

CLEMSON UNIVERSITY

COLLEGE OF ARCHITECTURE, ARTS AND HUMANITIES

REQUESTING TO OFFER A NEW DEGREE PROGRAM

**BACHELOR OF ARTS
IN**

WOMEN'S LEADERSHIP

Submitted to the South Carolina Commission on Higher Education
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Classification

Program Title: Women's Leadership
Academic Unit: College of Architecture, Arts, and Humanities
Name of Degree: Bachelor of Arts
Implementation Date: August 2013
CIP Code: 05.0207
Number of Credit Hours: 120
Program Length: 4 years
STEM Applicability: No
Site: Clemson University campus, traditional

Institutional Approval

<u>Institutional Unit:</u>	<u>Date Approved:</u>
Board of Trustees	April 20, 2012
Clemson Program Curriculum Committee	August 15, 2012
College Curriculum Committee	September 17, 2012
University Curriculum Committee	October 5, 2012
Provost	November 1, 2012
President	November 1, 2012

Purpose and Justification

Purpose and objectives. With an innovative curriculum that combines academic study with real-world experience, this program supports the growth of women leaders ready to face new challenges with strength, resiliency, passion, and ethical awareness. Through rigorous, interdisciplinary coursework, students learn about women's history and study women's achievements in all facets of human endeavor. Through leadership classes, mentoring, and practical internships, students integrate key principles of leadership into their self-understanding and are introduced to leadership styles and strategies in diverse organizational settings.

The University currently offers a 15 credit hour minor in Women's Studies. Women's Studies has a twenty-five year history at Clemson. As Jerome Reel's 2006 history, *Women at Clemson University*, remarks, the Women's Studies Program has been an "important catalyst for change and awareness at Clemson University and in the greater community." Initially supported by a curriculum development grant from the Ford Foundation, the program at Clemson examines women's lives and accomplishments in the contexts of history, sociology, psychology, medicine, economics, law, politics, as well as in the arts, music, and literature. As we move forward into our twenty-sixth year, women's leadership has become the focus of our program. This change has been especially well-received by students who are eager to learn about the key principles of leadership, about the lives of women leaders, and to develop their own strategies and tools for becoming ethical, entrepreneurial, and service-oriented leaders in a rapidly changing world.

The minor in Women's Studies currently serves approximately 140 students each year in its introductory course alone and engages several thousand students per year in public lectures and events. Our last two major events were attended by a total of over 1400 students. The proposed degree will consist of 120 hours, 33 focused in the major. Of those 33 credits, 12 will be in core courses introducing students to interdisciplinary research in the academic study of women's lives (3), the study of women's experience (6), and the basics of leadership (3). An additional six hours will be leadership courses; and nine hours in women's studies electives. An internship will be required (3 hours). The program is designed to work especially well as a double major, complementing a primary area of study. We expect many, possibly even the majority, of women students attracted to the major to combine it with a major in a related field.

Need for the program. Women have made strong gains in securing education, economic opportunities, and political rights during the last century. But even as women make up over fifty-percent of undergraduates and nearly fifty-percent of law school, medical school, and business school graduates, they remain under-represented in the ranks of law partners and judges, surgeons and hospital administrators, business owners and *Fortune* 500 CEO's. Women's leadership has emerged as a field that studies the challenges and opportunities women face today across the social spectrum and prepares young women to contribute creatively, actively, and responsibly in professional and civic life.

South Carolina ranks poorly on a number of indicators that matter to women. We have high rates of teenage pregnancy, infant mortality, domestic violence, and women and children living in poverty. We are at the bottom nationally for the number of women in government, with only four women ever elected to statewide office, less than 10% women legislators in our state house and senate (a figure that is *down* from its height of 12.9% in 1992), and only five women ever sent to the U.S. Congress (four of them in special elections after the deaths of their husbands). In 2007, only 27.6% of South Carolina businesses were owned by women while, according to the 2010 U.S. Census, 17.6% of the state's women lived in poverty compared to 13.6% of men.

Women have the capacity to contribute fully at all levels of society. When they do not, we miss out on half of the new ideas and products, half of the solutions to social problems, half of the creativity in business, science, and the arts that could be brought to the table. Professional organizations in engineering and the sciences have been vocal in their call to increase the number of women in these fields in order to meet the growing demand for scientists and engineers in the U.S. workforce. When women reach leadership positions in any field they help keep more women in the pipeline by serving directly as mentors and indirectly as role-models. Locally, a women's leadership major will increase the resources on campus available to women in all fields as they strive to achieve excellence and reach professional goals. It will signal to incoming women students and faculty that Clemson values and promotes women's achievements in all areas of study. Statewide, women's increased participation in leadership roles can help draft solutions that strengthen the state's families, improve its educational and health care sectors, and increase economic growth at all levels. Making sure that women college graduates have not just the degrees that they need to succeed, but the confidence, vision, and courage necessary to innovate and lead is a primary goal of the program.

