	Feminist Philos	Callahan	Fall 06
RUS 370	Russian Folklore	Rouhier-Willoughby	Fa 06, Fa 07
SOC 302	Soc Res Methods	Badagliacco	Fall 07
SOC 334	Soc of Family	Badagliacco	Fall 06

3. Distribution Requirements.

Students majoring in GWS must complete at least 27 credit hours of the major through upper division coursework (i.e., 12 credit hours of core courses, 15 credit hours of electives). There will be no initial distribution requirements except that

students work closely with their GWS faculty mentor to create a course plan appropriate to their interests.

**D. Four Year Curricular Map: Bachelor of Arts in Gender and Women's Studies.
(Evaluated by Graduate Certification Officers in A&S as meeting all USP and A&S requirements on February 15, 2008)**

<p>Year 1: Fall</p> <p>ENG 104 (4) Foreign Language 101 (4) USP Math (3) <u>GWS 200 or 201 (3)</u></p> <p>14 credits</p>	<p>Year 1: Spring</p> <p>Foreign Language 102 (4) PHI 120 (3) USP NS (3) USP HU (3) <u>GWS 200 or 201 (3)</u></p> <p>16 credits</p>
<p>Year 2: Fall</p> <p>Foreign Language 201 (3) STA 200 (3) USP NS (3) GWS 250 (3) <u>GWS Elective 1 (3)</u></p> <p>15 credits</p>	<p>Year 2: Spring</p> <p>Foreign Language 202 (3) USP SS (3) USP HU (3) GWS 340 (3) <u>GWS 350 (3)</u></p> <p>15 credits</p>
<p>Year 3: Fall</p> <p>A&S NS (3) A&S HU (3) USP SS (3) GWS Elective (3) <u>300+ Elective (3)</u></p> <p>15 credits</p>	<p>Year 3: Spring</p> <p>USP Cross-Cultural/A&S SS (GWS 401) (3) GWS 400 (3) GWS Elective 3 (3) A&S NS (3) <u>300+ Elective (3)</u></p> <p>15 credits</p>
<p>Year 4: Fall</p> <p>A&S HU (3) A&S SS (3) A&S Lab (1) GWS Elective 4 (3) <u>2nd Tier Writing (3)</u></p> <p>16 Credit Hours</p>	<p>Year 4: Spring</p> <p>GWS 599 (3) GWS Elective 5 (3) 300+ elective (3) Elective (3) <u>Elective (3)</u></p> <p>15 Credit Hours</p>

E. Student Recruitment and Advising.

Students will be recruited through the GWS web site, through brochures, through academic advising in A&S, and by word of mouth. Currently, our GWS minor generates remarkable interest in both the social sciences and humanities fields, and 80% of our minor students and all of our interdisciplinary major students have stated that they would prefer to have a major in GWS at UK, and would have chosen this option if available.

The GWS Major will employ a professional academic advisor responsible for advising all students majoring in GWS; students are required to meet with the academic advisor twice per year. All GWS students are assigned a GWS faculty mentor, with whom they must meet twice per year in advance of their meeting with the professional advisor.

F. Analysis of Needs and Projected Program Size.

Among our national benchmark institutions, all currently offer an undergraduate major in either women's studies or gender and women's studies, and all but two offer the undergraduate minor (see table below). Within the Commonwealth, ten institutions offer the undergraduate minor, and three offer the undergraduate major (one is an interdisciplinary major - see table below).

Benchmark (in bold) and Other Institutions	UG Minors Yes/No	# of UG Minors	UG Majors Yes/No	# of UG Majors
Arizona State University	Yes	150	Yes	60
University of Arizona	Yes	34	Yes	31
UCLA	Yes	40	Yes	150
University of Cincinnati	Yes	30-40	Yes	30-40
University of Florida	Yes	N/A	Yes	N/A
University of Georgia	Yes	42	Yes	50
University of Illinois Chicago	Yes	19	Yes	21
University of Illinois Urbana	Yes	30	Yes	32
Indiana Bloomington	Yes	62	Yes	88
University of Iowa	Yes	N/A	Yes	N/A
University of Maryland	Yes	75	Yes	45
University of Michigan	Yes	98	Yes	96
Michigan State	No	80	Yes	n/a
University of Minnesota	Yes	15	Yes	30
University of Missouri	Yes	15-25	Yes	40
University of North Carolina	Yes	N/A	Yes	N/A
North Carolina State	Yes	40	Yes	10
Ohio State	Yes	107	Yes	82
Penn State	Yes	61	Yes	35
Purdue, W. Lafayette	Yes	24	Yes	13
Rutgers	Yes	100	Yes	100
University of Tennessee	Yes	13	Yes	15
Texas A&M	No	31	Yes	n/a
University of Texas Austin	Yes	100	Yes	31
University of Virginia	Yes	14	Yes	42
University of Washington	Yes	100	Yes	75
Univ Wisconsin Madison	Yes	100	Yes	137

Kentucky Institution	UG Minors Yes/No	# of UG Minors	UG Majors Yes/No	# of UG Majors
Berea College	Yes	11	Yes	4
Eastern Kentucky Univ.	Yes	27	No	N/a
Morehead State University	Yes	25	No	N/a

BCTC.	No	N/a	No	N/a
Northern Kentucky Univ.	Yes	23	No	N/a
Western Kentucky Univ.	Yes	60	No	N/a
Transylvania University	Yes		Yes (Interdisc. major)	
Georgetown College	Yes		No	N/a
Centre College	Yes		No	N/a
Midway College	Yes		No	N/a
University of Louisville	Yes		Yes	N/a

Since the GWS program at UK (formerly WS program) was initiated in 1989, over 200 students have enrolled in the minor program, approximately 22 students per year. In addition, between 1997 and 2001, 911 students enrolled in undergraduate GWS courses; with 1644 students enrolled between 2002 and 2006. GWS has also awarded four topical major degrees in GWS.

We polled our current registered minors in GWS and asked if they would have declared GWS as a major if that option had been available to them. Of the 13 currently enrolled minors (note that some students officially declare their minor upon completion of coursework, therefore, their names are not listed on our "minor" rolls), 10 responded to our survey and 8 of those responses were "yes." This year, the Director of GWS has received at least 6 inquiries from students not yet enrolled at UK about the availability of the baccalaureate degree in Gender and Women's Studies.

Benchmark institutions' enrollments in the major range from 10-150. We examined enrollments in other A&S departments, focusing specifically on smaller departments, measuring department size by the number of faculty (all departments have more faculty than will GWS at its inception as a department). For the year 2006, Anthropology (12.5 faculty) had 105 majors, Geological Sciences (9 faculty) had 57 majors, Philosophy (14 faculty) had 76, Sociology (10.5 faculty) had 205, and Statistics (12.85 faculty) had 25 majors.

We estimate the GWS major will enroll approximately 20 students in its first year, putting it in the middle of the smaller A&S departments at UK in terms of student-to-faculty ratio. We interpret the enrollments of our benchmarks as indicating a strong demand for this degree. Therefore, we anticipate adding 10 majors per year as faculty size grows at the rate of 1 per year (A&S Strategic Plan). Within five years of establishing the degree, we expect an enrollment of 70 students.

G. Study Abroad Policy.

Because of the transnational focus in the GWS program, students majoring in GWS will be strongly encouraged to explore opportunities for education abroad. In the twice-yearly mentoring sessions with their faculty mentor, students will be provided information on the various opportunities available through the Office of International Affairs, and GWS faculty mentors will discuss with their student mentees the advantages of learning abroad for some part of the undergraduate career.

A number of programs provide interesting opportunities for GWS majors. For example, the Reciprocal Exchange program allows students to broaden their cultural perspectives as well as improving foreign language abilities through education at institutions in Japan, Australia, England, Ireland, Russia and Germany. The ISEP Exchanges program provides similar opportunities. The Cooperative Center for Study Abroad provides several programs of study that directly link to the various program foci and goals of the GWS program, e.g., programs on Institutional Violence Against Women and Children in Ireland, the Women's Movement in Irish History and Popular Culture, Women's Health and Wellness in the US vs. UK, the Australian program on The Study of Women's Health (in international perspective). The International Service Learning program provides students interested in activism and community service to incorporate international service learning into their degree programs for academic credit (e.g., through the GWS 399 internship course).

GWS faculty will communicate an expectation that students seek out these and other opportunities, and will work with their student mentees to facilitate making international education an integral component of the GWS major experience.

H. Transfer Credits.

Approved transfer credit may be applied to the GWS major as permitted by the University's Residence Requirement which mandates that at least 30 of the last 36 credit hours be earned at the University of Kentucky. (See UK Bulletin).

I. Minor

For those students who prefer to minor in GWS, GWS will continue the minor program, which will consist of 21 hours of courses, including either GWS 200 or 201, GWS 250, GWS 340, and GWS 350. The additional 9 credit hours are to be taken from courses approved as GWS elective courses (see IIIB above).

J Evaluation

Similar to all other academic units in the College of Arts and sciences, the GWS major will be subject to periodic internal review and evaluation as required by the governing regulations.

