

University of Maine
College of Liberal Arts and Sciences
Women in the Curriculum and Women's Studies Program
11/97

I. Full Program Title

Bachelor of Arts in Women's Studies

II. Program Objectives

A. Narrative description of program rationale

The Women in the Curriculum and Women's Studies Program is proposing a B. A. in Women's Studies in order to give students an opportunity to focus their programs of study on the history, contributions, experiences, and perspectives of women. The University of Maine prides itself on being a comprehensive public university, offering students a wide variety of educational experiences at a reasonable cost. As early as 1991 there were over 600 Women's Studies programs nation-wide, 187 with majors (Musil, 1991). Now 248 programs give majors in Women's Studies (Women's Studies Quarterly, 1997), and the University of Maine is the only land-grant university in New England without a major.

Interdisciplinary study is becoming the model rather than the exception for organizing academic inquiry as we move into the 21st century. Such an interdisciplinary major as Women's Studies offers students ways to cross disciplinary boundaries, bringing to bear the scholarly traditions of many fields of knowledge and combining them in new and productive ways. The AFFIRM planning document for the University of Maine emphasized the importance of interdisciplinary work, but few interdisciplinary majors are available in the University's curriculum at this point in time. Nationally, the work of Alexander Astin (1997) identifies the availability of and engagement with interdisciplinary course work as important correlates with college students' academic and cognitive development. In his comprehensive study, interdisciplinary courses were also associated with retention and students' satisfaction with their college experience.

Astin also identifies a number of positive educational outcomes, such as growth in leadership and cultural awareness, with what he calls "diversity" activities, including taking Women's Studies courses. To detractors of such departures from the classical curriculum, he says, "In short, the weight of the empirical evidence shows that the actual effects on student development of emphasizing diversity and of student participation in diversity activities are overwhelmingly positive" (p. 431). As students in the Women's Studies minor at the University of Maine have often said, "Women's Studies is what enabled me to make sense of the rest of my education."

Women's Studies identifies the concept of gender as its central organizing category, a concept we recognize as a pervasive social construction influencing many aspects of life including power and opportunity. Because the contributions and experiences of women have not been given equal weight in the university curriculum, Women's Studies seeks to redress that balance by putting women's concerns in the center. Women's experience is not unitary, however, and from the beginning Women's Studies has emphasized the diversity of that experience. With gender as a focal point of analysis, it considers a complex matrix including race, class, age, ethnicity, nationality, ability, and sexual identity.

Although in the United States Women's Studies grew out of the women's movement in the 1960s and 1970s and began as compensatory education, it has evolved into a comprehensive intellectual and social critique with far-reaching consequences in most colleges and universities. From its position on the margins in higher education, this critique has challenged the traditional disciplines to emphasize accurate development and analysis in their respective fields and, in doing so, has enriched the intellectual life of the university. Women's Studies has also challenged the language of knowledge acquisition in higher education. Rather than using the imagery of mastery of a subject matter that is used in traditional disciplines, Women's Studies employs the more appropriate metaphors of matrix, connection, conversation, and network.

Some of the most exciting scholarship in higher education today is coming out of work in Women's Studies, and the University of Maine is no exception. (See, for example, the enclosed curriculum vitae.) In the 1970s there were a few scattered Women's Studies courses here, taught in departments or as interdisciplinary seminars. Most people doing Women's Studies teaching or research labored unaided and unrewarded. That began to change with the establishment of the Women in the Curriculum Program (now the Women in the Curriculum and Women's Studies Program) in 1980. Because of its eight years of experience with a Women's Studies minor and its seventeen years of work on transforming the curriculum to include the contributions and perspectives of women, the WIC/WST Program is in a very strong position to establish this major for which there is already student demand. (See Appendix A.) There now exists on campus a sizable number of faculty teaching Women's Studies courses (both interdisciplinary and departmental), many of them with research programs on women's issues. (See section V. part A.) The WIC/WST Program also has an organizational structure sufficient to administer and teach a major, and there are substantial (although not entirely adequate) library resources on campus to support it.

