

WSU Five-Year Program Review  
Self-Study

Cover Page

Department/Program: Women's Studies

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Executive Summary:  
Women's Studies Minor Program Self-Study for the 2010-2011 5-year Regent Review

This self study is conducted to critically analyze the Women's Studies Minor Program's challenges and successes as well as to provide suggestions necessary for positive, continued growth of the program.

A. Mission Statement

Women's Studies is devoted to the academic study of the roles, contributions, and scholarship of women. Women's Studies explores issues of ethnicity (including what has been historically termed race), class, sexual preference and gender as they impact women's lives in a variety of cultural contexts. It promotes new areas of research, discovers lost contents of human history, identifies women's place in contemporary life, and encourages a sense of empowerment among students through analysis of their commonality of experience. The women's studies minor prepares students to pursue graduate work or employment in professional and community organizations, with emphasis on critical self-reflection and responsible decision-making.

Women Studies is an interdisciplinary program devoted to the academic study of the roles, contributions, and scholarship of women. It explores issues of race, class, sexual preference and gender as they impact women's lives in a variety of cultural contexts. Its goals are:

1. to build on the existing body of scholarship as the program develops an interdisciplinary curriculum about women and gender issues.
2. to encourage variety in pedagogical methods for teaching.
3. to transform traditional disciplines through continuing consideration of new data, methods, theories, and analytical frameworks generated by Women's Studies scholarship, helping to correct long-standing oversight of the study of women's contributions to societies throughout the world.

Brief Program History

Work toward a WSU Women's Studies Program began approximately 31 years ago with informal (and later formalized) groups of women and men who thought WSU students should be formally exposed to scholarship done by and about women. After some initial struggles and resistance, a small body of primarily women with some male faculty and staff oversaw the creation of a program which gradually gained physical space, credibility, and status in the university.

The initial years consisted of working hard with established majors in the Humanities as well as in the social sciences to establish relevant, rigorous curriculum for the WS Minor Program. Dr. Kathryn McKay became the first coordinator. She began the task of working with a small committee of faculty to design and implement courses that would make up the core classes. The following coordinators and councils worked to continue adding possible cross-listed courses and educational events that would add to the scope of curricular and thematic exposure for WS Minor students and other WSU students and community members.

At this time, the Women's Studies Program is moving toward exploring the addition of more gender-related courses to expand curriculum. This will connect WSU's program with critical theory and research that has been growing on a global level in Women's and Gender Studies for almost thirty years. Additionally, it will fit the latest mission and vision statements approved by the WSU Women's Studies Executive Council in Spring 2011. This will also be more in line with Weber State University's mission and vision statements.

Women's Studies new Mission and Vision was unanimously accepted Spring of 2011.

**WSU Vision Statement: In 2030...**

- Weber State University is an exceptional comprehensive university providing associate, bachelor and master's degrees to meet the needs of the region. WSU graduates are broadly educated, capable and prepared for meaningful careers, graduate and professional schools, and civic engagement.
- The hallmark of the university is excellent teaching with extraordinary interactions between faculty and students.
- WSU has an inclusive campus environment that meets the needs of a growing, diverse student body of more than 26,000.
- WSU is a multi-campus university that delivers courses, programs and extracurricular learning experiences at convenient locations and times and uses leading-edge technology.
- WSU welcomes traditional and nontraditional students and fosters an engaging and supportive campus culture enhanced by student-centered educational services.
- WSU is distinguished by outstanding academic programs that recruit motivated students to work with faculty to create and share knowledge.
- Substantial external funds support a vibrant level of scholarly pursuits that engage faculty, staff, students and community partners, including traditional research, applied and community-based research, and artistic endeavors.

**Women and Gender Studies Vision Statement: In 2030...**

- Women and Gender Studies will provide students with both a Major and a Minor degree that will help prepare students for graduate school as well as for the job market.
  - WGS will demonstrate how these degrees will be marketable.
  - WGS will demonstrate how these degrees will be helpful to students interested in graduate school.
- The Women and Gender Studies program will provide excellent and accessible teaching through the use of innovative pedagogy like hybrid and online courses, service learning, and research.
  - WGS faculty will receive training and support to engage in diverse pedagogies.
  - WGS faculty will participate in dialogue and academic study of new research in the field.

- WGS faculty will be actively engaged and will engage students in service learning projects as well as in research projects in all core courses.
- WGS will actively recruit diverse students and provide all of the WGS major/minor students with a supportive learning community.
- WGS will teach a broad-based curriculum that reflects full range of perspectives and incorporates current WGS literature and research.

## B. Curriculum

Women's Studies has a course, *Introduction to Women's Studies* (WS 1500, formerly WS 2050) which has been approved as a social science general education course (See Attachment A). It has also been approved to meet the university diversity requirement. Another class, WS 3050, *Introduction to Feminist Theories 1700-Present* also meets the university diversity requirement, as do other classes which are cross-listed with Women's Studies.

Women's Studies is officially moving more toward WSU's mission of partnering with the broader community, engaging "in research..., public service..., and community-based learning experiences in an environment that encourages freedom of expression while valuing diversity." Women's Studies encourages all faculty to include service learning as a means to make information come to life. Additionally, faculty is being encouraged to include research opportunities in the upper division courses. They are also encouraged to teach hybrid courses, as this and the conversion of the WS 1500 course into an online course has facilitated an increase in student enrollment.

Women's Studies curriculum is designed to meet the mission and goals of the program and to facilitate transfer of credit to other institutions with similar programs e.g., Women's Studies or Women and Gender Studies. The minor program is open to all students and may readily complement their major area of study. It consists of 20 credit hours i.e., 12 hours from the following core courses and 8 hours from a variety of approved cross-listed courses found in almost every School at WSU.

The number of minors has been challenging to increase due to university funding cuts and faculty/staff time restraints; however, WS has seen a significant increase in the number of minors and of people participating in program activities. (See Attachment B)

## Women's Studies Core and Elective Courses

### Core Courses (12 hours)

WS 1500 Introduction to Women's Studies (3 cr.)  
 WS 3050 Feminist Theories (3 cr.)  
 WS 4050 Research Methodologies (2 cr.)  
 \*WS 4060 Research Project (2 cr.)  
 \*WS 4860 Internship (2 cr.)  
 WS 4990 Senior Seminar (2 cr.)

### Elective Courses (8 hours)

WS 4830 Directed Readings (1-3 cr.)  
 WS 2900 Topics in Women's Studies (varies)  
 \*\*WS 4860 Internship (1-2 cr.)  
 WS 4900 Topics in Women's Studies (varies)

### Some Cross-listed Courses

#### *Anthropology*

Anth DV 3700 | Sex Roles: Past, Present & Future | 3 credits

#### *Business*

Econ 3410 | Women in the World Economy | 3 credits

#### *Communications*

Comm DV 3090 | Gender & Communication | 3 credits

Comm DV 4900 | Topics in Communication: Women &

Minorities in the Media | 3 credits

#### *English*

Engl HU/DV 2710 | Perspectives in Women's Literature | 3 credits

Engl 3720 | Topics in Literature: Victorian Prostitution and its

Enemies | 3 credits

Engl 3730 | Middle Eastern Women | 3 credits

#### *Health*

Hlth 4220 | Women's Health Issues | 3 credits

#### *History*

Hist 4220 | Women in American History: 1600 to Present | 3 credits

#### *Honors*

Hnrs 3900 | Honors Colloquium 3900 | 3 credits

#### *Political Science & Philosophy*

Pols 4160 | Problems in International Politics: Third World Women | 3 credits

Pols 4900 | Women in Politics | 3 credits

Pols 4940 | Topics in American Politics & Thought | 3 credits

Pols DV 4070 | Sex Roles and the Law | 3 credits

#### *Psychology*

Psy DV 2370 | Psych of Women and Gender | 3 credits

Psy DV 3100 | Psych of Diversity | 3 credits

#### *Social Work*

Gert DV 3320 | Ethnicity and Older Women in American Society | 3 credits

#### *Sociology*

Soc DV 3120 | Sex/Gender Roles: Past, Present, Future | 3 credits

Soc DV 4990 | Women, Work & Organizations | 3 credits

#### *Spanish (Foreign Language)*

Span 3670 | Literature - Authors: Love, Intellect, and Convent: Hispanic Women Writers | 3 credits

\*Students can select to take either the Research Project course or complete the Internship in Women's Studies course. These days, students are encouraged to gather data in the Internship course.

\*\*Internship may be completed as an elective for 1-2 credits.

Discussion between the coordinator, WS Executive Council, and WS Curriculum Committee resulted in making changes for two courses to better fit the scholarly and marketing needs of our students. The first of the changes passed by the WS Executive Council, *but still needing to be presented to the College and University Curriculum Committees*, is to increase the number of credit hours for the Research course from 2 to 3 credit hours. This credit hour increase would increase content and better align the WS Research course with other research courses at WSU and with other university Gender and Women's Studies research courses.

Another curricular change that would fit the purpose and style of other Women and Gender Studies programs would be the restructuring of the Senior Seminar or capstone course. It is a course that has been taught differently by different faculty in part to accommodate the needs of very small numbers of students. As the number of minors in Women's Studies increases, so the number of students taking the Senior Seminar course together has also increased. It seems to be an opportune time for restructuring this course and making its teaching content and goals consistent regardless of the instructor teaching it.

Former coordinators and executive councils have surveyed other Women's Studies programs and approved the following outcome grid of learning outcomes. These learning outcomes effectively reflect the focus of the program. Following is the curriculum grid reflecting the learning objectives for the Women's Studies Program and how the core courses meet those objectives.

#### C. Student Learning Outcomes and Assessment

##### Curriculum Grid

Blank = outcome is not achieved in the course  
 L = low level of the outcome achieved in the course  
 M = moderate level  
 H = high level

<b>Women's Studies Program</b> <b>Outcome Grid: Student Outcomes by Courses</b>	
Graduates of the Women's Studies program will: <ol style="list-style-type: none"> <li>1. Know the main social, economic political, and psychological issues in contemporary women's lives globally and locally;</li> <li>2. Know the main topics in theories and methodologies of feminisms;</li> <li>3. Know women's class, sexual orientation and cultural (historically "racial") diversity;</li> <li>4. Know in depth one aspect of women's experience learned through (for example) a literary genre, a time period, a geographic region, or focus on a very narrow topic (this could be accomplished through electives, research paper, an internship, etc.);</li> <li>5. Possess the ability to connect ideas and concepts about oppression and patriarchy about women within various fields to common themes or topics;</li> <li>6. Possess the ability to write a focused and coherent analytical essay based upon and sustained by evidence;</li> <li>1. Possess the ability to design and implement a project demonstrating studied topics.</li> </ol>	

Courses	#1	#2	#3	#4	#5	#6	#7	
<b>Required Core (12 hours)</b>								
WS SS/DV 1500 Introduction to Women's Studies	H	L	M	L	H	H		
WS DV 3050 Feminist Theories	M	H	M	L	H	H		
WS 4050 Research Methodologies	H	H	H	H	H	H	H	
WS 4060 Research Project	M	H	M	L	H	H	M	
WS 4860 Internship in Women's Studies	M	H	M	H	M	M	H	
WS 4990 Senior Seminar	H	H	H	M	H	M	H	
<b>Elective Courses (8 hours)</b>								
WS 4830 Directed Readings	variable course with variable outcomes							
WS 2900 Topics in Women's Studies	variable course with variable outcomes							
WS 4900 Topics in Women's Studies	variable course with variable outcomes							

### Evidence of Learning Outcomes Grid

Program Learning Outcomes Students will:	Method of Measurement Direct and Indirect Measures
<b>Goal 1:</b> Know the main social, economic political, and psychological issues in contemporary women's lives, globally and locally;	Measure 1: Short Answer Questions
	Measure 2: Problem Solving Scenarios
	Measure 3: Exam Essay Questions
<b>Goal 2:</b> Know the main topics in theories and methodologies of feminisms;	Measure 1: Short Answer Questions
	Measure 2: Exam Essay Questions
<b>Goal 3:</b> Know women's class, sexual orientation and cultural (historically "racial") diversity;	Measure 1: Short Answer Questions
	Measure 2: Weekly Essay Questions
<b>Goal 4:</b> Know in depth one aspect of women's experience learned through (for example) a literary genre, a time period, a geographic region, or focus on a very <b>narrow</b> topic (this could be accomplished through electives, research paper, an internship, etc.);	Measure 1: Internship
	Measure 2: Biography Project
	Measure 3: Service Learning
<b>Goal 5:</b> Possess the ability to connect ideas and concepts about oppression and patriarchy about women within various fields to common themes or topics;	Measure 1: Online Discussions
	Measure 2: Small Group Facilitated Discussions
<b>Goal 6:</b>	Measure 1:

<b>Program Learning Outcomes Students will:</b>	<b>Method of Measurement Direct and Indirect Measures</b>
Possess the ability to write a focused and coherent analytical essay based upon and sustained by evidence;	Weekly Essay Assignments
	Measure 2: Exam Essay Questions
<b>Goal: 7:</b> Possess the ability to design and implement a project demonstrating studied topics.	Measure 1: Service Learning Project
	Measure 2: Community Connection Project
	Measure 3: Internship
	Measure 4: Research Project

## Future Assessment Plan for Women's Studies

### I. Goals of Assessment Plan

- A. Make assessment of WS learning outcomes an integral part of all WS and WS cross-listed courses.
- B. Make assessment useful to WS Faculty and Executive Committee for improving classes and minor program.
- C. Ensure assessment is simple and that available technology is used if desired by instructor.

### II. Implementation

- A. Before a course is taught in WS (preferably at least one month before the first class date), the WS coordinator will meet with that instructor. This meeting will discuss the following topics:
  - 1. The essential information with regard to assessment that must be contained in that course's syllabus:
    - a. Learning Outcomes
    - b. Diversity Outcomes
    - c. Social and Behavior General Education Learning Outcomes
  - 2. The type and approximate dates of assessments used in the course to access 1a, 1b, and 1c. Note that not all assessments must be used to evaluate student progress with regard to learning outcomes.
  - 3. The type of rubrics or actual rubrics used to evaluate assessments for 1a, 1b, and 1c.



4. The method of collection of instructor-evaluated assessments (e.g., scanning of instructor-evaluated student work, ChiTester, video or audio-taping of student work, etc...).

5. The completion of an assessment evaluation form by the instructor that will:

- a. Summarize students' successes and failures in meeting 1a, 1b, and 1c.
- b. Provide suggestions on how to improve students' meeting of 1a, 1b, and 1c.
- c. Provide suggestions on improving the course.
- d. Provide any other information relevant to improving the WSG program.

B. Once the course is in session, the WSG coordinator will meet with the course instructor several times over the course of the semester to discuss the class with an emphasis on assessment. The WSG coordinator will request to see assessment data, IIA4, and help arrange for its archiving with the WSG secretary.

C. At the end of the semester the WSG coordinator will request and collect remaining assessment data, IIA4, and a completed assessment evaluation form from the course instructor.

D. At the end of the semester, the WSG coordinator, course instructors, and other interested parties will meet to discuss the semester's classes and well-being of the WSG program.

E. At the beginning of the next semester, a summary of the assessment evaluation forms from the previous semester will be shared with the WS Executive Committee and other interested parties.

### III. Reflection on WS Assessment Methods and Results (Annual Retreat)

A. After completing 2 or more semesters of assessment, a retreat will be held to reflect upon the methods and results of WS assessment plan. It is desired that a retreat would be held in the summer with WS faculty, Executive Committee members, and friends.

B. The desired outcomes of the retreat are to:

- 1. Share the assessment results to examine alignment of Learning Outcomes with courses, and if necessary realign Learning Outcomes with courses, and/or modify, add, or delete Learning Outcomes.
- 2. Share the assessment results and methods to examine alignment of Learning Outcomes with WS Mission and Goals, and if necessary modify Learning Outcomes, Mission, and or Goals.
- 3. Thank and re-energize WS supporters.

## Service Learning Rubric for Project Evaluation

### Women's Studies

*Adapted from rubric framework developed by Dr. Mary J. Seike, UNI*

Student Name \_\_\_\_\_

Group Name/Members Names \_\_\_\_\_

Title of Project \_\_\_\_\_

**Service Learning** combines service to the community with student learning in a way that improves both the student and the community. According to the National and Community Service Trust Act of 1993, Service Learning:

- Is a method whereby students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of communities;
- Is coordinated with a school and the community;
- Helps foster civic responsibility;
- Is integrated into and enhances the academic and technical curriculum of the students;
- Provides structured time for students or participants to reflect on the service experience.

<b>PART I</b>	<b>4 Strong Impact</b>	<b>3 Good Impact</b>	<b>2 Some Impact</b>	<b>1 Minimal Impact</b>	<b>Score</b>
<b>Meet actual community needs</b>	Determined by current research conducted or discovered by student(s) with teacher assistance where appropriate	Determined by past research discovered by student(s) with teacher assistance where appropriate	Determined by making a guess at what community needs may be	Community needs secondary to what teacher wants to do OR considers only student(s) needs	
<b>Coordinated in collaboration with community</b>	Active, direct collaboration with community by student(s) and teacher	Community members act as consultants in the project development	Community members are informed of the project directly	Community members are coincidentally informed or not at all knowledgeable	
<b>Integrated in Women's Studies curriculum content</b>	Service learning as instructional strategy with content and service components integrated	Service learning as a teaching technique with content and service components concurrent	Service learning part of curriculum but connections not clearly defined, with emphasis on service	Service learning supplemental to curriculum, in essence just a service project or good deed	
<b>Improve quality of life for person(s) served</b>	Facilitate change or insight; Help alleviate suffering; Solve a problem; Meet a need or Address an issue	Changes enhance an already good community situation	Changes mainly decorative, but new and unique benefits realized in community	Changes mainly decorative, of limited benefit, or are not new and unique	
<b>Score, Part I</b>					

<b>PART II</b>	<b>4 Strong Impact</b>	<b>3 Good Impact</b>	<b>2 Some Impact</b>	<b>1 Minimal Impact</b>	<b>Score</b>
<b>Facilitate active student reflection</b>	Student thinks, shares, and produces reflective products individually and as group member	Student thinks, shares, and produces individual OR group-generated reflective products, but not both	Student reflects orally but produces no reflective products	Student ran out of time for true reflection; Just provided a summary of events	_____
<b>Use new academic skill/ knowledge in real world settings to extend beyond the classroom</b>	Student has direct application of new skill or knowledge (academic and technical) in service to community	Student has some active application of new skill or knowledge (academic and technical)	Student less involved than other group members OR Student provides little service to community	Skill and knowledge used mostly in the organization; No active community service experience	
<b>Help develop sense of caring for and about others</b>	Reflections show affective growth regarding self in community and the importance of service	Reflections show generic growth regarding the importance of service	Reflections restricted to pros and cons of particular service project regarding the community	Reflections limited to self-centered pros and cons of the service project	
<b>Student ownership of project</b>	Student involved in all aspects of project planning and decision making	Student involved in most (more than 50%) of project planning and decision making	Student involved in some (less than 50%) of project planning and decision making	Student does not plan or make decisions about the project	
<b>Score, Part II</b>					

**Part I Score: \_\_\_\_\_**

**Part II Score: \_\_\_\_\_**

**Total Score: \_\_\_\_\_**

**Maximum of 32 Points**

**Comments:**

### **Course Evaluations for 2007 – 2011**

Course scored evaluations tend to be between 3 – 5 points. Of the core Women's Studies courses evaluated, the mean score for the Intro to Women's Studies course is 4.5 points and for the Feminist Theories course is 4.4 points.

### **Student Written Evaluations for 2007- 2011**

General comments made by students tend to be positive. Students generally perceive courses as engaging and faculty as dedicated.

### **Women's Studies Course Evaluation Comments 2007-2011**

#### **Fall 2011:**

*WS 1500 – Intro to Women's Studies*

"Great Class, genuine teacher. One of the best from the Women's Studies department."

"I really enjoyed the content of the course, but found the objectives to be unclear at times."

"Great class!"

"I really enjoyed this class, it has opened my eyes to hidden facts about women."

"A little to[sic] much writing with short deadlines."

"Very good course, a lot of homework, may be opportunity[sic] to do more work in class. Good discussions though."

"She said thing[sic] were optional and then she made them worth points when they were no longer available."

"Don't say things are extra credit when they are not. Be clear on what is due, and how you want it done."

"She is an excellent professor who cares for each student. Thank her for me."

"I felt that explanation of assignments could have been more detailed. Expectations needed to be more clearly expressed. Overall a very effective & worthwhile[sic] course."

"Good and interesting class. Thank you!"

#### **Fall 2011:**

*WS 1500 – Intro to Women's Studies*

"I appreciate everything you have done for me this semester and I won't forget it. Your[sic] truly a great professor and I can see you truly care about your students. And I thank you from the bottom of my heart. What you do doesn't go unnoticed trust me."

"Thank you so much for how you taught this course. It was challenging and fascinating. I have learned so much and become aware of so many issues that has never been on my radar. Also, before this class I always tied a negative connotation with "feminism." I will never do that again. I would be so honored if someone called me a feminist now because they work so hard in fighting for a lot of my rights and privileges that I have taken for granite. I am going to change that and somewhere down the line I will also

be involved in working toward greater changes and equalities. Thank you so much.. I really have enjoyed it!!”

### **Fall 2010:**

*WS 1500 – Intro to Women’s Studies*

“I felt overall the course [sic] was fantastic. I do however, feel though the class writings (questions) could be shorter. Instead of having 20, maybe only have 10.”

“Great Instructor!!”

“I have learned more in this class than any class I have ever taken. The information is powerful, everyone should be required to learn similar material.

“---- is by far the best instructor I have experienced. She cares about her students as individuals. She respects opinions of others.”

“There was a lot of discussion but I felt you couldn’t teach enough through it because everyone was so talkative. It was great but I would have rather had you teach it than hear it from someone who doesn’t have a degree. That is kind of bias [sic] but I am strict and un-humble like that. You are amazing though! I really won’t ever forget what I have learned from you & from others in the class. Your class was very enjoyable. One thing I would really, really change? The group activity. I would rather it be individual. But I do see what you were trying to do though. Thank you for showing me I can make a difference. You really have changed my outlook on the way I think & the world around me.”

### **Fall 2010:**

*WS 1500 – Intro to Women’s Studies*

“Nothing was ever clearly explained in class. I always wondered when things were due, I was always lost, lost, lost. The class could have been wonderful but wasn’t.”

### **Spring 2010:**

*WS 1500 – Intro to Women’s Studies*

“Great class ----! I loved it. You made class interesting and fun. Thanks for a great semester.”

“This class really has been eye-opening. ---- did a wonderful job of creating an open, easy-going environment which made discussions in class much easier. Thank you for being such a wonderful instructor.”

“I love the movies in class. They are very educational and help with the point she is trying to get across. This class has made me think about being a woman in society and how far women have come.”

### **Fall 2009:**

*WS 1500 – Intro to Women’s Studies*

“I was nervous this course was going to be a “man bashing” course and negative. I’m glad I took this course. It made aware of people and what they may be going through. I’ve learned to stop and take a sec

to thing what someone may be experiencing, instead of jumping to a conclusion. I would recommend this class! Thanks ----."

"This course was very enlightening. I enjoyed this course immensely and would recommend it to others."

### **Spring 2007:**

#### *WS 3050 Feminist Theories*

"The format of the class was effective and the discussions were intriguing. The assignments and papers were discouraging through. The guidelines and descriptions of the assignments did not leave me prepared enough for what ended up being expected. I felt like we focused too much on the individual writers and not enough on the theory."

"I greatly enjoyed the format of this class and found it to be conducive to learning. I did find that there were far too many readings and not enough time to cover the readings adequately. Also, the grading rubric for this class seemed far too rigid and it was impossible to receive a high grade. However, I did learn a great deal and acquired new knowledge which I find very valuable."

"I don't feel the criteria for grading was covered well enough. Expectations were not explained regarding assignments which resulted in lower average grades among many students. Too much emphasis was placed on individual feminists rather than the theories of feminism."

"I learned a great deal of new information from this course. The format of this course is seemingly straight forward, in that the lectures, primary and supplemental texts were in accordance with one another. However, I do also think that the grading for these assignments was rather stringent and somewhat discouraging. I would suggest that being more specific in the grading criteria would help to remedy the situation. I think the primary problem with this course was the accountability of the students. In my opinion, there was little to hold the student accountable to the learning process (i.e, mid-term exams). With such a low system of accountability, coupled with an extremely broad, dense and difficult final exam is a recipe for poor grades and negative learning environment."

"I really enjoyed the class and my knowledge of feminist theories has dramatically broadened. However, the assignments were discouraging because I felt like I followed the requirements but did not receive all the points."

"I liked the format of the class, I enjoyed all of the class involvement, and everyone's particular views. I believe you should continue this course. The readings were a bit overwhelming. They were so deep and involved, it was hard to accomplish in the amount of time. I wish it was more pointed and would more clearly lead me to understanding each of the different theories. It was almost as if multiple readings confused me rather than added to my understanding."

"I did not like the class at all. I like the professors as people, but the grades did not match what was asked for the assignments. The assignments were not given clear direction. I would work hard on an assignment then get a 7 or 7.5. I am doing better in what would be considered harder classes than I am doing in this class. I absolutely hated this class, not the professors. Readings were difficult and hard to understand. We spent half the class time going over the chapters then we would move on and I never got in depth understanding of each of the chapters. I wish we only had the book to read, not the extra readings from the website. I would have learned more just by reading the book. The Tong book and the class discussions helped me learn when they were clear. Many of the class discussions were unclear and confusing. You should stop having the students read extra writings from off the website. We did not

spend that much time on the theories. We should have spent more time learning the individual theories from the Tong book. The first assignment was graded the hardest, you asked us to write a letter, that is what I did and I got a 7.0. You didn't ask us to incorporate the theory into the letter and then you graded it low, that wasn't fair."

"This course was very educational and though provoking. It has opened my eyes to many different points of views and theories. The format of the class was very advanced and should be a 4000 series course. It was very reading intensive. The first assignment was not clearly defined which resulted in low scores and seemed a bit unfair; however, expectations were more clear in subsequent assignments. ---- and ---- are amazing women and their knowledge is vast. I feel fortunate to have had them as my professors at WSU."

"For the course number, a lot of reading was required, enough for a 4000 level class."

### **Spring 2007:**

#### *WS 1500 Intro to Women's Studies*

"---- was an outstanding instructor! The knowledge she imparted complimented the course readings and assignments. I am surprised at the lack of availability of Women's Studies courses, especially a feminist theory course."

"Wow! This class was absolutely phenomenal. I never realized how much needed to be done still for women. This class showed me what I could do. The teacher rocks!"

"---- was an amazing instructor and always treated me with respect and courtesy. She is very knowledgeable about the subject and made me think about things in a new light. I greatly enjoyed this class and I feel that I've learned a lot from it."

"It was a pleasure to have had the chance to be in ----'s class. I learned a lot. I am thinking about taking other feminine studies classes."

