

Ph.D. Program in Women, Gender, and Sexuality Studies

BACKGROUND

Oregon State University is proposing a new PhD degree program in Women, Gender, and Sexuality Studies (WGSS), beginning Fall Term 2015. The program will be located in the School of Language, Culture, and Society within the College of Liberal Arts.

Currently, OSU offers the only MA degree program in the discipline in Oregon. The proposed PhD degree program in Women, Gender, and Sexuality Studies will be only the second such program in the region (in addition to the University of Washington), including Alaska, Idaho, Utah, Montana, Nevada, Wyoming, and the Dakotas. While the proposed program will prepare students for academic careers, it has been designed also to have a strong applied focus and will prepare students for feminist leadership positions in non-profit, governmental and non-governmental organizations as well as the private sector.

The PhD in Women, Gender, and Sexuality Studies degree program will be actively engaged in advancing Oregon State University's mission to promote "social, cultural and environmental progress for the people of Oregon, the nation and the world." In addition, the proposed program is in a unique position to support OSU's signature area of "Promoting Economic Growth and Social Progress" by expanding the understanding of growth and progress to include economic and social justice for all.

PHD PROGRAM IN WOMEN, GENDER, AND SEXUALITY STUDIES

Attachment 1 begins with an overview of the proposed program as required by the Higher Education Coordinating Commission followed by the complete program proposal as prepared by Susan Shaw, Ph.D., Professor of Women, Gender, and Sexuality Studies and Director of the School of Language, Culture and Society in the College of Liberal Arts. The proposal includes the proposed program budget, letters of program support, liaison comments, additional support documents, the report of the external review committee, and Dr. Shaw's response to the report.

RECOMMENDATION

Staff propose that the Academic Strategies Committee recommend to the Board for its approval Oregon State University offering a Ph.D. program in Women, Gender, and Sexuality Studies upon the approval of the Higher Education Coordinating Committee.

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Attachment 1

PH.D. PROGRAM IN WOMEN, GENDER, AND SEXUALITY STUDIES

Oregon State University seeks approval to offer an instructional program leading to a Doctor of Philosophy (PhD) in Women, Gender, and Sexuality Studies.

Program Description and Justification

Identify the institution, degree, and title of the program.

Oregon State University PhD in Women, Gender, and Sexuality Studies

1. Describe the purpose and relationship of the proposed program to the institution's mission and strategic plan.

Oregon State University is proposing a new PhD degree program in Women, Gender, and Sexuality Studies (WGSS) beginning Fall Term 2015. The program will be located in the School of Language, Culture, and Society within the College of Liberal Arts.

Currently, OSU offers the only MA degree program in the discipline in Oregon. The proposed PhD degree program in Women, Gender, and Sexuality Studies will be only the second such program in the region (in addition to the University of Washington), including Alaska, Idaho, Utah, Montana, Nevada, Wyoming, and the Dakotas. While the proposed program will prepare students for academic careers, it has been designed to also have a strong applied focus and will prepare students for feminist leadership in non-profits, governmental and non-governmental organizations, as well as the private sector.

The PhD in Women, Gender, and Sexuality Studies degree program will be actively engaged in advancing Oregon State University's mission to promote "social, cultural and environmental progress for the people of Oregon, the nation and the world." In addition, the proposed program is in a unique position to support OSU's signature area of "Promoting Economic Growth and Social Progress," by expanding the understanding of growth and progress to include economic and social justice for all.

2. What evidence of need does the institution have for the program?

A student needs assessments, along with a marketing survey, have indicated the need and a desire for a PhD degree in Women, Gender, and Sexuality Studies to be offered by Oregon State University. Furthermore, support from the National Women's Studies Association, the Feminist Majority Foundation, and the National Council of Women's Organizations reiterates the national need for feminist leaders in academia and other organizations.

Among targeted organizations that specialize in, or otherwise see themselves addressing women's and gender issues, 67% expressed that such a degree would be valuable. These organizations included: banking/financial institutions; government; healthcare; hospitality; nonprofits; real estate; telecommunications; and tribal organizations. Respondents also identified the following areas they felt would enhance and lend additional value to a PhD in

Women, Gender, and Sexuality Studies: business and administration; health; leadership and management; science, technology, engineering and math (STEM); and social justice.

3. Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?

Oregon State University offered the first in-state stand-alone graduate degree program in Women, Gender, and Sexuality Studies (MA degree). The University of Oregon and Portland State University offer Women's Studies as an undergraduate major and as a graduate minor or certificate. Willamette University has an undergraduate major and minor. Southern Oregon University, Western Oregon University, Eastern Oregon University, and Lewis and Clark College offer undergraduate minors. Students from these programs represent an in-state population of potential future applicants for OSU's existing Master's degree program as well as the proposed PhD program in Women, Gender, and Sexuality Studies. A doctoral program would be the first of its kind in Oregon.

Faculty members from Women, Gender, and Sexuality Studies program at Portland State University and the Women's and Gender Studies program at the University of Oregon have both indicated their interest in serving on PhD committees and in teaching courses in the PhD program.

4. What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?

New Faculty Line

The Women, Gender, and Sexualities program has been strengthened and enhanced by the addition of a new faculty member bringing the total number of faculty members who will be directly involved in the program to eleven. The new tenure track position is being supported from existing funds in the budget of the School of Language, Culture, and Society.

Graduate Teaching Assistants

In support of the proposed doctoral program, initially four, four-year teaching assistantships will be offered to incoming PhD students.

Once the PhD program begins, existing fixed term instructors who currently provide instruction to 200 and 300 level baccalaureate core courses will be phased out. Instead, these courses will be assigned to the PhD students. It is anticipated that the savings from instructor salaries will allow the School to fund up to five or six GTAs per year. And, as the Ecampus (distance education) enrollment continues to grow, it is anticipated that the additional revenue generated will cover the remaining teaching assistantships once the PhD program is fully enrolled by AY 2017-2018.

All appropriate University committees have positively reviewed the proposed program.



Full Category I and Abbreviated Category I Proposal Transmittal Sheet

*Submit proposals to: Office of Academic Programs, Assessment, and Accreditation,
500 Kerr Administration Building – Oregon State University*

For Instructions, see <http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/category-1-proposals>
Please attach Transmittal Sheet; Executive Summary, Proposal, Letters of Support (external to OSU); Accessibility Form*,
Library Evaluation* (performed by the Library), Faculty CV's*, Liaison Correspondence (internal to OSU), and Budget
Information (both OSU and OUS budget sheets)
* Not required for Abbreviated Category I proposals unless requested

Full Category I

[Full Category I Final Approval: Oregon State Board of Higher Education for new degree programs; Oregon University System Provosts' Council for new certificate programs and major changes to existing programs.]

Check one:

- New Degree Program
- New Certificate Program
- Substantive Change to Existing Program

Abbreviated Category I

[Abbreviated Category I Final Approval: OSU Provost or the Oregon University System Provosts' Council]

Check one:

- Establish:** a new college, school, department or program
- Extend:** an existing program to a new location
- Merge or Split:** an academic program or academic unit
- Reorganize:** move responsibility for an academic program from one unit to another
- Suspend or Reactivate:** an academic program or academic unit
- Terminate:** an academic program or academic unit

For proposals to establish a new center or institute, contact the Research Office (541-737-3467)

Title of Proposal:

PhD in Women, Gender, and Sexuality Studies

Effective Date:

Fall 2015

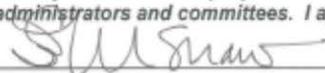
School/Department/Program:

Women, Gender, & Sexuality Studies
School of Language, Culture, & Society

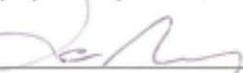
College:

Liberal Arts

I certify that the above proposal has been reviewed by the appropriate Department, School, and College administrators and committees. I approve this proposal.



Sign (Department/School Chair/Head; Director) Date 1/27/15



Sign (Dean of College) Date 2/15/15

Susan M. Shaw

Print (Department/School Chair/Head; Director)

Larry Rodgers

Print (Dean of College)

Proposal for a PhD in Women, Gender, and Sexuality Studies Executive Summary

The Women, Gender, and Sexuality Studies Program in the School of Language, Culture, and Society proposes a PhD in Women, Gender, and Sexuality Studies to begin Fall 2015. Currently, OSU offers the only MA in the discipline in Oregon, and the PhD will be only the second in the region (in addition to the University of Washington), including Alaska, Idaho, Utah, Montana, Nevada, Wyoming, and the Dakotas. The PhD in WGSS is relatively new, and OSU will become one of only 20 or so institutions to offer the degree. In concert with OSU's land-grant status, the proposed PhD program is unique. While it will prepare students for academic careers, it also has a strong applied focus and will prepare students for feminist leadership in non-profits, governmental and non-governmental organizations, and the private sector. Student needs assessments and a marketing survey indicate the need and desire for such a degree. Furthermore, support from the National Women's Studies Association, the Feminist Majority Foundation, and the National Council of Women's Organizations reiterates the national need for feminist leaders in academia and other organizations.

A common core will offer students expertise in multiracial, transnational, and queer feminisms, as well as in feminist research and professional practice. Students may elect a concentration in: (1) health and gender justice; (2) feminist leadership; (3) social justice theory and practice; or (4) gender, rhetoric, and representation, or they may create their own concentration in consultation with their advisor, or they may use elective credits to obtain a broad understanding of feminist issues.

The WGSS faculty has a strong core of 13 faculty members, with broad-ranging research and teaching experience. Additionally, thirty-four program faculty and three courtesy faculty are committed to serving as dissertation supervisors or committee members, as appropriate. The program will accept four to six students per year. Students will enter the program with an MA or MS in hand and so will be expected to complete the 36 credits of coursework and 36 credits of dissertation writing within four years.

The program fits well with the mission of the University, particularly its emphasis on advancing diversity and social justice. The PhD in Women, Gender, and Sexuality Studies will prepare students to be engaged and productive citizens who make a positive impact on the world.

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**New Graduate Degree Proposal:
Ph.D. in Women, Gender, and Sexuality Studies**

**College of Liberal Arts
School of Language, Culture, and Society**

**January 2014
Proposed Effective Term: Fall Term 2015 (201501)**

CPS Tracking #: 89374

1. Program Description:

a. Proposed Classification of instructional Programs (CIP) number:

CIP #: 050207

Title: Women's Studies

A program that focuses on the history, sociology, politics, culture, and economics of women, and the development of modern feminism in relation to the roles played by women in different periods and locations in North America and the world. Programs may focus on literature, philosophy, and the arts as much as on social studies and policy.

Source: US Department of Education, National Center for Educational Statistics, CIP 2010 ed.

b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

Women, Gender, and Sexuality Studies,¹ a program within the School of Language, Culture and Society at Oregon State University (OSU), proposes to offer a Doctor of Philosophy degree (PhD) to be launched in Fall Term 2015. Recent market research and needs assessment studies demonstrate an interest among students and a demand in a variety of industries for such a degree. A significant number of respected institutions have recently established PhD programs in the past year, (among them: Duke University, Colorado State University, and the University of California at Santa Cruz). While there are approximately eighteen doctoral degree

¹ "Women, Gender, and Sexuality Studies" (WGSS) is a program in the school of Language, Culture and Society, and until recently, it was called "Women Studies." The history of its original name is part of its establishment in the early 1970s. The current core faculty and Director successfully petitioned for the name to be changed to Women, Gender, and Sexuality Studies to reflect more accurately the program's multidisciplinary, transnational and intersectional approach to feminist studies. Throughout this proposal, WGSS refers to the program in the School of Language, Culture and Society at OSU, while "women's studies" will refer to the discipline itself.

programs offered in the U.S., with the exception of the University of Washington, *no PhD program in women's studies is offered in this region*, including Oregon, Alaska, Idaho, Montana, Wyoming, Utah, Nevada, North Dakota and South Dakota. With the proposed PhD in WGSS, Oregon State University is uniquely poised to prepare a significant student population to assume leadership positions in a variety of fields in higher education, government and non-government agencies, nonprofits, and the private sector. Thus, the proposed program degree would actively advance Phase II of OSU's strategic plan in the signature area of "Promoting Economic Growth and Social Progress."

The existing graduate (MA degree) program already offers a rich multidisciplinary approach to analyzing contemporary global and social justice issues in politics, society, public health, psychology, economics, and the environment. Unique to our proposed PhD degree is its ability to offer our students both the intellectual and applied skills to serve as global citizens, prepared to engage matters of equality, diversity and social justice within the public and private sectors, as well as within higher education institutions. Our market research shows that both the private and public sectors would welcome graduates with these qualities, and our profiling of students demonstrates a demand for, and interest in, such a doctoral level program. Graduates with a PhD in WGSS from Oregon State University will be prepared to articulate and apply a comprehensive understanding of transnational and intersectional feminist theoretical frameworks. They will graduate having produced original research in their chosen graduate option, and they will enter the market equipped to apply feminist theoretical frames in the context of advocacy work for social justice.

In 2011, the external review team for the Master of Arts in Women, Gender, and Sexuality Studies also pointed to the support for a PhD program: "We note that the idea for a Ph.D. proposal came up repeatedly in our discussions with senior administrators, which indicates to us that the institution is committed to the M.A. program and to exploring the possibility of a Ph.D. proposal in the near future. The review team supports the exploration of the Ph.D. possibility, especially a Ph.D. in Women Studies linked to the particular mission of OSU and the wider Oregon state university system."

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Program Summary

Table 1.

