

SELF-STUDY

PREPARED BY

THE WOMEN'S STUDIES

CERTIFICATE PROGRAM

OF

THE GRADUATE CENTER

CITY UNIVERSITY OF NEW YORK

MARCH 23, 2007

3/13/07

The Graduate School and University Center
The City University of New York

**EXTERNAL PROGRAM REVIEW
INFORMATION REQUESTED OF CERTIFICATE PROGRAMS**

1. Name of Certificate Program: **Women's Studies**
2. Year this program started: **1990**
3. Number of students enrolled in the certificate program each academic year from 2001-02 through 2005-06.

YEAR	TOTAL
2001-02	132
2002-03	144
2003-04	151
2004-05	203
2005-06	227

4. Number of certificates awarded each academic year from 2001-02 through 2005-06.

YEAR	TOTAL
2001-02	6
2002-03	4
2003-04	6
2004-05	8
2005-06	8

5. Names of doctoral programs and the number of students from each who have been awarded a certificate from 2001-02 through 2005-06:

DOCTORAL PROGRAM	NUMBER
English	11
Sociology	6
Social Personality Psychology	3
Political Science	2
Art History	1
Clinical Psychology	1
Comparative Literature	1

	2	
Developmental Psychology		1
German		1
History		1
Linguistics		1
Philosophy		1
Social Welfare		1
Urban Education		1

6. Doctoral programs represented by the currently enrolled (Fall 2006) students in this certificate program:

DOCTORAL PROGRAM	NUMBER OF STUDENTS ENROLLED
American History	1
Anthropology	8
Art History	6
Business	1
Comp Lit.	9
Computer Science	1
Criminal Justice	4
Developmental Psych	2
Educational Psych	4
English	56
Environmental Psych	3
French	2
German	1
Hispanic Lit.	2
History	7
Linguistics	2
MALS	35
Music	1
Musicology	3
Philosophy	3
Political Science	13
Psychology	9
Social Personality Psych	4
Social Welfare	8
Sociology	31
Spanish	2
Theater	3
Urban Ed.	6

Total: 227

7. At what level do the majority of students enroll in this certificate program?

X Level I ____ Level II ____ Level III

8. What is the average number of semesters it takes for a student to earn this certificate? 5

9. REQUIREMENTS FOR THE CERTIFICATE PROGRAM: (see also Description Section)

In addition, please list the courses (e.g., introductory, core, seminar) required for the certificate and how often each course is offered:

NAME OF COURSE	FREQUENCY OF OFFERING
Major Feminist Texts	Every Fall
Contemporary Feminist Thought	Every Spring
Proseminar: Multicultural/Transnational Feminisms	Every Fall
Workshop in Women's Studies	Every Spring
Two electives with a gender component in any field	

10. How many Certificate Program courses for which the student could earn credit toward this certificate were offered during the following semesters?

Fall '01	26	Spring '02	22
Fall '02	28	Spring '03	32
Fall '03	25	Spring '04	28
Fall '04	27	Spring '05	26
Fall '05	23	Spring '06	33

11. Do you evaluate courses offered toward the certificate?
 ____ yes X no If yes, what method(s) is used?

12. How many faculty are in this Certificate Program? 63
 (list of faculty provided in Faculty Profile Section)

13. Other than teaching, how are faculty involved in this Certificate Program?
 Please describe.

All faculty are involved in advising students on both a formal and informal basis. Faculty representatives are elected on a rotating basis to serve on the Advisory Board which, with the Coordinator, develops projects and approves the appointment of faculty to the Program. Faculty also are involved in developing each semester's Speaker's Series, and faculty also make presentations in the Speaker's Series.

In the next year, we plan to visit appropriate Programs and invite interested students to come talk to us about the Program. (We have already distributed our informational flyers to all Programs.) We also plan in early in the Fall 2007 to have an informational coffee hour to which we will invite new students who might be interested in the Program.

If there are roadblocks to your efforts, please describe.

We have to initiate all recruiting, but when we do, we are supported by the Graduate Center administration.

18. How does earning this certificate give graduates an advantage in the marketplace? Please give specific examples.

We get regular email posts advertising jobs, part-time, full-time, and tenure track, in Women's Studies. There are a limited number of colleges and universities where one can earn a Ph.D. in Women's Studies, so our Certificate is a credentialing degree. Further, many colleges want faculty who are qualified to teach both Women's Studies and another discipline such as English or History or Sociology, and so the combination of a Ph.D. degree in a discipline and a Certificate in Women's Studies gives our students a strong advantage. This is evidenced by the fact that over 90 per cent of our graduates are teaching Women's Studies, some in full-time Women's Studies positions.

Are there other advantages?

The Women's Studies Certificate Program at the Graduate Center is one of the places at the Graduate Center that students may do interdisciplinary work, which prepares them for jobs which demand a wide and varied range of expertise.

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Completed by: _____
Date _____

EXTERNAL PERIODIC REVIEW, 2006-07

Institution: CUNY GRADUATE SCHOOL
Program: Women's Studies Certificate Program

Date: Spring 2007
Degree: Advanced Certificate

2. DESCRIPTION OF PROGRAM

HISTORY

The interest among a group of faculty from the social sciences and the humanities in starting a Certificate Program in Women's Studies at The Graduate Center CUNY began in the early-1980s. With administrative support from President Harold Proshansky and subsequently by President Frances Horowitz and from Provost Geoffrey Marshall, the Women's Studies Certificate Program (WSCP) was approved by the Graduate Council of the Graduate Center, the Board of Trustees of CUNY, and the State of New York Education department in 1988.

The governance structure for the Certificate Program was approved by Graduate Council in 1990. It called for a Coordinator, appointed by the President for a three-year term; an Advisory Board of nine faculty members made up of at least four from the social sciences and four from the humanities, plus four students (two from social sciences and two from the humanities) elected by the students, and two alternate faculty and two alternate student members. The term of membership on the Advisory Board is three years, one year for student members. The governance document also calls for a Curriculum Committee of seven appointed by the Advisory Board and a Special Awards Committee of seven members also appointed by the Advisory Board. Both these committees were to have at least three members each from the social sciences and the humanities.

The first Coordinator of the Program was Professor Judith Lorber of the Sociology Program, who served for three years (1988-1991), and was followed by Professor Jane Marcus of the English Program (1991-1993). The principle of alternating the position of Coordinator between the social sciences and the humanities was part of the governance document of the Program. The Coordinator position was subsequently filled by Professor Joyce Gelb, Sociology, (1993-1996); Professor Roslyn Bologh, Sociology, served for one semester while Professor Gelb was on sabbatical. The next Coordinator was Professor Electa Arenal, Hispanic and Luso-Brazilian Studies (1996-2000) followed by Professor Patricia Clough, Sociology (2000-2006); Professor Catherine Silver, Sociology, served one year while Professor Clough was on leave. Professor Anne Humpherys, English, was appointed by Provost Linda Edwards as Acting Coordinator in Fall 2006.

From 1990 to 1993, the Women's Studies Certificate Program and the Center for the Study of Women and Society (CSWS) had two separate heads: Professor Sue Zalk was head of the Center from the mid-1980s until October 1993, when it was decided that there would be only one position for the Coordinator of Women's Studies and the Director of the Center for the Study of Women and Society, and that, in addition, there would be a Deputy Director of the Center, a recommendation that has never been fully implemented, though there has been one Deputy Director (Professor David Kazanjian) who served with one course release for two years, and two faculty who were essentially Deputies (Norah Chase and Karen Miller) who donated their time.

In 1994, the Provost, Geoffrey Marshall, stated in writing that the combined position of Coordinator of the Program and Director of the Center "is a full-time appointment" though this has not been consistently implemented either.

The number of students entering the Women's Studies Certificate Program grew steadily through its early years and now averages between 20 and 30 new students every year; the number of faculty appointed to the Certificate Program has also grown as new faculty have been appointed to the Graduate Center, and now totals 63, with several new appointments in the works, and also in addition 13 emeriti faculty.

The mission of the Women's Studies Certificate Program is to prepare students in any discipline to teach and conduct research in women's studies, to develop courses with a focus on women, and to expand the scope of any professional activity to include women and gender. The curriculum has been designed to emphasize an interdisciplinary focus, as indicated by its mandated rotation of Coordinators between the social sciences and the humanities. It has also been the intent of the faculty of the Program that its courses should reinforce that interdisciplinary quality by team-teaching whenever possible. The governance document that was approved in 1990 indicated that at least two of the four required courses should be team-taught by faculty from both the social sciences and the humanities, and while there has not been support for team-teaching of two courses for some years, there has been an effort to have at least one course team-taught each year.

The Women's Studies Certificate Program prepares students to teach courses and to do research in Women's Studies through both focused course work (see below) and through opportunities to take part in a wide range of graduate student-faculty activities, such as forums and an extensive and wide-ranging speakers series which the Program organizes and sponsors every semester which brings in many speakers and events from both within and without the institution (see flyers for speakers series attached). The Certificate Program and the Center also

support the student-run Feminist Studies Group (whom we support with finances as well as developing and organizing events), the Society for the Study of Women in the Renaissance, and the Society of Women in Philosophy, whose meetings we help arrange and publicize. Students also have opportunities to participate in the research programs of the Center for the Study of Women and Society at The Graduate Center. In the past, the Program had student awards from the Helena Rubinstein Foundation and the Time-Warner Cable, both to help defray tuition costs for students in the WSCP. The Program currently had two annual dissertation awards, the Nina E. Fortin Memorial Fund Dissertation Proposal Award for the best dissertation proposal focused on women, and the Carolyn G. Heilbrun Dissertation Prize for the best dissertation on a subject related to women. Students do not have to be in the Certificate Program to be eligible for these awards.

Under the Coordinatorship of Professor Patricia Clough, who was also Director of the Center for the Study of Women and Society from 2000 through June 2006, a number of significant initiatives were undertaken. There was a survey of all students in the WSCP to determine what they thought might be developed in the Program, and out of that survey the required Proseminar was retooled towards emphasizing global feminisms and issues of ethnicity, race, and gender, which the subtitle “Transnational Feminisms” indicates. The second required course, the Workshop, was also rethought to include the study of methodologies and practice in the writing about issues relating to women and gender in different modes—the dissertation of course, but also article length pieces—as its subtitle, “Critical Methodologies/Research” also indicates. Professor Clough also brought in faculty from the CUNY colleges to teach some of the courses in order to take advantage of the expertise available throughout the University.

Also under her Coordinator/Directorship, the Community and College Fellowship (CCF), an organization devoted to helping formerly incarcerated women get college and advanced degrees, was (and continues to be) sponsored by the Center for the Study of Women and Society. This collaboration has given opportunities to students in the Certificate Program and the Graduate Center at large to give papers at conferences, such as those on April 30, 2001, "With/Out Walls" (two graduate students presented papers); March 21, 2003 "Beyond Reentry" (a symposium of CCF, and Graduate Center faculty and three graduate students) ; and March 16-17, 2006 "Beyond Bio-politics" (four graduate students gave papers). Students also have opportunities to tutor, and to do research connected with the Center's mission.

In connection with CCF, from 2000 through June 2006, the Certificate Program and the Center sponsored the Conviction Seminar, which provided stipends for students and faculty to come together to discuss a variety of issues concerning social activism, education and incarceration. In 2003-2004 a symposium was developed by CLEAR (Community Leadership and Education After Re-Entry), a research group that grew out of the Conviction Seminar and still in operation, which also provided stipends for students and faculty who participated. Four Graduate Center students were funded to do research for CLEAR on a position paper last year entitled *Life Capacity Beyond Reentry: A Critical Examination of Racism and Prisoner Reentry Reform*.

Another funded seminar was the Rockefeller seminar "Facing Global Capital/Finding Human Security: A Gendered Critique" (July 2001-June 2004). Several major conferences were also mounted during Professor Clough's Coordinator/Directorship: "Italian Fashion: Identities,

Transformations, Production” (Spring 2002); “With/Out Walls: Incarceration/Control/Education” (Spring 2002); “Future Matters: Technoscience, Global Politics, and Cultural Criticism” (Spring 2003); “Power Matters: Reshaping Agendas Through Women’s Leadership” with the National Council for Research on Women (June 2005); “Beyond Biopolitics: State Racism and the Politics of Life and Death” (Spring 2006). During this same period, to increase the visibility and communication among members of the Program and the community at large, a *Newsletter* was begun and a website constructed. A number of faculty and students donated their time to institute all these projects.