The University uses the top -20 public universities (as identified by U.S. News and World Report) as a benchmark by which we plan, target, establish benchmarks and evaluate our programs. During the review of our academic programs and our planning phase for the development of new degrees, we reviewed the top 20 public universities for the number and types of degree programs. We focus as "peers" on the following institutions: Georgia Tech, Virginia Tech, University of North Carolina at Chapel Hill, North Carolina State University, Texas A&M, University of Virginia, and University of Georgia. In addition, faculty will

look to leading land grant institutions for comparative data. We examine closely programs that currently are provided at other research universities in South Carolina as well.

The University recognizes that CHE would like to have more definitive numbers on enrollments and student interest prior to approving a program. Clemson collects data at the University level prior to a departmental faculty proposing a new degree program. While the University notes the enrollment in minors and concentrations, requests for courses, and other signs of program interest, the University collects and reviews data and information on trends in higher education nationally as well. We use proprietary survey data drawn from intended college students (The survey is conducted by the College Board and samples students who take the SAT.) These potential students are located, not just in South Carolina, but in states from which Clemson receives high numbers of student applications. The results are based on over 10,000 prospective college-bound students who were interested in the social sciences and humanities. We believe that our projections for interest in the program and potential enrollment are sound.

Employment Opportunities. Students majoring in women's studies and women's leadership will pursue a diverse array of careers. As already noted, it is expected that most students in the program will be double majors who will pursue a career in the field of their first major. Students without a double major will be strongly encouraged to minor or even double minor in fields that will increase their range of knowledge and job opportunities. The internship requirement in the program ensures that students have access to workplace mentors and real-world job experience in sectors that complement their academic studies.

Women's Leadership students take courses that introduce them to different analytic and interpretive methodologies; they are taught to ask searching questions about women's experiences and the impact of social, cultural, political, and economic institutions on that experience; and they learn about the lives of women leaders around the world. As a result, students in this major graduate with strong critical thinking and writing abilities, a global perspective, and a focus on leading ethically that prepares them to take on a variety of challenges and to succeed in multiple environments over the course of their careers. One of our past interns, a Spanish major, worked with the Philanthropy and Partnership Office of the Greenville Hospital Systems helping design and raise funds for an outreach program to Greenville's Latino community. As a result of experiences in the internship, this student is now pursuing an advanced degree in nursing and health administration. We have also placed students with a grassroots advocacy organization in the state, with non-profit organizations like Helping Hands, the United Way of Anderson, Safe Kids Upstate, and Safe Harbor, a domestic violence shelter. Students have also interned on political campaigns, with law offices, and with the 10th circuit solicitor. Of the eight seniors in the women's leadership seminar this past spring semester, six are pursuing graduate degrees. The two others are employed as an engineer and in the leisure skills program here at Clemson.

The range of jobs we've seen our students move into is consistent with self-reporting from other women's studies and women's leadership programs. There are few statistics tracking the employment of those with women's or gender studies degrees and no data for leadership tracks within such majors. For students pursuing a Ph.D. in Women's Studies – one possible avenue for our majors – the outlook is comparable to that of other liberal arts doctorates, with 2011 median salaries of roughly \$69,000 according to U.S. Labor Bureau statistics (<http://www.bls.gov/oes/current/oes251062.htm#%283%29>). Major university programs with strong women's studies programs report a variety of careers being pursued by their majors. Rutgers University, with a nationally recognized program in women's studies (200 undergraduates and 60 graduate students) and one of the few academic programs in the nation focused on women's leadership, reports new graduates working in first jobs in non-profit organizations (such as women's shelters, a women's rights information center, and intervention programs for disabled or at-risk children), in community programs as

assistants or program coordinators, in finance, and in publishing and television production. Experienced alumni have landed jobs as account managers, director of grants for an educational foundation, major gifts officers for public and private universities, teachers, and coordinators or directors in non-profit organizations (<http://www-rci.rutgers.edu/~cswebpg/mh/womenstudies.shtml>). Similar job patterns are found in reporting by Ohio State where graduates of the women's studies program have found employment as network administrators, analysts, grants managers, patient advocates, in student life and non-profit women's organizations, in law, teaching, and editing and publishing (<http://wgss.osu.edu/what-can-i-do-wgss-degree>). William and Mary has some of the most detailed reporting, listing students and jobs taken by name, and again the kinds of jobs students are pursuing and getting run from graduate work in women's studies, law, or other humanities programs, to work with non-profits, government and community organizations, and in publishing, grant writing, and media services (<http://www.wm.edu/as/womensstudies/currentstudents/graduates/index.php>).

