

**Administrative and Support Program**  
***Margaret Stevenson Center for Women's Studies,***  
***February 2014***

## CENTRALITY TO MISSION

### One: Consistency with the University's Mission, Vision and Strategic Goals

What are the program's main responsibilities (up to 5) and how do they support the University's mission and vision?

Responsibilities	Support of Mission/Vision
<ul style="list-style-type: none"> <li>To create an interdisciplinary curriculum focused on gender issues, which places women at the center both substantively and theoretically, through the women's studies minor.</li> </ul>	<p>"Minds are engaged and challenged" while "character is modeled and formed" in coursework and service learning that blends analysis of gender relations, critical thinking about gender issues, and real-world application to personal values and actions.</p>
<ul style="list-style-type: none"> <li>To transform the liberal arts curriculum and co-curriculum to include the concerns and perspectives of women through speakers, events and forums that raise awareness about gender issues for both students and faculty.</li> </ul>	<p>Our interdisciplinary curriculum and collaboration between academic and co-curricular departments on campus continues to innovate programmatically to strengthen and enhance student learning, and to "develop the whole person" by linking classroom and wider campus community.</p>
<ul style="list-style-type: none"> <li>To foster support for the goals and achievements of women students, faculty and staff, encouraging pedagogy and scholarship inclusive of women and men.</li> </ul>	<p>Women's Studies has helped PLNU achieve prominence, expressing our distinctive Wesleyan voice as the leader in gender studies in the CCCU by initiating national conferences and being asked to help others develop women's studies programs; and supporting faculty research presentations that have gone on to be published in books and journals.</p>
<ul style="list-style-type: none"> <li>To address gender-based concerns in the university community, creating a warm and hospitable climate in which all members of the community can flourish.</li> </ul>	<p>WS courses and events include analysis of race, ethnicity and socio-economic class, as well as gender – promoting our core value of ethnic and cultural diversity, engaging with others who are different from oneself toward reconciliation and flourishing. Ongoing discussion groups, such as the women faculty/professional staff lunch, provide an access point for gender concerns to be raised.</p>
<ul style="list-style-type: none"> <li>To provide resources and information about women and gender issues, making them accessible to the campus community for awareness and action.</li> </ul>	<p>The service learning in Women's Studies courses demonstrates "service as an expression of faith" by and for students; WS students have initiated activities such as "Stop the Violence Week" and film forums on gender justice issues ("Half the Sky"), and have been motivated to seek out internships (such as working with anti-human – trafficking organizations).</p>

**Narrative response summarizing responsibilities – See Academic Prioritization Metrics Section One (Excel spreadsheet).**

**Please limit each response to 200 words. Any responses beyond 200 words WILL NOT be reviewed.  
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## **Two: Internal and External Demand for the Program/Service (to show the need for and attractiveness of the program/service)**

### **2.1 Who are the key users of this program? (Bulleated response)(200 word limit)**

- Undergraduate students
  - Students who attend co-curricular lectures, films and events (on average, 97 attendees per event during 2011-12, 2012-13, and 2013-14 academic years).
  - Students in General Education women’s studies course (POL190 – Social World – over 30 students each fall)
  - Students in upper-division elective courses in WS (for their major or elective credit)
  - Students who participate in targeted events, such as the “Results May Vary” retreat for graduating women (20% of women in senior class attend)
- Faculty, staff and administrators
  - Attendees of women faculty/professional staff lunch discussion group
  - Faculty who present research, or benefit from hearing about colleagues’ research
  - Staff and faculty who attend lectures, films and events
- San Diego community members who attend public events, speakers and films
- Other CCCU universities who look to us for leadership and support of their own gender scholarship and programs (attend our conferences, ask us for programming ideas or to help with program review, ask our WS faculty to speak at their events on their campuses)

### **2.2 What is the internal demand or participation rate for this program and how is this measured? (Request for services, enrollments, resources, etc. – (200 word limit)**

Participation in events open to the campus community is healthy, with an average of **97** attendees at events (past three years). This academic year WS has averaged **113** attendees at films and talks; this is up from average attendance last year of 74 and 85 two years ago. All events in the past two years had at least 40 attendees, with a high of 150-180 at some.