PROGRAM-SPECIFIC REQUIREMENTS

The Women’s Studies Certificate Program is a course of study for students already enrolled in a Ph.D. Program at The Graduate Center. It is designed to complement existing doctoral programs and to accept as electives courses that the student can also use to fulfill degree requirements elsewhere in The Graduate Center. To qualify for a Certificate in Women’s Studies, students must take two prerequisite courses (unless similar course work has been done at another institution), two required courses, and minimum of two electives. The Certificate is conferred at the same time as the Ph.D. degree. Women’s Studies courses also may be taken to fulfill requirements for the Women’s Studies concentration in the Master of Arts in Liberal Studies at the Graduate Center.

The two prerequisite courses are “Major Feminist Texts” offered every fall semester with the Liberal Studies Program and “Contemporary Feminist Thought” offered every spring

semester, also with the Liberal Studies Program. All the courses required in the Program take a somewhat different shape depending on the professor(s) teaching them. But generally, “Major Feminist Texts” offers students the opportunity to explore some of the writings that have shaped feminist scholarship. The general aims of the course are, first, to explore a range of critical reflections on the experiences of women and men in terms of differences of gender, sexuality, race, class, ethnicity and nationality. Second the course introduces students to the history and logics of feminist scholarship, its various epistemologies and methods, its relationship to the disciplines and to other critical approaches, and the political and theoretical claims involved. The second prerequisite, “Contemporary Feminist Thought” provides an introduction to themes, issues and conflicts in contemporary feminist theory. Readings and discussion also address the conflicts within feminism in debates about the category of woman, the politics of difference, the performance of gender, and sexual identities and feminist engagements with mainstream politics.

The two required courses are the Proseminar “Transnational and Multi-cultural Feminisms,” offered in the fall semester, and the “Workshop in Women’s studies: Methods and Guided Research” offered in the spring. The Proseminar explores the diversity and ambiguity of various feminisms through a number of frames, such as postcolonialism, reproductive rights, environmentalism/biodiversity, and economic justice with particular attention paid to regional, national, and local histories and geographies. The “Workshop” focuses on the wide range of methodologies developed for feminist research, as well as preparation for writing and publishing essays and research papers and the dissertation itself.

The Women’s Studies Certificate Program consults each semester with Ph.D. Programs throughout the Graduate Center and cross-lists a wide variety of offerings in these programs as

fulfilling the Women's Studies Certificate requirements for two electives. In Spring 2007, there were 23 such courses listed from eight different Programs (Criminal Justice, English, History, Political Science, Psychology, Anthropology, Sociology, and Social Work).

RELATIONSHIP WITH DOCTORAL PROGRAMS

One of the ways the Women's Studies Certificate Program builds a relationship with both Ph.D. and M.A. Programs at the Graduate Center is through the cross-listing of courses. Sometimes professors contact WSCP and ask that their course be cross-listed. WSCP also contacts individual faculty and Programs and asks if there are courses that would be useful for our Certificate students, and we cross-list all such courses.

The Women's Studies Certificate Program has an extensive and committed relationship with many entities at the Graduate Center in addition to the cross-listing of courses. We also are actively involved with several programs and centers through our speakers series. Many WSCP events are co-sponsored with various Ph.D. Programs (spring 2007 with English, History, Art History, Sociology, and Psychology), with the Center for the Humanities, with which we have in spring 2007 five co-sponsored events, with the Feminist Press (which is located at the Graduate Center), with whom we co-sponsor events and with whom we sponsor the journal *Women's Studies Quarterly*, and with other Certificate Programs such as the Renaissance Studies Certificate Program (we help sponsor the Society for the Study of Women in the Renaissance) and the Film Certificate Program with whom we are planning a major event, a screening of "lost" women's films, in November 2007. In fact, the Women's Studies Certificate Program is thoroughly integrated into most aspects of the intellectual life of the Graduate Center.

LIBRARY RESOURCES

In addition to the regular holdings of the Mina Rees Library at the Graduate Center and the research libraries throughout the city, the Women's Studies Certificate Program has a small library of donated books and periodicals that students and faculty may use. The library has become somewhat disorganized as the WSCP changed its office space in early September 2006, and it is not catalogued, which makes it more difficult to use. We are currently in discussion with the Information Technology office of the Graduate Center about a program they are developing that would allow us to catalog the library digitally, to post the holdings on the website, and enable us to keep track of the books as they are used. It is our hope that this project can commence in the summer of 2007.

EQUIPMENT

The Coordinator, the Assistant Program Officer, Ms. Elizabeth Small, and the College Assistant all have computers in the office, and all have access to the central printers with xerox, faxing, and scanning capabilities. The APO's computer is an older model and needs to be replaced, particularly since it is on her computer that we maintain all the program records and it is she who prepares all the publicity for the events sponsored by the Program; we have registered this request with Robert Campbell, head of Information Technology and he has assured us that replacement of Ms.Small's computer is high on the list. The Coordinator and the APO also have desk printers. Students have access to the excellent computer facilities at the Graduate Center in the basement of the library, as well as in their discipline Programs.

FACILITIES

There is adequate room for the work spaces for the APO and the Coordinator, but nonetheless, the new office space is cramped and does not have space for receptions or small meetings. Thus for all receptions for the speakers series and for all meetings of any size, the Certificate Program has to scramble to find other rooms. The Program also needs some furniture—a round table in the outer office (which would free up a little space) and a table in the Coordinator's office where small meetings might be held.

ENROLLMENT TRENDS

The enrollment in the WSCP has grown steadily over the past five years (and the years before), going from 124 in 2001-2002 to 227 in 2005-2006. (See page 1.) As an example of the healthy interest and enrollment in the Program, in Spring 2007 we are offering for the *second* time this year, a section of "Contemporary Feminist Thought" (which was given, along with "Major Feminist Texts," in the Fall 2006 term, when both classes had over 15 students). The course this term has, again, over 15 students enrolled.

The Women's Studies Certificate Program has students from many different Programs. Though the largest number come from English (52 in fall 2006) and Sociology (30 in fall 2006), with 35 from the Master of Arts in Liberal Studies in fall 2006, there are also currently students from 25 other Programs. (See list on page 2.) We continue to get inquiries from both inside and outside the Graduate Center about the Certificate Program and see no reason why this increase of students should not continue.

The number of graduates who received Certificates in Women's Studies over the last three years includes four in 2004 (English, History and Sociology); two in 2005 (English and Political Science), and in 2006–Feb. 2007, fourteen (Comparative Literature, English, Urban Education, Sociology, German, Psychology, Social Welfare, and Philosophy). As stated above, we have, in 2006-2007, 227 students enrolled in the Women's Studies Certificate Program, including 22 new students who enrolled in the program this year.

EMPLOYMENT OF GRADUATES

For this self-study, we contacted 20 of our recent graduates. Sixteen of these are teaching in colleges or universities; one is teaching in a high school, one is doing academic administration, one has a post doc, and one is writing up her research for publication. Two of these who are teaching have appointments in Women's Studies at a college. (See the attachment that lists these graduates since 2004 and a sample of the letters which we received from some of them.)

One graduate who is teaching sociology at Wagner College reported in an email that “my certificate in Women's Studies has been very helpful” and further that “I really enjoyed the process of earning the Certificate; I learned a lot. This background has been enormously helpful in my teaching, and really, in my life more generally. Two, the Certificate has given me the validity at my current job (and past jobs) such that I am considered an ‘expert’ in Women's studies and allowed to teach . . . Women's Studies and Gender Studies courses.” Another, teaching in the Politics Department at Fairfield University, has published on feminist theory and serves on the Women's Studies Executive Board at Fairfield University. Another, having finished her dissertation and about to begin teaching Political Science at Winthrop University, reports that “I cannot say enough about how the Women's Studies Certificate Program has

enhanced my experience at the Graduate Center. It has afforded me opportunities in the areas of scholarship, research, teaching, and awards which not only made me a better Political Scientist, but also a stronger candidate when I entered the job market. I primarily chose to attend the Graduate Center because of the wide range of courses offered through the Women's Studies Certificate Program by an amazing collection of faculty assembled through CUNY's consortial model of education."

SPECIAL FEATURES OR OTHER INFORMATION RELEVANT TO DETERMINING MERIT

The Women's Studies Certificate Program has a relationship with the National Council on the Research on Women and through that connection and through our website we receive an average of ten requests a month for information about the Program. A number of these requests come from people who want to pursue an M.A. degree in Women's Studies at the Graduate Center. We also receive invitations and announcements from Women's Centers all over the country, and various programs and groups both at The Graduate Center and at CUNY at large asking us to distribute information about their events to our distribution lists. These distribution lists include not only the faculty and students of the WSCP, but also of all the Women's Studies Programs and Women's Centers throughout CUNY. In fact, through the CUNY Women's Studies Discipline Council (which includes representatives from all the CUNY campuses) ,which is convened by the Coordinator of the WSCP of the Graduate Center, we bring together faculty throughout the system to share ideas and plan events. In Fall 2006, the WSCP sponsored a one-day conference on "The Future of Women's Studies" that featured speakers from throughout

CUNY who reported on what was happening on their campuses in relation to Women's Studies. Out of that successful day-long conference came the suggestion, which the WSCP at The Graduate Center is in the process of implementing, of a CUNY-wide Women's Studies blog through which all faculty and students can access information about Women's Studies as a whole and on individual campuses. The Graduate Center WSCP has a design now for the blog and is in the process of purchasing the software to implement it, which we hope to be able to do before the end of the Spring 2007 semester.

Thus, the Women's Studies Certificate Program, in collaboration with the Center for the Study of Women and Society, not only serves graduate students who want to have Women's Studies as a field and the Graduate Center community through its extensive speaker's series, but serves as a facilitator and collaborator for women's studies across CUNY.

EXTERNAL PERIODIC REVIEW, 2006-07

Institution: CUNY GRADUATE SCHOOL
Program: Women's Studies Certificate Program

Date: Spring 2007
Degree: Advanced Certificate

3. ISSUES

Some of the issues that are of current concern and interest to the Women's Studies Certificate Program have been mentioned in the previous description of the program (i.e. the lack of meeting space in the office); some others we are currently involved in addressing, and some are to be addressed in the near future.

In terms of issues that we are currently engaged in addressing: first, at a meeting with students in the WSCP in Fall 2006, it was suggested that **student evaluations** be required in all Women's Studies courses. The Advisory Board approved this recommendation in Fall 2006, and the Liberal Studies M.A. Program, with whom Women's Studies shares the responsibility for the two prerequisite courses, also agreed. We have gathered the student evaluations used by several of the Programs at the Graduate Center and, in conjunction with Liberal Studies, are developing an evaluation form that we hope to use this spring 2007 term.

Also, we want to address the issue that results when some students in the Certificate Program do not finish the Ph.D. in their Program but do finish the requirements for the Certificate in Women's Studies. In the discipline programs such students can receive an on-route M.A. or a M.Phil degree which recognizes the work they have completed. There is no corresponding citation for a student who has completed the requirements for the Certificate but not for the degree. We are at the beginning stages of determining how we might institute a **Certificate of Completion** in Women's Studies which students in such a situation could apply

for and which would certify that they have completed all the requirements for a Certificate in Women's Studies. We hope that we will be able to implement this in the next year.

Another issue that is more long range is the possibility of instituting an **M.A. degree in Women's Studies**. There is certainly demand for such a degree, as witnessed by the number of inquiries we receive about such a degree each semester. Further, there is no such M.A. in Women's Studies at CUNY, nor at Columbia or NYU either. The cost of instituting such an M.A. would be minimal, essentially additional released time for the Coordinator since the support staff is already in place.

However, for the most part, The Graduate Center does not offer M.A. degrees, which are instead offered at the four-year colleges. (There are some M.A. degrees in Graduate Center Programs where there are no M.A.s in the colleges.) But the Graduate Center has recently been discussing the possibility of instituting some M.A. Programs, and in Fall 2006 actually did approve a letter of intent for an M.A. in Middle-Eastern Studies. Women's Studies has a rubric for an M.A. degree in the 16 credits already required for the Certificate. Thus, in the next year, the WSCP will confer with the Provost of the Graduate Center about the possibility of such a degree and then develop it if it would be supported.

The possibility of developing an M.A. in Women's Studies leads into a discussion of **curriculum**. As stated in the section of this self-study on the History of the Program, the governance document of the WSCP called for an elected Curriculum Committee of seven faculty and four students. Because the general descriptions of the requirements and required courses for the Women's Studies Certificate Program have not changed over the years, there has not been a

perceived need for such a committee; if there have been issues related to curriculum, such as instituting student evaluations, the Advisory Board has acted as a Curriculum Committee.

However, now might be a time to revisit curricular and teaching matters. Generally speaking, within a broad rubric, the format and readings in the four required courses for the certificate (not counting the electives) depend on the instructor teaching the course. We rotate the teaching of these courses to include not only faculty at the Graduate Center but also faculty from the CUNY colleges, and we also alternate between Humanities and Social Science faculty. The process is somewhat casual, that is faculty either volunteer or the coordinator invites faculty to teach, in the case of the prerequisites in collaboration with Liberal Studies.