RESOURCES

The proposed major in Gender and Women's studies is constituted of a number of **existing courses** that have served the minor and topical major programs in Gender and Women's Studies to-date. However, because the proposed major has been designed as a cutting-edge program, it also includes a number of **new courses** necessitated by an interdisciplinary, transnational approach to gender and its intersections with other relations of power, such as sexuality, race, class, age, nationality, religion, and colonialism. These courses draw on the expertise of GWS's current and future faculty and represent the most up-to-date theoretical and pedagogical approaches in the interdisciplinary field of gender and women's studies.

Current faculty in GWS (three full-time faculty appointments, two 50% appointments, two 25% appointments) is sufficient to support the initial implementation of the program. Based on current figures on the number of minors and interdisciplinary majors in GWS and projected number of majors in the initial stages of the program (see "F" above), GWS faculty will need to teach a total of 11 sections of GWS core courses in each of the first two years of the program. GWS can support 13 sections with existing faculty. In addition, GWS's ability to teach the core is supported by the current A&S allocation of two TAs and one recurring PTI per year who teach additional sections of GWS 200 and 201, thus releasing faculty to teach core and elective courses. Our more than 50 GWS affiliated faculty teach courses that serve as electives to the current GWS minor and topical major programs (see C2 above), and will serve the GWS undergraduate major in the future.

We fully expect GWS faculty to grow along with student enrollment in the major (see "F" above). GWS is currently listed in the A&S five year plan for an additional five faculty hires, and an additional 3.5 TA lines. And while GWS has also proposed a graduate program, that program will not be phased in until GWS has added additional faculty to the proposed department - as new hires and/or as additional joint appointments of current UK faculty.

As UK prepares to add 6,200 students to the undergraduate level in support of Kentucky's *Double the Numbers* plan and the UK Top 20 Business Plan, it is essential that UK offer a comprehensive program of baccalaureate degrees to meet diverse needs. The GWS degree will fill an important gap in the current offerings to help support enrollment growth and increased degree production.

Plan of Courses for the GWS Major

Attached you will find charts providing an overview GWS course offerings for the next four years. Students moving through the GWS Major will be able to choose when to take required courses and can fill out their schedules with an array of electives. The charts arrange the courses by academic year and then semester. Note that all required courses will be taught every year by GWS "core" faculty. Required courses are:

Pre-Major Courses

- GWS200: Introduction to Gender and Women's Studies in the Social Sciences.
- GWS201: Introduction to Gender and Women's Studies in the Humanities.

Required Courses for the Major in GWS

- GWS 250: Gender and Social Movements
- GWS 340: History of Feminist Thought to 1985
- GWS 350: Introduction to Feminist Theorizing
- GWS 400: Doing Feminist Research
- GWS 599: Senior Seminar

The Department will offer two sections of both Pre-Major courses each semester and have included that same number throughout the four years we map here. However, once the new USP requirements are in place, it may no longer be necessary to offer so many sections. Full-time faculty may then offer more electives. In the fall semester, we will regularly offer GWS 250 and GWS 340. In the spring semester, we will always offer GWS 350, GWS 400, and beginning in 2013 (and perhaps earlier since some current students already several hours of credit towards

the major), GWS 599. Please take note that although the “Typical Fall and Spring Schedule” included here assigns a specific faculty member to each of our required courses, in fact the GWS “core” faculty will rotate through these courses, with at least three faculty (and in some instances the entire “core”) rotating through each core course. The rotation also permits “core” faculty members to offer graduate courses that count towards the Graduate Certificate. Note that GWS has an agreement with the Department of Educational Policy Studies and Evaluation to allow Dr. Karen Tice to teach two courses a year for GWS. She may occasionally offer a required course and will regularly contribute to the Pre-Major courses, but we are fully able to present all needed courses even if the agreement should terminate in the future.

Electives come from both GWS and from various departments throughout the College. The former are offered by GWS faculty and the latter are courses that affiliated faculty regularly offer in their departments. Our affiliated faculty, who number upwards of fifty and range across the disciplines, offer GWS an additional rich and diverse pool of skilled teaching resources. While we are unable to predict exactly which elective will appear in a given semester, we present them here as possible offerings and in the case of a few, in what has been a customary pattern over the past few years. We also include courses we intend to propose within the next year or so: Introduction to Queer Studies, Women and Spirituality, Asian Women, and Masculinity and the Body.

COURSE	FACULTY MEMBER
FALL 2009 REQUIRED COURSES	
GWS 200: Introduction to GWS in the Social Sciences	Srimati Basu
GWS 200: “	TA
GWS 200: “	PTI
GWS 201: Introduction to GWS in the Humanities	Jan Oaks
GWS 201 “	TA
GWS 250: Gender and Social Movements	Cristina Alcalde
GWS 340: History of Feminist Thought to 1985	Susan Bordo
GWS ELECTIVES	
GWS 300: Women and Spirituality	Pat Cooper
GWS 300: Women Write the Supernatural	Jan Oaks
GWS 595: Sexuality, Gender, and Law	Ellen Riggle
GWS 595: Feminist Activism	Karen Tice
OUTSIDE ELECTIVES	
ENG 234: Introduction to Women’s Literature	Jan Oaks
HIS 506: History of Sexuality in the United States	Pat Cooper
RAE 370: Russian Folklore	Jean-Marie Roughier-Willoughby
SOC 335: Women and Men in Society	Shaunna Scott.
SOC 409: Sociology of Families	Joanna Badagliacco

COURSE	FACULTY MEMBER
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SPRING 2010 REQUIRED COURSES	
GWS 200	Pat Cooper
GWS 200	TA
GWS 201	TA
GWS 201	Jan Oaks
GWS 350: Introduction to Feminist Theorizing	Lucinda Ramberg
GWS 400: Doing Feminist Research	Srimati Basu
GWS ELECTIVES	
GWS 300: Gender, Pop Culture and the Media	Karen Tice*
GWS 430: Gender, Power, Violence	Cristina Alcalde
GWS 595: Masculinities	Cristina Alcalde
GWS 595: Issues In Gender and Women's Studies: Film Femmes Fatales—Dangerous Women in Detective Fiction	Jan Oaks
OUTSIDE ELECTIVES	
ANT/GWS 416: Gender Roles in Cross Cultural Comparison	Monica Udvardy
ENG 330: Jane Eyre (Profs. Blum, Davis, James Rosenman, and Rust regularly offer 300 -500 level ENG courses in the spring and fall.	Ellen Rosenman
ENG: 480G: Studies in Film: Love Stories	Virginia Blum
HIS 405 : U. S. Women's History Since 1900	Pat Cooper
HIS 563: The History of Women in Latin America	Francie Chassen-Lopez

COURSE	FACULTY MEMBER
FALL 2010 REQUIRED COURSES	
GWS 200	Lucinda Ramberg
GWS 200	TA
GWS 200	PTI
GWS 201	Jan Oaks
GWS 201	TA
GWS 250	Srimati Basu
GWS 340	Pat Cooper
POSSIBLE GWS ELECTIVES	
GWS 300: Nabokov's Lolita and Her Descendants	Susan Bordo
GWS 300: Women and Science Fiction	Jan Oaks
GWS 300: Latin American and U. S. Latina Women's Lives	Cristina Alcalde
GWS 595: Issues in Women's Studies: Sexual Minorities and Questions of Policy	Ellen Riggle

GWS 595: Beauty Culture	Karen Tice
POSSIBLE OUTSIDE ELECTIVES	
ENG: there are a variety of courses including Psychoanalysis and Culture	Profs. Blum, Davis, James, Rust, and/or Rosenman
ENG 330: Text and Context: Frankenstein	Jan Oaks
ENG 330: Black Women in the United States	Rynetta Davis
HIS 506: History of Sexuality in the U. S.	Pat Cooper
HIS 405: U. S. Women's History to 1900	Kathi Kern
HIS 595: Studies in History: Women and Power in History	Francie Chassen-Lopez
ANTH	Mary Anglin
GEOG	Profs. Anna Secor, Sue Roberts, and Patricia Ehrkamp may offer courses
LIN 517: Special Topics in Linguistics: Language and Gender	Anna Bosch. She offers this generally in the fall semester.
PHIL 340: Introduction to Feminist Philosophy	Anita Superson
RUS 370: Russian Folklore	Jean Marie Rouhier-Willoughby
SOC	Profs. Joanna Badagliacco, Ana Liberato, or Shaunna Scott may offer courses

COURSE	FACULTY MEMBER
SPRING 2011 REQUIRED COURSES	
GWS 200	TA
GWS 200	TA
GWS 201	Susan Bordo
GWS 201	Jan Oaks
GWS 350	Lucinda Ramberg
GWS 400	Cristina Alcalde
GWS ELECTIVES	
GWS 300: Pop Culture and Gender	Karen Tice*
GWS 300: Asian Women	Srimati Basu
GWS 595: Gender and Work	Pat Cooper
GWS 595: Women & Poetry	Jan Oaks
OUTSIDE ELECTIVES	
ENG330: Text and Context: Ghost Stories	Jan Oaks
ENG 485: Studies in Literature and Gender	Ellen Rosenman
ENG 487: Cultural Studies (gender topics vary)	Virginia Blum
HIS 405: History of Women in the U.S. since 1900	Pat Cooper
HIS 595: Issues in History: Women and Religion	Kathi Kern
HIS 563: Women in Latin America	Francie Chassen-Lopez
ANTH 350: Topics in Anthropology	Profs. Anglin, Udvardy, Ramberg