Relationship to Clemson Mission. This new major fits well with Clemson's mission to educate the next generation of innovators in South Carolina and with the university's goal of rising to the rank of a top twenty public university. Of those top twenty institutions, all except one have a major in women's studies, and over half offer graduate studies in this field. Penn State and Texas A&M, both top twenty land grant institutions, offer Ph.D. programs in Women's Studies alongside undergraduate majors and minors. Women are the majority of current undergraduates nationwide and their contributions will be critical to maintaining a dynamic and globally competitive workforce. Women's leadership has emerged as a field that studies women's achievements worldwide while teaching students about the challenges and opportunities women face today and preparing them to contribute fully in wide range of professions as well as in public and civic life.

Relation to Similar Programs at Clemson University. Clemson has several programs that are dedicated to educating and encouraging student leaders. These programs are housed in the Dean of Students Office, in the Gantt Center for Student Life, and in Student Housing. Discussions with the Associate Vice President for Student Affairs and Dean of Students, Joy Smith, as well as with Kate Radford in the Gantt Center, and Suzanne Price in student housing have already lead to significant collaboration with these units, including helping to plan and fund the spring women and leadership conference through the Gantt Center. Our goal is to help them bring in higher quality speakers from outside campus and to bolster the number and quality of academic discussions of leadership at the conference. We will also work to help promote enrollment in the suite of leadership courses developed and taught by Dr. Smith and Dr. Price (HEHD 400, 410, 420). Additionally, we will continue to work with Dr. Price in developing a Living Learning Community dedicated to women's leadership. We are also working with the Assistant Director of Fraternity and Sorority Life to make sure that sorority women are involved in significant numbers in our leadership programs and courses.

A second set of leadership initiatives at Clemson is housed in the College of Business and Behavioral Sciences. We will be giving a presentation on our new major to the students in the iLead program (a program in which students develop leadership potential through the completion of 20 activities built around knowledge, applications, and experiences). James Gaubert, director of iLead, was excited to learn of our new major and we will work together to promote our individual events and possibly develop some joint events. We had a similarly positive experience in discussing our new major and event planning with David Wyman of the Spiro Institute for Entrepreneurship. Spiro helped us promote our first event in October of the past year when we brought Nell Merlino to Greenville and to Clemson's campus. Merlino has worked with Hillary Clinton on the Make Mine a Million \$ Business campaign and is the founder and president of Count Me In for Women's Economic Independence, the leading national not-for-profit provider of

resources for women to grow their micro businesses into million-dollar enterprises. We are also partnering with the Spiro Institute to organize the Walter Hunter Lecture (devoted this year to women's leadership and entrepreneurship) and to contribute to their First Friday Leadership Series.

We have also worked closely with faculty members in the College of Health, Education, and Human Development who run the minor (soon to change to an online certificate program) in non-profit leadership. The courses in this program are effectively courses in non-profit management and their NPL 200 will be open to our students to fulfill their leadership requirement.

Clemson's existing programs are part of a growing movement to make leadership experience and leadership learning a central element in a Clemson education. The new major will definitely benefit from this rich climate and also add an element that is currently underrepresented, namely, specific attention to the unique challenges and opportunities women face in rising to leadership roles in all spheres of economic activity and social and political life. As none of the programs listed above offer an undergraduate major, the new major will be the first to combine the study and practice of women and leadership at a level that permits awarding the bachelor of arts degree.

Relation to Similar Programs in the State. The state's two principal women's colleges – Converse College and Columbia College – have a strong focus on women's leadership. Converse offers a 21-credit hour minor in Women's Studies and Columbia College offers a 16-credit hour minor in Gender and Women's Studies, both under interdisciplinary programs. Neither of these courses of study are focused explicitly on women's leadership. We have spoken with representatives at both colleges. Both have programs much like Clemson's iLead program. They combine extra-curricular workshops on leadership with internship opportunities, community service, and student leadership opportunities (e.g., positions in student government or involvement in leadership with student groups or activities). Neither institution has a major in women's studies or in women's leadership. Coursework on leadership at both institutions is primarily directed at students in education who are looking to pursue jobs in administration at the K-12 or college level. Academically, there will be no overlap or competition between the major we are proposing and existing majors at either institution. In terms of programming and collaboration, however, we all have much to gain from one another as we promote each other's events, possibly collaborate on bringing in national level speakers, and organizing statewide events on women's leadership.

We have also received full support from the Women's Studies programs at USC and College of Charleston. Both have majors in this field, but neither major is focused, as ours will be, on women's leadership. USC has the strongest program in the state, offering degrees through the Ph.D. They have long been a model program, offering a rich slate of courses to students at all degree levels, putting on a yearly research conference, and contributing strongly to the Southeastern Women's Studies Association. We have met with Drucilla Barker who directs the program at USC and she was enthusiastic in her support of our program. The same can be said of Allison Piepmeier who directs the program at College of Charleston. The Charleston program is especially committed to fostering women's activism. Academically, both of these programs would qualify as more traditional women's studies majors than the major we are designing at Clemson. Our program is distinguished in its focus on leadership for women and in its attention to the need for women to contribute their leadership at all levels of society.