<p><u>New Graduate Degree</u></p> <ul style="list-style-type: none">• Proposal Title: Doctor of Philosophy (PhD) in Women, Gender, and Sexuality Studies• Proposal Type: Full Category I• CPS #: 89374 https://secure.oregonstate.edu/ap/cps/proposals/view/87365• CIP #: 050207• SIS #: To Be Determined (by the Registrar's Office)• College Code: 10• Program Type: Graduate• Credential Type: Doctor of Philosophy (PhD)• Academic Home: College of Liberal Arts; School of Language, Culture, and Society• Program Location: OSU – Main (Corvallis)• Graduate Concentrations:<ul style="list-style-type: none">○ Health and Gender Disparities○ Feminist Leadership○ Social Justice Theory and Practice○ Gender, Rhetoric, and Representation• Undergraduate Minors: Not Applicable• Graduate Minors: Women, Gender, and Sexuality Studies (existing; no change)• Course Designators: WGSS (existing; no change)• Credit Hours: 72 (minimum beyond the Master's Degree for a total of at least 108)• Delivery Mode and Location: On-Campus (face-to-face) in Corvallis• Admission Requirements: Masters in Women Studies or related field; 3.5 Graduate GPA; GRE; Transcripts; List of Possible Dissertation Supervisors Based on Interests; Letters of Recommendation (3); Personal Statement (no more than 750 words); and Writing Sample• Enrollment Limitations: None• Accreditation: None• Proposed Start Date: Fall Term 2016 (Banner 201501)
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C. Course Study: Proposed curriculum, including course numbers, titles, and credit hours.

The proposed curriculum provides students with a course of study that prepares them to conduct original research in their chosen areas of research interest and to join the market in high level leadership positions, equipped to address key feminist and social justice issues.

The curriculum includes a core set of required courses in multicultural, transnational, queer and feminist studies, offering PhD candidates a common foundation in essential theoretical and research methods. They will also participate in a yearlong colloquium series featuring current

research by OSU and visiting scholars. As part of this series, students will be required to present their own dissertation research. In addition, students may select a graduate concentration in one of four areas: 1. Health and Gender Justice; 2. Feminist Leadership; 3. Social Justice Theory and Practice; 4. Gender, Rhetoric, and Representation. Within each graduate concentration, PhD candidates will develop particular areas of theoretical and applied expertise through interdisciplinary course work and appropriate field research. Students may also elect to develop their own concentration in consultation with their doctoral advisor, or they may choose not to have a concentration but to use electives to acquire a breadth of academic experiences.

Although it is not required, prospective PhD candidates wishing to focus on teaching, may earn a Graduate Teaching Certificate in College and University Teaching with an additional 18 credits of course work and experiential learning.

Degree Course Requirements:

Prospective PhD students will enter the program with a master’s degree in women’s studies or related discipline and will complete 72 credits (36 dissertation credits, 36 course credits) beyond their MA (in excess of the university requirement of 108 credits for the PhD). No more than two “slash” courses will be accepted toward the degree.

Some of the required courses are also part of the requirements for the MA. If a student completes the MA at OSU and is accepted into the PhD program, that student will take alternative courses as noted below.

Core Requirements (20):

The following courses are currently pending submission and approval:

WGSS 611 (1) Colloquium

(Students must take 4 terms of colloquium and must present dissertation research once.)

WGSS 616 (4) Multicultural, Transnational, and Queer Feminisms I

(Students who have already taken WGSS 616 at OSU will take WGSS 620 Social Justice Theory and Practice instead.)

WGSS 617 (4) Multicultural, Transnational, and Queer Feminisms II

WGSS 518 (4) Community-Based Participatory Research (Pending Submission and Approval)

or WGSS 619 (4) Decolonizing Methods (Pending Approval) or WGSS 555 Feminist Textual Methods and Discourse Analysis *(Students who have already taken WGSS 518 and WGSS 555 at OSU will take WGSS 619.)*

WGSS 521 (4) Feminist Leadership *(Students who have already taken WGSS 521 at OSU will take WGSS 610 Internship and Shadowing.)*

Thesis (36)

WGSS 603 Thesis (36)

Electives (16)

Students may select a concentration in one of the four areas below or may work in consultation with their advisor to develop a 16-credit concentration specific to their needs and interests.

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Students may also elect to take 16 elective credits from any WGSS graduate courses or any of the program courses listed below in any of the graduate concentrations.

Graduate Concentrations (minimum 16 credits of course work; no more than two of these courses may be “slash” courses)

1. Health and Gender Justice

Core Courses:

WGSS 518 Community-Based Participatory Research (4); Pending Submission and Approval
WGSS 582 Global Perspectives of Women’s Health (4)
WGSS 583 Race, Gender, and Health Justice (4)

Graduate Course Electives:

H 527 Case Studies in International Health (3)
H 528 Global Health Issues (3)
H 569 Maternal and Child Health (3)
H572 Community Organization for Health Promotion and Education (3)
HDFS 685 Race, Class, Culture, and Aging (4)
PHL 544 Biomedical Ethics (4)
WGSS 514 Systems of Oppression in Women’s Lives (4)
WGSS 516 Theories of Feminism (4)

Slash Course Electives:

ANTH 449/ ANTH 549 Biocultural Perspectives on Human Reproduction (4)
ANTH 474/ ANTH 574 Cross-Cultural Health and Healing (4)
ANTH 483/ ANTH 583 Advanced Medical Anthropology (4)
H 429/ H 529 International Health (3)
HSTS 417/ HSTS 517 History of Medicine (4)
HSTS 440/ HSTS 540 History of Psychotherapy (4)
PSY 426/ PSY 526 Psychology of Gender (4)
PSY 498/ PSY 598 Health Psychology (4)
QS 562 Queer Theories (4)
QS 573 Transgender Lives (4)
WGSS 486/ WGSS 586 Global Experience I (1)
WGSS 487/ WGSS 587 Global Experience II (1)
WGSS 488/ WGSS 588 Global Experience III (1)

2. Feminist Leadership

Core Courses:

WGSS 518 Community-Based Participatory Research Methods (4) Pending Submission and Approval
WGSS 610 Internship/Shadowing (4)
WGSS 620 Social Justice Theory and Practice (4)

Graduate Course Electives:

AHE 533 Needs Assessment and Research (4)
AHE 534 Organizations and Systems Theory (4)
AHE 567 Leadership Development and Human Relations (4)

COMM 524 Communication in Organizations: Theories and Issues (3)
 H 572 Community Organization for Health Promotion and Education (3)
 HDF5 534 Social Programs and Policy Evaluation (4)
 WGSS 535 Feminist Teaching and Learning (4)
 WGSS 536 Feminist Media Studies (4); Pending Submission and Approval

Slash Course Electives:

COMM 418/ COMM 518 Interpersonal Communication Theory and Research (3)
 COMM 422/ COMM 522 Small Group Communication Theory and Research (3)
 COMM 526/ COMM 426 Intercultural Communication (3)
 COMM 432/ COMM 532 Gender and Communication (3)
 COMM 440/ COMM 540 Theories of Conflict and Conflict Management (3)
 COMM 442/ COMM 542 Bargaining and Negotiation Processes (3)
 PS 414/ PS 514 Interest Groups (4)
 PS 415/ PS 515 Politics and the Media (4)
 PS 416/ PS 516 Public Opinion and Politics (4)
 PS 425/ PS 525 Gender and the Law (4)
 PSY 496/ PSY 596 Industrial and Organizational Psychology (4)
 SOC 421/ SOC 521 Social Change and Modernization (3)
 SOC 422/ SOC 522 Sociology of Organizations (4)
 SOC 439/ SOC 539 Welfare and Social Services (4)
 SOC 471/ SOC 571 Social Movements (4)
 WR 414/ WR 514 Advertising and Public Relations Writing (4)
 WGSS 486/ WGSS 586 Global Experience I (1)
 WGSS 487/ WGSS 587 Global Experience II (1)
 WGSS 488/ WGSS 588 Global Experience III (1)

3. Social Justice Theory and Practice

Core Courses:

WGSS 514 Systems of Oppression in Women's Lives (4)
 WGSS 518 Community-Based Participatory Research Methods (4); Pending Submission and Approval
 WGSS 620 Social Justice Theory and Practice (4)

Graduate Course Electives:

HDFS 587 Social Gerontology (3)
 HDFS 685 Race, Class, Culture, and Aging (4)
 HST 525 The Holocaust in its History (4)
 HST 527 Teaching the Holocaust (4)
 HST 532 The History of Sexuality (4)
 WGSS 585 Transnational Feminisms (4)
 WGSS 535 Feminist Teaching and Learning (4)

Slash Course Electives:

ANTH 471/ ANTH 571 Cash, Class, Culture: Hunter-Gatherers to Capitalism (4)
 ANTH 472/ ANTH 572 Contemporary Indian Issues (4)
 ANTH 473/ ANTH 573 Gender, Ethnicity, and Culture (3)
 ANTH 484/ ANTH 584 Wealth and Poverty (3)
 COMM 432/ COMM 532 Gender and Communication (3)

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ES 437/ ES 537 Gender Issues in Asian American Studies (3)
ES 444/ ES 544 Native American Law: Tribes, Treaties, and the United States (4)
ES 448/ ES 548 Native American Philosophies (3)
ES 451/ ES 551 Theories of Race and Ethnicity (4)
ES 457/ ES 557 Literature by Women of Color in the United States (3)
ES 460/ ES 560 Ethnicity and Social Justice (4)
HDFS 447/ HDFS 547 Families and Poverty (3)
PSY 426/ PSY 526 Psychology of Gender (4)
QS 4/524 Trans/gender Politics (4)
QS 4/531 Queer of Color Critiques (4) Pending Approval
QS 4/562 Queer Theories (4) Pending Approval
QS 4/572 Indigenous Two-Spirit and Queer Studies (4) Pending Approval
QS 4/573 Transgender Lives (4) Pending Submission and Approval
QS 4/599 Special Topics in Queer Studies (4)
SOC 426/ SOC 526 Social Inequality (4)
SOC 437/ SOC 537 Race and Ethnic Relations (4)
SOC 438/ SOC 538 US Immigration Issues in the 21st Century (4)
SOC 466/ SOC 566 International Development: Gender Issues (4)
SOC 471/ SOC 571 Social Movements (4)
WGSS 430/ WGSS 530 Women of Color Feminisms (4)
WGSS 450/ WGSS 550 Ecofeminism (3)
WGSS 460/ WGSS 560 Women and Sexuality (4) Pending Submission and Approval
WGSS 462/ WGSS 562 Queer Theories (4) Pending Approval
WGSS 465/ WGSS 565 Women, Weight, and Body Image (3)
WGSS 482/ WGSS 582 Global Perspectives on Women's Health (4)
WGSS 486/ WGSS 586 Global Experience I (1)
WGSS 487/ WGSS 587 Global Experience II (1)
WGSS 487/ WGSS 588 Global Experience III (1)
WGSS 495/ WGSS 595 Global Feminist Theologies (4)
WGSS 496/ WGSS 596 Feminist Theologies in the United States (4) Pending Approval

4. Gender, Rhetoric, and Representation

Core Courses:

ENG 598 Women and Literature (4)
ENG 597 Studies in Transnational Women's Narratives (formerly: International Women's Voices) (4); Pending Submission and Approval (This course is currently offered on-line.)
ENG 555 Feminist Textual Methods and Discourse Analysis (4)

Graduate Course Electives:

ANTH 573 Gender, Ethnicity, and Culture (4)
COMM 512 Topics in Communication (3)
COMM 516 Ethnography of Communication (3)
COMM 572 Rhetoric and Popular Culture (3)
COMM 532 Gender and Communication (3)
ENG 590 Power and Representation (4)
ENG 595 Language, Technology, and Culture (4)
HST 532 History of Sexuality (4)
SPAN 557 Mexican Women Writers (3); Pending Submission and Approval

WGSS/ FILM 532 Feminist Film Studies (4); Pending Submission and Approval

WGSS 536 Feminist Media Studies (4); Pending Submission and Approval

WR 520 Studies in Writing (4)

WR 525 Advanced Scientific and Technical Writing (4)

WR 520 Writing Women's Lives (4)

Slash Course Electives:

ENG 416/ ENG 516 Power and Representation (4)

ENG 420/ ENG 520 Studies in Difference, Power, and Discrimination (4)

ENG 425/ ENG 525 Studies in Medieval Literature (4)

ENG 430/ ENG 530 Studies in Early Modern Literature (4)

ENG 438/ ENG 538 Studies in Modernism (4)

ENG 465/ ENG 565 Studies in Victorian Literature (4)

ENG 480/ ENG 580 Studies in Literature, Culture, and Society (4)

ENG 488/ ENG 588 Literature and Pedagogy (4)

ES 437/ ES 537 Gender Issues in Asian American Studies (3)

TA 416/ TA 516 Topics in Theater Arts (3)

d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

All core courses will be offered on OSU's main campus. Elective courses may be available online. However, candidates may receive credit for only two slash courses toward their degree.

e. Ways in which the program will seek to assure quality, access, and diversity.

In both its undergraduate program and recently established Master of Arts degree, Women, Gender, and Sexuality Studies embodies Oregon State University's core values regarding quality, access and diversity. The principles of a feminist education include a commitment to understanding, celebrating and supporting difference and diversity, respect for all people, and social responsibility. The proposed PhD in WGSS would further these values in its acceptance of students who are both diverse in what they would contribute to the program and highly qualified academically. Course offerings at the graduate level, and the list of core and program faculty available to support our students, reflect the program's readiness to create an inclusive and diverse intellectual community, ensuring our students sophisticated, multidisciplinary instruction and mentorship.

Through our admissions requirements, we will ensure that highly qualified students are accepted to the program. Within these requirements, a diverse student cohort will actively be recruited.

Program Admissions Requirements:

- Masters (MA or MS) in Women, Gender, and Sexuality Studies or related field with significant gender/sexuality component
- Minimum 3.5 GPA in the master's program
- GRE (required, but no minimum score)

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- List of possible dissertation supervisors based on interests
- 3 letters of recommendation
- Personal statement of no more than 750 words
- Writing sample

f. Anticipated fall term headcount and FTE enrollment over each of the next five years.

The proposed PhD in WGSS will admit four to six students per year. The normative time for completion of the degree will be four years. Since students will enter the program with a Masters degree in hand, it is our expectation that they will be able to focus on their dissertation work fairly quickly. With this schedule, we expect to have sixteen to twenty doctoral students once the program is fully enrolled.

g. Expected degrees/certificates produced over next five years.

Between academic year 2015-16 and academic year 2020-21, we will expect to graduate eight to ten PhD students. This calculation is based on the assumption that it will take the first cohort at least four years to complete the program. Expected number of completions will be 2-3 per year over a 4-year period.

h. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; fulltime/part-time etc.)

