I. PROGRAM NAME AND DESCRIPTION AND CIP CODE

A. DEGREE(S), DEPARTMENT AND COLLEGE AND CIP CODE
Ph.D. in Women's Studies, 050207

B. PURPOSE AND NATURE OF PROGRAM

The Department of Women's Studies seeks to establish a Ph.D. program in order to train scholars and teachers in this growing and dynamic interdisciplinary field. A Ph.D. program would enrich our own research, teaching, and outreach agendas, while maintaining and expanding our role as a leader of the field, nationally and internationally.

A Ph.D. in Women's Studies would confer numerous benefits on the University of Arizona:
- Train interdisciplinary scholars at the intersection of numerous fields in the social sciences, humanities, public health, medicine, the sciences, and engineering
- Support the goal outlined in Financial Planning Bulletin #22, of providing “academic leadership” in the area of “gender, border, and area studies”
- Consolidate and expand our existing research capacity, enhancing our ability to secure grant-funding
- Strengthen interdisciplinary, inter-departmental, and inter-college collaboration, including with the Colleges of Nursing, Public Health, Fine Arts, Humanities, and Engineering
- Strengthen the existing Border Studies Concentration and the university's overall goal of becoming a Hispanic-serving institution by offering a Ph.D.-level concentration in Chicana/Latina Studies
- Provide training in feminist methodology, theory, and issues for doctoral students across the university
- Contribute to the university's growing strength in science and medicine through education and research in the social contexts of science and health

The Department is unusually wide-ranging in its strengths, which include:
- An eleven-year old M.A. program, with a history of placing students in prestigious Ph.D. programs
- A research institute, SIROW, with five offices, 32 researchers and staff, and an annual budget of $2.5 to $3 million dollars, and particular strengths in public health and education
A Women’s Studies Advisory Council (WOSAC), a community-based organization that supports Women’s Studies students financially and through its members’ associations with cultural, social service and political institutions that can provide a network for Ph.D. students

- An aggressive development program with significant major donors
- The nation's only Chicana Studies concentration housed in a Women’s Studies department, supported by our own faculty members and links with the Mexican-American Studies and Research Center
- 13 core faculty members (11.5 FTEs), with appointments in and affiliations with Anthropology; English; History; Latin American Studies; Lesbian, Gay, Bisexual, and Transgender Studies; Media Arts; Mexican American Studies and Research Center; Sociology; Spanish and Portuguese
- A joint JD-M.A. program with the Law School
- More than 60 affiliated faculty members from departments and colleges throughout the university
- Core faculty have authored more than 30 books and scholarly edited collections, and in the past seven years, have won eight nationally competitive research fellowships, including a Fulbright, a Mellon Fellowship, a National Humanities Center Fellowship, and a Wenner Gren.

Our renowned faculty offers expertise in
- Chicana/Latina Studies and Border Studies
- Critical Race Studies
- Cultural Studies
- Feminist Pedagogy and Curriculum Development
- Feminist Science Studies
- Feminist Theory
- Studies of Film, Literary, and Popular Culture
- Lesbian, Gay, Bisexual, and Transgender Studies
- Social Movements
- Transnational Feminisms
- Women’s and Adolescent Health
- Women's Life Writing

Since the founding of the undergraduate program thirty years ago, faculty members have been supporting other departments' graduate programs, advising graduate students from across the university, including in departments, programs, and colleges across campus. It is time our own Ph.D. students benefited from this long experience in training doctoral students into our own program; at the same time, we intend to retain the cooperative aspects of working with other departments and colleges.

C. PROGRAM REQUIREMENTS -- List the program requirements, including minimum number of credit hours, required courses, and any special requirements, including theses, internships, etc.
The Graduate College requires that all Ph.D. students at UA to have a Major field of 36 units and a Minor field of at least 9 units. The Women’s Studies department requires that these units include the following:

**Major:**
Required Courses (16-21 units):
1) Feminist Theories I
2) Feminist Theories II
3) History of Feminist and Related Social Movements
4) Feminist Knowledge Production
5) One Chicana/Latina feminist theories course (selected from a short list)

And strongly recommended
6) Practicum (1-6 units)

Remaining units in the major would be electives, including coursework in the department and in other supporting departments.

