



# Brooklyn College of the City University of New York

Bedford Avenue and Avenue H Brooklyn, New York 11210

Women's Studies Program  
780-5476/77

~~February 8, 1980~~ *March 3, 1980*

Dear Sister;

The Women's Studies Program and the Women's Center of Brooklyn College are currently developing a grant proposal, endorsed by the New York State Women's Studies Association, to establish training symposia and summer institutes for New York and New Jersey women's studies teachers which would ultimately prepare them to offer a similar program in their own institution or subregion. We are contacting you because we hope that you will take a few minutes to fill out the enclosed questionnaire. Your work in women's studies indicates that you could help us assess areas of need and suggest priorities in the development of such teacher training programs. In addition to the questionnaire, we are enclosing a brief program description and timetable that will give you some idea of how we presently conceptualize the project.

Our work on this proposal was immediately precipitated by the clear need expressed by participants in a recent subregional N.Y.W.S.A. meeting for ways to "keep women's studies honest," to insure that, as feminist educators, we all incorporate into our classes material and approaches consistent with the principles put forth in the Preamble to the Constitution of the National Women's Studies Association:

Women's Studies owes its existence to the movement for the liberation of women; the women's liberation movement exists because women are oppressed. Women's studies, diverse as its components are, has at its best shared a vision of a world free not only from sexism but also from racism, class-bias, ageism, heterosexual bias--from all the ideologies and institutions that have consciously or unconsciously oppressed and exploited some for the advantage of others. The development of women's studies in the past decade--the remarkable proliferation of programs that necessitated this association--is a history of creative struggle to evolve knowledge, theory, pedagogy, and organizational models appropriate to that vision.

Our project stems from our recognition that, while we share these principles, we all experience difficulty in fully realizing them.

While we want the project to be firmly grounded in these principles, we see the present project design as flexible and open to modification on the basis of input from you and other women's studies teachers. In addition, we will use your questionnaire response for needed documentation in our application for funding to Women's Educational Equity and elsewhere.

We must hear from you by ~~February 26~~ *March 31* in order that the proposal incorporate your suggestions. Please feel free to call us with any comments or questions.

We appreciate your time and effort and look forward to hearing from you.

Sincerely,

*Elly*  
Elly Bulkin

*Pat*  
Patricia Lander

*Rena*  
Rena Grasso Patterson

*Freddie*  
Freddie Wachsberger



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## PROJECT DESCRIPTION

The first year will culminate in a month-long summer institute (July, 1981). During the spring, 1981 semester, we will pilot the summer institute through two sets of weekly symposia, one at Brooklyn College for Brooklyn College faculty members, the other at the CUNY Graduate Center (Midtown Manhattan) for both other CUNY faculty and non-CUNY faculty living within commuting distance of N.Y.C. The summer institute will be designed to result in increased classroom effectiveness for the teachers involved. After first examining women's studies within the framework of the contemporary women's movement, we will focus on overcoming barriers that prevent us from dealing as effectively as we might in the classroom with women whose contributions have too often been overlooked--Black women, Hispanic women, other Third World women, lesbians, poor/working class women, older women. With each group (and recognizing that there is considerable overlap), we will discuss curriculum development, teaching methodology, and the biases (racism, homophobia, classism, ageism) that prevent us from dealing fully and constructively with the work of women whose lives might differ significantly from our own.

The second year will culminate in a summer institute (July, 1982) that will prepare women to return to their regions/institutions and do the training themselves. Basically the first year will serve overall as a pilot for the grant's second year, when the training, as well as a manual and companion video material, will provide concrete resources for all subregions in New York and New Jersey. Development of the summer institute, the manual, and the video material will be based on what we have learned during the first year of the project and on what we learn through a series of intensive modules (i.e. Third World women/racism, lesbians/homophobia) offered during the second year in different areas of New York and New Jersey. These modules will last 2-3 days and be done at the request of some group or institution in a given subregion. Participation in these modules and/or in the first-year symposia/institute will provide a pool of possible participants for the 1982 summer institute.

The last 6 months (to winter, 1983) will involve finalizing for dissemination the manual and the video material designed to go with it, as well as a final evaluation of the project as a whole.

## NEEDS ASSESSMENT QUESTIONNAIRE

Many of the following questions ask for multiple answers. Please check all that apply. If you cannot answer a question, just leave it blank. If any question does not fit your particular situation, please amend the question or add a comment. Also please note that several groups or categories are not mutually exclusive and may total more or less than 100%.