Based on a needs assessment survey conducted during the past year, a PhD in WGSS at Oregon State University would attract both resident and out-of-state fulltime graduate students. Many may be nontraditional students with respect to their age, marital/partnership/parenting status, employment or homemaker status, and the program welcomes and supports diversity in gender, class, race, ethnicity, sexual identity, religion, age, size and ability. Our needs assessment survey suggests that the proposed PhD and its curriculum would attract students diverse in all these categories.

i. Adequacy and quality of faculty delivering the program.

The core faculty of Women, Gender, and Sexuality Studies will deliver the core requirements of the degree. Program faculty (see list below) may teach elective courses or serve on PhD committees. At least one core faculty from WGSS will serve on each candidate's PhD committee; program faculty members have been approved by the graduate school to serve as committee members and, when appropriate, as chairs. This format will ensure students' high level of engagement with the feminist theoretical frameworks that inform the discipline of women's studies, as well as offer them the opportunity to select faculty members with specific research expertise related to their areas of specialization.

Women's studies has from its beginnings in the early 1970s been an interdisciplinary enterprise, with its faculties including core faculty with lines in a WGSS program or department or a split appointment and program or affiliated faculty with tenure homes in other academic departments. In this respect, OSU's faculty looks very much like the faculties of other WGSS programs that offer PhDs (OSU's WGSS faculty has 9.4 FTE across 13 faculty members). For example, the University of Kansas has nine WGSS core faculty, all with joint appointments in other units, ranging from Anthropology to Political Science to Theatre. The University of California at Santa

Barbara has nine core faculty and 46 affiliated faculty. The University of Washington has eight core faculty and 78 affiliated faculty. Kentucky (nine faculty), Indiana (11 faculty), and Arizona (13 faculty) all have one or two faculty in the core who also have split appointments. As an “interdisciplinary discipline,” Women, Gender, and Sexuality is strengthened by participation from faculty across the disciplines. The 2011 external review team for the MA at OSU commented about OSU’s WGSS faculty: “The core and affiliated faculty of WS are outstanding. Two of the core have national reputations and their anthology is widely used in Women’s Studies programs nationwide. Others in the core and affiliated faculty have areas of expertise and availability to offer courses – which make the WS proposal possible. . . The core and affiliated faculty represent a wide range of areas of expertise, as is necessary for an interdisciplinary program. The review team is pleased with the faculty’s training, experience, and scholarly stature.”

Core Faculty for the PhD in Women, Gender, and Sexuality Studies

Core Faculty

Areas of Specialization

Janet Lee, PhD Professor	Feminist Theories and Research Methodologies; Women’s History, Sociology
Susan M. Shaw, PhD Professor	Gender, Race, Class; Feminist Theology; Feminist Teaching and Learning
Larry Roper, PhD Professor	Higher Education Administration; Social Justice Studies
Patti Duncan, PhD Professor	Transnational Feminisms; Women Associate of Color Feminisms; Feminist Media Studies; Motherhood Studies; Queer Studies
Ron Mize, PhD Associate Professor	Chicano/a Latino/a Studies; Critical Race Theory; LatCrit Critical Migration Studies; Political Economy; Intersectionalities; Social Justice; Cultural Studies: Social Theory
Nana Osei-Kofi, PhD Associate Professor	Social Justice Education; Intersectional Feminisms; Narrative and Discourse Analysis.
Mehra Shirazi, PhD Assistant Professor	Global Feminist Issues; Race, Ethnicity, Gender, and Health
Qwo-Li Driskill, PhD Assistant Professor	Queer Studies; Two-Spirit and Native Studies; Gender and Cultural Rhetorics
Lily Sheehan, PhD Assistant Professor	American Women Writers; Feminism and Fashion; Modernist Studies

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Bradley Boovy, PhD
Professor

Twentieth-Century German Cultural Assistant
Studies, Literary Studies, History of
Sexuality, Critical Language Studies

Crystal Boson, PhD
Assistant Professor

Black Feminisms; Queer Studies; Black
Women and Religion

Liddy Detar, PhD
Instructor

Feminist Literary Studies;
Transnational Feminism; Motherhood
and Social Justice; Women's Memoirs;
Theory and Practice of Teaching
Writing

Kryn Freehling-Burton, MAIS
Instructor
(primary responsibility in the
undergraduate program)

Motherhood Studies; Feminist
Theologies; Online Feminist Studies;
Introductory WGSS

Program Faculty for the PhD in Women, Gender, and Sexuality Studies

Jennifer Almquist, PhD

Associate Director, Equity and Inclusion

Michelle Bothwell, PhD

Associate Professor, Bioengineering

Courtney Campbell, PhD

Hundere Chair, Professor, Philosophy

Mina Carson, PhD

Associate Professor, History

Marisa Chappell, PhD

Associate Professor, History

Melissa Cheyney, PhD

Associate Professor, Anthropology

Sharyn Clough, PhD

Associate Professor, Philosophy

Shelly Dubkin-Lee, EdD

Instructor, Education

Sally Gallagher, PhD

Professor, Sociology

Kayla Garcia, PhD

Professor, Spanish

Joan Gross, PhD

Professor, Anthropology

Anna Harding, PhD

Professor, Public Health

Marie Harvey, PhD

Professor, Public Health

Charlotte Headrick, PhD

Professor, Theatre

Sebastian Heiduschke, PhD

Assistant Professor, German

Anita Helle, PhD

Professor, English

Sarah Henderson, PhD

Associate Professor, Political Science

Amy Koehlinger, PhD

Assistant Professor, Religion

Cari Maes, PhD

Instructor, Women Studies and Latino/a Studies

Brenda McComb, PhD

Professor, Forestry/ Graduate School

Rebecca Olson, PhD

Assistant Professor, English

Dwaine Plaza, PhD

Professor, Sociology

Lisa Price, PhD

Professor, Anthropology

Dana Myers Reason, PhD

Adjunct Instructor, Music

Susana Rivera-Mills, PhD

Professor, Spanish

Nancy Rosenberger, PhD

Professor, Anthropology

Aurora Sherman, PhD

Assistant Professor, Psychology

Brent Steel, PhD

Professor, Public Policy

Vicki Tolar Burton, PhD

Professor, English

Juan Antonio Trujillo, PhD
 Becky Warner, PhD
 Patti Watkins, PhD
 Tara Williams, PhD

Assistant Professor, Spanish
 Professor, Sociology
 Associate Professor, Psychology
 Associate Professor, English

Courtesy Faculty from Portland State University and the University of Oregon

Beth Hutchison, PhD

Adjunct Instructor, Women, Gender, &
 Sexuality Studies, Portland State University

Judith Raiskin, PhD

Associate Professor, Women’s & Gender
 Studies, University of Oregon

Carol Stabile, PhD

Professor, Journalism and Women’s and Gender
 Studies, University of Oregon

k. Other Staff

Leonora Rianda
 Karen Mills

Office Manager
 Administrative Assistant,
 School of Language Culture and Society

l. Facilities, library and other resources.

Attached is a Library Assessment and Evaluation, prepared by Jane Nichols. The program in WGSS has the resources, if necessary, to support the additional annual costs outlined in the report.

m. Anticipated Start Date.

Women, Gender, and Sexuality Studies is prepared to launch its PhD program beginning Fall Term 2016.

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution’s mission and goals for access; student learning; research, and/or scholarly work and service.

Women, Gender, and Sexuality Studies is actively engaged in advancing Oregon State University’s mission to promote “social, cultural and environmental progress for the people of Oregon, the nation and the world.” The proposed PhD is designed to address all of these goals through its recruitment of a diverse, intellectually sophisticated student cohort and its commitment to a rigorous program of study that explicitly engages the needs and concerns of Oregonians and citizens around the world. Students will graduate having conducted original research and relevant fieldwork about current and emerging social and political issues facing us globally.

Through their coursework, field studies and the close mentorship they will receive in the program, PhD students will articulate a critical lens for their work that addresses the challenges of representation, health disparities, leadership, management, and social justice in local and transnational contexts. They will graduate prepared to serve as local and state leaders ready to respond to regional, national, and global social needs through engaged scholarship and

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teaching, direct service and public policy formation.

b. Connection of the proposed program to the institution's strategic priorities and signature areas of focus.

Women, Gender, and Sexuality Studies is in a unique position to support OSU's signature area of "Promoting Economic Growth and Social Progress," by expanding the understanding of growth and progress to include economic and social justice for all. As citizens of the world, our students must graduate able to understand their local concerns in terms of the concerns facing a global economy, in which growth and progress must be contextualized among such factors as the environment, resources, sustainability, global labor, and mobility of populations. These are the issues prominent in the field of women's studies. The program's emphasis on transnational theoretical frameworks, to be applied through global experience and understanding, will serve to produce a distinguished set of graduates well situated to produce significant scholarship and to act as leaders in developing "strategies for addressing difficult regional, national, and global issues."

c. Manner in which the proposed program contributes to Oregon University System goals for access; quality learning; knowledge creation and innovation; and economic and cultural support of Oregon and its communities.

Women, Gender, and Sexuality Studies at OSU promotes engaged scholarship and teaching and strives to involve the community in the identification of important issues and the creation of knowledge about those issues and their solutions. Feminist pedagogy in the classroom involves fostering a collaborative learning environment in which students become responsible for identifying goals and contributing to knowledge creation and solutions to problems. Students learn methods for conducting responsible research with human subjects and must demonstrate their ability to integrate theoretical frameworks and practical applications.

One of the distinguishing features of our proposed PhD program is its emphasis on applied opportunities for our students to contribute to knowledge creation and innovation, as well as participate meaningfully and professionally in the cultural and economic growth of Oregon. One of our requirements is a yearlong colloquium series that invites students to attend seminars and participate in conversations with both local and visiting scholars who would be presenting their work that is at the forefront of the field of women, gender, and sexuality studies. Each student will also be required to present a paper of his or her own recent research, offering an opportunity for our candidates to receive, early in their careers, experience attending and participating in academic conferences, and a venue for locating their work within the larger field of women's studies.

A second important feature of the program is our community-based participatory research experience. This requirement facilitates students' professional development in many ways, and is designed to contribute significantly to the recognition and growth of Oregon's diverse communities and economies. Our students will work directly in communities and organizations relevant to their areas of research, developing their professional connections and creating scholarship. From work in the arts and on issues of representation, to gender health disparities, social justice work, and feminist leadership and management, our students will join a range of professional fields, scholarly conversations, and diverse cultural spaces. Through close mentorship from our core and program faculty, (many of whom are working within Oregon communities, and all of whom are producing important new research in their fields), our

graduate students will bring to their areas of field work an impressive professional skill set as both leaders and scholars.

d. Manner in which the program meets broad statewide needs and enhances the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities.

About 20% of homicides in Oregon are a result of Intimate Partner Violence, and most victims are women. Intimate partners committed 46% of the homicides among females ages 15 and older.² Nearly 230,000 or 17.5% of adult women living in Oregon have been forcibly raped.³ More than 900 reports of child sexual abuse were referred for investigation in 2011.⁴ Nearly 500 children were victims of sex trafficking in Portland over the past four years; more than 96% of them were girls. A disproportionate number were Black.⁵ Obviously, gendered violence is a problem in Oregon, and one that women's studies addresses, among many other social problems such as poverty, sexual harassment, workplace discrimination, unintended pregnancy, health disparities, and unequal educational and employment opportunities.

The discipline of women's studies explores and explains the root causes of gender oppression and its intersections with racism, classism, heterosexism, ethnocentrism, ageism, and ableism. The theoretical lens of the discipline allows for discussion and articulation of the feminization of poverty, workplace discrimination and harassment, child abuse and neglect, and domestic violence and sexual assault. It is also a discipline that provides a theoretical lens through which to analyze and critically reflect on issues of women, gender and sexuality in other academic fields such as history, anthropology, science studies, religion, and more. Its relevance is undeniable. Students who graduate with a PhD in the field of women, gender, and sexuality studies bring a multi-disciplinary lens to the research they conduct and a sophisticated approach to issues of social justice, reform and economic development that recognizes and addresses the issues of diversity and challenge to be faced within local and state communities.

3. Accreditation

a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

N/A

b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

² Shen X, Millet L. 2010. Homicides Related to Intimate Partner Violence in Oregon: A Seven Year Review. Oregon Department of Human Services, Portland, Oregon. 3.

³ Kilpatrick, D.G., & Ruggiero, K.J. 2003. Rape in Oregon: A Report to the State. Charleston, SC: National Violence Against Women Prevention Research Center, Medical University of South Carolina.

⁴ Oregon Department of Human Services, Child Welfare Data Book, 2012.

⁵ <http://www.pdx.edu/insidepsu/news/groundbreaking-portland-state-university-study-sheds-light-child-sex-trafficking>, 2013.

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N/A

c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

N/A

d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

N/A

4. Need

a. Evidence of Market Demand

The program of WGSS conducted research in three areas to determine interest and demand for a PhD degree program in the field of Women, Gender, and Sexuality Studies at OSU:

- We surveyed prospective students nationwide to evaluate interest in such a degree.
- We conducted a comprehensive market assessment to determine industries that would welcome prospective employees with PhD degrees in Women, Gender, and Sexuality Studies.
- We also interviewed directors of PhD programs nationally to explore where PhD graduates have successfully sought employment following their program of study and to evaluate at what level they are entering the job market.

Overall, our findings discovered an engaged and enthusiastic student cohort interested in pursuing such a degree at OSU. We were also pleased to receive feedback from a range of industries that would welcome applications from graduates with a PhD degree in Women, Gender, and Sexuality Studies, and we were encouraged to hear of the many high level employment opportunities PhD students have secured for themselves at academic institutions and in applied fields. Ohio State University recently placed two of their recent PhD graduates in positions overseas in China and Korea. Another graduate directs the Center for Teaching Excellence at Suffolk University. Several institutions reported graduates in private consulting businesses, in the publishing industry, as well as working in the non-profit, social justice sector.