We have spoken with all of these institutions about possible collaboration and expect that we will be able to develop events or programs in common. As an example of the kind of collaboration we have spoken about, two years ago the Women's Studies minor at Clemson worked closely with Beth Stedman, then in the Clemson PSA Department and now the head of the leadership program at Coastal Carolina University, to

organize a leadership day on the hill in Columbia. Students from Wofford, Coastal, USC, College of Charleston, Clemson, and several smaller institutions participated in a day of meetings with women legislators, sessions of House committees, a Senate floor session, and a meeting with newly elected Governor Nikki Haley. Approximately 40 women students and 10 faculty members participated. The event introduced students to facts about women in government in the state, the challenges facing our women legislators (who hold 9% of House seats and one seat in the Senate), the issues that women legislators are working on, and where they have common ground and where they have differences. It was an enormously successful day for all and is the kind of collaborative venture that has been very enthusiastically received by all the programs we have spoken with. We are currently collaborating with the Athena Program and Judith Prince, Vice Chancellor at USC Upstate, to help publicize one another's events. We expect to take the lead in putting together a South Carolina Women's Leadership Consortium to pool information about events and programs related to women's leadership going on across South Carolina's universities and colleges.

Admission Criteria

There are no admissions criteria specific to the program beyond those already in place in the university and the College of Architecture, Arts, and Humanities where this program is housed. The University's admission is highly selective and considers standardized test scores, class standing, high school curriculum, and grade point average. High school course prerequisites meet all standards set by the SC CHE. The University recommends three years of foreign language. Each student identifies his or her first and second choice of majors on the application and is accepted into a major as a freshman.

Enrollment

We expect this major to be attractive to incoming freshmen who are already looking for a women's studies major or who have been involved in leadership activities or leadership development programs in high school. We also expect to increase enrollments by attracting sophomores who discover Women's Studies and leadership studies after they arrive on campus and by publicizing the program to high-achieving women students in all disciplines as a possible double major. Discussions last semester with students in our introductory Women's Studies (WS) courses and in the initial "Women and Leadership" seminar suggest that the majority of our majors will likely be double majors, coming especially from fields in the traditional humanities and social sciences. Students in disciplines such as history, philosophy, political science, or communication studies who plan to pursue careers in law, public relations, or with non-profit organizations expressed strong interest in the major and saw it as a way to add a practical dimension to their existing studies, often alongside an additional minor in a business-related field such as economics. We also had strong interest from students in parks, recreation, and tourism management who were interested both in taking leadership roles in their field and interested in creating leadership programming for girls and young women in recreational settings.

Enrollment figures in the charts below are based on data from other women's studies programs and on a pilot program in women's leadership here at Clemson. In order to set enrollment targets, we collected data from two kinds of peer institutions: those ranked as top 25 public universities in *U.S. News & World Report* and women's studies programs at South Carolina colleges and universities. Numbers vary widely, from a mere six women's studies majors at Penn State (with a student body of almost 40,000) and 100 majors at University of Michigan (study population 27,000). We project up to 30 majors in the first five years of the program, and would like to grow to a steady rate of 40 or 45 majors within six to eight years. This latter target would put us on a par with institutions such as Purdue University (46 majors, student population of 30,800), University of North Carolina (29 majors, 18,500 students total), and University of Georgia (45

majors, 30,000 students). We based expectations about incoming freshman on the pilot Living Learning Community called Women In Leadership Development. This program attracted five women each in both its first and second years at Clemson. We partnered with the program to offer a one-credit creative inquiry course on women’s leadership in the first year and expect to have several of the sophomore and junior women from the community in the women’s leadership seminar in the 2013-14 academic year.

TABLE A: PROJECTED TOTAL ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2013 - 14	*10	150	10	150	1	3
2014 - 15	**14	210	14	210	2	6
2015 - 16	***21	315	21	315	3	9
2016 - 17	****25	375	25	375	3	9
2017 - 18	30	450	30	450	3	9

* Five new freshmen, five internal “transfer” sophomores.

** Projecting 9 of the 10 students complete the first year and continue in the major; 5 new students enter the program

*** First 5 internal transfers graduate at end of this third year. Project adding 8 new freshmen per year by this point in the program.

****Goal of 10 new students per year is reached.

Curriculum

Catalog Description: The Bachelor of Arts in Women’s Leadership combines the interdisciplinary study of women’s experience and representation with an emphasis on the key principles and practice of leadership. Students who choose this major are taught to ask critical questions about women’s lives in social, economic, political, and familial contexts and to see connections in women’s lives across diverse cultures. An interdisciplinary curriculum that combines coursework in women’s studies and leadership studies is supplemented by a semester-long internship that provides students with practical work experience and opportunities to test leadership skills and strategies.