SOC 334: Sociology of the Family	Joanna Badagliacco
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COURSE	FACULTY MEMBER
FALL 2011 REQUIRED COURSES	
GWS 200	Karen Tice
GWS 200	TA
GWS 200	PTI
GWS 201	Jan Oaks
GWS 201	TA
GWS 250	Pat Cooper
GWS 340	Srimati Basu
POSSIBLE GWS ELECTIVES	
GWS 300: The Male Body	Susan Bordo
GWS 300: Gender and Motherhood	Jan Oaks
GWS 300: Sexuality and Religion	Lucinda Ramberg
GWS 595: Sexuality and the Law	Ellen Riggle
GWS 595: Latin American and U.S. Latina Women's Lives	Cristina Alcalde
POSSIBLE OUTSIDE ELECTIVES	
ENG	Profs. Blum, Davis, James, Oaks, Rosenman, and Rust
ENG 485: Black Feminist Theory	Rynetta Davis
HIS 506	Pat Cooper
HIS XXX: Gender and History	Profs. Chassen-Lopez, Kern, and Petrone
ANTH	Profs. Anglin and Udvardy
GEOG	Profs. Roberts, Secor, Ehrkamp
SOC	Profs. Liberato and Scott
SOC 535: Studies in Social Inequality: Family and Poverty	Joanna Badagliacco

COURSE	FACULTY MEMBER
SPRING 2012 REQUIRED COURSES	
GWS 200	TA
GWS 200	TA
GWS 200	Srimati Basu
GWS 201	Jan Oaks
GWS 350	Cristina Alcalde
GWS 400	Lucinda Ramberg
GWS ELECTIVES	
GWS 300:	Karen Tice

GWS 300	Susan Bordo
GWS 595: Gender and the Global Factory	Pat Cooper
GWS 595: Literary Women of Appalachia	Jan Oaks
OUTSIDE ELECTIVES	
ENG 485: Studies in Literature and Gender	Ellen Rosenman
ENG 480G: Representations of Intimacy in U. S. Cinema	Virginia Blum
HIS 405: History of Women in the U.S. since 1900	Pat Cooper
HIS 404: History of Women in the U.S. to 1900	Kathi Kern
HIS 563: Women in Latin America	Francie Chassen-Lopez
ANTH 350: Topics in Anthropology	Profs. Anglin, Udvardy, Ramberg
SOC 334: Sociology of the Family	Joanna Badagliacco

COURSE	FACULTY MEMBER
FALL 2012 REQUIRED COURSES	
GWS 200	Karen Tice
GWS 200	TA
GWS 200	PTI
GWS 201	Jan Oaks
GWS 201	TA
GWS 250	Cristina Alcalde
GWS 340	Lucinda Ramberg
GWS ELECTIVES	
GWS 300:	Susan Bordo
GWS 300:	Srimati Basu
GWS 595:	Ellen Riggle
GWS 595:	Jan Oaks
GWS 595:	Pat Cooper
OUTSIDE ELECTIVES	
ENG	Profs. Blum, Davis, James, Rosenman, and Rust will likely offer at least one course.
ENG 485: Race, Class, and Gender	Rynetta Davis
HIS	Profs. Cooper, Chassen-Lopez, Kern, and Petrone
ANTH	Prof. Anglin
GEOG	Profs. Roberts, Secor, Ehrkamp
SOC	Profs. Liberato and Scott

COURSE	FACULTY MEMBER
SPRING 2013	

REQUIRED COURSES	
GWS 200	TA
GWS 200	TA
GWS 200	Lucinda Ramberg
GWS 201	Jan Oaks
GWS 350	Srimati Basu
GWS 400: Research Methods	Cristina Alcalde
GWS 599: Capstone	Pat Cooper
GWS ELECTIVES	
GWS 300:	Karen Tice*
GWS 300:	Susan Bordo
GWS 595:	Jan Oaks
OUTSIDE ELECTIVES	
ENG 485: Studies in Literature and Gender	Ellen Rosenman
ENG 487: Cultural Studies	Virginia Blum
HIS 405: History of Women in the U.S. since 1900	Pat Cooper
HIS 404: History of Women in the U.S. to 1900	Kathi Kern
HIS 563: Women in Latin America	Francie Chassen-Lopez
ANTH 350: Topics in Anthropology	Profs. Anglin, Udvardy, Ramberg
SOC 334: Sociology of the Family	Joanna Badagliacco

Appendix IV.
Department of Gender and Women's Studies – University of Kentucky
Tenure and Promotion Guidelines
Approved by GWS Faculty on January 25, 2008

Evaluation of faculty for promotion and tenure will be based on a continuing record of high-quality, effective and committed teaching and advising; substantive, creative and innovative scholarship; and effective service.

Guidelines for Promotion to Associate Professor with Tenure.

Research:

The successful candidate for promotion to Associate Professor with tenure must demonstrate substantive, original, innovative intellectual contributions to scholarship through publication and dissemination of research in appropriate peer-reviewed venues. Through the research statement and supporting materials, the candidate must demonstrate that s/he has established an independent research agenda and a long-term trajectory for her/his research, within a sustained, long-term commitment to scholarly research and publication.

The research record of the successful candidate for promotion to Associate Professor with tenure will be evaluated based on scholarly productivity that may take the form of publication of original books by leading academic or commercial publishers; articles in referred journals; and book chapters in high-quality collections. Because Gender and Women's Studies is an interdisciplinary field, no single hierarchy of presses and journals can be specified. While the department recognizes that the quality and significance of published work are more important than the quantity or place of publication, the department expects its members to publish in highly regarded peer-reviewed outlets within the interdisciplinary field of gender and women's studies and relevant disciplinary fields, including foreign language publications where relevant.

In addition, candidates may also show evidence of sustained scholarly activity by editing books and special journal issues, authoring publications that innovatively synthesize or conceptualize the scholarship of a field or other body of literature, delivering conference papers, and receiving invitations to speak at other institutions. In fields of study where external research funds are available, the candidate may seek extra-mural support for her/his research program; however, external funding as an indicator of research achievement must be validated by refereed publications. While the contributions noted in this paragraph amplify a candidate's scholarly profile, they do not substitute for scholarly and/or creative work published by respected journals and presses.

Collaborative research with colleagues is common in many areas of feminist scholarship. Publications may be co-authored with the understanding that in all collaborative work the candidate must demonstrate the extent of her/his contribution to the project. While collaborative research with colleagues or students is encouraged, it is also important that the candidate demonstrate scholarly independence and leadership through lead or single authorship.

Teaching and Advising:

The successful candidate for promotion to Associate Professor with tenure will demonstrate a continuing record of effective teaching and advising at all levels. Given the diversity of topics covered within the field of gender and women's studies, successful candidates are expected to teach a variety of graduate and undergraduate courses that contribute to the department's core curricula, in addition to teaching courses that reflect the candidate's own scholarly areas of specialization.

Successful and effective teaching will be evaluated based primarily on the candidate's teaching portfolio, prepared according to the University of Kentucky guidelines. Taken in its entirety, the portfolio should provide evidence of effective teaching through a variety of materials, including the reflective statement on teaching, representative course syllabi, quantitative and qualitative summaries of student evaluations, and other materials.

A successful teacher is also a successful advisor, and faculty are expected to advise, mentor and assist undergraduate and graduate students toward the successful completion of their degrees. The successful candidate for promotion to Associate Professor with tenure should provide evidence for commitment to undergraduate mentoring and advising through, for example, service on undergraduate thesis committees or incorporating undergraduate students into research. The successful candidate is expected to provide evidence for commitment to graduate mentoring and advising through directing dissertations, service on graduate committees, and other activities that relate to the professionalization of graduate students.

Service:

Contributions by individuals to the collective functioning of the department, college, university and profession are highly regarded and expected. However, the department recognizes that service expectations for junior colleagues must be more modest than those of senior colleagues. The successful candidate for promotion to Associate Professor with tenure will demonstrate modest levels of quality service through service on committees in the department, the college, and/or professional organizations, establishing a record of effective collaboration in performance of service responsibilities. Refereeing essays, manuscripts, proposals, and applications for journals, presses and institutions, and authoring textbooks, falls under service to the profession.

Guidelines for Promotion to Professor.

Candidates for the promotion to the rank of Professor must provide evidence of professional excellence in all areas of activity. They must continue to pursue research that contributes significantly to the scholarly literature and they must be recognized by distinguished colleagues nationally and internationally, as having emerged as leaders in their field. Faculty members at the rank of Professor must excel at graduate and undergraduate teaching and advising, with continued service to the department, college, university, community and profession.

Research:

The successful candidate for promotion to Professor of Gender and Women's Studies will have produced a substantial body of original scholarship in her/his area of expertise beyond the work completed at tenure. This body of scholarship may include, as appropriate, a book by a top-quality press with a strong reputation in the candidate's field, or a group of articles in high-quality, peer-reviewed journals that constitutes a significant body of research within the interdisciplinary field of gender and women's studies and relevant disciplinary fields, including foreign language publications where relevant. This work should be regarded by senior scholars in the field as a distinguished research record that has earned the candidate a national and international reputation.

Evidence of national and international reputation may also include invitations to speak at colleges, universities and conferences, contributions to important edited volumes, and selection as editor of an important scholarly journal. Seeking external funding for research will be seen as a positive aspect of a research program; however, receipt of external funding as an indicator of research achievement must be validated by refereed publications.