Women’s Studies is asked to collaborate in planning, presenting, or co-sponsoring events with:

- Spiritual Development Office (Results May Vary retreat; chapel speakers; sponsoring student to attend “Come the Water” conference; Women in Ministry events)
- Writers Symposium by the Sea (speakers, panel discussions)
- History & Political Science Dept. (annual women’s history lecture, sponsored jointly)
- Wiley Lectures (panel discussions with lecturer)
- Wellness Center (films)
- Study Abroad Office (film)
- Creation Care (speaker/workshops)
- Center for Teaching and Learning (feminist pedagogy workshop)
- Center for Justice and Reconciliation (speakers, events)
- Wesleyan Center for 21<sup>st</sup> Century Studies (speakers, conferences)
- Institute for Politics and Public Service (films, networking events)
- Literature, Journalism and Modern Languages Department (speakers for Poetry Day)
- Pi Sigma Alpha honor society (film)
- Music Department (Recital, women composers)
- Student Development (Sophomore women’s event, MOSAIC women’s luncheon)

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**2.3 What significant changes in internal demand have occurred over the past 3 years and is this demand being met? If not, please identify the resources needed to meet this demand. (200 word limit)**

Over the past 5 years, WS has averaged 2 WS minors graduating per year. Happily we're seeing a jump in the number of underclassmen coming into the minor; we currently have 10 declared from the sophomore /junior classes, with more inquiries. The introductory WS course, POL190, has grown to have a steady average enrollment of 34 over the past 3 years (from smaller fluctuating enrollment previously). The "Results May Vary" retreat grew from approximately 40 students in 2010, 52 in 2013, to maxed out at 60 in 2014. We have reserved additional space (to 80) for 2015; with this year's excellent evaluations, we anticipate needing that capacity.

WS receives an increasing number of requests for collaboration on programming every year. Examples of continuing cooperation: Spiritual Development (on RMV retreat and Women in Ministry events), HPS (annual women's history lecture), and Writers by the Sea/LJML (women authors/poets). New requests this year: Student Development (working with Residential Life on an event targeted to sophomore women/retention; partnership on the MOSAIC women's history month luncheon) and the Study Abroad Office (film forum on "Girl Rising," conversations toward creating a WS study abroad experience). A student intern has begun helping manage increased workload.

**2.4 What effect do external factors (i.e., needs, accreditation, certification, legal requirements, etc.) have on the program's ability to meet its goals? (Bulleted response)(200 word limit)**

N/A

**2.5 What significant changes in external demand have occurred over the past 3 years and is this demand being met? If not, please explain. (200 word limit)**

The number of women attending college continues to grow, outpacing male students matriculating. PLNU continues to see a rising number of female professors join its faculty. These students & faculty deserve a campus climate that is attuned to their needs and experiences – for safety from harassment, discrimination and assault; workplace and campus life policies that encourage their ambition and allow them to flourish; and classes & spiritual formation that include them at the center, not as an afterthought, highlighting their contributions and gifts. WS programs across the university assist in accomplishing these aims, keeping gender concerns visible and addressing issues that arise.

Recently, WS faculty at PLNU have been asked to give keynote addresses for other gender programs (Linda Beail at Whitworth University, Bettina Tate Pedersen at Trinity Western); do program review for women/gender studies (Goshen College 2013, Whitworth University 2012); assist in program development (request from Azusa Pacific's WS program); and organize a follow-up conference to the 2008 and 2010 national conferences we co-organized on gender issues in Christian higher education at PLNU and Abilene Christian University.

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## PROGRAM QUALITY

### Three: Quality of Program Inputs and Processes:

Because many of our program inputs are done by faculty, not staff, these questions seem less applicable than the curriculum metric questions in the Excel spreadsheet, section three. Please see answers to Section 3, quality of program inputs, on spreadsheet.

### Four: Quality of Outcomes:

**4.1 How do you define success in your program? What data or information do you use to measure your success?** *Be as specific as you can about the types of indicators that you use to track success or make program adjustments. You may provide summary tables of data in addition to the 200 word narrative.*

We measure our success in a variety of ways, which take into account the diverse components of our program. Our program includes an interdisciplinary minor in Women's Studies. Because the courses that make up this minor are housed in different departments, they are assessed through the regular assessment efforts of those departments. However, the Women's Studies program does use both quantitative measures (number of students in the minor and number of students enrolled in the courses) and qualitative measures (IDEA course evaluations and student comments from these courses) to evaluate the courses. The faculty teaching our courses consistently have high teaching evaluations and very positive feedback from students. Our other program events, which are open to all PLNU students, faculty, and staff, are evaluated through a combination of quantitative data (how many people attend the events) and qualitative feedback about the value of the events, in the form of reflective assignments embedded in the courses offered in the Women's Studies minor. The "Results May Vary" retreat is also assessed through a survey evaluation given to all participants. We have strong levels of attendance at our events and overwhelmingly positive feedback about their effects on students' learning and development.