In terms of content, there is an interest on the part of many faculty and students to introduce a global perspective into Women's Studies, which we have tried to do through our subtitled our required Proseminar "Transnational Feminisms," though it is possible that more could be done in this direction. Further, it was, as stated above, the original intention in the formation of the Certificate Program that the required courses in Women's Studies would be team-taught to ensure an interdisciplinary approach to all subjects. The opportunities for team-teaching are now, however, governed by the number of "units" that are available to the WSCP, a number which has shrunk over the past few years. The WSCP at the moment has six units: two are for released time for the coordinator (one course each semester); one is for the prerequisite course "Contemporary Feminist Thought" (the other prerequisite "Major Feminist Texts" comes out of the unit allotment of Liberal Studies); one unit is used for the required Proseminar, and one for the Workshop. That leaves one unit to be used for team-teaching (a team-taught course uses two units, one for each instructor), meaning that only one of the four courses can be

team taught. (In fall 2007, the Proseminar will be team-taught by a historian and a sociologist.) However, the reduction in available units has limited the interdisciplinary impact on individual students. For although we alternate the teaching of the individual courses between Humanities and Social Sciences, students do not have the opportunity, except for one time, to experience the different perspectives that a team-taught course would offer.

It might make sense in the next year to convene an ad hoc committee of faculty and students to discuss and suggest strategies both for assigning the teaching of the courses and widening their scope and assuring their interdisciplinarity. An example of one small thing that could be done in this direction is that this semester, spring 2007, the WSCP is starting an informal dissertation workshop for any student at the Graduate Center who is writing on a topic related to women who would like to present and receive feedback from other students and faculty. The students who have expressed interest come from English, Sociology, Political Science, Theater, and Art History. Needless to say, the faculty who will be part of the workshop are donating their time.

As stated earlier in this report, when it was decided to combine the responsibilities of the Coordinator of the WSCP and the Director of the Center for the Study of Women, the Provost at the time, Geoffrey Marshall, recognized the expanded responsibilities and confirmed that the position would be a full-time Graduate Center position which would involve the Coordinator teaching two of the four requirements for the Certificate each year. At the present time, this is not the case. **The combined Director and Coordinator position** carries one course release each semester which means that if this person has her appointment at one of the colleges as opposed to being a central line (that is, wholly at the Graduate Center), which has been the case for all of

the eight faculty serving as director, she must teach, over the year, 15 credits, some five courses. Such a teaching load, which also involves traveling to the local campus, plus managing of what is the largest certificate program at the Graduate Center which enrolls more new students each year than some Ph.D. Programs, and through the Center organizes several major events each month as well as maintaining contacts with outside organizations, is very burdensome, and makes it difficult to recruit faculty to take the position. The Director of the Center (who is, needless to say, the same person as the Coordinator of the WSCP) is also expected to develop grants and seek outside funding for projects.

At the time that the two positions were made one, it was also stated that there should be an Associate Director of the Center, but that was implemented only once for a couple of years, when David Kazanjian was given the title Associate Director to help run the Conviction Seminar and assist the Coordinator, Patricia Clough. He arranged various events for students and faculty, helped with the *Center for the Study of Women and Society Newsletter*. There have been two faculty who have volunteered their time as Associate Directors: Norah Chase (under Electa Arenal) and Karen Miller (under Patricia Clough).

Since the current Coordinator/Director is in an acting position and does not wish to continue beyond 2007-2008 (and in any case is using her accumulated credits for Dissertation Students and tutorial teaching to supplement the one course released time), the issue of adequate compensation for the position of Coordinator/Director needs to be addressed before the recruitment of the next person to fill this position begins.

The Certificate Program in Women's Studies is a significant part of the intellectual life of the Graduate Center community and beyond. It not only provides an attraction for students to

come to the Graduate Center to do their Ph.D. work (a number of students in the Program have stated that one of the reasons they came to the Graduate Center was because there was a Women's Studies Certificate Program), but it enhances the visibility and prestige of the Graduate Center through its many events that bring outside scholars, writers, and activists into the Graduate Center to interact with faculty and students. Moreover, the WSCP is in the process of establishing a closer relationship with the Women's Studies Programs and faculties at all the CUNY colleges, which not only enables collaboration among the scattered colleges but builds good will in the University. The WSCP has also been increasing its collaboration with many Graduate Center Ph.D. Programs and Centers (especially the Center for the Humanities) as well as the Feminist Press and the National Council on the Research on Women to sponsor speakers, conferences, and major events. Next fall, for example, we have already planned a major conference on "Activism and Academics" for 19 November 2007, a film festival and discussion of 'lost' films by women directors restored by the Women's Film Preservation Fund on 9 November 2007 (co-sponsored with the Center for the Humanities and the Film Studies Certificate Program), as well as a conference on "Religion, Sex, and Politics" (organized by Professor Clough on November 10, 2007 in collaboration with the Barnard Women's Center and Duke University Women's Studies Program), plus a celebration on September 11, 2007 of the author Tillie Olsen, which will include on the program major novelists and critics, and is co-sponsored with the Feminist Press.

EXTERNAL PERIODIC REVIEW, 2006-07

Institution: CUNY GRADUATE SCHOOL
 Program: Women's Studies

Date: Spring 2007
 Degree: Advanced Certificate

4. FACULTY PROFILE

	Name	Date Appointed to Program	Present Title & Status	Highest Degree & Institution All Have Ph.D. Except as Noted	Courses Taught 2005-06	% of Effort in Certificate Program
	Abramovitz, Mimi	1996	Professor of Social Work	Columbia U.	1	10%
2	Alexander, Meena	1990	Dist. Professor of English	Nottingham U.	2	10%
3	Baron, Beth	2001	Professor of History	UCLA	1	5%
4	Berkin, Carol	1989	Professor of History	Columbia	0	5%
5	Besse, Susan	1999	Professor of History	Yale	1	5%
6	Bolugh, Roslyn W.	1989	Professor of Sociology	CUNY GC	0	5%
7	Bowen, Barbara	1993	Professor of English	Yale	0	5%
8	Brownstein, Rachel M.	1989	Dist. Professor of English	Yale U.	2	10%
9	Caws, Mary Ann	1989	Dist. Professor of English, Comp Lit, French	U. of Kansas	0	5%
10	Clough, Patricia Ticineto	1996	Professor of Sociology	U. of Illinois, Champaign-Urbana	2	5%

EXTERNAL PERIODIC REVIEW, 2006-07

Institution: CUNY GRADUATE SCHOOL

Date: Spring 2007

Program: Women's Studies

Degree: Advanced Certificate

	Name	Date Appointed to Program	Present Title & Status	Highest Degree & Institution All Have Ph.D. Except as Noted	Courses Taught 2005-06	% of Effort in Certificate Program
11	Cook, Blanche Wiesen	1989	Professor of History	John Hopkins	0	5%
12	Cooper, Sandi E.	1992	Professor of History	NYU	0	5%
13	Crahan, Margaret E.	2002	Professor of History	Columbia	0	5%
14	Crehan, Kate	2000	Professor of Social Anthropology	U. of Manchester	0	5%
15	Deaux, Kay	1989	Dist. Professor of Psychology	U. of Texas, Austin	0	5%
16	DiSalvo, Jackie	1996/1993	Assoc. Professor of English	U. of Wisconsin, Madison	1	5%
17	Edwards, Linda Nasif	1996	Professor of Economics	Columbia U.	0	5%
18	Eisenstein, Hester	1996	Professor of History	Yale U.	3	10%
19	Epstein, Cynthia Fuchs	1989	Dist. Professor of Sociology	Columbia U.	0	5%
20	Fine, Michelle	1993	Dist. Professor of Psychology	Columbia U.	0	7%

EXTERNAL PERIODIC REVIEW, 2006-07

Institution: CUNY GRADUATE SCHOOL

Date: Spring 2007

Program: Women's Studies

Degree: Advanced Certificate

	Name	Date Appointed to Program	Present Title & Status	Highest Degree & Institution All Have Ph.D. Except as Noted	Courses Taught 2005-06	% of Effort in Certificate Program
21	Gelb, Joyce	1989	Professor of Political Science	NYU	1	5%
22	Gibson, Mary S.	2003	Professor of History	Indiana U., Bloomington	2	5%
23	Gittell, Marilyn Jacobs	1989	Professor of Political Science	NYU	2	5%
24	Glen, Kristen Booth		Law		0	5%
25	Gornick, Janet C.	2001	Professor of Political Science	Harvard U.	0	5%
26	Herzog, Dagmar	2005	Professor of History	Brown U.	0	5%
27	Hisami, Ellie M.	2001	Professor of Music	CUNY GC	3	10%
28	Hitchcock, Peter	2004	Professor of English	CUNY GC	1	5%
29	Katz, Cindi	1993	Professor of Psychology	Clark University	1	10%
30	Kazanjian, David	2004	Associate Professor of English	UC Berkeley	1	5%
31	Lazreg, Marnia	1993	Professor of Sociology	NYU	0	5%

EXTERNAL PERIODIC REVIEW, 2006-07

Institution: CUNY GRADUATE SCHOOL

Date: Spring 2007

Program: Women's Studies

Degree: Advanced Certificate

	Name	Date Appointed to Program	Present Title & Status	Highest Degree & Institution All Have Ph.D. Except as Noted	Courses Taught 2005-06	% of Effort in Certificate Program
32	Levin, Gail	2005	Professor of Art History	Rutgers	0	5%
33	Low, Setha M.	2005	Professor of Anthropology	UC Berkeley	2	5%
34	Mainardi, Patricia	1989	Professor of Art History	CUNY GC	0	5%
35	Marcus, Jane Connor	1989	Professor of English	Northwestern U.	1	5%
36	McCarthy, Kathleen D.	1989	Professor of History	U. of Chicago	1	5%
37	Miller, Nancy K.	1989	Dist. Professor of English and Comp. Lit.	Columbia U.	2	10%
38	Moore, Lisa Jean	2004	Professor of Sociology	UCSF	1	5%
39	Mullings, Leith	1990	Presidential Professor of Anthropology	U. of Chicago	1	5%
40	Paulicelli, Eugenia	2002	Professor of European Languages and Lit.	U. of Wisconsin, Madison	3	7%

EXTERNAL PERIODIC REVIEW, 2006-07

Institution: CUNY GRADUATE SCHOOL
 Program: Women's Studies

Date: Spring 2007
 Degree: Advanced Certificate

	Name	Date Appointed to Program	Present Title & Status	Highest Degree & Institution All Have Ph.D. Except as Noted	Courses Taught 2005-06	% of Effort in Certificate Program
41	Petchesky, Rosalind Pollack	2001	Dist. Professor of Political Science and Women's Studies	Columbia U.	1	5%
42	Pitts, Victoria	2005	Assoc. Professor of Sociology	Brandeis U.	1	5%
43	Piven, Frances Fox	1989	Dist. Professor of Political Science and Sociology	U. of Chicago	3	5%
44	Revenson, Tracey A.	1996	Professor of Psychology	NYU	1	5%
45	Rothman, Barbara Katz	1989	Professor of Sociology	NYU	3	10%
46	Saegert, Susan	1989	Director, Center for Human Environments	U. of Michigan	0	5%
47	Satow, Roberta	1989	Professor of Sociology	NYU	0	5%
48	Sautman, Francesca	1993	Professor of French	UCLA	0	10%
49	Schwarzenbach, Sybil Ann	1994	Assoc. Professor of Philosophy	Harvard U.	0	5%

EXTERNAL PERIODIC REVIEW, 2006-07

Institution: CUNY GRADUATE SCHOOL

Date: Spring 2007

Program: Women's Studies

Degree: Advanced Certificate

	Name	Date Appointed to Program	Present Title & Status	Highest Degree & Institution All Have Ph.D. Except as Noted	Courses Taught 2005-06	% of Effort in Certificate Program
50	Sedgewick, Eve Kosofsky	2003	Dist. Professor of English	Yale U.	2	5%
51	Silver, Catherine B.	2004	Professor of Sociology	Columbia U.	2	5%
52	Sokoloff, Natalie J.	1989	Professor of Sociology	CUNY GC	1	5%
53	Stanley, Barbara	1989	Professor of Criminal Justice	NYU	0	5%
54	Stanton, Domna C.	2001	Dist. Professor of French	CUNY GC	0	5%
55	Susser, Ida	1990	Professor of Anthropology	Columbia U.	0	5%
56	Tenenbaum, Elizabeth	1989	Professor of English	Stanford	2	5%
57	Tittle, Carol Kehr	1989	Professor of Ed. Psychology	U. of Chicago	0	5%
58	Tronto, Joan C.	1996	Professor of Political Science	Princeton U.	1	5%
59	Waldman, Gloria F.	2001	Professor of Spanish	CUNY GC	0	5%
60	Wallace, Michelle	1991	Professor of English	MA, City College	1	5%

EXTERNAL PERIODIC REVIEW, 2006-07

Institution: CUNY GRADUATE SCHOOL

Date: Spring 2007

Program: Women's Studies

Degree: Advanced Certificate

	Name	Date Appointed to Program	Present Title & Status	Highest Degree & Institution All Have Ph.D. Except as Noted	Courses Taught 2005-06	% of Effort in Certificate Program
61	Welter, Barbara	1995	Professor of History	UC Santa Cruz	1	5%
62	Wrigley, Julia	1993	Professor of Sociology	U. Wisconsin, Madison	0	5%

Institution: CUNY GRADUATE SCHOOL
Program: Women's Studies

Date: Fall 2006/Spring 2007
Degree: Advanced Certificate

5. REPRESENTATIVE FACULTY PUBLICATIONS

1). Abramovitz, Mimi

BOOKS

Taxes Are A Women's Issue: Reframing the Debate. The Feminist Press (w/ Sandra Morgan) March, 2006.