"Absolutely wonderful class! ----- is one of those instructors I feel privileged to have known. She will be "one of my favorites!" A real gem . . . Please, please, more Women's Studies classes offered!"

"There should be more Women's Studies classes! Prof. ----'s class was a pleasure."

"This was a very informative class that opened up a wide range of ideas. This class helped me see things in a new perspective. I would like to see more classes opened toward women's studies if enough students signed up for them."

### **Spring 2007:**

#### *WS 1500 Intro to Women's Studies*

"I enjoyed all the topics presented in this class and being able to participate in discussions. ---- and ---- were fun to learn from and I enjoyed their opinions and thoughts – helped me develop my own view on women studies subjects."

"I appreciate the relaxed atmosphere of the class. I almost always felt free to express my thoughts, even when they didn't agree perfectly with the opinions of the instructors or my classmates."

“I think the class needed more structure; more involvement. I generally felt like I was sitting through the same subject over and over again. I had a hard time responding to the journals. After the first couple, I had nothing more to say. I would have liked to get more involved in the subject. More interactive class.”

#### D. Academic Advising

Women’s Studies Minors and BIS students meet with the Women’s Studies Coordinator who is the official program’s advisor. Additionally, students get general information about class schedules from the secretary. The goal of the advisor is to help students with the academic requirements and to connect them with other faculty in their major area who can inform them about relevant careers for their chosen major and WS Minor. An advisement manual was designed to help potential minors with academic questions and procedures as relevant to the WS Minor. (See Attachment C).

Last school year, two advisement meetings were hosted for WS minors. WS faculty was invited to meet with students and talk with them about possible career journeys involving WS minors and diverse majors.

Something that should be explored is an evaluation by students of the effectiveness of advisement. This could perhaps be done through an exit interview.

#### E. Faculty

Women’s Studies teaching faculty is completely comprised of support faculty. Most of the Women’s Studies teaching faculty consists of professors from supportive departments, some of whom teach some of the cross-listed courses. Some teaching faculty is comprised of WSU staff. They are diverse in gender, ethnicity, discipline, and teaching style. Faculty who have taught for WS core courses include: Dr. Forest Crawford, Adrienne Gillespie M.S., M.A., Dr. Alicia Giralt, Donna Hunter, L.C.S.W., Dr. Becky Johns, Dr. Thomas Kuehls, Pritiwanti Kumar M.A., Dr. Kathryn Mackay, Dr. Bill McVaugh, Maria Parrilla de Kokal M.S., Dr. Michelle Paustenbaugh, Sarah Stone M.S.W., and Dr. Eva Szalay (See Attachment D). To facilitate consistency in faculty understanding of program, the Women’s Studies Faculty Handbook was created. (See Attachment E). We are still experiencing some challenges in implementing the learning outcomes and assessment section.

Core Classes Faculty

Number of Faculty w/ Doctoral degrees	Tenured 8 WSU Staff 1	9
Number of Faculty w/ Masters degrees	WSU Faculty 1 WSU Staff 2	3
Retired, but active faculty	Previously Tenured Masters degree 1	1
Retired, but active faculty	Previously Tenured Doctoral degree 1	1

Although our faculty is completely support faculty, they are impressive in their own right. Some accomplishments of the WS faculty include starting an ongoing microfinancing project that involves teaching Maya-T’zutujil women basic business concepts, directing the 2006 Conference of the International Association of Hispanic Women’s Literature at WSU, the John A. Lindquist Award for Community Involvement, the Gwen S. William Award of Excellence, the Weber State University Lowe Award for Innovative Teaching, several Service-Learning Engaged Scholar awards, several Utah Campus Compact Awards, Hall Endowment funding for collaborative work, RS&PG funding for work, Office of Diversity funding for diversity work, Weber Reads for Harriet Jacobs, the Cesar Chávez Award, an invited Last Lecture, a Hinckley Award, John A. and Telitha Lindquist Endowment funding for work, several Hemingway Faculty Vitality Awards, Expanding Your Horizons Workshop Coordinator, Dello G. Dayton Award for Engaged Teaching, etc.



The WS Executive Council is comprised of faculty, staff, students, and community people. This Council is critical to programming and curricular needs for the program. (See Attachment F).

F. Support (Staff, Administration, Facilities, Equipment, and Library)

***Library***

Individual faculty members make varying use of the library. There is at least one class where the e-reserve system has been used. As a program our main use of the library has been the extensive collection of videos that have been purchased primarily for our program. We generally have public showings of three or more videos per year. Viewing the videos is followed by an interactive discussion led by one or more faculty. These presentations and discussions afford students the opportunity to investigate and discuss important issues, with which they may have previously been unfamiliar, in a scholarly manner.

***Facilities, Equipment and Resources***

The WS Program is housed in two offices used by the coordinator and the secretary on the third floor of the Social Science Building. Each office contains a computer, telephone and printer. We also share copying equipment with the College of Social and Behavioral Sciences. The computers are networked and well supported by software and support. Although there is instructional equipment available in the classrooms, we do not have any specifically assigned to our program.

***Budget***

The university supports this program to the extent that the coordinator is bought out of teaching one class per semester. The secretary is paid half time for nine months. There is a budget for office expenses, for additional student aide work, and a small travel fund.

In addition, Women's Studies has three funds supported by private donations. The Phoenix scholarship fund supports three to four Women's Studies minors with full or part scholarships. This fund also supports bringing in speakers with expertise in areas of interest relevant to Women's Studies. For example, in Fall 2005 Women's Studies co-sponsored the Diversity Conference which involved about 850 participants, thereby affecting much more than just Women's Studies students. Additionally, the Phoenix scholarship fund helps one or two students with textbook costs and one or two students with travel costs incurred within their research presentation.

The Traditional Student Fund yields interest, which is being spent on a traditional student scholarship. An additional account, Friends of Women's Studies, is funded by donations from faculty and community members. It is the place we put money from fund raising, such as the annual book sale. This money is usually used to supplement our travel budget to take students and faculty to meetings such as the National Women's Studies Association Conference.

***Other***

One other important activity that Women's Studies is involved in is to advise and support a student group which is currently called FUN (Feminists United Network). Since 1994 it has also been

known as Broomstick (a play on the notion of wise women being called witches in the past), and WSSA (Women's Studies Student Association). This group has been involved in a number of activities over the years, based on the interests of the student president and the other members. This year the group has been working on reorganization and increasing student membership. The group has been involved in education by co-sponsoring the Diversity Conference, an International Women's Day in March for awareness of and prevention of violence, video presentations, Red Thread Sex-Trafficking Awareness, and many other activities. They have also co-sponsored a number of guest speakers. (See Attachment B)

#### G. Relationships with the External Communities

Women's Studies greatest contact with the External Communities has been primarily through its student service projects. Students have worked in places like the American Red Cross, Red Thread Sex-Trafficking Awareness, Fund-raising for a school in East India, Planned Parenthood, etc. WS' heavy involvement with the Diversity Conference, the WS Executive Council members and activities done for March's Women's History Month all afford more opportunities to involve the program with external communities.

#### H. Review Team

The review team consists of: Dr. Brad Carroll: Physics Chair at Weber State University, Dr. Kerry Kennedy: Associate Professor in Social Work at Weber State University, Dr. Giancarlo Panagia: Associate Professor in Justice Studies and Gender Studies Adjunct at Westminster College, Dr. Armando Solórzano: Associate Professor in Family and Consumer Studies and Adjunct in Women's Studies at the University of Utah.

#### I. Results of Previous Program Review i.e., Northwest Accreditation

Problem Identified	Action Taken
Additional funding support needed for running program.	Negotiated with the Dean to not lose secretary nor lose any of current funding. Also Dean Sadler awarded WS a one-time gift of almost \$4,000.00. WS also received two one-time donations; one of \$2,700 and one of \$3,000 from anonymous donors.
Structure a capstone course out of Senior Seminar.	Curriculum Committee is currently working on this. Plans are to have this completed by the end of Spring 2011 and approved Fall 2012.
Increase the credit hours of the Research Class from 2 to 3 credits.	This has been brought to and approved by the WS Curriculum Committee. This will be brought to the college and University Committees this Spring Semester to be implemented Fall 2012.

Have consistency in texts used for the Introduction to WS course.	There are currently two sets of reading material being used by the Introduction to WS courses.
Develop a less cumbersome way of gathering EOL student data/artifacts in all WS classes.	<p>Discussion is ongoing, but plans are for the Curriculum Committee to investigate and bring to WS Executive Council a recommendation for a vote and implementation by the end of Spring Semester 2012, to be implemented Fall 2012.</p> <p>Faculty members will identify &amp; add to the collection of artifacts for each core course from each of the Learning Objectives. This will become part of the syllabus by Fall 2012.</p> <p>This will be included in the Women's Studies Faculty Manual and will become part of the training and implementation beginning Spring 2012.</p>

#### J. Student Artifacts

Student artifact collection will be made available to reviewers as delineated by FERPA guidelines upon their arrival.

## **II. Attachments**

### **Attachment A: Sample Introduction to Women's Studies Syllabus**

#### **Introduction to Women's Studies**

**WS/DV 1500 ~ #**

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**Office Hours: By appointment**

#### **Texts:**

*America's Women: 400 Years of Dolls, Drudges, Helpmates & Heroines*

**By Gail Collins**

*When Everything Changed: The Amazing Journey of American Women from 1960 to the Present*

**By Gail Collins**

*Women's Studies Essential Reading*

**Edited by Stevi Jackson**

*Half the Sky: Turning Oppression into Opportunity for Women Worldwide*

**By Nicholas Kristoff & Sheryl WuDunn**

*The Penguin Atlas of Women in the World*

**By Joni Seager**

In the early 1970's women's studies courses began to appear in a variety of educational institutions across the United States. Early on they became linked to societal transformations i.e., in legal, social, economic, political and culture arenas as a result of their connections to the feminist movement. In so doing, women's studies courses gave voice to the many and diverse issues concerning global women.

Women's Studies is devoted to the academic study of the roles, contributions and scholarship of women. As such, this course serves as an introduction to the discipline of women's studies using multicultural sources based on feminist scholarship. In this course, we will examine the diversity of women's experiences, perspectives, critiques and theories across the categories of gender, ethnicity, class and sexual orientation.

#### **Goals of the Course:**

- 1. Know the main social, economic, political and psychological issues in contemporary women's lives – globally and locally;**
- 2. Know women's class, sexual orientation and cultural (historically "racial") diversity;**
- 3. Possess the ability to connect ideas and concepts about oppression and patriarchy about women within various fields to common themes or topics;**
- 4. Possess the ability to write a focused and coherent analytical essay based upon and sustained by evidence;**
- 5. Possess the ability to design and implement a project demonstrating studied topics.**

**Class Objectives Include the Following:**

2. Students will form a community of learners.
3. Students will be able to collaborate effectively in the application and presentation of concepts as manifested in their essay writing and in their ability to design and implement a project.
4. Students will demonstrate knowledge of and be able to evaluate socio-cultural, political and economic influences on gender within the contexts of class, sexual orientation and cultural diversity (in a global and local society).
5. Students will master concepts and theories from text and class.
6. Students will understand the causes and consequences of privilege and power and connect ideas and concepts about oppression and patriarchy related to women in various fields.
7. Students will have a better understanding of the dimensionality of women.

#### **Appropriate Classroom Behavior**

As learning in this course is a community endeavor, respect for one another is required. This includes freedom from harassment and dishonesty, respect for others' personal space and respect for others' appropriate questions and comments in the quest for learning. Additionally, it includes freedom from unacceptable distractions i.e., talking, cell phones, pagers, etc. If you have any of these items or if you find alternative means of distracting classmates, you will be required to leave the class.

Please review the Student Code of Conduct regarding plagiarism and cheating. I will forward any student caught doing so directly to the Dean of Students and provide a failing grade.

#### **Notice:**

*"Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary."*

As this syllabus serves as a guide, you will be informed of any necessary changes. Additionally, the instructor reserves the right to provide modify and or make changes as deemed necessary for course success.

#### **Class Requirements:**

Grading is based on assignments, test performance, attendance, class participation, group project and presentations.

#### **Community Connections: 25% of Grade**

Community Connections is an important piece of work completed by the class. Our class is large enough for there to be two teams and two completely different projects. The expectation is for you to link to a community resource that works with women to address the needs, concerns and/or interests of this population. A handout will be provided to future explain this assignment. The last ten minutes of each class will be spent on this project.

#### **Exams: 60% of Grade**

Three exams will be provided that test your knowledge of the readings, vocabulary and ability to write at least one essay per exam (perhaps more). Short answer questions will also be included along with questions that address any films, outside resources or guest speakers we have in the classroom. Each exam is worth 20%.

#### **In-class Writing Assignment: 10% of Grade**

Each class will begin with a 15 minute free write question to help you transition to our course content from your hectic day. You cannot make up in-class writings. You are expected to engage the questions asked in a thoughtful manner. This in-class writing also serves as your attendance for the day.

**In the News Presentation: 5%**

Each class will spend 15 minutes talking about women/gender issues in the news. Each student will pre-select a day to find an article that addresses the current theme of the class and share the information therein, asking questions and getting the room ready.

<b>Community Connection</b>	<b>100 Points</b>	<b>A 93-100%</b>
<b>Exam 1</b>	<b>80 Points</b>	<b>A – 90-92%</b>
<b>Exam 2</b>	<b>80 Points</b>	<b>B+ 86-89%</b>
<b>Exam 3</b>	<b>80 Points</b>	<b>B 83-85%</b>
<b>In Class Writing</b>	<b>40 Points</b>	<b>B- 80-82%</b>
<b>In the News Presentation</b>	<b><u>20 Points</u></b>	<b>C+ 76-79%</b>
	<b>400 Points Total</b>	<b>C 73-75%</b>
		<b>C- 70-72%</b>
		<b>D+ 66-69%</b>
		<b>D 63-65%</b>
		<b>F Below 63</b>

<b>Aug. 24</b>	<b>What is Women's Studies?</b>
<b>Aug. 31</b>	<b>Becoming a Woman in Our Society</b> <i>Dominant Ideas About Women</i> <b>HTS: Chapter 5: The Shame of Honor</b> <b>PA: Chapter 2: The State of Women</b> <b>400: Chapter 6: Life Before the Civil War ~ Cleanliness &amp; Corsetry</b> <b>WSER: 1.12 Am I that Name?</b> <b>WSER: 2.2 Male Mind &amp; Female Nature</b> <i>Learning Gender</i> <b>PA: Chapter 3: In Their Place</b> <b>PA: Chapter 13: Son Preference</b> <b>PA: Chapter 16: Sports</b> <b>WEC: Chapter 3: Housework</b> <b>400: Chapter 5: 1800-1860: True Women, Separate Spheres &amp; Many Emergencies</b> <b>WSER: 1.1 The Dialectic of Sex</b> <b>WSER: 1.5 Sex Classes</b> <b>WSER: 1.9 Women: Equal or Different</b>
<b>Sept. 7</b>	<b>Gender &amp; Women's Bodies</b> <i>Female Beauty</i> <b>PA: Chapter 17: Beauty</b> <b>PA: Chapter 18: Under the Knife</b> <i>Sexuality &amp; Relationships</i> <b>WEC: Chapter 2: The Way We Lived</b> <b>WEC: Chapter 5: What Happened?</b> <b>WEC: Chapter 7: The Decline of the Double Standard</b> <b>WEC: Chapter 9: Backlash</b>

<b>Sept. 14</b>	<b>Institutions that Shape Women's Lives – the Family</b> <b>HTS: Chapter 7: Why Do Women Die in Childbirth?</b> <b>PA: Chapter 4: Households</b> <b>PA: Chapter 5: Marriage &amp; Divorce</b> <b>400: Chapter 3: Daily Life in the Colonies: Housekeeping, Children &amp; Sex</b> <b>WSER: 2.5 Family Structure &amp; Feminine Personality</b> <b>WSER: 6.7 Becoming A Mother</b> <b>WSER: 6.8 Taking It Like a Woman</b> <b>WSER: 6.9 To Be or Not to Be</b> <b>WSER: 6.10 Managing Mothers</b> <b>WSER: 6.11 Narrow Definitions of Culture</b> <b>WSER: 6.12 Perspectives on Later Motherhood</b> <b>WSER: 6.13 Issues Related to Motherhood</b> <b>WSER: 10.3 The Birth Limiting Program</b> <b>WSER: 10.4 Policing the Family</b>
<b>Sept. 21</b>	<b>Institutions that Shape Women's Lives – Law &amp; Policy</b> <b>HTS: Chapter 2 Prohibition and Prostitution</b> <b>PA: Chapter 19: Global Sex Trafficking</b> <b>PA: Chapter 23: Unequal Opportunities</b> <b>WEC: Chapter 3: The Ice Cracks</b> <b>WEC: Chapter 6: Civil Rights</b> <b>400: Chapter 12: Immigrants: Discovering the “Women's Country”</b> <b>400: Chapter 14: Reforming the World : Suffrage, Temperance &amp; Other Causes</b> <b>400: Chapter 17: World War II ~ She's Making History, Working for Victory</b> <b>WSER: 5.9 Joining Forces</b>
<b>Sept. 28</b>	<b>Institutions that Shape Women's Lives – Work</b> <b>HTS: Chapter 10: Investing in Education</b> <b>HTS: Chapter 11: Microcredit: The Financial Revolution</b> <b>PA: Chapter 21: Working for Wages</b> <b>PA: Chapter 22: Workplaces</b> <b>PA: Chapter 24: Fieldwork</b> <b>PA: Chapter 25: Unpaid Work</b> <b>PA: Chapter 26: Migration</b> <b>WEC: Chapter 1: Repudiating Rosie</b> <b>WEC: Chapter 11: Work &amp; Children</b> <b>Exam #1</b>
<b>Oct. 5</b>	<b>Health &amp; Reproductive Justice: The Healthcare System</b> <b>HTS: Chapter 8: Family Planning and the “God Gulf”</b> <b>PA: Chapter 9: Motherhood</b> <b>PA: Chapter 11: Abortion</b> <b>PA: Chapter 12: Maternal Mortality</b> <b>WSER: 11.4 Managing Female Minds</b> <b>WSER: 11.5 The Woman in the Body</b> <b>WSER: 11.6 Who Needs PMT?</b>
<b>Oct. 12</b>	<b>Health &amp; Reproductive Justice: Human Reproduction</b> <b>HTS: Chapter 6: Maternal Mortality – One Woman a Minute</b>

	<b>PA: Chapter 10: Contraception</b> <b>PA: Chapter 14: Breast Cancer</b> <b>PA: Chapter 15: HIV/AIDS</b> <b>WSER: 11.8 The Reproductive Brothel</b>
<b>Oct. 19</b>	<b>The Differences Among Us: Race, Class, Religion, Sexual Identity &amp; Age Part I</b> <b><i>Class Rules</i></b> <b>PA: Chapter 27: Water, PA: Chapter 28: Literacy, PA: Chapter 29: School,</b> <b>PA: Chapter 30: Higher Education, PA: Chapter 31: Wired Women, PA: Chapter</b> <b>32: Property, PA: Chapter 33: Poverty, PA: Chapter 34: Debt</b>  <b><i>Women and Religion</i></b> <b>HTS: Chapter 9: Is Islam Misogynistic?</b> <b>WSER: 3.9 Jewish Comes Up in You From the Roots</b>
<b>Oct. 26</b>	<b>The Differences Among Us: Race, Class, Religion, Sexual Identity &amp; Age Part II</b> <b><i>Sexual Identity</i></b> <b>PA: Chapter 6: Lesbian Rights</b> <b>WSER: 5.10 Private Experiences in the Public Domain</b> <b>WSER: 6.14 Lesbian Custody &amp; the Myth</b> <b>WSER: 7.10 10 Years On</b> <b><i>Racism in Women's Lives</i></b> <b>PA: Chapter 1: States Against Discrimination</b> <b>400: Chapter 7: African American Women &amp; Bondage</b> <b>400: Chapter 8: Women &amp; Abolition: White &amp; Black, North &amp; South</b> <b>WSER: 1.11 White Women Listen</b> <b>WSER: 6.15 Black Women, Sexism &amp; Racism</b> <b>Exam #2</b>
<b>Nov. 2</b>	<b>Violence Against Women: Intimate Relationships</b> <b>HTS: Chapter 1: Emancipating Twenty-First-Century Slaves</b> <b>PA: Chapter 7: Domestic Violence</b> <b>PA: Chapter 8: Murder</b> <b>WSER: 6.6 What Are Feminist Perspectives on Wife Abuse?</b>
<b>Nov. 9</b>	<b>Violence Against Women: Sexual Violence</b> <b>HTS: Chapter 3: Learning to Speak Up</b> <b>HTS: Chapter 4: Rule by Rape</b> <b>PA: Chapter 19: Rape</b> <b>WSER: 7.4 Understanding Sexual Violence</b> <b>WSER: 7.5 Black Feminist Thought</b> <b>WSER: 7.9 Ending Female Sexual Oppression</b> <b>WSER: 8.1 Sexism and the Law</b>
<b>Nov. 16</b>	<b>Changing Our World: Feminism as a Social Movement</b> <b>HTS: Chapter 13: Grassroots vs. Treetops</b> <b>HTS: Chapter 14: What You Can Do</b> <b>PA: Chapter 35: The Vote</b> <b>PA: Chapter 36: Women in Government</b> <b>PA: Chapter 37: Seats of Power</b>



	<b>PA: Chapter 38: Crisis Zones</b> <b>PA: Chapter 39: Women in the Military</b> <b>WEC: Chapter 8: Women's Liberation</b>
<b>Nov. 23</b>	<b>Changing Our World: Woman Organizing – Many Issues, Many Voices</b> <b>PA: Chapter 40: Feminist Organizing</b> <b>WEC: Chapter 14: New Millennium</b> <b>WSER: 1.3 Women's Oppression Today</b>
<b>Nov. 30</b>	<b>Group Project Presentations</b>
<b>Dec. 7</b>	<b>Final Exam #3</b>

## Attachment B: Program Course Statistics and Program Activities

### Minors:

Number of 2010-11 graduates: 0

New declared minors in 2010-11: 8

Total currently declared: 20 (compared to 12 at the beginning of 2009-10)

### Core Class Enrollment:

	Sum 2006	Fall 2006	Spr 2007	Sum 2007	Fall 2007	Spr 2008	Sum 2008	Fall 2008	Spr 2009	Sum 2009	Fall 2009	Spr 2010	Sum 2010	Fall 2010	Spr 2011
WS 1500 (Intro-Ogden Campus)	-	35	29	-	19	31	6	24	20	9	25	41	7	30	24
WS 1500 (Intro-Davis Campus)								19	7	-	14	-	-	18	9
WS 2900	5	-	-	-	3	-	-	-	-	-	1	-	1	-	1
WS 2920	-	-	-	8	-	-	-	-	-	-	-	-	-	-	-
WS 3050 (Fem. Theory)	-	-	10	-	-	7	-	-	9	-	-	10	-	-	15
WS 4050 (Research Method.)	-	-	2	4	4	-	-	5	-	2	-	-	-	-	4
WS 4060 (Research Proj.)	-	-	-	-	-	2	-	2	1	-	2	2	1	-	-
WS 4830 (Readings-1 cr.)	-	3	7	1	3	4	-	1	2	1	1	1	1	-	1
WS 4830 (Readings-2 cr.)								1	1	1	-	-	-	-	-
WS 4830 (Readings-3 cr.)								2	4	1	-	-	1	-	-
WS 4860 (Intern)	-	-	-	4	-	-	-	-	1	-	-	-	-	-	1
WS 4900	8	-	-	-	1	-	-	3	-	1	-	-	-	-	-
WS 4920	-	-	-	4	-	-	-	-	-	-	-	-	-	-	-
WS 4990 (Senior Sem.)	-	-	-	2	3	1	-	-	2	-	2	2	1	-	-
<b>TOTAL for Core Courses</b>	<b>13</b>	<b>38</b>	<b>48</b>	<b>23</b>	<b>33</b>	<b>45</b>	<b>6</b>	<b>57</b>	<b>47</b>	<b>15</b>	<b>45</b>	<b>56</b>	<b>12</b>	<b>48</b>	<b>55</b>

**Cross/Co-listed Course Enrollment:**

<b>Term</b>	<b>Course #</b>	<b>Title</b>	<b># Enrolled</b>
Sum 2009	PSY DV 2370	Psychology of Women & Gender	8
Sum 2009	SPAN 3850	Study Abroad: Women of Guatemala	11
Fall 2009	PSY DV 2370	Psychology of Women & Gender	23
Fall 2009	GERT DV 3320	Ethnicity & Older Women	9
Spr 2010	SOC 3130	Sociology of Gender	5
Spr 2010	COMM DV 3090	Gender and Communication	29
Spr 2010	ENGL HU/DV 2710	Perspectives in Women's Literature	20
Spr 2010	ENGL 3730	Middle Eastern Women Writers	16
Spr 2010	PSY DV 3100	Psychology of Diversity	25
Sum 2010	ENGL 2920/4920	Study Abroad: England, Scotland, Ireland	7
Sum 2010	PSY DV 3100	Psychology of Diversity	15
Fall 2010	PSY DV 2370	Psychology of Women & Gender	31
Fall 2010	GERT DV 3320	Ethnicity & Older Women	13
Spr 2011	PSY DV 3100	Psychology of Diversity	28
Spr 2011	COMM DV 3090	Gender and Communication	19
Spr 2011	ENGL 3730	Middle Eastern Women Writers	10

**Some Program Events:**

<b>Date</b>	<b>Event</b>	<b># Attended</b>	<b>Notes</b>
10/-/2006	Diversity, Equity and Access to Healthcare	500	Keynote: U.S. Surgeon General Dr. Richard Carmona
10/18/2006	Film and Discussion: "Images in Media"	15	For Love Your Body Day
10/18/2006	Film and Discussion: "What a Girl Wants"	15	For Love Your Body Day
10/26/2006	Fall Social	25	Gathering for faculty, staff, students and supporters
3/7/2007	Women's History Month Open House	40	WS co-sponsored
3/20/2007	Speaker: Brad Carroll (Physics) "Five Remarkable Women & the Origins of Modern Astronomy"	20	.
3/27/2007	Speakers Drs. Garza & Hutchins of Psychology : "What's Sex Got to do with It"	20	.
3/28/2007	Women's Health Fair	.	.
10/-/2007	Diversity, Democracy, & Citizenship	350	Keynote: Rev.Dr. DeForest B. Soaries (He is the former New Jersey Secretary of State and the former Chairmen of the U.S. Election Assistance Commission.)