The major provides a solid foundation for students interested in advanced degrees in the humanities or social sciences and for students pursuing careers in law, business, government, non-profit organizations, and work related to improving the lives of women locally, nationally, and internationally. The major gives students strong oral and written communication abilities, exposure to different leadership styles and paths

to leadership, and the competitive skills they need to lead ethically in a rapidly changing global environment. The program is designed to work well as a double-major for students in the humanities, social sciences, and business fields. The overall curriculum is 120 hours and includes general education requirements, the women's leadership major, foreign language requirements, minor and electives across the four academic years.

The program of study includes the courses stipulated in the curriculum map below. The major consists of 33 credits. All students take a 12 credit core of required courses (Group I) that consists of an introduction to women's studies (WS 103 or WS 301); women and leadership (WS 230); a theories and methods course (students choose from WS 349, 423, 436, or 459), and a capstone senior seminar (WS 401). In addition to this core, students take 6 credit hours from courses that focus entirely on women or gender (Group II courses); 6 credit hours from courses that involve a substantial focus on women and gender issues (Group III courses); and six credit hours in approved leadership courses. In addition, students complete a three credit internship. The program will help with internship placement but it is each student's responsibility to identify and secure an internship in line with her or his career goals.

Group I Courses (12 hours):

WS 103 or 301 (students may count only one of these toward the major)

WS 230 (required of all majors)

One of WS 349; WS 423; WS 436; WS 459 (students who take more than one of these may count the others as meeting the Group II distribution requirement)

WS 401 (required of all majors)

Group II courses (6 hours) focus entirely on women or gender issues and include: ANTH/WS 423, COMM 455, ENGL 380 and ENGL/WS 436, FR 499, HIST 318, 319, 353, HLTH 310, PHIL/WS 349, PO SC 480, PRTM 325, PSYCH 308 and 499, SOC 461, SPAN 403, THEA 317 and 318, WS 459. Special topics courses in various departments may qualify as Group II courses. Students should check the program website (http://www.clemson.edu/caah/womens_studies/current-courses.html) for a complete list of Group II courses in a given semester.

Group III courses (6 hours) have a substantial focus on women or gender issues and include: AAH 305, COMM 306, 307, 315 and 480, ENGL 353, 432 and 456, FR 410, HIST 316, 352, PHIL 328, PSYCH 306 and 462, SOC 310, 311, 460 and 484. Special topics courses in various departments may qualify as Group III courses. Students should check the program website (http://www.clemson.edu/caah/womens_studies/current-courses.html) for a complete list of Group III courses in a given semester.

Approved leadership courses (6 hours) include HEHD 400, 410, 420, ED 190, E L E 301, M L 101, NPL 300, PO SC 458.

Freshman Year

First Semester

3 - ENGL 103 Accelerated Composition

4 - Foreign Language Requirement¹

4 - Natural Science with Lab Requirement²

3 - Social Science Requirement²

14

Second Semester

3 - WS 103 Women in Global Perspective or WS 301 Introduction to Women's Studies
3 - Oral Communication Requirement²
4 - Foreign Language Requirement¹
3 - Natural Science Requirement²
3 - Elective
16

Sophomore Year

First Semester

3 - WS Theory Requirement³
3 - Arts and Humanities (Non-Lit.) Requirement²
3 - Foreign Language Requirement¹
3 - Mathematics Requirement²
3 - Social Science Requirement²
15

Second Semester

3 - WS Distribution Requirement (Group II)
3 - WS 230 Women and Leadership
3 - Arts and Humanities (Literature) Requirement²
3 - Foreign Language Requirement¹
3 - Elective
15

Junior Year

First Semester

3 - WS Leadership Requirement
3 - WS Distribution Requirement (Group III)
3 - Minor Requirement
3 - Cross Cultural Awareness Requirement²
3 - Elective
15

Second Semester

3 - WS Leadership Requirement
3 - WS Distribution Requirement (Group II)
6 - Minor Requirement
3 - Elective
15

Senior Year

First Semester

3 - WS 390 Women's Studies Internship
3 - Minor Requirement
3 - WS Distribution Requirement (Group III)
3 - STS Requirement²
3 - Elective
15

Second Semester

3 - WS 401 Senior Seminar
3 - Minor Requirement

120 Total Semester Hours

¹ The foreign language requirement is a proficiency requirement. Students must complete through 202 in American Sign Language, Arabic, Chinese, French, German, Italian, Japanese, Latin, Portuguese, Russian, or Spanish.

² See General Education Requirements.

³ Select from WS 349, 423, 436, or 459.

New Courses to be added to the Undergraduate Catalog:

WS 230 Women and Leadership: Students learn the basics of leadership, including an understanding of different leadership styles, effective leadership practices, and the unique challenges and opportunities faced by women leaders. Attention is paid to the ways in which women leaders are both the same as and different from their male counterparts and to the ways in which women leaders can effect positive change in women's lives. Ethical leadership, leadership in a diverse global environment, and different paths to leadership will also be explored.