The Dynamics of Social Welfare Policy, NY: Oxford University Press(w. Joel Blau). (1st ed) (2nd rev. ed, in press). 2004.

Under Attack, Fighting Back: Women and Welfare in the United States NY: Monthly Review Press., 2nd revised Edition. 2000.

Regulating The Lives of Women: Social Welfare Policy From Colonial Times to the Present, Boston: South End Press, 2nd Revised Edition. 1996.

MAJOR RESEARCH REPORT

In Jeopardy: The Impact of Welfare Reform on Non-Profit Human Service Agencies in New York City, NYC Chapter ,National Association of Social Workers and United Way of New York City . February (56 pgs). 2002.

2). Alexander, Meena

PUBLICATIONS

Meena Alexander, La Casa Della Canoa Rossa e Altre Poesie, translated by Martina Bove and Andrea Sirotti (Napoli: Heimat Editore, Orientale University, forthcoming 2006)

Indian Love Poems (editor) (Everyman's Library/ Knopf, 2005)

Raw Silk – poems (Triquarterly Books/ Northwestern University Press, 2004)

Fault Lines-- memoir (New York: Feminist Press, 1993)/India:Penguin, 1994). Selected as one of Publishers Weekly's Best Books of 1993. New expanded edition with Coda: 'Book of Childhood' and preface by Ngugi Wa Thiong'o (New York: Feminist Press, 2003)

Illiterate Heart – poems, (Triquarterly Books/ Northwestern University Press, 2002) (Winner of a PEN Open Book Award, 2002)

3). Baron, Beth

BOOKS

Egypt as a Woman: Nationalism, Gender, and Politics (University of California Press, 2005, 287 pages; reprinted by American University in Cairo Press, 2005; paperback edition forthcoming in 2007).

EXTERNAL PERIODIC REVIEW, 2006-07

Institution: CUNY GRADUATE SCHOOL
Program: Women's Studies

Date: Fall 2006/Spring 2007
Degree: Advanced Certificate

The Women's Awakening in Egypt: Culture, Society, and the Press (Yale University Press, 1994, 259 pages); reviewed in *The New York Times Book Review* (12 June 1994); paperback released in 1997; translated into Arabic by the Supreme Council of Culture in Egypt 1999.

ARTICLES

"Women, Honour, and the State: Evidence from Egypt," *Middle Eastern Studies* 42, no.1 (2006): 1-20 (20 pages).

"Women's Voluntary Social Welfare Organizations in Egypt," in *Gender, Religion and Change in the Middle East: Two Hundred Years of History*, ed. Inger Marie Okkenhaug and Ingvild Flaskerud (Berg, 2005), 85-102 (18 pages).

"An Islamic Activist in Interwar Egypt," in *Iran and Beyond*, 201-20. Reprinted in *Women, Philanthropy, and Civil Society*, ed. Kathleen D. MacCarthy (Indiana University Press, 2001), 225-44 (20 pages).

4). Berkin, Carol

BOOKS

Jonathan Sewall: Odyssey of an American Loyalist. New York: Columbia University Press, 1974. Nominated, Pulitzer Prize

Women of America: A History (ed. with Mary Beth Norton). Boston: Houghton Mifflin Company, 1980.

Women, War and Revolution (ed. with Clara M. Lovett). New York: Holmes Meier, 1980.

First Generations: Women in Colonial America. New York: Hill and Wang, 1996.

Women's Voices, Women's Lives: Documents in Early American History. (ed. with Leslie Horowitz) Boston: Northeastern University Press, 1998.

5). Besse, Susan

BOOKS

Restructuring Patriarchy: The Modernization of Gender Inequality in Brazil, 1914-1940. Chapel Hill: University of North Carolina Press, 1996.

ARTICLES

"Defining a 'Nacional Type:' Brazilian Beauty Contests in the 1920s." *Modernização da Desigualdade: Reconstrução de Gênero no Brasil, 1914-1940*. São Paulo: Editora da Universidade de São Paulo, 1999.

EXTERNAL PERIODIC REVIEW, 2006-07

Institution: CUNY GRADUATE SCHOOL
Program: Women's Studies

Date: Fall 2006/Spring 2007
Degree: Advanced Certificate

"Brazilian Civil Code, 1916." In *Encyclopedia of Latin American History and Culture*, edited by Barbara A. Tenenbaum. New York: Charles Scribner's Sons, 1996.

"Introduction to Latin American Civilizations" (Course Syllabus), *Radical History Review* 61 (Winter 1995).

6). Bolugh, Roslyn W.

BOOKS

Love or Greatness: Max Weber and Masculine Thinking -- A Feminist Inquiry, Boston, London: Unwin Hyman (now Routledge) Annual Book Award of the Association for Humanist Sociology. 1990

Dialectical Phenomenology: Marx's Method, Boston, London: Routledge & Kegan Paul. 1979

ARTICLES

"The Spectre of Financial Crisis and the Failure of the Left," Co-author, Leonard Mell, *New Politics*, Vol. VI, No. 4, pp. 141-150. 1998 (Winter).

"Organizing Against the Contract With America: A Dialectical Perspective," Co-author, Leonard Mell, *Humanity and Society*, Vol. 19, No. 4, pp. 21-40. 1995 (November).

"Modernism, Postmodernism, and the New World (Dis)Order: A Dialectical Analysis and Alternative," Co-author, Leonard Mell, *Critical Sociology*, Vol. 20, No. 2, pp. 81-120. 1994.

.BOOKS

Editor. *Pamphlets from the English Renaissance Controversy about Women: An Annotated Old-Spelling Edition, 1540-1640. Volume One*. Three-volume series under General Editor Susan Gushee O'Malley. New York: Garland Publishing, (forthcoming).

ARTICLES AND BOOK CHAPTERS

"Aemilia Lanyer and the Invention of White Womanhood." Solicited for *Women's Alliances in Early Modern England*. Ed. Susan Frye and Karen Robertson (forthcoming).

Gender in the Theater of War: Shakespeare's "Troilus and Cressida." *Gender and Genre in World Literature* 4. New York: Garland Publishing, 1993.

"Writing Caliban: Anticolonial Appropriations of The Tempest." *Current Writing* (Durban, South Africa) 5 (Fall 1993): 80-99.

EXTERNAL PERIODIC REVIEW, 2006-07

Institution: CUNY GRADUATE SCHOOL
Program: Women's Studies

Date: Fall 2006/Spring 2007
Degree: Advanced Certificate

"Untroubled Voice: Call and Response in Cane." *Black American Literature Forum* 16 (Spring 1982) 12-18. Reprinted in *Black Literature and Literary Theory*. Ed. Henry Louis Gates, Jr. London and New York: Methuen, 1984, 186-205.

7). Bowen, Barbara

BOOKS

Editor. *Pamphlets from the English Renaissance Controversy about Women: An Annotated Old-Spelling Edition, 1540-1640. Volume One*. Three-volume series under General Editor Susan Gushee O'Malley. New York: Garland Publishing, (forthcoming).

ARTICLES AND BOOK CHAPTERS

"Aemilia Lanyer and the Invention of White Womanhood." Solicited for *Women's Alliances in Early Modern England*. Ed. Susan Frye and Karen Robertson (forthcoming).

Gender in the Theater of War: Shakespeare's "Troilus and Cressida." *Gender and Genre in World Literature* 4. New York: Garland Publishing, 1993.

"Writing Caliban: Anticolonial Appropriations of The Tempest." *Current Writing (Durban, South Africa)* 5 (Fall 1993): 80-99.

"Untroubled Voice: Call and Response in Cane." *Black American Literature Forum* 16 (Spring 1982) 12-18. Reprinted in *Black Literature and Literary Theory*. Ed. Henry Louis Gates, Jr. London and New York: Methuen, 1984, 186-205.

8). Brownstein, Rachel M.

BOOKS

Becoming a Heroine: Reading about Women in Novels (Viking, 1982; Penguin, 1984; reprinted with a new "Postscript," Columbia University Press, 1994).

Tragic Muse: Rachel of the Comedie-Francaise (Knopf, 1993; Duke University Press, 1995). Winner of the 1993 George Freedley Award of the Theatre Library Association; reviewed on front page of *New York Times Book Review*, 2 May 1993; listed as one of the Notable Books of 1993 by NYTBR.

ARTICLES IN BOOKS

"Endless Imitation: Austen's and Byron's Juvenilia," in *The Child Writer from Jane Austen to Virginia Woolf*, ed. Christine Alexander and Juliet McMaster, Cambridge University Press, 2005.

"The Reel Jane Austen," in *Re-Drawing Austen: Picturesque Travels in Austenland*, ed. Beatrice Battaglia and Diego Saglia, Liguori Editori, 2004.

EXTERNAL PERIODIC REVIEW, 2006-07

Institution: CUNY GRADUATE SCHOOL
Program: Women's Studies

Date: Fall 2006/Spring 2007
Degree: Advanced Certificate

"Personal Experience Paper," in *Personal Effects: The Social Character of Scholarly Writing*, ed. Deborah Holdstein and David Bleich, Utah State University Press, 2001.

9). Caws, Mary Ann

BOOKS

Vita Sackville-West: Selected Writings, ed. New York and London: Palgrave, 2002; paper, 2003

Mallarmé in Prose, co-tr. and ed, New York: New Directions, 2001

Maria Jolas: Woman of Action, Columbia, S.C.: University of South Carolina Press, 2004

Yale Book of 20th Century French Poetry, ed. and co-tr. New Haven: Yale University Press, 2004

Surrealism, ed. London and New York: Phaidon (Themes and Movements Series), 2004

10). Clough, Patricia Ticineto

BOOKS

The Affective Turn: Theorizing the Social (edited collection of essays by graduate students and former graduate students) with Jean Halley. Forthcoming Duke University Press, 2007

Autoaffection: Unconscious Thought in the Age of Teletechnology. Minneapolis: University of Minnesota Press, 2000.

The End(s) of Ethnography: From Realism to Social Criticism. Second Edition with New Preface. New York: Peter Lang Inc., 1998.

Feminist Thought: Desire, Power and Academic Discourse. Cambridge: Blackwell, 1994; Chinese Translation, 1995.

The End(s) of Ethnography: From Realism to Social Criticism. Newbury Park, CA: Sage, 1992.

11). Cook, Blanche Wiesen

BOOKS

Eleanor Roosevelt: A Biography, Volume III (New York, N.Y.: Viking, forthcoming).

Eleanor Roosevelt: A Biography, Volume II (New York, N.Y.: Viking, 1999).

Eleanor Roosevelt: A Biography, (New York, N.Y.: Viking, 1992).

EXTERNAL PERIODIC REVIEW, 2006-07

Institution: CUNY GRADUATE SCHOOL
Program: Women's Studies

Date: Fall 2006/Spring 2007
Degree: Advanced Certificate

The Declassified Eisenhower: A Divided Legacy of Peace and Political Warfare, (Doubleday 1981, Penguin 1984) listed by the New York Times Book Review as one of the notable books of 1981, December 6, 1981.

Crystal Eastman: On Woman and Revolution (Oxford 1978).

12). Cooper, Sandi E.

ARTICLES

"Peace as a Human Right: The Invasion of Women into the World of High International Politics" *Journal of Women's History* (July, 2002), 9-25.

"The Shaping of a Feminist Historian" in *Voices of Women Historians: The Personal, The Political, The Professional* Ed. By Eileen Boris and Nupur Chaudhuri (Bloomington: Indiana U Press, 1999) 62-75.

"Women and the World Order" *Women Studies Quarterly* (Special issue: Teaching about Violence against Women - International Perspectives" XXVII,1&2(Spr/Summer, 1999) 98-108.