Date	Event	# Attended	Notes
10/15/2007	Love Your Body Day Film: "Slender Existence"	20	Film and discussion moderated by Becky Johns and Adrienne Gillespie
12/11/2007	Fall/Winter Social	20	Gathering for faculty, staff, students and supporters
3/1/2008	Female Athlete Celebration	40	Attendance of Jr. High female athletes at WSU Women's Basketball game followed by meet-and-greet.
3/4/2008	Quilt Display & Tour	25	A showcase of Dr. Judy Elsley's quilting techniques and history
3/5/2008	Bread & Roses March	.	As a tribute to International Women's Day, students and faculty lead by Dr. Sandra Powell marched silently from the Moench Statue to the Shepherd Union Building to raise awareness about the various atrocities that are taking place internationally. A film & discussion on women's suffrage followed.
3/17/2008	Film Series: "View from a Grain of Sand: three women, three wars: stories of survival from Afganistan"	15	.
3/18/2008	Film Series: "A Conversation with Maya Lin – designer of The Vietnam Memorial"	15	.
3/19/2008	Film Series: "Daughters of Allah"	15	.
3/19/2008	Film Series: "Women, a true story – Gender Tango"	.	.
3/20/2008	Film Series: "License to Kill (honor killings in Pakistan)"	15	.
3/20/2008	Film Series: "License to Kill (honor killings in Pakistan)"	15	.
3/27/2008	Poetry Reading	15	Drs. Isabel Asensio, Debi Sheridan and Sally Shigley read a poetry selection of their choice in their own native language followed by English. A discussion led by Maria Parrilla de Kokal followed
10/-/2008	Diversity & Music: A Cause for Celebration	600	Keynote: Dr. James K. Makabuya (He is an

Date	Event	# Attended	Notes
			ethnomusicologist.)
10/4/2008	Fall Social	.	Gathering for faculty, staff, students and supporters
10/15/2008	Love Your Body Day Film: "The Size of It"	.	.
11/5/2008	Film: "The Greatest Silence"	.	Congo Awareness Event in collaboration with STAND and Feminists United Network
2/20/2009	Women's Studies Winter Social	.	Gathering for faculty, staff, students and supporters
3/5/2009	International Women's Day Panel	35	Priti Kumar on women and the environment in India, Judith Pratt on international women's health issues in Russia, Wangari wa Nyatetu-Waiggwa on Wangari Maathai
3/6/2009	Female Athlete Celebration	40	Attendance of Jr. High female athletes at WSU Women's Basketball game followed by meet-and-greet.
3/17/2009	Poetry Reading	15	Poetry reading and discussion facilitated by Dr. Alicia Giralt and María Parrilla de Kokal
3/18/2009	Speaker: Debra Humphreys, Davis Campus	20	Vice President for Communications and Public Affairs at the Association of American Colleges and Universities
3/19/2009	Speaker: Debra Humphreys, Ogden Campus	45	Vice President for Communications and Public Affairs at the Association of American Colleges and Universities
3/26/2009	Film: "Jane Goodall: Reason for Hope, a Spiritual Journey"	14	.
3/31/2009	Environmental Panel: "Women Taking the Lead to Save Our Planet"	35	.
10/-/2009	Exploring Diversity During an Economic Crisis	600	Keynote: Dr. Henry Cisneros (He is the former U.S. Secretary of Housing & Urban Development.)
11/13/2009	Fall Retreat	18	The purpose of this luncheon meeting was to begin the process of strategic planning for the WS program. Eric

Date	Event	# Attended	Notes
			Ashby led a workshop for those present to participate in a SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis of the program. Several items were identified to be brought before the Executive Council for a discussion to identify upcoming goals.
2/5/2010	Winter Social	20	This event was a potluck social that provided an opportunity for WS staff, faculty, students and supporters to gather and network.
3/1/2010	Women's History Jeopardy	1	.
3/8/2010	Wilma Rudolph Presentation	30	Film clips and a panel discussion focused on the inspirational American athlete.
3/8/2010	International Women's Poetry Readings	19	Faculty and students representing a variety of nationalities and languages will read poetry writ-ten by women.
3/9/2010	International Women's Poetry Readings	5	Faculty and students representing a variety of nationalities and languages will read poetry writ-ten by women.
3/10/2010	International Women's Poetry Readings	8	Faculty and students representing a variety of nationalities and languages will read poetry writ-ten by women.
3/11/2010	International Women's Poetry Readings	16	Faculty and students representing a variety of nationalities and languages will read poetry writ-ten by women.
3/23/2010	Speaker: Andrea G. Radke-Moss	35	Andrea Radke-Moss is an assistant professor of history for BYU-Idaho and author of

Date	Event	# Attended	Notes
			the book Bright Ep-och: Women and Coeducation in the American West. She will be speaking on women and education in the West. WS was a co-sponsor.
3/25/2010	Dr. Vicki Ramirez Presentation	.	Dr. Ramirez read and performed songs from her new poetry book Love Among the Yearlings.
3/26/2010	Book Discussion Group, Half the Sky: Turning Oppression into Opportunity for Women Worldwide	15	.
3/31/2010	Women: Finding a Place in Religion	21	Panel discussion, featuring female spokespersons from a variety of faiths, about how women find their place within religious communities.
10/-/2010	From Rocking the Cradle to Rocking the World: Transformation from the Margins	1200	Keynote: Dr. Nikki Giovanni (She is a renowned poet.)
10/25/2010	Beyond Broomsticks	30	Guest lecture by Dr. Stephen Francis for a historical overview on society and witches in the United States.
11/10/2010	Faculty/Minor Student Get Together	10	Purpose of this event was to give WS Minor students a chance to meet each other and WS Faculty and have their questions/concerns answered.
2/28/2011	Women's Studies Anniversary Breakfast	27	.
3/9/2011	Utah Pioneer Women in Health Care	35	Open lecture by Judith Pratt (former Executive Council member) for Women's History Month.
3/22/2011	The Unadulterated History of Marriage - open lecture by Dr. Stephanie Coontz	100	Women's Studies was a co-sponsor.
3/28/2011	Women On the Move: Loud, Proud & Passionate	12	Awareness march for Women's Studies, Women's History Month.
3/31/2011	Women's History Month Costume Contest	7	.
4/1/2011	Book Discussion: "Sexual Violence Against Jewish Women During the Holocaust"	10	.
4/6/2011	Open presentation with WS 1500 class	20	Featuring Sonja Hedgepeth and Rochelle Saidel, editors of

Date	Event	# Attended	Notes
			Sexual Violence Against Jewish Women During the Holocaust
4/6/2011	Keynote Address	30	Featuring Sonja Hedgepeth and Rochelle Saidel, editors of Sexual Violence Against Jewish Women During the Holocaust
4/6/2011	Evening Reception	10	Featuring Sonja Hedgepeth and Rochelle Saidel, editors of Sexual Violence Against Jewish Women During the Holocaust
9/11/2011	Fall Potluck	12	Gathering for faculty, staff, students and supporters



## Attachment C: Student Advisory Manual

### *Women's Studies Minor Program*

Dear Women's Studies Minor,

Please visit our website ([www.weber.edu/womenstudies](http://www.weber.edu/womenstudies)) regularly. It contains helpful information as well as links to other relevant web sites. Also, please take the opportunity to sign up with Feminists United Network, a.k.a. FUN. Become a voice and valuable presence on our WSU campus.

#### **Current Courses & Syllabi**

Please check this site [Current Courses & Syllabi Page \(http://www.weber.edu/womenstudies/Classes.html\)](http://www.weber.edu/womenstudies/Classes.html) for a list of current courses and their syllabi. Use this site to help you plan your schedule or to replace a lost syllabus.

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#### **Frequently Asked Questions**

Check the [FAQs Page \(http://www.weber.edu/womenstudies/faq.html\)](http://www.weber.edu/womenstudies/faq.html) for answers to commonly asked questions. Also check out the Women's Studies Student Advising Handbook for information about the program.

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#### **Feminists United Network**

Check the [FUN Page \(http://www.weber.edu/womenstudies/FUN.html\)](http://www.weber.edu/womenstudies/FUN.html) for information about the WSU Feminists United Network. Joining this organization connects you with other students who are interested in learning more about Women's Studies and in getting involved on campus and in the community.

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#### **Graduate School Information for Women's Studies Programs**

The [Graduate School Information Page \(http://userpages.umbc.edu/~korenman/wmst/programs.html\)](http://userpages.umbc.edu/~korenman/wmst/programs.html) contains information for students looking to earn a graduate degree in Women's Studies.

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#### **Research Opportunity**

Women's Studies offers its minors an opportunity to learn about research methodology through: **WS 4050. WOMEN'S STUDIES RESEARCH METHODOLOGIES**

**Additional experience may be gained through doing an actual research project in:**

## WS 4060. RESEARCH PROJECT

Students are encouraged to participate in additional gender research within their major disciplines with support from Women's Studies faculty. We encourage the presentation of this research through the National Women's Studies Association (NWSA), conferences in your major, and in the [WSU Undergraduate Research Symposium \(http://www.weber.edu/OUR/symposium\)](http://www.weber.edu/OUR/symposium).

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## Internships and Career Opportunities

Women's Studies offers students the opportunity to participate in an internship encouraging *"service learning with campus/community organizations involved with women's issues, applying principles learned in women's studies coursework to bring about beneficial social change."* Faculty work with students to decide the best site for this learning experience based on student interest, declared major, and the availability of the chosen site. **The Internship is offered through: WS 4860. INTERNSHIP IN WOMEN'S STUDIES**

Check the [career opportunities \(https://www.msu.edu/~wmstdy/wsmjr1.htm\)](https://www.msu.edu/~wmstdy/wsmjr1.htm) page sponsored by Michigan State University and the [additional site \(http://www.umass.edu/wost/careers/whatcan.htm\)](http://www.umass.edu/wost/careers/whatcan.htm) sponsored by the University of Massachusetts for information about possible career opportunities for those who pursue a Women's Studies degree.

## Program Requirements & Advising/FAQ's

How do I Declare a Minor?

- Fill out the **Women's Studies Minor Declaration Form** (<http://www.weber.edu/womenstudies/Forms.html>) and submit the form to the Department Secretary, Cara Angell in person at the Women's Studies office (*Social Science Building, Room 303*) or by email: [caraangell@weber.edu](mailto:caraangell@weber.edu)
- Make sure you have also declared a major.
- Set up a meeting with the Women's Studies Coordinator, María Parrilla de Kokal at 801-626-8049 or email her: [mdekokal@weber.edu](mailto:mdekokal@weber.edu).

How do I Declare a BIS in Women's Studies?

- Call 801.626.7713 to set up an appointment with the Director of the BIS Program. The BIS Program is located in room 140 of the Student Services Building.
- You will need to decide on your 3 areas of emphasis, one of which is Women's Studies.
- Meet with each department Chair to discuss which classes are required. Call 801.626.8049 to set up an appointment with the Women's Studies Program Coordinator, María Parrilla de Kokal at 801-626-8049 or email her: [mdekokal@weber.edu](mailto:mdekokal@weber.edu).

How do I Enroll in Directed Readings in Women's Studies?

- First: Meet with the Women's Studies Coordinator to discuss the topic of interest
  - Together you can decide on the faculty most appropriate to work with you on the desired topic
- This can happen in one of two ways:
  - You may have your own idea for a reading topic which a faculty mentor is willing to sponsor.
  - You may want to have a faculty mentor specify a reading topic for you.
- A faculty mentor will discuss with you the topics and issues which you want to explore, as well as the credit hours and the work expectation of the course.
- Upon agreement there will be a form to complete which will serve as a contract between you and the faculty member regarding the reading course.
- Complete the form with your faculty mentor, and then give it to the Department Secretary. She will give you instructions on registering for the course.

#### How do I Enroll in Women's Studies Internship?

- Check with Professor Parrilla de Kokal for possible Internship opportunities Fall and Spring semesters.
- Meet w/ the potential site supervisor to discuss the specific expectations about the internship.
- Meet w/ the Women's Studies Coordinator and site supervisor to complete a contract form.

#### How do I Enroll in On-Campus Women's Studies Courses?

- Log into the eWeber Portal at [www.weber.edu](http://www.weber.edu).
- Click on the Student Services tab, then on Register for Classes (add/drop).
- Follow the registration instructions.

#### How do I Enroll in On-line Women's Studies Courses?

- Log into the eWeber Portal at [www.weber.edu](http://www.weber.edu).
- Click on the Student Services tab, then on Register for Classes (add/drop).
- Follow the registration instructions.

A cross-/co-listed class I have taken is not counting toward my Women's Studies minor, and I would like it to. How do I fix that?

- Some programs do not allow their courses to count toward both a major and a minor. Generally in this case, by default they will count toward the major first.
- You may choose to have the class count toward the Women's Studies minor instead. You will need to see the Women's Studies Coordinator to have an exception entered into the system so that the class is applied properly.

#### How do I Prepare to Graduate?

- Check with [Graduation \(http://weber.edu/graduation/\)](http://weber.edu/graduation/) for information about application fees and deadlines.

- You must be cleared as a Women's Studies minor before you can graduate. The department recommends that you seek clearance once you have registered for classes for the semester you plan to apply for graduation.
- Clearing a Minor in Women's Studies:
  - Contact the Department Secretary at 801.626.7632 or in room 303 of the SS building for clearance.



1. Women's Studies Minor Declaration Form

Please complete this page and return it to the Women's Studies office located in SS303. The Secretary will use this information to put a minor code into the system under your name and also to make a folder containing your data. The folder will be on file in the office and available for student advisement meetings between you and your advisor.

2. Women's Studies Minor Requirements

Follow the "Minor Requirements" table. You are encouraged to meet with your advisor often. Please go to his/her office during the posted office hours to make an appointment (office hours are posted on the door of each faculty office -- the secretary does not keep individual appointment books).

**Women's Studies grades must be "C" or better. A grade of "C-" or lower will not be accepted**

## One Semester before Graduation You Must Be "Cleared"

Prior to your final semester at WSU you should first go to the Graduation Office (SC 101) and apply for graduation. Then bring your graduation application to our office (SS3003) and request to be "cleared" for a Women's Studies minor.

1. The Coordinator will pull your Women's Studies grades from the computer and fill out a form.
2. Any classes you have left to take or complete will be noted\*.
3. (a) If there are no variables, the Coordinator will put a clearance code into the computer on Cattracks, listing any classes you have to take or complete. As you complete those classes, the Graduation Office will automatically log the completion.  
(b) If there are variables, the Coordinator will discuss those with you, before putting a clearance code in the computer.

\* If you substitute a class for any listed in the computer, the clearance will not go through. Please see your advisor before substituting a planned class.

## Women's Studies Minor Requirements

Total Semester Hours Required: 20

Minimum Grade of "C"

Name: \_\_\_\_\_

Student ID #: \_\_\_\_\_

### 1. Required Women's Studies Courses (12 credit hours)

Course #	Hrs	Course Name	Sem/Yr Planned	Grade
WS1500	3	Introduction to Women's Studies		
3050	3	Feminist Theories		
4050	2	Research Methodologies		
4060	2	Research Project*		
4860	1-2	Internship in Women's Studies*		
4990	2	Senior Seminar		

\* WS 4060 (2) and WS 4860 (2) represent alternate tracks for students with interest in academic careers or community work, respectively. Either one may be taken as an elective by students choosing the alternate course as a requirement. As an elective, WS 4860 may be taken for 1 or 2 credit hours.

### 2. Electives from Cross/Co-Listed Courses (8 credit hours)

Course #	Hrs	Course Name	Sem/Yr Planned	Grade

### SUGGESTED COURSE SEQUENCE

THE FOLLOWING SUGGESTED COURSE SEQUENCE FOR REQUIRED WOMEN'S STUDIES CLASSES IS PROVIDED TO ASSIST STUDENTS IN PLANNING THEIR SCHEDULES. USE THIS ONLY AS A GUIDELINE AND BE SURE TO CONSULT WITH AN ADVISOR.

<b>SOPHOMORE AUTUMN</b>		<b>SOPHOMORE SPRING</b>
WS 1500		ELECTIVE COURSE
<b>JUNIOR AUTUMN</b>		<b>JUNIOR SPRING</b>
ELECTIVE COURSE		WS 3050
<b>SENIOR AUTUMN</b>		<b>SENIOR SPRING</b>
WS 4050 ELECTIVE COURSE		WS 4060 OR WS 4860 WS 4990

## CROSS/CO-LISTED COURSES

<b>ANTH DV 3700</b>	SEX ROLES: PAST, PRESENT & FUTURE	3	<b>POLS 4160</b>	PROBLEMS IN INTERNATIONAL POLITICS: THIRD WORLD WOMEN	3
<b>ECON 3410</b>	WOMEN IN THE WORLD ECONOMY	3	<b>POLS 4900</b>	WOMEN IN POLITICS	3
<b>COMM DV 3090</b>	GENDER AND COMMUNICATION	3	<b>POLS 4940</b>	TOPICS IN AMERICAN POLITICS & THOUGHT	3
<b>COMM DV 4900</b>	TOPICS IN COMMUNICATION: WOMEN & MINORITIES IN THE MEDIA	3	<b>POLS DV 4070</b>	SEX ROLES AND THE LAW	3
<b>ENGL HU/DV 2710</b>	PERSPECTIVES IN WOMEN'S LITERATURE	3	<b>Psy DV 2370</b>	PYCH OF WOMEN & GENDER	3
<b>ENGL 3720</b>	TOPICS IN LITERATURE: VICTORIAN PROSTITUTION AND ITS ENEMIES	3	<b>Psy DV 3100</b>	PSYCH OF DIVERSITY	3
<b>ENGL 3730</b>	MIDDLE EASTERN WOMEN	3	<b>GERT 3320</b>	ETHNICITY AND OLDER WOMEN IN AMERICAN SOCIETY	3
<b>HLTH 4220</b>	WOMEN'S HEALTH ISSUES	3	<b>Soc DV 3120</b>	SEX/GENDER ROLES: PAST, PRESENT & FUTURE	3
<b>HIST DV 3070</b>	WOMEN IN AMERICAN HISTORY: 1600 TO PRESENT	3	<b>Soc DV 4990</b>	WOMEN, WORK & ORGANIZATIONS	3
<b>HNRS 3900</b>	HONORS COLLOQUIUM 3900	3	<b>SPAN 3670</b>	LITERATURE-AUTHORS: LOVE, INTELLECT, AND CONVENT: HISPANIC WOMEN WRITERS	3

***NOTE: CHECK APPROPRIATE COURSE CATALOG FOR COURSE OFFERINGS AS ALL COURSES MAY NOT BE OFFERED EVERY TERM.***

## A VIEW OF OUR COURSES IN GROUPED AREAS

### • ANTHROPOLOGY

ANTH DV 3700	SEX ROLES: PAST, PRESENT & FUTURE .....	3
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### • BUSINESS

ECON 3410	WOMEN IN THE WORLD ECONOMY .....	3
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### • COMMUNICATIONS

COMM DV 3090	GENDER & COMMUNICATION.....	3
COMM DV 4900	TOPICS IN COMMUNICATION: WOMEN & MINORITIES IN THE MEDIA .....	3

### • ENGLISH

ENGL HU/DV 2710	PERSPECTIVES IN WOMEN’S LITERATURE .....	3
ENGL 3720	TOPICS IN LITERATURE: VICTORIAN PROSTITUTION AND ITS ENEMIES.....	3
ENGL 3730	MIDDLE EASTERN WOMEN .....	3

### • HEALTH

HLTH 4220	WOMEN’S HEALTH ISSUES .....	3
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### • HISTORY

HIST DV 3070	WOMEN IN AMERICAN HISTORY: 1600 TO PRESENT.....	3
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### • HONORS

HNRS 3900	HONORS COLLOQUIUM 3900 .....	3
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### • POLITICAL SCIENCE & PHILOSOPHY

POLS 4160	PROBLEMS IN INTERNATIONAL POLITICS: THIRD WORLD WOMEN .....	3
POLS 4900	WOMEN IN POLITICS.....	3
POLS 4940	TOPICS IN AMERICAN POLITICS & THOUGHT.....	3
POLS DV 4070	SEX ROLES AND THE LAW .....	3

### • PSYCHOLOGY

PSY DV 2370	PSYCH OF WOMEN AND GENDER .....	3
PSY DV 3100	PSYCH OF DIVERSITY .....	3

### • SOCIAL WORK

GERT DV 3320	ETHNICITY AND OLDER WOMEN IN AMERICAN SOCIETY .....	3
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### • SOCIOLOGY

SOC DV 3120	SEX/GENDER ROLES: PAST, PRESENT, FUTURE .....	3
SOC DV 4990	WOMEN, WORK & ORGANIZATIONS .....	3

### • SPANISH (FOREIGN LANGUAGE)

SPAN 3670	LITERATURE - AUTHORS: LOVE, INTELLECT, AND CONVENT: HISPANIC WOMEN WRITERS.....	3
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WOMEN'S STUDIES FACULTY					
FACULTY	EXT	ROOM	MC	TITLE	E-MAIL
CONOVER, ROSEMARY	664 1	SS114	120 8	PROF./CHAIR ANTHRO.	<a href="mailto:rconover@weber.edu">rconover@weber.edu</a>
CRAWFORD, FORREST	742 0	ED230	101 1	PROF. TEACHER ED/ ASST. TO PRES. OF DIV.	<a href="mailto:fcrawford@weber.edu">fcrawford@weber.edu</a>
EDWARDS, KATHY	657 1	PT419	402 5	EX. DIRECTOR/UNIV. COMM.	<a href="mailto:kedwards@weber.edu">kedwards@weber.edu</a>
ELSLEY, JUDY	680 1	EH426	140 4	HONORS DIRECTOR/PROF ENG.	<a href="mailto:jelsley@weber.edu">jelsley@weber.edu</a>
HAANSTAD, NANCY	669 8	SS280	120 3	ASSOC. PROF. POL. SCI.	<a href="mailto:nhaanstad@weber.edu">nhaanstad@weber.edu</a>
HERNDON, KATHY	621 7	EH435A	140 4	PROF./CHAIR/ENG.	<a href="mailto:kherndon@weber.edu">kherndon@weber.edu</a>
JOHNS, BECKY	745 5	EH337	140 7	ASSOC PROF. COMM.	<a href="mailto:bjohns@weber.edu">bjohns@weber.edu</a>
KOWALEWSKI, BRENDA	789 3	SS126	120 8	PROF. SOC./ DIR. COMMUNITY INV. CTR	<a href="mailto:bkowaleski@weber.edu">bkowaleski@weber.edu</a>
KRANTZ, DIANE	654 3	EH453	140 4	PROF. ENGLISH	<a href="mailto:dkrantz@weber.edu">dkrantz@weber.edu</a>
KUEHLS, THOM	669 6	SS296	120 3	PROF. POL. SCI.	<a href="mailto:tkuehls@weber.edu">tkuehls@weber.edu</a>
MACKAY, KATHRYN	678 2	SS244	120 5	ASSOC. PROF. HISTORY	<a href="mailto:kmackay@weber.edu">kmackay@weber.edu</a>
MORE, MICHELLE	781 0	SL403M A	250 3	ASSOC. PROF. CHEMISTRY	<a href="mailto:mmore@weber.edu">mmore@weber.edu</a>
OLLILAINEN, MARJUKKA	623 8	SS122	120 8	ASSOC PROF OF SOC	<a href="mailto:mollilainen@weber.edu">mollilainen@weber.edu</a>
PARRILLA DE KOKAL, MARÍA	762 2 804 9	SS384 SS301	120 2 121 7	VISITING LECTURER/PSYCH. COORDINATOR WOMEN'S STUDIES	<a href="mailto:mdekokal@weber.edu">mdekokal@weber.edu</a>

POWELL, SANDRA	610 3	WB270	380 2	ASSOC. PROF. BUS. ADMIN.	<a href="mailto:spowell@weber.edu">spowell@weber.edu</a>
PRATT, JUDITH	681 0	MH329	390 3	ASSOC. PROF. NURSING	<a href="mailto:jpratt@weber.edu">jpratt@weber.edu</a>
SHERIDAN, DEBI	677 5	EH269	140 4	INSTRUCTOR ENGLISH	<a href="mailto:dsheridan@weber.edu">dsheridan@weber.edu</a>
SHIGLEY, SALLY	761 7	EH428	140 4	PROF. ENGLISH	<a href="mailto:sshigley@weber.edu">sshigley@weber.edu</a>
SZALAY, EVA	790 8	EH242	140 3	PROF. FOREIGN LANG.	<a href="mailto:eszalay@weber.edu">eszalay@weber.edu</a>
WA NYATETU-WAIGWA, WANGARI	744 8	EH420	140 3	PROF. FOREIGN LANG.	<a href="mailto:wwanyate@weber.edu">wwanyate@weber.edu</a>
WOMEN'S STUDIES FACULTY					
GILLESPIE, ADRIENNE	724 3	SU232	212 5	Coordinator for the Center for Diversity & Unity	<a href="mailto:adriennegillespie@weber.edu">adriennegillespie@weber.edu</a>
HUNTER, DONNA	640 6		111 4	Licensed Professional Counselor	<a href="mailto:dhunter@weber.edu">dhunter@weber.edu</a>
KUMAR, PRITI				Retired Professor	<a href="mailto:pkumar@weber.edu">pkumar@weber.edu</a>
REAGAN, LORI	891 5	SS314	140 4	Adjunct Professor	<a href="mailto:lreagan@weber.edu">lreagan@weber.edu</a>



## WEBER STATE UNIVERSITY

**WOMEN'S STUDIES PROGRAM**  
SOCIAL SCIENCES BUILDING  
ROOMS 301/303  
PHONE: (801) 626-7632  
FAX: (801) 626-7130

### Women's Studies Minor Declaration Form

1. Name: \_\_\_\_\_  
[Please write your name as you would like to have it on any certificate you might receive. Thanks!]
2. Student ID#: \_\_\_\_\_
3. E-Mail Address: \_\_\_\_\_
4. Local Address: \_\_\_\_\_  
\_\_\_\_\_
5. Local Telephone: \_\_\_\_\_
6. Permanent Address: \_\_\_\_\_  
\_\_\_\_\_
7. Marital Status: \_\_\_\_\_
8. Gender: \_\_\_\_\_
9. Major Program: \_\_\_\_\_
10. Second Minor? \_\_\_\_\_
11. Plans After Graduation? \_\_\_\_\_
12. Plans for Graduate School? \_\_\_\_\_

## Assistant to the President for Diversity



Dr. Forrest C. Crawford has worked for Weber State University since 1977. A native of Oklahoma, he has been an active resident of Utah since 1972; earning his bachelors from Weber in 1975, masters at the Graduate School of Social Work-University of Utah in 1977 and Education Doctorate at Brigham Young University in 1990. Dr. Crawford is a member of and has affiliation with an array of State, National, and International civic and academic boards including (in summary): Image de Northern Utah, NAACP, Phi Kappa Phi and Utah Alliance for Black School Educators. He served on the board of directors for the Utah Inclusion Center (formerly national conference for Community and Justice NCCJ) for 10 years, the Family Summit Foundation: A Center For Grieving Children and has served as Education Section Chair for the Utah Academy of Science, Arts, and Letters. He is currently president of the Board for Northern Utah HIV/Aids Coalition, Utah Humanities Council Vice Chair and completed chair duties at Education, Training and Research Associates located in Santa Cruz, California. His international work includes, Executive Board for the International Society for Teacher Education (ISFTE), where he is now presiding Secretary General through 2013, and Children's Heaven, an orphanage for teen girls in Addis Ababa, Ethiopia.