**Minor:**
The student may fulfill the minor requirement by either
a) Undertaking a minor in a department (such as History, Anthropology, Geography, English)
OR
b) Creating an individualized minor composed of a coherent set of courses in an area or field (such as social theory or Chicana/Latina studies) in consultation with faculty mentors.

**Additional Requirements:**
1. All WS Ph.D. students will be required to demonstrate knowledge of a second language. This requirement must be met before the dissertation defense can be scheduled. It can be fulfilled in any one of the following ways:
   a. Taking a standard translation exam
   b. Completing a translation class and receiving a grade of B or above
   c. Completing 2 semesters of conversation class and receiving grades of B or above
   d. Attending an intensive six-week language school program
   e. If English is not the student's first language, this requirement can be met by receiving a TOEFL score of 600 or higher

2. **Master's paper or Master's exam.** Students seeking to enter the Ph.D. program who do not have a prior M.A. in a relevant field will be required to complete the M.A. requirements before going on to the Ph.D. program. This includes writing an M.A. Paper. (Those M.A. students who do not wish to continue for the Ph.D. may opt to complete the M.A. by doing option two or three.) Students can fulfill the requirements to complete the M.A. in one of three ways:
   a. Write a master's paper. Required for those who enter without a prior M.A. and intend to go on for the Ph.D.
   b. Present a portfolio of three papers from classes in a "defense" format.
c. Take a master's completion exam prepared by WS faculty.

3. **Qualifying Exam.** All students entering the Ph.D. program will be required to pass a qualifying exam.
   a. For students who enter with a master's from UA or another university, the writing sample they submit with their application can be their qualifying exam.
   b. For students who enter our program without a previous master's degree that can provide the necessary background (or relevant writing sample), the master's paper they write will serve as their qualifying exam.
   c. The student's master's paper committee will meet without the student to evaluate the student's eligibility for admission to candidacy for the Ph.D.

4. **Comprehensive Exam—Written and Oral.** After admission to candidacy, students will prepare for and take written and oral comprehensive exams in three fields selected in consultation with a comprehensive exam committee of four to five examiners. Normally, students would be expected to develop fields related to the major and minor fields of their coursework.

5. **Dissertation proposal.** After successful completion of comprehensive exams, students will select a dissertation committee of 3-5 members, inclusive of the dissertation chair, and develop a proposal for original research in Women's Studies. All members of the committee must approve the dissertation proposal.

4. **Dissertation.** A substantial piece of original research in Women's Studies.

5. **Dissertation defense**

D. **CURRENT COURSES AND EXISTING PROGRAMS** -- List current course and existing university programs which will give strengths to the proposed program.

See Appendix A for existing courses.

Five 600-level Women's Studies graduate courses are currently under review for approval as new courses or are under development. While these courses will be developed with or without the planned Ph.D. program, they will provide a solid foundation for our Ph.D. program.

See Appendix B for new graduate courses already submitted for approval or currently under development.

See Appendix C for letters of support from existing university programs that will give strength to the proposed program.
E. NEW COURSES NEEDED -- List any new courses which must be added to initiate the program; include a catalog description for each of these courses.

Reflecting our desire to consider the current entry-level graduate curriculum with fresh eyes, a number of courses will be renamed in the course catalog, without a change in their description:

**WS 539 Feminist Movements and Theories** will become **Feminist Theories I**  
**WS 584 Feminist Research Methodologies** will become **Feminist Knowledge Production**  
**WS 593 Internship** will become **Practicum**

Two new, required courses will be developed:

**WS 541 Feminist Theories II**  
This is the second half (with 539 as first) of the survey of major issues, debates and texts of feminist theorizing. Taking 539 first is recommended but not required.

**WS 501 History of Feminist and Related Social Movements**  
From the international abolitionist movement of the 19th c. to the Zapatistas of today, feminism has developed in, through, and around diverse political movements. This course will provide in-depth study of the theories, analysis, and strategies of movements such as Civil Rights, Latin American and Latino/a movements, anti-globalization, and feminism itself.

F. REQUIREMENTS FOR ACCREDITATION -- Describe the requirements for accreditation if the program will seek to become accredited. Assess the eligibility of the proposed program for accreditation.