WS 401 Senior Seminar: In depth exploration and analysis of a special topic in the areas of women's and leadership studies, culminating in a senior project documented in written, oral, visual and/or multimedia presentations. Topics vary based on faculty expertise and research interests. Preq: Senior standing in Women's Leadership or consent of the instructor.

WS 490 Creative Inquiry: Small group work on particular issues with emphasis on involving students in research. Content varies. The course is taught as a one credit hour seminar and may be repeated for a maximum of three credits. Preq: Consent of instructor.

WS 495 Independent Study: Course of study designed by the student in consultation with a faculty member who agrees to provide guidance, discussion, and evaluation of the project. Student must confer with the faculty member prior to registration. May be repeated for a maximum of six credits. Preq: Consent of instructor.

The courses listed above and the general design of the major have been approved by the appropriate college and university level curriculum committees.

Assessment

The University engages in program evaluation and assessment that focuses on program outcomes as well as student learning outcomes. While assessment of students is essential, program assessment is an important component as well. The faculty examines a number of factors related to program quality and effectiveness including, but not limited to, enrollment and graduate rates, admission to graduate programs, GRE and ETS proficiency scores, research, publications and presentations of faculty and students, student assessment of instructors, and exit interviews. These data assist faculty in evaluating and improving program implementation. The University provides annual data for department chairs to use in conducting program reviews. The student learning outcomes are of particular importance because of the distributed competencies required of all undergraduate students and relate directly to the curriculum plan of study.

Assessment of Student Learning Outcomes. Critical thinking, ethical judgment, and written and oral communication are an important part of all women's studies and women's leadership courses. Effective leaders need to be able to communicate their goals and vision clearly and persuasively. Core courses in the program (those designated Group I and II above) all have written communication as part of the class structure, whether it be through short papers, essay exams, or longer term papers. Leadership courses further emphasize the importance of effective communication and give students multiple opportunities to make presentations and sharpen their speaking skills. By working in multiple disciplines, students learn to adapt their written and oral communication to the needs of different audiences and different tasks.

There are two specific bases for generalized assessment of students in the program. The leadership portfolio requirement in Women and Leadership (WS 330) demonstrates students' understanding of basic principles of effective leadership and demonstrates their ability to identify leadership opportunities, design a service project, consider program development and project management, and develop appropriate forms of communication in connection with the project. The research paper required in the senior capstone seminar (WS 401) demonstrates students' abilities to identify a focused and relevant topic, explain and utilize appropriate research methods, analyze a broad array of sources, and convey research results in a clear and compelling manner. In addition, students will be evaluated by internship sponsors for maturity, ability to work independently, ability to fit into the organization, leadership potential, and intellectual ability.

Faculty

The major will draw primarily from faculty in existing tenure-line positions in other departments. Hires made across the university in the last five to eight years have significantly increases the number of faculty working in areas related to women, gender, and/or leadership studies. At present, the women's studies minor offers as many courses as programs with an established major or graduate studies in the field. Our affiliated faculty number about 18 and an additional five to ten faculty members offer an occasional course that is appropriate for inclusion in the minor. Since 2007 we have routinely offered students 12 to 15 course offerings in the minor in women's studies each semester. There are also a number of leadership courses already in existence that will supplement the studies of students who major in women's leadership.

In order to fully staff the program, we will need to make one tenure-track hire. This hire would be responsible for teaching two sections of the introductory course (WS 103 or 301), offering WS 230 (Women and Leadership) and overseeing WS 390 (the internship program). This hire would also offer assistance in coordinating with other leadership programs at Clemson, in planning and implementing a lecture series on women and leadership, serving as a liaison to student groups, and assisting in outreach efforts to women leaders locally and nationally. We expect this hire to have a Ph.D. either in women's studies, women's leadership, or a cognate field. If the Ph.D. is in a cognate field, we would expect the dissertation to involve a significant focus on women or leadership. Experience teaching in women's studies, leadership studies, or both would be an asset. A full-time, nine-month tenure-track faculty workload (FTE) at Clemson consists of four workload blocks each semester. This hire, as is standard in the College of Architecture, Arts, and Humanities, would be given the equivalent of one block (or one course) of release time for research and would teach three courses each semester, as indicated above.

The minor in women's studies currently has a director who is appointed full-time in another department in the college. The director receives one course of release time in each semester to administer the program. Additionally, the director's home department has typically donated a course to women's studies, meaning that the director teaches three courses in her home department over two semesters, and one course in women's studies, and has two courses worth of release time to run the program. This plan would largely

remain as is, though it would be ideal to have the college buy out the course currently “donated” by the director’s home department.