Dr. Crawford was one of the major catalysts behind establishing a variety of local groups including: The Utah Coalition for the Advancement of Minorities in Higher Education (1990) where he served as its first president, Delta Sigma Theta Inc. (1998), a professional society for Black Women, The Utah Black Leadership Forum (2004), The Gandhi Alliance for Peace, and was co-founder of the state of Utah's Martin Luther King, Jr. Human Rights Commission (1991) serving as its Chair for five years. Dr. Crawford is the recipient of awards too numerous to list. He has researched, lectured and authored many speeches, editorials and essays on Human Rights, Teacher Education Development and Multicultural Education. He has presented papers (summary) in Israel, Holland, South Africa, France, Kuwait, Brazil, England, and Taiwan to name a few, and was a visiting lecturer 2006-2007, at the University of Navarra in Pamplona (Northern), Spain. In addition, Crawford is currently a Professor of Teacher Education at Weber State University where he also serves as its Assistant to the President for Diversity.



WEBER STATE UNIVERSITY

Autobiographical Form

Date last \_\_\_\_\_  
Updated 01-2001  
\_\_\_\_\_  
\_\_\_\_\_

Private

Instructions: This autobiographic Form has been developed to provide candidates for promotion or tenure with the opportunity to present their qualification in a concise and orderly manner. Candidates should include in this form, data which indicate how they have met the appropriate evaluative criteria. Supporting documentation, such as individual student evaluation forms, copies of publications, etc., should not be placed in the Professional File. These support documents should be maintained in a separate file by each candidate. All candidates are responsible for reviewing the ranking and tenure criteria to insure completeness of their files.

I. OVERVIEW

The candidates will provide a brief (two pages or fewer) summary of their work. Candidates should address the three areas, Teaching, Scholarship and Service. This summary should not just repeat the information contained in the autobiographical form, but should highlight the candidate's accomplishments in each area.

II. DEMOGRAPHICS

Name Forrest Cleon Crawford

Present Position Associate Professor Date of Appointment 05-16-95  
School College of Education Department/Program Teacher Education  
Terminal degree in your field Education Doctorate (Ed. D.)  
Education

Institution	Discipline	Degree Earned	Date
Brigham Young University	Education Administration (Community Education)	Ed. D.	August 1990
Brigham Young University	Community Education	Ed. S.	May/June 1985
University of Utah	Social Work Administration	M.S.W.	May/June 1977
Weber State College	Sociology (Social Work)	B.S.	May/June 1975

Under Review for  
(2012)

## A. TEACHING AND SCHOLARSHIP

### TEACHING

As an outgrowth of recommendations received from the Tenure and Promotion Review Board, I was asked to pay particular attention to the following areas:

A) Undergraduate Student Summaries (Follow-up): In reviewing my evaluations, I have highlighted major areas of student feedback and mean score comparisons. While this has helped me view changes in how I approach my classes, the area of curriculum integration thematic strand was most informative (see tables).

B) More evidence of curriculum course development: In addition to the course development activities I created in partnership with others in Level I, (see Forsyth support letter in professional file), I made additional changes in the Education 3200 class (and other courses) which included:

#### Subject Knowledge (Undergrad/Graduate)

Improved and updated multicultural/bilingual social, political and current educational change and thought to add to class discussion and inquiry (see student feedback).

#### Pedagogy

Have integrated a more facilitative (student centered) approach to instruction. This also includes additional theory to practice exercises like a) "The equity journey exercises," and b) mock simulation/case study approaches.

#### Assessment of Students

Traditionally I have given essay-type mid-term and finals. While I still believe this is a good way to measure mastery, I have also integrated several collaborative mastery exercises like the Curriculum Bias Report, Professional Journal Critique and Field Observation Narratives.

I have also integrated/encouraged the use of technology, although from the feedback, students reflect that this is not as evident.

Finally, I have integrated into my teaching, as a guide, the model outlined in Stephen Brookfield's text titled: "Becoming a Critically Reflective Teacher." In this work he uses a framework developed by Laurie Peterman (see Scholarship Support File -- "Distance Learning: Pedagogical Lessons from a First-time EDnet User") to describe assumptions we make about our teaching vs. how students, colleague, etc. see our actions and intentions during this process.



## SCHOLARSHIP

As an outgrowth of recommendations received from the Tenure & Promotion Review Board, I was asked to pay particular attention to the following areas:

- A) Evidence of sharing expertise
- B) Publish in refereed journals around area of expertise.

Follow-up: I have had an opportunity to share my expertise in a variety of professional settings. Please consider the following:

- Teaching and learning forum – Co-developed and presented a workshop on the topic “Learning Styles in Classrooms: Instructional Implications to Faculty Colleagues Across Campus.
- Actively collaborate with colleagues on diversity requirement
- Invited to present knowledge/skills on diversity and multiculturalism to several classes across campus
- Keynote address to several academic/professional associations (state/local)
- Presented papers at international societies (concept/data oriented):
  - “student teaching as a developmental process”
  - “principles of equity assessment”
  - “student response to “Equity Journey” exercises”
- Chaired Teaching and Learning Forum – Book group: “Scholarship Reconsidered” (Ernest Boyer text)

Follow-up: (Publications) Theories and Practice – Use of Graduate Masters Projects as a Catalyst for Building Partnerships and Learning Communities Between Universities and Schools (April 1997)

- Encycilia – Distance Learning – Pedagogical Lessons from a First-time EDnet user – co-authored (2000)
- A Model for Campus-wide Faculty and Staff Development on the Institutional, Faculty, and Staff Rights and Responsibilities Regarding Students with Disabilities – co-authored (2000) pending
- U.S. Office of Attorney General (SLC) – The Changing Face of Hate: Report of a National Symposium (2000)
- Asked by Allyn and Bacon Publishing Co. to review multicultural text.

### III. TEACHING

Name: Forrest Cleon Crawford

#### A. Teaching Experience

<u>Institution</u>	<u>Position &amp; Description</u>	<u>Dates: Mo. and Year</u> <u>From To</u>
Salt Lake City Schools (South High)	Social Work Counselor/Instructor: Individual and Group Facilitator for Low income/high risk students. Taught coping & life integration skills	August 1976-Spring 1977
Weber State College (Univ.)	Teaching Assistant - Department of: *Sociology *Psychology *Communications *Child and Family Studies	Winter 1977-Fall 1978
	Adjunct: * University of Utah Graduate School of Social Work (Clinical Field Supervisor)	Fall 1985-Fall 1987
	*Weber State Department of History	Fall 1986-Fall 1988
	Department of Teacher Education	Winter 1991-Present

#### B. Other employment or academic experience which has contributed significantly to your position at Weber State College.

<u>Institution</u>	<u>Position &amp; Description</u>	<u>Dates: Mo. and Year</u> <u>From To</u>
Weber State College (Univ.)	Social Work-Counselor/Advisor	September 1977-1981
	Career and Vocational Education- Counselor/Instructor	September 1982-1990
	Counselor/Manager-Upward Bound Project	Summers 1974, 75, 77, 78
	Research Assistant-Bureau of Indian Affairs	Summer 1976
	Assistant to President for Institutional Diversity	Winter 1992-Summer 1993 (Re-appointed Summer 2000 to present)



### III. TEACHING (continued)

Name: Forrest Cleon Crawford

#### C. List of courses taught:

TITLE	INSTITUTION	DATES
Communications	WSU	Winter 1978-Fall 1989
Child and family		
290-Career Development	WSU	Fall 1989
Education		
300-I-Lab	WSU	1990-94
305 (Current School Topics)	WSU	1990-94
Mod-111 (Effective Teaching Strategies)		
Mod-104 (Multicultural Education)		
307	WSU	Winter 1995-Present
410-Role of Schools in Multicultural Classroom (Evening)	WSU	Winter 1991
483 & 489-Individually Prescribed Program/Independent Studies (Coop)	WSU	Fall 1992, Winter 1997
511-Multicultural Education-Rationale & Curriculum Models	WSU	Fall 1992, 1994
512-Issues in Multicultural Education	WSU	Winter 1995
577-Multicultural Field Experience	WSU	Fall 1993, 1994
624-Current Issues in Education	WSU	Winter 1992
641-Historical Social Philosophical Foundations of Education	WSU	Spring 1992
675-Individual & Cultural Differences	WSU	Fall & Summers 1991-1997
698-Graduate Synthesis Seminar	WSU	Fall 1993
304-Philosophical Foundations of Education	WSU	Fall 1994, 1996
(Assigned to Site based Program)		(1995-Spring 1999)
506, 606-Site-Base	WSU	Winter/Spring 1996, 1997
Educ 3200, 499 (Site-Based)	WSU	Summer 1997

### III. TEACHING (continued)

Name: Forrest Cleon Crawford

Educ 3200, 3000, 675	WSU	Fall 1997 (Quarter)
Educ 3200, 3000, 675	WSU	Winter 1998 (Quarter)
Educ 3200, 3000, (416 Site Based)	WSU	Spring 1998
Educ 3200, 3000	WSU	Summer 1998
Educ 3200, 3000, 3120 (Foundations in American Educ.)	WSU	Fall 1998
Educ 3200, 3000, 6240	WSU	Spring 1999
Educ 6020, Diversity in Educ.	WSU	Summer 1999
Educ 3200, 5120 (Indep. Study) WSU Culture and Language		Fall 1999
Educ 3200, 3000, 6020, (3120 Foundations in American Educ Clearfield Job Corps – Alternative Certification Program)	WSU	Spring 2000
Educ 5110, Advanced Multicultural Bilingual Educ	WSU	Summer 2000
Educ 3200, 3000, 6020	WSU	Fall 2000

#### D. Development of teaching through travel, participation in conferences, workshops, seminars, short course, etc. (include dates).

1. Multicultural Education Course Infusion (1992-present): (Diversity infusion model)  
Visited several academic departments across campus to provide council and instructional models for incorporating multicultural education on content areas (see service file-President's memo-Assistant to President file).
2. Chaired and co-developed (see Teaching File) the Department of Education's Multicultural Education Concentration (1992 to present).
3. Co-developed with English as Second Language Unit: ESL-The conversation Pairs Project (1992-93).
4. Developed training for Student Services' Supplemental Instruction Unit on Multicultural/Multi Ethnic Awareness and Inclusion (fall 1993).
5. Developed Diversity symposium Series during 1992-93, covering three disciplines:
  - A) Educational/Institutional Diversity Scholar/Lecturer Dr. Jonnetta Cole  
President of Spelman College (Atlanta)

### III. TEACHING (continued)

Name: Forrest Cleon Crawford

- B) Diversity in Business Scholar/Lecturer-Ms. Delia Reyes  
U.S. Hispanic Chamber of Commerce (Dallas)
- C) Institutional and Student Life in Scholar/Lecturer-Mr. Arun Gahandi  
Regard to Human Rights Non-Violence Institute (Nashville)
- 6. In-service training during 1992-93 (See Service File: Assistant to the President for Institutional Diversity) on Cultural Diversity to several non-academic units across campus (e.g., Career Services, Multicultural Center, Student Government).
- 7. Teaching and Learning Forum – Co-trainer/Presenter on Learning Styles (Spring 2000)
- 8. Summary of conference/workshop attendance or participation:
  - A) Utah Association for Teacher Education-**Presented** (March 1992-93)
  - B) Alliance of Black School Educators-**Presented** (September 1992-93)
  - C) National Association of Multicultural Educators (NAME)-**Attended** (February 1993)
  - D) Utah Education Association (UEA)-**Attended** (October 1993)
  - E) Writing Across the Curriculum- **Attended** (Fall 1992)
  - F) Women's Higher Education Consortium-(Winter 1993)
  - G) Utah coalition for the Advancement of Minorities in Higher Education (Winter 1993)
  - H) Utah System of Higher Education Meeting-**Attended** (Fall 1993)
  - I) Phi Delta Kappa-**Attended** (Spring 1993, 1994)
  - J) Annual Reading and Writing Conference-**Attended** (Summer 1992, 93, 94)
  - K) Families Alive-**Attended** (Fall 1991, 92, 94)
  - L) State Women Studies Association-**Presented** (Fall 1993) **Attended** (Winter 1994)
  - M) National Association of Ethnic Studies-**Attended** (1993)
  - N) Utah Association for Curriculum Development-**Presented** (Fall 1996)
  - O) International Society of Teacher Education, Netanua, Israel (1996)  
**co-presented**
  - P) Utah Association of Teacher Education (NATE) Board member (3-96, 97,  
98,99) Conference
  - Q) Governors Black Advisory council Education Town Meeting (2-98) Moderator



### III. TEACHING (continued)

Name: Forrest Cleon Crawford

- R) Utah Education Assoc. Minority Caucus Meeting on Human/Civil Rights in Educ. (2-98)
- S) Utah Science, Arts & Letters Academy (4-98) **Presenter**
- T) International Society for Teacher Educators (ISTE) **Presenter** (Skakuza, South Africa 4-98)
- U) International Council for the Teachers of English (8-98)  
**co-Presenter**, Bordeaux, France
- V) Ogden Women's Historical Society (98) Keynote Speech
- W) International Society for Teacher Educators (ISTE) **Presenter**  
Canterbury, England. 4-99)
- X) International conference on Ethnicity and Governance in the Third World. (6-99) **Keynote.**
- Y) Changing Face of Hate: A National Symposium on Hate Crimes in America. (5-99 - **Chair & Presenter**)
- Z) National Assoc. for Multi-Cultural Educators (NAME) San Diego, Calif., (11-99) **Attended.** Also, present at International Society for Teacher Educators (ISTE, Univ. Mass, 4-2000)

E. List evaluations, scholarships, awards, and other honors received in recognition of teaching (include dates)

(See faculty file teaching summary)

Other notations:

- \* Ogden City Schools - Office of Civil Rights Compliance Training (Fall, 1996 - Also see faculty file)
- \* Utah Valley State College EDNET Course Evaluations (Winter 1996 - see student evaluations in teaching-support file)
- \* Hemingway Faculty Vitality Award (Spring 1996) -Celebracion De Cultura
- \* Hemingway Faculty Vitality Award (Spring 1998) - Use of Inquiry as Instruction
- \* Nomination Portfolios for Dixon and Hinckley Awards (1998, 2000)

III. TEACHING (continued)

Name: Forrest Cleon Crawford

F. Teaching innovations (not merely updates) and/or developments (include dates.)

- \* The EDNET - "What Not To Do Faculty Development Tape for First Time Users" (Winter 1997) (Tapes are being edited/work in progress) (1999 update - project was not funded) Also, this effort was developed into a scholarly paper (co-authored – see scholarships)
- \* Course development/improvements for level one – curriculum (See Forsyth letter, Fall 2000 and scholarship file)

G. Other teaching activities germane to your position (include dates).

- \* Developed and implemented Teacher Education Department In-Service on Diversity and Multicultural Education Design (1992-93).
- \* Assisted in Development of Student Proposal to Establish "Diversity Course Requirements (See Scholarship File) 1998/99
- \* Presentations (see Service and Scholarship File on Presentations/Lectures Community based):
  - \*Schools
  - \*Professional Associations
  - \*Public/Private Industry

#### IV. SCHOLARSHIP

Name: Forrest Cleon Crawford

- A. Published books, articles, reviews, notes, etc. (use full reference notation: author(s) title, press, date).

##### Refereed

Crawford, Forrest C. (1990) "Unsung Gifts: Writing Black Women's Inventors Back into History" Network Magazine Vol 12, #12 March. Salt Lake City, Utah

Crawford, Forrest C. (1992) "Business and the Diversity Partnership: Social Responsibility That Makes Good \$ense." New Horizon Magazine-The Magazine of Minority Success. Vol. 1, #1. September 1992. Salt Lake City, Utah

Crawford, Forrest C. and Haanstad, Nancy H. (1995) "Multiculturalism As a Catalyst for Human Rights." Conference Journal on World Council on Curriculum and Instruction. Cincinnati, Ohio

Crawford, Forrest C. (1996) "Multicultural Education: A Challenge for Rural Education Leaders" (Contributing Chapter). Dorrance Publishing Co., Pittsburgh, PA.

Note: Also listed as ad hoc reviewer for the Biannual Journal for International Education (1995)

Crawford, Forrest (1996) "The Use of Masters Projects as a Catalyst for Building Learning Communities Between Universities and Schools, (A pilot project). Theory and Practice 1997 Publications (Pub.).

Sharpes, Don K., Crawford, Forrest C. (1996) "Post Modern Philosophies and Educational Values." A paper and response presented at the 2nd International Conference on Teacher Education. Netanya, Israel. (Pub.)

Crawford, Forrest (1999) "Bigotry and Hate Activated Violence: A Reflective Thought." Published Utah Law Enforcement Bulletin (Utah)

Crawford, Forrest C., Ahanonu, Chuckwuma (2000) "Distance Learning: Pedagogical Lessons from a First-time EDNET User." Journal of the Utah Academy of Science, Arts & Letters. (Pub.) Encyclica (Note: This paper was selected as outstanding paper for the Education Section.

Morehouse, Percy Jr., Becker, George, Crawford, Forrest, Combs, Lee. (2000) A Model for Campus-Wide Faculty and Staff Development on the Institutional, Faculty, and Staff Rights and Responsibilities Regarding Students with Disabilities. (Pending)

Crawford, Forrest (2000) "Giving Voice:" A Preface (Pending) Approved for Second Edition Publication in Text – Listen America: Kids Speak Out. Compiled by Margaret Jackson. Publisher, Creative Expressions of America LLC.



#### IV. SCHOLARSHIP (Continued)

Name: Forrest Cleon Crawford

Crawford, Forrest (2000) Textbook Review: Multicultural Education: A Comprehensive Approach. Bennette. Allyn and Bacon Publishing.

Crawford, Forrest et. al. (1999) The Changing Face of Hate: A National Symposium. Conference Proceedings.

#### Unpublished

Butler, Shannon; Crawford, Forrest; Smith, Michael (1995) "Use of Case Method in the Teacher Education Program at Weber State." A paper presented at Northern Rocky Mountain Education Research Association. Jackson Hole, Wyoming (Sept.).

Crawford, Forrest C. and Wong, Ray E., "Infusing Multicultural/Bilingual Concepts into Teacher Education Preparation Courses: A Teleconference Exchange in Utah EDNET," Statewide conference on Success for All Students. Weber State University. January 1995.

Rasmussen, Jack L., Crawford, Forrest C. (1996) "Restructuring Teacher Education: Preparing for Diverse Populations." A paper presented at the 48th Annual Meeting of the American Association of Colleges for Teacher Education. Chicago, Illinois.

Crawford, Forrest et. al. (1997) "Abuse of Power: Relations Between Children and Adults." Co-presented at the 9<sup>th</sup> International World Symposium on Victimology in Amsterdam, The Netherlands.

Crawford, Forrest. (1998) "Passage of Senate Bill 17: The Making of a State Holiday to Honor Rev. Dr. Martin Luther King Jr., in Utah." Presented at the 1998 meeting of the Utah Academy of Science, Arts & letters. Westminster College, Salt Lake City, Utah.

Crawford, Forrest (1998) "Student Teaching as a Developmental Process: From Groping to Grasping." Presented at the International Seminar for Teacher Education, Kruger National Park, South Africa.

Crawford, Forrest (2001) The Equity Journey Exercise (Survey Response): "Catalyst for Promoting Self-Discovery and Equity Oriented Practices in Pre-Service Teacher Education Preparation." Presented at the 21<sup>st</sup> Meeting of the International Seminar for Teacher Education (ISTE), Kuwait University.

#### IV. SCHOLARSHIP (Continued)

Name: Forrest Cleon Crawford

- B. Unpublished manuscripts, thesis, dissertation, within-institution reports, etc. (author(s), title, date, intended future of the work).

(See Scholarship File-unpublished)

##### **Within-Institution Report(s)**

\*Weber State University Report and Recommendations of the Ad-Hoc committee for Minority concerns (an Executive Summary). Spring/Summer 1991.

Primary co-authors: Barry Gomberg (Affirmative Action)  
Forrest Crawford (Teacher Education)  
Richard Ulibarri (Continuing Education)  
Pam Burton (Nursing)

Note: Intended future-The recommendations are on-going institutional initiatives toward establishing a sound data base for improved assessment of minority faculty/staff status.

Crawford, Forrest C., "Weber State University and the Diversity Challenge." Fall, 1992.

\*Weber State University/Diversity Challenge and the Infusion Model. (Winter, 1992).

Author: Dr. Forrest C. Crawford

Note: Revision (1999)

\*Historical Effort Toward the Establishment of a Multicultural Center at Weber State College (1968-88). Spring 1988-89.

Author: Dr. Forrest C. Crawford

Note: Revisions (pending).

\*The Corporate Mentor Project: Occupational Catalyst Toward Increased Representation of American Minorities. (Fall 1989).

Author: Dr. Forrest C. Crawford

Note: Future-Collaboration with Career/Vocational counselor for WSU's Career Center exploring further development.

Others:

\*The Role of Afrocentrism in Multicultural Centers: Perspectives from the Intermountain West. (November 1991).

Authors: Dr. Forrest C. Crawford and Dr. Daily E. Oliver,

Note: Submitted for publication.

Crawford, Forrest C. (1990) Black Student Achievement at Weber State College and the Use of ACT Composite Scores" (Summer-Brigham Young University). Dissertation Study.



#### IV. SCHOLARSHIP (Continued)

Name: Forrest Cleon Crawford

##### Institutional Research/Reports

Crawford, Forrest C., "Project Critical Mass: A Comprehensive Action Plan to Increase Ethnic/Diverse Student Representation in Graduate and Undergraduate Studies at Weber State University's College of Education" (A Task Force Report to NCATE) 1994-95.

Crawford, Forrest C., "Weber State University's Self-Study Report Prepared for the Commission on Colleges Northwest Association of Schools & Colleges Standard XI-Graduate Programs Standard V General and Institutional Diversity." June, 1994.

Crawford, Forrest C., et.al., (1999), "The Changing Face of Hate: A National Symposium on Hate Crimes in America (Utah)." Also see Refereed – Scholarship.

Weber State University Report: The Climate of Diversity on Campus. (1999) (WSU Task Force Team, Dr. E. Bozinack, Chair.)

Crawford, Forrest C., (1998) "Diversity and the First Year Experience at WSU." Manuscript contribution to WSU's F.Y.E. Academic Program.

Department of Child and Family Studies. (1999) Video Documentary on "Stress in the Minority Community," (WSU Project - Dr. J. Bird, Chair) Also see Scholarship – (D) Creative Productions.

WSU Self Study (1999) NCAA.

Crawford, Forrest (2000) Project Critical Mass: Minority Recruitment for College of Education. An NCATE Report. (Update 2000.)

- C. Papers and/or addresses to professional groups (use full reference notation: authors(s), title, organization, where presented, date). Note: only include addresses to professional groups, not community groups.

(See Scholarship File-Presentations in Professional meetings)

##### International

1. \*Crawford, Forrest C. International Society for Teacher Education-Panama City, Florida (March 22-27) 1991. Paper: "Black Student Achievement: The Use of ACT and Selected Institutional Multi-Variates at WSU."
2. Crawford, Forrest C. International Association of Personnel in Employment Security (Fall Institute)-Provo, Utah (October 2) 1992. Paper: Keynote address-"Diversity in the Labor Force, Challenge for the 21st Century."
3. Crawford, Forrest C. (2000) Assessing the Use of Utah State Education's Principals of Equity Standards by Public School Teachers. Presented at the 20<sup>th</sup> International Society for Teacher Educators (ISTE) Annapolis, Md.

\*Note: This paper was selected but departmental funds at the time allowed for only one faculty member to attend.

#### IV. SCHOLARSHIP (Continued)

Name: Forrest Cleon Crawford

4. Rivera, George; Crawford, Forrest C. International Congress on Criminology-Budapest, Hungary (August 22-27) 1993. Paper: Aids Fraud: "Unconventional Therapies and Socio-Educational and Legal Issues."
5. Crawford, Forrest C. International Seminar on Teacher Education, (April, 1995): "The Use of Graduate Masters Projects as a Catalyst for Building Partnership and Learning Communities Between Universities and Schools." (See Scholarship-Refereed)
6. Sharpes, Don K., Crawford, Forrest (See Scholarship Refereed) "Post Modern Educational Philosophy."
7. Crawford, Forrest C. (1996) (Note: See Refereed) "The Use of Masters Projects as a Catalyst for Building Learning Communities Between Universities and Schools."
8. Crawford, Forrest C. (2000) (Note: See Refereed) "Distance Learning: Pedagogical Lessons from a First-time EDNET User."

##### National/Regional

1. Rocky Mountain Regional Social Studies Association-Phoenix, Arizona (April 6-9) 1994. Paper/Presentation: "Multicultural Teaching in a Monocultural Setting." Note: (Presentation accepted) Co-Presenters with WSU Teacher Education Faculty Peers.
2. Crawford, Forrest C. National Coalition for Sex Equity in Education-Park City, Utah (July 16-20) 1990. Paper: "Black Women Inventions: Unsung Gifts to America."
3. Crawford, Forrest C. The National Association of Black Cultural Centers-Columbus, Ohio (November 7-10) 1991. Paper: "Historical Efforts Toward Establishing Multicultural Centers in Utah Colleges and the Use of Afrocentricity as a Catalyst." Note: Co-Presented paper with Dr. Oliver (WSU Ethnic Studies).
4. Crawford, Forrest C. Rocky Mountain Great Plains Regional Social Studies Conference-Albuquerque, New Mexico (April 9-11) 1992. Paper/Presentation: "Afrocentrism: A Catalyst for Multicultural Education in African American Students."
5. Crawford, Forrest C. Weber Historical Society. "The King Legacy in Utah" (see referenced Scholarship).

##### State/Local

1. Utah Association of Teacher Educators annual Conference-Utah State University, Logan, Utah (March 26) 1993. Paper/Presentation: "Multicultural Issues" (Breakout Session). Note: Co-Presented with Kathleen Spencer-Christy (Principal-Salt Lake City Schools).
2. Crawford, Forrest C. (2000) "Reflections on Frederick Douglas..." Northern Utah: Wade in the Water Project-A National Traveling Exhibition on African American Gospel Music in America.



#### IV. SCHOLARSHIP (Continued)

Name: Forrest Cleon Crawford

3. 12th Annual Families Alive Conference-Weber State University, Ogden, Utah (February 27-29) 1992. Paper/Presentation: "African Patterns in African American Families."
4. Standard Examiner Educate Kids (SEEK)-"Celebrating Diversity in the Classroom" Ogden, Utah (November 11) 1993. Note: Public School Teacher's In-Service.
5. Salt Lake Veterans Hospital for Psychological Services-"Myths and Realities - African Americans and Mental Health."
6. Bilingual/ESL Consultants Retreat. Guest panelist of coalition of bilingual scholars throughout the region. Friday, September 20, 1996.
7. Utah History Teachers Alliance Meeting-"America at the Close of the 20th Century." Presented to a group of 30 state and social studies teachers.
8. U-Help: Utah Higher Education Liaison. "Critical Issues in Affirmative Action" (Winter 1996).
9. Weber State Division of Amnesty International. "Dr. Martin Luther King Jr. Commemoration" (January 26, 1995).
10. Crawford, Forrest C. (1997) "The Martin Luther King Jr. Legacy in Utah: From a Visit to a State Holiday (January 31, 1961 to February 17, 1986).