The department recognizes that mature and engaged scholars may publish in a variety of outlets, including some read by general audiences and some emerging as communications technology advances. Publications in these venues are valued. However, they augment the candidate's record and do not substitute for publications in high-quality, peer-reviewed venues. In addition, activities such as editing books and special journal issues, also provide evidence of sustained scholarly activity, but do not substitute for scholarly work published by respected journals and presses.

Teaching and Advising:

The candidate for promotion to the rank of Professor must continue to teach an array of undergraduate and graduate courses and do so effectively, as indicated above. Pedagogical innovation is highly valued as is leadership in departmental and college programs to enhance undergraduate education. At the graduate level, professors are expected to direct dissertations, serve on student committees, and oversee their advisee's progress from classroom and thesis research. Full professors must make this type of long-term commitment to insure that their students begin successful careers.

Service:

Service at various levels is both a sign of continuing professional engagement and an opportunity to apply one's scholarly insights. A candidate for Professor must demonstrate important contributions to the service mission of the department, college, university and profession. Candidates for promotion to Professor are expected to contribute more to service than probationary faculty. In most cases, candidates for the rank of Professor will have accepted responsibility for a meaningful aspect of departmental governance or policy development, and will have been invited to serve on important committees at the college and university level,.

Appendix V:

Departmental Policies and Procedures Gender & Women's Studies Approved by GWS Faculty 3/19/2008

Preamble: The purpose of Gender and Women's Studies Department is to develop and coordinate an interdisciplinary curriculum; to encourage, support, and develop research in the field; and to design and sponsor programs which share and highlight our curriculum and research in a variety of venues, both on and off campus. As a field of study, Gender and Women's Studies is interdisciplinary: It employs methodologies from the humanities and social sciences; it synthesizes data from the natural, medical, and social sciences; it recursively trains feminist analysis on all these areas of inquiry, opening new avenues of research. In order to have a vibrant and rigorous GWS department, the policies and procedures must allow for a smooth integration of expertise from multiple disciplines. As a program, Gender and Women's Studies has thrived because of the research and service of a large group of affiliated faculty. The policies and procedures below assume a department that will continue to benefit from a large, diverse affiliated faculty. This Policies and Procedures document is composed in such a way that it both reflects this interdisciplinary necessity and complies with university governing and administrative regulations (GRs and ARs) and University Senate rules (USRs). All department policies and procedures are subordinate to those set forth in the Governing Regulations (GRs), the Administrative Regulations (ARs) and the University Senate Rules (USRs), including those enacted after the approval of these rules.

Administration of the Department

The Department of Gender and Women's Studies includes the following positions: Chair, Associate Chair, Director of Undergraduate Studies (DUS), Director of Graduate Studies (DGS), and Business Officer. No two persons may occupy two or more of these offices simultaneously. The roles and responsibilities of each departmental administrator are set forth below.

Department Chair

The Chair is selected by the Dean of the College, in accordance with university procedures. This involves consultation with the GWS faculty.

The Chair leads the department faculty in its development and execution of academic and service policies. The Chair (or the Chair's designee) prepares an agenda, circulates it in advance, and presides at all department meetings.

The Chair, in consultation with the faculty, is responsible for recommendations on the appointment of new faculty, promotions, reappointments, terminal appointments, post-retirement appointments, the granting of tenure, and decisions

not to reappoint.

The Chair, in concert with the Executive Committee, is responsible for the periodic evaluation of department members and staff by procedures and criteria established by the University, the College, and the Department faculty. See "Executive Committee" below for a description of the process.

The Chair is responsible for preparing the departmental budget. The Chair shall seek the advice of the Executive Committee prior to forwarding the budget to the Dean. Upon approval of the budget, the Chair is responsible for administering the budget in accordance with University procedures.

As general practice, the Chair shall seek the advice of members of the department, including from individuals and from Standing Committee Chairs and members in all matters related to their areas of responsibility. When considering an administrative decision that can reasonably be expected to substantially affect the working conditions of one or more members of the faculty, the Department Chair shall seek the advice of the appropriate departmental committees and/or the affected faculty member(s).

All substantial policies and decisions concerning programs and procedures, either academic or executive, shall be referred to the faculty by the Chair for their approval and ratification. However, when the matter demands an immediate response, the Chair is empowered to act without benefit of counsel. In such cases, the Chair must inform the faculty as soon as practicable. Staff employees shall be consulted, when appropriate, by the Chair, in the development of administrative policies and on decisions that directly affect staff employees.

The Chair shall communicate relevant information to the faculty, and also serve as the spokesperson of the Department. In the event that the Chair believes it necessary to depart from the opinion of the Department faculty, the Chair shall communicate the Department faculty's opinion as well as the Chair's recommendation, stating reasons for differing from the Department faculty's opinion, and notify the Department faculty of such action.

Evaluation of the administrative performance of the Chair is the responsibility of the College. The Dean's office will conduct an evaluation at regular intervals. This evaluation will include participation by Department faculty.

Associate Chair (when negotiated)

The Associate Chair will help the Chair perform duties related to academic and budgetary matters.

Director of Undergraduate Studies (DUS)

The Director of Undergraduate Studies shall be recommended by a majority of the

Executive Committee and appointed by the Chair. The Director of Undergraduate Studies shall act as liaison between students and the Department, the College of Arts and Sciences, and any other unit of the University when appropriate. The DUS shall be responsible for preparing reports and requests for information concerning the undergraduate program from other units and agencies of the University. The DUS will provide a draft of the schedule of undergraduate course offerings to present to the Chair and Executive Committee. The term of office for the Director of Undergraduate Studies is two years, renewable.

Director of Graduate Studies (DGS)

The Director of Graduate Studies shall be recommended by a majority of the Executive Committee and appointed by the Dean of the Graduate School. The DGS shall be responsible both to the Department and the Dean of the Graduate School, and as such shall act as liaison between these two bodies. The DGS shall recruit new graduate students, advise all incoming graduate students, act as their liaison with the Graduate School, and maintain proper and up-to-date records of all official correspondence between graduate students, the Department, and the Graduate School. The DGS shall provide a draft of the schedule of graduate course offerings to present to the Chair and Executive Committee. The term of office for the Director of Graduate Studies is two years, renewable.

Business Officer

The Business Officer (staff position) works with the chair to develop and prepare budget requests and prepare financial reports. The Business Officer is also responsible for processing paperwork for and monitoring grant budgets and endowment funds. The Business Officer maintains all personnel and payroll documents.

Professional Advisor

The Professional Advisor, appointed by the College of Arts and Sciences to the Department, serves as the official advisor to all Undergraduate GWS Majors to insure that students have met all University requirements in a timely fashion in order to graduate. The Professional Advisor will work in concert with the faculty, who will mentor students primarily, though not exclusively, through the capstone course and work opportunities.

The Faculty

Faculty membership in GWS with voting privileges is automatically awarded to tenure-line faculty with appointments of 25% or greater in GWS and full-time lecturers with appointments in GWS and to Affiliated Faculty who hold some percentage of their DOE in GWS. [See Appendix A for a description of the process through which faculty become affiliated.]

Membership, without voting privileges, is extended to visiting faculty and to a graduate student representative. In specific cases, outlined below in the descriptions of standing committees, other Affiliated Faculty, particularly those teaching courses that will count toward the major, are granted temporary, specific voting privileges.

Except where written ballots are required by other regulations, decisions shall be by voice vote, and in either instance, a majority shall suffice.

Minutes of each meeting shall be taken by alternating members of the department. The recorder will distribute electronically these minutes, typically within one week of the meeting.

At least one faculty meeting per month is required. All faculty are expected to attend. Additional faculty meetings may be called by the Chair or at the written request of three or more faculty. Quorum is set at half of those eligible to vote. Voting by proxy is not allowed.

Standing Departmental Committees

The Department Chair serves as a voting ex officio member of all Department committees.

There are four standing committees of the GWS faculty: (1) the Executive Committee, expanded to absorb the Evaluation and Salary Committee and the Promotion and Tenure Committee; (2) the Graduate Studies Committee, chaired by the DGS; and (3) the Undergraduate Studies Committee, chaired by the DUS; (4) and the Interdisciplinary Committee.

All committee members serve a two-year term (first-year staggered). All committees shall meet at least once per semester and provide the faculty with a brief report of their activities at the end of each academic year. Minutes of each meeting shall be taken by alternating members of the committee. The recorder will distribute electronically these minutes to the Chair, typically within one week of the meeting.

Executive Committee deliberates on all matters concerning educational Policy, and other departmental matters including hiring, curriculum, promotions and reviews, salaries, budgets, and programming.

All tenured members of the faculty are eligible to serve on the Executive Committee. The Committee shall be composed of 3 elected members, one of whom will be elected as Committee Chair by the committee members. All members of the committee are authorized to vote. The Chair (ex officio) also sits on the Committee.

The charges of the Executive Committee include:

Hiring Decisions and Hiring Priorities The Executive Committee shall prepare job descriptions for full-time positions before positions are advertised and present them to the faculty for a vote. In consultation with the Chair, the Executive Committee will appoint an Ad Hoc Search Committee, when necessary, to review and recommend candidates to be hired and lead discussion about the candidates at a faculty meeting, in preparation for a vote. Majority vote will determine whether any candidate and, if so, which candidate, should be offered a position.