Not applicable.

II. STUDENT LEARNING OUTCOMES AND ASSESSMENTS

A. What are the intended student outcomes? Describe what students should know, understand, and/or be able to do at the conclusion of this program of study.

- Students will produce original knowledge in the interdisciplinary field of Women's Studies.
- With flexible training in both academic and applied methodologies in both the SIROW and teaching sides of the department, students will be able to assess and select research methods taking feminist critiques of various methods into account.
- Students are expected to have a firm foundation in diverse theories of gender, gender oppression, social theory, the relation of gender to race, ethnicity, sexuality, and transnational economic and political processes, and the relation of these theories to social movements.
- Program participants will learn the skills to write grants and develop funding for projects.
- Students will be prepared for employment in academe, industry, government, NGOs, or the non-profit sector.
B. Provide a plan for assessing intended student outcomes

There are two parts to assessing student outcomes: one is assessing their progress through the program; the other is using student outcomes to assess the success of the program as a whole.

Learning Outcomes:
- Students will gain a foundation in the diverse theories of gender, social oppression, the relation of gender to race, ethnicity, sexuality, and transnational economic and political processes, and the relation of these theories to social movements.
- Students will learn how to undertake research using a variety of methods, to assess and select research methods taking feminist critiques of various methods into account, and to develop an interdisciplinary feminist research project.
- Students will learn a variety of professional skills, including academic teaching, how to write a CV, how to apply for jobs in academia and elsewhere, how to make a conference presentation, how to write a grant application and carry out a grant funded project, etc.
- Students are expected to learn to conduct independent and original interdisciplinary research, producing a dissertation that contributes new knowledge to the field. They will present that work in writing and orally at a colloquium presentation and in the dissertation defense.

Assessing Students
- Academic credentials of students we enroll
- Grading of required papers and oral presentations in seminars
- Qualifying Exam or Master's Thesis
- Comprehensive Exams
- Dissertation
- Dissertation Defense
- Annual written progress reports, produced by mentors in consultation with students
- Students' feedback regarding individual outcomes to the department through course evaluations.
- Feedback from graduate student representatives to the Graduate Studies Committee.

Assessing program through student outcomes:
- Tracking average time to degree
- Evaluating breadth and depth of curriculum in terms of faculty satisfaction with what students know and are able to do
- Evaluating former students’ professional development (conference presentations, publications, and so forth)
- Placement
- Learning from employers whether students were appropriately prepared
- Conducting ongoing self-assessment, annual reports, and Academic Program Reviews
- Realigning the program as needs change through discussions in the Graduate Committee and faculty meetings
### III. STATE'S NEED FOR THE PROGRAM

#### A. HOW DOES THIS PROGRAM FULFILL THE NEEDS OF THE STATE OF ARIZONA AND THE REGION?

Arizona has an urgent need for the kind of knowledge, intellectuals, and leaders that doctoral-level education can provide. Arizona's problems—and its strengths—are multifaceted and complex, and require interdisciplinary research and problem-solving. Our current research projects on women and gender provide the context in which we can continue to train the next generation of leaders for Arizona and the nation as a whole. The University of Arizona's Women's Studies Department is committed to the premise that academic and applied research, theory and practice, are inseparable, and both our curriculum and our research reflect both the richness of Arizona’s history and the problems it faces.

<table>
<thead>
<tr>
<th>Arizona has</th>
<th>And Women's Studies has</th>
</tr>
</thead>
</table>
| A rich tradition of cultural and economic change and exchange in these borderlands | ➢ Research on music and musicians on the border  
➤ Research on border health in a consortium with universities in Mexico  
➤ Research on globalization and economic change  
➤ Research on racialization and sexuality |
| A history of migration | ➢ Research on Anglo women moving West, and comparison with New Zealand's English settlement  
➤ Research on sexuality, reproduction, and migration of multiple ethnic groups  
➤ Studies of migration to and from Mexico, colonialism and nationalist expansion |
| A long history of Chicanas in Tucson | The only Chicana Studies concentration in the country |
| A tradition of women in leadership | Studies of women and the professions, and women’s life stories |
| A need to become a center for technological innovation and change | Research on technology and society |
| A desire to be a leader in scientific fields | One of only five academic concentrations in gender and science in the U.S. |