D. Creative productions, e.g., painting, music, theater, etc., (include dates).

As an outgrowth of research on "Black Women Inventors: Unsung Gifts to America," a slide presentation and lecture series was developed simultaneously with a national traveling exhibition on "Women Inventions-Her Works Praise Her" in collaboration with the Minnesota Historical Society from May 23-June 24, 1994 (see Scholarship/Published File). Both were designed to attract women and minorities into non-traditional fields (e.g. math, science and technology, etc.). College of Education was a major co-sponsor.

**Also, see Scholarship - Video Production Child and Family Studies Project: "Stress in the Minority Community." (1998)**

E. Research projects and grants (describe and indicate dates).

The following grants have been successfully secured (see Scholarship File):

From Research, Scholarship and Professional Growth Committee-  
In (1988-89) received \$910 for the project "Historical Efforts Toward  
Establishing a Multicultural Center at Weber State College 1968-88."

\*under revision for publication

#### IV. SCHOLARSHIP (Continued)

Name: Forrest Cleon Crawford

From the College of Education/Dean-

In (1991-92) received \$500 for the development of a "Future Teacher's Club" (FTC) designed to attract minorities and others into the education field during 1991-92. (Grant terminated - see Scholarship (Grant Activity) file)

From the State Utah Humanities Council-

In (1994) received \$2,500 to develop a state conference on non violence with focus on youth, school, community and religion's role and impact.

From U.S. West-

In 1994 received a \$25,000 planning grant to co-author and direct the incorporation of Multicultural education in schools across the state using technology. This has since (1995) increased to \$150,000 to be allocated over the next two years.

From Hemingway Foundation-

A Faculty Vitality Grant valued at \$6000 to train and support teachers and students involved with the State Summer Migrant Program in Weber/Ogden City areas.

From Hemingway Foundation-

A Faculty Vitality Grant to train master teachers to integrate "inquiry" teaching methods in class learning activities.

\*Crawford, Forrest et. al (1999-2000) Accessing Equity Principles in Utah Public Schools: A Goals 2000-Sub-grant. (Note: This grant was not funded)

Crawford, Forrest et. a. (2000) Smiles Against Hate: A Ultradent/REACH Collaborative project to Train Communities in Eliminating/Confronting Hate. (Note: This project was not funded) (See Files)

F. Post-terminal degree professional education and/or professionally related work experience.

G. Other scholarly activities (describe and include dates).

Appointed as scholar/lecturer for The Utah Endowment of the Humanities (Utah Humanities Council). Lecture topics presented are as follows (see Scholarship File):

- A) Women Inventions: Unsung Gifts to America, 1986-89
- B) Women of Brewster Place (a Gloria Naylor novel), February 1993
- C) Standing Up for Human Rights UEH Public Policy Lecture Series, 1994
- D) Martin Luther King Jr. Essays and Editorials, 1990-1997



#### IV. SCHOLARSHIP (Continued)

Name: Forrest Cleon Crawford

- E) Ad Hoc Reviewer for International Journal of Education (see cover letter and scholarship support file)
- F) \*The U.S. West Grant has supported the following activities:
  - a) Faculty development (conference participation)
  - b) EDNET partnership with BYU Public School
  - c) College of Education Multicultural/Bilingual Clearinghouse
- G) Chaired - NMERA Paper Sessions (1998-Montana)
- H) Davis County In-Service Teacher Assessment Team (1999)
- I) Continued Advisement (on-going) on M.E.D. Student projects to completion
- J) Essays, Editorials & Bylines: (Summary)/See Speeches in Support File
  - 1. "Education Must be Delivered in Terms of Context" (Standard Examiner, Ogden)
  - 2. "Botah Should Step Forward and Confess his Apartheid Sins" (Salt Lake Tribune)
  - 3. "MLK Found Nonviolent Spirit of Gandhi Gradually Changed Him." (Salt Lake Tribune)
  - 4. "Reflections on a Teachable Moment - From Memphis to Johannesburg" (Standard Examiner, Ogden)
  - 5. "It's Stories that Make Us Human (Standard Examiner) Ogden
  - 6. "Remember the Vision of Gandhi, King." (Salt Lake Tribune)
  - 7. "King Legacy Carves 40 Years in Utah's Commemorative Past." (Salt Lake Tribune)
- K) See "Grad Notes" – A Publication of the WSU Masters of Education (Med) Program. Also see Academic Oriented Support Activities File.
- L) Served as Curriculum Proposal Reviewer for WSU Diversity Course Infusion – Diversity Teaching and Learning Forum (1997-99).

## V. PROFESSIONALLY RELATED SERVICE

Name: Forrest Cleon Crawford

- A. Department, school, college, administration, academic, senate, committee assignments, etc. Note if position of chair was held.

Committee Title	Dates
<p>Note: I am currently serving as Assistant to the President for Diversity. This role gives me the opportunity to integrate teaching, scholarship and service on behalf of my department and community. Example:</p>	

Teaching:

- Have visited several classes on diversity related concerns in curriculum
- Train student government and other professional leaders on diversity issues

Scholarship:

- Collaborate with other colleagues on diversity requirements
- Institutional Reports

Service:

- Speak at variety of school and community functions.
- Volunteer and serve on many boards and project on/off campus.

Campus Wide

Crystal Crest Selection Committee (member)	1990-93
Bachelor of Integrated Studies (member)	1991-Present
Women's Studies Advisory Board (member)	1992-93
Affirmative Action Study Committee (member)	1992-Present
NCAA Self-Study (member)	1992-93
Northwest Accreditation Self-Study for Standard V (Diversity) & XI (Graduate Programs) (Chair)	1993-94
W.C. Swanson Scholarship Committee for Nontraditional Women (member)	1994
ASWSU Judiciary Student Hearings (Member)	1996,97,98,99
WSU Division of Student Affairs Multicultural Center Position Search (Chair) See Support Letter.	2000
WSU Administrative Services Search Committee for Chief of Police (Member)	2000

# V. PROFESSIONALLY RELATED SERVICE (continued)

Name: Forrest Cleon Crawford

## Teacher's Education

Department of Education Environmental Scan Committee (member)	1991
M.Ed. Graduate Advisory Board (member)	1991-95
Curriculum Library (Chair)	1992
Multicultural Minor Concentration (Co-chair)	1992-Present
Teacher Education Diversity Retreat/In-Service (Facilitator)	1992
College of Education Senate Area Council (Co-Advisor)	1992-93
New Faculty/Minority Lectureship Selection Committee (member)	1992-94
NCATE Sub-Committee (member)	1993
NCATE Minority Recruitment Task Force (Chair)	1994 (on going)
College of Education Secondary Education (member)	1994
Semester Conversion Committee (member)	1996-97
Tales to Remember - WSU Story Telling Festival (member)	1996
Logo-Based Instruction Committee	1996
Student Success Alliance	1995
Level #2 Field Experience Coordinator	1995-1997
College of Education (COE) Student Grievance and Hearings Board	1999
Dept. of Teacher Educ. - Faculty Search, Chair (Language Arts, and ESL) (See support letters)	1998-2000
"Point Person" - Teacher Educ. Minority Recruitment Plan (See Institutional Reports)	1994-Present
Dept. Teacher Educ. Retreat Planning Committee (See support letter)	2000



# V. PROFESSIONALLY RELATED SERVICE (continued)

Name: Forrest Cleon Crawford

- B. Academic or nonacademic administrative performance as program director, department chair, director of substantial grant, center director, or any position which involved supervision of human and/or financial resources (include dates).

(See Service File)

1. Assistant to the President for Institutional Diversity-  
January 1992-August 1993. (Reappointed June 2000 to present)
2. First elected President-  
Utah coalition for the Advancement of Minorities in Higher Education (UCAMHE) 1991-92.
3. Co-Director-  
Teacher Excellence Appropriate for a Multicultural Society (TEAMS-a grant from U.S. West)-Fall 1993-present.
4. Chair/Co-Developer-  
Department of Teacher Education's Multicultural Concentration-1992-93.
5. Chair-  
Administrative Standing committee on Institutional Diversity-1991-92.
6. Chair-  
For Standard V (Diversity) and XI (Graduate Masters Programs) for Northwest Accreditation-September 1993-present.
7. Judge-  
Young Woman Scientist for Utah Math/Science Network annual Science Fair 1993 and 1994.
8. Chair-  
Crystal Crest "Guest Presenters" Sub-Committee-1992.
9. Hemingway Grant (See Teaching)
10. Weber State University Teaching and Learning Forum (Diversity Committee) 1998-2000

- C. Positions held or membership in professional organizations.

Organization	Date
*Phi Kappa Phi (member)	1996-Present
*Phi Delta Kappa-(member) (national/regional)	1992-93,1998-Present
*Utah Association of Multicultural Educators-(member) (state/local)	1993-94,1997-Present



# V. PROFESSIONALLY RELATED SERVICE (continued)

Name: Forrest Cleon Crawford

<u>Organization</u>	<u>Date</u>
*Utah Coalition for the Advancement of Minorities in Higher Education (president)	1993-Present (co-Founder)
*Utah Association of Teacher Educators- (executive board member) (state/local)	1990-1997
*Utah Alliance of Black School Educators-(former vice-president) (state/local)	1991-Present
*Western Regional Association of Social Scientists-(member) (national/regional)	1993
*National Institute Against Prejudice & Violence-(member) (national/regional)	1993-Present
*Utah Association for Academic Professionals-(member) (state/local)	1984-1994

## D. Professionally-related community service (include dates).

(See Service File)

NAACP-Salt Lake and Ogden Branches: 1975-present

Governor's State Textbook & Course of Study Commission: 1989-91

State Judge-High School Competition on the U.S. Constitution and Bill of Rights: 1991-93

Utah Women's Higher Education Consortium: 1991-Present

Marshall White Center Board: 1992-94

Image de Utah: 1995-Present

Utah Association of Teacher Educators (Board Member and 1995 Winter Conference Chair)

## E. Speechmaking to community (nonprofessional) groups in the area of the candidate's expertise (include dates and audience).

<u>Title</u>	<u>Audience</u>	<u>Dates</u>
Building a Sense of Community	Utah League of Cities & Towns Statewide conference (SLC)	Sept. 1993

# V. PROFESSIONALLY RELATED SERVICE (continued)

Name: Forrest Cleon Crawford

Title	Audience	Dates
Racism: Just Un-Do It	Bahai Faith (SLC)	Jan. 1993
African American Scholars, Leaders, Activists & Writers	Forest Service (Ogden)	Feb. 1993
Men Bringing Forth the Fruit for God	New Pilgrim Baptist Church (SLC)	April 1993
Black Activism: 19th, 20th & 21st Century	Mt. Ogden Free Masonic Order	Feb. 1993
Diversity in our Community	Ogden Rotary & Exchange Club	Feb. 1993
Women of Brewster Place Book Review	Weber County Library Association (Ogden)	Feb. 1993
Valuing Diversity in our Community	Faculty, Students & Community Leaders	Winter 1995
Array of Speeches as part of Martin Luther King Jr. State Commission	Utah State Legislature Ogden City Council Elementary/Secondary Schools Ogden Forest Service Weber County Library Association	1990-Present (See service file)
Make a Challenge, Make a Change	Davis High School Honor Society	1996
Caesar Chavez and Non-violence in the Migrant Farm Workers Movement	Utah Valley State College Chavez Commemoration Program	1995
(See Support File Titles		1996-2000

## F. Consulting and/or work experience (include dates).

USDA Forest Service (SLC/Ogden) 1992-93

Martin Luther King Jr. Center for Non-Violent Social Change (Atlanta) 1989-90

Mountain West Center for Educational Equity (WSU/Ogden) 1984-86

Department of Labor's National Occupational/Information Coordinating Council (Texas) 1978-80

Office of Federal Compliance (SLC) 1992-93

Bureau of Reclamation (SLC) 1992

V. PROFESSIONALLY RELATED SERVICE (continued)

Name: Forrest Cleon Crawford

F. Consulting and/or work experience (include dates). (continued)

Utah National Guard (SLC) 1993

Salt Lake Veterans Administration 1995

University of Phoenix (Arizona and Salt Lake Branch) 1994-97

G. Other professionally-related activities or service best described as public relations for the college that benefited the college exclusive of Section E.

Speechmaking (include dates).

(See Partnerships and collaborations in Service File)

State Chair, Martin Luther King Jr. Human Rights Commission 1990-1995

Your Community Connection: "Real Men Can Cook" (1995-96)

Mount Ogden Masonic Lodge #20 (1995)

Utah Law Related Education Project (Mock Trial Judge) (1996)

Delta Sigma Theta Inc. (Ogden Branch) (1995)

Black Education Foundation (1995)

Serving Utah Network (SUN) (1995-96)

Hill Air Force Base (B.I.G.) Blacks in Government

Coalition of Minority Advisors (C-MAC) to the State Superintendent of Public Instruction (Member-Appointed December 1999)

Also – See Public Speeches (Draft) in Scholarship



## VI. OTHER RELATED ACTIVITIES

Name: Forrest Cleon Crawford

Include here any pertinent information not adequately covered previously.

### DISTINCTIONS AND HONORS

- 1995 Mount Ogden Distinguished Citizens Award (State)
- 1996 Making of King Holiday Award (National)
- 1996 Governor's Citation (State)
- 1996 Weber County Citation (County)
- 1996 Phi Kappa Phi (Local)
- 1994 Distinguished Alumni of the Year, Northeastern Oklahoma  
A&M Jr. College, Miami, Oklahoma (National)
- 1994 Martin Luther King Jr. Civil Rights Award (State)
- 1990 Governor's State Beehive Award (State)
- 1989 Crystal Crest William P. Miller Friend of Student Award (Local)
- 1987 Omega Psi Phi National Fraternities Citizen of the Year (Local)
- 1986-87 Utah Employee Association's Outstanding Community Leader Award (Local)
- 1986 Regional Internal Revenue Service Outstanding Community Leader Award (Regional)
- 1985 Weber County Mental Health Award for Volunteer Services (Local)
- 1982 Governor's Tireless Community Service Worker Award (State)
- (Also see Support File) 1996-2000

RECORD OF: ADRIENNE M. GILLESPIE

STUDENT NUMBER: 107009285

RECORD DATE: 03/22/10

PAGE: 1

# RUTGERS

THE STATE UNIVERSITY  
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TITLE	SCH	DEPT	CRS	SEC CREDITS	PR	GRADE
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FALL 1997 GRADUATE SCHOOL-NEW BRUNSWICK  
PROGRAM: POLITICAL SCIENCE

PS IN AMERICAN POLIT	16	790	501	01	3.0	A
RES DESIGN IN P. S.	16	790	532	01	3.0	B
PS WOMEN & POLITICS	16	790	587	01	3.0	A
GRAD ASSISTANTSHIP	16	790	866	01	6.0	E

DEGREE CREDITS: 9.0 TERM AVG: 3.667 CUMULATIVE AVG: 3.667

SPRING 1998 GRADUATE SCHOOL-NEW BRUNSWICK  
PROGRAM: POLITICAL SCIENCE

RES DESIGN IN P.S.	16	780	533	01	3.0	B+
FEM IN POSTMODERNITY	16	790	578	01	3.0	B
GENDER&PUBLIC POLICY	16	790	591	01	3.0	A
IND STDY AM INST&POL	16	790	676	01	3.0	B

DEGREE CREDITS: 21.0 TERM AVG: 3.375 CUMULATIVE AVG: 3.500

FALL 1998 GRADUATE SCHOOL-NEW BRUNSWICK  
PROGRAM: POLITICAL SCIENCE

THE PRESIDENCY	16	790	534	01	3.0	INC
COLLECTIVE IDENTITY	16	790	544	01	3.0	B
GENDER&COMPARTVSPOL	16	790	593	01	3.0	A
TCHNG ASSISTANTSHIP	16	790	877	01	6.0	E

DEGREE CREDITS: 27.0 TERM AVG: 3.500 CUMULATIVE AVG: 3.500

SPRING 1999 GRADUATE SCHOOL-NEW BRUNSWICK  
PROGRAM: POLITICAL SCIENCE

POLITICAL CULTURE	16	790	544	01	3.0	A
GENDER&MASS POLITICS	16	790	588	01	3.0	A
ADV TPCS WOMEN & POL	16	790	596	01	3.0	A
TCHNG ASSISTANTSHIP	16	790	877	01	6.0	E

DEGREE CREDITS: 36.0 TERM AVG: 4.000 CUMULATIVE AVG: 3.625

TITLE	SCH	DEPT	CRS	SEC CREDITS	PR	GRADE
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FALL 1999 GRADUATE SCHOOL-NEW BRUNSWICK  
PROGRAM: POLITICAL SCIENCE

ADV TPCS WOMEN & POL	16	790	596	01	3.0	A
THE U.S. CONGRESS	16	790	616	01	3.0	A

DEGREE CREDITS: 42.0 TERM AVG: 4.000 CUMULATIVE AVG: 3.679

SPRING 2000 GRADUATE SCHOOL-NEW BRUNSWICK  
PROGRAM: POLITICAL SCIENCE

RESEARCH IN POL SCI	16	790	702	03	6.0	S
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DEGREE CREDITS: 48.0 CUMULATIVE AVG: 3.679

DEGREE: MASTER OF ARTS  
PROGRAM: POLITICAL SCIENCE

MAY 2001

# RUTGERS

THE STATE UNIVERSITY  
OF NEW JERSEY

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NAME

GILLESPIE ADRIENNE MICHAEL

DATE OF ISSUE

02/20/98

SOCIAL SECURITY NO.

528-55-8702

MANKATO STATE UNIVERSITY

FILE NO.

962 53 88 96

COURSE NUMBER	TITLE	COURSE TYPE	ATTEMPTED HOURS	GRADE	EARNED HOURS	QUAL (HONOR) PTS.	COURSE NUMBER	TITLE	COURSE TYPE	ATTEMPTED HOURS	GRADE	EARNED HOURS	QUAL (HONOR) PTS.
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## GRADUATE ACADEMIC RECORD

\*\*\*\*\*  
DEGREES AWARDED:

BACHELOR OF ARTS MAR, 1993

COLLEGE: UNIV OF UTAH

MASTER OF SCIENCE JUN, 1997

COLLEGE: MANKATO STATE UNIV

MAJOR : WOMEN'S STUDIES

\*\*\*\*\*

96-97 SUMMER II GM MS WOMEN'S STUDIES

WOST 650 THEORET & METHODOLOGICAL 3 A 3 12  
QTR: E HR- 3 Q HR- 3 Q PT- 12 4.000

96-97 FALL GM MS WOMEN'S STUDIES

WOST 590 WKP: WOMN & SPIRIRUALITY 1 A 1 4  
WOST 630 FEMINIST PEDAGOGY 3 A 3 12  
WOST 640 COLLECTIVE ACTN/ANALYSIS 3 A 3 12  
POL 600 TECHNIQUES OF RESEARCH 3 A 3 12  
POL 538 CAMPAIGNS AND ELECTIONS 4 A 4 16  
WOST 697 INTERNSHIP 1 A 1 4  
QTR: E HR- 15 Q HR- 15 Q PT- 60 4.000

96-97 WINTER GM MS WOMEN'S STUDIES

WOST 581 SEM: IDEOLOGY & FEM THOT 4 A 4 16  
WOST 620 FEMINIST RESEARCH 3 A 3 12  
WOST 677 IND STDY: WOMEN/CONGRESS 3 A 3 12  
WOST 697 INTERN: COLLEGE TEACHING 3 A 3 12  
WOST 677 INDIVIDUAL STUDY 3 A 3 12  
QTR: E HR- 16 Q HR- 16 Q PT- 64 4.000

96-97 SPRING GM MS WOMEN'S STUDIES

ETHN 570 WOMEN OF COLOR 4 A 4 16  
PSYC 560 PSYCHOLOGY OF WOMEN 4 A 4 16  
WOST 610 SEM: THEORIZING THE BODY 3 A 3 12  
HIST 587 WOMEN IN HISTORY 3 A 3 12  
WOST 697 INTERNSHIP 3 A 3 12  
QTR: E HR- 17 Q HR- 17 Q PT- 68 4.000

\*\*\*\*\*

MANKATO STATE UNIVERSITY DEGREE AWARDED JUN, 1997

MASTER OF SCIENCE 4.000 CUM CAREER GPA

CUM CAREER VALUES: EARN HRS QUAL HRS QUAL PTS

51 51 204

\*\*\*\*\*

EARNED QUALITY QUALITY  
HOURS HOURS POINTS GPA

MSU CUMS: 51 51 204 4.000

GILLESPIE ADRIENNE MICHAEL RSPB19  
1808 ASPEN DR 43  
PLAINSBORO NJ 08536

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PAGE 05

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WSU Five-Year Program Review - Women's Studies Minor Program Self-Study - Page D27

## UNIVERSITY OF UTAH

SALT LAKE CITY, UTAH 84112

12/22/98

PAGE: 01

## ACADEMIC RECORD OF:

NAME: GILLESPIE, ADRIENNE M

SSN: 528-55-8702

## DEGREES AWARDED BY THE UNIVERSITY OF UTAH:

JUN BACHELOR OF ARTS

07 MAJOR: SOC SCI-WOMENS STUDIES

1996 DEGREE CUMULATIVE GPA: 3.42

MAR BACHELOR OF ARTS

18 MAJOR: POLITICAL SCIENCE

1993 MINOR: SPANISH

ETHNIC STUDIES

DEGREE CUMULATIVE GPA: 3.38

## ADVANCED PLACEMENT CREDIT:

AUTUMN 1990 EUROPEAN HISTORY 3 12.0

CUMULATIVE UNIVERSITY OF UTAH GPA 3.42

UNIVERSITY OF UTAH COURSE UNITS PASSED 235.0

U OF U UNITS IN CUMULATIVE GPA CALCULATION 234.0

TOTAL UNITS PASSED (INCLUDING TRANSFER CREDIT,  
SPECIAL EXAM, ETC.) 247.0

COURSE TITLE	DEPT	CRSE	LE	UNIT	GR
=====					
SUMMER 1990					
INTERM ALGEBRA	MATH	101		5.0	B-
INTRO TO ETHICS	PHIL	243	HD	3.0	B+
FIRST QTR SPANISH	SPAN	101		5.0	A-

QUARTER UNITS PASSED 13.0 TERM GPA 3.22

COURSE TITLE	DEPT	CRSE	LE	UNIT	GR
=====					
AUTUMN 1990					
INTRO TO VISUAL ARTS	ART	100	FD	5.0	B+
AMERICAN NATIONAL GOVT	POL S	110	AI	5.0	B+
SECOND QTR SPANISH	SPAN	102		5.0	B+

\*\*\*\*\* CONTINUED NEXT COLUMN \*\*\*\*\*

COURSE TITLE	DEPT	CRSE	LE	UNIT	GR
=====					
WINTER 1991					
HEALTHY LIFESTYLES	H EDU	101		3.0	A-
THIRD QTR SPANISH	SPAN	103		5.0	A-
INTR COLLEGE WRITING	WRTG	101	EN	4.0	B+

QUARTER UNITS PASSED 12.0 TERM GPA 3.57

COURSE TITLE	DEPT	CRSE	LE	UNIT	GR
=====					
SPRING 1991					
INTRO TO LITERATURE	ENGL	250	HD	5.0	A
DANTE AND MUSIC	LB ED	182	FC	5.0	B+
COMMON MEDICINES	LB ED	370	SD	3.0	D
FOURTH QTR SPANISH	SPAN	201		5.0	B+

QUARTER UNITS PASSED 18.0 TERM GPA 3.11

COURSE TITLE	DEPT	CRSE	LE	UNIT	GR
=====					
SUMMER 1991					
INTRO TO ARCHITECTURE	ARCH	115	FD	0.0	V
PERSPECTIVES AMER CULTR	LB ED	115	HC	5.0	A
FIFTH QTR SPANISH	SPAN	202		5.0	A

QUARTER UNITS PASSED 10.0 TERM GPA 4.00

COURSE TITLE	DEPT	CRSE	LE	UNIT	GR
=====					
AUTUMN 1991					
AFRICN AMER EXPERIENCES	ETHNC	255	HD	4.0	A
HIST-AFRICAN AMERICANS	ETHNC	469	HD	4.0	B
ST-HARLEM RENSNC	ETHNC	580		4.0	A-
ST-WORLD PEACE SEMINAR	POL S	485		2.0	B+
READING CONVERSATION	SPAN	302		4.0	A

QUARTER UNITS PASSED 18.0 TERM GPA 3.63

COURSE TITLE	DEPT	CRSE	LE	UNIT	GR
=====					
WINTER 1992					
ESL-INTERCULTURAL COMM	ETHNC	340		4.0	A
MINORITIES-MEDIA	ETHNC	554		4.0	B-
RDG COMPOSITION 3RD YR	SPAN	305		4.0	B

QUARTER UNITS PASSED 12.0 TERM GPA 3.23

\*\*\*\*\* CONTINUED PAGE 02 \*\*\*\*\*

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## UNIVERSITY OF UTAH

SALT LAKE CITY, UTAH 84112

ISSUED TO STUDENT PAGE 02

## ACADEMIC RECORD OF:

NAME: GILLESPIE, ADRIENNE M

SSN: 528-55-8702

\*\*\*\*\* CONTINUED FROM PAGE 01 \*\*\*\*\*

COURSE TITLE	DEPT	CRSE	LE	UNIT	GR
----- SPRING 1992 -----					
RDG COMPOSITION 3RD YR	SPAN	304		4.0	A
CULTR/CUST SPAN AMERICA	SPAN	402	HD	4.0	A
ADV GRAMMAR & COMPOSITN	SPAN	451		5.0	A
SPECIAL TOPICS	SPAN	479		5.0	A
DIRECTED READING	SPAN	591		2.0	A

QUARTER UNITS PASSED 20.0 TERM GPA 4.00

COURSE TITLE	DEPT	CRSE	LE	UNIT	GR
----- SUMMER 1992 -----					
YOGA ELEMENTARY	ESS	202		1.0	CR
SCI FNDTN NUTR & HEALTH	FD NU	101	SD	3.0	C
HISTORY OF FILM	FILM	333	FD	4.0	B
INTR COMPARATV POLITICS	POL S	140	BD	5.0	C-
INTERNTL POLITICS	POL S	210	BD	5.0	B+

QUARTER UNITS PASSED 18.0 TERM GPA 2.53

COURSE TITLE	DEPT	CRSE	LE	UNIT	GR
----- AUTUMN 1992 -----					
ST-AMERICAN RACISM	ETHNC	391		4.0	A
SOCIAL SCIENCE-SOC POL	LB ED	317	BC	5.0	A-
INTR PUBL POLITCL ANLYS	POL S	332		5.0	B+
ADMINISTRATIVE LAW	POL S	523		3.0	B-
PUBLIC POLICY	POL S	532		3.0	B-