Table B Faculty By Rank	Highest Degree	Field of Study	Teaching in Field
Professor #1	Ph.D.	History	Yes
Professor #2	Ph.D.	Sociology	Yes
Professor #3	Ph.D.	Psychology	Yes
Professor #4	Ph.D.	Psychology	Yes
Professor #5	Ph.D.	History	Yes
Professor #6	Ph.D.	Health	Yes
Associate Professor #1	Ph.D.	Philosophy	Yes
Associate Professor #2	Ph.D.	Theater	Yes
Associate Professor #3	Ph.D.	English	Yes
Associate Professor #4	Ph.D.	Sociology	Yes
Associate Professor #5	Ph.D.	Art History	Yes
Associate Professor #6	Ph.D.	Spanish	Yes
Associate Professor #7	Ph.D.	PRTM	Yes
Assistant Professor #1	Ph.D.	English	Yes
Assistant Professor #2	Ph.D.	Anthropology	Yes
Assistant Professor #3	Ph.D.	Communication Studies	Yes
Assistant Professor #4	Ph.D.	Film Studies	Yes
Assistant Professor #5	Ph.D.	Political Science	Yes
Assistant Professor #6	Ph.D.	History	Yes
Lecturer #1	Ph.D.	PRTM	No

TABLE C: ADMINISTRATION/FACULTY/STAFF SUPPORT						
YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2013 - 14	0	0	1	.25	1	.25
2014 - 15	0	0	1	.25	1	.25
2015 - 16	0	0	1	.25	1	.25
2016 - 17	0	0	1	.25	1	.25
2017 - 18	0	0	1	.25	1	.25
Faculty						
2013 - 14	0	0	22	3.25	22	3.25
2014 - 15	0	0	22	3.25	22	3.25
2015 - 16	1	.75	22	3.25	23	4.0
2016 - 17	0	0	23	4.0	23	4.0
2017 - 18	0	0	23	4.0	23	4.0
Staff						
2013 - 14	0	0	1	.5	1	.5
2014 - 15	0	0	1	.5	1	.5
2015 - 16	0	0	1	.5	1	.5
2016 - 17	0	0	1	.5	1	.5
2017 - 18	0	0	1	.5	1	.5

Physical Plant

The existing physical plant is adequate to provide space for the program in its first five years. Classroom space is already allocated to the minor and its affiliated courses. We are currently searching for a more visible office for the major, which will ideally contain space for the director, associate director, and one staff person.

Equipment

The program will use existing, fully equipped classrooms in a variety of buildings across campus. As staff and director computers, printers, and other office equipment have recently been updated, we do not anticipate additional equipment needs within the first five years of the program. After that, usual replacement of computers, printers, and copying equipment may be necessary.

Library Resources

The Women & Gender Studies Section (WGSS) of the Association of College & Research Libraries (a division of the American Library Association) has developed core lists of books, journals, and electronic resources for academic library collections. Comparisons of Clemson's holdings to these lists of titles are provided below.

Print – Books and Journals: The ACRL/WGSS has developed a list of 554 core book titles from 52 subject areas within women's studies which they consider "essential" for academic collections. Clemson owns 294 of these titles (<http://www.libr.org/wgss/corebooks.html>). The core list of journals provided by the ACRL/WGSS included 35 titles. Clemson has current subscriptions for 32 titles (<http://www.libr.org/wgss/projects/serial.html>). PASCAL Delivers will be an important resource in expanding majors access to book and journal articles in women's studies and women's leadership fields.

Databases: The page listing core databases and electronic resources on the WGSS of the Association of College and Research Libraries website has not been updated since 2007 and was quite out of date. Instead of using their list of databases, one was compiled from the research LibGuides (subject research webpages) of universities with outstanding women's studies programs. The library databases that they most had in common, or listed as essential research databases, are included below. Clemson currently subscribes to three of the six. These three cover a wide range of topics and sources.

1. Women's Studies International. (1972+) Formerly Women's Resources International, is an interdisciplinary database based upon Women's Studies Abstracts (1984+), Women's Studies Database (1972+), New Books on Women and Feminism (1987+), Women of Color and Southern Women (1975+), The History of Women and Science, Health, and Technology (1970-1995), Women's Health and Development (1995), Women, Race, and Ethnicity: A Bibliography (1970-1990), and WAVE: Women's Audiovisuals in English (1985-1990). **CLEMSON subscribes.**
2. Gender Watch - A full text database with periodicals, academic journals, newsletters, magazines, regional publications and government reports focused on gender and women's issues.
3. Contemporary Women's Issues (1992+) includes reports documenting surveys and data, recognized and alternative journals whose primary focus is on issues affecting women worldwide, and newsletters.

4. Women's Studies on Disc (1989+) is the electronic equivalent of the Women's Studies Index which covers a wide range of periodicals on women~everything from the ones you see at the check-out counter to feminist journals.
5. LGBT Life with full text. Indexes and provides full text of newspapers, academic journals, newsletters and magazines about gay, lesbian, bisexual, and transgender issues. **CLEMSON subscribes.**
6. Women and Social Movements in the U.S. 1600-2000. Includes books, letters, images, scholarly essays, commentaries, and bibliographies documenting American women's reform activities from the colonial period into the 20th century.
7. JSTOR. There are 30 titles specifically listed under feminist and women's studies in Clemson's JSTOR subscription. However, with hundreds of others in related subjects, JSTOR is an excellent interdisciplinary full-text resource. **CLEMSON subscribes.**

Assessment of Holdings and Planned Action. A Women's Studies LibGuide will be created this Fall with the assistance of subject faculty and will be regularly updated as new resources and services become available to students and faculty. The liaison librarian will continue to be available to provide in-class library research instruction to students or one-on-one assistance outside of class.