And at the same time,

<table>
<thead>
<tr>
<th>Arizona faces</th>
<th>Women's Studies has</th>
</tr>
</thead>
<tbody>
<tr>
<td>18,000-20,000 people infected with HIV/AIDS, with women making up the fastest-growing category of new infections</td>
<td>Two research-action HIV prevention programs, for substance-using women and adolescents</td>
</tr>
<tr>
<td>The highest per capita rate of children in foster care</td>
<td>➢ Research on the history and current practice of foster care and adoption</td>
</tr>
<tr>
<td>Issue</td>
<td>Programs</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Training grants in Arizona and Nevada</td>
<td>Programs to help women make the transition from prison to the community</td>
</tr>
<tr>
<td>Service project in Arizona</td>
<td>A pilot project to use distance education to help women transitioning from prison gain skills and empowerment</td>
</tr>
<tr>
<td>2,668 women and 28,591 men in prison (2003), at an annual average cost of $15,000 to $19,000, and high rates of homelessness and recidivism among those released</td>
<td>research on alternatives to incarceration and the cultural understanding of a “debt” to society</td>
</tr>
<tr>
<td>A looming gay marriage referendum, and regular legislative fights over sexuality</td>
<td>research on the history of sexuality</td>
</tr>
<tr>
<td></td>
<td>seminars and lectures on sex, race, and globalization, to understand the meaning of sexuality in a rapidly changing world</td>
</tr>
<tr>
<td>One in four adults who are functionally illiterate, the majority of whom are women</td>
<td>Reading groups for women struggling with literacy</td>
</tr>
<tr>
<td></td>
<td>Media literacy education and studies of popular culture</td>
</tr>
<tr>
<td>One of the highest rates of teen pregnancy in the United States</td>
<td>Several research-action projects (Tucson, Phoenix) with adolescents</td>
</tr>
<tr>
<td></td>
<td>Education and empowerment programs for middle-school age girls in the sciences</td>
</tr>
<tr>
<td></td>
<td>Research on the history and meaning of reproduction in a cross-cultural context</td>
</tr>
<tr>
<td>Vigorous immigration debate and legislation</td>
<td>Research on immigration debates and legislation</td>
</tr>
<tr>
<td>40,000 men and women in the military, including both active duty and reserves</td>
<td>Research on U.S. foreign policy and the role of gender</td>
</tr>
<tr>
<td>Ranks low among the states with regard to spending on K-12 public education</td>
<td>Research and educational programs serving K-12, community college and university students</td>
</tr>
</tbody>
</table>
B. IS THERE SUFFICIENT STUDENT DEMAND FOR THE PROGRAM?

### 5-YEAR PROJECTED ANNUAL ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th>1st yr.</th>
<th>2nd yr.</th>
<th>3rd yr.</th>
<th>4th yr.</th>
<th>5th yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Students</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>Enrolled</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New students</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

2. What are the sources for these projections of student enrollments?

- Applicants to Women’s Studies Ph.D. programs in comparable universities:
  - University of Minnesota: 40-60/year for class of 2-3 new student slots
  - Rutgers, The State University of New Jersey: 100/year for 5 slots
- Funding: Based on current projections, the Department could fund five students per year
- Current number of undergraduate Women's Studies programs offering a major in the US: 535
- Current number of Women’s Studies Ph.D. programs in the U.S.: 11
- Percentage of current WS M.A. students who said they would have or might have applied for the Ph.D. program at UA, had it been available: 70%
- Number of majors (12/05 census): 30; minors: 33
- Number of M.A. students (03/06): 17
- Number of undergraduate students enrolled in all UA WS and crosslisted courses—an average of 2300/year—suggests strong feeders into a Ph.D. program:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>'05-'06</td>
<td>903</td>
<td>1266</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'04-'05</td>
<td>993</td>
<td>875</td>
<td>112</td>
<td>1980</td>
</tr>
<tr>
<td>'03-'04</td>
<td>1138</td>
<td>1026</td>
<td>184</td>
<td>2348</td>
</tr>
<tr>
<td>'02-'03</td>
<td>1033</td>
<td>914</td>
<td>276</td>
<td>2223</td>
</tr>
</tbody>
</table>

3. Beginning with the first year in which degrees will be awarded, what is the anticipated number of degrees that will be awarded each year for the first five years? (Please utilize the following tabular format).