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Number of People in Attendance at Events Sponsored or Co-Sponsored by the Women's Studies Program									
2011-2012		2012-2013				2013-2014 (through Feb. 10, 2014)			
Talks	No.	Talks	No.	Film Forums	No.	Talks	No.	Films Forums	No.
Mary Paul, <i>Women Who Lead</i>	40	Rebecca Laird, "Olive Winchester"	50	<i>Miss Representation</i>	150	Faith, Gender and Poetry with Katie Manning	120	<i>The Invisible War</i>	91
Rebecca Held Evans, "A Year of Biblical Womanhood"	120	Dr. Linda Beail, <i>Framing Sarah Palin</i>	Over 100	<i>Half the Sky</i>	Over 100	Authors of <i>Results May Vary</i>	60	<i>Girl Rising</i>	180
Annual Women's History Lecture: Dr. Peggy Bendroth	85	CTL Workshop: "The Practical Feminist Classroom" (for faculty only)	30			Senior Women's Forum Retreat	60*		
Dr. Lauren Winner, "Dislocation as Grounding of Faith"	100	<i>Good People</i> by David Lindsay-Abaire, Old Globe Theater	40						
Senior Women's Forum Retreat	58*	Juliette Singler voice recital, <i>Sirensongs</i>	50						
		2013 Kyoto Laureate Lecture by Gayatri Chakravorty Spivak at USD (off campus)	15						
		Senior Women's Forum Retreat	50*						
<b>Average attendance</b>	<b>81</b>		<b>48</b>		<b>90</b>		<b>80</b>		<b>135</b>

\*Senior Women's Retreat: Shows number of students in attendance. Each also had 10-12 faculty/ staff members.

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Number of Students Enrolled in Courses that Count for the Women's Studies Minor											
Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014	
Course	No.	Course	No.	Course	No.	Course	No.	Course	No.	Course	No.
FCS 340	10	COM 312	18	ECO 440	1*	FCS 340	10	POL 190	37	POL 330	13
HIS 475	3	ECO 440	13	POL 190	30	BIB 495	7	HIS 475	22	FCS 340	10
POL 190	34	FCS 340	9			THE 310	4	POL 415	18	LIT 437	12
POL 415	17	LIT 437	11			LIN 404	2			NSG 446	7
		NSG 446	1*			NSG 447	1				
		POL 330	8								
<b>TOTAL</b>	<b>64</b> (av.16)		<b>60</b> (av.12)		<b>31</b> (av.30)		<b>24</b> (av. 5)		<b>77</b> (av.26)		<b>42</b> (av.11)

\*Course offered as independent study; excluded from averages.

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<b>Results of Evaluation Survey From Senior Women's Forum Retreat 2014 (Excerpt)</b>						
<b>Question #9. How helpful was each session in expanding your understanding of the various life stages and themes addressed?</b>						
Question	Very Helpful	Somewhat helpful	Neutral	Not helpful	Don't remember	Total Responses
Friendship	38	12	3	0	0	53
Ambition & Vocation	38	14	1	0	0	53
Navigating Relationships	40	9	4	0	0	53
Health & Wholeness	39	10	4	0	0	53
Faithful Living	28	20	3	0	0	51
<b>Question #13. Please rate the breakout session you attended:</b>						
Question	Very Helpful	Somewhat helpful	Neutral	Not helpful	Don't remember	Total Responses
Finances	12	5	0	0	0	17
Career Counseling	9	1	1	0	0	11
Discerning God's Call	8	8	2	0	0	18
Graduate School	4	6	3	0	0	13
<b>Question #15. Rate how closely you identify with the following statements (1: Do not identify; 5: strongly identify)</b>						
Question	1	2	3	4	5	Total
I feel better prepared for the challenges and opportunities that will arise for me as a woman in the post PLNU world.	0	1	5	25	25	56
I feel inspired to fully exercise my gifts and talents as an expression of my unique faith	0	1	5	19	31	56
From the testimonies, anecdotes, and recommendations of the women present at the retreat, I feel better equipped to integrate my faith and consider my femaleness when making life choices and lasting decisions	0	0	2	17	37	56
This weekend helped me better see and appreciate the uniqueness of being a woman on a Christ-centered journey	0	0	2	15	38	55
I learned something new about myself	0	0	11	13	30	54

