

SCHOOL OF GENERAL STUDIES TEN-YEAR PLAN

I. INTRODUCTION AND BACKGROUND

The School of General Studies administers five interdisciplinary degree programs, the Teacher Development Center, the Academic Bridge Program, and several sponsored projects related to increasing literacy and educational access. These include:

- Partnerships for the Education of Homeless Children and Youth-Plano, Greenville, McKinney and Sherman school districts
- Reading One-To-One – Houston school district
- Advancement Via Individual Determination – (AVID) Richardson, Garland, McKinney school districts
- SAT Summer Programs – DISD – funded by 3 foundations
- Advanced Placement Summer Programs – serves 500+ public school teachers

A. Interdisciplinary Degree Programs

The mission of the School of General Studies is to create and sustain an interdisciplinary environment that advances the integration of knowledge from the liberal arts and sciences tradition with advanced skills in business, technology, and other professional fields. The School uses the curricular resources of the University to build interdisciplinary degree programs on an individualized basis. Advisors work with students to identify their intellectual interests, needs, and professional goals and to design innovative degree programs that will satisfy them. To assist students in putting their unique set of skills to work, the School's Internship Program arranges professional work experience in diverse career settings.

The School of General Studies offers five degrees:

- Bachelor of Arts in American Studies (AMS)
- Bachelor of Arts in Gender Studies (GST)
- Bachelor of Arts in Interdisciplinary Studies (BAIS)
- Bachelor of Science in Interdisciplinary Studies (BSIS)
- Master of Arts in Interdisciplinary Studies (MAIS)

For our five degree programs, the School of General Studies employs an Associate Dean, two tenure-track faculty, three full-time senior lecturers, three full-time equivalent lecturers, and three full-time advisors.

The smallest of UTD's Schools by far in terms of faculty and resources, the School of General Studies produces a disproportionate share of graduates. In academic year 2004, General Studies produced 308 undergraduate degrees (16% of the total), a number exceeded only by the School of Management and the School of Engineering and Computer Science. General Studies graduates work in teaching, business

communications, human resources, sales, social services, and nonprofits. Many continue their education at graduate or professional schools.

With the advancement of technology and rapid social and economic change, life-long learning has become a necessity. Particularly in an urban, high-technology sector like the Metroplex, individuals and organizations require flexible and non-traditional ways to meet their educational needs. The School of General Studies is well positioned both to serve nontraditional students over the life course and to accommodate new areas of knowledge that transcend disciplinary boundaries. General Studies serves the educational needs of workers requiring additional training for new and shifting job responsibilities, highly mobile executives unable to complete more traditional degree programs, homemakers returning to the workforce, and those working in emerging fields that cross disciplinary boundaries. Like similar programs at schools such as Arizona State University, University of Chicago, Columbia University, University of Pennsylvania, and University of Pittsburgh, UTD's School of General Studies fills a distinct educational niche, provides a forum to test potential new research interests (which can later translated into new degrees), brings students to the University whose needs are not met by traditional degree programs, and increases university retention rates by accommodating internal transfer students who might not otherwise complete their degrees.

1. Interdisciplinary Studies (B.A. and B.S.)

The B.A. and the newer B.S. degrees in Interdisciplinary Studies provide wide-ranging but structured degree plans for students whose needs are not met by disciplinary degree plans. IS students combine course work from two other schools at the university (foundations) with an 18-hour concentration. B.S. students are required to take more math and science courses than B.A. students (two calculus classes in the core, an upper level statistics class, and 10 additional upper level science courses).

These programs are administered by Dr. Elizabeth Salter, the Associate Dean of the School of General Studies, with an Administrative Assistant and three Academic Advisors. General Studies offers relatively few courses and relies on the faculty of all the Schools at UTD to offer courses suitable for students to complete their foundations and concentrations.

Of the 308 students who graduated from the School of General Studies in 2004, 289 were from the BAIS program and 11 were from the more recent BSIS. Students taking the B.A. degree chose concentrations in Business Communications, Business Issues, Communications, Human Resources, International Relations, Law, Public Relations, Teaching Issues, and Urban Studies. B.S. students chose Pre-health, Environmental Studies, and Science Issues.