B. General program goals

These goals were established for the minor in 1989 and would remain the goals for the major:

1. to teach and learn about all women's experiences, past and present;
2. to make women visible in their similarities, and differences;
3. to value personal experience as a way of knowing;
4. to create new knowledge about women and apply it to personal, political, and institutional change;
5. to strengthen the links among women and among women's programs in the community and on campus; and
6. to empower women by increasing choices in all women's lives.

C. Specific student outcomes

1. Students will achieve a more complete understanding of how the social construction of gender has influenced the roles, contributions, and experiences of women in many different cultures, now and in the past. Such an awareness can help them better understand our contemporary world with its changing roles and patterns for women and men alike.

2. Students will bring to the gender analysis of any situation knowledge of the complexity of its interaction with race, social class, and other forms of diversity.

3. Students will be able to recognize the connection between Women's Studies scholarship and the scholarship of other disciplines.

4. Students will develop an appreciation for the connections between Women's Studies scholarship, activism, and social change, historically and in the present.

5. Students will have the critical intellectual capacity and necessary communication skills to work to value and improve the position of all women in whatever public or private spheres they choose.

III. Evidence of Program Need

A. Existence of educational, economic, and social needs to include citations of specific authorities or studies consulted.

As a comprehensive, public university looking toward the future, the University of Maine has an educational need to offer interdisciplinary majors that will enable students to understand the rapidly changing world in which they will live and work. While there is certainly room for improvement, the courses now available in Women's Studies at the University of Maine do a better job than most courses of considering the complexity of all kinds of diversity. Interdisciplinary majors emphasizing diversity are especially welcome to students who want national and international perspectives in their education.

As Astin (1997) noted, “there are many developmental benefits that accrue to students when institutions encourage and support an emphasis on multiculturalism and diversity” (p. 431). The University has been criticized in the past for lack of diversity in its curriculum as well as in its student and faculty ranks. The proposed Women’s Studies major with its emphasis on diversity would be an example of initial steps in the right direction.

The University benefits now, and will benefit more as the major develops, from a faculty and student body engaged in interdisciplinary research and learning in Women’s Studies, challenging and refining the paradigms of traditional disciplines. When the “new” College of Liberal Arts and Sciences was established last year, one of the features differentiating it from the “old” College of Arts and Sciences was the incorporation of seven nondepartmental units, many of them interdisciplinary. This was touted as an advantage which would make the new college more attractive to students. Establishing a major in one of these areas is an important step along the way toward making this difference between the “old” and the “new” operational.

National surveys indicate that many Women’s Studies graduates from other institutions are employed in social service work, health services occupations, education, business, the law, and government at all levels (Luebke & Reilly, 1995). They find employment in public-policy related fields, working with women specifically or with people in general. Projections are that this type of work will expand in the 21st century. Anecdotal evidence from University of Maine students who have graduated with minors in Women’s Studies in the last seven years indicates that they have similar employment experiences and aspirations. As with many of the current majors in the liberal arts and sciences, Women’s Studies does not represent a response to a specific economic need to prepare students for immediate employment. However, future employers interested in intellectually flexible, socially conscious employees will be interested in hiring graduates of the Women’s Studies major we propose.

The social needs for the state of Maine and the nation certainly speak to the need for majors focused on women’s issues. Battered women’s projects are unfortunately very busy, and women’s employment opportunities are still not equal to those of men. Far-reaching changes in public policy related to health, welfare, and aging require understanding of women’s issues, an important role for Women’s Studies majors. The proportion of women elected to the state legislature in Maine is higher than that of most states, but there is an increasing need for reliable information on women’s issues on which all legislators can base their decisions. Well educated teachers and parents, cognizant of women’s issues, are necessary to staff and support schools in which female students truly receive the appropriate education to reach their full potential.

B. For 2-year programs... Not applicable

C. Detailed survey of similar programs that are offered within the University System, other higher education institutions, or other agencies within the State.

Women's Studies majors are offered in the state by the University of Southern Maine and Bates, Bowdoin, and Colby Colleges.