If you want to make extensive comments about any question or about the questionnaire as a whole, submit your comments on separate pieces of paper. Please return the questionnaire by February 18 to the Women's Studies Program, Brooklyn College, Bedford Avenue and Avenue H, Brooklyn, New York 11210.

### I. GENERAL INFORMATION

1. Name \_\_\_\_\_
2. Highest academic degree \_\_\_\_\_ year \_\_\_\_\_ subject area \_\_\_\_\_
3. Age \_\_\_\_\_
4. Racial/ethnic identity \_\_\_\_\_ Language(s) spoken other than English \_\_\_\_\_
5. a. Are you a member of the National Women's Studies Association?  
yes \_\_\_\_\_ no \_\_\_\_\_
- b. Are you a member of a regional Women's Studies Association?  
yes \_\_\_\_\_ no \_\_\_\_\_ if yes, specify which one \_\_\_\_\_
- c. If you are a member of the National or a Regional W.S.A., check any caucus(es) to which you belong and indicate whether your membership is in a National caucus (N) or a Regional one (R).  
community college \_\_\_\_\_ Third World \_\_\_\_\_  
lesbian \_\_\_\_\_ Student \_\_\_\_\_  
pre K-12 \_\_\_\_\_ Staff \_\_\_\_\_
- d. Regardless of whether you are a National or Regional member of the W.S.A., have you in the past year attended any conference sponsored by it?  
National \_\_\_\_\_  
Regional \_\_\_\_\_  
Subregional \_\_\_\_\_  
Other \_\_\_\_\_
- e. If you belong to any other professional, community-based, or political women's groups or organizations, list them. \_\_\_\_\_
- f. List any feminist journals and other feminist periodicals that you read regularly. \_\_\_\_\_

### II. WOMEN'S STUDIES AND INSTITUTIONAL INFORMATION

6. Your relation to women's studies: Tenured \_\_\_\_\_ Non-tenured \_\_\_\_\_
  - a. Full time faculty member \_\_\_\_\_ Department \_\_\_\_\_ Rank \_\_\_\_\_  
Adjunct faculty member \_\_\_\_\_ Department \_\_\_\_\_ / Major \_\_\_\_\_  
Student-teacher \_\_\_\_\_ Undergraduate \_\_\_\_\_ Graduate \_\_\_\_\_ ^ Department \_\_\_\_\_  
Women's Center or special project staff engaged in feminist education \_\_\_\_\_ Specify project \_\_\_\_\_  
Unemployed teacher \_\_\_\_\_
  - b. Are you presently teaching a women's studies course?  
yes \_\_\_\_\_ no \_\_\_\_\_ If yes, title (s) of course(s) \_\_\_\_\_
  - c. Have you taught a women's studies course in the past, but are not now teaching one? yes \_\_\_\_\_ no \_\_\_\_\_ If yes, title(s) of course(s) \_\_\_\_\_
  - d. For how many semesters have you taught women's studies courses \_\_\_\_\_