The I.S. degree programs appeal particularly to internal and external transfer students, who typically enter as juniors and seniors. Many come to UTD from Collin County Community College and Dallas County Community College or from UTD's other

schools. There were over 800 students enrolled in the school in Fall 2004, but only 30 freshmen. Of the 131 Spring 2005 graduates with a BAIS, 57 were transfers from other schools within UTD. In this capacity, the School of General Studies improves retention rates at UTD.

The IS degree plans have also functioned as laboratories for launching new degree programs across the university. For example, the Criminal Justice major in the School of Social Sciences began as a concentration in the IS degree plan. The new major in Early Childhood Development in the School of Brain and Behavior Sciences will serve many of the same students who formerly earned EC-4 teacher certification as IS students in the School of General Studies. In December of 2004, UTD signed an articulation agreement with Richland College to facilitate the transfer of students with interests in journalism, broadcasting, and advertising/public relations into the IS degree program with a concentration in Communications.

2. American Studies (B. A.)

The American Studies degree offers students a holistic, interdisciplinary understanding of American society in a global context. The program emphasizes particularly the diversity of American experience and the international role of American politics, economics, and culture. Each student selects two options out of six fields of concentration (American Body Politic, American Past and Present, American Business and Technology, American Literature and Arts, American Popular Culture, America and the World Community). Upon graduation from the program, students are well prepared to meet challenges in the workplace or graduate and professional school.

Many major universities in the U.S. have American Studies programs that date back to the 1940s, 1950s, and 1960s and more recent interdisciplinary ethnic studies programs that focus on the diversity of American cultures. UTD's program graduated 3 students in 2003-04 and 8 in 2004-05, although many more students were exposed to interdisciplinary inquiry through American Studies classes. Course offerings are particularly strong in areas related to business, technology, and globalization, and students from across the university take these courses to improve the marketability of their disciplinary degrees.

3. Gender Studies (B. A.)

The B.A. in Gender Studies was inaugurated in the spring of 2000 after a 3-4-year planning process undertaken by faculty and deans in the Schools of General Studies, Social Sciences, Arts & Humanities, and Brain and Behavioral Sciences (then Human Development). The program was proposed in recognition of the explosion of interdisciplinary scholarship addressing gender over the last 30 years and the importance of such programs to the campus climate for women and minority faculty, students, and staff.

Gender Studies is an interdisciplinary field that investigates the impact of gender on individuals, social institutions, and culture. To a greater degree than Women's Studies, its academic predecessor, Gender Studies explicitly recognizes the need to study men and women, and to investigate the complex ways gender is related to class, race/ethnicity, sexuality and nationality. Over 600 programs have been founded since the early 1970s, making Women's/Gender Studies the fastest growing discipline nationally.

UTD's program is administered by Professor Karen Prager and Associate Professor Erin Smith of the School of General Studies and has 17 affiliated faculty representing the disciplines of American Studies, anthropology, art history, history, literature, philosophy, political science, psychology, and sociology. The School of General Studies houses administration, advising, and internship supervision for Gender Studies, but the program involves collaboration with the Schools of Arts & Humanities, Brain and Behavioral Sciences, and Social Sciences.

Ten Gender Studies majors and 27 Gender Studies minors have graduated since 2000. Three majors are pursuing graduate or professional degrees; the rest are employed in government, social services, business and the arts. Like any liberal arts degree, the B.A. in Gender Studies equips students with the critical thinking and communications skills required for employment and graduate/professional school, but it also uniquely prepares them to manage diverse workplaces and to pursue social justice or advocacy work in government agencies or nonprofits.

There are currently 10 Gender Studies majors, who have some of the highest entering GPA and SAT scores in the university. However, most students pursuing Gender Studies course work still consider their interdisciplinary training in issues of gender as an additional credential above and beyond their disciplinary training in other majors. Most Women's/Gender Studies programs nationwide graduate many more certificate earners or minors than majors. An even larger number of students take one or more classes in the field. UTD's Gender Studies program typically offers 8-12 gender-related courses per semester, whose average enrollment is 77 students.

B. The Teacher Development Center

The School also has administrative responsibility for the Teacher Development Center (TDC) which provides courses and programs for the certification of Texas public school teachers. The teacher preparation program has grown rapidly since it was moved to the School of General Studies in the Fall of 1999. During the 2003-04 academic year, the TDC reported a total class enrollment of 2,490 (representing 835 individual students) in 47 classes (plus student teacher cohorts). The TDC accounted for 67% of the upper-division undergraduate student credit-hours generated by the School of General Studies.