Faculty Performance Evaluation. At the request of the Chair, the Executive Committee evaluates the performance of non-tenured and tenured faculty, assigns a rating, and reports their recommendation to the Chair. If a GWS faculty member holds a joint appointment in one or more units in addition to GWS, the evaluation will be a collaborative effort among all units, whose participation is weighted according to the DOE agreement, and must be jointly conducted.

Promotion and Tenure. A recommendation to promote and/or grant tenure shall originate with the department Chair. Upon instruction from the Chair, the Executive Committee shall notify all members of the GWS Department about upcoming promotions, set a timetable for reading the files, and organize a meeting of the tenured faculty to discuss candidates for promotion. All tenured members of the GWS faculty will participate in the tenure process, although only full professors will deliberate on promotion to the rank of full professor. If a GWS faculty member holds a joint appointment in one or more units in addition to GWS, the evaluation will be a collaborative effort among all units and must be jointly conducted.

Undergraduate Committee

This committee serves as an advisory body to the Director of Undergraduate Studies. All recommendations issuing from this committee shall be forwarded to the Chair of the Department for presentation to the faculty as either discussion or action agenda items. Chaired by the Director of Undergraduate Studies, the Committee will also be constituted by one elected GWS faculty, one Affiliated Faculty representing the Humanities, one Affiliated Faculty representing the Social Sciences, the Professional Advisor, one student representative appointed by the DUS, and the Chair (ex officio). All members have voting privileges within the committee. Affiliated Faculty members who serve on this committee are extended a Department vote in matters related to the Undergraduate curriculum.

Graduate Committee

This committee serves as an advisory body to the Director of Graduate Studies. The Committee's charge includes creating and monitoring policies about progress towards degree, consistent with the Graduate Students' Rights and Responsibilities. All recommendations issuing from this committee shall be forwarded to the Chair of the Department for presentation to the Faculty as either

discussion or action agenda items. Chaired by the Director of Graduate Studies, the Committee will be constituted by one elected GWS Faculty, one Affiliated Faculty representing the Humanities, one Affiliated Faculty representing the Social Sciences, one graduate student representative appointed by the DGS, and the Department Chair (ex-officio). All members have voting privileges within the committee. Affiliated Faculty members who serve on this committee are extended a Department vote in matters related to the Graduate Curriculum.

Interdisciplinary Committee

This committee is charged with creating opportunities for interdisciplinary conversation and sparking interdisciplinary research and curriculum development through talks, colloquia, film series, and other programming. All recommendations issuing from this committee shall be forwarded to the Executive Committee, which will make recommendations for funding. The Chair, after consulting with the Executive Committee, will appoint the chair of this committee. The Committee Chair, in turn, will invite other GWS and Affiliated Faculty as well as a graduate student representative to serve. At minimum, the Interdisciplinary Committee shall be constituted by at least one Affiliated Faculty representing the Humanities and one Affiliated Faculty representing the Social Sciences; however, the Committee Chair has the discretion to determine the size of the committee.

Students

Undergraduate Majors

These students are represented in the Department by the DUS. In addition to the DUS, GWS majors will be assigned to the Department's Professional Advisor, as appointed by the College of Arts and Sciences. Students and Advisor must meet at least once per semester. The GWS Department is committed to creating scholarly and professional development opportunities for undergraduate students. Such opportunities may take the form of office work, participation on the Interdisciplinary Committee, research support, peer tutoring for 100- and 200-level GWS courses, and the like. As the number of GWS majors grows, an undergraduate student club is also a possibility; a student club can strengthen the role that undergraduate students play in a department.

Graduate Students

These students are represented in the department by the Director of Graduate Studies (DGS) and by a graduate student representative. Once a graduate student organization is formed, the grad student representative will be elected by that organization. Until such time as the grad student organization is formed, the representative will be appointed by the Graduate Committee Chair. The interests and intellectual development of the graduate student are an important responsibility of the student's advisor. Before starting the graduate

program students are designated a faculty advisor by the DGS, in consultation with the faculty member. After the student's graduate committee is formed, the director of this committee will serve as the student's primary advisor.

Teaching Assistants (TAs)

Departmental teaching assistants are selected annually by the Graduate Committee and are represented in the department by the DGS and their primary instructors (for lecture classes where the TA does not have prime teaching responsibility). In addition to attending university-mandated orientations, new TAs also are expected to attend any sessions organized by the GWS Department. For problems related to instruction and/or student behavior, TAs first should seek advice from their primary instructor or, if they are responsible for their own course, the DGS. Issues that cannot be resolved at this level should be forwarded to the Chair of the Department.

Research Assistants (RAs)

Research assistants report to the faculty member who supervises their research activities. RAs are selected by the faculty member who directs the grant funding the RA or who is otherwise designated a RA. If a problem arises that cannot be resolved between the RA and the faculty member, the matter should be forwarded to the Chair of the Department.

Procedures and Policies

Teaching & Service— The Department of GWS recognizes that, because of its interdisciplinary roots, GWS faculty may hold joint appointments in other departments and/or academic units. The chairs of the units involved must collaborate in the construction of the DOE of these faculty. The DOE accounts fairly for service and teaching/mentoring, including service on student committees, in departments in addition to GWS.

Affiliated Faculty Members: Because GWS sees significant service contributions from our Affiliated Faculty, work and service in GWS should be recognized and accounted for in the DOE.

Appendix VI:

Gender and Women's Studies Program Faculty Seminar to Globalize the Gender Studies Curriculum

Proposed by Susan Bordo, Acting Director, Gender and Women's Studies

As more and more Gender Studies programs and departments spring up across the country, teachers have become ever more aware of the limitations of existing curricula. Over the last ten years, for example, we've seen the flourishing of "transnational" approaches, attempting to remedy the deficiencies of older, Eurocentric models of study. As Gender and Women's Studies at UK moves toward departmental status, we want our undergraduate major (as well as our graduate curriculum) to demonstrate that astute and creative feminist thinking is not only multi-racial and transnational, it also reaches far back into history. Women (and a few forward-thinking men) were passionately imagining, theorizing, and arguing long before the first Women's Studies course was offered, long before the study of gender became splintered into disciplines, and even long before Simone deBeauvoir and Virginia Woolf authored their groundbreaking studies.

Our proposed course in the History of Feminist Thought, GWS 340, is designed to fill this need, by providing students with a historical overview of the cultural diversity, creative and theoretical expression, and defining moments in the development of feminist thought from antiquity to the present. The terms "feminist" and "thought" are here employed broadly. In GWS 340, which follows the history of feminist thought into the 1970's, we intend to include works, such as that of Hypatia, Christine De Pizan, Sor Juana Ines de la Cruz, Alexandra Kollontai, Raicho Hiratsuka, Rokeya Sakhawat Hussain, Hoda Shaarawi, Mary Astell, and Magda Portal that pre-date the term "feminist" but that are pioneering statements in the struggle for gender equality. "Thought" will include political manifestos, poetry, and short stories, as well as classic works of feminist theory and cultural criticism. The goals of both the courses are:

To show students that feminism has a long and diverse history, in which men and women of many cultures and times have played a key role.

To help students to better comprehend, analyze, and integrate texts from a variety of periods and cultures.

To prepare students to advance to reading and research in contemporary feminist thought, better able to deal critically, independently, and in a historically informed way, with the complexities of existing debates.

To foster an appreciation of the historical and cultural contexts shaping key issues and continuing controversies in feminist thought—e.g. reproductive rights, sexual violence, politics of appearance, sexuality, the gendered nature of poverty, public and private space, marriage and property, "equality" versus "difference," women and religion, the impact of colonialism.

As part of our proposed major, GWS 340 is "new." However, it may meaningfully be seen as part of the curricular re-design of Gender and Women's Studies, both to accommodate a major and to better serve general education at UK. As such, we believe that the construction of these courses falls appropriately under the rubric of the initiative to improve classroom

instruction that is the goal of these awards. Moreover, because the courses will be both interdisciplinary and transnational in scope, as well as historically organized, they require diverse kinds of faculty expertise to put together. We will not be enlisting the aid of outside experts; rather, we will be bringing our own expertise into a new form of collaborative engagement.

Specifically, our proposal is for an intensive, two or three week faculty seminar in transnational feminist thought whose goals are: (1) to develop a core list of readings for GWS 340; (2) to educate participating faculty in those writers, national traditions, and cultural and political contexts that are essential to the course but outside their individual areas of expertise; and (3) in this way, to prepare faculty to teach these courses.

The seminar will be facilitated by the current Director of Gender and Women's Studies, Susan Bordo, who will also serve as the designated contact person for the project. (Bordo@uky.edu) Approximately 10 other participants, with first preference given to members of the core GWS faculty, will represent a range of disciplinary orientations and international expertise. Each will be responsible for selecting and leading the group in potential course readings within their areas of expertise.

Through reading and discussion, we will make selections, construct topics, and craft a core syllabus for GWS 340. This syllabus will be the result of a collaborative process, not the brainchild of any one of us. In this way, we hope to mitigate our individual intellectual limitations and ideological biases—to avoid not merely “Eurocentrism” but also the dominance of particular disciplines and/or trends in feminist theory. Our aim is to make use of diverse strengths, bodies of knowledge, and perspectives in order to create a collaborative history that will be the framework of what we believe will be a truly innovative, trend-setting undergraduate course.