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<b>Summary of Course Evaluations from Women's Studies Courses in Fall 2013</b>		
<b>POL 190: The Politics of Race, Class and Gender</b>		
	Raw Average (5-point scale)	Adjusted Average (5-point scale)
Progress on Relevant Objectives	4.5	4.5
Excellent Teacher	4.5	4.5
Excellent Course	4.4	4.5
Summary Evaluation	4.5	4.5
<b>POL 415: Women and Politics</b>		
	Raw Average (5-point scale)	Adjusted Average (5-point scale)
Progress on Relevant Objectives	4.4	4.3
Excellent Teacher	4.5	4.3
Excellent Course	4.6	4.5
Summary Evaluation	4.5	4.4
<b>HIS 475: Topics in Women's History</b>		
	Raw Average (5-point scale)	Adjusted Average (5-point scale)
Progress on Relevant Objectives	4.5	4.2
Excellent Teacher	4.7	4.4
Excellent Course	4.6	4.4
Summary Evaluation	4.6	4.3

#### **4.2 Describe what you have learned about your program from the data that you have gathered.**

All of our qualitative data points to the enormous success of the program in helping to shape students and encourage their intellectual and spiritual growth. The results of the Senior Women's Forum Retreat survey (excerpted in the table under 4.1) are incredibly positive, and show that in every single category, almost all of the students found the sessions either "very helpful" or "somewhat helpful," and they feel better prepared for their futures as a result. The courses taught as part of the Women's Studies Minor are also viewed very positively by students and have a high level of success in achieving the relevant course objectives (see table under 4.1). We typically have a strong attendance at Women's Studies events, but continue to work on increasing attendance. We are also aware that some of the courses that count for the Women's Studies program have had low-enrollment numbers, and our efforts to address that are discussed below in 4.3.

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**4.3 Describe what changes you have made to your program or processes based on the data that you have gathered. (200 word limit)**

This is a very dynamic program with a lot of moving parts. We are continually adjusting the types of events and the days/times of events we offer to ensure that we are meeting the current needs of the campus community and can take advantage of opportunities to be more efficient by co-sponsoring events with other programs on campus.

One of the biggest challenges revealed by the above data is related to the low enrollment in some of our Women's Studies courses. Because our courses are housed in a variety of departments, we have little control over when those courses are offered (which semester, as well as time and day when the course meets). Our low enrollment numbers tend to correspond with semesters when either too many or too few Women's Studies courses are offered, as well as when they are offered at competing times. We have worked with individual departments this year to ensure appropriate spacing for these courses, and encouraged them to advise their majors into these courses, since they own/staff them for their own programs primarily. Enrollment number in 2013-2014 courses are appreciably stronger, with almost all courses above 10 (table under 4.1).

**4.4 What examples of exemplary performance has your department received within the past 3 years? (e.g. staff awards, productivity measures, etc.) (Bulleted response)(200 word limit)**

N/A – not primarily staff, so these types of performance measures are not applicable. Strong student evaluations in courses, positive assessments from events like the retreat and from the national conference held in 2008, a strong record of publications and presentations from PLNU students, faculty and staff engaged in gender scholarship, and requests for assistance in WS program development/review from other universities all speak to exemplary performance of the WS Center.

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## EFFICIENCY

### Five: Size, Scope and Productivity and Costs of the Program:

#### Size, Scope and Productivity:

5.1 List staff assigned to the program along with major responsibilities of each (provide an organizational chart or staffing matrix). Indicate which positions are full-time, part-time, contracted, student workers, etc. (If position is shared with another department please identify that department and the percentage of time shared) (insert rows as needed)