Primary source material contained in books and edited review chapters will be a very important part of undergraduate education in this field, and we will be relying on PASCAL and interlibrary loan to supplement the Clemson collection while the library slowly builds a stronger base of important titles. Clemson is in far better shape in its journal holdings, thanks to consortia agreements for e-journals and large scholarly archives such as JSTOR. There are a few specific titles that are not covered by any of the subscription sets that Clemson accesses. Adding these would be very helpful to the program. In addition, the library collects films for use by students and faculty inside and out of the classroom. There are over 100 DVDs in this field available at Clemson.

Accreditation, Approval, Licensure, or Certification

The proposed program is not subject to specialized or professional accreditation or approval by any state agency other than the Commission. Graduates of the proposed program are not subject to licensure or certification by any public or private agency.

Articulation

This program leads to the Bachelor of Arts degree. Students will be well-prepared to pursue graduate degrees at the M.A. and Ph.D. levels in Women's Studies or related leadership fields. Students coming into the program from two-year colleges or four-year colleges will be subject to the usual rules concerning transfer credits. We have an active process for reviewing and accepting credit. As with all of Clemson's programs, we look forward to building articulation agreements with other institutions to facilitate transfer of students.

In developing the major, we have consulted with the Women's Studies programs at University of South Carolina and College of Charleston, the only two public universities in the state to offer a B.A. in this field. There are no academic programs in the state leading to a degree in Women's Leadership. We have also consulted with the leadership programs at Converse and Columbia College and at Coastal Carolina University and have discussed informal ways in which we can cooperate on leadership programming and events. See the discussion under "Relations to Similar Programs in the State" under Justification above.

Estimated Costs
Table D

ESTIMATED COSTS BY YEAR						
CATEGORY	1 st	2 nd	3 rd	4 th	5 th	TOTALS
Program Administration	6,700	6,700	7,600	7600	7,600	36,200
Faculty Salaries ¹	195,000	195,000	250,000	250000	250,000	114,0000
Graduate Assistants	0	0	0	0	0	0
Clerical/Support Personnel	15,521	15,521	15,521	15,521	15,521	77,605
Supplies and Materials	1,000	1,000	1,000	1,000	1,000	5,000
Library Resources	500	500	500	500	500	2,500
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Other (Travel, Professional Development, Programming)	8,500	8,500	8,500	8,500	8,500	42,500
TOTALS	227,221	227,221	283,121	283,121	283,121	1,303,805
SOURCES OF FINANCING BY YEAR						
Tuition Funding	63,340 ⁶	63,340	101,344	126,680	126,680	481,384
Program-Specific Fees	0	0	0	0	0	0
State Funding ²	0	0	0	0	0	0
Reallocation of Existing Funds (Operating Budget for WS) ³	10,000	10,000	10,000	10,000	10,000	50,000
Reallocation of Existing Funds (Affiliated Faculty Salaries ⁴)	195,000	195,000	195,000	195,000	195,000	975,000
Reallocation of Existing Funds (Administration and Staff) ⁵	18,521	18,521	18,521	18,521	18,521	18,521
TOTALS	286,861	286,861	324,865	350,201	350,201	1,524,905

¹ Since there are equal proportions of full, associate, and assistant professors that teach as affiliated faculty in the program (total teaching adds up to approximately 3.25 FTE), salaries for affiliated faculty are averaged at \$60,000. Salary for new hire is estimated at \$55,000.

² No special legislative appropriations are needed to support the program.

³Reallocation of existing Women's Studies operating budget (\$10,000). These funds cover supplies and materials, purchases of books and videos (library resources), travel and professional development for program director and faculty, and events put on by the program. The bulk of these funds (approximately \$7,000 per year) goes to events that directly benefit students, staff, faculty, and the community. Courses taught by affiliated faculty with tenure lines in other departments count for 4.25 of the FTE faculty in the program. Only one new nine month, tenure-track faculty line is needed to implement the program. Cost is estimated at \$55,000. The funds for the position will be reallocated from current lines within the College.

⁵Reallocation of existing salary for the half-time administrative assistant to the program. No new staff are required. The program administrator currently earns a 5% salary supplement of approximately \$3,000 and a course release of one course per semester (\$5,000 per semester if bought out). With the addition of a new

major the course reduction remains the same and the administer is given a supplement equivalent to a tenth month of salary. New costs for administration and staff.

⁶The University typically has an instate/out of state ratio of 70%/30%. The tuition for the program has been calculated using that ratio for the income.