The B. A. in Women's Studies at USM is currently offered as a "group contract program" under the Self-Designed Major Program in the College of Arts and Sciences. Despite the term "self-designed," the Women's Studies major is a structured program requiring 42 credits: 15 hours of required courses; an internship or a thesis for 3 credits; topics courses from 2 of 4 subject areas for 6 credits; and at least 18 more credits of Women's Studies courses or approved departmental electives. The program has a director on released time from the English Department, two recent joint appointments (in Economics and Women's Studies, and in Sociology and Women's Studies), and a list of cooperating faculty from departments. The Women's Studies Council lists 19 faculty, including the director and the two joint appointments. Numbers of majors in the following academic years: 1995, 5 majors; 1996, 4 majors; 1997, 2 majors. This does not include anyone with a double major; including them might actually double the numbers.

At Bates the major is listed in the catalogue with all of the other majors, but does not have faculty lines. The program is directed by a faculty member on released time (one course) from a department, and there is one faculty member with a joint appointment in Sociology and Women's Studies. The person with the joint appointment is leaving Bates, but they are searching for a position which will be full time in Women's Studies. The major requires 10 courses including an introduction to Women's Studies, African American Women and Feminist Thought, Interdisciplinary Methodology, Feminist Theory and Methods, and a senior thesis. Numbers of majors in the following academic years: 1995, 8 majors; 1996, 12 majors; 1997, 10 majors.

At Bowdoin a faculty member directs the program with assistance of a professional staff member (30 hours/week) to work with student majors. All of the faculty have appointments in departments. A total of 10 courses is required for the major: an introductory course, Feminist Theory, a capstone course, four courses concentrated in one area for depth, and 3 courses from different areas for breadth. Numbers of majors in the following academic years: 1995, 5 majors; 1996, 7 majors; 1997, 9 majors.

At Colby there is one joint appointment in Women's Studies and American Studies who will direct the program after she gets tenure. In the meantime a faculty member from Philosophy directs the program for one course released time. Another person has a joint appointment with one course in Women's Studies. All the rest are faculty from departments. For the major 13 courses are required, but 3 must be in an area of expertise the student is developing in Women's Studies and possibly will not be Women's Studies courses (such as courses in African American Studies for someone who is developing expertise in African American women). Other requirements are one of a choice of four introductory courses, Feminist Theory, a senior seminar, and seven more courses either interdisciplinary or departmental. Students may count only 3 credits for internships, 3 for independent study, and 6 for honors (senior scholar) work. Numbers of majors in the following academic years: 1996, 3 majors; 1997, 5 majors.

Information was also collected on the Women's Studies majors at the other New England land-grant universities. With the exception of the University of Massachusetts-Amherst (which is one of the oldest programs in the country, offers a masters degree, and has its own faculty lines), all of the other programs have requirements or structures similar to those in the four Maine institutions listed above. Details can be provided on request. (The University of Massachusetts-Boston, another program with a long history, also has its own faculty lines.)

D. Enrollment projections for five years. (Support data shall be attached.)

During the 1980s two students designed majors in Women's Studies at the University of Maine using the old Bachelor of Arts in Special Studies (which died when the "old" College of Arts and Sciences was split up). More recently several nontraditional students have used the Bachelor of University Studies degree to design programs heavily emphasizing Women's Studies. A number of the students graduating with Women's Studies minors recently have said that they would have majored in Women's Studies if that had been an option. While the numbers of minors ebbs and flows, there are usually about 10 per year. At this point the WIC/WST director has had sustained contact with at least five students who will graduate with majors in Women's Studies in 1998 or 1999 if they have that choice. A brief survey conducted in Women's Studies classes and departmental electives indicates that there are a number more who are interested in a major. (See Appendix A.)

Students coming from high schools, especially in Maine, have not often heard of Women's Studies, so in the short term the major will do most of its recruiting from the population already on campus. One index of the interest is that the present introductory course in Women's Studies is now offered ten times in a calendar year, enrolling over 220 students a year. (The enrollment limit is 25, and except in the summer, the classes are always full.) The existing course in feminist theory, which would function as the gateway to the major as it now does for the minor, currently enrolls 18 to 20 undergraduates a year.

One of the untapped markets for students in the greater Bangor area is the placebound, older student. In other geographic areas where Women's Studies is offered at public universities, nontraditional women students are well represented in the student body. (This mix of traditional and nontraditional students is one of the positive aspects of Women's Studies courses in the view of all the students.) The connection of the Women's Studies Program at the University of Maine with faculty and courses at the Bangor campus remains close, and the appeal of the University of Maine will be greater if a Women's Studies major is available to potential transfers.