The mission of the Teacher Development Center is to prepare teachers who have professional knowledge of their content area and teaching field; who utilize effective teaching practices; who communicate effectively with students, parents, and other professionals; who are skilled in the use of instructional technology; and who are

committed to the ethical practice of the teaching profession at all levels of instruction. All teaching candidates have carefully structured early field-based experiences in area schools in addition to their required student teaching.

Since its inception in 1975 when undergraduates were first admitted to UTD, the university planning team has followed a model which called on the total resources of the institution, rather than developing a school or department of education. The idea, which was revolutionary at that time, required students to major in their academic teaching field and then add the necessary education courses for their credentials. There is no education major, and administrative oversight comes from the School of General Studies.

At UTD, initial teaching certificates may be earned by undergraduates concurrently with their degree studies; or, qualified post-Baccalaureate students can complete initial certification requirements with either graduate or undergraduate level courses. Interested post-bac students may combine certification with an MAIS degree.

For the Teacher Development Center, the School of General Studies employs an Associate Dean/Director, five full-time senior lecturers who teach four classes each, and 12 full-time equivalent senior lecturers (30 individuals) to teach professional education courses and supervise field experiences and student teaching. Three full-time professional advisors address teacher certification questions, monitor state accountability measures, and advise students.

All teacher preparation programs in Texas are held to state-mandated accountability standards based on the disaggregated passing rates of students who complete the program. For the 2003-04 reporting period, for the Title II accountability report, the UTD TDC had a 100% passing rate. In the academic year 2003 UTD certified 245 teachers. This represented a 53% increase over the previous year, but the program is now purposely being managed at a steady-state by limiting class offerings and sizes. The rapid growth was not sustainable given the budget, space, and staff allocated. The TDC is very efficient in the use of resources. With a budget of approximately \$1M, the program certified 209 teachers this year for a cost of approximately \$4,750/certified teacher. Using the same basic numbers for figuring the cost/certified teacher, neighboring universities comparable rates are \$9,090 and \$11,800.

In projecting needs for the Teacher Development Center for the future, the growth of the program will depend largely on the decisions by the University planning group as to priorities and on actions of the State related to teacher certification. The State Legislature and State Board of Education continue to undermine university-based teacher preparation programs and the future is very murky. UTD's non-traditional design may remain viable, may be a model for future certification programs or may be unsustainable because of university accreditation standards and norms.

At the University level, unless the decision is made to dramatically increase resources for education, the program will not grow as a percentage of the UTD student population. Currently, teacher certification represents approximately .05% of UTD's total upper level

undergraduate semester credit hours. It would be a valid assumption that the TDC at the current level of service delivery would grow at approximately the same average rate as the total university for the next ten years.

This reality of the current structure and resource allocation means that UTD does not offer several education related options that would be useful to area school districts – principal certification, bilingual certification and special education being the most obvious. Since there are no tenure-track faculty, there is almost no education-related research being conducted (one senior lecturer does work with Science Education on several research grants).

Based on the demographics of the State and the Dallas Independent School District, any viable teacher certification preparation program must find ways to train bilingual teachers and administrators. The 2003-04 student body of DISD is 61% Hispanic, and that population is growing. RISD and PISD are also experiencing a demographic shift. Non-English students in the K-12 system are a major challenge, and Spanish is only one of the languages that teachers are being required to master.

Since UTD does not have a well developed language program, the Teacher Development Program could only offer teacher certification for applicants who first pass the required language test. The program does need to add this certification if we are to continue to serve the schools in our area.

The TDC will continue to work with other academic programs on campus to develop certification programs that support their students. For example, The School of Arts and Humanities has expressed an interest in developing teacher certification in Studio Art because of a shortage of art teachers in the surrounding school districts. Other areas of potential growth in the future would be administrator certification and professional development for teachers and administrators.

C. University Wide Projects

The School of General Studies also oversees the Academic Bridge Program, a summer scholarship program that provides graduating seniors from local high schools which are underrepresented at UTD with the opportunity for an early start and continued support during their academic careers. Presently, this program has 110 students enrolled with a retention rate of 85% and a mean grade average of 2.75. The School of General Studies oversees the Physical Instruction courses for undergraduate students. Approximately ten courses per semester are offered and instructed by lecturers under the supervision of the Dean.