Student Interest and Demand:

As part of a national survey distributed in classrooms at various academic institutions around the country, undergraduate and MA degree-seeking students were asked whether they would have any interest in participating in a PhD program in Women, Gender, and Sexuality Studies at Oregon State University. They were also asked to describe past work experience and to speak of their future career aspirations. Nearly 300 students responded to the surveys. 189 responded positively, and, of this total, 65% felt the degree would be useful to them, and 43% were very interested in the possibility of pursuing a PhD degree.

The students who responded ranged in age from 19 to 62 years old, and among these, they identified themselves as Caucasian, African, Asian, Pacific islander, Native American, Mexican/Latino/a, multi-racial, Hispanic, Syrian and of Caribbean heritages.

Table 2 delineates the responses we received, focusing on the 189 respondents who expressed interest in our proposed PhD degree program. Their reasons for seeking a PhD in Women, Gender, and Sexuality Studies ranged from employment purposes and job advancement, to self-fulfillment.

Table 2. Reasons for Seeking a PhD in Women, Gender, and Sexuality Studies:

	Employment Purposes or Job Advancement	Self-fulfillment or Personal Development	Other
% Reporting	42%	43%	15%
Respondents	80	81	28

Market Assessment:

On behalf of the program in Women, Gender, and Sexuality Studies at OSU, in August 2012 Riley Research Associates (RRA) completed exploratory research to identify demands, opportunities and industries for graduates from the program. Specifically, their study identified job opportunities for PhD graduates outside of academia, strategies for WGSS to position itself to meet market demands, and an approach for WGSS to create a program that stands out among others of its kind. To accomplish this, RRA researched current PhD programs in colleges and universities across the country, as well as interviewed organizations in various industries to evaluate perceptions toward such a degree and articulate areas of emphasis that would best serve graduates.

Among targeted organizations that specialize in, or otherwise see themselves addressing women’s and gender issues, 67% expressed that such a degree would be valuable. These organizations included:

- Banking/financial institutions
- Government
- Healthcare
- Hospitality
- Nonprofits
- Real Estate
- Telecommunications
- Tribal organizations

Respondents also identified the following areas they felt would enhance and lend additional value to a PhD in Women, Gender, and Sexuality Studies:

- Business and Administration

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- Health
- Leadership and Management
- Science, Technology, Engineering and Math
- Social Justice

Within a random selection of organizations and from various industries, about one-third of respondents indicated a PhD in Women, Gender, and Sexuality Studies would be valuable to their organizations or industry. However, when provided with additional information about the degree and the kinds of positions such a candidate would be qualified to fill, many were able to articulate ways this graduate degree could serve their industry.

Indeed, in their report, RRA emphasized that an important insight of their research was the receptiveness of industries less specialized in the areas of gender and women's issues when provided with additional education and context for the skills such a degree would offer their organizations. Women, Gender, and Sexuality Studies has designed a PhD program that is able to address these insights by providing students with a degree that ensures them a common foundation in the field of feminist studies and specialized expertise in pathways that are identifiable and recognizable to employees seeking skills in leadership and management, health, diversity, equality and social justice issues, transnational global and economic studies, and in work with multi-media texts. With a common foundation in the field of women's studies, enhanced and deepened by their particular graduate concentrations, our PhD students will graduate equipped to translate their skills and apply their research in a variety of ways, thus positioning them to be marketable to various industries.

Employment History of PhD Graduates:

To ensure both depth and market versatility of its students, the program of Women, Gender, and Sexuality Studies contacted approximately eighteen PhD programs in women studies nationwide to discover where recent graduates have found employment. Of these eighteen universities contacted, we received feedback from just over half. They reported that in addition to academic faculty appointments (tenure and non-tenure track), their students were establishing themselves in high level administrative and leadership positions in a range of fields: health and human sciences, law and business, nonprofit and government organizations, as well as within academic institutions.

A particular area of interest in our discussions focused on the field of feminist literary studies, and we inquired about employment opportunities for graduates with this particular concentration. We discovered that these students serve an important role in the community college market, as well as in academic research institutions. Beyond educational fields, they are also sought after by employers interested in candidates with public speaking, writing and presentation skills, along with critical thinking skills that emphasize gender and diversity analyses. Our discussions also revealed that a significant number of these graduates were assuming leadership roles as "public intellectuals" in the fields of journalism, film and multi-media.

Our graduate concentration in Gender, Rhetoric, and Representation includes opportunities for students to conduct extensive work in the field of feminist literary studies, and it extends this field to include a broader expertise in feminist film critique, transnational multi-media studies, and multi-disciplinary approaches to cultural and textual representation. Thus our students will exit the program with a classical training in the field of critical textual analysis and with expertise

in the emerging areas of feminist media studies that is redefining literary studies. We believe this will equip our students in this concentration to enter the job market with versatility, prepared to take on intellectual and creative leadership positions in a variety of fields.

b. If the program's location is shared with another similar OUS program, proposal should provide externally validated evidence of need (e.g. Surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

There is no PhD program in Women, Gender, and Sexuality Studies within the Oregon University System, or among private higher education institutions in Oregon. The proposed program, once established, would be unique within Oregon and one of only two such programs in the Pacific Northwest.

c. Manner in which the program would serve the need for improved educational attainment in the region and state.

The 2010 Oregon Blue Book notes four goals for higher education in the state:

- 1) Create in Oregon an educated citizenry to support responsible roles in a democratic society and provide a globally competitive workforce to drive the State's economy, while ensuring access for all qualified Oregonians to a quality postsecondary education.
- 2) Ensure high-quality student learning leading to subsequent student success.
- 3) Create original knowledge and advance innovation.
- 4) Contribute positively to the economic, civic, and cultural life of communities in all regions of Oregon.

As the only PhD of its kind in the state, the proposed PhD in Women, Gender, and Sexuality Studies at Oregon State University would first and foremost contribute to raising the educational level of Oregonians. Our program addresses all of the above-stated goals with a particular emphasis on the creation of original knowledge toward the advancement of the economic, civic, and cultural life of communities throughout Oregon. At the core of women studies as a discipline is its commitment to social responsibility and global citizenship. Our graduate students will be expected to produce original and innovative research to contribute to the construction of knowledge and improvement of society. Both core and program faculty share these commitments as well, and their thoughtful mentorship will ensure successful completion of the degree, as well as ongoing post-graduate support for our graduates.

d. Manner in which the program would address the civic and cultural demands of citizenship.

Citizenship involves a sense of responsibility toward others in the local and global community. This program's emphasis on the common concerns among women and regional and international women's issues will produce professional leaders and scholars who recognize shared human interest and endeavor to engage their communities in finding ways to improve the quality of life for everyone. The feminist classroom constitutes a model for responsible citizenship, as students depend on one another in the shared creation of knowledge.

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5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

In alignment with the Program Outcomes for graduate students completing doctoral work at Oregon State University, students who complete the PhD in Women, Gender, and Sexuality Studies will:

1. *Be able to produce and defend an original significant contribution to their field of knowledge.* This contribution will incorporate and apply feminist theories to advocacy for social justice, addressing the social, political and cultural concerns of particular communities in Oregon, nationally, and within a global context.
2. *Demonstrate mastery of their field's chosen subject material.* Specifically, they will be able to articulate, explain and apply a comprehensive understanding of transnational and intersectional feminist theoretical frameworks.
3. *Conduct scholarly or professional activities in an ethical manner.* They will have the experience and relevant credentials (publications, teaching experience, etc.) to teach and conduct research in an ethical manner at an institution of higher education and/or assume a leadership position in an organization within their field.

b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

Student Assessment:

Learning Outcome One will be assessed through the following requirements and activities:

1. Students will complete 36 credits of dissertation course work and produce a substantial piece of original research in their field in the form of a dissertation. These credits will be overseen by their committee, which will consist of WGSS core and program faculty.
2. As part of the completion of the dissertation, students will be required to participate in an oral defense at which they will present and discuss their research.

Learning Outcome Two will be assessed through the following requirements and activities:

1. Students will participate in three 4-credit core courses: Colloquium (WGSS 611), Multicultural, Transnational, and Queer Feminisms I and II (WGSS 616 and 617). This course series will familiarize our students with scholars and their research in the field of Women, Gender, and Sexuality Studies. It will also introduce them to work in other fields conducted with a feminist perspective. By the end of their first year, students will demonstrate their ability to articulate, explain and apply transnational and intersectional feminist theoretical frameworks in the form of required written work and public presentations of their scholarship. Required written assignments and presentations will be evaluated in terms of students' fluency with the diverse foundational texts within the field of Women, Gender, and Sexuality Studies, and their abilities to incorporate, and apply these frameworks to diverse social justice

topics, feminist leadership contexts, and the analysis of multi-media forms of gender representation.

2. Students will be expected to pass a written and oral “Preliminary Examination” at the completion of their coursework. Students will be responsible for demonstrating mastery of the content and methods of the discipline. The members of their dissertation committee will construct written and oral questions and evaluate students’ responses.

Learning Outcome Three will be assessed through the following requirements and activities:

1. Students will complete one or more research courses. Outcomes of this requirement (academic papers, articles and other professional publications, dissertation research, and on campus presentations of their research experience) will be assessed in terms of their abilities to participate in, and produce, scholarly and professional activities in an ethical manner, and the extent to which they are prepared to contribute original and innovative scholarship in an academic or other institution in their field.
2. Students will participate in a research colloquium and will present their own dissertation research at some point before defending the dissertation. This requirement will assess their ability to offer a scholarly presentation and participate in a scholarly professional community of researchers.
3. Students will complete a course in Feminist Leadership or participate in an internship/job shadowing program that will assess their professionalism through field experience and/or ability to articulate professional behavior in the field.

Program Assessment:

1. WGSS core faculty will meet regularly to examine these assessment documents and evaluate students’ progress toward successful completion of the PhD degree. One year following their graduation students will be surveyed; five years after graduation alumni will also be surveyed. While working on their degree, faculty assessments will be used to evaluate the immediate quality of the program (courses, students’ writing, etc.). Post-graduation surveys will be implemented for the purposes of assessing the long-term needs of the program toward improvement of curriculum and instruction.
2. Graduates will participate in a final “Exit Interview” designed to solicit their feedback and evaluation of the program. This material will contribute toward ongoing degree program development and improvements.

c. Program performance indicators, including prospects for success of program graduates (employment or graduate school) and considerations of licensure, if appropriate.

Faculty mentorship of our PhD students has two components: (1) they will receive ongoing feedback on their research; and (2) they will receive professional development to prepare them for future academic and other career positions. Upon completion of the degree, faculty will continue to support our alumni professionally in the form of career guidance, letters of recommendation, and ongoing collegial collaboration and mentorship.

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With this sustained program of mentorship, it is anticipated that during the last year of the program, our students will successfully apply for positions at academic institutions, non-government organizations, and other relevant professional agencies.

d. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

Women, Gender, and Sexuality Studies core faculty and program faculty are tenured/tenure-track with a substantial FTE in scholarship (.4 FTE for core professorial rank faculty). Our core WGSS instructors are also engaged in scholarship with research in diverse fields including feminist literary studies, women's health, and feminist pedagogy. Six core professorial rank faculty are tenured. Three are full professors; three are associate professors. We have five assistant professors as well who have published significantly in the fields of Queer Studies, Women's Health, and Gender and Rhetoric. Our faculty is expected to publish original research in scholarly journals and/or books. Indicators of success are peer-reviewed publications, citations, books reviewed in scholarly journals, and invitations to speak and/or consult. Core faculty members often invite graduate students to join in research with them, providing a unique opportunity for our graduate students to acquire professional experience and often even publications during the program. Tenured/tenure-track program faculty members meet the standards of scholarship within their units.

6. Program integration and Collaboration

a. Closely related programs in other OUS universities and Oregon private institutions.

Oregon State University offers the first in-state stand-alone graduate degree in Women, Gender, and Sexuality Studies (Masters). The University of Oregon and Portland State University offer Women's Studies as an undergraduate major and as a graduate minor or certificate. Willamette University has an undergraduate major and minor. Southern Oregon University, Western Oregon University, Eastern Oregon University, and Lewis and Clark College offer undergraduate minors (Table 3). Students from these programs represent an in-state population of potential future applicants for our Masters program. A PhD program in Women, Gender, and Sexuality Studies would be the first of its kind in Oregon.

Table 3: Institutions in Oregon Offering Transcript Visible Credentials in Women Studies

University	Grad Major	Grad Minor	Undergrad Certificate	Undergrad Major	Undergrad Minor
Eastern Oregon					
Lewis and Clark College					X
Oregon State	X	X	X	X	X
Portland State				X	X
Southern Oregon					X
University of Oregon			X	X	X
Western Oregon					X
Willamette				X	X

b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

While a significant number of Oregon undergraduate students are graduating with majors and minors in the field of women's studies, students are forced to leave the state to pursue graduate work. Oregon State University has taken the lead in offering the state a stand-alone graduate degree in the form of the recently established Masters (MA) degree in Women, Gender, and Sexuality Studies. A PhD degree program would be the first of its kind for the state of Oregon. In addition to providing in-state students with such a degree option, we believe students out-of-state and overseas will be attracted to the proposed program and research expertise that the faculty at OSU has to offer.

Additionally, faculty members from Women, Gender, and Sexuality Studies at Portland State University and Women's and Gender Studies at the University of Oregon have indicated interest in serving on PhD committees and teaching courses in the PhD program. They are listed among the Program Faculty. We will also invite faculty members from these programs to present their research in the required colloquia.

c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

N/A

d. Potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use.

We do not anticipate any negative potential impacts. We have received strong support from our colleagues at Portland State University and University of Oregon, as well as positive feedback nationally from other academic institutions establishing new PhD degree programs.

7. Financial Sustainability

New Faculty Line

As part of the development of the PhD program, WGSS hired a new tenure line faculty member who began work Fall Term 2014. This new position was supported from existing funds in the budget of the School of Language, Culture, and Society.