### PROJECTED DEGREES AWARDED ANNUALLY

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Degrees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>
IV. APPROPRIATENESS FOR THE UNIVERSITY – Explain how the proposed program is consistent with the University Mission and Strategic Direction statements of the university and why the university is the most appropriate location within the Arizona University System for the program.

The ABOR Changing Directions initiative enabled the University of Arizona to pursue a mission of Focused Excellence, with a strong emphasis on interdisciplinary programs. One of the areas of excellence identified for further study, Cultural, Ethnic, Gender and Area Studies, is closely aligned with this proposal for a Ph.D. program in Women’s Studies. The establishment of a Ph.D. in Women’s Studies would strengthen the area, meeting one of the goals of the Focused Excellence Study Team by advancing “the institutional reputational strength by supporting more deeply the environment of research and scholarship of faculty and graduate students” (Memo on Forming Study Teams February 26, 2003). Interest in this area of Focused Excellence is evident in the $4 million request in the proposed 2006 budget for a decision package on Comparative Borders Initiative. A Ph.D. program in Women’s Studies would enhance the already-strong national reputation of the Women’s Studies program and, by training researchers and scholars, increase the visibility of the program both nationally and internationally.

The UA strategic plan calls for “building a more academically robust and diverse student body.” A Ph.D. program in Women’s Studies will attract more academically talented students than the current M.A. program, and the concentration in Chicana/Latina Studies should be an asset in attracting graduate students from diverse backgrounds. The proposed Ph.D. program strengthens the University’s graduate programs by virtue of its unique focus and outstanding quality.

The second priority of the strategic plan is to "recruit and retain a world-class, diverse faculty." The proposed Ph.D. program in Women's Studies will contribute to the hiring and retention of world-class, diverse faculty in the Women's Studies Department and in the numerous departments with affiliated faculty. Women's Studies core and affiliated faculty are interested in working with Ph.D. students who are expected to have high levels of preparation and commitment. Faculty will be more interested in coming to and remaining at the UA with the development of the Ph.D. program in Women's Studies.

The third priority of the strategic plan is to “build and strengthen world-class programs.” As mentioned above, the proposed Ph.D. program in Women’s Studies builds on a world-class program with a nationally known faculty and renowned research center. Faculty scholarship will be enhanced by the availability of graduate assistants trained at a higher level and with more longevity; graduate student productivity will be enhanced by both the experiences and training they receive if they participate in SIROW research projects.

A fourth initiative of the strategic plan is to “create, strengthen and support collaborations across departments and programs.” The proposed Ph.D. program is interdisciplinary by its very nature and will enhance and strengthen existing interdisciplinary, inter-departmental, and inter-college collaborations and partnerships. The Chicana/ Latina
Studies Concentration will enhance collaborations with Latin American Studies, Spanish, and Mexican American Studies and Research Center. SIROW researchers will be able to provide research experiences and methodological training for the Ph.D. students. The 60 affiliated faculty will be more actively involved in Women’s Studies through their participation in training Ph.D. students. The combined enormous strength of these faculties and professionals provides an outstanding foundation in terms of breadth and depth for training Ph.D. students.

A fifth initiative is to “create and leverage resources in the University’s recognized areas of strength.” The proposed Ph.D. program builds upon a highly successful M.A. program and the interdisciplinary partnerships between Women’s Studies, ethnic studies and areas studies. The expertise available in the network of Women’s Studies affiliates creates a foundational base for the Ph.D. program that enhances the resources available through the 12 core faculty. Resources will be leveraged to support more specialized Ph.D. students, and the M.A. program will be downsized to focus on students pursuing the joint M.A, J.D. program and those with applied interests.

Finally, the Enrollment Management Policy Group has set increasing graduate and professional enrollment as a goal. A Ph.D. program in Women’s Studies would contribute to the increase in the number of Ph.D. students.