"Review Article: 'Managing Women' in War and Peace" *The International History Review* (XX,4 Dec., 1998) 904-19.

"Women in War and Peace, 1914-1945" in Renate Bridenthal et al., eds., Becoming Visible: Women in European History 3rd ed., (Boston: Houghton Mifflin, 1998) 439-460.

13). Crahan, Margaret E.

BOOKS

Wars on Terror and Iraq: Human Rights, Unilateralism, and U.S. Foreign Policy. With Thomas G. Weiss and John Goering, eds. New York: Routledge, 2004.

Religion, Culture, and Society: The Case of Cuba. Washington: Woodrow Wilson International Center for Scholars, 2003.

The City and the World. with Alberto Vourvoulias-Bush, eds. (New York: Council on Foreign Relations, 1997) .

ARTICLES

"Civil Society and Religion in Cuba: Past, Present, and Future." Joseph S. Tulchin, et al., eds. *Changes in Cuban Society Since the Nineties*. Washington: Woodrow Wilson International Center for Scholars, 2005, 231-242.

"Religion and Conflict Resolution: The Case of the Guatemalan Peace Process." Renato Zerbini Ribeiro Leao, et al., eds. *Trends in International Law of Human Rights*. Vol. II. Porto Alegre: Sergio Antonio Fabris Editorial, 2005, 221-248.

EXTERNAL PERIODIC REVIEW, 2006-07

Institution: CUNY GRADUATE SCHOOL
Program: Women's Studies

Date: Fall 2006/Spring 2007
Degree: Advanced Certificate

14). Crehan, Kate

BOOKS

- Gramsci, Culture and Anthropology*, Pluto Educational Series: Reading Gramsci, Series Editor: Joseph A. Buttigieg, London: Pluto Press, Berkeley: University of California Press. 2002
Translation into Spanish (2004, Barcelona: Edicions Bellaterra)
Translation into Portugal (2004, Lisbon: Campo da Comunicacao)
Translation into Korean (2004, Seoul: GIL Publications)
Translation into Italian (Forthcoming, Argo Press)
- The Fractured Community: Landscapes of Power and Gender in Rural Zambia*, Berkeley: University of California Press. 1997
- Planners and History: Negotiating Development in Rural Zambia* edited jointly with Achim von Oppen, Lusaka: Multi-Media Press. 1994
- Women, Work and Family in Britain and Germany* edited jointly with T.S. Epstein, A. Gerzer and J. Sass, Croom Helm. 1986.

ARTICLES AND BOOK CHAPTERS

- Forthcoming 'Culture' (11,000 words) in *Critical Term for Gender Study* edited by Catharine R. Stimpson and Gilbert Herdt, University of Chicago Press

15). Deaux, Kay

PUBLICATIONS

- Vickberg, S. M. J. & Deaux, K. "Measuring the dimensions of women's sexuality: The Women's Sexual Self-Concept Scale." *Sex Roles*. (In press)
- Deaux, K., Reid, A., Martin, D., & Bikmen, N. "Ideologies of diversity and inequality: Predicting collective action in groups varying in ethnicity and immigrant status." *Political Psychology*, 27, 123-146. 2006.
- Thomas, T. & Deaux, K. "Black immigrants to the United States: Confronting and constructing ethnicity and race." In R. Mahalingam (Ed.), *Cultural Psychology of Immigration* (pp. 131-150). Mahwah, NJ: Erlbaum. 2006
- To Be an Immigrant*. NY: Russell Sage Foundation. 2006
- "A nation of immigrants: Living our legacy." *Journal of Social Issues*, 62 (3), 633-651. 2006.

16). DiSalvo, Jackie

BOOKS

- DiSalvo, Jackie, Christopher Hobson, and George Anthony Rosso. Eds. *Blake, Politics, History*. New York: Garland, 1998.
- DiSalvo, Jackie. *War of Titans: Blake's Critique of Milton and the Politics of Religion*. Pittsburg: Pittsburg U P, 1984.

Institution: CUNY GRADUATE SCHOOL
Program: Women's Studies

Date: Fall 2006/Spring 2007
Degree: Advanced Certificate

ARTICLES

- DiSalvo, Jackie. "On E.P. Thompson and William Blake." New Politics Summer 1994.
- DiSalvo, Jackie. "Milton and Shaw Once More: Samson Agonistes and St. Joan." Milton Quarterly Winter 1989.
- DiSalvo, Jackie. "Make War Not Love: On Milton's Samson Agonistes and Brecht's Caucasian Chalk Circle." Milton Studies January 1989: 203-231.

17). Edwards, Linda Nasif

ARTICLES

- "Women's Higher Education in Japan: Family Background, Economic Factors, and the Equal Employment Opportunity Law," (with Margaret Pasquale), *Journal of the Japanese and International Economies*, Vol 17, No. 1 (March, 2003), pp. 1-32. An earlier version of this paper appeared as A Equal Employment Opportunity and Women's Higher Education in Japan, Working Paper No. 195, Center on Japanese Economy and Business, Columbia University Graduate School of Business, March 2002.
- "Marriage and Home-Based Paid Employment," (with Elizabeth Field-Hendrey), chapter in *Marriage and the Economy: Theory and Evidence from Advanced Industrialized Societies*, edited by Shoshana Grossbard-Shechtman (New York: Cambridge University Press, 2003), pp. 271-90. Chinese translated edition forthcoming in 2005.
- "Home-Based Work and Women's Labor Force Decisions," (with Elizabeth Field-Hendrey), *Journal of Labor Economics*, Vol. 20, No. 1 (January, 2002), pp. 170-200.
- "Work Site and Work Hours: The Labor Force Flexibility of Home-Based Women Workers" (with Elizabeth Field-Hendrey), chapter in *Working Time in a Comparative Perspective, Vol. II: Studies of Work over the Life Cycle and Nonstandard Work*, edited by Susan Houseman and Alice Nakamura (Kalamazoo, MI: Upjohn Institute, 2001), pp.251-292.
- "Commentary on A Framework for Understanding Telework," by Amy Helling in published proceedings of U.S. Department of Labor Symposium ATelework and the New Workplace of the 21st Century,@ New Orleans, LA, October 16, 2000, pp. 69-72.

18). Eisenstein, Hester

BOOKS

- Globalization, Empire, and the Women's Movement: Complicity or Resistance?* (book contract with Columbia University Press; manuscript due August 2007).
- Inside Agitators: Australian Femocrats and the State*. Philadelphia: Temple University Press, 1996.

EXTERNAL PERIODIC REVIEW, 2006-07

Institution: CUNY GRADUATE SCHOOL
Program: Women's Studies

Date: Fall 2006/Spring 2007
Degree: Advanced Certificate

Gender Shock: Practicing Feminism on Two Continents, Boston: Beacon Press, 1991; Allen & Unwin, Sydney, 1991.

Contemporary Feminist Thought, London and Sydney: Allen & Unwin, 1984; Boston: G.K. Hall, 1983.

Co-editor, *The Future of Difference*, New Brunswick: Rutgers University Press, 1985 (paperback); Boston: G.K. Hall, 1980.

19). Epstein, Cynthia Fuchs

PRINCIPAL RESEARCH

"The Impact of Law School on Legal Careers in the Public Interest." (Grant from the Atlantic Philanthropies.\$438,000) 2000-2004.

"Legal Services for the Poor: Changing Concepts, Changing Environment: A Study of the Legal Aid Society of New York.PSC-Cuny Grant. 1999-2000.

"Workplace Alternatives: A Study of Flexible and Part-time Work in the Legal Profession" Grant from the Alfred Sloan Foundation, 1995-97

The Advancement of Women in the Legal Profession, Grant from The Association of the Bar of the City of New York, 1992-5

Women in Law: Ten Years Later, Grant from PSC-CUNY, 1989-92

20). Fine, Michelle

BOOKS

Cammarota, J. and Fine, M. (Eds, forthcoming) *Revolutionizing Education: Youth Participatory Action Research in Motion*. New York: Routledge Publishers.

Sirin, S. and Fine, M. (forthcoming) *Hyphenated Selves: Muslim American Youth Negotiating their Identities*. New York: New York University Press.

Weis, L. and Fine, M. (2005) *Beyond silenced voices* (second edition) Albany: SUNY Press.

Weis, L. and Fine, M. (2004) *Working Method: Social justice and social research*. New York: Routledge Publishers.

Fine, M., Weis, L., Pruitt, L. and Burns, A. (2004) *Off white: essays on race, power and resistance*. New York: Routledge Publishers.

21). Gelb, Joyce

EXTERNAL PERIODIC REVIEW, 2006-07

Institution: CUNY GRADUATE SCHOOL
Program: Women's Studies

Date: Fall 2006/Spring 2007
Degree: Advanced Certificate

BOOKS

Women and Public Policies. (Co-Author with Marian Palley) Princeton University Press, 1982, 2nd edition, 1987.

Feminism and Politics: A Comparative Analysis. University of California Press, May 1989.

Women of Japan and Korea: Continuity Or Change. Temple University Press, 1994. (Co-Editor with Marian Palley).

Women and Public Policies, rev. ed., University of Virginia Press, 1996.

Gender Policies in Japan and the United States: Comparing Women's Movements, Rights and Politics. Palgrave Macmillan , 2003.

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Date: Fall 2006/Spring 2007
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**THE EXTERNAL REVIEW COMMITTEE REPORT FOR THE
WOMEN'S STUDIES CERTIFICATE PROGRAM
OF THE GRADUATE SCHOOL AND UNIVERSITY CENTER
CITY UNIVERSITY OF NEW YORK**

THE REVIEW PROCESS

The External Review Committee consisted of Professor Adrienne Munich, Professor of English and Women's Studies, Stony Brook University and Professor Joanna Regulska, Women's and Gender Studies Department, Rutgers University. The review of the Women's Studies Certificate Program (WSC) at the Graduate School and University Center began with the careful examination of the impressive and comprehensive *Self-Study* prepared by the program faculty and staff. The preparatory materials were well-organized and helpful in directing our attention to concerns as well as to the many positive aspects of the WSC. The site visit took place April 26-27, 2007. During the two-day visit we met Acting Provost Linda Edwards, President William P. Kelly, and Program Coordinator Professor Anne Humphreys. We also met with the Program faculty, the Advisory Board of the WSC, graduate students, as well as with the staff member. It was a very busy and informative two days. Upon our request, the Program Coordinator and the staff member were able to provide us with additional materials. Without exception we have received very courteous treatment through the visit and felt confident that there was sincere interest in our review.

FINDINGS

Strengths

Founded in 1990, the Graduate Certificate in Women's Studies represents the most comprehensive graduate program in Women's Studies in the New York and therefore it uniquely positions the Graduate School and University Center as the center of graduate women's studies education in the city. While Columbia University offers a graduate certificate through its Institute on Research on Women and Gender, it is on a much smaller scale and enrolls fewer students. There is virtually no competition for Institutes and Centers devoted to the study of women and undergraduate majors and minors. Barnard has a Center for Women and offers a major, but it has no graduate program. The graduate program in the New School recently closed down and only *an* undergraduate program is offered through Eugene Lang College. NYU and Fordham also offer only the undergraduate program.

Meanwhile interest in the Graduate Center Women's Studies offerings is growing, along with the interest and abilities of faculties in the senior and community colleges. Therefore, the already superior faculty affiliated with the Program enjoys the support of a

large body of qualified newer faculty and is in a position to tap into the interest in more and different kinds of graduate offerings. The senior distinguished faculty is also able to mentor the newer faculty and thus maintain the pre-eminence of the program. In addition, the presence of The Feminist Press and the activities of the Center for Lesbian and Gay Studies (CLAGS) offers exciting collaborative possibilities that can build on current collaborative offerings. There are possible reconfigurings that could consolidate the academic offering of CLAGS with the WS certificate program and potential Masters Program. The current head of CLAGS is eager for more collaboration, and The Feminist Press also has a history of co-sponsored events. With a more active Center for the Study of Women and Society (SCWS), these enterprises are poised to give the Graduate Center a more noticeable name, both locally and nationally, as the outstanding place for the study of women (and gender—more on that below). As we progressed through the interviews with faculty and students, the External Review Team became aware of these already existing high-achieving units that ultimately are necessary for success. The question that emerged for us was how WSC and the Graduate Center can capitalize on already attained successes and become a more recognized leading force in feminist education in New York City.

There is no question that the intellectual force as represented by faculty is remarkable. The Certificate Program has 62 faculty out of which 19 (31%) are central line appointments with remaining faculty coming from other campuses of the CUNY Consortium. The WCS faculty is extremely distinguished and well known. Its productivity is extraordinary, as reflected in the fact that during the last three years, the Women's Studies faculty has published fifty-two books.