GTAs

WGSS anticipates offering 4-year teaching assistantships to four new PhD students per year. This means the program will provide four total PhD TA-ships in 2014-2015, eight total in 2015-2016, twelve total in 2016-2017, and sixteen in 2017-18 remaining at a total of 16 for the near future. These new TA-ships will be in addition to the current 12 TA-ships offered each year to MA students. The number of MA TA-ships available will not be affected by the addition of the PhD. Currently, 200 and 300 level WGSS online courses are taught by fixed term instructors (WGSS offers its major online as well as a substantial number of baccalaureate core courses). Once the PhD program begins, we will phase out fixed term instructors for most of the 200 and 300 level baccalaureate core courses, and instead we will assign these courses to PhD students. We anticipate that the savings from instructor salaries will allow us to fund 5-6 TA-ships per year. In addition, we have commitments from the Office of Equity and Inclusion and Student Life to give special consideration to WGSS PhD students for particular TA-ships offered

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by their offices (such as the Women's Advancement TA, the Pride Center TA, and the Women's Center TA). We anticipate that these offices will provide another 1-2 TA-ships each year for our PhD students. Furthermore, as our Ecampus enrollment continues to grow, we anticipate generating additional revenue that will cover the remaining TA-ships once the PhD program is fully enrolled by 2017-2018.

Publicity Materials

We plan to develop high quality promotional materials, including brochures, web site, and a Facebook page, and so in the first year we will need to spend more money to put these materials in place. Additionally, we will place advertisements on the National Women's Studies Association web site and in feminist journals and magazines. We anticipate spending \$4,000-5,000 early to ensure the WGSS community nationally knows about our new program. In subsequent years, we anticipate the need for publicity funds to be less. We propose \$2,000 per year for advertisements and general maintenance of our online presence. These costs will be paid from the existing SLCS budget from funds generated through Ecampus revenues.

8. External Review

Proposed List of Candidates to Conduct an External Review:

Brenda Weber

Director of Graduate Studies
Associate Professor of Gender Studies
Department of Gender Studies
Indiana University
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Mary Margaret Fonow

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Alesha Doan

Chair and Associate Professor
Women, Gender, and Sexuality Studies
University of Kansas
785.864.2311
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Patricia Cooper

Chair, Gender and Women's Studies
University of Kentucky
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AnaLouise Keating

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Texas Woman's University
940.898.2129
akeating@mail.twu.edu

Seung-kyung Kim

Associate Professor and Chair
Department of Women's Studies
University of Maryland
skim2@umd.edu
301-405-7293

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program
 Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: Women, Gender, and Sexuality Studies PHD
 Academic Year: 2015-2016

Indicate the Year:
 X First
 Second
 Fourth

Prepare one page for each of the first four years

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						-
Graduate Assistants (Include FTE)	33,030	33,030				66,060
Support Staff (Include FTE)						-
Grad Tuition and Health Insurance	52,137	17,379				69,516
OPE	158	158				316
Nonrecurring:	3,000					3,000
Personnel Subtotal	88,325	50,567	-	-	-	138,892
Other Resources						
Library/Printed	\$ 2,706					2,706
Library/Electronic						-
Supply and Svcs., stationary, mktg	2,000					2,000
Equipment						-
Other Expenses						-
Other Resources Subtotal	4,706	-				4,706
Physical Facilities						
Construction						-
Major Renovation						-
Other Expenses						-
Physical Facilities Subtotal						-
GRAND TOTAL	93,031	50,567				143,598

Budget Outline Form

Institution: Oregon State University
 Program: Women, Gender, and Sexuality Studies PHD
 Academic Year: 2016-2017

First _____ Second _____
 Third _____ Fourth _____
 X

Prepare one page for each of the first four years

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						-
Graduate Assistants (Include FTE)	101,072	33,690				134,762
Support Staff (Include FTE)						-
Grad Tuition and Health Insurance	126,459	18,066				144,524
OPE	478.82	160				638
Nonrecurring:						-
Personnel Subtotal	228,009	51,915	-	-	-	279,924
Other Resources						
Library/Printed	\$ 3,803.00					3,803
Library/Electronic						-
Supply and Svcs.; stationary, mktg Equipment	2,060					2,060
Other Expenses						-
Other Resources Subtotal	5,863	-	-	-	-	5,863
Physical Facilities						
Construction						-
Major Renovation						-
Other Expenses						-
Physical Facilities Subtotal	-	-	-	-	-	-
GRAND TOTAL	233,872	51,915	-	-	-	285,787

Budget Outline Form

Institution: Oregon State University
 Program: Women, Gender, and Sexuality Studies PHD
 Academic Year: 2017-2018

First _____ Second _____
 Third _____ Fourth _____
 X

Prepare one page for each of the first four years

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						-
Graduate Assistants (Include FTE)	171,824	34,364				206,188
Support Staff (Include FTE)						-
Grad Tuition and Health Insurance	207,897	18,900				226,797
OPE	807	161				969
Nonrecurring:						-
Personnel Subtotal	380,528	53,425	-	-	-	433,953
Other Resources						
Library/Printed	\$ 3,482.00					3,482
Library/Electronic						-
Supply and Svcs.; stationary, mktg	2,122					2,122
Equipment						-
Other Expenses						-
Other Resources Subtotal	5,604	-	-	-	-	5,604
Physical Facilities						
Construction						-
Major Renovation						-
Other Expenses						-
Physical Facilities Subtotal	-	-	-	-	-	-
GRAND TOTAL	386,132	53,425	-	-	-	439,557

Budget Outline Form

Institution: Oregon State University
 Program: Women, Gender, and Sexuality Studies PHD
 Academic Year: 2018-2019

Indicate the Year: First _____ Second _____
 Third _____ X Fourth _____
Prepare one page for each of the first four years

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						-
Graduate Assistants (Include FTE)	175,258	35,052				210,310
Support Staff (Include FTE)						-
Grad Tuition and Health Insurance	218,181	19,835				238,016
OPE	816	163				980
Nonrecurring:						-
Personnel Subtotal	394,255	55,050	-	-	-	449,305
Other Resources						
Library/Printed	\$ 3,906.00					3,906
Library/Electronic						-
Supply and Svcs.: stationary, mktg	2,185					2,185
Equipment						-
Other Expenses						-
Other Resources Subtotal	6,091	-	-	-	-	6,091
Physical Facilities						
Construction						-
Major Renovation						-
Other Expenses						-
Physical Facilities Subtotal	-	-	-	-	-	-
GRAND TOTAL	400,347	55,050	-	-	-	455,397

Library Evaluation

OSU Libraries Evaluation for Category I Proposal Library Assessment for the Proposal to Initiate a Women, Gender and Sexuality Studies **PhD** at Oregon State University

_PhD in Women, Gender & Sexuality Studies_____ Title of Proposal

_School of Language, Culture & Society_____

__ Department

Liberal Arts _____

The subject librarian responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

[] inadequate to support the proposal (see budget needs below) [X] marginally adequate to support the proposal
[] adequate to support the proposal

Estimated funding needed to upgrade collections or services to support the proposal (details attached):

Year 1 (2013-2014):

\$2,706

Year 2 (2014-2015):

\$3,083

Year 3 (2015-2016):

\$3,482

Year 4 (2016-2017):

\$3,906

Year 5 (2017-2018):

\$4,355

For calculations, see Appendix 4: Annual Cost for 5 Years Plus 6% Inflation

Comments and Recommendations:

Due to flat funding and annual inflation OSUL's collections are marginally adequate to support the proposal. Funding is requested to off-set annual costs to subscribed content. Due to partnership with the Orbis Cascades Alliance, OSUL is otherwise able to fill gaps.

- Expand EBL to include more WGSS titles so they can be purchased when researchers select them. Use the existing OSUL monograph budget.
- Provide support for the current subscription to *Violence against Women* so it can be moved off of gift funds which are at risk of being depleted.

Annual Cost \$1,132*

*add expected annual inflation rate of approximately 6% to \$1,132

Letters of Support



FEMINIST MAJORITY FOUNDATION
Working for Women's Equality

September 12, 2013.

To whom it may concern:

This letter is written in support of the creation of a Ph.D. program at Oregon State University.

The Feminist Majority Foundation is one of the most influential non-profit organizations in the United States dedicated to the social, political and economic equality for women. The Feminist Majority Foundation (FMF), which was founded in 1987, was created to develop bold, new strategies and programs to advance women's equality, non-violence, economic development, and, most importantly, empowerment of women and girls in all sectors of society. All programs of the FMF endeavor to include a global perspective and activities to promote leadership development, especially among young women. Along with reproductive rights and access to reproductive technology, the FMF's programs have focused on the empowerment of women in law, business, medicine, academia, sports, and the Internet.

To carry out these aims, there is a critical need to develop and tap the next generation of feminists for leadership roles in local, national and international women's and social justice organizations. The New Graduate Degree Proposal for a Ph.D. in Women, Gender, and Sexuality Studies at Oregon State University is uniquely designed to graduate students who are equipped to be leaders in these organizations and address urgent 21st-century problems from day one.

While there has been tremendous growth in women's studies Ph.D. programs nationwide, the Ph.D. in WGS at Oregon State University will be the first to fully integrate the intellectual and applied skills that are required to consider women's studies Ph.D.'s for high level leadership positions directly upon graduation. We are especially supportive of the proposed curriculum which includes the novel "Feminist Leadership and Management" graduate option, as well the inclusion of "Community-Based Participatory Research" in the other options.

As the publisher of Ms. magazine and its digital and social media sisters, which infuses public discourse with feminist perspectives, we are also excited about the "Gender, Rhetoric, and Representation" graduate concentration option, which includes practical training to assume leadership roles as "public intellectuals."

The Feminist Majority Foundation looks forward to continuing our relationship with Oregon State's Women, Gender and Sexuality program, and welcoming applications from Ph.D. graduates.

It is with the highest regard that the Feminist Majority Foundation supports the proposed Ph.D.

May 28-29, 2015 Board of Trustees Meetings

TAB C

in Women, Gender and Sexuality Studies at Oregon State University.

Sincerely,

Katherine Spillar

Co-Founder and Executive Vice President, Feminist Majority Foundation
Executive Editor, Ms. magazine

Portland State

UNIVERSITY

Post Office Box 751
Portland, Oregon 97207-0751
XSB 150
1633 SW Park Avenue

503-725-3516 tel
503-725-5805 fax
wgss@pdx.edu
www.pdx.edu/ws

September 11, 2013

Dear Professor Shaw:

Thank you for the invitation to comment on your proposed PhD in Women, Gender, and Sexuality Studies (WGSS) to be housed at Oregon State University. I am currently in my 5th year at PSU as Chair of our WGSS Department, and have spoken with you and your faculty about your proposal during the early stages. It is commendable that you have completed the proposal for such a degree. I am writing in support of your proposed PhD program.

There is a regional need for such a program of study at the PhD level. As we both know numerous universities and colleges in the area provide undergraduate degree programs, but with the exception of UW no PhD-granting programs in WGS exist in the Pacific Northwest. At PSU I see a rising interest in just such opportunities from among my students as well as from graduate students in other disciplines. Your program will make it possible for certain of these students to consider furthering their WGS education along more advanced lines of inquiry given the focus of the proposed PhD. I would imagine that once your program is approved PSU graduate students might become part of the program either as full-time students or through joint campus course options. This possibility is particularly appealing for my WGS students as we begin to offer more graduate courses through our collaboration with Black Studies, Chicano/Latino Studies, and Indigenous Nations Studies.

The design of your proposed degree is sensitive to a variety of key factors, including but not limited to new directions in WGS scholarship, regional needs, and students' areas of interest. The common core of courses will provide graduate students with a complex array of feminist and queer theoretical perspectives to inform their own scholarship, teaching, and/or activism. The four tracks allow for specialization in areas that are both established within the discipline (e.g., Gender, Rhetoric and Representation) and emerging as new lines of WGS inquiry (e.g., Social Justice Theory/Practice). The attention to transnational and global feminist issues and theories is to be applauded, not only for reasons of institutional diversity, but also given the contemporary climate in which local issues related to gender, health, representation, and leadership are always already linked to larger spheres of influence. In asking that PhD students theorize from this position from the very beginning of the program your PhD graduates will see the clear and persistent need to always make connections between local and global conditions no matter their chosen career path.

TAB C

You and your colleagues are to be congratulated on your PhD proposal. This program will strengthen not only OSU's contributions to WGS, but expand opportunities and understandings of WGS across the region.

In solidarity,

 _____

Sally McWilliams, PhD
Chair, WGSS



3 September 2013

Susan Shaw, Ph.D.
 Director of the School of Language, Culture, and Society
 Women's Studies Department
 Oregon State University
 Corvallis, OR 97331

Dear Susan,

I read with excitement the news that you are proposing a doctoral program at Oregon State in Women, Gender and Sexuality Studies. Brava!

Please allow me to endorse this idea from the non-profit sector—something I'm well versed in after 35 years running two women's organizations in Washington, DC. As head of WREI, the Women's Research & Education Institute, I have kept my finger on the academic pulse through our Congressional Fellowships on Women & Public Policy. Since 1980, I've brought more than 350 talented graduate students to Capitol Hill to master the ways and means of federal lawmaking. The best and brightest scholars from every possible field compete for this full-time, eight-month placement on U.S. Senate and House staffs.

Directing this program provides perspective on which degrees best prepare Fellows for the rough and tumble of national politics. Ironically, lawyers generally have the worst time adjusting to the pettiness and personalities in Congress while women's studies and social workers invariably hit the ground running. In particular, I've noticed that Fellows pursuing the Ph.D in women/gender studies are quick to grasp the partisan give-and-take and manipulate it to their advantage. They also offer their classmates a broader understanding of policymaking—lifting them out of the trenches and up to the 1000' level.

Let me offer an example. 2013 WREI Fellow Angelina Gonzalez-Aller, is researching the representative consequences of gender and race norms in Congress for her dissertation at the University of Arizona. On the staff of Rep. Lucille Roybal-Allard, she was assigned to liaison with the Congressional Black, Hispanic, and Asian-Pacific American caucuses on women's health issues. Not only did Angelina educate her classmates on the different approaches these varied ethnic groups take to the Affordable Care Act, she also made such an impression on caucus members that they voted to hold the next Tri-Caucus Health Conference on her campus in Tucson. That means federal dollars for the school along with the prestige of hosting at least 40 members of the U.S. House of Representatives in a conversation about one of the most critical issue of the day.

