

**A. Statement of Vision and Goals**

1. Vision

Women's Studies was established in 1977 as a program and became the new Institute for Women's Studies (IWS) in 2004. IWS provides a feminist interdisciplinary perspective on women and gender. Administratively within the Franklin College of Arts and Sciences, IWS cooperates with departments of all schools and colleges of the University in developing teaching, research, and service. Traditional academic disciplines have devoted little systematic attention to issues of gender, race, class, and sexuality. Feminist scholars have contributed to the reinterpretation of existing data and to the presentation of new knowledge about the diversity of women's experiences in a global and multicultural context. IWS continues the historical legacy of women's education in the state. The Institute has, for years, studied intersections of gender, race, class, and sexuality in its focus on women, in all their diversity. Thus, the Institute can tie together the university's focus on diversity in these areas. Multicultural faculty, students, curricula, and research create a rich learning environment. The Institute will continue to support a learning environment that promotes and respects diverse perspectives and international activities and will increase the visibility of diversity research and teaching at the university.

2. Goals

GOAL 1: Continue to establish the Institute for Women's Studies as a nationally recognized model for interdisciplinary and multidisciplinary research and teaching.

GOAL 2: Add core faculty in targeted areas that build on our strengths, develop new areas of research and teaching, and meet student demand for courses.

GOAL 3: Continue to build and enhance our research identity in the Institute for Women's Studies, both within the core program and among gender researchers across campus.

GOAL 4: Continue to help lead the University of Georgia in becoming a diverse, multicultural university for the 21st century.

GOAL 5: Facilitate outreach activities to the university and local community.

GOAL 6: Continue to increase the size and quality of the undergraduate and graduate academic programs.

3. Summary of External Factors that influence Vision and Goals

- Location at edge of campus, far from most of the core and affiliate faculty on north campus.
- Budget cuts that led to the loss of a faculty line, other unfilled lines.
- Increased student demands for courses, especially at the undergraduate level in courses that meet the diversity and social science requirements.
- Burden of not having a Women's Center, as most large universities do, whose mission of addressing the diverse needs of women on campus would enrich and complement the intellectual mission of the Institute for Women's Studies
- Because IWS faculty appointments are split with a disciplinary department, faculty can contribute only half of their service time to building IWS.

#### 4. Program Priorities

- Hire Director who can provide intellectual and administrative leadership.
- Move to an appropriate, centrally located space.
- Faculty lines: replacements; new lines; endowed professorship; Franklin fellow; increased teaching and operating budgets in order to increase the number of students taught and the variety in our course offerings; funds to buy out affiliates for teaching to enhance course offerings
- Fundraising to support research to support the research mission of Women's Studies and promote outreach to the community

#### B. Institutional-Level Performance Measures

The methods described below will be used to annually measure demand, quality, productivity and impact:

##### a. Demand

- Number of student credit hours
- Number of majors, minors, and certificate students
- Number of degrees and certificates received

##### b. Quality

- Assessments (undergraduate): performance as evidenced by a portfolio consisting of an exam given to seniors, sample work produced in our courses, and an exit interview
- Assessments (graduate): exit interview, program evaluation by students
- Key outcomes (undergraduate and graduate): student knowledge, interpretation, and application of key concepts, methods, and theories in women's studies

##### c. Productivity

###### a. Faculty

- Teaching: number of student credit hours per FTE; student course evaluations; teaching awards; development of new courses
- Research: number and quality of publications; internal and external grant proposals submitted or obtained; conference presentations; awards
- Service: editorial boards; editorships; positions in professional organizations; number and importance of committees; outreach activities

###### b. Students

- number of A.B. degrees awarded
- honors, awards, number of students involved in research
- increased numbers of students each year if adequate funding (e.g., faculty lines) is provided.

###### c. Benefits to community, state, region, nation, global community

- students gain increased awareness, understanding, and valuing of gender and diversity; they provide enlightened models for members of their communities
- students contribute directly to communities through internships, study abroad, and service learning
- faculty provide outreach to promote the intellectual and personal growth women in the community

d. Impact:

- Building New Learning Environment: Degree of diversity will be reflected in the number of events sponsored by IWS and by the number and quality of initiatives with other academic units
- Research Investments: Sufficient funds for faculty travel to research sites and conferences will increase research productivity; seed money provided through IWS will enhance the research of gender researchers across campus
- Competing in a Global Economy: Hiring faculty engaged in international research, supporting faculty to attend conferences abroad, and introducing more international material in our courses will enable students to better compete in a global economy
- Enhancing diversity will be measured as follows: number of courses focused on diversity; efforts to recruit minority faculty and students; number of minority faculty and students and members of other under represented groups

**C. Individually selected performance measures**

Goal #1: Continue to establish the Institute for Women's Studies as a nationally recognized model for interdisciplinary and multidisciplinary research and teaching.

Objectives:

Move to centrally located space in order to increase the visibility and accessibility of IWS to faculty and students across the university and become a central meeting place for the incubation of interdisciplinary and multidisciplinary research and teaching. Such a location is essential for increasing the coherence of the women's studies academic community across campus. The current space at the edge of campus, out of walking distance and with a poor parking and bus situation, cannot serve this role as a site for interdisciplinary intellectual exchange. The presently occupied building is not on the master plan, so will be demolished.

Appropriate space consisting of offices, 45-person and 20-person classrooms, and a small library for the IWS collection is essential for the future progress of the unit.

Key Performance Measure(s) (desired levels):

- Fall 2006: Identify new location
- Fall 2007: Move to new location
- Fall 2008: Initiate activities to draw faculty and students geographically and academically to women's studies
- Fall 2009: Initiate interdisciplinary and multidisciplinary research and teaching
- Fall 2010: Promote and develop interdisciplinary and multidisciplinary research and teaching

Goal #2 Add core faculty in targeted areas of research and teaching, meet student demand for courses.