V. EXISTING PROGRAMS AT OTHER CAMPUSES
A. EXISTING PROGRAMS IN ARIZONA --
   1. There are no existing programs at other Arizona public universities that duplicate the proposed program.
   2. This program is not currently offered at the same academic level by private institutions in the state of Arizona.

B. PROGRAMS OFFERED IN OTHER WICHE STATES

   1. Identify WICHE institutions that currently offer this program. If appropriate, briefly describe the programs. (Please use the following format).

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>WICHE INSTITUTION &amp; LOCATON</th>
<th>NCA Accreditation? (Y or N)</th>
<th>Program Accreditation? (Y or N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women's Studies in Religion and Applied Women's Studies</td>
<td>Claremont Graduate University, Claremont, CA</td>
<td>N (Accredited by WASC-ACSCU)</td>
<td>n/a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>WICHE INSTITUTION &amp; LOCATON</th>
<th>NCA Accreditation? (Y or N)</th>
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</thead>
<tbody>
<tr>
<td>Women's Studies in Religion and Applied Women's Studies</td>
<td>Claremont Graduate University, Claremont, CA</td>
<td>N (Accredited by WASC-ACSCU)</td>
<td>n/a</td>
</tr>
</tbody>
</table>
VI. EXPECTED FACULTY AND RESOURCE REQUIREMENTS

A. FACULTY

1. Current Faculty -- List the name, rank, highest degree and estimate of the level of involvement of all current faculty who will participate in the program. If proposed program is at the graduate level, also list the number of master's theses and doctoral dissertations each of these faculty has directed to completion. Attach a brief vita for each faculty member listed.

See Appendix D for faculty vitae.

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Highest Degree</th>
<th>Estimated participation</th>
<th>Number of completed dissertation ctes served on</th>
<th>Directed</th>
<th>Number completed M.A. ctes served on</th>
<th>Directed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Briggs</td>
<td>Associate</td>
<td>Ph.D.</td>
<td>FT</td>
<td>6</td>
<td>2</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Yolanda Broyles-Gonzalez</td>
<td>Full</td>
<td>Ph.D.</td>
<td>FT</td>
<td>60</td>
<td>30</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>Jennifer Croissant</td>
<td>Associate</td>
<td>Ph.D.</td>
<td>FT</td>
<td>15</td>
<td>3</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Caryl Flinn</td>
<td>Full</td>
<td>Ph.D.</td>
<td>FT</td>
<td>22</td>
<td>8</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Nicole Guidotti-Hernandez</td>
<td>Assistant</td>
<td>Ph.D.</td>
<td>FT</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Miranda Joseph</td>
<td>Associate</td>
<td>Ph.D.</td>
<td>FT</td>
<td>3</td>
<td>2</td>
<td>10</td>
<td>6</td>
</tr>
</tbody>
</table>
Additional Faculty -- The current Women's Studies faculty (core and affiliate) is adequate to support the Ph.D. program. Overall, the faculty size has remained almost stable in the past seven years, although we have lost one FTE.

Still, there is no question that the program would be greatly strengthened and enriched by the addition of faculty members in key areas. We have identified three fields in which we could build on our unique and cutting edge strengths (in order of priority):

1) Chicana Studies: We are unique in the nation in featuring a Chicana Studies concentration. In order to staff this concentration at both the undergraduate and graduate levels and thus fully support the students we hope to attract in this area, we have determined that an additional faculty member in this area is our first priority.

2) Transnational Feminist Studies: Transnationalism and globalization are without doubt among the most dynamic arenas of feminist scholarship in the 21st Century. Our department already actively participates in and contributes to this cutting edge of the field and we are eager to develop further in this area.

3) Women's Health Sciences: A hire in this area would strengthen the collaboration between Women's Studies and SIROW, whose grants often focus on women's health, including substance use, HIV/STDs, gynecological cancer and mental and reproductive health.