Wearing my other hat, as chair of the National Council of Women's Organizations (NCWO), a bipartisan, 240-group coalition representing 12 million American women,

TAB C

I can speak to the need for informed leadership in the feminist movement. Women's studies was in its infancy when I and many of the incumbents now leading these 240 groups began their careers. As the Baby Boomers retire from the ranks, we need a core of experts with advanced knowledge not only about women's issues but also feminist and womanist critical perspectives. Further, since women's studies is inter-disciplinary, those holding this advanced degree will be trained to think broadly about a wide range of social justice issues, drawing from multiple bodies of knowledge and diverse methods of problem-solving.

I congratulate you and the School of Language, Culture, and Society for the work and vision it took to move this degree toward realization. On behalf of the discounted women in history who will gain notice, the generations of women who were denied any playing field, even an uneven one, and the up and coming cohort who will change the world, I say thank you.

Sincerely,

A handwritten signature in cursive script that reads "Susan Scanlan".

Susan Scanlan
Chair, National Council of Women's Organizations
President, Women's Research & Education Institute
scanlan@wrei.org

NATIONAL WOMEN'S STUDIES ASSOCIATION

September 11, 2013

Susan M. Shaw
Professor of Women, Gender, and Sexuality Studies
Director of the School of Language, Culture, and Society
Oregon State University
Corvallis, OR 97331

Dear Dr. Shaw:

I am writing in support of Oregon State University's proposal for a PhD in Women, Gender, and Sexuality Studies. In fact, OSU's proposal is consistent with the evolution and growth of the field in recent years and would meet an important regional need.

Women's and gender studies has its roots in the civil rights, women's, and student movements of the 1960s and 70s. As such, it analyzes the social construction and material realities of power relations and traces the workings of systems of oppression and privilege, historically and contemporarily. The field studies cultures, movements, and strategies of resistance and with an eye toward realizing social justice; its practitioners conduct research that addresses the persistence and tenacity of inequalities as well as their changing forms.

Today the field's interrogation of identity, power, and privilege go far beyond the category "woman," and has been generative of its own modes of inquiry. These scholarly developments have gone hand in hand with robust growth in the field at the doctoral level. Despite contracting higher education budgets in recent years, women's studies PhD programs continue to proliferate, with more than a dozen programs established since 1990. These programs are effectively placing their graduates in tenure-track and other positions inside and outside of the academy.

OSU PhD students in Women, Gender, and Sexuality Studies have the potential to conduct cutting-edge research that can address pressing social problems, and I look forward to hearing about their work when you begin admitting students.

Sincerely,



Allison B. Kimmich
Executive Director

University of Oregon

TAB C

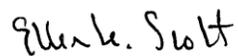
September 4, 2013

Professor Susan Shaw
Women, Gender, and Sexuality Studies
Oregon State University
Corvallis, OR 97331

Dear Professor Shaw,

I am writing to express the support of Women's and Gender Studies at the University of Oregon for a PhD program in Gender Studies at OSU. This is a critical and established field of study nationally and globally, yet we have no PhD program in the field to date in Oregon. We are pleased that OSU is moving ahead to establish this advanced degree for students interested in gender studies.

Sincerely,



Ellen K. Scott
Head, Women's and Gender Studies
Professor, Sociology

Liaison Comments

Initial liaison for course inclusion:

We are working on a proposal for a PhD in Women, Gender, and Sexuality Studies. In addition to its course in feminist theories and research, the degree will offer a number of concentrations (Gender and Health Disparities, Social Justice Theory and Practice, Feminist Leadership and Management, Feminist Science and Technology Studies, and Gender, Rhetoric, and Representation), and we are hoping to include some Psychology courses as possible electives (students will take only 8 elective credits from our list of approved elective courses). We anticipate accepting only 4-6 students per year, and so we do not expect that inclusion in the electives would substantially increase the number of students in these classes. Would you please consult with your colleagues and let us know as soon as possible if we could list the following courses (also please let us know if there are other courses in your unit the faculty believes we should include):

Proposal liaison:

Hi all. Attached is the near-final draft of the proposal for a PhD in Women, Gender, and Sexuality Studies. I would be most appreciative if I could receive a statement of support from your school. I have checked with all the units that have program courses listed and gotten the ok for those to appear on the electives list. If you do see anything that concerns you or anything I need to fix, please let me know.
Thanks!
Susan

TAB C

Shaw, Susan

From: Edwards, John
Sent: Thursday, January 30, 2014 5:40 PM
To: Shaw, Susan
Subject: Re: PhD proposal liaison

Susan -
The School of Psychological Science supports your PhD proposal. I think the program will enhance the stature of CLA and the university. Good work -

John Edwards

Dr. John A. Edwards
Director
School of Psychological Science
Oregon State University
Corvallis, OR 97331-5303
office: 541-737-1370
fax: 541-737-3547
email: jedwards@oregonstate.edu
web: http://oregonstate.edu/cla/psych_science/edwards

On Jan 23, 2014, at 12:45 PM, Shaw, Susan <sshaw@oregonstate.edu> wrote:

Hi all. Attached is the near-final draft of the proposal for a PhD in Women, Gender, and Sexuality Studies. I would be most appreciative if I could receive a statement of support from your school. I have checked with all the units that have program courses listed and gotten the ok for those to appear on the electives list. If you do see anything that concerns you or anything I need to fix, please let me know. Thanks!
Susan

Susan M. Shaw, Ph.D.
Professor of Women, Gender, and Sexuality Studies
Director of the School of Language, Culture, and Society
Oregon State University
Corvallis, OR 97331
541-737-3082

<Proposal for a PhD in Women, Gender, & Sexuality Studies.doc>

Shaw, Susan

From: Goodnow, Trischa
Sent: Thursday, February 13, 2014 1:33 PM
To: Shaw, Susan
Subject: SAC Liaison

Hi Susan,
The School of Arts and Communication is in support of the proposed Ph.D. in Women, Gender and Sexuality Studies. Please let me know if I can be of further assistance and good luck with the program.

Trischa Goodnow
Interim Co-Director
School of Arts and Communication
Professor
Speech Communication
Oregon State University

TAB C

Shaw, Susan

From: Mutschler, Ben
Sent: Tuesday, February 18, 2014 9:57 AM
To: Shaw, Susan
Subject: PhD in Women's Studies

Dear Susan,

Thanks so much for sending along the CAT I proposal for a PhD in Women's Studies. I think the proposal is strong, and the prospect of developing the program is quite exciting. As you know, we have many faculty members in the School of History, Philosophy, and Religion who offer intensive studies in the social history of women and in the social construction of gender and sexuality. I know that they have been quite eager to see the degree get up and running as well. I am delighted to offer my enthusiastic support.

Ben,
Ben

Ben Mutschler
Director
School of History, Philosophy, and Religion
Oregon State University
Milam 303-E
Corvallis, OR
(541) 737-1268

Support Documents

Graduate Teaching Assistants

From: Almquist, Jennifer
 Sent: Wednesday, November 28, 2012 12:25 PM
 To: Shaw, Susan
 Cc: Gillies, Anne; Sue, Roni; elba Moise (elba.moise@gmail.com)
 Subject: RE: WS GTAs

Hi Susan,

Thank you for meeting with us last week to talk about the proposed PhD in Women, Gender, and Sexuality Studies. We've had a chance to discuss it further and agree that it presents a good opportunity for us to partner. As we mentioned, the exact structure of the Office of Equity and Inclusion is still in flux; however, we currently plan to continue with a dedicated WAGE assistantship and would like the opportunity to consider Women, Gender, and Sexuality Studies PhD students for that position. Please let me know if there are other ways we can support the proposal. We're very excited about this possibility!

Jenn

From: Shaw, Susan
 Sent: Tuesday, October 30, 2012 2:54 PM
 To: Brubaker-Cole, Susie; Roper, Larry D; Gillies, Anne; Fernandes-Paul, Mirabelle; Khanna, Sunil; Accapadi, Mamta; Nishihara, Janet; Kenney, Jeff; Davis-White Eyes, Allison; Bentley-Townlin, Tracy; Alvarez, Jackie; Inderbitzin, Michelle; Bowling, Emily; Bothwell, Michelle; Halischak, Kate
 Subject: WS GTAs

Hi all. Women Studies is going to be proposing a PhD in Women, Gender, and Sexuality Studies (with probable concentrations in Women's Health, Feminist Leadership & Management, Social Justice, Feminist Science Studies, and Writing, Literature, and Film). The program will have a theoretical emphasis on transnational, multicultural, and queer feminisms and a research focus on community-based participatory research. We just launched our MA this year, and we have a cohort of 11 with 7 of those students funded with TAs from WS (we also fund another 4 second year graduate students). As we move toward the PhD, we want to continue to offer funding for students pursuing the terminal master's degree, even as we fund all of our PhD students—probably a total of 15-18 students once the program has been up and going for 2-3 years and is fully enrolled. I am hoping that those of you who offer TAs in your units might be interested in a conversation about the possibility of reserving some of your TAs for WGSS MA or PhD students (the PhD won't start until fall of 2014 at the very soonest). Of course, we would like to make a plan with you, should you be interested, to be part of screening and choosing TAs. If this year's crop of MA applicants is any indication, the pool of applications will provide a widely diverse set of students with outstanding credentials and skills to work as TAs in a variety of campus units. If you know of anyone else who might be willing to consider my proposal, do let me know that as well.

TAB C

So, if you're interested in a conversation, let me know and we can schedule a time for coffee or a phone conversation. Thanks so much!

Susan

Susan M. Shaw, Ph.D.

Professor of Women Studies

Transitional Director of the School of Language, Culture, and Society

Oregon State University

Corvallis, OR 97331

541-737-3082

Review Group

From: Davis-White Eyes, Allison
Sent: Friday, May 02, 2014 10:02 AM
To: Shaw, Susan; Kenney, Jeff
Subject: RE: A review group has sent your proposal back

Hello Susan,

As I reviewed all of our information I did not come across anything that explicitly outlines this as a priority for the Pride Center—however, I do know that we recruit heavily from this WGSS and expect GTAs to have an understanding of the theoretical underpinnings of this work. Our official stance has been the following: "ISS supports and actively recruits students from WGSS to compete for GTA positions within the Pride Center as they come open. Although the recruitment process is open to all majors and disciplines we do encourage students from WGSS to apply."

I hope this will suffice—again, I do not seem to have any email or correspondence in my email history stating this explicitly. Although, I have no problem making this a priority in the recruitment process.

Allison Davis-White Eyes, Ph.D
Director, Intercultural Student Services
Intercultural Student Services
150 Kerr Administration Building
Oregon State University
Corvallis, OR 97330
(541) 737-4383
Fax: (541) 737-7874

From: Shaw, Susan
Sent: Thursday, May 01, 2014 3:26 PM
To: Davis-White Eyes, Allison; Kenney, Jeff
Subject: FW: A review group has sent your proposal back

Hi, Jeff and Allison. Would one of you be willing to send me a quick email stating that the Pride Center has made a commitment to give priority consideration to WGSS PhD students for the Pride Center TA. We had discussed this quite a while back before I submitted the proposal, but I can't find the email. I found the one from Equity and Inclusion, but I can't find the one from either ISS or the Pride Center.

Thanks for your help!
Susan

TAB C

From: Curriculum Proposal System [mailto:no-reply@oregonstate.edu]
Sent: Thursday, May 01, 2014 2:16 PM
To: Shaw, Susan
Subject: A review group has sent your proposal back

Dear Susan Shaw,
Your proposal for PhD in Women, Gender, and Sexuality Studies has been sent back by Luke McIlvenny with the following comments:
Need documentation on financial commitments from external funding sources, specifically Equity & Inclusion and Student Life (Pride Center).
Documentation should note this is a permanent budget transfer or ongoing commitment.

comment from Luke Mc Ilvenny on May 1, 2014 2:16 pm)
Visit the following URL for more information:
<https://secure.oregonstate.edu/ap/cps/proposals/view/89374>

This message was sent as a part of the Curriculum Proposal System
<https://secure.oregonstate.edu/ap/cps>

Remissions**Wardrip, Loretta**

From: Shaw, Susan
Sent: Tuesday, November 04, 2014 12:16 PM
To: Wardrip, Loretta
Subject: FW: new PhD in WGSS

Could you please print out, scan into a PDF, and email to me? Thanks!
 S

From: Rodgers, Lawrence
Sent: Tuesday, November 04, 2014 9:49 AM
To: Shaw, Susan
Subject: Re: new PhD in WGSS

Hi Susan:
 Per the central commitment to continue to add remissions to college budgets as new graduate programs are formed, I will install the initial 4 GTA remissions into the Women Studies Program and continue to commit them on a growing basis until program hits its target capacity of 12 GTAs. Those remissions will continue to remain with the 12 GTA positions.
 Larry

Larry Rodgers, Dean
 College of Liberal Arts
 207 Gilkey
 Oregon State University
 Corvallis, OR 97331
 Phone: 541-737-4581
 Fax: 541-737-3910

From: <Shaw>, Susan <sshaw@oregonstate.edu>
Date: Wednesday, October 29, 2014 at 12:52 PM
To: "Bloomer, Sherman" <sherman.bloomer@oregonstate.edu>
Cc: Larry Rodgers <larry.rodgers@oregonstate.edu>
Subject: RE: new PhD in WGSS

Great. Thank you!
 Susan

From: Bloomer, Sherman
Sent: Wednesday, October 29, 2014 1:42 PM
To: Shaw, Susan
Cc: Rodgers, Lawrence
Subject: Re: new PhD in WGSS

Susan:

Yes, that's how we'd plan on the remissions. When the annual budget planning is done for the next year, one of the questions would be graduate student growth and growth in remissions. This is exactly how that would work.

TAB C

From: [Bloomer, Sherman](#)
To: [Shaw, Susan](#)
Cc: [Rodgers, Lawrence](#)
Subject: Re: remissions for new WGSS PhD
Date: Thursday, May 14, 2015 10:52:15 AM

Susan:

I'm sorry, slow catching up. I can't actually make budget commitments, those have to come from Sabah or Glenn and I don't think I'll catch them today. We're still working on details of FY16.