IV. Program Content. The opening paragraph will indicate the holistic nature of the program design in narrative form with attention to such items as listed below but not limited to these.

The Women's Studies major will be built almost entirely on courses already available, both approved departmental electives and interdisciplinary courses with WST designators. In surveying other degree-granting programs in the state and nationally, it appears that we have in place both the breadth of offerings and the sequential structure needed for a major which would compare favorably with majors at other universities and which would fulfill the objectives listed in Part II. Students majoring in Women's Studies would be required to satisfy all requirements of the College of Liberal Arts and Sciences, as well as the University of Maine's general education requirements. (It should be noted that many of the interdisciplinary WST courses and approved departmental electives already satisfy general education requirements. The capstone course required of all majors at the University of Maine is already in place as part of the minor.) Existing Women's Studies courses (including the introductory course) have a reputation for rigorous critical analysis and substantial writing requirements. We expect that to be the case for any new courses developed.

The Women's Studies Committee and the faculty teaching Women's Studies courses take diversity issues very seriously. The courses listed below as requirements all deal with issues of a wide variety of women differing in race, class, age, ethnicity, and sexual orientation. In particular, we are requiring SOC 330, Perspectives on Women, because it examines in a structural way the intersection and interaction of gender with other kinds of diversity. Our success in recruiting women of color to teach Women's Studies here has been only marginally more successful than the success of the University as a whole in hiring faculty of color. (For the past two years a woman of color who came here three years ago on a minority dissertation fellowship taught part time in Women's Studies.) While Gail Sockabasin, Associate Director of the Wabanaki Center, Sheri Clarke, Associate Dean for Minority Student Services and Multicultural Programs, and Maureen Smith, the new Director of the Native American Studies Program, and others have been generous with their time as guest speakers, we know that we need to increase the participation of more minority scholars in Women's Studies. We are working on doing that, but increased hiring of faculty of color in departments would certainly help.

A. Outline of required and/or elective courses. (Course descriptions can be provided if requested.)

The major would consist of at least 36 credits.

Required courses, 18 credits

WST 101 Introduction to Women's Studies

WST 410 Feminist Theory

WST 480 Senior Seminar in Women's Studies

HTY 332 Womanhood in America

SOC 330 Perspectives on Women

ANT 445 Gender and Anthropology or a course to be developed on global women's issues

Distribution Requirements, 9 credits, one course from each category

1. Culture:
 - COM 405 Women and Communication
 - ENG 246 American Women's Literature
 - ENG 256 British Women's Literature
 - ENG 471 Feminist Literary Criticism
 - ENG 481 Topics in Women's Literature
 - HTY 494 Women, History, and American Society: Selected Topics
 - PHI 439 Feminist Social and Political Philosophy
 - THE 470 Women Playwrights
 - or another course by permission
2. Society and Public Policy:
 - CHF 451 Family Relationships
 - CHF 452 Violence in the Family
 - COM 405 Women and Communication
(can't count in both categories)
 - SOC 345 Women, Crime and Criminal Justice
 - WST 201 Topics in Women's Studies: Women and the Legal System
 - or another course by permission
3. Health, Science, and the Environment:
 - NUR 420 Women in Health
 - WST 201 Topics in Women's Studies: Women in Science
 - or another course by permission

The **remaining credits** (at least 9) can be taken from among the courses listed above, additional departmental electives or Women's Studies topics courses, internships, independent study courses, or courses taken at other universities in the U. S. or abroad.

Indeed, internships, study abroad, and national student exchange opportunities are strongly recommended. An established policy for designing and approving internships (including faculty and agency supervisors) is already in place for the minor. A similar policy regulates independent study options.

This list of courses includes those listed in the catalogue and (with a few exceptions) offered regularly. In addition, a wealth of courses has been offered in recent years under topics numbers in departments and under the three levels of topics courses in Women's Studies: WST 201, 301, and 401. These topics courses may be added to the lists under each of three distribution categories above by permission. (For a list of topics courses offered in the last five academic years, see Appendix B.) Because the minor has been in place for eight years, the Women's Studies Program has already developed policies and procedures for approving departmental electives.