We are requesting \$3,000 to cover:

Books for all thirteen participants: \$100 (Amazon.com prices) X 13= \$1300

Copying costs for additional reading materials, refreshments, supplies, etc.

500

Stipends for participating faculty (excluding chair)

1200

Appendix VII.

Before Women's Studies: A Historical, Transnational Reader in Feminist Thought

As more and more Gender Studies programs and departments spring up across the country, teachers have become ever more aware of the limitations of existing course materials. Over the last ten years, for example, we've seen the flourishing of "transnational" readers, attempting to remedy the deficiencies of older, Eurocentric anthologies. Most of these newer anthologies, however, are overwhelmingly (if not exclusively) devoted to writings of the past twenty or so years, and as such reflect biases in favor of contemporary debates and academic authors. Moreover, they are almost without exception topically organized, thus providing little sense of historical or cultural continuity, transition, or development. A good example is *An Introduction to Women's Studies: Gender in a Transnational World*, edited by Inderpal Grewel and Caren Kaplan (2002). Although many of the organizing themes covered in this anthology are historical in conceptualization—e.g., "Gender and the Rise of Modern Science," "Medicine in Historical Perspective," "The Making of Sex, Race, and Empire," "Gender and the Rise of the Modern State" and so on—the ordering of the themes is ahistorical²², and the authors of the pieces themselves are overwhelmingly contemporary. Only a handful of selections are original historical sources.

We want students to appreciate that astute and creative feminist thinking is not only transnational, it also reaches far back into history. Women were passionately imagining, theorizing, and arguing long before the first Women's Studies course was offered, long before the study of gender became splintered into disciplines, and even long before Simone deBeauvoir and Virginia Woolf authored their ground-breaking studies.

This reader, accordingly, is designed to provide students with a historical overview of the cultural diversity, creative and theoretical expression, and defining moments in the development of feminist thought before "Women's Studies" became a field of study. The terms "feminist" and "thought" are employed broadly. Texts will include works, such as that of Hypatia, Christine De Pizan, Sor Juana Ines de la Cruz, Alexandra Kollontai, Raicho Hiratsuka, Rokeya Sakhawat Hussain, Hoda Shaarawi, Mary Astell, and Magda Portal that pre-date the term "feminist" but that are pioneering statements in the struggle for gender equality. "Thought" will include political manifestos, poetry, and short stories, as well as classic works of feminist theory and cultural criticism. The goals of the reader, which is intended for both undergraduate and graduate courses, as well as a welcome addition to any feminist library, are:

To show students that feminism has a long and diverse history, in which men and women of many cultures and times have played a key role.

To help students to better comprehend, analyze, and integrate texts from a variety of periods and cultures.

²² For example, a section on "The Rise of Print and Media Cultures" immediately follows a section on "Feminist Interventions in Art and Media"

To prepare students to advance to reading and research in contemporary feminist thought, better able to deal critically, independently, and in a historically informed way, with the complexities of existing debates.

To foster an appreciation of the historical and cultural contexts shaping key issues and continuing controversies in feminist thought—e.g. reproductive rights, sexual violence, politics of appearance, sexuality, the gendered nature of poverty, public and private space, marriage and property, “equality” versus “difference,” women and religion, the impact of colonialism.

To demonstrate how our reader will uniquely foster these goals, it's useful to compare it to three other anthologies, each representing a different “stage” in conceptualizing how to represent the history of feminist thought. Alice Rossi's *The Feminist Papers: From Adams to deBeauvoir*, published in 1973, was one of the first to offer a historical survey of feminist thought. The selections are meaty, and Rossi provides extensive, helpful introductions to each one, and to the larger sections in which they are contained. However (and reflecting the times in which it was compiled,) the history it represents is both culturally and chronologically limited to the development of white, western feminism from the “enlightenment” to *The Second Sex*. One of the great virtues of Rossi's collection, notwithstanding its limitations, is the length of the selections, which enable a teacher to do close and fair readings of the authors, rather than simply “taste” their ideas.

The tendency among more recent collections is to sacrifice content and context to coverage. A good example is 1997's *Women Imagine Change: A Global Anthology of Women's Resistance From 600 B.C. to the Present*, edited by Eugenia Delamotte, Natania Meeker, and Jean O'Barr. This useful collection corrects the sins of collections like Rossi's, arguably to a fault, by going for breathtaking historical sweep and transnational representation. The result is a “kettle-tour” of the globe, with selections so brief that any kind of rigorous analysis is impossible. The problem is compounded by the fact that this anthology, like many contemporary readers, is organized thematically. It has an additional chronological table of contents, but anyone who wants to use the book in an historical way would have a very difficult time. This, to my mind, is the problem with most “inclusive” projects. They add a pinch of difference here and there, but no integrative context for understanding those differences. Thus, students are never truly given a transnational understanding of history and culture, but a “carnival” of diversity.

The recently published (2007) *Essential Feminist Reader*, edited by Estelle Freedman and probably the most usable of the three, provides some longer selections (although many are still little more than snippets,) is organized chronologically, and provides brief, context-setting introductions. However, it too tries for too much coverage at the expense of content and context, going as far as to include selections from some “third-wave” feminists. We applaud the attempt at sweep, but at the same time we have concerns about the “light-weighting” of feminist thought, especially for students that have been raised on sound-bytes and caricatures. We are also concerned here with the perpetuating of the notion that “theory” only begins when contemporary, white, western academics begin to theorize in a self-conscious way. We see “theory” as embedded in and taking a variety of forms in feminist thought. However, the only way to exemplify this is to provide selections meaty enough to do justice to the *ideas*--not merely represent “voices”--and to place those ideas in the historical and cultural contexts that illuminate their meaning and importance. We believe that the notion of diverse “voices” trivializes feminist

thought. Would anyone describe the history of philosophy, say, or even post-structuralist thought, in terms of “voices”?

Instead of pursuing historical and cultural sweep at all costs, our reader will follow feminist thought only up to (roughly) the mid-to-late seventies. This period represent a crucial turning point in several respects, as the contours of feminism as imagined up to that point are publicly challenged, expanded, and diversified. The seventies were designated the United Nations Decade on Women, and inaugurated a worldwide women’s movement, as many countries in Africa, Asia, Europe and Latin America saw an efflorescence of feminist activism and research. In Latin America, the 1970s witnessed the emergence of “motherist” movements in the context of dictatorial regimes and political violence and the beginnings of the NGOization of feminism. In the United States, the issue of racial exclusion in feminist thought comes to the forefront, along with the first sustained articulations (although not the first expressions) of African-American feminism (e.g. the early work of Audre Lorde, the classic “Combahee River Collective Statement”.) During this period, as well, the first Women’s Studies courses began to be offered, with the resulting re-organization and specialization of feminist thought according to academic disciplines, and the generation of a host of new issues, debates, concepts. To do justice to those issues, particularly in transnational perspective, would require an enormous volume, perhaps several. Certainly, in our own curriculum, we do not imagine covering ancient writings to “third wave” feminism in one semester.

We also intend, as much as possible, to provide extended selections rather than snippets, and when appropriate, to juxtapose selections—e.g. Li-chen’s “Flowers in the Mirror” (1800), Rokeya Sakhawat Hossain’s “Sultana’s Dream” (1905) and Charlotte Perkins Gilman’s “The Yellow Wallpaper” (1892) as three creative, visionary works informed by the particularities of three very different cultures. Introductions, written by specialists in the relevant national traditions and historical periods, will place the selections in cultural and historical context. When appropriate, original essays by the editors will provide bridges to particular periods and problematize specific topics—e.g. an editor’s essay on the 1950’s, the “New Left”, Civil Rights, and Black Power as sources of the “Women’s Liberation;” an editor’s essay on ancient views of women, against which our earliest feminist writers are protesting; an essay on the value and limitations of the “wave” metaphors as descriptions of feminist history, and so forth. Our goal is to mitigate intellectual fragmentation—one of main reasons, according to educators, why students feel overwhelmed and hopeless about the acquisition of knowledge in our increasingly specialized, often contradictory information-factory—without enshrining one narrative as foundational.

Selecting texts will be the work of an interdisciplinary seminar, to be held in the Spring of 2009, whose participants will represent a range of disciplinary orientations and international expertise. For this reason, it is impossible to present a final Table of Contents at this time. Rather, we have attached a provisional list of headers and editor’s essays, with *potential* texts listed under each one. We emphasize the provisional nature of this TOC, not only in terms of periodization and conceptualization, but also in terms of the selections. We have listed far more than we will actually include. In the seminar, we will make final determinations, based on our collective judgment. The final collection will thus be the result of a collaborative process, not the brainchild of any one of us. In this way, we hope to mitigate our individual intellectual limitations and ideological

biases—to avoid not merely “Eurocentrism” but also the dominance of particular disciplines and/or trends in feminist theory. Our aim is to make use of diverse strengths, bodies of knowledge, and perspectives in order to create a collaborative history

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Department of Anthropology

Department of English

Department of Geography

Department of History

Department of Philosophy

Department of Political Science

Department of Sociology

Center for Research on Violence Against Women

Committee on Social Theory

President's Commission on Women



UNIVERSITY OF KENTUCKY

D r e a m • C h a l l e n g e • S u c c e e d

COLLEGE OF ARTS AND SCIENCES

April 15, 2008

Dr. Steven L. Hoch, Dean
College of Arts and Sciences
University of Kentucky
Patterson Office Tower 213

Dear Steve,

I write as Chair of the Department of Anthropology to confirm my department's continued strong support for the timely establishment of a Department of Gender and Women's Studies. The other anthropology faculty and I are proud that our discipline is so valued that the first three faculty members hired in the initiative to transform the Gender and Women's studies program into a department are anthropologists. We have also been happy to support the development of the GWS as a department by accepting the primary appointments of Drs. Alcalde, Basu, and Ramberg in Anthropology for purposes of tenure and promotion. However, the Department of Anthropology believes that it is in the best interests of GWS, Anthropology, and, not least, these professors, that a full-fledged Department of Gender and Women's Studies be created as soon as possible, preferably by Fall 2009, as was our original understanding.