We are also impressed with the number and quality of the initiatives already in place. The Program engages in constant outreach to Women's Studies in the entire CUNY system:

- It has established and maintains a blog, which generates enthusiasm, interest, and a sense of an academic community across the entire system, For instance, during the days we were reviewing the program, both Medgar Evers and Hostos community colleges posted to the blog.
- It runs a dissertation study group, with time volunteered by the Director, Anne Humphreys (when first announced, immediately 15 students signed up) .
- The Program organizes conferences and speakers' series, one collectively run with CUNY-wide speakers. From one series or another, there is commonly one speaker a week, an unusually rich offering.
- The Program has a regular newsletter.
- The Program supports the Interdisciplinary Feminist Group, run by students, a feminist studies seminar to bring in speakers and run programs, receiving only \$250, the limit of current possible support.
- The Program initiated new ways to bring together WST CUNY - system wide faculty through the special events such as the annual book party.

The Certificate Program has admitted two hundred forty-one students to its Program since figures were made available to us starting in 1998. Seventy six percent of the students entered the Program during the last five years, with 42% of all students completing half or more of the requirements for the Certificate. Thirty two students out of 241 (1.6%) are Master of Liberal Arts (MALS) students. The program offers the actual certificate only upon the students' completion of a Ph.D. in a field. The Program documents 32 students actually finishing both the Ph.D. and the certificate, with only one MALS student completing the Certificate. We had an opportunity to meet with the graduates of the program and we were impressed with their high quality. The submitted Self-Study reinforced our impression that graduates are very successful in securing academic jobs and that the completion of WSC makes them more marketable. As one of the former students pointed out, she was hired precisely because she has the Certificate in Women's Studies. Currently she coordinates concentration in Women's Studies at another college. In conversation with the External Review Team she asserted: "Certificate prepared me for doing and developing Women's Studies".

Challenges

Below we highlight main challenges that we believe should be addressed in order for the Program to engage in a long-term strategic expansion that, given interest and potential, it merits..

1. Completion of the Certificate

At the initial interview with the President and the Acting Provost, we were asked to examine the disparity between the number of enrolled students and the number of students actually completing the Certificate. We have raised this question with the Program Coordinator and the Program faculty, and received various possible explanations. While the evidence of possible explanation is anecdotal (as no hard data is available), the interviewees pointed out to us that:

- Students take the introductory courses and are satisfied with that theoretical background and then concentrate on their departmental work.
- Students finish their certificate but do not finish their Ph.D.
- Students have yet to finish their Ph.D.
- Students may have only one course in the certificate to complete but do not complete it in time to receive tuition for it. Therefore, they would have to pay additional tuition in order to complete the coursework.

The fact that not all students complete the Certificate did not appear to us as a disadvantage either to the students or to the Program. It indicates that some students view an interdisciplinary introduction to Women's Studies essential to their disciplinary work as this particular field would help them conceive their research objectives in ways not available in traditional departments. In addition, some

department requirements do not easily allow for completion of both the departmental and certificate offerings in the time allotted for tuition credits.

2. Curriculum Issues

Requirements: Although the issue of the appropriateness of the requirements might be seen as calling for a more extensive report, we will simply note that prerequisites are necessary for a responsible program and that there is more than one way to fulfill the requirement. The two required courses are the foundation of the Certificate and constitute the central measure of the Program's success. They provide a base, common knowledge, and an overview of the field, its methodology, theory, and pedagogy. In the past, they have been co-taught as a way of enforcing the true interdisciplinarity of Women's Studies.

Course evaluations: Both the current Program Director and we observe that these courses need more adequate vetting. The Self-Study recommends that the courses be evaluated by the students. The Review Team also recommends that the faculty evaluate the electives. Women's Studies as a separate interdisciplinary field is not always congruent with traditional departments in their consideration of women. In fact, any early perception that led to the formation of Women's Studies and feminist theory as a field depended upon the insight that volumes and volumes had been written about women (in large part by men) and that there are sexual politics imbedded in these volumes, whatever their field. While the vetting of courses is indeed a delicate political issue, it is clear that not all courses that include women and gender in their syllabi are appropriate for the Certificate. In addition, some of the courses that fulfill the electives do not focus exclusively on questions of women and/or gender. This is not necessarily a disadvantage and could, in fact, constitute strength. It is not clear that the Certificate student taking these electives are required to write papers for the courses which focus on gender and women either in the way the requirements have introduced them to the field or on women and gender at all.

3. Space and Resources

While the Women's Studies Certificate Program became increasingly popular with students and launched numerous of new initiatives, it finds itself in a paradoxical situation. The applicants and entrants to the program are growing but the resources and morale are diminishing. This situation arises from a reduction of space and the merging of the Center for the Study of Women and Society with the Women's Studies Certificate Program. Under the new arrangement, the duties of both units are consolidated under one Director, with no addition of staff to support both enterprises and no additional support for the Director, either in terms of additional course release or mechanisms to facilitate institutional affiliation for faculty teaching in the program in terms of additional teaching units. The former has resulted in great difficulties in finding a Director able to make the considerable sacrifices required to run the program. The latter has resulted in a diminishment of the actively interdisciplinary

character of the courses. Whereas formerly required courses had been genuinely co-taught, at this point the reduction in teaching units available to the Program has meant that only one course is co-taught. This has affected not only the morale of the teaching faculty but a diminishment of the vitality of its courses. The theory of interdisciplinarity so vital to feminist theory and feminist revision of traditional ways of knowing and central to a superior academic program has been sacrificed. As a measure of the state of the Program, the Advisory Board faculty, many of them renowned in the historic struggle to establish women's studies and feminist theory as academic disciplines, is spending their considerable energies not simply in the extensive academic offerings and research in the field and/or planning ahead curricular and research offerings commensurate with the interest in the program, but also in energy-draining and sometimes demoralizing efforts to maintain a viable Program.

REVIEWERS' RESPONSE

In contrast to the inside feeling of discouragement, the outside readers found a great deal in the current program impressive, particularly in light of the relatively insignificant cost of the program. More interestingly for the prominence of the Graduate Center in general, the potential importance of the Women's Studies Program for the outward profile of the Graduate Center, on the one hand, and its academic offerings, on the other, seem to us to be without parallel. The Graduate Center's Women's Studies Program offers the potential to be the exciting, cutting-edge face and voice of Women's Studies for the entire city of New York.

Whatever solution is adopted, it is clear to us that some significant structural changes are essential. The current arrangement is strangling a still-vibrant program with committed and unusually distinguished faculty. We emphasize in this report that we consider the current arrangement as barely viable, and it is only with the (charitable) contribution of the current Director's accrued course-off credits that she is able to fulfill, but only partially, duties that had previously been divided between two Directors. With this exciting potential in mind the External Review Team offer a variety of structures for the Women's Studies Program, the first the most visionary and with the most institutional support required. We strongly believe the first option preferable.

Recommendations

1. Name change to Women's and Gender Studies

We suggest this change in name to match with the description of the Program and to place the Program in line with the tendencies in the field to include masculinity studies, queer theory, inter-sexed, transgender, lesbian and gay studies, areas which are an outgrowth of women's studies. As one recent Program description brochure states: "The general aim of the program is to offer critical reflection on the experiences of both women and men in terms of differences of gender, sexuality, race, class, ethnicity and nation."

2. M.A. in Women's and Gender Studies

As we have pointed out none of the New York institutions offers an MA program (the closest is Rutgers and SUNY Albany). Both the faculty and the Director raised the possibility of the development of the MA program in Women's and Gender Studies (such a possibility was also raised by the President and Acting Provost). Because there is no competition, the Director has found to be a demand for such a Program as measured in part by the frequent inquiries requesting such a degree (approx 10 inquiries per month). Indeed, the Graduate Center would be the ideal site for this degree with many of the faculty already in the Graduate Center on center lines and the senior colleges contributing talented faculty to create a large pool to offer courses. We believe the new MA Program will be able quite quickly to operate at a profit, or, at the outset, with no significant expense. Faculty believe that the establishment of such a program would give the solidity to the Certificate program, would institutionalize what already has been built and that such a change would actually further enhance the already distinguished quality of the program. It seems to us that the development of the MA would indeed increase the involvement of the faculty (both of those holding center lines and those involved in the CUNY- wide system) and would raise the prestige of the program, thus further attracting new faculty to teach in the Women's Studies. The experiences of other institutions show that MA graduates pursue diverse careers including PhDs in a variety of professional fields (e.g. law, social work, urban planning) and in academic fields, both in humanities and social sciences.

3. Certificate of Completion

We applaud the Program's plan to offer a certificate of completion. This would give the student who does not finish the Ph.D. a credential in pursuing other career options and will offer the Program an easy way to keep records on those who have completed the Certificate. We suggest exploring the possibility of tuition waivers to allow students to finish the Certificate during the years where a student has advanced to candidacy. This would allow students to be admitted to the Certificate Program in their second year, when some of them become more certain of their areas of interest. Perhaps the Program would have the power to allot tuition waivers to students.

4. Publicity of the Certificate Program

The Director plans to recruit students more actively to sign up during their first year and therefore reaching out students early on in the graduate career. In addition, the Director and faculty intends to present the Certificate Program at orientation meetings for new students. To do so, the Departments could insert a brochure about the Women's Studies Certificate Program in their acceptance packet. Furthermore, President Kelly's new emphasis on development and fundraising, opens new possibilities for closer relationships with Alumnae, who from our brief meetings, are exceptionally devoted to the Certificate program and who pointed out to us, how the Certificate changed their life.

5. Course Requirements

The Program considered the requirements and whether there are too many to be fulfilled in the time allotted. In this regard, we note that the two prerequisites can be waived, depending upon the courses having been already taken at other institutions. As we noted to the Provost, unlike Departmental curricula, Women's Studies cannot assume that a student would be familiar with the field; whereas a student entering a Economics Department, for instance, would be assumed to have taken a good number of economics and related courses. The Women's Studies Program, representing a relatively young field of inquiry that pursues many different lines of scholarship, is not taught at every college. Therefore one cannot expect that students coming to the program already have grounded and extensive knowledge of the field. Consequently, the Women's Studies Program does not want to design a curriculum requiring that students be already familiar with the field. Since the prerequisites also serve the M.A. in Liberal Studies, (MALS), we find that the offerings are fairly efficient and serve the academic mission of both Programs. To some degree the pressure to find faculty teaching in the program and the need to lower the expenses of bringing faculty from other colleges, could be easily alleviated by creating incentives for the center line faculty to become more involved and teach in the Certificate Program. The involvement of such faculty would also attract new students as students tend to follow faculty by whom they are mentored.

6. Elective Courses

We suggest that students in the electives fulfilling the requirements for the Women's Studies Certificate be required to write a Women's Studies appropriate seminar paper. Elective courses are managed by departments and capped to give priority to their own students. This situation requires extra work for the Director in forming an adequate curriculum. The Program recognizes that it must exercise more oversight on the electives, consistent quality of offerings. Students make this suggestion, and the Director understands the necessity and the great difficulty in planning a consistent set of electives.

7. Reinstatement of co-taught courses.

Students, faculty, alumni agree that the co-taught courses are one of the most appealing and desirable aspects of the Program and are essential to the theoretical underpinnings of the field. We strongly suggest that more units be allotted to the Program so that they can re-establish these co-taught courses as congruent with their mission. Given the interdisciplinary nature of the field, co-teaching will assure and reinforce that such framework is actually practiced in the classroom and that dialogue between humanities and social sciences takes place.

8. At least 50% course release for the Director

The Program is more complex than is reflected in the compensation received by the Director. For one course relief, she is expected to run both the Certificate Program and CSWS. The latter requires programs, such as lectures, conferences, a research component, and grant writing. The Certificate Program requires complex curriculum

planning that involves interacting with all the departments in which faculty are housed, student mentoring, publicity of the program, recruitment and admissions, encompassing a faculty larger than most departments. These duties do not include teaching, advising, and directing dissertations in the Director's home department. We have been told that finding a person willing to run the Women's Studies Program is directly a result of the inadequate support required to do a responsible job. Ideally, we believe the Program (Department) requires a full-time Executive Officer or Director.

9. The Center for the Study of Women and Society.

While we were not asked to comment on the Center for the Study of Women and Society, the topic was introduced by the Acting Provost, the President, and the Director, as well as by Patricia Clough, with whom we had dinner. We cannot comment at length on it—we did not see their space or meet anyone currently working there. However, from what we were told, the Center has been an important place that offers programs attracting significant numbers from outside the Graduate Center, programs such as important conferences on social policy, seminars, a speaker's bureau. Its Conviction Project offers just the kind of link between social commitment and academic research that should be recognized for its vital importance, not only for supporting exactly the kind of program—education—that is most effective in preventing recidivism, but also providing a treasure of research data that has yet to be adequately exploited for articles and books by students and faculty. This is precisely the kind of project envisioned by the founders of Women's Studies, bridging the outside world of women and the academy, with the potential to change both. Although the current structure seems to us to ensure the gradual withering of the Center, with adequate support, such as a person to write grants and so forth (suggested in the restructuring proposals below), we believe that the Center will attract grants and function more effectively to publicize Graduate Center programs. It has the potential, we believe, on the basis of the six Centers and Institutes associated with the Rutgers University Women's and Gender Studies, for example, to supplement the academic program and provide creative synergy for projects, courses, conferences, and publications.