B. Development of new courses and/or what they may displace

An interdisciplinary course on global women's issues has been projected by the Women's Studies Committee to be offered under one of the WST topics numbers for the 1998 - 1999 academic year. Initially this will be team taught by faculty members with expertise in Latin America, Europe, Africa, and Asia. (A grant for the development of this course could be funded from money in the WIC/WST Program budget for curriculum transformation.) This course would be an additional yearly offering as an alternate to taking ANT 445.

Dr. Amy Fried, the new faculty member in Political Science, has expertise in the area of women and politics and hopes to offer at least one course on that topic, which will be taught in her department. That would add to the choices under distribution requirement #2. We would also like to work with faculty in the School of Social Work on an additional offering in public policy.

Dr. Joanne Gula, a new faculty member in Communication and Journalism, will offer Women and the Mass Media in the spring 1998 semester as JMC 498 (a topics course designator). We hope that course will be added to the regular curriculum of her department and offered regularly.

It is not anticipated that these additions will displace anything else, but rather enrich the departmental offerings. Faculty in departments often teach one or more topics courses a year of their choosing.

C. Type of research activity, if any, in the program design.

Student research in this major will be centered in the senior seminar (capstone course) in which students write a major paper on a topic of their choosing related to the theme chosen by the seminar professor that semester. (For the past two semesters the theme has been on women and education, broadly defined.) Most Women's Studies courses have substantial writing requirements, however, and research papers are not uncommon assignments. Students often combine library research with field experience in doing class assignments or independent studies.

Possible audiences for this student research exist on campus. The Women in the Curriculum lunch series and the two-week Women's History Celebration in March have featured student presentations every year and would do so more frequently with a Women's Studies major. If the College of Liberal Arts and Sciences continues the conference on undergraduate student research begun in the College of Social and Behavioral Sciences, Women's Studies students could present their work there. The yearly conference sponsored by the Maine Women's Studies Consortium is another place where students are encouraged to present their work.

D. Nature of independent study, clinical experience, and/or field practicums employed in curriculum design

Because both independent study and internships or field practicums have been an important (but not required) feature of the minor, we expect them to continue to be at least as important for the major. Indeed they will be strongly encouraged because they contribute to achieving student outcomes #4 and #5. We have developed a policy for design and approval of both internships and independent study which include a supervising faculty member, a reading list, a description of written work to be graded, and, in the case of internships, an agency supervisor. This procedure works well. The director can suggest possible faculty members for specific projects and has always been able to match students with an appropriate professor. Faculty generally find this kind of work rewarding and are generous with their time. There is no reason why this arrangement should not continue. In fact, with guidance from the WIC/WST director, a workstudy student is presently compiling a data bank of possible internships in the Bangor/Orono area.

E. Impact of program on existing programs on the campus

While some students may leave other majors to major in Women's Studies, if national trends are applicable here, students may try to earn double majors in Women's Studies and something else (Musil, 1991). A number of students filling out our survey indicated that they would make Women's Studies a part of a double major. We also hope that students who were not choosing the University of Maine, especially nontraditional students, will be attracted by the Women's Studies major.

Because of the long history of curriculum transformation on this campus and the development by faculty of research and teaching specialties on women's issues, we have a wide range of possible recruits for teaching WST courses. Many departments have incorporated Women's Studies courses into their regular curricula and offer the departmental electives yearly. Since this major will be built almost entirely on existing offerings, there should not be much of an additional impact on departments. In fact, if this program does attract new students to campus or retain students who would transfer to seek Women's Studies majors elsewhere, the impact could be positive.

V. Program Resources

Because the Women's Studies Program has grown up within an established unit at the University--the Women in the Curriculum and Women's Studies Program--most of the resources needed are already in place. The WIC/WST Program has a full-time director (academic year plus one month), a half-time professional staff associate (fiscal year), and a full-time administrative assistant (academic year). While the WIC/WST Program has other responsibilities besides Women's Studies, substantial staff time has been devoted to Women's Studies in the past. These salaries are entirely within the base budget, and there is sufficient money in the base budget for seven sections of WST courses per year. This year, and probably for the next three, we will have money for two more sections of WST courses from the money donated by Stephen and Tabitha King. In recent years a number of courses have been offered in the evening and summer session on a contingency basis, but funding for those comes from the Division of Lifelong Learning. (A certain number of seats in the evening courses have been made available to day students as well.)