QUARTER UNITS PASSED 20.0 TERM GPA 3.36

COURSE TITLE	DEPT	CRSE	LE	UNIT	GR
----- WINTER 1993 -----					
CONTEMP ISS POL THOUGHT	POL S	102	BD	5.0	B
CONSTITUTIONAL LAW I	POL S	521		3.0	B
AMERICAN FOREIGN POLICY	POL S	566		5.0	B+
SR SM-INTEREST GROUPS	POL S	581		5.0	A

\*\*\*\*\* CONTINUED NEXT COLUMN \*\*\*\*\*

COURSE TITLE	DEPT	CRSE	LE	UNIT	GR
----- SPRING 1993 -----					
POLITICAL INTERNSHIP	POL S	590		5.0	T

QUARTER UNITS PASSED 0.0 TERM GPA 0.00

COURSE TITLE	DEPT	CRSE	LE	UNIT	GR
----- SUMMER 1995 -----					
INTR STUDY LANGUAGE	LING	120	HD	5.0	B-
PSYCHOLOGY	PSYCH	101	BD	5.0	C-
HUMAN SEXUALITY	WM ST	300		3.0	A-

QUARTER UNITS PASSED 13.0 TERM GPA 2.55

COURSE TITLE	DEPT	CRSE	LE	UNIT	GR
----- AUTUMN 1995 -----					
SEX ROLES	LB ED	314	BC	5.0	A-
INTRO TO WOMENS STUDIES	WM ST	210	BD	4.0	A
INTR FEMINISMS	WM ST	305		5.0	A-
GENDER & SOCIAL CHANGE	WM ST	369	BD	5.0	A-

QUARTER UNITS PASSED 19.0 TERM GPA 3.76

COURSE TITLE	DEPT	CRSE	LE	UNIT	GR
----- WINTER 1996 -----					
TPCS-GENDR/FOLKLORE ME	WM ST	310		3.0	A
FEMINIST METHODOLOGIES	WM ST	400		4.0	B+
RACE CLASS GENDER	WM ST	505		4.0	A-
MINORITY LIFESTYLES	WM ST	530		3.0	A
HEALTH CONCERNS WOMEN	WM ST	540		3.0	A

QUARTER UNITS PASSED 17.0 TERM GPA 3.76

COURSE TITLE	DEPT	CRSE	LE	UNIT	GR
----- SPRING 1996 -----					
INDEPENDENT STUDY	WM ST	391		4.0	A
FEMINISM & CRIT THEORY	WM ST	509		4.0	A-
SENIOR SEMINAR	WM ST	591		4.0	A-

QUARTER UNITS PASSED 12.0 TERM GPA 3.80

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 University Registrar

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Dr. Alicia Giralt  
Curriculum Vitae

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<http://faculty.weber.edu/agiralt>  
Day phone: 801-626-6726  
Evening phone: 801-391-3805  
Fax: 801-626-6275

231 Elizabeth Hall  
Department of Foreign Languages  
1403 University Circle  
Weber State University  
Ogden, UT 84408

### Education

Institution	Discipline	Degree Earned	Year
Wayne State University	Modern Languages	Ph.D.	1998
Wayne State University	Spanish Literature	M.A.	1993
Wayne State University	Print Journalism	B.A.	1990
Oakland Community College	General Studies	A.A.	1989

### Teaching Experience

Institution	Position	Dates
Weber State University	Professor of Spanish	July 1999 to present
The University of Michigan	Lecturer of Spanish	July 1997 to June 1999
Pima Community College	Adjunct Faculty of English	August 1995 to May 1996
Wayne State University	Adjunct Faculty of Spanish	Summers 1992 to 1995
Wayne State University	Graduate Teaching Assistant	Sept. 1991 to April 1995

### Courses taught

SPAN 1010 through 2020 First and Second Year Spanish I  
SPAN 1115 Humanities on the Internet: The Forging of a Nation  
SPAN 2020 Art of the Iberian Peninsula  
SPAN 2600 Literature of Peru in Translation  
SPAN 3060 Grammar and Composition  
SPAN 3160 Introduction to Literary Analysis  
SPAN 3320 Applied Language Studies: Medical Spanish and Society  
SPAN 3320 Applied Language Studies: Spanish for Microfinances  
SPAN 3320 Applied Language Studies: Spanish for Social Workers - online  
SPAN 3320 Applied Language Studies: Spanish for Specific Topics/Careers  
SPAN 3550 Culture & Civilization of Spain  
SPAN 3550 Spanish Culture & Civilization through Film  
SPAN 3560 Culture & Civilization of Peru  
SPAN 3560 Culture & Civilization of Costa Rica

SPAN 3560 Culture & Civilization of Ecuador  
 SPAN 3560 Rivers of Gold: America before the Spanish Empire  
 SPAN 3560 Latin America Culture & Civilization  
 SPAN 3650 Medieval through Baroque Literature  
 SPAN 3650 18<sup>th</sup> to 20<sup>th</sup> Century Literature  
 SPAN 3670 Voices of Early Spanish Women  
 SPAN 3720 Hispanic Women Writers From the 15th to the 19th Century  
 SPAN 3720 Love, Convent and Intellect – online  
 SPAN 3720 Medical Spanish and Society  
 SPAN 3730 Hispanic Community Practicum  
 SPAN 3850 Culture of Guatemalan Women  
 SPAN 3851 Study Abroad Journal  
 SPAN 4830 Directed Readings / Writings  
 4850 Study Abroad Journal  
 SPAN 3710 Business Spanish I  
 SPAN 4710 Business Spanish II  
 HNRS 3900 Honors Colloquium

## Publications

### Academic Book

---

*Innovaciones y tradiciones en la novelística de Lourdes Ortiz*. Ed. Pliegos: Madrid, 2001.

### Articles

---

- “Pilar Pobil—Creator of Her Own Reality.” *Weber. The Contemporary West*. Vol. 25. N. 2. Winter 2009. 2-30 (peer—reviewed).
- Poetry Selection. *Weber. The Contemporary West*. Vol. 25. N. 2. Winter 2009. 82-89 (peer—reviewed).
- “La poesía de Catalina Clara Ramírez de Guzmán: Hacia una nueva relación con la naturaleza.” *Romance Notes*. Vol. 68. N. I. Winter 2009, 101-113 (peer—reviewed).
- "El arte de la península ibérica y el español como lengua extranjera en una clase de segundo año." *Estudios de Lingüística Aplicada* 41(2005): 127-146 (peer—reviewed).
- "La detective Bárbara Arenas, a la búsqueda de modelos." *Mujeres Malas: Women's Detective Fiction from Spain*. Jacky Collins, Shelley Godslan, eds. Manchester, UK: Manchester Metropolitan University Press, 2005.
- “Technology and Interactive, Informed Writers.” Yoshiko Saito-Abbot, ed. *Emerging Technologies in Teaching Languages and Cultures*. San Diego: LARC Press. V. 2 & 3. 2003. 121-128.

“Mujer y Pluma: Estrategias de escritoras en español a través de los siglos.” Extra N. 84.  
“Grandes Escritoras”. *Historia y Vida*. 1997. 72-81.

“Cecilio y Sisí: Un análisis transaccional.” *Selected Proceedings of the Pennsylvania Foreign Languages Conference 1991-1992*. Duquesne U: Gregorio C. Martín, 1995. 102-109.

#### Research under Consideration

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##### Textbook

*Español Médico y Sociedad*. Textbook for upper division students. By Georgetown University Press.

##### Articles

“A Decade After Guatemala’s Agreement on Identity and Rights of Indigenous Peoples: Maya-Tz’utujil Women’s Views on Health, Healing and Disease.” By Health Care for Women International, accepted pending minor revisions.

#### Research in-Progress

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##### Books

*Catalina Clara Ramírez de Guzmán: Writing from the Margins in 17<sup>th</sup> Century Spain*.

##### Articles

“Teaching Spanish through a Microfinancing Program: Why and How.”

##### Presentations

##### International Presentations

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“The New Generation of Mayan Bonesetters: Sacred Healers in the 21<sup>st</sup> Century.” 9<sup>th</sup> Annual Hawaii International Conference on Arts & Humanities. Honolulu, January, 2011.

“Espiritualidad y erotismo en una novela de Daína Chaviano.” Latin American Studies Association. Rio de Janeiro, Brazil. June, 2009.

“Hombres en el punto de mira: Ocho poemas satíricos de Catalina Clara Ramírez de Guzmán.” Grupo Estudios de la Mujer en España y las Américas. Long Beach, CA. Oct. 2008.

“Found in Translation II.” Women’s World 2008 (World’s largest Women Studies Conference) Madrid, Spain. July, 2008.

- “La poesía introspectiva de Catalina Clara Ramírez de Guzmán.” 3rd International Conference Writings, Society and Individuals in Spain, the Americas and Puerto Rico. Arecibo, Puerto Rico. Nov. 16, 2006.
- “Poetry Reading.” 16<sup>th</sup> Conference of the International Association of Hispanic Women Literature. Ogden, UT. Oct. 2006.
- “On-Going Revolution, Renewed Embargo and Economic Crisis: Cuban Women Confront the 21<sup>st</sup> Century.” Women’s World 2005. 9<sup>th</sup> International Interdisciplinary Congress on Women. Seoul, Korea. June 19-24, 2005.
- “Poetry Reading.” Second International Poetry Conference: Poetry and Poetics. University of North Carolina, Greensboro. March 3-5, 2005.
- “Temas ecológicos en la poesía de Catalina Clara Ramírez de Guzmán y las filosofías ecofeministas.” XV Annual Conference Asociación Internacional de Literatura Femenina Hispánica. Tegucigalpa, Honduras. Oct. 19, 2005.
- “Women and Spirituality in 15<sup>th</sup> to 17<sup>th</sup> Centuries Texts.” Conference of the International Association of Hispanic Women Literature. Santo Domingo, Dominican Republic. Nov. 2003.
- “Technology and Interactive, Informed Writers.” Digital Stream 2002, Monterey, CA. March 22, 2002.
- “Mujer y poder a través de los siglos.” Women on the Threshold of the 21<sup>st</sup> Century. University of Havana, Cuba. Nov. 2001.
- “Desde López de Córdoba a Isabel Allende: Estrategias de poder en escritoras hispanas.” International Conference of the Asociación de Literatura Femenina Hispánica. University of Kentucky. Sept. 13-15 2001. Read in absentia.
- “Leonor López de Córdoba: Estrategias femeninas de escritura en el siglo XV.” XVI Asamblea General de ALDEUU. León (Spain). July, 1996.

#### National Presentations

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- “Dejando el siglo: Poemas de Catalina Clara Ramírez de Guzmán.” Rocky Mountain Modern Language Association Convention, Albuquerque, NM. Oct. 15, 2010.
- “Student Microfinancing Project in Guatemala.” 21<sup>st</sup> Annual National Service-Learning Conference/4<sup>th</sup> Annual Service-Learning Forum, San Jose, CA March 26<sup>th</sup>, 2010.
- “Catalina Clara Ramírez de Guzmán: Peeking into 17th Century Family Relations Through Her Poetry.” Rocky Mountain Modern Languages Association. Boulder, CO. Sept. 2004.

- “The World According to a Seventeenth-Century ‘Columnist’: Catalina Clara Ramirez de Guzman.” Group for Early Modern Cultural Studies. New Port Beach, CA. Nov. 2003.
- “*Arcángeles*, la escritura presimbólica y la literatura infantil.” Spanish Odyssey: One Thousand Years of Iberian Literature and Culture. University of New Mexico. 1999.
- “*Picadura mortal* o el juego de la ‘Otra.’ ” Pennsylvania Foreign Languages Conference. Pittsburgh. PA. 1998.
- “La subversión de los mitos femeninos en Lourdes Ortiz.” Pennsylvania Foreign Languages Conference. Pittsburgh. PA. 1994.
- “Estudio narratológico de los ensayos de Carmen Martín Gaité.” Pennsylvania Foreign Languages Conference. Pittsburgh. PA. 1993.
- “Cecilio y Sisi - un análisis transaccional.” Pennsylvania Foreign Languages Conference. Pittsburgh. PA. 1992.

#### Local/Regional Presentations

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- “How to Publish.” To English Department. Creative Writing Emphasis. Panel Member. WSU. Feb. 2, 2010.
- “Muslims, and Jews in Spain. Then and Now.” To María Parrilla’s class Psychology of Diversity. WSU. Feb. 1, 2010.
- Invited to lead the first state-wide, discipline-specific training “Service Learning and the Teaching of Foreign Languages” Utah Campus Compact EdNet Broadcast. WSU. Ogden, UT. Jan. 11, 2009.
- “Service Learning: Developing Global Citizens.” John A. Lindquist Award Reception. WSU. March, 2009.
- “The Poetry of Catalina Clara Ramírez de Guzmán: Women Taking the Lead to Save the Planet.” WSU. Women’s History Month. March, 2009.
- “Lo que aconteció a un hombre bueno.” Bilingual Voices. Storytelling Concert. 13<sup>th</sup> Annual Story Telling Festival. WSU. Ogden UT. Feb. 2009.
- “The What, Why and How of Service Learning in the Foreign Language Classroom.” Utah Foreign Language Association, WSU. Nov. 2008.
- “Found in Translation I.” With Dr. Victoria Ramírez. Universe City, Ogden. UT March, 2008 and WSU, April, 2008.
- “The Three Brothers” 12th Annual Storytelling Festival, Ogden, UT. Feb. 2008.

- “Interdisciplinary Service-Learning Project: Collaboration with Nursing Program.” WSU. Fourth Annual Faculty Forum: A Celebration of Scholarship and Creative Activities. WSU. Oct., 2007.
- “Service-Learning in Multicultural Communities.” Round table facilitator. 3rd Annual Engaged Scholars Retreat, Moab, Utah, Feb. 2007.
- “All my suitors.” 11th Annual WSU Storytelling Festival, Ogden, UT. Feb. 2007.
- “Mentoring Global Citizens.” UCC Service Learning Retreat. Snowbird. UT. August, 2006.
- “Health Issues in the Hispanic Population. “ To Prof. Brady’s class HAS 3190 Cultural Diversity in Patient Education. WSU. Spring 2006.
- “The Lost Poetry of Catalina Clara Ramírez de Guzmán.” First WSU Faculty Symposium. Spring 2006.
- “Sor Juana Inés de la Cruz – First Feminist of the Americas.” WSU Women’s History Month. March, 2006.
- “The Creation of Humanity according to the Popol Vuh” 10th Annual WSU Storytelling Festival, Ogden, UT. Nov. 2005.
- “Want to Know More about Community-Based Learning?” WSU Fall Faculty Forum. Nov. 2005.
- “The Real Story of the Ugly Duckling.” 9<sup>th</sup> Annual WSU Storytelling Festival, Ogden, UT. Nov. 2004.
- “What’s In This for Faculty?” Civic Engagement Faculty Retreat II, Snowbird, UT. Discussion table facilitator. August 2004.
- “Adventures in Civic Engagement.” Panel member. WSU, Feb. 2004.
- “Moving Towards Proficiency with the Help of Your Multilingual Community. Utah Foreign Language Association Annual Conference, WSU, Ogden, UT. Nov. 2003.
- “La rateta que escombrava la escaleta.” (Catalan Folk Story) 8<sup>th</sup> Annual WSU. Nov. 2003.
- “Spanish for Social Services: A Service-Learning Class.” Poster Session. Civic Engagement Retreat I, Snowbird, UT. August 2003.
- “The Utah Hispanic Community.” Presentation to Social Work students. WSU. Fall 2002.
- “Cuban Women Today.” Women’s History Month. WSU. March, 2002.

“Cachivaches Mexicanos: An Online Student Project.” Utah Foreign Language Association, BYU, Provo, UT. 2000.

“Art as Content-Based Instruction.” Annual Conference. Utah Academy of Science, Arts & Letters. USU. Cedar City. 2000.

“Wreaking/Wrecking Havoc: Heretics, Harlots, and Hysterics: Women Writers in the Romance Languages.” Feminists at Work. Multicultural Feminist Influences on Practice. University of Michigan. Ann Arbor. MI. Panel Member. 1999.

“*Urraca* y Carmen Martín Gaité, en busca de interlocutor.” Michigan Academy of Science Arts & Letters. Alma. MI. 1998.

“Fragmentación del texto y construcción de identidad en *Urraca*.” 7th Annual Charles F. Fraker Conference. University of Michigan. Ann Arbor, MI. 1998.

#### Presentations to the Community

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“Microfinancing Project in Guatemala.” Universe City, Ogden, UT. Oct. 3, 2009.

“How to Publish Your Work.” Universe City, Ogden, UT. Oct. 20, 2007.

“*The Kingdom of the Apples*, and How to Create Art.” Universe City, Ogden, UT. Oct. 13, 2007.

“Celebration of Poetry with Anna Rosseti.” Poetry Reading. Ogden High School, Ogden, UT. Fall, 2006.

“Culture of Spain.” Boys & Girls Clubs of Weber Co. Roy, UT. Feb. 3, 2005

“Internet Use for Everyday Life (in Spanish).” Ogden Community Writing Center. May 2003.

“The Mexican Tradition of the Day of the Dead” (Mexican Tradition). Mount Ogden Middle School. Ogden, UT. Nov. 2002.

#### Art Exhibits

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Art@Work, Universe City, Ogden, UT. Oct. 2007.

#### Creative Production

##### Books

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*The Kingdom of the Apples/El reino de las manzanas*. BookSurge: Charleston, 2007.



*Tragos de luz y viento*. BookSurge: Charleston, 2007.

## Poetry

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"Mi nombre. Perdida y encontrada en un viejo álbum de fotos." *Letras Femeninas. Encuentros transatlánticos*. XXXI (2005): 201-202 (peer—reviewed).

"Mañana de abril." *Poemas por la paz* (2005): 73-74

"No llores." *Letras Femeninas. Cuerpo/Género/Texto: El imaginario corporal en la literatura femenina hispánica*. XXX (2004): 180-181 (peer—reviewed).

"Baño ritual." *Azahar. Special issue. Poesías al mar* 55 (2004): 41.

## Awards

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Spring 2008	John A. Lindquist Award for Community Involvement.
Spring 2007	Gwen S. William Award of Excellence. Weber State University.
Spring 2007	Lowe Award for Innovative Teaching. Weber State University.
April 2005	Service-Learning Engaged Scholar, Utah Campus Compact.
Spring 2003	Gwen S. William Award of Excellence, as member of an interdisciplinary team.
Summer 2003	First Poetry Competition Villa de Piedrahita. Spain. Third Prize "Lluvia de Primavera."
Summer 2003	Alejandra Pizarnik International Poetry Competition. Lomas de Zamora, Argentina, Second Prize "Con los ojos cerrados."
Summer 2003	11 <sup>th</sup> Annual LeConte Stewart Art Competition. Layton. UT. First Prize, Painting "Big Sur."

## Grants

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Spring 2010	Hemingway Vitality Grant to present a paper at the RMLA in Albuquerque
Spring 2009	Research Scholarship and Professional Growth to create a Medical Spanish course pack.
Spring 2009	Office of Diversity Grant to travel to Rio de Janeiro to attend LASA Conference.
Fall 2008	A&H Grant to travel to Madrid to attend 2008 Women's World Conference.
Fall 2008	Hall Endowment for Community Outreach to create prescription posters.
Spring 2007	RS&PG Poetry and Visual Art. Collaboration with Prof. Susan Makov.
Spring 2007	John A. and Telitha Lindquist Endowment for Creative and Artistic Endeavors.
Fall 2006	RS&PG Travel to International Literature Conference in Puerto Rico.
Fall 2006	Office of Diversity funding to host the 2006 AILFH Conference.
Spring 2006	John A. and Telitha Lindquist Endowment for Creative and Artistic Endeavors.
Fall 2005	Hemingway Faculty Excellence to host the 2006 AILFH Conference.
Spring 2005	Hemingway Vitality Award, release time to organize the 2006 AILFH.
Spring 2005	RS&PG, as member of an interdisciplinary team.
Spring 2004	Office of Diversity funding to present a paper at the World's Interdisciplinary Congress on Women, Seoul, Korea.
Spring 2004	Hemingway Faculty Vitality Award, to travel to Cuba for research.
Fall 2002	RS&PG to present at the 2002 Digital Stream Conference: Implications of Emerging Technologies for Teaching Language & Cultures.
Spring 2002	John A. and Telitha Lindquist Endowment for Creative and Artistic Endeavors. WSU.
Fall 2001	RS&PG. WSU to create a course pack for Spanish for Social Services.
Spring 2000	Hemingway Faculty Vitality Award to travel to Spain and study Islamic art.

## Other Professional Activities

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2009-10	Fulbright Classroom Teacher Exchange Program, review committee member
Fall 2009	Reviewer. Ebacher. Moreno. <i>Introductory Spanish Textbook</i> . Upper Saddle River, NJ: Prentice Hall
Fall 2009	Reviewer. Knorre, M. et al. <i>Puntos de partida</i> (8 <sup>th</sup> edition) Boston: McGraw-Hill. 2009.
Fall 2007	Reviewer. Cantarino, Vicente. <i>Civilización y cultura de España</i> , 5/e. Pearson/Prentice: New Jersey.

## Service

### International

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Spring 2009	Elected representative of full professors for the AILFH, now AILCH (International Association of Feminine Hispanic Literature and Culture)
Fall 2006	Director the Annual Conference of the AILFH (International Association of Feminine Hispanic Literature)
Summer 2005	Translator for medical workshops led by Dr. Read Harris. "Cardiac Resynchronization Therapy for Heart Failure" and "Congestive Heart Failure." Navy Medical School, Guayaquil, Ecuador.

### University Assignments

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Fall 09-11	Rank and Tenure Committee Chair
Spring 2010	Women's History Month Committee Chair
Since Fall 09	Women Studies Executive Committee Member
Fall 2009	Dr. Nicole Okazaki's Peer Committee Member (Biology Dept)
Spring 2009	John A. Lindquist Award Committee
Fall 2008	Dr. Ruperto Majuca's Peer Review Committee Member (Economics Dept)
Fall 2008-09	Dumke Health Professions Rank and Tenure Committee Member

Since 2006	Community Involvement Center Member
2006	Hall Foundation Grant Committee
Since 2004 Fall	Undergraduate Research Committee
2003-04	Undergraduate Research Task Force Member
Fall 2005	Annual Conference on Diversity, panel member
Since 2003	Bachelor of Integrated Studies Faculty Advisor

#### College Assignments

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Since Fall 2009	Women Studies Executive Council Member
Since 2007	WSU Outreach Committee (to increase minority enrollment)
Since 2007	Arts & Humanities Rank and Tenure Committee
Since 2003	Annual National Undergraduate Literature Conference Chair and Session Chair, WSU
Since 1999	Women Studies Program Member and Presenter “Spanish and Cuban Women Today.” November, 2006 “Women’s Studies Senior Seminar.” March, 2005

#### Department Assignments

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Fall 2010	Search Committee (for tenure track faculty)
Fall 2010	Dr. Guadaño’s Peer Review Committee Chair
Fall 2009	Dr. Asensio’s Peer Review Committee Chair
Since 2007	Search Committee (for tenure track faculty and part time instructors)
Since 2007	Curriculum Committee
Since 2006	Latin American Studies program Coordinator/Advisor
Fall 2003-05	Scholarship Committee Member

Fall 2003- 07    Phi Sigma Iota Foreign Languages Honor Society Advisor

Fall 2002-04    Spanish Section Coordinator

Fall 2001-03    Department of Foreign Languages Image Committee Member

Fall 2000-03    Spanish Club Faculty Advisor

#### Administrative Performance Positions

Name of Program		Dates	Number Students/ Participants
Director	Summer Program in Guatemala	2010	23 students
Director	Summer Program in Guatemala	2009	16 students
Director	Summer Program in Peru	2008	16 students
Director	Summer Program in Costa Rica	2007	22 students
Director	Summer Program in Ecuador	2006	21 students
Director	AILFH Conference	2004 to 2006	Over 150
Director	Summer Program in Spain	2003	17 students
Director	Summer Program in Spain	2002	20 students
Director	Summer Program in Spain	2001	25 students
Director	Summer Program in Mexico	2000	32 students
Director	Spain Exchange Program with Universitat Rovira i Virgili	Spring 2002 to present	30 students

#### Professionally-Related Community Service

Fall 04- 07    Member of Ogden's City Multicultural Advisory Committee.

Fall 2006    "Youth and Unity Conference: Visions" WSU. Hispanic Mentor.

Sept. 2005    Mentor for Services for Women Students, Weber State University- Bringing Hope to Single Moms.

- Mar.2004      “Reading *Balun Canan*” (Mexican Literature). Discussion leader for Stories of Love, Life, and Work, an adult bilingual reading program organized by Human Pursuits and Weber County Library.
- April 2003      “Reading *Loving Pedro Infante*” (Chicana Literature). Discussion leader for Human Pursuits and Weber County Library.
- Jan. 2002      Co-presenter *Teaching with the Foreign Language Standards Workshop*. Murray School District. Workshops with public school teachers.

#### Membership in Professional Organizations

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- Since 2009      Worldwide Organization for Women
- Since 2005      Western Engaged Scholars Team
- Since 2005      WSU Utah Campus Compact Consulting Corps Member
- Since 2004      Rocky Mountain Modern Language Association
- 2001-04      Utah Foreign Language Association
- Since 2001      American Association of Teachers of Spanish and Portuguese
- 2001-02      Asociación Internacional de Literatura y Cultura Femenina Hispánica  
Lifetime Honorary Member (Since 06)

## References

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Dr. Craig Bergeson  
Chair, Department of Foreign Languages  
Weber State University  
1403 University Circle  
Ogden UT, 84408-1403  
801-626-7111  
cbergeson@weber.edu

Dr. Tom Mathews  
Professor, Department of Foreign Languages and Literatures  
Weber State University  
1403 University Circle  
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Dr. Jim Jacobs  
Chair, Department of Visual Arts  
2001 University Circle  
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# DONNA M. HUNTER

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[dhunter309@gmail.com](mailto:dhunter309@gmail.com)

## Highlights

- **Master of Philosophy in Leadership, June 2008**  
Thierry Graduate School of Leadership, Brussels, Belgium  
Thesis: *Adaptive Leadership in the Wildland Fire Service: Becoming a High Reliability Organization*
- **Master of Arts in Counseling Services, December 1997**  
Rider University - Lawrenceville, NJ
- **Bachelor of Arts Degree, Liberal Arts, May 1988**  
Ambassador College - Pasadena, CA
- **Additional doctoral level psychology classes, 2001-2002**  
University of Utah, Salt Lake City, UT
- **Additional foreign language courses (French), 2003-present**  
Weber State University, Ogden, UT

## PROFESSIONAL POSITIONS

- State of Utah, Licensed Professional Counselor - #373545-6065

## TEACHING HISTORY - Weber State University

- Introduction to Women's Studies (1999 to present)
- Introduction to Psychology (2011 to present)

## EXPERIENCE

### Weber State University Counseling & Psychological Services Counselor, July 2000 – present

- Facilitate individual, couple and group counseling sessions by completing assessment, diagnosis and treatment planning.
- Outreach - Conduct trainings for community organizations including rape crisis volunteers, women's fitness groups and JobCorps.
- Coordinated campus-wide Sexual Assault Response Protocol to improve coordination of care for students.
- Conducted diversity training for community Foster Grandparent program.