Best Regards,

A handwritten signature in cursive script, appearing to read 'Chris Pool'.

Chris Pool
Chair and Associate Professor

Cc: Deborah L. Crooks, Director of Gender and Women's Studies



UNIVERSITY OF KENTUCKY
College of Arts and Sciences
Department of English

*1215 Patterson Office Tower
Lexington, KY, USA, 40506-0027
tmclay@email.uky.edu*

22 July, 2008

Deborah L. Crooks
Director, Gender and Women's Studies
University of Kentucky
211 Lafferty Hall
Lexington, KY 40506-0024

Dear Professor Crooks:

It is my pleasure to write in support of the formation of the new Department of Gender and Women's Studies.

As you know, the English Department has deep and long ties to the Gender and Women's Studies Program. Several of our faculty member pursue research interests related to gender and women, among them Susan Bordo, Ellen Rosenman, and Michael Trask. These and other tenure-line faculty, as well as full-time lecturer Jan Oaks, have followed their research interests to affiliation with the Gender and Women's Studies Program.

Additionally, we have an established pedagogical relationship with the Gender and Women's Studies Program. Top begin, several faculty members teach on subjects related to gender and women—often in classes cross-listed with the Gender and Women's Studies prefix. Further, every year a cohort of English graduate students with research interests in gender and women teaches in your program.

We in the English Department welcome the strengthening of research and teaching in gender and women's studies that the establishment of the Department of Gender and Women's Studies promises, and we look forward to a new chapter in our research and teaching relationship with the department.

Sincerely,

A handwritten signature in black ink, appearing to read 'T. Clayton'.

Thomas Clayton
Chair



UNIVERSITY OF KENTUCKY

Department of Geography

*College of Arts & Sciences
1457 Patterson Office Tower
Lexington, KY 40506-0027
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Fax: (859) 323-1969
www.uky.edu/ArtsSciences/Geography*

19 May 2008

Professor Deborah L. Crooks
Department of Anthropology
211 Lafferty Hall
University of Kentucky
Lexington, KY 40506

Dear Deborah:

On behalf of the Department of Geography I would like to offer our very strong support for your proposed Department of Gender and Women's Studies in the College of Arts & Sciences. Our department has at least three faculty members (Ehrkamp, Roberts, and Secor) who are affiliated faculty in the current GWS program, and have had several graduate students who have taken courses in the program. At the undergraduate level our department has offered Geo 240, Geography and Gender, for several years and we usually have to cap enrollments for that class because of its popularity. Geography is strongly interdisciplinary and I can foresee strengthening our interaction with GWS as the program makes the transition to a department. If I can provide any additional information about possible links between Geography and the new GWS Department please let me know.

Sincerely,

A handwritten signature in black ink, appearing to read 'Karl Raitz', written over a horizontal line.

Karl Raitz
Professor and Chair



UNIVERSITY OF KENTUCKY

Department of History
College of Arts & Sciences
1715 Patterson Office Tower
Lexington, KY 40506-0027
(859) 257-6861
Fax: (859) 323-3885
www.uky.edu

July 31, 2008

Professor Phil Harling
Interim Dean, College of Arts and Sciences
213 Patterson Office Tower
University of Kentucky
Campus.

Dear Dean Harling,

I am writing this letter to enthusiastically support the establishment of a Department of Gender and Women's Studies at the University of Kentucky. The Proposal submitted by the GWS Program is the culmination of thorough investigation and many hours of collaboration, which included the participation of not only Steering Committee Members and long-standing affiliates of the program but also students. It is a carefully crafted proposal exhibiting a well-thought out Five-Year Plan for the creation of a department of Gender and Women's Studies. The time is right for this transition.

Having been actively involved in the GWS program since my arrival at UK, I have seen the program grow and flourish over the last twenty years. From a small program centered on Women's Studies in the U.S., GWS has expanded its teaching and research not only to encompass gender and masculinity but also to transform itself into a truly transnational program. Created in the mid 1990s, the Graduate Certificate in Women's Studies has been an unqualified success, symbolizing the increasing interest in the field at UK. Nevertheless, at this point, it is abundantly clear that the certificate is no longer sufficient to serve the needs or interests of the student body or the university at large.

As the proposal underlines, the majority of our benchmarks, and the University of Louisville and Berea College, have already responded to the needs of their students by creating departments of Gender and Women's Studies. Nevertheless, no institution in the state has yet to establish a Ph.D. program in this crucial interdisciplinary field. It is unquestionably the mandate (and an urgent one at that) of the flagship university to respond to this imperative.

The Proposal does a stellar job of explaining how a GWS department is absolutely indispensable to the interdisciplinary mission of the college. It also identifies the areas of greatest potential, the "six major areas of concentration," and, two critical themes in particular – "(1) the body (including sexuality and queer studies) and (2) transnational studies (including race and ethnic studies)," related to those areas. Thus, recognizing that it will be a relatively small department at the outset, it does not promise to cover all possible ground but wisely plays to the strengths of its faculty to position this new

department at the forefront of the most exciting fields of scholarship. This suggestion makes this proposal eminently viable.

I cannot emphasize enough the importance of this move to department status and the establishment of the undergraduate major and Ph.D. program for the attainment of a Top Twenty standing. The faculty affiliated to the GWS program has included many of the most productive professors at UK with not only national but also international reputations. Granted that the core faculty is small, nonetheless the three recent hires (Professors Basu, Alcalde, and Ramberg) have brought not only greater diversity but also amazing energy to the program. And, with the continuing support of associated faculty, I am absolutely convinced that the GWS Department will become one of the best departments on campus and bring great distinction to the University of Kentucky. I strongly support this proposal and urge you to bring it to fruition.

Sincerely,

A handwritten signature in cursive script that reads "Francie Chassen-López". The signature is written in dark ink and is positioned above the printed name.

Francie Chassen-López
Chair and Professor of History



UNIVERSITY OF KENTUCKY

Department of Philosophy
College of Arts & Sciences
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April 28, 2008

Prof. Deborah L. Crooks
Director, Gender and Women's Studies Program
112 Breckinridge Hall
University of Kentucky
Lexington KY 40506-0056

Dear Prof. Crooks,

I recently had the chance to examine the new detailed proposal for establishing an academic department in Gender and Women's Studies, to be housed in the College of Arts and Sciences. I was impressed, both by the work and imagination that had obviously gone into this document, and by the strong case it makes for converting the present and long-standing "program" in Gender and Women's Studies into a full-fledged "department" of the same, offering both Undergraduate and Graduate degrees.

As the document points out, there are powerful reasons that urge such a change, reasons including, but by no means limited to the salubrious effect this would have upon recruiting top-notch faculty and attracting the best students. Offering advanced degrees would also do much to improve both the vitality and the visibility of Gender and Women's Studies as an academic unit, and I am sure there would be a ready "market" for such advanced degree offerings. Indeed, virtually all of the arguments that have been advanced on behalf of establishing a "program" in this area are even better arguments for establishing a "department."

In my view, this change is long overdue, and I am therefore eager to express my strong support for the same. Of course, launching a new department and making the necessary new hires will be difficult in the present financial climate, so we can only hope that things will improve on that score in the Commonwealth. But when and if they do, then let us both hope that this will be one of the first new proposals funded within the College of Arts and Sciences.

Cordially,

Daniel Breazeale
Acting Chair, Department of Philosophy



UNIVERSITY OF KENTUCKY

Dream • Challenge • Succeed

COLLEGE OF ARTS AND SCIENCES

5-20-08

University Senate,

I am writing this letter in regards to the proposal to move Gender and Women's Studies from its current status as a program to a new status as an academic department. When I was a member of the Arts and Sciences Executive Committee, I supported the idea of creating a Department of Gender and Women's Studies. As the current Chair of the Department of Political Science, I continue to support its creation. Over the years numerous individuals, including some from my own department, helped work to create a place where individuals from different traditional departments could interact based upon a common interest in Gender and Women's Studies. Interest in the field has grown among students and active researches alike. Top twenty universities tend to have stand along departments that focus on issues associated with Gender and Women's Studies. It is widely regarded as a field by itself and it is time for the University of Kentucky to follow the growing trend among universities nation-wide and establish Gender and Women's Studies as a department.

Sincerely,

A handwritten signature in black ink, appearing to read 'Donald A. Gross'.