A. Personnel

Governance of the Women's Studies Program is the responsibility of a faculty committee of about 12 who set policies and assist the director. Most of those on the committee are faculty who teach WST courses or departmental electives.

These and other faculty have taught departmental or interdisciplinary Women's Studies courses in the past 6 years or this semester.

Tenured or tenure track faculty

Dr. Ann Schonberger (Director of the WIC/WST Program and Professor of Mathematics): Senior Seminar in Women's Studies; Introduction to Women's Studies; Women in Science

Dr. Steven Barkan (Professor of Sociology): Women, Crime and Criminal Justice

Dr. Josephine Donovan (Professor of English): Feminist Theory; American Women's Literature; Feminist Literary Criticism; Topics in Women's Literature; Senior Seminar in Women's Studies

Dr. Nancy Fishwick (Assistant Professor of Nursing): Women in Health; Introduction to Women's Studies

Dr. Saundra Gardner (Associate Professor of Sociology and Dept. Chair): Perspectives on Women; Introduction to Women's Studies

Dr. Michael Grillo (Assistant Professor of Art History): Women in the Medieval and Renaissance Periods; Film and Video Theory--Feminist Vision, Female Directors

Dr. Naomi Jacobs (Professor of English): British Women's Literature; Introduction to Women's Studies

Dr. Kristin Langellier (Mark and Marcia Bailey Professor and Professor of Communication and Journalism): Women in Communication; Introduction to Women's Studies; Senior Seminar in Women's Studies

Dr. Margaret Lukens (Assistant Professor of English): American Women's Literature; Native American Women Writers and Storytellers

Dr. Kathleen March (Professor of Spanish): Women in the Hispanic World; Introduction to Women's Studies

Dr. Cynthia Mahmood (Associate Professor of Anthropology): Gender and Anthropology

Dr. Robert Milardo (Professor of Child Development/Family Relations): Family Relations; Violence in the Family

Dr. Virginia Nees-Hatlen (Associate Professor of English): Introduction to Women's Studies

Dr. Kristina Passman (Associate Professor of Classical Language and Literature and Chair of the Dept. of Modern Languages and Classics): Women in the Ancient World; Amazons and Women Who Fight; Ethic of Care; Introduction to Women's Studies; Feminist Theory

Jane Snider, MFA (Associate Professor of Theatre/Dance and Associate Director of the School for Performing Arts): Women Playwrights; Introduction to Women's Studies

Dr. Jean Symonds (Associate Professor of Nursing): Women in Health; Ethic of Care; Introduction to Women's Studies

Dr. Marli Weiner (Associate Professor of History): Womanhood in America; Women, History and American Society: Selected Topics; Senior Seminar in Women's Studies; Introduction to Women's Studies

Adjunct or Part-time Faculty

Martha Broderick, Esq. (Instructor in Business Law): Women and the Legal System

Dr. Margaret Cruikshank (Lecturer III in Women's Studies): Introduction to Women's Studies; Women and Aging; Lesbian Literature; Introduction to Lesbian Studies

Margaret Danielson (Associate Professor of English, Bangor campus): Introduction to Women's Studies

Sandra Haggard (Associate Professor of Biological Science, Bangor campus): Women and Science; Introduction to Women's Studies

Dr. Mary L. Hough (Staff Associate of the WIC/WST Program): Introduction to Women's Studies; Womanhood in America

Dr. Sharon Jackiw (Associate Director of Research and Sponsored Programs and Cooperating Associate Professor of German and Linguistics): Introduction to Women's Studies

Dr. Renate Klein (Instructor of Family Studies): Family Relations; Violence in the Family; Couple Conflict and Domestic Violence--Cross-cultural Perspectives; Introduction to Women's Studies

Dr. Joann Kovacich (Faculty Associate in Anthropology and Nursing): Gender and Anthropology

Dr. Carol Toner (Research Associate Professor of History): Topics courses in women's history, especially on women and work

In addition, these new faculty will be teaching departmental electives in the Spring 1998 semester

Dr. Christa Acampora (Assistant Professor of Philosophy): Feminist Social and Political Thought

Dr. Joanne Gula (Assistant Professor of Journalism): Women and the Mass Media

1. Vitae to be enclosed
2. Specific effect on existing programs of faculty assignments to the new program. List necessary faculty adjustments.