Position	#	Status	Responsibilities
Director		Faculty – partial load credit (8 hours of 32 FT load)	Give vision and energy to the WS program; advise WS minors; oversee curriculum (solicit possible new courses from departments, submit proposals with depts. for WS minor additions to APC, coordinate schedule of course offerings from different departments); create, submit and manage annual budget; report regularly to WS Steering Committee and, with their help and advice, plan WS calendar of events and develop programming; publicize WS events; co-direct “Results May Vary” retreat; facilitate women faculty/professional staff lunches; submit annual report to steering committee and Provost; create and maintain relationships across units of university, and with other university WS programs; keep up-to-date in WS scholarship and professional development.
		Student – 5 hours/week	Meet with director weekly; create and manage on-campus publicity for events (Lomalink, chapel slide, emails, posters etc.); create and submit updates for website/social media; help with logistics for events (media, refreshments, space); assist director in planning student-centered programs.
		Volunteer Hours by Faculty and Staff	The WS began through the grass-roots, volunteer efforts of many faculty and staff, acquiring some budget and partial release time as the program grew in scope and success. WS continues to exist and thrive, serving so many PLNU constituencies, <i>only</i> because of the hundreds of hours generously given to this program by dozens of faculty and staff. Panel discussions, steering committee meetings, the weekend-long retreat – participants all spend significant time contributing to the growth and maintenance of WS. This program adds value to PLNU far beyond the amount of course release and operating budget allocated in 5.9, reflecting the deep and widespread commitment of PLNU personnel to gender equality and scholarship. Both the value of this unpaid work, and the commitment of many faculty/staff to it, should be noted as essential here.

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**5.2 Which groups of people are served by this program and how is this identified or measured?**

See answer to 2.1 and 2.2 above.

**5.3 How many employees are cross-trained to provide support in other program or service areas within your unit? (200 word limit)**

N/A. There are additional faculty who teach and do research in women's studies who have filled in for the current director when she has been on semester-long sabbaticals or family leave; they have done an excellent job continuing the advising and programming of the WS Center.

**5.4 What measures have been taken over the past 4 years to reduce costs and/or improve efficiencies? (300 word limit)**

WS has always had a small operating budget (approximately \$5000), and has sought to be efficient & creative with funds while producing quality programs. Through extensive collaboration with other departments and centers, we have been able to initiate many high-impact events for students (such as bringing speakers from off-campus or showing timely documentary films) while finding help to fund them. WS gets the most "bang for the buck" for PLNU through the synergy and creativity of co-sponsoring events, showcasing our own faculty research and talent and keeping food/travel costs to a minimum.

In the past 4 years we have redoubled our efforts to be creatively frugal. We have used local historians (from UCSD & SDSU) for our women's history lecture instead of paying travel costs and \$1000 honorarium to the Organization of American Historians for speakers. While still subsidizing part of the RMV retreat (so that all who want to can attend), we have gradually increased the student portion (from \$50 to \$90) so that we can expand capacity while not increasing costs to the university. We have just added a student intern, rather than continue to request an administrative/program assistant, to help with tasks in an efficient manner.

**Revenue and other resources generated for your program or the University, if applicable:**

5.5 What percent of your budget is revenue supported? The following revenue for your program has been identified by the PLNU finance office. Please add any items that are missing).

Fiscal Year	Revenue Source (indicate if internal/external)	Amount	Percent of Total Program Budget
2010-			
2011			
2012			

**5.6 List any staff positions assigned to this program that are income or grant supported. (include student workers)**

N/A

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Title	Percent Funded	Income or Grant	Amount

**5.7 If the program is supported by a grant, specify the length of coverage and how the program will be maintained after the funding period has ended.**

N/A

Name of Grant	Funding Period	Amount	Funding Source after Expiration of Grant

**5.8 Does your program contribute to bringing in revenue for the university that is not reflected in your budget? If so, explain the nature and amount generated as a direct result of your program. (200 word limit)**

WS does raise some money from alumni and faculty/staff contributions that are designated toward WS. Currently this is approximately \$300-400/year. Given the amount of work WS does directly with students, curriculum and campus programming, fundraising efforts like this have been an ongoing, but relatively low, priority of our time and resources.

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**Costs and expenses associated with the program:**

5.9 Below is a 3-year cost analysis of the total payroll and non-payroll expenses required to run this program or service. This information was provided by the PLNU finance office using the cost centers associated with you program.