II. TEN-YEAR GOALS AND PLANNING

A. Change the name of the School of General Studies to the School of Integrative Studies

For years students have complained that “General Studies” does not accurately characterize the interdisciplinary degrees they have earned or the ways their degrees integrate knowledge from the liberal arts and sciences with business, technology, and other professional skills. For this reason, we are proposing a name change to the School of Integrative Studies to better describe our degree programs.

B. Build New Interdisciplinary Programs and Faculty

The School facilitates interdisciplinary inquiry in two ways. First, it enables students to take courses from across the disciplines as part of a coherent plan. Second, it offers interdisciplinary courses in IS, American Studies, and Gender Studies that are focused in real-world issues and problems that require a variety of theories and methods to adequately address.

In the last 5 years, our undergraduate enrollments have almost doubled (from 457 students in 1998 to 987 students in 2002). Enrollments rose 7.1% from 2001 to 2002. Since 2000, we have begun two new degree programs: the B.A. in Gender Studies and the B.S. in Interdisciplinary Studies. During the same time period, the School of General Studies lost one tenure line, the faculty member teaching the Gender Studies core course in Arts & Humanities left and was not replaced, and the faculty member teaching the Gender Studies core course in Social Sciences was awarded a reduced teaching load that limits her availability to teach core courses.

1. International and Ethnic Studies Programs

One of our primary goals is to move our interdisciplinary programs in the direction of international and ethnic studies to further our commitment to educating a diverse student body and to attracting and retaining talented minority students and faculty. This will deepen our offerings on race, class, nationality, gender and sexuality as interactive systems through the Gender Studies program, and move our American Studies program in the direction of the American Studies Association’s strategic initiatives—addressing globalization and the increasing linguistic, racial, ethnic, and cultural diversity of the U.S. We anticipate hiring in the following areas:

- 1. African-American Studies (3-4 lines, 1 joint appointment with Gender Studies)**
- 2. Latino/Latina Studies (3-4 lines, 1 joint appointment with Gender Studies)**
- 3. Asian Studies (3 lines, 1 joint appointment with Gender Studies)**

Our goal is to launch degree programs in African-American Studies, Latino/a Studies, and Asian Studies by 2015. Each program will require 6-7 regular rank faculty, 3-4 of whom will be housed in the School of General/Integrative Studies. We expect to cooperate closely with the Schools of Arts & Humanities and Social Sciences in developing these programs and building the faculty. The African-American Studies and Latino/a Studies programs would begin as concentrations within the American Studies degree. As we build the faculty and student interest, we will transition them into free-

standing majors. Similarly, the Asian Studies program will begin as a concentration in the BAIS degree and develop into a free-standing major. Minors in African-American Studies, Latino/a Studies, and Asian Studies will be available to students across the university to equip them to live and work in culturally diverse communities, whatever their chosen majors.

Each program will require at least one senior hire (to be made first) to guide the additional hiring and development of the program. We would prefer to do several junior searches concurrently, so that the new hires would enter with a class of peer scholars.

2. Graduate Certificate Program in Gender Studies

We plan to develop a graduate certificate in Gender Studies in collaboration with the Schools of Arts & Humanities, Behavioral and Brain Sciences, and Social Sciences to be earned concurrently with the MAIS degree or other Masters and Ph.D. Programs at UTD. Such programs typically involve an interdisciplinary core course and 3-4 additional approved gender-related courses from across the disciplines. The certificate program would attract Masters or Ph.D. students to UTD's existing programs and improve the climate for those pursuing graduate study in the disciplines.

3. B. S. Degree in Environmental Studies

As the world population continues to increase, the demand upon the world's finite resources increases exponentially. An understanding of the natural world has a vital impact upon resource development, scientific co-operation, world health, trade, and economic pursuits.

This proposed Environmental Studies degree is interdisciplinary because it takes into account the various disciplines which have an impact upon the environment. It also gives the students an encompassing foundation so that they can understand the complex web of interactions in the social, economic and natural science spheres of influence.

There are relatively few Environmental Studies/Science undergraduate degrees offered in the State of Texas. There is one at Baylor University, and one at Texas A&M-Corpus Christi. The other programs/offerings consist of majors within other undergraduate programs, not as stand alone degrees or masters programs. The two closest graduate programs in Environmental Studies/Science are at UNT and at Baylor.