I think what I can say is that we commit to growth in remission budgets to as our Ph.D. enrollments grow. I'm assuming that in looking at the program you're anticipating a "steady-state" of 16 students enrolled at a time in the program (rather than the original estimate of 12). That would warrant a budget of 16 remissions. This will be standard practice for budget development for new and growing Ph.D. programs.

Is that enough for the document?

Sherm

On May 14, 2015, at 10:44 AM, Shaw, Susan <sshaw@oregonstate.edu> wrote:

Hi, Sherm. I have to get the response to the review to Becky by tomorrow so we don't miss the May board meeting. Is it possible to get an email from you committing to 16 (rather than 12) new remissions for the WGSS PhD (rolled out four per year across four years)?
Thanks! Susan

From: Shaw, Susan
Sent: Tuesday, May 12, 2015 8:22 AM
To: Bloomer, Sherman
Subject: remissions for new WGSS PhD

Hi, Sherm. After our external review for the PhD, the WGSS faculty have realized that we need to plan on time for funding at 4 years rather than 3. Originally I had requested 12 new remissions (4 per year over 3 years), but we'll actually need 15 (4 per year over 4 years). I'm writing a response to the external review for the OSU Board (which has to be passed along to Becky Warner and Brenda McComb by Friday). So if you'd let me know if we can count on 16 new remissions (starting Fall '16 with 4 and adding 4 each year for the first 4 years of the degree), I'd appreciate it. Thanks so much!

Susan

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SUMMARY REPORT

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Riley Market Research Report

External Review
PhD in Women, Gender, & Sexuality Studies
May 7, 2015

Reviewers: Abena Busia, Rutgers University
AnaLouise Keating, Texas Woman's University
Brenda R. Weber, Indiana University

Overview

On the whole, the external review committee was very impressed with the proposal to start a PhD in Women, Gender, and Sexuality Studies (WGSS) at Oregon State University. The field is rich and increasingly thriving, and it can certainly accommodate another doctorate. The WGSS PhD proposal makes a clear case for the geographical need of this degree, since there are no comparable programs in neighboring states aside from the University of Washington in Seattle. This degree could therefore serve a very expansive demographic, including people in Oregon, Alaska, Idaho, Montana, Wyoming, Utah, Nevada, Idaho, North Dakota, and South Dakota. At the same time, the OSU doctorate would be well-situated for critical interface with other WGSS initiatives in the Pacific Northwest and the Pac 10 conference, specifically at UCLA, Santa Barbara, Arizona, and Arizona State, as well as the other degree-granting programs nationwide. The unique contribution an OSU PhD in WGSS might make is furthered by the intent to focus on preparation for non-academic careers in addition to training to enter the professoriate. While we foresee some potential challenges with the alternate academic plan (addressed below) we commend OSU for its forward-thinking approach to the changing nature of academia and to the political and practical needs to prepare graduates for many diverse employment outcomes.

We have been asked to consider program, faculty, need, and resources in our report, and we do so holistically (rather than as broken out into separate categories) in what follows. Our report is divided into two categories: (1) overall strengths and (2) areas of concern, where greater planning would alleviate concerns

Overall Strengths

Key strengths include:

- the program's focus on and commitment to multicultural, queer, transnational feminist studies;
- the university community's commitment to and promised support for the degree;
- the proposed focus on Alt-Ac training and careers.

The proposed doctoral degree in Women, Gender, and Sexuality Studies aligns well with the institution's mission and strategic objectives, which include developing additional graduate programs. The review committee was especially impressed by the program's focus on multicultural, transnational, queer and feminist studies; and by the widespread support, across the university, for this proposed degree. The focus on multicultural, transnational, queer and feminist studies is timely and in line with important developments in the field. The core requirements are sound and should effectively support this focus, providing students with the

foundational information they will need for the degree. The existing WGSS faculty have the necessary expertise to teach these courses, as well as a solid commitment to the field of WGSS (evidenced, for instance, in their ongoing involvement with the National Women's Studies Association [NWSA], the leading organization in our field and by their scholarly commitments to the field). However, in addition to this highly-qualified faculty, there is a pronounced need for additional faculty and administrative staff who can prepare students for employment outside the academy--an important aspect of the proposed program.

There is wide support for this proposed program. The review committee met with Brenda McComb, Graduate Dean; Larry Rogers, Dean of College of Liberal Arts; and Becky Warner, Senior Vice Provost. Although we were given no concrete details about the proposed financial arrangements either to the department or to prospective students, all these administrators were entirely supportive of the proposed program and assured us that there is widespread support, both financially and ideologically, for this degree. They are also confident that OSU can sustain the program into the foreseeable future. The review committee also met with Jane Nichols, WGSS Subject Librarian, who offered us a tour of the library, both real and virtual. This research space is very well resourced and sufficiently staffed to support a graduate program. The journal holdings and books on women's and gender studies included the necessary titles for work in national and transnational feminisms. The library is clearly well maintained with a willing support staff and resources for up to date on line access. In addition the program has the advantage of the track record of the MA from which to develop relationships with resources outside the institution. The committee met with a number of affiliated faculty who were also very supportive of the proposed degree and eager to work with the graduate students the doctorate would attract. This support goes beyond platitudes and seems to indicate a genuine desire to support and work with WGSS doctoral students.

Areas of Concern

Areas of concern include:

- Proposed time to degree
- Projected number of students
- Core courses
- Exam structure
- Alternate Academic Emphasis
- Faculty workload

TIME TO DEGREE: The current proposal anticipates admitting four to six students per year, with three to four years for completion of the degree. This timeline is based on the assumption that, because students will enter the program with a Masters degree, they will be able to move rapidly through their course work and “focus on their dissertation work fairly quickly” (10). This assumption is supported by the proposed requirement that prospective students must submit, as part of their application packet, a “list of possible dissertation supervisors based on interests” (3). However, the review committee strongly believes that the anticipated timeline is insufficient. Even students who enter a WGSS doctoral program with a masters degree in the field and a solid sense of their research interests are exposed to so many new theoretical and disciplinary perspectives, as well as social-justice issues, during their coursework, that they find themselves developing new interests. This is as it should be -- and frankly, how it needs to be to support

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complex and nuanced intellectual projects in women, gender, and sexuality studies. The in-depth nature of this additional learning cannot be adequately accomplished within the proposed timeframe. Moreover, those students aspiring to obtain tenure-track academic positions will need publications prior to entering the job market in order to be competitive; the timeline for the publication process (from initial idea through research, drafting, journal submission, and the peer review process) exceeds the proposed three to four year timeline. It is unrealistic to expect students to produce high-quality intellectual products with relatively little time for the necessary maturation and development of ideas. (In our experiences at our respective universities, very few students entering with an M.A., M.S., or MFA can complete the doctoral degree in fewer than five years.) As a point of reference, see **Appendix 1 - Criteria for the MA in the Reviewers' Respective Departments**

PROJECTED NUMBER OF STUDENTS: The program proposes admitting four to six students per year. If, as we believe, the degree will take more than four years to complete, the number of doctoral students will quickly grow, burdening faculty with an extensive amount of dissertation supervision and providing further strain on the job market.

CORE COURSES: With its focus on feminisms of color and queer of color critique, the proposed doctoral program follows some of the most important trends in the field, offering an intellectually rich slate of core courses. We admire the combination of breadth and specificity in the required courses. However, it is possible that the degree is offering too many core courses, particularly since the present outline indicates that all of these courses would be offered every year. At the present moment, there is not sufficient core faculty to be certain that required courses can be annually taught; and as a committee, we are concerned with relying too heavily on the good will of program faculty to staff mandatory courses. In the future, it will be important to carefully monitor faculty workloads in order to equitably distribute the labor in ways ensuring that no single faculty member becomes disproportionately responsible for graduate education or mentoring. It will also be important to add additional tenure stream faculty, in order to prevent faculty over-work and burnout.

EXAM STRUCTURE: At the time of our visit, the faculty were still in the midst of determining the exam structure for the PhD. We have thus included the respective criteria for our comprehensive exams in **Appendix 2 - Criteria for Doctoral Comprehensive Exams, Transfer Credits, Doctoral Concentrations, and Core Courses in the Reviewers' Respective Departments**. The proposed plan seems to indicate that students would take their exam during the second year. We believe that it is unrealistic to expect students to be able to demonstrate "mastery of the content and methods of the discipline" (23) within this timeframe. WGS is an inter- and trans-disciplinary field and, as such, is too complex to be mastered (or even thoroughly grasped) so quickly.

ALTERNATE ACADEMIC POINT OF FOCUS: Women, Gender, and Sexuality Studies at OSU is very wisely positioning its PhD as capable of extending the career possibilities for PhDs beyond the professoriate. Indeed, while the number of tenure-track faculty at colleges and universities continues to decrease (and while advertised positions in the field of WGSS do not always insist on a PhD in WGSS), careers outside of academia are an increasingly exciting and rewarding option for PhD graduates. In numerous industries beyond academia, PhDs engage in,

and are specifically sought for, research, writing, public service, consulting, advising, teaching, and publishing. These include: Teaching/Writing/Learning Centers, Research and Public Affairs Offices, Student and Academic Affairs, Consulting, US Federal Government, Non-Profit Management and NGO (Non-governmental Organizations), Financial Services, Secondary School Teaching, Academic and Non-Academic Publishing, Cultural and Historical Organizations, Professional Research, International Development. To this end, the review committee commends WGSS at OSU for stepping forward to recognize the need and to fill a very present gap in the present landscape of PhD-granting programs. We believe that this is a vital component of the proposed degree, and one worth strengthening and fully supporting.

That being said, we were concerned that there was not a more concrete plan in place to provide necessary career advice and job-training skills for students in the PhD. Indeed, the curriculum at the moment, while being thought-provoking, is also conventional in terms of how PhD programs prepare students for jobs in the professoriate. Also, because most faculty have themselves been trained for professor jobs in academia, most do not know how to train their graduate students for non-academic careers.

To solve these problems, the committee recommends that the faculty work to make a very specific plan for how to fold non-academic job preparedness into the PhD., a plan that extends beyond the idea of inviting people in industry to drop by and give a talk here or there. Since every industry has different standards and measures for what makes potential employees attractive and many industries still need further coaching about how WGSS PhDs could serve their needs, we would further recommend that a full-time administrative line be created for the entire school of CSA precisely to do the necessary interface with the multiple industries that might employ graduates as well as to guide and even train students in the appropriate dossier-building activities (internships, program development, liaison work, consultancies) that will be expected of them when they reach the job market. This investment in support staff needs to happen sooner rather than later.

FACULTY WORK LOAD: As indicated in several places above, the review committee is concerned that the proposed program, as currently presented, has the potential to quickly overburden core faculty in ways that could lead to burn-out and diminished productivity. There is a depth of qualified faculty, however the strength of the full-time faculty is small relative to the scale of ambition. Our conversation with the current M.A. students leads us to believe that students expect a large amount of individualized attention and mentoring. While this mentoring is admirable, it is also unsustainable. When graduate education expands to include doctoral students, the present M.A. system could present challenges for the core faculty. Attention will need to be paid to the distribution of labor to non-tenured faculty, as well as to those faculty who might attract differential attention from students for various reasons, such as the burden of expectation for mentoring and service placed on faculty of color. The current M.A. thesis requirement (which seems to require a thesis of at least seventy-five pages) seems to demand a significant amount of labor for both student and faculty. The review committee recommends that faculty consider altering the M.A. requirement, by making the thesis optional and offering another type of culminating project that requires less faculty time (such as a comprehensive exam or an extended seminar paper that might be sent out for publication).

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Appendix 1 - Criteria for the MA in the Reviewers' Respective Departments

Indiana University

Gender Studies at IUB does not offer a terminal MA degree, and thus only those students intending to pursue the Ph.D. will be admitted to the program. However, we do offer an MA to students under two circumstances:

1) Should a student enrolled in the Ph.D. program decide to leave the program prior to successfully completing the Ph.D., a Master's degree may be obtained with the approval of the Director of Graduate Studies and if the following criteria are satisfied:

- - Good standing in the department (as determined by annual reviews, GPA, and any history of probationary status.)
- - At least 30 credits of course work successfully earned, including 12 credits of outside GNDR courses and 9 credits of core GNDR courses
- - A grade of B or higher in the 3 required core courses for the PhD (600, 603, 702) and either a

- Comprehensive MA exam (the equivalent of Part A of the doctoral comprehensive exam), comprised of 30 book units, a committee of three faculty (two of whom must be core and one of whom may be affiliate), with one week to write two answers of 2,000 - 2,500 words, followed by an oral defense. PhD written exam policies apply in all cases.

or

- An extended seminar or research paper of roughly 10,000 words.

Note: If a student fails either the written exam or the oral defense or if the MA thesis and/or defense are deemed unsatisfactory, a student may retry either the exam or the thesis one additional time. This second effort must take place within six months of the first MA-qualifying exam/thesis attempt (timelines may vary if a student is on academic probation). The opportunity to retake the MA exam is inclusive of any attempts to take the PhD exam (meaning that whether for the MA or the PhD, students have only two total tries to pass their exams). If a student fails after two attempts, the department will move for dismissal.

2) Should a student enrolled in the Ph.D. program who has successfully completed the comprehensive exam and defended the dissertation proposal desire an MA, it is possible to have the degree conferred by contacting the department's Graduate Program Coordinator who will direct the student through the process. The MA cannot be awarded after the Ph.D. has been earned.

Rutgers University

The M.A. in Women's & Gender Studies is a liberal arts degree that provides students with an opportunity to pursue advanced interdisciplinary work in Women's & Gender Studies and enables them to become active practitioners in this rapidly expanding field of study. The

Program may serve as a "terminal" master's degree for students planning non-academic careers. It may also serve as a precursor, a supplemental degree for professional degrees in fields such as law, social work, public health, labor studies, public policy, or clinical psychology. With an increasing emphasis on careers focusing on the delivery of services to women and a rethinking of the needs of women and families worldwide, Women's & Gender Studies helps to fill a growing demand for experts versed in women and gender issues. The M.A. program is designed to emphasize global and multicultural perspectives on these matters.