<b>Women's Studies</b>			<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	
5144 - WOMEN'S STUDIES	6200	6200 - Salaries	\$ 11,073.13	\$ 23,064.25	\$ 23,721.25	(8 out of 32 units for Linda, sabbatical 2010-11)
5144 - WOMEN'S STUDIES	6300	6300 - BENEFITS (Estimated)	\$ 5,799.09	\$ 8,958.78	\$ 10,671.15	
5144 - WOMEN'S STUDIES	6312	6312 - HONORARIUMS / SPEAKERS	\$ 300.00	\$ 200.00	\$ -	
5144 - WOMEN'S STUDIES	6320	6320 - OTHER SERVICE	\$ -	\$ 4,000.00	\$ -	
5144 - WOMEN'S STUDIES	6323	6323 - CATERING-SODEXO	\$ 470.71	\$ 362.07	\$ 770.78	
5144 - WOMEN'S STUDIES	6404	6404 - SUPPLIES	\$ -	\$ 12.47	\$ 58.32	
5144 - WOMEN'S STUDIES	6704	6704 - TRAVEL-MEALS & LODGING	\$ 500.00	\$ -	\$ (340.00)	
5144 - WOMEN'S STUDIES	6705	6705 - LOCAL MEALS & ENTERTNMT	\$ 136.58	\$ 157.59	\$ 1,343.33	
5144 - WOMEN'S STUDIES	6706	6706 - WORKSHOP-SEMINARS-CONF.	\$ 2,645.00	\$ 2,500.00	\$ 150.00	
5144 - WOMEN'S STUDIES	6708	6708 - TRAVEL-AUTO & AIR	\$ -	\$ 588.19	\$ 650.00	
5144 - WOMEN'S STUDIES	6710	6710 - OTHER EXPENSES	\$ 707.66	\$ (2,958.28)	\$ 2,261.00	
5144 - WOMEN'S STUDIES	6802	6802 - DEPT CHG-MOTOR POOL	\$ -	\$ -	\$ 92.00	
5144 - WOMEN'S STUDIES	6804	6804 - DEPT CHG-COPIER	\$ -	\$ 10.75	\$ 16.25	
5144 - WOMEN'S STUDIES	6808	6808 - DEPT CHG-POSTAGE	\$ -	\$ 4.90	\$ -	
5144 - WOMEN'S STUDIES	6810	6810 - DEPT CHG-MEDIA SERVICES	\$ -	\$ 80.00	\$ -	
5144 - WOMEN'S STUDIES	6910	6910 - BOOKS	\$ -	\$ 133.31	\$ 92.18	
5144 - WOMEN'S STUDIES	6911	6911 - PERIODICALS	\$ -	\$ 58.00	\$ 58.00	
			<b>\$ 21,632.17</b>	<b>\$ 37,172.03</b>	<b>\$ 39,544.26</b>	

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**5.10 Does this program share costs with other campus programs? If so, please describe and explain the interrelationship of the program budget with these programs. (200 word limit)**

New to the WS budget in 2013-14 is \$2000 for the women faculty/professional staff lunch discussion group. This lunch discussion was set up about 8 years ago by the Provost's office; as part of the response to an incident in which a female professor was sexually harassed, the acting provost held a breakfast meeting to hear from other female faculty about this issue. The large attendance and extended examples/conversation persuaded the acting provost that an ongoing forum for women faculty/staff to raise such issues before boiling up to a crisis point, strategizing productive solutions, would be beneficial to the university, and he offered to fund lunches for such a purpose. These lunches continued to be paid for by the provost, who asked WS to facilitate the logistics of the meetings, until this year, when to streamline payment, the provost transferred the funds directly to the WS budget (since WS does headcount for catering and purchase orders). This group has an invitee list open to all interested women deans/VPs/faculty/professional staff; currently 50 receive regular RSVPs, averaging 15-20 rolling attendance. Issues such as family leave have been addressed, working with HR and administration to create/clarify policies that benefit men & women employees.

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**5.11 Please list office and other space assigned to your program that is used to conduct your business.**

The Margaret Stevenson Center for Women's Studies is a small conference room/library in Colt Hall that is jointly designated as the space for the Institute for Politics and Public Service. This room is used for WS meetings, lunches with WS students, and to house books, journals and resources on women & gender for students and faculty to use. (A retired WS professor from Cal State San Marcos donated her library of WS books to us, for example, and that collection is also housed here.) This room is shared with IPPS; it is also shared with other campus users. HPS holds its department meetings there, and several other university task forces and committees use the room if available. In the evenings it is used by students as a place to study together.

**OPPORTUNITY ANALYSIS**

**Six: Impact and Opportunities**

**Please see Section 7 of the WS Academic Curricular Metrics – the wording of these questions seems to be more apt to capturing information on the the impact and opportunities of the Women's Studies minor and program.**

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