- e. Have you never taught a women's studies course, but plan to do so in the future? yes \_\_\_\_\_ no \_\_\_\_\_
- f. Are you a (past or present) coordinator of a women's studies program? yes \_\_\_\_\_ no \_\_\_\_\_
- g. Are you a member (past or present) of the steering committee or other governing body of a women's studies program? yes \_\_\_\_\_ no \_\_\_\_\_
7. a. Name of your institution \_\_\_\_\_
- b. Two-year \_\_\_\_\_ Four year \_\_\_\_\_ Community-based, non-degree \_\_\_\_\_  
Granting \_\_\_\_\_ Private \_\_\_\_\_ Public \_\_\_\_\_
- c. Urban \_\_\_\_\_ Rural \_\_\_\_\_ Suburban \_\_\_\_\_
- d. Estimate the percentage of all students in your institution who fit into the following groups (0-15%; 16-30%, 31-50%; 51-70%; 71-85%; over 85%).  
Black \_\_\_\_\_ Hispanic \_\_\_\_\_ Native American \_\_\_\_\_  
Asian American \_\_\_\_\_ White \_\_\_\_\_ Returning women students \_\_\_\_\_
- e. Estimate the size of your institution:  
under 2,000 \_\_\_\_\_ 5,000 to 10,000 \_\_\_\_\_ 15,001 to 20,000 \_\_\_\_\_  
2,000 to 5,000 \_\_\_\_\_ 10,000 to 15,000 \_\_\_\_\_ 20,000 to 30,000 \_\_\_\_\_  
over 30,000 \_\_\_\_\_
8. a. Does your institution have a women's studies program? yes \_\_\_\_\_ no \_\_\_\_\_
- b. If so, when was it begun? \_\_\_\_\_
- c. Does it offer: a major \_\_\_\_\_ a minor \_\_\_\_\_ a certificate \_\_\_\_\_  
a graduate degree \_\_\_\_\_ other \_\_\_\_\_
- d. Does your program have its own full-time faculty or a coordinator?  
yes \_\_\_\_\_ no \_\_\_\_\_
- e. Are faculty and coordinator given released time from their own departments to work in the women's studies program? yes \_\_\_\_\_ no \_\_\_\_\_
- f. Does your program cross-list courses about women offered by different departments? yes \_\_\_\_\_ no \_\_\_\_\_
- g. Does your program have any ongoing working/liasion relationships with a campus-based women's center \_\_\_\_\_ community-based women's groups \_\_\_\_\_
9. Estimate the number of women's studies faculty (1979-80) who are full time  
faculty members \_\_\_\_\_ Adjunct faculty members \_\_\_\_\_  
Black \_\_\_\_\_ Hispanic \_\_\_\_\_ Native American \_\_\_\_\_ Asian American \_\_\_\_\_  
White \_\_\_\_\_ Lesbian \_\_\_\_\_
10. Estimate the percentage (0-15%; 16-30%; 31-50%; 51-70%, 71-85%; over 85%) of women's studies students who are  
Black \_\_\_\_\_ Hispanic \_\_\_\_\_ Native American \_\_\_\_\_ Asian American \_\_\_\_\_  
White \_\_\_\_\_ Returning women students \_\_\_\_\_ men \_\_\_\_\_ working class \_\_\_\_\_
11. a. How often do you become aware of which students in your classes are  
Lesbians? rarely \_\_\_\_\_ sometimes \_\_\_\_\_ usually \_\_\_\_\_ almost always \_\_\_\_\_
- b. How do you usually become aware of this?  
during class discussion \_\_\_\_\_  
through written papers \_\_\_\_\_  
in private conference \_\_\_\_\_  
through outside of class context \_\_\_\_\_  
other \_\_\_\_\_
12. Does your program use any written guidelines in the development of curriculum for women's studies courses? Yes \_\_\_\_\_ No \_\_\_\_\_  
If so, please include a copy. If you have informal guidelines (not written) that you can describe in a paragraph, please do so on the last page.
13. How are women's studies classes evaluated?  
written student evaluations \_\_\_\_\_  
faculty observations \_\_\_\_\_  
student observations \_\_\_\_\_  
other (please specify) \_\_\_\_\_  
If you use written evaluation forms, please include a copy.
14. a. Do you have any training, faculty development or other seminars related to the teaching of women's studies courses? yes \_\_\_\_\_ no \_\_\_\_\_

- b. If so, what is the focus of these seminars/training sessions  
 curriculum development \_\_\_\_\_  
 methodology \_\_\_\_\_  
 problem solving \_\_\_\_\_  
 attitudinal barriers to teaching and learning \_\_\_\_\_  
 other (please specify) \_\_\_\_\_
- c. Who conducts these seminars? \_\_\_\_\_
- d. Is any released time given to participants? yes \_\_\_\_\_ no \_\_\_\_\_

III. NEEDS IDENTIFICATION

15. On a scale of 1 to 5 (with 5 being "most needed") indicate the need you perceive in the field of women's studies for more work to be done in the areas of:

Third World Women/Racism \_\_\_\_\_ lesbians/homophobia \_\_\_\_\_  
poor-working class women/classism \_\_\_\_\_ older women/ageism \_\_\_\_\_

16. On a scale of 1 to 5 indicate the need you perceive for more work to be done by women's studies faculty: Curriculum Development Methodology Consciousness Raising

Third World Woman/Racism \_\_\_\_\_  
lesbians/homophobia \_\_\_\_\_  
poor-working class women/classism \_\_\_\_\_  
older women/ageism \_\_\_\_\_

17. Indicate on a scale of 1 to 5 the extent to which you feel you would benefit from symposia dealing with curriculum development in the following areas:

Third World women/racism \_\_\_\_\_ lesbians/homophobia \_\_\_\_\_  
poor-working class women/classism \_\_\_\_\_ older women/ageism \_\_\_\_\_

18. Indicate on a scale of 1 to 5 the extent to which you feel you would benefit from symposia dealing with methodology (presentation of and facilitating discussion of material; approaches to constructive criticism) in the following areas:

Third World women/racism \_\_\_\_\_ lesbians/homophobia \_\_\_\_\_  
poor-working class women/classism \_\_\_\_\_ older women/ageism \_\_\_\_\_

19. Indicate on a scale of 1 to 5 the extent to which you feel you would benefit from symposia dealing with consciousness-raising (increasing awareness; developing processes for exploring biased attitudes) in the following areas:

Third World women/racism \_\_\_\_\_ lesbians/homophobia \_\_\_\_\_  
poor-working class women/classism \_\_\_\_\_ older women/ageism \_\_\_\_\_

20. Indicate on a scale of 1 to 5 (with 5 being "most often") the extent to which the women's studies courses you teach (or have taught) include reading and other assignments (films, attendance at feminist events, fieldwork, etc.) related to the following:

Third World women/racism \_\_\_\_\_ lesbians/homophobia \_\_\_\_\_  
poor-working class women/classism \_\_\_\_\_ older women/ageism \_\_\_\_\_

21. Indicate on a scale of 1 to 5 the extent to which the women's studies courses you teach (or have taught) include discussion of attitudes related to the following:

Third World women/racism \_\_\_\_\_ lesbians/homophobia \_\_\_\_\_  
poor-working class women/classism \_\_\_\_\_ older women/ageism \_\_\_\_\_

22. Indicate with a check the way(s) in which you usually approach the following areas:

Third World women/ racism \_\_\_\_\_ lesbians/ homophobia \_\_\_\_\_ poor and working class women/classism \_\_\_\_\_ older womer ageism \_\_\_\_\_

not usually part of  
course assignments  
and discussion  
guest lecturer

22. (continued)

Third World women/  
racism

lesbians/  
homophobia

poor and working  
class women/  
classism

older women/  
ageism

a separate unit  
within course  
ongoing discussion  
and reading  
assignments  
throughout course

23. Indicate on a scale of 1 to 5 (with 5 being "most interested") which areas would interest you in learning to deal more effectively in the classrooms with issues of race: curriculum development \_\_\_\_\_ methodology \_\_\_\_\_ consciousness raising \_\_\_\_\_ other \_\_\_\_\_
24. Indicate on a scale of 1 to 5 which areas would interest you in learning to deal more effectively in the classroom with issues of lesbianism: curriculum development \_\_\_\_\_ methodology \_\_\_\_\_ consciousness raising \_\_\_\_\_ other \_\_\_\_\_
25. Indicate on a scale of 1 to 5 which areas would interest you in learning to deal more effectively in the classroom with issues of class: curriculum development \_\_\_\_\_ methodology \_\_\_\_\_ consciousness raising \_\_\_\_\_ other \_\_\_\_\_
26. Indicate on a scale of 1 to 5 which areas would interest you in learning to deal more effectively in the classroom with issues of age: curriculum development \_\_\_\_\_ methodology \_\_\_\_\_ consciousness raising \_\_\_\_\_ other \_\_\_\_\_

IV. PARTICIPATION

27. What are the barriers on your campus to developing such training seminars?  
disagreement over goals \_\_\_\_\_  
lack of material resources \_\_\_\_\_ specify \_\_\_\_\_  
lack of resource people \_\_\_\_\_  
staff unwillingness to participate \_\_\_\_\_  
administrative conservatism \_\_\_\_\_  
time limitations \_\_\_\_\_  
other \_\_\_\_\_
28. Would you consider participating in training sessions that dealt with curriculum and material development \_\_\_\_\_  
methodology \_\_\_\_\_  
attitudinal barriers \_\_\_\_\_  
other \_\_\_\_\_
29. Would you consider participating in a free semester-long sequence of weekly or bi-weekly training sessions held at a downtown Manhattan location?  
yes \_\_\_\_\_ Yes, if \_\_\_\_\_  
no \_\_\_\_\_  
reason(s) time limitations \_\_\_\_\_  
location \_\_\_\_\_  
financial considerations \_\_\_\_\_  
childcare problems \_\_\_\_\_  
not needed \_\_\_\_\_  
other \_\_\_\_\_

30. Would you consider participating in a tuition-free month long summer training institute in NYC during the summer of 1981?