### State of Utah – Department of Human Services, Youth Corrections Division

#### Family Counselor, July 1999 - April 2000

- Demonstrated clinical proficiency in Functional Family Therapy, a systemic treatment modality for adjudicated youth and their families.
- Led a team of caseworkers to incorporate FFT as a primary treatment modality for the department in the Ogden area.

## **CAREER COUNSELING EXPERIENCE**

### **Rider University Career Counseling Center**

**Graduate Intern, August 1997 - December 1997**

- Oriented freshmen students to career assistance services including the career assessment PLUS program and student portfolios.
- Conducted individual counseling sessions with freshmen, sophomore and adult continuing students using tools such as the SIGI PLUS program and Holland Self-Directed Search.

## **PROFESSIONAL EXPERIENCE**

### **Weber State University Services for Women Students**

**Counselor, October 1998 - July 2000**

- Demonstrated proficiency in advocating for, orienting and assisting women in the process of becoming fully involved in the university experience. Strategies included academic, career, personal counseling as well as managing relational and physical issues affecting retention.
- Coordinated the first-ever visit to a Utah university for National Organization for Women (NOW) President Patricia Ireland in honor of National Women's History Month.

### **Weber State University Student Government Association**

**Advisor, August 1999 - July 2000**

- Advised Student Body President, Executive Committee and Student Senate in implementing policy and fulfilling their roles as student leaders while interfacing with campus stakeholders.
- Planned, coordinated and conducted two training sessions per academic year.

### **Rider University Counseling Center**

**Graduate Intern, August 1997 - May 1998**

- Demonstrated clinical proficiency in assessment, crisis intervention, individual and group counseling using a behavioral orientation in issues of drug/alcohol recovery, academics, life transition and career counseling.

### **The Starting Point, Westmont, NJ**

**Intern, August 1996 - June 1997**

- Managed individual client cases using behavioral approach.
- Co-led bereavement and drug/alcohol recovery groups.

## **PROFESSIONAL AFFILIATIONS & HONORS**

- American Counseling Association member
- 2004 Scholarship Recipient - Thierry Graduate School of Leadership, Brussels, Belgium
- 2007 Lead Evaluator - Facilitating High Reliability Organizing in Wildland Fire Nebraska City, NE

#### PROFESSIONAL PRESENTATIONS/TRAININGS

- *High Reliability Organizing: What It Is, Why It Works and How You can Lead It*, Bureau of Land Management, Phoenix, Arizona, 2010
- *The Conversation Café: Using Dialogue to Address Persistent Problems*, Utah NASPA Conference, Ogden, Utah, 2008
- *The Application of High Reliability Organization Principles to School Systems*, University of New England, Armidale, Australia April 2008
- *Managing Transitional Periods*, United States Forest Service, Ogden, Utah, 2002
- *10 Steps to Group Facilitation*, United States Forest Service, Ogden, Utah, 2002
- *Self Esteem*, Clearfield Job Corps Employee Training, Clearfield, Utah, 2003
- *Crisis Intervention*, Clearfield Job Corps Employee Training, Clearfield, Utah 2003
- *Using Feminist Perspective and Systems Theory to Transform Student Groups: A Case Study*, Association of Women in Psychology Conference, Salt Lake City, Utah, 2000

References provided on request





# College of Arts & Humanities

## Annual Faculty Report

Calendar Year 2011

Due to Chairperson by February 16.

Limit to three pages.

Faculty member:

**Becky Johns**

Department:

**Communication**

### TEACHING

**Organized courses** taught at WSU (enrollment on final grade roll); please note any compensated overload classes with asterisks (\*).

Course No. Title Credit Hours Load Hours ment Over- load

Spring 2011

1020	Public Speaking (Online) Note: I received considerable pressure to teach this overload class (as I do for Public Speaking Online every semester) and often end up with the most speaking apprehensive students because they erroneously believe they will not have to speak in an online class. These students often require a great deal more individual time than other students to be successful. I have developed a module using a variety of techniques to work with them and, if they desire, I spend one hour with them every other week in addition to regular teaching time trying to reduce their anxiety.	3	0	32	*
2110	Interpersonal and Small Group Communication	3	3	33	
2110	Interpersonal and Small Group Communication	3	3	33	
3085	Family Communication	3	3	8	
3150	Communication Research Note: The cap for this course is 20 but because of the need to allow MPC students to get this required leveling course prior to beginning their program, it was necessary to allow more students to enroll. Because of the intense one-on-one tutoring in this class especially in SPSS, this larger number proved challenging. Some of those students did great projects though and will be submitting to NCUR.	3	3	26	

Fall 2011

1020	Public Speaking	3	3	33	
1020	Public Speaking (online and on load)	3	3	29	
3550	Organizational Communication	3	3	29	
4990	Senior Seminar (course capped at 15)	3	3	14	

Summer 2011

MPC	Introduction to Graduate Studies (Included two Saturday all day sessions and five weeks of further course work) Sheree Josephson and I co-taught this course, she did one quarter and I did three-quarters of design, teaching and all grading.	1		25	
1020	Public Speaking (online)	3		27	

### Development of new courses or significant revisions

#### Technology, Software and operating systems

- (1) All of my courses have migrated to CANVAS. This required training in summer of 2011. My courses are as Web-enhanced as possible, using the CANVAS tools of collaboration, multimedia, narrated power point slides, Wimba classroom and e-portfolios, for example. The MPC program was the first on campus to be completely taught on CANVAS. For each of my courses, every course assignment appears on the course Web site usually (depending upon pedagogic purpose) at the beginning of the semester along with student learning outcomes and connected grading rubrics. I guarantee students I will have all major assignments graded within one week but actually I am almost always able to do so within 48 hours. So their grades are up on grade book and my comments regarding the grading are there too. I never use canned comments; they always know exactly why they received the grade they did—I connect my comments to the rubric which is connected specifically to the SLO's. If they have any questions or problems I get right back to them. The Canvas and Groupwise email goes to my phone and I am able to see their questions immediately. I answer them right then unless I am in class or in a meeting. I am in my office almost every afternoon and often until late in the evening so students can always find me. This facilitates evening appointments and I do Saturday appointments as well. In addition, close to the due dates for major assignments I give my students my cell phone number and encourage them to text or call. Accessibility and timely responses are absolutely essential with this generation of fast, high tech students. I provide that to them and I do not mind doing so; it's my job and part of meeting the students where they are."
- (2) For my Public Speaking classes, I learned about and now use cameras mounted in classrooms and use Debut software to record speeches. After the first three speeches are presented and recorded, students are asked to view their speeches on a private Web site and reflect upon what they did well and where they need to improve. They also have their student peer and instructor feedback. They construct a personal essay analyzing their previous speeches and making goals for their final presentation. I believe I am the only instructor in the department who uses recorded student speeches in this way. For the fastest possible return to my online students of instructor and peer feedback, I scan these and email them to the speaker within 48 hours.
- (3) I have used department clickers once and am revising course materials to include in more courses, have attended training and will do more training. I am especially interested in using the clicker technology in the MPC Leadership course in the spring and if my application is accepted by Honors, I anticipate using the clickers extensively in the Political Discourse class.

#### New Course Development

- (1) Co-developed and taught MPC 6000 Introduction to Graduate Study (1) summer 2012
- (2) Significantly redesigned COMM 3050 (3) to include Conflict Management and will teach experimental version Spring, 2012
- (6) Significantly redesigned COMM 3060 (3) to include Interviewing
- (7) Developed MPC 6255 (3) Faculty-initiated Student Research Collaboration course
- (8) Developed MPC 6955 (1-2) Continuing MPC Registration course
- (9) Re-designed and developed the following dual courses: MPC 5306 Listening and Interviewing (3), MPC 5305 Interpersonal Communication and Conflict Management (3)
- (10) Developing new MPC 6400 Leadership to be taught spring semester, 2012, teaching it now Spring, 2012

(11) Developing new course: –Political Rhetorical Discourse: It's Meanings and Methods or Why Those Political Ads are Driving You Crazy," as a special topics Honors course in response to the call for Honors Eccles Fellows to be taught in the fall of 2012. Eva Szalay and I were going to apply for this fellowship but she is on sabbatical fall semester 2012 when the presidential election campaign will be in full swing and when this course would be most timely. She and I will teach another similar course a different time and I am looking for an interdisciplinary partner to continue the application to teach this course in the Honors program if not for 2012 then another year.

**Other student work** (ex: research, recital, internship direction, student teachers, directed readings, BIS, Honors, etc.)

<i>Name of student</i>	<i>Title of thesis or project</i>	<i>Semester</i>
Brad Peterson (BIS) Heide Rathburn-McVeigh	<i>Genetic Guide for Adoptive Parents in Spanish</i> <i>Military Family Support Systems during Deployment and Homecoming</i> (Heide is presently in graduate school at Baylor University and she and I continue to work to get this article published All of my Fall COMM 3550 and five of my Fall COMM 4990 students prepared projects to submit to NCUR 2012	F, 2011 F, 2011 F, 2011 F, 2011
Lauren Foster Kamri West (Honors) Six students in 4800 Isaac Goeckeritz	Individual studies Reading and reporting on two additional books in COMM 4990 Individual projects and course substitutions in Spring, 2012 Applied for Lindquist Collaborative Grant, <i>Infotainment in the 19<sup>th</sup> Century: The Anne Geddes vs David Eccles Trial in Utah Newspapers</i> , A documentary (not funded)	F, 2011 Sp, 2011 Sp, 2012 Sp, 2011 Sp, 2011

Service in lieu of teaching n/a

## **PUBLISHED RESEARCH AND/OR CREATIVE ACTIVITY**

### **Published research**

<i>Refereed</i>	<i>Title, co-author(s) (if any), place of publication: publisher, year)</i>	<i>No. of pages</i>
<i>Non-refereed</i>	<i>Title, co-author(s) (if any), place of publication: publisher, year)</i>	<i>No. of pages</i>
	<b>Connecting: Interpersonal and Small Group Communication, 10<sup>th</sup> ed. (2011) Ohio, Cengage Publishing. (Significant revision), I have written first two chapters and the rest of book is selected chapters from other texts. Approximately 1,300 texts sold yrlly</b>	82 mine 350 total

### **Presentations at Professional Meetings**

<i>Refereed</i>	<i>Title, sponsoring organization, location (year)</i>
	<b>Voices at the Crossroad: Feminist Scholarship and Religion, National Communication Association. This panel was selected as a theme panel for the National Communication Association Annual convention</b>

### **Attendance at Professional Meetings**

<i>Sponsoring organization, location (year)</i>
Religious Communication Association, New Orleans, LA, November, 2011 National Communication Association, New Orleans, LA, November, 2011 Sunstone Symposium, Ogden, UT, July, 2011, chaired two paper sessions Major's Meeting, Salt Lake City, UT, September, 2011 –What is an Educated Person?" Conference, Snowbird, UT, November, 2011

### **Funded Research and Projects**

<i>Granting agency, proposal title (years)</i>	<i>Amount</i>
(1)(applied) RS & PG, A&H Lindquist funds, Communication Department, <i>Voices at the Crossroad</i> , Request to fund Travel to present this paper at NCA Convention in New Orleans, Nov., 2011	\$2,004.00
(1)Cameras in Classroom and TV Monitor in Hall (originally were both my ARC proposals that were funded two years ago and cameras were just recently installed. Monitor is still not up but we hope it is soon.	\$4,200.00

## **SERVICE**

<i>National, regional, state or other Committee or organization name and your role</i>	<i>Semester(s)</i>
Religious Communication Association, Dissertation of the Year Committee and Reader	Fall, 2011
Religious Communication Association, Finance Committee, in charge of 501 (c) a status for RCA	Fall, 2011
<i>University Committee or organization name and your role</i>	<i>Semester(s)</i>
Women's Studies Executive Council (part time only for previous three years, will be full –time in future)	2011-12
General Education Assessment and Improvement Committee, Member	2011-12
<i>College Committee or organization name and your role</i>	<i>Semester(s)</i>
A&H College Assessment Committee, Liaison	2011-12
Composition Area Assessment Committee, Liaison	2011-12
A&H Tenure and Promotion Committee, Member	2011-12
<i>Department Committee or organization name and your role</i>	<i>Semester(s)</i>
Adviser, Interpersonal and Family Communication, increased total numbers of students in this concentration and have consistently graduated from 2-5 each semester in last few years. Major revision to concentration in Required Depth and other changes now going through Curriculum process.	2011-2112
MPC Student Selection 2011 Committee, member	2011-12
MPC Assistant (attendance at day-long grad fairs, planning, advising, curriculum development, assessment, development of board members for both MPC and Department of Communication Advisory Council)	Sp, 2011 2011-



EPIC (Evaluation of Peer Instruction and Curriculum) for Cynthia Bishop, Chair and Peer Asst. Forensics Director Hiring Committee, member	Sp, 2011
Digital Media Hiring Committee, member (40 hours plus work mostly completed during spring break)	Sp, 2011
Curriculum Committee, member	Sp, 2011
Major Promotion Committee, member	2011-12
Travel Policy Development and Disbursement Committee, Chair and Writer as well as on Committee to disburse funds	2011-12
Strategic Planning and Assessment Committee, Member	Fall, 2011
Forensics Team, Las Vegas in 2010 and 2011 (drove), policy, advise,	2011-12
Faculty Department Mentor for Sarah Steimel	2011-
Faculty Department Mentor (informal) for Mukhbir Singh during difficult tenure and promotion preparation	2011-12
Assessment Report Writer and Reporter for Department and Masters of Professional Communication Program	2011-12
Committee for Rick Sline's and Howard Noel's retirement celebration	2011-12
Scholarship Donor for Non-mass Media Students, presently sole donor	Sp, 2011
Trained Stephanie Heath as 2110 adjunct.	2011-
Prepared Course Proposals and Program Changes Curriculum paperwork for four new courses, two significant revised courses, four dual MPC, COMM courses and changes to Interpersonal and Family Communication Concentration	Sp, 2011
	Fall, 2011

#### Graduation & Commencement Exercises

I attended graduation ceremonies: ☒ Fall Commencement\* ☐ Spring Commencement ☐ Spring Convocation

**OTHER:** In this area please include professional activities that contribute to the ongoing advancement of WSU but that do not find a home in categories above. Such activities might include: improvements in assessment of learning outcomes your courses; advising students; developing interdisciplinary or other new courses; teaching with faculty from other colleges; and so on.

Hosted Back-to-School Party for faculty, partner and MPC students and families at my house	August, 2011
Fixed COMM 3000 registration problem	Fall, 2011
I have been significantly if not primarily responsible for revenue streams for department. I am sole contributor to COMM Department Scholarship, Concurrent Funds come from COMM 2110 developed to be taught concurrently by myself and two others, Royalty Funds – department receives \$3.00 for every <i>Connecting</i> 2110 textbook sold, MPC financial design of which I had primary responsibility will eventually be an important revenue stream for department.	Spring, Summer and Fall
Attended many Hiring Candidate breakfasts, lunches and dinners as well as attended all required teaching and research presentations. MUCH evening and early morning time was spent with each candidate who came on campus. Not all department faculty members made this commitment and kept it.	Spring, 2011
Every semester I totally revise exams and often revise major assignments.	Spring, Summer, Fall
Regularly enroll students into my classes after semester starts when they are seriously dissatisfied with other department instructors.	
Books and journals regularly read to improve teaching and content area include: <i>Faculty Focus</i> , <i>Teaching Online</i> , <i>Teaching Professor</i> , <i>Communication Education</i> , <i>Communication Teacher</i> , <i>Journal of Communication and Religion</i> , <i>Journal of Feminism and Religion</i> , <i>Text and Performance Quarterly</i> , and <i>Communication and Cultural/Critical Perspectives</i> .	Spring, Summer and Fall
Service Learning Commitment – I use SL extensively in my COMM 2110 classes and Women's Studies courses resulting in thousands of hours of service rendered by my students as well as significant pedagogical goals met.	Each semester these courses are taught
Social Media is infused across my courses, for example <i>LinkedIn</i> is used as a networking site for job seeking in COMM 4990 and <i>Facebook</i> is viewed and discussed extensively in COMM 2110 Interpersonal and Small Group Communication	Spring, Summer and Fall
Learn and participate in using Multimedia in the classroom when appropriate such as the use of film, YouTube, PowerPoint, iTunesU. etc.	
Learn and participate in New technologies, especially new teaching technologies, i.e., turnitin.com for plagiarism, Ning.com and the Collaboration Canvas tool used in Small Group Communication, prezi.com for presentations, video storytelling programs in many courses.	
Prepare, strongly encourage or require where possible, students to participate in WSU's Undergraduate Research Symposium, Utah Communication Association Conference, Utah Undergraduate Research symposium and the National Undergraduate Research symposium. This year my Spring 3150 Communication Research, Fall 4990 Senior Seminar and Fall 3550 Organizational Communication students will be submitting abstracts to NCUR to be held at WSU in March, 2012.	
Volunteer each week at George E. Whalen Ogden Veteran's Home	

#### GOALS SUMMARY: Please articulate goals for the coming year.

When Sheree Josephson steps down from the MPC Coordinator position to be the Chair of the Communication Department, I would like to be considered for that position as I am committed to working on the success of the MPC program. My name is presently on the survey for MPC Coordinator. Regardless of who becomes the MPC Coordinator, I will continue to prepare and teach MPC classes and advise students as needed and lend my hand to help the Master's program in any way I can.
I pledge to continue to work on student perceptions of their learning in my courses and to design learning environments which will meet the needs of Generation Y Learners, as well as the diversity of learning needs for Generation X's, and non-traditional students. I will also be working on an article on student evaluation of learning and hope to be able to share my research with the college at some future point.
I would like to publish more of the scholarship I am presently working on and have as a concrete goal to have one refereed, journal article published in 2012. I have three manuscripts prepared and presently being read by reviewers. My library video on David Eccles is being presently revised and I will have the new video to the library by the summer of 2012.
I have written the first two chapters of the COMM HU/DV2110 Interpersonal and Small Group Communication textbook used by over a thousand students every semester and am now presently writing the remainder of the book so that we no longer have to use a compiled textbook. My goal is to have this finished by the end of Spring Semester to the point that a decision can be made by COMM 2110 instructors (not including myself) as to the desirability of this text over the one presently used or possibly a different one altogether.
I would like to be involved in more interdisciplinary work and particularly would like to continue to teach and assist in the <u>Women's Studies Program</u> as needed. In particular, I would like to be actively involved in the WS Executive Committee.
I would like to continue to learn about and use, when appropriate, new technology in the classroom. As an example, In the MPC 6400 Leadership course, the students' final project is a filmed and edited interview with a leader. All of the interviews will be produced into a Webinar for broadcast and viewing by others.

## Vita

Thom Kuehls

Professor

Department of Political Science and Philosophy

Weber State University

### Education

Ph. D. in Political Science from The Johns Hopkins University, 1992

M.A. in Political Science from The Johns Hopkins University, 1989

B.A. with a major in Political Science from The College of Wooster, 1986

### Current Position

Weber State University 1993-present

Department of Political Science

### Primary Courses Taught

American National Government, Introduction to Political Theory, American Political Thought, Classical Political Thought, Modern Political Thought, Feminist Theories, International Political Theory, Constitutional Law II (Rights and Liberties), Environmental Politics, Philosophy of Democracy, Introduction to Women's Studies

### Publications

"The Environment of Sovereignty" in A Political Space: Reading the Global Through Clayoquot Sound, edited by Magnusson and Shaw, University of Minnesota Press, 2003.

"Between Sovereignty and Environment: An exploration of the discourse of government" in The Greening of Sovereignty in World Politics, edited by Litfin, MIT Press, 1998.

Beyond Sovereign Territory: The Space of Ecopolitics, University of Minnesota Press, 1996.

"The Nature of the State: an Ecological (Re)reading of Sovereignty and Territory" in Reimagining the Nation, edited by Ringrose and Lerner, Open University Press, 1993

### Book Reviews

Review of A Necessary Evil by Garry Wills and The Godless Constitution by Isaac Kramnick and R. Laurence Moore, in Theory & Event, Fall 2000

Review of National Deconstruction: Violence, Identity, and Justice in Bosnia by David Campbell, in Theory & Event, Summer 1999.

Review of Edmund Burke and International Relations by Jennifer Welsh, in The American Political Science Review, March 1996.

**Unpublished manuscript**

American Government, American Ideals (assigned in my Political Science 1100  
American National Government courses at Weber State University)

**Primary Department, College and University Service**

Academic Advisor for Political Science majors and minors and Legal Studies minors 1999  
-present

Faculty Senate 1997-2000

Executive Committee of Faculty Senate 1998-9

College of S&BS Rank and Tenure Committee 2003-05 and 2007-09

Served on the University General Education Assessment and Improvement Committee 2000-  
2010

Appointment, Promotion, Academic Freedom and Tenure Committee 2010-present

University Planning Council 2011-present

### Short bio-data of Priti Kumar

Priti Kumar has a MA in Hindi with the emphasis on Sanskrit language and literature from the University of Rajasthan, India and another Master's degree in Comparative Literature from the University of Utah. She has taught Hindi, Sanskrit and English both in India and in the US. From 1981 to 2000 she taught in the English Department at Weber State University. She also taught courses for Women's Studies and Honors programs. Even after her retirement in 2000, she frequently teaches some classes for English Department and for Women's studies program.

Priti has always been very involved in the education that is multi cultural. She envisioned, developed and taught many new courses incorporating the literary works of Asian and Asian American Women Writers, Indian Women Writers writing in English and world literature by non-Western authors. Under the US Department of Education grant for International Business Certificate at WSU, Priti taught a series of courses on Indian culture and Hindi language. She infused multiple ethnic voices in her Introductory literature and Composition courses.

Priti has presented papers and workshops at various national and international professional conferences. In 1995 along with Drs. Linda Oda and Kathleen Herndon she presented workshops at National Association of Multi cultural Education and at the Asian Reading Congress in Singapore. In 1996 at the Global Conversations on Language and Literacy Conference in Heidelberg, Germany and in St Paul, Minnesota. In 1997-98 she presented a papers in Montreal, Canada, in Bordeaux, France and in England.

Priti has published several articles and a chapter in a book *Women Faculty of Color in White Class Room*. She has told children's stories from India for Weber State University's Story Telling Festival for many years. Her stories are included in a bi-lingual book *Twice Told Tales* along with three other local story tellers.

Priti enjoys traveling, writing and reading.



## RÉSUMÉ

(Mrs.) Priti Wanti Kumar

812 Cassie Drive  
Ogden UT 84403  
(801)479-4146

### EDUCATION

*MA Degree* 1977 from University of Utah, Salt Lake City, Utah. Major: comparative literature.

*MA Degree* 1957 from Rajasthan University, Jodhpur, India. Major: Hindi. Ranking: 4/300 in the university and top ranking woman student, highest marks in Hindi in the university and in the whole state.

*BA Degree* 1955 from Allahabad University, Allahabad, India. Major: English, Hindi and Sanskrit education.

### EXPERIENCE

<u>Year</u>	<u>Position</u>	<u>Institution</u>
1981 to present	Instructor	Weber State University, Ogden, Utah
1976 to 1981	Instructor (part-time)	Weber State College, Ogden, Utah
1971 to 1972	Lecturer (part-time)	Kent State University, Kent, Ohio
1971 to 1972	Lecturer (part-time)	Cleveland State University, Cleveland, Ohio
1967 to 1969	Senior Teacher	Presentation Convent, Jammu, India
1963 to 1965	Lecturer	Chinai College, Bombay, India
1962 to 1963	Lecturer	Rajasthan University, Jaipur, India
1961 to 1962	Lecturer	M.G. College, Allahabad, India

### PAPERS/WORKSHOPS PRESENTED AT PROFESSIONAL MEETINGS

1. Presented a workshop entitled "Redesigning Language Arts Instruction to Honor Diversity: A Practitioner's Guide for All Grades" with Drs. Oda and Herndon at the Second Global Conference of the National Council of Teachers of English at Heidelberg, Germany, in June 1996.
2. Conducted a workshop with Dr. Herndon entitled "Revitalizing Literature Courses: Including Women Writers from India and the Middle East" for the National Association for Multicultural Education at St. Paul, Minnesota, in November 1996.



3. Presented a paper at the Rocky Mountain Modern Language Association entitled "Indian Women Writers: Ignored and Unheard Voices" at Albuquerque, New Mexico, in October 1996.
4. Presented a workshop for the Asian Reading Congress in Singapore in 1995.
5. Presented a workshop for the American Association for Higher Education along with Drs. Linda Oda and Kathy Herndon in Pittsburgh in December 1993.
6. Conducted an in-service workshop for the English Department's opening of school retreat in 1993.
7. Panel discussant of "Debate of Multiculturalism" for RMMLA in 1993.
8. Presented a paper for RMMLA (Rocky Mountain Modern Language Association) "Opening the Literacy Canon: Policy of Inclusion and Infusion" in 1992.
9. Co-chaired a round-table discussion on "Assessment of Students from Varied Backgrounds" for NCTE (National Council of Teachers of English) in 1992.
10. Presented a paper entitled "Reconsidering the Melting Pot: Fostering Multicultural Awareness" at College of Composition and Communication Conference, Boston 1991.

#### **WORKSHOPS AND SEMINARS ATTENDED**

1. The First International Conference on Global Conversation on Language and Literacy by the NCTE at Oxford University, England, August 1994.
2. "Thinking Through Difference: Teaching Practices and Student Diversity," a four-day intensive workshop offered by the University of Chicago in November 1993.
3. "Multiculturalism in the United States: Putting Theory into Practice," offered by Penn State University in June 1993.
4. National Association of Multicultural Education annual meeting in Los Angeles, 1993.
5. "Teaching Writing and Social Difference," a three-day intensive workshop offered by University of Chicago in 1992.
6. "Teaching Literature by African-American, African-Caribbean, Asian-American, Hispanic American and Native American Women Writers," offered by NCTE in 1991.

#### **HONORS, AWARDS AND PROFESSIONAL RECOGNITION**

1. Awarded the Hemingway Faculty Vitality grant for the proposal "Interdependence in a Global Society" in 1995.
2. Nominated for Presidential Award for Collaborative Work in 1995.
3. Received Hemingway Award for "Multiculturalism in America: Theory and Practice" in 1993.
4. Received Celebration of Womanhood Award from Weber State University's Women's Resource Center in 1993 for organizing International Women's Day.
5. Received Hemingway Faculty Development Award in 1991 and was nominated for the Faculty Teaching Award.
6. Finalist for Aldous Dixon Award in 1989.
7. Nominated for Crystal Crest Master Teacher Award in 1985.