Program Requirements

All Masters students are required to complete the Masters degree within 3 years from the time of the first class they take toward the degree. Students are required to complete 30 credits in order to earn the M.A. degree. Twelve credits are earned in four required core Women's & Gender Studies courses, and 12 are earned through a combination of proseminars or advanced colloquia offered by the Department and through cognate courses offered by Women's & Gender Studies Graduate Faculty through other departments.

The last six credits are earned by completing either a Masters Practicum or Masters Thesis. The Practicum provides students the opportunity to integrate academic analyses of particular feminist issues with work in a feminist organization addressing those issues. Students are required to write and defend a Practicum Report before a Committee of three graduate faculty members in Women's & Gender Studies. Students may alternatively elect to complete a Masters Thesis, which reflects a more academic approach to student research in Women's and Gender studies.

Four Core Courses

- (1) 988:515 Feminism: Theory and Practice
- (2) 988:520 Agency, Subjectivity, and Social Change
- (3) One course in feminist theory:

This course may be selected from 988:555, 988:582, 988:583, or other courses to be designated each semester as fulfilling this requirement and as approved by the Graduate Director.

- (4) One course in feminist research and methodology:

Texas Woman's University

Texas Woman's University offers a M.A. in Women's Studies. This degree is entirely separate from the Ph.D. in Women's Studies, and we only occasionally accept students from our master's program into the doctoral program. Students enter the doctoral program with an M.A., a M.S., or an M.F.A. The M.A. in women's studies has a thesis option or a comprehensive exam option. Comprehensive exams are one week in length, with questions drawn from the M.A. coursework.

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Appendix 2 - Criteria for Doctoral Comprehensive Exams, Transfer Credits, Doctoral Concentrations, and Core Courses in the Reviewers' Respective Departments

Indiana University

The requirements for this doctoral degree are 90 credit hours (as earned through semesters) beyond the bachelor's degree – configured as at least 48 credit hours of graded course work and an additional 42 dissertation credit or coursework credit hours (typically as 899 or 901). Each doctoral candidate will complete three required core courses involving theory, methodology, research skills, and professional development: G600 *Concepts of Gender*, G603 *Feminist Theories*, G702 *Researching Gender Issues*. Candidates will also complete a 12-credit-hour minor, which should be taken externally (e.g. in another department) or in an approved program listed in the Graduate Bulletin. Elective courses complete the required hours of gender-related course work. Note that courses may be taken outside the Department of Gender Studies (with the approval of the Director of Graduate Studies [DGS].

Gender Studies does not require a second language for all students. However, if a candidate is engaged in transnational gender scholarship, a second language is formally required. The DGS will determine the means by which proficiency will be demonstrated.

Consistent with the general policy stated in the Bulletin of the University Graduate School, the Department of Gender Studies will accept up to 30 transfer credits into the graduate program, subject to the approval of the DGS. Grades received for transfer courses must be B or better. Coursework taken at another institution toward an MA can transfer to IUB for PhD credit, but if a student elects to leave the IUB program with a MA, credits earned at another university cannot be applied.

Rutgers University

The PhD program includes 21 credits for core courses in feminist theory, methods, pedagogy, and proseminar areas, and 18 credits of additional course work. All core courses are to be taken at Rutgers in the Women's and Gender Studies department, not at other institutions or in other departments. Other substantive requirements include successful completion of qualifying examinations, demonstration of working knowledge of a second language, and writing and defense of the doctoral dissertation.

Ph.D. students must complete 7 courses (21 core credits) as follows :

1. 988:582 Feminist Genealogies
2. 988:587 Feminist Pedagogies
3. 988:603 Feminist Knowledge Production
4. An additional course in Feminist Theory, chosen from designated 988 courses*
5. An additional course in Feminist Methods, chosen from designated 988 courses*
 - * Students may substitute a colloquium (988:525) for their additional theory course or for their additional methodology course.
6. Two out of the three regularly offered Proseminars:
 - 988:510 Technologies and Poetics of Gender and Sexuality
 - 988:520 Agency, Subjectivity and Social Change

988:530 Gendered Borders/Changing Boundaries

Language Proficiency

Ph.D. students must demonstrate working knowledge of a second language. Proficiency is generally understood to be equivalent to completion of the “intermediate” level of study. Given the time required to develop proficiency, students without second language skills are encouraged to begin language training within the first three semesters of their arrival at Rutgers.

Registration and Credits to Degree

The Graduate School requires a total of 72 credits for the Ph.D., of which a minimum of 24 credits are required to be devoted to dissertation research subsequent to passing the qualifying exams. The WGS Ph.D. requires a minimum 39 credits of coursework. The remaining required 9 credits may be satisfied in a number of ways, depending on the individual student’s needs.

Admission to Candidacy: The Qualifying Examination

The qualifying examination determines whether a student is prepared for admission to candidacy for the Ph.D. degree. Ph.D. students in Women’s & Gender Studies must complete Written and Oral Qualifying Examinations within 12 months of the completion of course work (minimum 39 credits) and prior to admission to candidacy status. Qualifying exams include both a written and an oral component which address (1) the general field of women’s and gender studies, (2) a specific area of specialization, and (3) goals for dissertation research.

The Written Exam

The written portion of the Qualifying Examinations is administered twice a year during the fall and spring semesters. Normally, students are expected to sit for written exams at the first offered date following the completion of their coursework. Students must sit for written exams within 9 months of the completion of coursework. The Written Exam will be administered to all students in a given academic year by a common faculty committee.

Written Exam Components

In consultation with the Graduate Director, members of the faculty serving on Exam Committees will develop a written exam consisting of two parts:

Part A is designed to demonstrate breadth of knowledge concerning the field of women’s and gender studies, including major theoretical approaches and their methodological implications, core concepts, interdisciplinary methods of analysis, and substantive research findings. This section should include 3-4 questions, of which the student must answer 2 questions.

Part B will focus on the individual areas of concentration (Technologies and Poetics of Gender and Sexuality; Agency, Subjectivity, and Social Change; or Gendered Borders/Changing Boundaries). Questions in this section will be designed to tap the student’s understanding of the central issues shaping each research field and the student’s ability to analyze critically a range of scholarship. This section should include 2-3 questions, of which the student must answer one question.

Administration of the Exam

Exams will be distributed on a Monday morning (no later than noon) and must be returned by Friday no later than noon. Exams may be turned in earlier. Answers to questions may be no

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longer than 15 pages. The exam is constructed as an approximately 24 hour exam, but the five day period is provided so that students may complete the exam in the most effective way possible. Students sitting for qualifying exams are expected to have achieved sufficient facility with the key bibliography such that their textual references are clear and specific.

The committee will read and evaluate the written exam, and determine whether it is of passing quality. If the written exam passes, the student may continue to the oral examination.

The Oral Exam

While the written exam focuses on the general field of women's and gender studies, the oral exam will focus on the student's individual area of specialization, that is, the area of intended dissertation research. The student should assemble a committee of four members of the Graduate Faculty who will serve as the oral exam committee and will be likely to continue as members of the student's dissertation committee. Students should consult with each faculty member they would like to serve on the committee.

A preliminary bibliography related to the student's area of specialization should be submitted both to members of the orals committee and the Program at the time the committee is constituted. The oral exam aims to assure that the student is ready to proceed with more detailed research and development of a dissertation topic.

The oral exam must occur no later than 3 months following the written exam (and no later than 12 months following the completion of course work). When the student has passed the written and oral exams under the conditions described above, by the student's oral exam committee will sign the candidacy form and the student will be advanced to candidacy (ABD).

Texas Woman's University

The curriculum for the Ph.D. consists of a minimum of 90 graduate semester credit hours beyond the baccalaureate degree, including the master's degree and the following requirements:

- 15 credit hours of core courses (Feminist/Womanist Epistemologies; New Directions in Feminist/Womanist Theories; Women's Studies Disciplinary/Interdisciplinary Knowledges; Transdisciplinary Feminist Research Methods; Politics of Publications & Writing)
- 15 credit hours (inter)disciplinary concentration ("Guided Electives")
- 6 credit hours of additional methods
- 12 credit hours for the dissertation

Students transfer into the program up to 42 credits from a master's degree; these hours count as part of the 90 graduate hours.

Response to the External Review of the Proposed PhD
in Women, Gender, & Sexuality Studies

1. Time to Degree

We agree with the reviewers that a timeline of three years to degree is probably too ambitious. We have adjusted time to degree to four years (this change is now reflected in the Category I proposal) and have requested four additional remissions from the budget office to provide four years of funding for PhD students. We also expect students to seek dissertation fellowships and other forms of research funding to provide additional support for their programs.

2. Projected Number of Students

We appreciate the committee's concern that the number of students may be burdensome, but as we imagine supervising 16-20 students over a four year period, we recognize that with the current number of core faculty, we can limit the number of PhD students we supervise to one for pre-tenure faculty and two for senior faculty and still provide supervision for all projected students. Occasionally we may also draw upon program faculty to supervise if their field of study is more appropriate to a PhD student's area of research.

3. Core Courses

In the core for the PhD, several courses are already offered annually as part of the current masters program—WGSS 518, WGSS 521, WGSS 582, and WGSS 583. In anticipation of offering the PhD, WGSS made several adjustments over the past two years to prepare for adding courses. We transitioned the masters program from 3-credit to 4-credit courses, lowering the number of courses that needed to be offered for that degree. We also added a new full-time faculty member in 2014-15 and a half-time faculty member who also directs the DPD program in 2013-14. Additionally, two school level faculty members are participating significantly as core faculty in the graduate programs.

We do not plan, nor do we see the need, for program faculty to offer core courses. We believe that the reorganizing we have done in the past few years has created sufficient capacity to offer the core courses annually. We will be discussing the core MA requirements to see if we need to make any adjustments there to ensure we can cover all the core courses for both degrees.

We also note that the reviewers are from schools that are on semesters, and we do wonder if our work on a quarter system may account for some of their concern since we do teach more courses across three terms rather than two and our credit hours may seem large if they are not converted to semester credits. Once our quarter credits are converted to semester credits, our requirements are not out of line with the reviewers' schools.

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We do agree with the reviewers that for the program to grow in the future beyond the initial enrollment projections of 16-20 students across four years, WGSS will need new tenure line faculty.

4. Exam Structure

The reviewers question the readiness of students to take comprehensive exams at the end of the second year. In both the PhD programs in Public Policy and Anthropology at OSU, students generally take comps at the end of the second year or in the third year, and so WGSS has amended our exam schedule to require that students take their comprehensive exams by the end of their seventh quarter in the program.

5. Alternate Academic Point of Focus

WGSS is deeply committed to OSU's land grant mission and applied focus, and we recognize that this priority in our PhD will situate us uniquely among WGSS PhDs nationally. We agree with the reviewers that our applied focus would be enhanced with the addition of someone with experience in experience with non-profit, for-profit, and public sector jobs focused on social justice. In fact, we had hoped to add such a person but because we were not given additional funding to develop the PhD we have not been able to do so.

We do believe creating a PhD that will help our students build an intellectual life centered in public research and community service is a significant contribution our PhD can offer to the discipline. We can strengthen this aspect of our proposal by engaging existing campus resources initially. We will connect more closely with Career Services to develop targeted opportunities for career advice and preparation for seeking employment. We will also work with applied programs such as public policy and business to buy-out faculty occasionally to offer relevant courses.

Most importantly, we have scheduled a discussion with Outreach and Engagement to explore the possibility of an extension faculty member in WGSS who would bring expertise from the non-academic world and would provide career mentoring, community service opportunities, linkages with local, national, and global employers for whom a WGSS PhD would be appropriate, and teaching in areas of leadership and management. Of course, such a position will require new resources, and if the conversation with O & E is fruitful we will begin to explore funding sources with the CLA Dean and O & E Vice Provost.

We do not think an administrative line would best serve our needs, but we do believe an extension faculty member could provide a balance of academic content and related processes that would support our students' professional skills and networking.

6. Faculty Work Load

We greatly appreciate the reviewers' concern for workload, and we are making intentional efforts to ensure loads are distributed equitably (The original Category I proposal reflected 10 core faculty. That has been changed to reflect 13 core faculty with a 9.4 FTE). As mentioned before, we have already made changes anticipating the addition of workload, such

as moving from teaching six classes per year to teaching five classes per year. Additionally, the SLCS provides a one course reduction for advising when faculty members achieve six points (one point for supervising a masters student and two points for supervising a doctoral student). So, for example, a faculty member supervising one doctoral student and four masters students (or two PhD students and two MA students) would receive one course down for the academic year. The SLCS also expects that all faculty members will teach courses at the lower division, upper division, and graduate levels so that responsibility for the graduate program does not fall on only a few faculty members.

While the reviewers overstated the MA thesis requirement (75 pages is generally the top-end, not the minimum, for thesis length), the faculty will be discussing whether or not we would like to create other options in addition to the thesis (such as comprehensive exam or culminating project with a significant research paper). This decision will be made by the end of spring term 2015.

The external review for the MA also noted the extent of faculty involvement with masters students. This may well be evidence of our desire to work with PhD students in order to build those kinds of mentoring relationships. We do, however, recognize that we must develop strategies to create appropriate boundaries on the expectations of masters level students.

Summary:

1. We have changed time to degree from three years to four.
2. Subsequently, we have adjusted the projected number of students from 12-16 to 16-20 once the program is fully enrolled in its fourth year.
3. The Category I proposal now reflects 13 core faculty (with a 9.4 FTE).
4. We will revisit the MA core to determine whether or not we should make changes to it in light of the needs for courses for the PhD.
5. To grow beyond the initial projected enrollment of 16-20 we will need additional tenure line faculty.
6. To address the need for additional expertise in careers outside academia, we are beginning conversations with the Career Development Office and Outreach and Engagement.
7. We have changed the requirement for taking the comprehensive exam from the end of the second year to the end of the seventh quarter.
8. We have scheduled a discussion about the MA thesis requirement and the workload in dealing with the masters students for our annual retreat at the end of May.

**Reformat Source: Office of Academic Programs, Assessment and Accreditation
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