While the above individual recommendations aim to strengthen existing program and in many instances basically ask for reinstatement of the resources that the Women's Studies Program had in the past (resources that were lost despite the Program's growth), we believe that the Administration should take a longer-term approach and rethink the actual structure of the Program and its relationship with the Center for the Study of Women and Society. What is proposed below are three possible models that take into account the intellectual and structural developments in the field of WST (growing emphasis on the interdisciplinarity, global and transnational feminism, increased number of foreign students, increased number of PhD programs in the country, growing demand for MA programs, growing number of WST departments) and the unique position and location of the Graduate School and University Center.

Three Possible Structures for Graduate Women's and Gender Studies

1. Academic Department, with an Executive Officer

This model assumes that the Department of Women's and Gender Studies will be created with an Executive Officer to which two units will report: the academic program and the CSWS. We believe that the two can function as essential strengths of a whole, with an active research Center contributing to the intellectual life of the Department and also providing data for student research. The Department will require support staff, including staff for the Center or an Associate Officer in charge of the Center's grantwriting. Its academic programs will include:

- M. A. in Women's and Gender Studies
- Graduate Certificate in Women's and Gender Studies
- Ph.D. in Women's and Gender Studies (in the future)

2. Graduate Program in Women's and Gender Studies/ Center for the Study of Women and Society.

This structure would have one full-time director of both the academic and research units, with two in staff, one devoted to the academic programs and the other devoted to the research, conferences, visiting scholars and lecture programs. It would require a Director with most of her energies directed to administration and would provide a significant reduction in teaching requirements. This structure, as in whatever structure adopted, assumes restoration of units lost to enable co-taught courses. The academic side will offer two educational options:

- M. A. in Women's and Gender Studies
- Graduate Certificate in Women's and Gender Studies

The Center for the Study of Women and Society will continue and expand its scholarly activities through the strengthened research/grant component and lecture and conference component.

3. Graduate Program in Women's and Gender Studies

This structure would be dependent upon restoration of cuts to the program and assurance that sufficient teaching units are allocated to enable co-taught courses. The Director would have to be provided with sufficient course reduction to enable competent administration of a complex, demanding Program. The Program would offer:

- M. A. in Women's and Gender Studies
- Graduate Certificate in Women's and Gender Studies

The CSWS, would have its separate Director and office assistant.

CONCLUSIONS

All of our suggestions are aimed to build stability in order, first, to maintain the current high level of the program and second, to move the program to the next level of excellence. We find that Women's Studies fits in with the mission and profile of the Graduate School as committed to social responsibility and economic justice, principles central to the founding of Women's Studies as a field of inquiry. Once the Graduate Center recognizes Women's and Gender Studies as a powerful tool to gain further recognition and prestige for the Graduate Center as a unique institution, we believe that our suggestions will be seen to fit in with its central mission and that the Graduate Center is able to ensure the stable future and growth of Women's and Gender Studies. Given the current positive fiscal situation and promise for further prosperity of the Graduate Center, we believe that now is the ideal time to make a firm commitment to its strong interdisciplinary foundation and to recognize it as a place where students and faculty meet to perform cutting-edge research, teaching, and learning, where they both congregate to push the envelope beyond traditional disciplines.

Summary of our Recommendations

- Change structure from Program to Department, with adequate compensation for Executive Officer
- Change name to Women's and Gender Studies
- Develop an MA in Women's and Gender Studies
- Restore units for co-taught courses
- Elective courses should require students to write seminar papers directly relevant to Women's and Gender studies
- More carefully vet the electives, with requirements for suitable student research projects.
- Issue a Certificate of Completion
- Continue the productive relationship with MALS
- Build further ties between CLAGS and Women and Gender Studies, exploring the possibility of a similar relationship as with MALS to include the CLAGS course in the curriculum.
- Strengthen relationship with The Feminist Press
- If departmental recommendation is not adopted, provide more support and resources to enable the Director to perform all her duties.
- Maintain the Center for the Study of Women and Society, either as part of the Department or Program (preferred), or as a separate entity, but with an adequately supported person in charge of grant writing, programming, research, and community outreach.

Submitted May 21, 2007

**RESPONSE OF COORDINATOR TO THE EXTERNAL REVIEW COMMITTEE
REPORT FOR THE WOMEN'S STUDIES CERTIFICATE PROGRAM OF THE
GRADUATE SCHOOL, CITY UNIVERSITY OF NEW YORK**

11 June 2007

Introduction

We want to thank the external reviewers, Professor Adrienne Munich, Professor of English and Women's Studies, Stony Brook University (SUNY) and Professor Joanna Regulska, Women's and Gender Studies Department, Rutgers University, for their thorough review of the Certificate Program in Women's Studies of The Graduate Center CUNY and for their enthusiastic support of the Program and its activities. Most helpful are their suggestions for new initiatives and ways to rethink current practices. The process of writing the self-study and the discussions with the reviewers, as well as with faculty in the various joint meetings of reviewers and faculty, was a very productive experience, one that will be of great benefit to the WSCP both immediately and in the future.

We find ourselves in general agreement with most of the twelve recommendations the reviewers made, many of which were part of our self-study but some of which highlighted issues and possibilities that we had not included in that document.

The issues and recommendations in the reviewers' report can be divided up generally into five categories all of which are interrelated:

- The **definition** of the Program and the **scope** of its offerings, including the desirability of developing an M.A. in Women's Studies;
- the administrative **structure** of the Program both in itself and in its relationship to the Center for the Study of Women and Society (CSWS);
- the nature of the **curriculum and the requirements** in the WSCP;
- the **completion** of the Certificate;
- **relationships of the WSCP with other entities at the Graduate Center, and at CUNY**, especially the Women's Studies Discipline Council of CUNY, and MALS, CLAGS, and the Feminist Press at the Graduate Center.

The Definition of the Program and the Scope of its Offerings:

The external reviewers suggested **changing the name of the Program** from Women's Studies to Women's and Gender Studies. This has been a topic of discussion at Advisory Board meetings and in informal conversations for some time. As one of the reviewers' (Professor Regulska) own affiliation suggests, this expansion of Women's

Studies to include gender studies is part of a trend across the country. It is, however, wherever it is introduced into discussion, a controversial issue, and there are strong feelings on all sides. There is, for example, strong sentiment among some founding faculty of the WSCP that expanding the nature of the Program will diminish both the historical and current focus on women. At the Graduate Center it is also complicated by the strong presence of CLAGS as a center for research and, recently, as a Concentration. Nonetheless, we will introduce the issue at the first Advisory Board meeting in the Fall, and discuss the best way to arrive at a consensus on this issue. Expanding the name to “Women’s and Gender Studies” does seem to be a good way in which to strengthen the connections between WSCP and the CSWS and CLAGS.

There is no controversy, however, about **instituting an M.A. in Women’s Studies** [and Gender Studies] in addition to the Certificate for students in Ph.D. Programs. This idea has been broached at Advisory Board meetings in the last year and with faculty and students, and has received unanimous support. The Certificate Program has a strong foundation on which to build an M.A.; we have an 18-credit requirement for the Certificate in place, and if you add on another three credits for thesis research (standard in M.A. Programs), there would be only three more courses required to make up a 30-credit M.A. We also have an extensive and distinguished faculty to call upon, and an M.A. Program would give more of them an opportunity to teach women’s studies. In fact, an M.A. might be one way to involve the central line faculty at the Graduate Center more frequently in teaching in the Program. The WSCP is ready to engage immediately in discussions with the Provost and the President about developing an M.A. in Women’s [and Gender] Studies. (The name will have to be negotiated with the Program’s faculty and students.)

The Structure of the Women’s Studies Certificate Program

The external reviewers provided three models for reorganizing the structure of the Program; all of them recognized the need for **additional compensation for the director and/or additional staff for CSWS**. As the Acting Coordinator of WSCP and Director of the CSWS (I am dropping the corporate “we” for this), I absolutely and in the strongest terms agree with this assessment of the external reviewers as did Provost Geoffrey Marshall when the positions of Coordinator of the Certificate Program and director of the Center for the Study of Women and Society were first collapsed into one administrative position at which time he said in writing that the new position needed to be—and would be—full-time. I will be happy to detail in another format what this position has entailed over the course of 2006-2007, but here I will only reiterate that the external reviewers did not exaggerate how inadequately this double responsibility is supported.

As far as the three models for reorganization are concerned—an academic department, a graduate program which maintains the connection with the CSWS, and a graduate program with the CSWS as a separate entity—I personally would favor the second, that is the current structure but with sufficient support, including an associate director for the CSWS. But other members of the Women’s Studies community of The Graduate Center—faculty (including emeriti faculty who are quite active), students, and alumni—will have different takes on these models. There is still strong support among

some faculty for a Ph.D. in Women's Studies, and some favor having two directors, one for the Certificate Program and one for the Center. I have sent the external reviewers' final report to the faculty and Advisory Board and have asked them for responses.

The Curriculum and the Requirements in the WSCP

On the issue of the curriculum and requirements for the Certificate in Women's Studies, the external reviewers found the number of required courses was just right and supported the need for the two pre-requisite courses, which for students who have a foundation in Women's Studies when they enter the Program, can be waived. The reviewers focused their suggestions on two areas: **the need to restore the units to make team-taught courses possible, and a more careful vetting of the electives students are required to take to complete their Certificates**, including a requirement that Certificate students be required to write papers in these courses on subjects relevant to Women and Gender Studies.

Again, I must agree that **team-taught courses are fundamental** to the discipline of Women's Studies. In particular the pre-requisites should be team-taught by faculty from the humanities and social sciences. Under the previous coordinator there was an effort to reach out to the CUNY colleges and tap the strong faculty in Women's Studies throughout the system to teach our courses. That continued during this past year, and I think this has been an important initiative. (One of my goals as Coordinator has been to strengthen ties through the discipline council with the CUNY colleges women's studies faculty.) But we also need to find ways to encourage central line faculty to team teach with these faculty which would enable us to have more team-taught courses. I do agree that the Certificate Program needs more units to make Women's Studies courses, through team-teaching, truly interdisciplinary again.

The recommendation of the external reviewers that **we vet more carefully the electives we accept for the Certificate** and that we require Certificate students to write papers in these courses directly relevant to Women's and Gender studies is a good recommendation, but, I am afraid, not a very practical one. We rely on our own faculty to decide whether the courses they are offering in their academic Programs are relevant to Women's Studies, and when we are in doubt, we always consult the faculty member teaching the course. But it is just not practical in terms of time and labor for the Coordinator to gather syllabi from some 20 courses each semester and vet them. And I also don't know how we could require Certificate students in courses that we don't control to write certain kinds of papers. Our capstone required course in Women's Studies, the "Workshop in Women's Studies: Methods and Guided Research" ensures that Certificate students will write a significant paper directly relevant to Women's and Gender Studies, which in a minor way addresses this issue.

As an outgrowth of the self-study and external review process, however, we have already decided to ask the Advisory Board **in the fall to set up a curriculum committee** to review the curriculum in general, including beginning the work to establish an M.A.

The Completion of the Certificate

We understood from the initial discussions with the external reviewers that they were asked to investigate the disparity between the number of students who were admitted into the Certificate Program and the number who received their Certificates.

As an introduction to the response to this issue, we want to present a few statistics. Of all 241 students, 30 (12.5%) have completed the Certificate but not the Ph.D.; and 42% have completed half or more of the requirements for the Certificate.¹

The external reviewers have in their report responded to the request to consider the difference between the number of students enrolled in the Certificate Program and the number of students who have received their Certificate. We are in agreement with their conclusion that though there are some things that might be done to lessen the disparity, the problem is mainly systemic. Furthermore, though graduation is the official marker these days of outcomes success, I have to say that students who take one or two or three Women's Studies courses and then no more have definitely benefited by this involvement in the WSCP, which may also have included participation in many of the lectures and conferences sponsored by the CSWS. Their not continuing to completion of the Certificate should not, in my view, be considered an unsuccessful outcome.