Donald A. Gross, Chair
Department of Political Science



UNIVERSITY OF KENTUCKY

Department of Sociology
College of Arts and Sciences
1515 Patterson Office Tower
Lexington, KY 40506-0027
(859) 257-6896
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www.uky.edu/AS/Sociology

July 15, 2008

Dean Harling
College of Arts and Sciences
Patterson Office Tower
University of Kentucky

Dear Dean Harling:

As Chair of the Department of Sociology, I strongly support the transitioning of the Gender and Women's Studies Program to Department status. Many of our faculty members and graduate students are closely tied to the research and instruction programs in this field. Thus, we share a strong interest in a successful transition and will be glad to do what we can to facilitate the creation of this interdisciplinary Department. In my opinion, the University of Kentucky will benefit overall from upgrading this program to Department status.

Sincerely,

A handwritten signature in black ink, appearing to read 'P. Mooney'. The signature is fluid and cursive, with a long, sweeping tail on the 'y'.

Patrick H. Mooney, Chair
Department of Sociology



UNIVERSITY OF KENTUCKY

April 2, 2008

Deborah L. Crooks, Associate Professor
Department of Anthropology
Director, Gender and Women's Studies Program
University of Kentucky
112 Breckinridge Hall
Lexington KY 40506-0056

Center for Research on Violence Against Women

108 Bowman Hall
Lexington, KY 40506-0059
(859) 257-2737
Fax: (859) 323-4848

Dear Dr. Crooks:

It is with pleasure that I write to support move of the Gender and Women's Studies Program from an interdisciplinary program to departmental status within the College of Arts and Sciences. It is highly appropriate for strong support for this move to come from the interdisciplinary research center at the University of Kentucky that addresses gendered violence, for as stated in the 2006 Women's Studies strategic planning document, "Probably no issue or topic has been more instrumental in galvanizing Women's Studies than gender violence. In fact, the field of Women's Studies grew out of the political concern and activism around rape and domestic abuse--two of the most often recognized forms of gender violence" (page 16).

The plan to move the Gender and Women's Studies Program from an interdisciplinary program to a department, while offering an extraordinary opportunity to innovate, is not unique in the nation. In fact, over half (53%) of UK's benchmarks use this model and only a third operate with the program model currently used by our university. These data alone reveal that, among the advantages of departmental status for the Gender and Women's Studies Program is the opportunity to be competitive in recruiting top faculty from around the country to this institution.

Departmental status brings with it an academic and administrative structure that will advance the mission of the program far beyond what it is presently able to achieve. From the organizing framework of a department, the program will be much better positioned to administer and coordinate degree programs; to implement an interdisciplinary curriculum in gender and women's studies at


Letter of Support for Department of Gender and Women's Studies
April 3, 2008
Page 2 of 2

both the undergraduate and graduate levels; and to foster scholarly and pedagogical collaboration in a way that integrates the theoretical strengths of multiple disciplines.

A Department of Gender and Women's Studies will also advance use of collaborative, interdisciplinary research teams around a wide spectrum of gender-related issues. That violence against women will be among the Department's priorities is evidenced by the fact that among the first faculty members hired for the future department is a scholar whose research addresses transnational perspectives on gender violence.

This letter of support brings with it a commitment to collaborate fully with the Department of Gender and Women's Studies should it receive the full approval of the University Senate and the Board of Trustees. The Center for Research on Violence Against Women maintains an affiliate department program that provides us a mechanism for structured collaboration with departments and colleges across campus. I look forward to an opportunity to extend an invitation for affiliate status to a new Department of Gender and Women's Studies.

Best regards,



Carol E. Jordan
Director



UNIVERSITY OF KENTUCKY

D r e a m • C h a l l e n g e • S u c c e e d

July 15, 2008

COLLEGE OF ARTS AND SCIENCES

Professor Deborah Crooks
Director, Gender and Women's Studies Program
University of Kentucky
112 Breckinridge Hall
Lexington, KY 40506-0056


Dear Dr. Crooks,

It is my pleasure to write on behalf of the Committee on Social Theory in support of the transition of UK's Gender and Women's Studies (GWS) Program to departmental status. This is a very important move that will contribute significantly intellectual life at UK. The Committee on Social Theory (CST), an interdisciplinary program that draws affiliates from across the University, benefits directly from a strong GWS Department that will be home to faculty members and PhD students working across disciplinary boundaries. And without doubt these synergies work to make UK a more attractive intellectual environment for scholars across the humanities and social sciences.

The field of "Gender and Women's Studies" is of critical importance to a broad spectrum of research. Today one finds that every major area of social theoretical thought, from political theory to cultural studies, includes work that grapples with questions of gender and how it is inscribed and performed. A strong GWS Department at UK will enable us to recruit and retain top-notch scholars doing research at the cutting edge of their fields. Furthermore, because of the interdisciplinary nature of GWS, these faculty members will be able and likely to form collaborative relations (in part through the CST) across departments. These are the kinds of activities that lead to the emergence of rigorous interdisciplinary research.

In short, the Committee on Social Theory strongly and unequivocally supports the transition of the Gender and Women's Studies Program to a Department at UK.

Sincerely,


Anna Secor, Associate Professor
Director of the Committee on Social Theory

Phone: (859) 257-1362
Email: ajseco2@uky.edu

Committee on Social Theory
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<http://www.uky.edu/AS/SocTheo/>



UNIVERSITY OF KENTUCKY

April 10, 2008

Dr. Deborah Crooks, Director
Gender and Women's Studies Program Office
112 Breckinridge Hall
University of Kentucky
Lexington, KY 40506-0056

President's Commission
on Women
203C Main Building
410 Administration Drive
Lexington, KY 40506-0032
(859) 257-3493
Fax: (859) 323-9804
E-mail: women@uky.edu
www.uky.edu/PCW

Dear Dr. ~~Crooks~~, Deb

I am writing in support of the transition of the Program from an interdisciplinary program offered by the College of Arts and Science granting a graduate certificate to a department within the College offering undergraduate majors and graduate degrees. As you know, this next step in the evolution of the program is long overdue.

In comparing the UK program to departments and programs at our benchmark institutions I was struck by the differences between programs and departments. The programs, similar to that of UK's offer undergraduate majors and minors with in the framework of their colleges' traditional departments and offer certificates for graduate students. They have about the same numbers of courses on their books, less than a handful of full-time faculty and a host of affiliates. Limited numbers of students are able to pursue their interests in women's studies due to the boundaries inherent to the structure of an interdisciplinary program.

In contrast, departments of women's studies are more robust than their program counterparts. Departments are able to offer undergraduate and graduate degrees, recruit dedicated scholars as faculty, and more fully participate in the governance and administration of their colleges and universities. Many of our benchmark institutions such as Ohio State, University of Minnesota, and University of Arizona already have departments of women studies. Most are housed in colleges of arts and sciences. If the University of Kentucky aims to be a Top 20 university it is time for the Gender and Women's Studies Program to become a Department so that we can join the ranks of our peers. Congratulations on taking that next step, and please contact me should you desire any assistance I might be able to provide.

Warmest Regards,

Mitzi Schumacher, Chair, President's Commission on Women,
and, Professor, Behavioral Science Department

Brothers, Sheila C

From: Griffith, Charles H
Sent: Wednesday, March 25, 2009 2:37 PM
To: Humphrey, Sue P; Reed, Deborah B; Denison, Dwight V; Fox, Charles W; Houtz, Robert L; Moliterno, David J; Sellnow, Timothy L; Smith, William T
Cc: Brothers, Sheila C
Subject: FW: NEW CMTE ITEM_REVISIED PROPOSAL FOR GWS DEPT

HI everyone, I only received a few comments regarding the GWS revised proposal, all supportive. So, Sue and Sheila, I would say that our committee supports the revised proposal, as they now include information that answers our concerns (numbers of students affected, faculty numbers, etc).

Sheila can apprise Dave Randall that we are supportive of the proposal.....chipper

From: Humphrey, Sue P
Sent: Tuesday, March 17, 2009 8:03 AM
To: Reed, Deborah B; Denison, Dwight V; Fox, Charles W; Griffith, Charles H; Houtz, Robert L; Humphrey, Sue P; Moliterno, David J; Sellnow, Timothy L; Smith, William T
Cc: Brothers, Sheila C
Subject: MCAFEE E-MAIL SCAN ALERT!~FW: NEW CMTE ITEM_REVISIED PROPOSAL FOR GWS DEPT

SAOSC Committee,

There has been a flurry of activity on our response to this proposal since I last communicated with you as a committee. After multiple emails and a meeting with the Senate President, Dave Randall, I met with Dr. Susan Bordo, who is proposing the GWS Department status.

I would like to ask each of you to again review the proposal with the newly attached information (see web address from Sheila Brothers in the forwarded information attached below). If Charles Griffith and Tim Sellnow would again be the in-depth reviewers to follow up on their original concerns, I would really appreciate it.

Please look carefully at the remaining bulleted items from our original response and evaluate the new information to see if you feel that the original concerns have been addressed.

Unfortunately I will be out of the office from this coming Thursday until I return to work on April 6th. Please send your comments after reviewing the documents again to Chipper at the following email address: cgrif00@uky.edu. This needs to be done by March 23rd.

Thanks to you all, especially Dr. Griffith, for again spending time with this document.

Sue P. Humphrey RDH, MEd
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