For this reason, we see that there is an unmet need for an undergraduate environmental studies degree in the DFW Metroplex. Several of the students in our Interdisciplinary degree programs have chosen concentrations in Environmental Issues and at least one of them has gone on to the Masters program at UNT.

Currently there are an increasing number of environmentally related courses being offered by various departments throughout the university, especially Geosciences. This degree should be built upon the previous model of faculty appointments within the

School of General Studies - a series of joint appointments between the School of General Studies and other schools within the university.

Initially, we should begin to build the Environmental Studies degree program with a joint appointment with geosciences, and preferably with a faculty member who could contribute to at least one of our other degree programs in General Studies.

Over the span of the next ten years, this initial appointment at the Assistant Professor level should then be followed by two additional appointments over the next decade as demand for the program increases. The exact job descriptions of the new two appointments should evolve with perceived educational/research needs of the students, and the faculty in the program.

4. Teacher Education / Bilingual Education

In order to address the most pressing teacher shortage for this area, we recommend that the UTD Teacher Development Center add certification in Bilingual Education immediately. This would require the addition of one full-time senior lecturer to teach two classes and to help design the program. At least two additional part-time senior lecturers would also be needed to teach specific courses and help supervise field experiences. Prospective students would be required to pass the required language examination (the State only certifies in French or Spanish) prior to entering into the certification track.

Over the next ten year period, at least twelve senior lecturers (one or two each year) will be required to maintain a steady-state program for the Teacher Development Center. Appropriate technology equipped classrooms and M&O support will also be required.

C. Course Release for Program Heads

Currently, Prager and Smith do not receive release time or compensation for Gender Studies program administration. That is to say that the program is run on volunteer labor. The National Women's Studies Association (NWSA), the professional association for the field, lists the minimum standards for fielding a program in Gender/Women's Studies. These are attached as appendix 2. It includes course release/compensation for the director. Almost all of the 638 NWSA-affiliated programs compensate the director for administration. This allows for the necessary work of recruiting, community outreach, programming, and coordinating faculty, staff, and facilities across Schools necessary to building a program. We expect that program heads in the new programs in African-American Studies, Latino/a Studies, and Asian Studies will also be compensated for their administrative and program building work.

D. Greater funding and opportunities for interdisciplinary faculty professional development

Interdisciplinary faculty must attend and present research at the annual meetings of their home disciplines (history, literature, psychology, sociology, etc.), leaving little funding to

attend programs offered by the National Women's Studies Association, the American Studies Association, or other interdisciplinary conferences. At these meetings, practitioners present new research, exchange ideas for interdisciplinary teaching, and take seminars for the training and continuing education of program administrators. We are proposing to fund one affiliated faculty member a year from each interdisciplinary program to attend an additional conference.

Affiliated faculty in interdisciplinary programs participate in the programs at the discretion of their Deans and receive no additional compensation for their contributions. As a way of recognizing their work, we would like to fund small summer grant programs for buying books or travel to do interdisciplinary research for which affiliated faculty could apply.

E. Address the educational technology needs of faculty and students

Faculty of the Teacher Development Center and the School of General Studies are charged with training teachers and other workers for employment in a rapidly changing, technologically driven world. We need adequate educational technology infrastructure of our own. To meet our instructional needs, we are requesting:

1. Three dedicated technology classrooms for math, reading, and science education instruction
2. Four state-of-the-art classrooms with built in instructional technology
3. A dedicated lab classroom for BSIS classes
4. Personal laptops for all faculty members to use in class preparation, teaching, and professional presentations
5. Summer support for faculty transforming existing courses into technology-intensive courses that more effectively or efficiently reach a larger number of students.

F. Continue efforts to extend universal access to a public university education

The School of General Studies has always paid particular attention to the inclusion of women, underrepresented ethnic minority and socioeconomic groups, students who work during the day, mature students, students who have attended multiple universities, and students whose interests and goals are poorly served by traditional disciplinary degree programs. The Academic Bridge Program brings to UTD students whose impressive academic success is explained—in part—by the support services provided through the School. The School will continue to offer night courses so that non-traditional students may successfully complete their degrees. Our course offerings in Gender Studies, American Studies, and interdisciplinary studies prepare students to work in diverse professional environments in ways that successfully bridge different cultural communities. To continue these efforts we are requesting:

1. Funding of the Academic Bridge Program at two million dollars annually
2. Funding of academic advisors and teacher education personnel at a combined level of five hundred thousand dollars annually.