Thus far the volunteer system has worked fairly well with the director of the WIC/WST Program negotiating with faculty and department chairs for faculty to be released from a course in their departments (with WIC/WST paying the section money to hire their replacements) or to teach on an overload basis (with WIC/WST paying them directly). It would be desirable to negotiate longer term agreements with departments for faculty to be released so planning could be done farther ahead than a semester at a time, and we are working on that.

The one personnel increase we are requesting is the increase of the position of WIC/WST staff associate from 1/2 to 3/4 time. For each of the past three semesters she has taught one section of the introductory course and has been paid additionally for each section from the money budgeted for sections. Since she earned her Ph.D. in women's history in May, 1997, we would like to regularize her teaching responsibility to one WST course each semester. The cost for this job readjustment at her current salary would be \$9592 (including 30.5% fringe benefits). The section money freed up yearly by this reallocation would be used to pay for one section of the course on global women's issues we proposed to develop and one section of the course on women and science needed to assure a yearly offering for distribution requirement #3.

B. Current library acquisitions available for new programs

The WIC/WST Program maintains a modest lending library together with the Women's Resource Center in the office complex they share in 101 Fernald. Books (mostly donated), journals, a substantial collection of videos, and vertical files of individual articles and pamphlets are available to the entire community. The video collection has recently been enhanced by purchases made with two grants from the Bird and Bird Instructional Development Fund and a gift of videos on contemporary American women writers from the Lannan Foundation.

The Fogler Library's established acquisitions policy adds many books on Women's Studies to the collection every year, including those ordered by departmental faculty. However, Nancy Lewis, the librarian in charge of Women's Studies, says that this is not the way to complete a carefully planned collection and the way we do it leaves significant gaps. While Women's Studies faculty in departments do suggest books on women's issues related to their own interests, they have other priorities as well and important areas have no faculty specializing in them. The journal subscription picture is even less bright. The library now subscribes to a number of Women's Studies journals but should have more to support a major. Women's Studies has a line in the library budget, but it has zero funding at present. Nancy has made a list of desirable periodicals which could be obtained at a cost of about \$1800 and recommends a yearly book budget of \$3,000 for a total of \$4,800. This is less than the established library lines for other units in the College of Liberal Arts and Sciences.

A request of such size might necessitate reallocation of library funds and might be seen as a loss to other units. However, Women's Studies scholarship is some of the richest and most prolific in the nation (indeed the world) at this time (Lerner, 1997). More library acquisitions in Women's Studies can enrich the traditional disciplines immeasurably.

C. New equipment necessary for new program and plan for its acquisition.

Not much is presently needed, because the WIC/WST Program is at present adequately equipped and cooperating faculty are equipped in their departments. The one thing we would like is a computer and a phone for Internet linkup for the use of part-time faculty who are not provided an office elsewhere. (See D. below.)

D. Additional space requirements, if any, including renovations.

Again the WIC/WST Program is adequately housed at present and cooperating faculty are housed in their departments. We have had a need for another office for part-time faculty who have no other affiliation. This year, we have borrowed space in the basement of Fernald Hall from the Intensive English Institute. If the need continues and if that space is not available next year, then one faculty office will be needed.

E. Extent of cooperation with other programs.

The cooperation of departments in releasing faculty to teach WST courses has already been mentioned. When departmental courses in Women's Studies are offered which are also interdisciplinary, we have cross-listed them as WST 201, 301, or 401. This exposure in two places in the schedule of classes has been beneficial in generating student enrollment. Such an example is the topics course on Native American Women Writers and Storytellers offered last spring. Indeed that course was developed the previous summer with the aid of a WIC/WST curriculum transformation grant to its professor. Another example is the Art Department's upcoming course on feminism and film.

The WIC/WST Program has also cooperated with women working to develop material for the Franco American Studies Program, giving them a grant in 1994 to develop a Franco American women's anthology. That group will give a course on Franco American women next summer which will be cross-listed under both Women's Studies and Franco American Studies. We think it is a very positive indication of the strength and good reputation of the Women's Studies Program that both departments and interdisciplinary programs see cross-listing with Women's Studies as providing visibility and status.