yes \_\_\_\_\_  
yes, if \_\_\_\_\_  
no \_\_\_\_\_

reason(s)  
money \_\_\_\_\_  
accomodations \_\_\_\_\_  
childcare \_\_\_\_\_  
not a priority \_\_\_\_\_  
work conflict \_\_\_\_\_  
not needed \_\_\_\_\_  
other \_\_\_\_\_

31. Would you considering participating in an intensive 2-3 day module offered in your own geographic area on Third World women/racism?

yes \_\_\_\_\_  
yes, if \_\_\_\_\_  
no \_\_\_\_\_

reason(s)  
money \_\_\_\_\_  
accomodations \_\_\_\_\_  
childcare \_\_\_\_\_  
not a priority \_\_\_\_\_  
work conflict \_\_\_\_\_  
not needed \_\_\_\_\_  
other \_\_\_\_\_

32. Would you consider participating in an intensive 2-3 day module offered in your area on lesbians/homophobia?

yes, \_\_\_\_\_  
yes, if \_\_\_\_\_  
no \_\_\_\_\_

reason(s)  
money \_\_\_\_\_  
accomodations \_\_\_\_\_  
childcare \_\_\_\_\_  
not a priority \_\_\_\_\_  
work conflict \_\_\_\_\_  
not needed \_\_\_\_\_  
other \_\_\_\_\_

33. Would you consider partidcating in an intensive 2-3 day module offered in your area on poor-working class women/classism?

yes \_\_\_\_\_  
yes, if \_\_\_\_\_  
no \_\_\_\_\_

reason(s)  
money \_\_\_\_\_  
accomodations \_\_\_\_\_  
childcare \_\_\_\_\_  
not a priority \_\_\_\_\_  
work conflict \_\_\_\_\_  
not needed \_\_\_\_\_  
other \_\_\_\_\_

34. Would you consider participating in an intensive 2-3 day module offered in your area on older women/ageism?

yes \_\_\_\_\_  
yes, if \_\_\_\_\_  
no \_\_\_\_\_

reason(s)  
money \_\_\_\_\_  
accomodations \_\_\_\_\_  
childcare \_\_\_\_\_  
not a priority \_\_\_\_\_  
work conflict \_\_\_\_\_  
not needed \_\_\_\_\_  
other \_\_\_\_\_

35. Would you consider participating in a month-long summer training institute during July, 1981?

yes \_\_\_\_\_  
yes, if \_\_\_\_\_  
no \_\_\_\_\_

reason(s)  
money \_\_\_\_\_  
accomodations \_\_\_\_\_  
childcare \_\_\_\_\_  
not a priority \_\_\_\_\_  
work conflict \_\_\_\_\_  
not needed \_\_\_\_\_  
other \_\_\_\_\_

36. Would you also consider participating in an institute (July 1982) to train you to organize and facilitate a similar program in your own geographic area or at your own institution?

yes \_\_\_\_\_  
yes, if \_\_\_\_\_  
no \_\_\_\_\_

reason(s)  
money \_\_\_\_\_  
accomodations \_\_\_\_\_  
childcare \_\_\_\_\_  
not a priority \_\_\_\_\_  
work conflict \_\_\_\_\_  
not needed \_\_\_\_\_  
other \_\_\_\_\_

37. On a scale of 1 to 5 (with 5 being "most useful") indicate the potential usefulness to you of a manual dealing with different areas:

	Curriculum development	Methodology	Consciousness raising techniques
Third World woman/racism	_____	_____	_____
lesbians/homophobia	_____	_____	_____
poor-working class women/classism	_____	_____	_____
older women/ageism	_____	_____	_____

38. On a scale of 1 to 5 indicate the potential usefulness to you of video material to be used in conjunction with a manual:

	Methodology	Consciousness-raising
Third World woman/racism	_____	_____
lesbians/homophobia	_____	_____
poor-working class women/classism	_____	_____
older women/ageism	_____	_____

If you would like to be a potential participant and/or resource person should we receive the funding to carry out this project, give us your address and work and home phone numbers.

If you have worked with people we might not have contacted but whom you think would have valuable ideas for the development and implementation of this project, please list their names, addresses and work and home phones.

We very much want to receive a completed questionnaire from you as soon as possible. However, if locating course syllabi, evaluation forms, or general information about your program will not delay its return, we would greatly appreciate receiving such material.

Thank you.