APPENDICES

1. General Studies Quantitative Realities Summary Sheet
2. B.S. in Environmental Studies Degree Plan and Position Announcement
3. “What Programs Need: Essential Resources for Women’s Studies Programs”

Appendix 2:
B.S. in Env
ironmental Studies
Degree Program Outline:

Core (42 hours)

With College Algebra and Statistics

Recommend ECO 2302 – (Micro) taken as SBS

Recommend CHM 1311 and 1111 – Introduction to Chemistry and Lab

Recommend GEOS 1303 – Physical Geology

Recommend GEOS 2302 – The Global Environment

Major and Related (54 hours)

Major Preparatory Courses: 18 hours

ECO 2302 (May be taken as SBS above)

CHM 1311 and 1111 - (3 hours Science Core) General Chemistry I & Lab

CHM 1312 and 1112 – General Chemistry II & Lab

GEOS 1303 and 1103 (3 hours Science Core) – Physical Geology

GEOS 2302 – Global Environment

Compulsory Courses: 18 hours

BIS 3320 – The Nature of Intellectual Inquiry

BIS 4306 – Internship (3 hours)

BIOL 3352 – The Genetic Revolution

ECO 4333 – Environmental Economics

GEOS 3310 and 3110– Environmental Geology and Lab

GOVT 3326 – Politics and Business

Major Guided Electives: 18 hours

Students must take 18 hours of guided major electives from the following course groupings. To ensure the interdisciplinary nature of the degree, at least one must be taken from EACH of the course groupings. Substitutions can be made with the approval of an academic advisor in the School of General Studies.

Group A –General Studies and Social Science Courses

AMS 3313 - Public Relations

AMS 3317 – The U.S. and the World Community

AMS 4382 – Global Economy

AMS 4385 – Professional Communications in Business

GEOG 3301 – Cultural Ecology

GEOG 3371 – Introduction to Economic Development

GOVT 3328 – International Relations

ISGS 4309 – Diversity and Globalization

ISSS 3336 – Culture Regions
ISSS 3349 – World Resources and Development
ISSS 4329 – Survival in the Fourth World

Group B – Business and Economics Courses

BA 3361 – Organizational Behavior
BA 4309 – The Regulation of Business
ECO 3304 - Basic Techniques for Economic Research

Group C – Natural Science Courses

GEOS 2304 – Energy Resources
GEOS 3313 - Weathering and Soils
GEOS 3317 – Water Resources of the Southwest
GEOS 3320 – Geology, Resources and Environment of Africa
GEOS 3321 – Geology, Resources and Environment of Latin America
GEOS 3350 – Global Change
ISNS 3367 – The Oceans
ISNS 3368 – Weather and Climate
ISNS 4359 – Earthquakes and Volcanoes

Electives:

(24 hours)

Advanced Electives – 6 hours

General Electives - 18 hours

Position Announcement:

The School of General Studies at the University of Texas at Dallas invites applications for an Assistant Professor in Environmental Studies.

The School of General Studies currently offers four degrees with an interdisciplinary focus: Interdisciplinary Studies (BA and BS), American Studies and Gender Studies. Faculty members hired by General Studies typically have a joint appointment with another school/program in the university.

Preference will be given to applicants with international research experience in environmental studies (or a related natural science), demonstrated successful grantsmanship, and teaching experience. Expertise in gender and science is preferred.

Applicants must have a teaching background in environmental studies, soil science, geology, or other natural science, and have an ongoing active research program with a record of published research. Since this position is in Texas, oil and gas or water experience would be a definite asset.

Candidates must have a Ph.D. in hand at the time of application.

Appendix 3:
“What Programs Need
Essential Resources for
Women’s Studies Programs”

In response to requests for assistance to developing programs in women’s studies, the following statement was approved by the Governing Council of the National Women’s Studies Association, at their meeting in January, 2000.

Because of the diversity of Women’s Studies programs, reflecting different histories, structures, and other conditions unique to a particular campus, it is inappropriate to set forth absolute guidelines regarding levels of support needed by all Women’s Studies programs. It is important, however, to recognize the particular needs that all Women’s Studies Programs share.