We have cooperated with the Division of Lifelong Learning to offer a substantial number of courses in the evenings and summer sessions. These have included a few distance learning courses offered on ITV and the Internet, but we are moving cautiously in that area because of the importance of personal interaction in Women's Studies courses.

We have also cooperated a great deal across time with faculty in Liberal Studies at the Bangor campus. Quite a number of the past six years of our graduates with minors in Women's Studies have started their college careers in Bangor. After the Bangor campus was reassigned to the University of Maine at Augusta, we have continued to help them promote and develop Women's Studies courses on their campus. Two of their faculty teach WST courses, including one who brings a level of expertise in the area of women and science available nowhere on the Orono campus.

The University of Maine's Women's Studies Program is a member of a statewide group which it helped to found--the Maine Women's Studies Consortium. The group includes programs from University of Maine System campuses and private colleges involved in Women's Studies activities. Besides meeting three times a year to share information and resources, the group runs a yearly Women's Studies conference attended by several hundred academic and community people. We also try to share out-of-state speakers to minimize the costs. At our first meeting this fall we began to discuss possible ways we could cooperate to share course offerings, but that may be far in the future.

VI. Total Financial Consideration

A. Estimate of anticipated cost and anticipated income of the program for five years

Anticipated income would be solely from tuition revenue and state appropriation through the usual funding formulae. The exception is our share of the King money, which has a limit of four years.

Besides the costs for a library line, a telephone line, and the increase in the salary of the staff associate, the anticipated cost would be dependent on the popularity of the program. The structure of the WIC/WST Program and the fact that many of the majors will come from the ranks of the anticipated minors, indicate that modest growth could be achieved with few additional resources. Also additional travel money would be helpful to fund faculty to attend Women's Studies conferences, not covered by their departmental budgets.

B. Detailed information on first-year costs, including

1. New personnel requirements: \$9592 (including 30.5% fringe) to raise the WIC/WST staff associate position from 1/2 to 3/4 time
2. First-year revenue and identity of source: tuition and state funding
3. How operating costs are going to be absorbed into current campus operating budget over a 5-year period: The WIC/WST operating budget can cover this, perhaps with modest increases in the current travel, equipment, and supply budgets.
4. What additional funding is required to support the program? (Identify the source.): Library line: internal reallocation.

5. Lifetime of outside or independent funding and plan for how and when program becomes part of E & G budget: The King money expires after four years. We hope that by then some of the benefits of the retirement buyouts will have “trickled down” to the WIC/WST Program.

VII. Program Evaluation

Since the guidelines from the System office specify that this is to be done after two years, it doesn't seem necessary to provide a specific plan now. As in many arts and humanities fields, there is no formal accreditation body in Women's Studies. However, the WIC/WST Program director is well connected with other chairs and directors in Women's Studies nationally through the National Women's Studies Association and can draw on that pool of experts to form an evaluation team.

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APPENDIX B

Topics Courses in Women's Studies Offered at the University of Maine in the Past Six Years or To Be Offered in AY 1997 - 1998

- ARH 368 Women in Medieval and Renaissance Centuries; Film and Video Theory--
Feminist Vision, Female Directors
- CHF 404 Couple Conflict and Domestic Violence--Cross-cultural Perspectives
- ECO 370 Women in the American Economy
- ENG 243 Native American Women Writers and Storytellers
- FAS 329 Franco American Women's Studies
- HON 301 The Mothers of Invention--Experimental Women Writers
- HTY 499 Women in Asia; Women in World War II; Women in Latin America
- JMC 498 Women and the Mass Media
- LIB 500 Ethic of Care
- MLC 190 Women in the Ancient World; Amazons--The Myth and Reality of Women
Who Fight; Mythologies; Amazons--A Multicultural Perspective
- WST 201 Women's Autobiography; Women in the Hispanic World; International
Women's Autobiographies; Lesbians Through Three Lenses; Women and
Science; Introduction to Lesbian Literature; Female Artists, Feminist Art;
Feminism and Film; The Culture(s) of Working Class Women; Women and the
Legal System; Women and Aging; Women, Artists, and Art History; Introduction
to Lesbian Studies