One reason that every student who enters the Certificate Program does not get a Certificate is that, though they have completed the Certificate requirements, they have not completed their Ph.D. (As state above, there are 30 such students at present.) This is the easiest reason to remedy, and we had already thought of the way to do so. We will, starting in 2007-08, offer a *Certificate of Completion* for students who have completed the requirements for the Certificate but have not completed their Ph.D. We will honor them at the December student awards lunch. Not only will this encourage students to finish the Certificate and give those who have not completed the Ph.D. official recognition of their completion, but it will help us keep track of students who have signed up for the Program, which, based on the work we did for the self-study, we are in a good position to do.

Another reason students do not complete the Certificate is that they take several courses in Women's Studies and then either decide to devote their time to their Ph.D., and/or they move to Level III and do not want to have to pay extra for finishing their Certificate. The requirement that students at Level III who continue to take courses must pay extra for them is definitely an issue for students who would like to take the Certificate and have made progress on it but who, quite rightly, want to move forward on their Ph.D. Others, in programs with a high number of required courses, may not have

¹ Our statistics show that 34 (1.6%) of the 241 students registered for the Certificate are MALS students. MALS students for the most part do not try to complete the Women's Studies Certificate; they are moving towards an M.A. in Liberal Studies with a concentration in women's studies, and they are required to take only the two prerequisites and write a thesis on a women's studies subject in order to fulfill the MALS women's studies concentration or track.

time while they are Level II to complete the Certificate.² This could be addressed of course if students were able to request a tuition waiver to complete their Certificate requirements once they reach Level III.

There is some anecdotal evidence from both students and faculty that when the pre-requisite courses were no longer team taught—with a faculty member from the humanities and one from the social sciences—some students found these introductory courses less interdisciplinary and lost some motivation to continuing the Certificate.

Some of these reasons for the disparity in number of completed Certificates are outside the control of the WSCP (such as the necessity for students at Level III to pay for courses needed to complete the Certificate), but there are some initiatives that we can introduce, namely

1. We will institute a **Certificate of Completion** and, building on the statistical surveys we did for the self study of the students in the Certificate Program, construct a data base that will allow us to keep better records on our Certificate students' progress.
2. We will encourage students to begin their work on the Certificate in their first year. We already attend the New Student Orientation every September and hand out information and answer questions and even sign up interested students. But we would like to follow this up next year by having an informational meeting early in the semester and invite both current and prospective Certificate students to come and talk and meet each other.³

The Relationship of the WSCP with other entities at the Graduate Center, and at CUNY, especially the Women's Studies Discipline Council of CUNY, and MALS, CLAGS, and the Feminist Press at the Graduate Center

Over the course of the last year, the WSCP has continued to collaborate with MALS in the staffing of the two prerequisite courses. In the spring 2007 term, as a result of this collaboration between the two programs, the Graduate Council of the Graduate Center approved the revised names for the two prerequisite courses, changing "Major Feminist Texts" to "Feminist Texts in Context" and "Contemporary Feminist Thought" to "Feminist Theory".

² Of the 241 students registered as in the WSCP currently, 54 (22.4%) entered before 2001 and 187 (76%) after 2001. We are currently polling every student registered for the Certificate as to whether they plan to complete the Certificate. It is clear from the early and incomplete responses that for those who say they will not complete the Certificate the most frequently given reason is that they are at Level III and they don't want to pay extra for the courses that would enable them to finish the Certificate.

³ In the enrollment as of June 12, 2007 for the prerequisite course "Feminist Texts in Context" in fall 2007, there are 18 WSCP students registered and four MALS students. Of the 18 WSCP students, 16 are level I students and two are level II. These numbers not only show the strong interest in the WSCP and the health of the Program, but also that students are beginning their work on the Certificate early.

The WSCP and the CSWS have also strengthened their relationship with the Women's Studies Discipline Council of CUNY. We sponsored a conference in fall 2006 "The Future of Women's Studies at CUNY" which brought together representatives of women's studies from all over CUNY who spoke about the activities on their campuses and in their programs.

Out of this conference came the idea for a CUNY Women's Studies blog, which would provide a place where all CUNY campus women's studies groups could share information about their events and issues. We implemented this blog in the spring 2007 (it can be accessed at <http://womenstudies-cunywide.gc.cuny.edu>) and there are already a number of entries. We will have a formal launch at a discipline council meeting in fall.

We have also strengthened the connections with The Feminist Press, located at the Graduate Center. We are involved in the "Women and Science" project, headed by Shirley Mow, and the coordinator of WSCP is on the Advisory Board for this very exciting project. The WSCP also co-sponsored with the press three major book launches in 2006-2007, and are co-sponsoring a major celebration on September 11, 2007 of the work of Tillie Olsen, which will bring in many major authors and activists. We also plan an event around the Feminist Press's "Women Writers in Africa" series either in the fall or spring.

We also co-sponsored and partially supported in the last year talks and conferences with the Center for the Humanities, and the Art History, History, Sociology, and English Programs.

The one Graduate Center entity that WSCP needs to develop a more integrated relationship with is the Center for Lesbian and Gay Studies (CLAGS). Particularly if WSCP is to change its name to Women's and Gender Studies, it is crucial to work with CLAGS on ways of closer collaboration both in terms of curriculum and outreach. In the developing of an M.A., collaboration with CLAGS will also be important. One goal for the next year is to develop a closer connection to CLAGS.

All of these collaborative relationships will continue and develop in the future.

* * * * *

In conclusion, the Women's Studies Certificate Program is poised to move forward, developing and expanding its current activities, adding others as possible, and with new energy rethink its structure and its future.

Summary of Activities to be Undertaken in the Next Year as a Result of the External Review

1. Ask the Advisory Board to discuss the recommendations of the external reviewers to change the name of the Program;

2. Initiate discussion with Advisory Board and faculty, including alumni, about the three models of structure suggested by the external reviewers, and initiate action if desirable;
3. With the Advisory Board begin the process of developing an M.A. in Women's [and Gender] Studies;
4. Set up an elected (as required by the Program's by-laws) Curriculum Committee to do an evaluation of the current curriculum and make recommendations for changes as necessary;
5. Reach out to central line faculty to try to increase the number of WSCP courses that can be team taught;
6. Schedule an introductory informal meeting for prospective WSCP students early in the fall semester;
7. Encourage students to begin their Certificate requirements early to enable them to finish by the time they reach Level III;
8. Institute a **Certificate of Completion**;
9. Build on the statistical surveys we did for the self study of the students in the Certificate Program, and construct a data base that will allow us to keep better records on our Certificate students' progress;
10. Further develop the CUNY wide Women's Studies blog and have a formal launch in fall 2007;
11. Set up an ad hoc group to develop relations and projects with CLAGS.

Respectfully submitted,

Signed: Professor Anne Humpherys
Coordinator of the Certificate Program in Women's Studies
Director of the Center for the Study of Women and Society,
The Graduate Center CUNY

From spreadsheet of students:

TOTAL NUMBER OF STUDENTS WHO ARE CERTIFICATE STUDENTS: 241

Entered program pre 2001 (54 or 22.4%)

Entered 2001-spring 2006 (187 or 76%)

MALS STUDENTS: 34 students out of 241 (1.6% of total); only one of the 30 certificates completed was by a MALS

NUMBER OF COURSES TAKEN TOWARD THE CERTIFICATE:

0 courses: 30 students (12.5%)

1 course: 65 students (27%)

2 courses: 45 students (19%)

3 courses: 34 students (14%)

4 courses: 25 students (10.4%)

5 courses: 12 students (5.5%)

6 courses students (completed certificate, but not all have completed Ph.D.): 30 (12.5%)

42% OF ALL STUDENTS ON LIST HAVE COMPLETED HALF OR MORE OF THE REQUIREMENTS FOR THE CERTIFICATE.

TOTAL NUMBER OF FACULTY: 62

**TOTAL NUMBER OF THE 62 WHO ARE CENTRAL LINE APPOINTMENTS:
19 (31%)**

TOTAL NUMBER OF BOOKS PUBLISHED BY WOMEN'S STUDIES FACULTY MEMBERS IN THE LAST THREE YEARS:

52

WOMEN'S STUDIES CERTIFICATE PROGRAM
THE GRADUATE CENTER CUNY

21 March 2007

Dear colleague,

As you may know, the Women's Studies Certificate Program at the Graduate Center is undergoing an external review this semester. This is the first time this has been done, and it is extremely important to the future of the Program that it go well.

The dates of the review are Thursday and Friday, April 26 and 27. The outside reviewers are Professors Adrienne Munich, Stonybrook SUNY, and Joanna Rugulska, Rutgers.

Attached you will find the full schedule for the two-day review.

There are three opportunities for faculty to meet and speak with the external reviewers;

1. Thursday, April 26 at noon-2 p.m.: an informal lunch in room 8400 of the Graduate Center with both faculty and students;
2. Thursday, April 26 at 2:00-3:00 in the Provost's Conference Room: one of two opportunities for faculty to meet as a group with the evaluators (the other is the next day at 10:45).
3. Friday, April 27, 10:45-12:15 in the Provost's Conference Room: the second opportunity for faculty to meet as a group with the evaluators.

The last two are especially important because faculty will have an opportunity to speak directly to the evaluators about the Certificate Program (the Coordinator will not be present at these two meetings). It is our hope that by scheduling two meetings a good number of faculty can attend one of these meetings.

It is very important for the future of the Program that the evaluators see that there is commitment and support for the Program from the faculty.

Will you kindly let me know if you can be available for the lunch, and either of the general meetings?

Thank you in advance for your support in this important endeavour.

Anne

Professor Anne Humpherys
Coordinator of the Women's Studies Certificate Program (Acting)
The Graduate Center CUNY

Women's Studies Periodic External Review Schedule April 26-27, 2007

Thursday April 26, 2007

Lunch 12:00-2:00 Room 8400 Faculty & Students	Faculty 2:00-3:00 Provost Conf. Rm. 8113.10	Students 3:00-4:00 Provost Conf. Rm. 8113.10	Advisory Board 4:15-5:45 Provost Conf. Rm. 8113.10	Dinner 6:30
Brownstein, Rachel M.	Hintz, Carrie	Levy, Antonia	Abramovitz, Mimi	Clough, Patricia
Epstein, Cynthia Fuchs	Petchesky, Rosalind	Michaelson, Venezia	,Miller, Nancy K.	Humpherys, Anne
Hintz, Carrie	Brownstein,Rachel	Springs, Amanda (?)		
Levy, Antonia	Alexander, Meena	Weingarten, Karen		
Miller, Nancy K.		Chez, Kery		
Petchesky, Rosalind				
Sautman, Francesca C.				
Weingarten, Karen				
Chez, Kery				

Friday April 27, 2007

Alumni 9:30 – 10:45 Provost Conf. Rm. 8113.10	Faculty 10:45 – 12:15 Provost Conf. Rm. 8113.10
Boryska, Jacqueline	Abramovitz, Mimi
Farrell, Susan	Farrell, Susan
	Katz, Cindi
	Schaffer, Talia

THE GRADUATE CENTER
THE CITY UNIVERSITY OF NEW YORK

**Certificate Program in Women's Studies
External Periodic Review**

SCHEDULE

Thursday, April 26, 2007

8:45-9:00	Meet David W. Adams, Director of Institutional Research and Program Evaluation	Building Foyer
9:00-10:00	Meeting with Acting Provost Linda Edwards	Room 8113
10:00-10:30	Meeting with President William P. Kelly	Room 8201
10:30-11:30	Meeting with Program Coordinator	Room 5116
11:30-Noon	Break	
12:00-2:00	Lunch with Program Faculty and Students	Room 8400
2:00-3:00	Meeting with Program Faculty	Provost's Conference Room 8113.10
3:00-4:00	Meeting with Program students	Provost's Conference Room 8113.10
4:00-4:15	Break	
4:15-5:45	Meeting with Advisory Board Meeting	Provost's Conference Room 8113.10
5:45-6:30	Break	
6:30	Dinner with Coordinator and selected faculty	

Friday, April 27, 2007

9:30-10:45	Meeting with Alumni	Provost's Conference Room 8113.10
10:45-12:15	Meeting with Program Faculty	Provost's Conference Room 8113.10
12:15-1:45	Luncheon Meeting of Site Visitors to Discuss Preliminary Findings	Room 8400
1:45-2:45	Final Meeting with Coordinator	Room 5116
2:45-3:00	Break	
3:00-4:00	Meeting with Acting Provost Edwards	Room 8113
4:00	Site Visitors Discuss Preparation	Provost's Conference Room 8113.10

Elizabeth Small
Assistant Program Officer
Women's Studies Certificate Program and
The Center for the Study of Women and Society
1-212-817-8905
<http://web.gc.cuny.edu/womenstudies>
<http://web.gc.cuny.edu/womencenter>

-----Original Message-----

From: Humpherys, Anne

Sent: Thursday, March 29, 2007 4:37 PM

To: Small, Elizabeth

4/11/2007