2. Current FTE Students and Faculty – Students: 17 graduate students; 11.5 faculty FTE

3. Projected FTE Students and Faculty – In 3 years: 15 graduate students, 12.5 FTE (in 5 years, 25 graduate students, 12.5 FTE)

B. LIBRARY

The Women’s Studies Ph.D. will require no new library resources at the outset of the program. The department will need sustained resources, but not new ones. It is crucial
that doctoral students and faculty continue to benefit from a Women’s Studies liaison librarian and that the library maintains its level of electronic and print resources. To enable this ongoing support. Currently, the library offers three major Women’s Studies indexes: *Contemporary Women’s Issues* (mostly full text), *Gender Studies Database* (some full text), and *GenderWatch* (mostly full text). Research and Full Text electronic acquisitions include:

- Women Writers Online
- Women and Social Movements in the United States, 1600-2000
- Women’s Studies Encyclopedia Online
- Latin American Women Writers
- North American Women’s Drama
- British and Irish Women’s Letters and Diaries
- Gerritsen Collection: Women’s History Online, 1543-1945
- North American Women’s Letters and Diaries, Colonial to 1950

In addition, the library subscribes to approximately 95 women’s studies journals electronically. The chart below indicates the library’s 2004-2005 expenditures for Women’s Studies.

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Copies</th>
<th>Paid Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>1,452</td>
<td>$53,741.05</td>
</tr>
<tr>
<td>Electronic Resources (Includes e-</td>
<td>17</td>
<td>$39,338.17</td>
</tr>
<tr>
<td>journals)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microforms</td>
<td>5</td>
<td>$322.66</td>
</tr>
<tr>
<td>Journals</td>
<td>53</td>
<td>$9,501.16</td>
</tr>
<tr>
<td>Video</td>
<td>24</td>
<td>$3,082.21</td>
</tr>
<tr>
<td><strong>Totals:</strong></td>
<td>1,551</td>
<td><strong>$105,985.25</strong></td>
</tr>
</tbody>
</table>

As the 1999 UA Library Women’s Studies Collection Evaluation reports, the library is committed “to making Women’s Studies resources as accessible and current as possible for the scholarly research that is taking place at the University of Arizona…Overall, the UA Women’s Studies collection is very representative of the most prestigious Women’s Studies publications both in print and electronic.” With a sustained level of commitment in terms of funding and personnel, the library can support the Women’s Studies Ph.D.
Program without adding new resources at this time. The library has indicated its commitment to maintaining an excellent Women's Studies collection by establishing the Ruth Dickstein Endowment for maintaining and developing its Women's Studies collection.

See Appendix E for assessment of library holdings in Women's Studies.

C. PHYSICAL FACILITIES AND EQUIPMENT

1. Physical Facilities: The Department of Women's Studies has just moved into new larger space to better accommodate our needs. Assuming that the modifications to the building necessary for disability access that we have requested are made, our physical space will be adequate. We do not anticipate needing any special classrooms or labs for our Ph.D. program.

SIROW has adequate space to accommodate research projects and Ph.D. research assistants assigned to various SIROW sites. There is not a need for additional space.

SIROW’s main office is located on the U of A campus at:

Building 403:
SIROW
SBS Annex, Building 0403
1443 E. 1st Street
University of Arizona
Tucson, AZ 85721

SIROW has four off-campus research sites. These include:

Building 467:
SIROW – Mujer Sana
University of Arizona
811 S. 6th Avenue
Tucson, AZ 85701

Building 487:
SIROW Services Research Office (SRO) – Tempe
University of Arizona
1801 S. Jen Tilly Lane
Tempe, AZ 85281

Building 489:
SIROW Services Research Office (SRO) – South
University of Arizona
3912 S. 6th Avenue
Tucson, AZ 85714
Building 522:
SIROW – Services Research Office (SRO) – North
University of Arizona
1615 E. Ft Lowell
Tucson, AZ  85719

2. Equipment: Our computer equipment is not adequate. The 4 computers that we currently make available for use by our graduate assistants are all over 5 years old and subject to frequent malfunctions. We need to replace at least 2 of the grad assistant computers now, and we anticipate needing to replace the other two within the next two years. (This is true whether or not we implement a Ph.D. program.)