Objectives:

- Replace faculty lost due to budget cuts and other circumstances during the last two years. The number of budgeted core faculty has decreased from 9 (4.5 EFT) to 7 (3.5 EFT) since 2002, and an additional faculty member in her seventh year did not apply for tenure and thus was lost in 2005. This involves a 33% loss in faculty since 2002. Recapturing these lines is critical to our continued success.
- Beyond recouping these losses, grow by two faculty members (1.0 EFT) in key areas that are central in women's studies scholarship and would serve as a bridge to strong programs at UGA. IWS must provide more systematic coverage of crucial disciplines and subjects currently unavailable to its students. Such coverage would require hiring in the sciences, social sciences, and humanities in fields including but not limited to Latina studies, sexuality studies, public health, health promotion, media, and economics.
- An Endowed Professorship, from private giving, would provide intellectual leadership to enhance scholarship across the university, and a Franklin Fellow would infuse the program with new research directions

as well as contribute to the IWS teaching mission. [2000 BOR review recommended that we “diversify the program in terms of the faculty interests, perspectives, and theoretical approaches.”]

Key Performance Measure(s) (desired levels):

Fall 2006: 1 new faculty member; 1 Franklin Fellow

Fall 2007: “ “

Fall 2008: “ “

Fall 2009: “ “

Fall 2010: “ “

Goal #3: Continue to build and enhance our research identity in the Institute for Women’s Studies, both within the core program and among gender researchers across campus.

Objectives:

- Identify areas of strength in faculty scholarship to create loci of research collaboration
- Increase communication among the core faculty and affiliated faculty.
- Develop an on-line guide to showcase the university’s research to an international community of scholars
- Stimulate fundraising to further the research mission of IWS
- Disseminate faculty research, enhance collaborative research, connect students with appropriate research mentors. [The 2000 BOR review recommended that Women’s Studies “bring in feminist scholars at UGA not currently/actively involved in WSP.]

Key Performance Measure(s) (desired level):

Fall 2006: Create database with information that has been collected through the GenDir initiative; continue fundraising efforts

Fall 2007: Publicize efforts to promote collaborative research widely across campus; fundraising

Fall 2008: Develop research groups; fundraising

Fall 2009: Further develop research groups and obtain appropriate funding for research activities; fundraising

Fall 2010: Explore publication and other appropriate forms of disseminating collaborative research; fundraising

Goal #4 Continue to help lead the University of Georgia in becoming a diverse, multicultural university for the 21st century

Objectives:

- Improve and expand teaching multicultural material
- Actively recruit faculty and students of color and under represented groups to achieve a critical mass
- Participate as active partner with other units on campus that promote diversity

Key Performance Measure(s):

Fall 2006: Provide supervision and coordination of multicultural classes taught by teaching assistants to assure consistent development of goals and objectives

Fall 2007: Review and expand interface with other units on campus (African American, African, Latin American, Disability and other programs)

Fall 2008: Further internationalize the curriculum and the participation of students and faculty in appropriate study abroad programs

Fall 2009: Assess current state of diversity involvement

Fall 2010: Review and expand current state of diversity involvement

Goal #5 Facilitate outreach activities to the university and local community.

Objectives:

- Support attempts in the university community to establish a Women's Center for student networking and personal growth in areas related to women's studies. IWS can provide the academic dimension to such activities and connect students with appropriate academic, administrative, medical, psychological, professional, political, or legal resources on campus. This Center could provide and opportunity for undergraduate and graduate students to work with other students in areas of mutual concern such as peer sexuality education, homophobia, safety on campus, and substance abuse information
- Develop Friends of Women's Studies (FWS) as an avenue for fundraising and support for women in the community
- Increase course offerings with service-learning components; increase faculty and TA awareness of the importance of service-learning, how to use and assess service-learning in the classroom, and how to integrate service-learning into a variety of courses

Key Performance Measure(s):

- Fall 2006: Explore options for creation of Women's Center; develop service learning; initiate FWS
- Fall 2007: Pursue options for Women's Center; further develop service learning and FWS
- Fall 2008: Creation of Women's Center; further develop service learning and FWS
- Fall 2009: Coordination of Women's Center's with IWS; further develop service learning and FWS
- Fall 2010: Full expansion of Women's Center; maintain service learning and FWS

Goal #6 Continue to increase the size and quality of the undergraduate and graduate academic programs

Objectives

- Increase the visibility of these programs on campus, especially among undergraduate students who may be unaware of academic options in IWS.
- Increase communication and collaboration among the certificate graduate students as part of UGA's teaching of interdisciplinary skills for the future workforce. [BOR review recommended that we "promote a cohesive cohort experience for graduate students."]
- Continue to fine-tune the undergraduate and graduate curricula, in light of assessment results and the areas of expertise of new faculty. Increased student research with faculty is desirable.
- Update electronic classroom and computers.
- Explore the demand and feasibility of a Master's degree, perhaps as a joint M. A. with several targeted departments, or a Ph.D. interdisciplinary concentration in women's studies.

Key Performance Measure(s):

- Fall 2006: Thorough review of curriculum and revisions; publicize undergraduate programs; explore creation of graduate programs
- Fall 2007: Develop working groups of graduate student for social and academic interaction; continue to explore creation of graduate programs and publicize undergraduate programs
- Fall 2008: Thorough review of technological needs; begin implementation of plans for graduate programs; continued attention to undergraduate programs
- Fall 2009: Further implementation of plans for undergraduate and graduate programs
- Fall 2010: Completion of plans for graduate programs; continued attention to undergraduate programs