1. Instructional staff: Faculty lines in Women’s Studies are necessary to:
 - 1) staff core and other interdisciplinary Women’s Studies courses;
 - 2) provide instructional stability and the ability to control and plan course offerings;
 - 3) provide a service component for the program; and
 - 4) insure that faculty members are evaluated upon and rewarded for teaching, service and research in the area of Women’s Studies. Full-time departmental lines are strongly recommended. Shared lines with other academic units are acceptable provided both departments have shared tenuring and salary review responsibilities. It is critical that at least some permanent base-budget FTE lines be controlled by Women’s Studies programs. At institutions where graduate teaching assistants form part of the instructional staff, Women’s Studies should be allocated GTAs to assist with teaching in the introductory-level courses and to perform other functions.

2. Administrative and support staff: The chief administrator (chair, director, coordinator) should be a senior tenured faculty member with at least 50% of her appointment assigned to administration. In addition, most well-established programs have an associate or assistant director. This position is helpful for sharing the service expectations that exist in Women’s Studies and are usually not characteristic of other departments. (See below). The position of Assistant Director also helps to alleviate the service burdens of faculty members who have joint appointments and consequently obligations to two academic units. Associate directors may be faculty positions that include teaching and advising. Support staff should be sufficient to keep the office open throughout the entire day and to meet the other demands on Women’s Studies programs described below.

3. Teaching loads for Women’s Studies faculty members with joint appointments should be the same for both departments. Faculty members with appointments in two academic units experience greater committee work, larger numbers of student advisees, and the need to keep current in two scholarly fields. Teaching loads and other assignments should reflect these dual responsibilities.

4. Operating budgets should be at least equivalent to those established for other academic units, around 5-10% of total budget, or significantly more if the budget is very small. For reasons outlined below, Women's Studies programs usually incur expenses for such items as postage, programming, and travel that exceed those of more traditional units.

5. Space: In Women's Studies programs where faculty have joint appointments, the faculty members usually have offices in their home departments. In order to foster within the Women's Studies program intellectual exchange, collegiality, identification with the Women's Studies office by Women's Studies faculty, offices within Women's Studies should be a high priority.

Characteristics of Women's Studies programs that increase the need for resources:

1. Women's studies programs usually form the focal point for teaching and research on women throughout the university. Therefore, programs need sufficient support staff and operating budgets to handle phone calls and written communication with faculty and departments across campus. Also, other academic units routinely call upon Women's Studies programs to co-sponsor guest speakers and other events, and operating budgets need to reflect these costs.

2. Women's Studies programs need resources to sponsor lectures and colloquia in areas of knowledge not well known to most faculty around the University. Such programs are also important in presenting speakers from minority groups which may not be adequately represented among existing faculty.

3. Faculty members in Women's Studies experience service obligations that are heavier than normal. Women's Studies faculty are called upon to provide expertise for many other academic units, especially when the campus is undergoing curriculum integration/mainstreaming. They are also asked to help other units recruit female faculty members. Further, those with joint appointments need to advise students, attend meetings, and serve on committees in two academic units.

4. Women's Studies programs need travel budgets sufficient to provide for the need of most of their faculty members to attend two sets of professional meetings, those in Women's Studies and those in the faculty member's other disciplinary area.

5. Women's Studies programs receive an unusually high number of requests for information. Representatives of the media and other individuals from the campus community and outside telephone or drop in with requests for advice or information about virtually anything having to do with women. Frequent calls come in from the media, women's organizations, businesses, and government agencies for expertise on issues concerning women. Women's Studies form an important link between the University and the community, but they need resources in the form of staff time, postage, newsletter expenses, and the like, in order to do this effectively.

6. Principles of feminist pedagogy encourage students to take more initiative in and responsibility for the learning process. Therefore, pedagogy calls for more involvement from both faculty and students, which in practice means a commitment to smaller classes and lower faculty/student ratios.

7. As increasing numbers of universities adopt general education curricula that require courses focusing on diversity, Women's Studies courses will experience increased enrollment demands. They are likely to receive pressure to convert to large lecturer-based class formats, away from discussion-based courses that emphasize the development of critical thinking and writing skills. Women's Studies programs will need adequate resources to maintain their excellence in undergraduate teaching while meeting increased enrollment demands.

This statement is a modification of a statement written by Susan M. Hartmann for Women's Studies directors at Big Ten Universities, November 1991. It was revised by Dorothy C. Miller and Magdalena Garcia-Pinto for NWSA in 2001