D. OTHER SUPPORT

1. Other Support Now Available -- Include support staff, university and non-university assistance.
Our support staff will assist with various aspects of the Ph.D. degree program. The key person is Lauren Johnson, the Academic Program Coordinator who currently oversees the undergraduate and graduate program, working in conjunction with the Director of Graduate Studies and the Director of Undergraduate Studies. She has extensive experience working with students and also in navigating the university system. Women's studies/SIROW have 5 other staff people who support our complex program of teaching, research, large grants and community outreach and who will help enrich the experience of doctoral students. They are the Business Manager, Senior, Terry Mullin, who handles the department and SIROW accounts; two .50 Program Coordinators, one Alison Greene, who has an M.A. in women's Studies, and who coordinates the work of the Women's Studies Advisory Council, and the other, Kathy Powell, who oversees the work of the Women in Science and Engineering project. (Each of them is a .50 program Coordinator and .50% paid through a grant). The Administrative Assistant, Molly Holleran, assists the department and two Office Specialists, Desiree Bernal & Dorana Lopez, are the receptionists for SIROW and Women's Studies respectively. We also receive staff support from the Dean's office. Ginny Healy sits on our Women's Plaza Board and assists the Department with fund-raising. In addition we have work study students who assist with various tasks.

2. Other Support Needed, Next Three Years – None. (Graduate cohort will remain roughly the same size.) In the fourth and fifth years, we anticipate that the Director of Graduate Studies (DGS) will need additional support. We propose to assign one work study student to the Academic Program coordinator, to be shared with the DGS to assist with the increase in tasks and magnitude of work given the increase in graduate students. We anticipate that WOSAC will raise the necessary funds.
VII. FINANCING

A. SUPPORTING FUNDS FROM OUTSIDE SOURCES.

Our primary source of new funding for the graduate program will be the WOSAC Plaza of Honor Endowment. Based on a $750,000 endowment at 4% interest, we anticipate $30,000 additional funding by 2008. This program will require no more funds for GATs/RAs than has been allocated in past years. Our funding for the existing terminal M.A. program will be transferred to the new M.A./Ph.D. program, and will be supplemented in its fourth and fifth years by transferring temp funds into teaching funding for GAT IIIs, who have already been admitted into candidacy.

Because this funding in the past has been variable, we have based our projections on averages across many years. Based on the average of the past 4 years of funds allotments for RA/TA for SIROW, WOSAC, and WS, plus temporary fund allotments for adjunct teaching, we anticipate an average of 9.0 FTEs to allocate to graduate students, which is to say, 0.5 FTE funding for 18 students (plus 3 $10,000 fellowships for first year students and one $5,000 fellowship). With an average of 20 students (4 per year for five years; we will admit a 5th if and only if s/he can win a minority fellowship from the graduate college), this leaves us with only 2 students unfunded in their fifth year. We anticipate that through nationally available dissertation fellowships and the possibility of applying for research funding through SIROW (i.e., students apply for their own grants), plus normal attrition in the course of the grad program, we anticipate that either 2 students will get their own funding, or 2 students will drop out. So funding for 23/25 is sufficient.

<table>
<thead>
<tr>
<th></th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAs</td>
<td>2.75 FTE</td>
<td>2.25 FTE</td>
<td>2.63 FTE</td>
</tr>
<tr>
<td>RAs for teaching faculty (state funds)</td>
<td>1.0</td>
<td>1.5</td>
<td>1.25</td>
</tr>
<tr>
<td>RAs for teaching faculty (grant funds)</td>
<td>1.25</td>
<td>0.25</td>
<td>2.0</td>
</tr>
<tr>
<td>RAs SIROW (state funds)</td>
<td>1.25</td>
<td>0.5</td>
<td>0.75</td>
</tr>
<tr>
<td>RAs SIROW (grant funds)</td>
<td>1.25</td>
<td>0.5</td>
<td>1.25</td>
</tr>
<tr>
<td>WOSAC (private funds)</td>
<td>0</td>
<td>0.25</td>
<td>0</td>
</tr>
<tr>
<td>Adjuncts</td>
<td>2.83 (ave '03-'05)</td>
<td>2.5</td>
<td>1.25</td>
</tr>
<tr>
<td>Total</td>
<td>10.33</td>
<td>7.75</td>
<td>9.13</td>
</tr>
</tbody>
</table>
A. NEW ACADEMIC DEGREE PROGRAM BUDGET PROJECTIONS
FORM --See Appendix F.

4.4