#### **PUBLICATIONS**

1. "Multicultural Approaches to College Writing" in *Multicultural Prism: Voices from the Field* in August 1996.
2. "Living between Cultures: A Dialogue" with Judy Elsley in *The Researcher*, a



refereed publication for the Northern Rocky Mountain Educational Research Association in May 1996.

3. "Expanding the Canon: The Policy of Inclusion and Infusion" in a felicitation volume of essays to honor Dr. A.P. Mathur, former vice chancellor of the Agra University, India, in July 1995.

### **COURSE DEVELOPMENT**

1. Researched, designed and developed a series of courses on Indian cultures and Hindi language as part of the U.S. Department of Education's grant to WSU for International Business Certification (1996-97).
2. Redesigned and taught a world literature course to include non-Western writers. This project was funded by the Diversity Subcommittee on Teaching at WSU (1996).
3. Developed a course on Indian women writers writing in English. This course is offered every fall quarter and is cross-listed with Women's Studies and Asian Studies (1995).
4. Redesigned the Introduction to Women's Studies course to infuse international women's perspectives. This course is team taught with Dr. Kathy Edwards (1994-95).
5. Developed the course Asian Women Writers: India, Japan and China (in translation) for the English Department. This course is cross-listed with the Asian Studies Program and the Women's Studies Program (1993).
6. Worked with Dr. Herndon to redesign college writing courses (English 111 and 112) to infuse a multicultural approach to college writing. We also developed resources like videos, books with multicultural emphasis and a list of speakers to be used in college writing courses (1988-89). This project was supported by a grant for Faculty Vitality from WSU and by the Hemingway Foundation.
7. Redesigned the Introduction to Fiction class to included more international and multi-ethnic emphasis (1988-89).

### **COMMITTEE WORK**

1. Member of the Constitutional Review, Apportionment and Organization Committee, appointed by the WSU Faculty Senate, 1996-97.
2. Member of the Board of Directors for Friends of the Stewart Library at WSU 1995-97.
3. Member of the Diversity Subcommittee on Teaching 1995-97.
4. Member of the College Writing Committee for the English Department 1992-97.
5. Member of Research, Instructional Development and Professional Growth Committee, appointed by WSU Faculty Senate, 1993-95.
6. Co-chair of the Diversity Committee, appointed by President Thompson, 1993-94.
7. Member of the Women's Studies Executive Council, Affirmative Action Advisory Committee (chair of the subcommittee on retention), chair of International Women's Day Activity Committee for Women's Emphasis week, chair of the Crystal Crest Awards Committee for Woman of the Year Award 1992-93.
8. Co-chaired with Carol Hansen an ad-hoc committee of Women's Studies to develop several academic activities to bring in women's and ethnic voices in our curriculum. Planned and participated in seminar/lecture series in 1990-91 and planned a three-day intensive workshop retreat for WSU faculty entitled "The New Voices Across the Curriculum" at Snowbird, Utah. This project was also funded by the Faculty Vitality and Hemingway Foundation. Carol and I received Hemingway Faculty Development

- Awards for this extensive project. Also planned and participated in a video series on global images of women and several follow-up meetings for "Voices" retreat, 1991-92.
9. Chaired the International Women's Day Activity Committee. With the help of several members of the Women's Resources Center, the International Women's Day Activities became the high point of Women's Emphasis week, 1992.



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## Education

University of Utah, Ph.D. United States History with emphasis on the American West, 1987.  
University of Utah, MA, History, 1973.  
California State University at Northridge, Secondary Teaching Credential, English, 1969.  
University of California at Los Angeles, BA, English and Speech, 1968.

## Employment and Experience

<u>Professor</u>	2008 -
<u>Associate Professor</u>	1993 - 2008
<u>Assistant Professor</u>	1988 - 1993
History Department	
Weber State College	
Ogden, Utah	

Classes in U.S. survey courses, history of American women, social and cultural history, folklore, U.S. Constitutional history, American West history, Native American history, environmental history. Developed the Women's Studies program and the Public History minor. Faculty mentor for thirty students who have received Undergraduate research grants since 2003.

<u>Developer</u>	2010 -
Arts in the Park – summer program for children	

<u>Member</u>	2010 -
Weber Arts Council	

<u>Developer</u>	2008 -
Weber Reads	
One book, one campus, one community reading project in partnership with Weber County Library, Weber County Commission, <i>Standard Examiner</i> . Also co-direct Teacher's Summer Workshop in conjunction with Wasatch Range Writers project.	

<u>Member</u>	2006 -
Board, Traditional Building Skills Institute	

<u>Developer</u>	2005 -
American Democracy Project at WSU	
Involves WSU in a national initiative through AASCU and <i>The New York Times</i> . Sponsors <i>The Times</i> and Issues Forum, Deliberative Democracy Day, eCitizenship, and other civic events.	

<u>Member</u>	2004- 2008
Friends of Ft Buenaventura	

<u>Member</u> Faculty Advisory Committee, Honors Program	2002-2005
<u>Member</u> Landmarks Commission Ogden City (reappointed to 3-year term, Fall 2005 and 2008)	2002 -
<u>Associate Editor</u> <i>Weber Studies</i> (responsible for the "Reading the West" section.)	2002 -
<u>Book Group Scholar</u> Utah Humanities Council Principle scholar (co-writing grant application, writing the text study guides and leading some discussions) for the projects "Food for Thought" (2004-2005), "From the Heart" (2005-2006), "Founding Mothers and Fathers" (2007-2008), "Heart and Soul" (2009-2010) sponsored by the Brigham City Library with grants from the Utah Humanities Council and the American Library Association. (I return the honoraria to support the library's oral history project.	2000 -
<u>Member</u> Executive Committee, Faculty Consulting Corps Utah Campus Compact	2000-2007
<u>Developer</u> Office of Academic Service Learning Became the basis for the Community Involvement Center.	2000- 2007
<u>Faculty Member</u> International Teachers Institute (Fulbright project) Summer Training in American Studies	1999-
<u>Developer and Coordinator</u> Teaching and Learning Forum Weber State University	1994 - 1999
<u>Developer and First Coordinator</u> Women's Studies Program Weber State University Ogden, Utah Helped develop core courses in introduction, theories, research methods. Helped develop team teaching strategies for core courses. Promoted Teaching Partners Program - quarter-long, team evaluation (including student) of teaching for purposes of joint improvement.	1991 - 1994
<u>Humanities Scholar</u> Community Programs Utah Humanities Council Book Group and Humanities Resource Center programs throughout the state. Member of Speakers' Bureau. Scholar for <i>Between Fences</i> – Smithsonian traveling exhibit, 2005-2007.	1989 -



## **Campus Governance**

Have served as a member of: Executive Committee, Faculty Senate; University Curriculum Committee, University Salary Committee, and University Admissions, Standards and Student Affairs Committee.

Have served as a member of Rank and Tenure Committees for the Colleges of Education, Arts and Humanities, and Social and Behavioral Sciences.

## **Awards**

Distinguished Scholar Utah Humanities Council	2007
John A. Lindquist Award, WSU	2007
Daylo Dayton Award, College of Social and Behavioral Science, WSU	2006
"Cortez Professor" Honors Program, WSU	1993
"Distinguished Teaching - fewer than 5 years, "WSU	1991

## **Grants**

Hall Foundation Arts in the Park	2010
RAMP grant Arts in the Parks	2010
Provost funded Faculty General Education retreat	2008
Hemingway Grant, with several colleagues to create Honors Faculty Seminar	2006
Hemingway Grant, with several colleagues to create Faculty Civic Engagement Retreat (won best collaborative project award)	2004, 2005
Hemingway grant, with several colleagues to establish civic engagement seminar series	2000
Hemingway Grant, with several colleagues to develop series of interdisciplinary courses in American regional studies	1995

Hemingway Grant, with Henry Ibarguen  
to develop course and teacher's workshop  
"The Americas -- Before and After Columbus "

1992

Hemingway Grant, with Barbara West  
to develop 2-quarter course  
"Women and the Western World"

1990

### **Publications:**

"Sisters of Ogden's Mount Benedict Monastery," *Utah Historical Quarterly*, 77 (Summer 2009): 242-59.

"Native American Folklore." In *Folklore in Utah A History and Guide to Resources* , edited by David Stanley. Logan: USU Press, 2004.

"Women In Utah Politics." In *Women in Utah History Paradigm or Paradox?*, edited by Patricia Lyn Scott & Linda Thatcher. Logan: USU Press, 2005.

"The Strawberry Valley Reclamation Project and the Opening of the Uintah Indian Reservation," *Utah Historical Quarterly*, 50 (Winter 1982): 72-95.

with Floyd A. O'Neil. *A History of the Uintah-Ouray Ute Lands*, American West Occasional Papers no. 10 (1979).

## MARÍA D. PARRILLADE KOKAL

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### Professional Qualifications

Planning and scheduling	Program development
Organizational skills	Crisis intervention
Public relations	Teaching
Staff development/training	Curriculum writing
Bilingual (Spanish/English)	Budget management

### Experience

#### **1993–Present**

#### **Weber State University Department of Psychology**

##### **Instructor**

- Courses taught include Introduction to Psychology; Encounter; Class, Culture and Gender; Behavior Modification; Child and Adolescent Psychology; Psychology of Diversity; and Psychology of Women
- Co-designed and implemented a literacy and career-building program for preschool children at Ogden Weber Community Action Partnership
- Designed and implemented a social skill-building, career planning, and math tutoring program w/ WSU Psychology students for George Washington Alternative High School students
- Designed and implemented a Practicum program for WSU students to tutor and implement social skill-building with under-represented populations at Washington Terrace Elementary, a Title 1 school, and at Mount Ogden Junior High School. Applied for and received a sponsored grant to fund the project.
- With teachers, faculty members, and students co-designed and implemented a math skill and social skill-building program (Future Touch) for Gramercy Elementary that included a Parent Empowerment Program for the children's parents. Applied for and received a sponsored grant to fund the project.
- Designed and implemented a self-esteem program for kindergartners and 4<sup>th</sup> graders in the OCSD Summer Migrant Program. Designed and implemented a middle and high school career exploration program for OCSD Summer Migrant Program.
- Co-created the Celebración de Cultura Program for K-12 migrant children in OCSD Summer Migrant Program.
- Co-wrote and received sponsored grant funding to support various projects.

#### **2003 –2006/ 2009 to present Weber State University Women's Studies Program**

##### **Program Coordinator**

- Encouraged the design of interdisciplinary courses.
- Scheduled courses to be taught.
- With Executive Board, co-designed, implemented, and evaluated various awareness/educational programs throughout the year.
- Co-designed and implemented various programs for Women's History Month with interdisciplinary faculty and staff.
- Advised students and student organization.
- Team-Taught Introduction to Women's Studies course.
- Supervised student research and practicum.



**1997-1998      *Weber Human Services Division of Aging***

**Foster Grandparent Coordinator**

- Identified and maintained potential Foster Grandparent sites.
- Provided public relations for the program through publication in Senior Services publication, flyers, media interviews, and meetings with potential sites and support groups
- Created and filled the Foster Grandparent advisory board with community organization representatives.
- Identified and recruited volunteer candidates.
- Provided volunteer orientations and in-service trainings, including some provided jointly with Senior Companion Program staff and volunteers.
- Monitored volunteer placements.
- Provided written documentation i.e., required reports tracking in-kind services and cash contributions for the project.
- Wrote a grant for the following year's funds.
- Responsible for Annual Foster Grandparent Recognition event which was paired with the Senior Companion Program Recognition event.
- Collaborated with and supported the Senior Companion Program and Retired Senior Volunteer Program.

**1990 – 2002      *Weber State University Department of Foreign Language***

**Adjunct Faculty**

- Taught first year Spanish classes.

**1990–2004      *Weber State University Women's Educational Resource Center***

**Counselor**

- Developed, promoted, and conducted educational seminars, workshops, and classes for women re-entering Weber State University.
- Facilitated groups and conducted individual counseling/therapy.
- Initiated, co-designed, implemented, and evaluated Women's Emphasis Week with interdisciplinary faculty and staff.
- Wrote curriculum for a transitional class in Social Work for women re-entering Weber State University.
- Offered academic and career advisement for re-entry students.
- Served on various committees with agendas serving diverse women populations on campus and in the community.
- Co-initiated the first Hispanic Youth Conference to recruit Hispanic students to Weber State University. The Hispanic Youth Conference has become the Multicultural Youth Conference.

**2000 - 2003      *Weber State University Women's Educational Resource Center***

**Counselor/Gender Equity Coordinator**

- Designed, implemented, and evaluated programs for GETAC grants.
- Wrote and managed budgets of 3 grants totaling \$50,000 for equity education in northern Utah schools and diverse community.
- Trained faculty and students in northern Utah school districts regarding the influence of gender and ethnic bias in education.
- Consulted on statewide equity curriculum.
- Co-developed curriculum for an automotive pilot course for women.
- Served on various committees.

**1989 - 1990      *Weber State University Multicultural Educational Resource Center***

**Counselor**

- Conducted recruitment and retention programs for multicultural students as well as ethnic celebrations.
- Offered academic and career Advisement for multicultural students.
- Served on committees with agendas serving various ethnic populations on campus and in the community.

**1983 - 1989      *Catholic Community Services   Ogden/Price, UT***

**Field Office Director**

- Administered social service field which offered neighborhood development programs, counseling, referral and family assistance services, infant/special needs adoption services, problem pregnancy programs, and workshops to a tri-county area for people of varying ethnic, religious, and socio-economic backgrounds.
- Responsible for development of new programs and workshops and related funding sources.
- Established and coordinated local advisory board.
- Recruited and supervised volunteers.
- Directed staff development/training and supervision.
- Public relations programs impacted over 4,000 people in the first year of operation.
- Served on various committees with agendas serving various populations in the community.

**1983 - 1984      *Notre Dame School   Price, UT***

**Counselor**

- Served on committees with agendas serving various populations.
- Provided academic and personal/family counseling to students from first through ninth grade.
- Served as consultant to teaching staff.

**University of Colorado, Boulder, CO**

*Attended 1997*

Some doctoral work in Educational Psychology

**Education**

**St. Francis College, Ft. Wayne, IN**

*May 1981*

Graduated 2nd in class, M.S. Clinical Psychology

**Weber State College, Ogden, UT**

*June 1979*

Graduated cum laude, B.A. Psychology and Spanish

**Boards/Councils**

Psychology Ethics Group Member

Psychology Media Committee

Women's Studies Executive Council

Weber Human Services Division of Aging Committee Member

Foster Grandparent Program Committee

Friends of the Stewart Library Member

Services for Women Students Committee

Diversity Conference Committee

Psychology Media Committee

Multicultural Youth Conference

Psychology Publicity Committee Chair

Psychology Practicum Committee

Psychology Recruitment Committee

WSU Diversity Committee Member

Ogden-Weber Community Action Partnership Board of Trustees Member

OWCAP Chair of Planning Committee

Disability Housing Board

MEChA Advisor

Estudiantes Unidos Advisor

Feminists United Network (FUN) Advisor

**Michelle B. Paustenbaugh, Ph.D, Professor**  
Weber State University, College of Science, Department of Chemistry

**Education:**

University of Utah, Chemistry, Ph.D., 1991 – 1996

University of Texas, Chemistry, B.S., 1987 – 1991

**Course taught in Women's Studies:**

WS 1500 *Intro. to Women's Studies* co-lecturer, 2009

**Committee Work for Women's Studies:**

**Women's Studies Executive Committee Member (2004 – 2006, 2008 - present)** As a member of this committee, I have served in several capacities. With my return to this committee in 2008, I head the Curriculum committee. My goal for this committee is to make sure that all instructors teaching women's studies and cross-listed courses are aware of the learning outcomes for each of the classes and that these instructors are creating and collecting assessments to show evidence that the students are meeting these learning outcomes. My prior work included attending monthly meetings of the Executive Committee to discuss future plans and past accomplishments of the Women's Studies (WS) department. I have also served on the subcommittees for Women's History Month (March) and Assessment of the WS department. The committees were involved with the planning and creation of activities for Women's History month and writing up assessment criteria to be used by WS faculty, respectively. In January 2005, I traveled to the University of Las Vegas as a representative of WSU Women's Studies to participate in an informal regional meeting of western Women's Studies Programs. At this meeting, I shared WSU Women's Studies department successes and areas in which it needed improvement as well as gathered advice from more established programs such as the one found at the University of Arizona. Throughout my membership on this committee, I have attended most social events sponsored by WS and advertised them to my students.

**Relevant Academic and Professional Activities**

**Northwest Accreditation Standing Committee** (2008 – 2009)

**General Education Improvement and Assessment Committee** (2007 – 2009)

**Academic Standards and Student Affairs Committee Member** (2005 – 2007)

**Faculty Senate Member** (8/2003 4/2004, 8/2010 – present)

**Faculty Senate Executive Committee Member** (8/11 – present<sup>o</sup>)

**American Chemical Society Chair 2004, 2006, and 2010 for Salt Lake Local Section**  
(2004, 2006, 2010)

**Expanding Your Horizons Workshop Coordinator** (1994 – present) Every Fall or Spring I have run a workshop for the Expanding Your Horizons conference in northern Utah. Expanding Your Horizons in Science and Mathematics (EYH) is a program that started in California in 1976 to promote math and science to young girls by exposing them to women working in science and math related professions. EYH is a one-day, six-hour conference that invites girls in grades 6-9, an age where girls can be influenced to take more math and science before graduating from high school. The conference provides a "girl only" atmosphere with "hands-on" activities. Each session is limited to approximately 25 girls. The title of my last workshop was, "Cosmetic Chemistry - Makes Me Feel and Look Good." I always have full workshops and the girls enjoy themselves because the workshops are entirely hands-on, i.e., they make colored lip balm, tooth paste, and bath salts. I believe that these workshops change how many girls see the realm of chemistry.

**Science Olympiad Event Coordinator** (2001 – present)

## **Sarah T. Stanton**

1840 East 1300 South SLC, UT 84108

[sarahstanton@weber.edu](mailto:sarahstanton@weber.edu)

Cell: (801)414-5065

Work: (801)626-6372

### **Education**

Masters of Social Work, Mental Health, University of Utah , Salt Lake City, UT May 2009.

Bachelor's of Science degree, University of Utah, Ogden, UT May 2005. Majored in Psychology.

### **Work Experience**

*Counselor, Advocate, Women's Center, Weber State University, Ogden Utah, October 2009 to present*

- Advertised, coordinated and planned the Single Mom's United Support Group to impact 30-40 women a semester. These women who will expand and continue the facilitation of a Single Moms Support group. A monthly newsletter to be distributed across campus to all the single mom students that will address areas of Health, Mental Health, spiritual well-being and Financial Planning.
- Developed and implemented a six-week course to teach single mothers of all ages on parenting, grief, developing healthy relationships and managing finances. As a result of this program 100% of the respondents demonstrated knowledge in the curriculum.
- Advised counseled and empowered a diverse population of women in transition through various stages of life. Including challenges in returning to school, understanding technology and facing personal barriers including health and personal wellness.
- In Fall 2010, taught a Healthy Lifestyles class of thirty students at the Davis Campus on social, emotional and environmental factors that influence Domestic Violence.
- In Spring 2010, taught a Healthy Lifestyles Class at the Davis Campus of twenty students on current social, emotional, and economical factors that are negatively influencing women and its relationship to Sexual Assault in Utah.
- Developed a Women's Resource Guide to connect women to community resources.
- Developed and planned Love Your Body Day to support and advocate for women to establish a healthy lifestyle.

*Community Dev. Intern, Koins for Kenya, Samburu, Kenya*

May 2009 – June 2009

- Spent a month in a rural area to assess the educational needs of the community and develop a course curriculum to help students achieve in history, reading and social competency. Additionally, I worked with students to define achievable goals to advance to Secondary Education and establish a sustainable career.

*MSW Intern, Frontline Services, West Jordan, UT*

July 2008- August 2009

- Developed and taught curriculum to meet the needs of adoptive parents.



- Provided Individual and Family Therapy to Adoptive Parents.
- Educated parents on current research and treatment modalities for adoptive children.
- Provided intervention to increase self-sufficiency and appropriate coping skills to parent.

*MSW Intern, Intermountain Medical Center, Transplant Department*

May 2008- August 2008

- Provided individualized therapy to women and families in Geriatrics.
- Provided Health Education to women recovering from surgery and other major medical conditions
- Recommended and directed doctors and other medical personnel on viable transplants candidates.
- Developed a Caregiver Educational Packet for Caregivers to support emotional, physical and spiritual well-being.
- Implemented Discharge planning and developed referrals as needed.

*Grand families, Tooele, UT*

Jan. 2007-May 2008

- Organized and planned a Grandfamilies Program in Tooele, UT.
- Attended Community Coalition Meetings and networked within the community to met the needs of clientele.
- Taught a Parenting Class for Grandparent Parenting as Parents.
- Attended court to support Grandparents through the adoption process
- Met with clients on a weekly basis to assess needs and teach skills to promote self-sufficiency.

### **Special Skills and Abilities**

- Knowledge of program development, implementation and evaluation
- Excellent written and oral communication skills
- Ability to work from a strengths based perspective in the classroom
- Knowledge of barriers students of diverse populations are faced with
- Ability to engage students and community affiliates through active involvement in the classroom.
- Critical thinking and problem solving skills
- Excellent ability to implement curriculum through community based learning environment
- Strong public relations skills
- Able to use social expertise in a learning environment to promote academic growth.
- Competent in psychological evaluations and crisis intervention

### **Professional Presentations and Lectures**

- **"Women's Empowerment Conference"**, Weber State University, Ogden UT
- **"Understanding Reactive Attachment Disorder"**, Salt Lake City, UT
- **" Understanding Parenting Styles and the Development of Children"**, UVSC, Orem UT
- **"Diversity Conference"** University of Utah, Salt Lake City

Eva Ludwiga Szalay  
Professor of German  
Department of Foreign Languages  
Weber State University  
Elizabeth Hall Room 141  
1403 University Circle  
Ogden, Utah 84408-1403  
e-mail: [eszalay@weber.edu](mailto:eszalay@weber.edu)  
<http://faculty.weber.edu/eszalay>

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## **EDUCATION**

1998 Ph.D. (with Distinction): German Literature / Minor: Linguistics  
Georgetown University, Washington, D.C.  
1995 M.S. German Literature / Minor Emphasis: Linguistics  
Georgetown University, Washington, D.C.  
1993 Graduate Training in the Teaching of Writing  
Department of English, Georgetown University  
1984 B.S. *magna cum laude* Psychology and German (double-major)  
[Virginia Polytechnic Institute and State University, Blacksburg, VA](#)

## **CURRENT & RECENT COURSES**

April 2007 - promotion to Full Professor  
July 2002 - April 2007 Associate Professor of German  
January 1999 - June 2002 Assistant Professor of German  
Department of Foreign Languages, Weber State University

### Spring 2012

Introductory German I (German 1010)  
Introductory German II (German 1020, 2 sections, am & pm)  
Intermediate German I (German 2020)  
Introduction to Literature (German 3160)  
Interpersonal Communication (ESL/LEAP 1230, Block 1)  
Topics for Academic Purposes (ESL/LEAP 2320, Block 2)

### Fall 2011

Introductory German I (German 1010, 2 sections)  
Introductory German II (German 1020)  
Grammar and Composition (German 3060)

### Spring 2011

Introductory German I (German 1010)  
Introductory German II (German 1020)  
Introduction to German Literature (German 3160)  
Genres: German Documentary and History (German 3630)



Advanced Grammar I (ESL/LEAP 2341, Block 1, 2)

Fall 2010

Introductory German I (German 1010, am & pm)

Introductory German II (German 1020)

Grammar and Composition (German 3160)

Directed Readings (German 4830)

Topics for Academic Purposes I (ESL/LEAP 2320)

Variable Topics for Academic Study (ESL/LEAP 2520)

Spring 2010

Introductory German II (German 1020)

Introduction to German Literature (German 3160)

Genres: German Documentary and History (German 3630)

Advanced Grammar I (ESL/LEAP 2341, Block 1, 2)

Fall 2009

Introductory German I (German 1010)

Grammar and Composition (German 3060)

Topics for Academic Purposes 1, II (ESL/LEAP 2320, 2420)

Advanced Grammar, I, II (ESL/LEAP 2341, 2441)

Summer 2009

Proficiency Development (German 1000)

Study Abroad in Bayreuth (German 3850, 4850)

Grammar Foundations 1 & II (ESL/LEAP 0141, 1241)

Topics in Learning English/Advanced Topics in Learning English (ESL/LEAP 1220, 2320)

Women's Studies Research Methods (WS 4050)

Spring 2009

Introductory German I (German 1010)

Introductory German II (German 1020)

Popular German Film (German 3650)

Fall 2008

Introductory German I (German 1020)

Introduction to Women's Studies 1500

Grammar and Composition (German 3060)

Summer 2008

Introduction to Women's Studies (WS 1500)

Spring 2008

Introductory German II (German 1020, 2 sections: 1 Main campus, 1 Davis campus)

Culture in Translation: Hansel & Gretl to Hogan's Heroes (German 2810)

Introduction to Literature (German 3160)  
Postwar Literature: Film and Media (German 3650)

**Fall 2007**

Introductory German I (German 1010, 2 sections)  
Introductory German I (German 1010, Davis Campus section)  
Grammar and Composition (German 3060)

**Spring 2007**

Introductory German I (German 1010)  
Introductory German II (German 1020, 2 sections: 1 Main campus, 1 Davis campus)  
Introduction to Literature and Film (German 3160)  
Introduction to Feminist Theories (WS 3050)

**Fall 2006**

Introductory German I (German 1010, 2 sections)  
Introductory German I (German 1010, Davis Campus section)  
Grammar and Composition (German 3060)

**Spring 2006**

Introductory German II (German 1020, sections)  
Introductory German II (German 1020, Davis Campus section)  
Introduction to Literature (German 3160)  
Genres: Literature and Film, 1888-1990 (German 3630)  
Research Methods (WS 4050)  
Directed Readings in German Literature and Film, 1888-1990 (German 4830)

**Fall 2005**

Introductory German I (German 1010, 2 sections)  
Introductory German I (German 1010, Davis Campus section)  
Intermediate German I (German 2010)  
Grammar and Composition (German 3060)

**Spring 2005**

Introductory German II (German 1010, 2 sections)  
Introductory German II (German 1010, Davis campus section)  
Introduction to Literature (German 3160)  
European Languages and Cultures (FL 3320B, team taught w/Profs. Mathews & Hansen)  
Research Methods (WS 4050)

**Fall 2004**

Introductory German I (German 1010, 2 sections)  
Introductory German I (German 1010, Davis Campus section)  
Grammar and Composition (German 3160)

#### Spring 2004

Introductory German II (German 1010, 2 sections)  
Intermediate German II (German 1020)  
Introduction to Literature (German 3160)  
Postwar German Literature (German 3560)  
Research Methodologies (WS 4050)

#### Fall 2003

Introductory German I (German 1010)  
Intermediate German I (German 2010)  
Grammar and Composition (German 3060)  
Honors Colloquium: Ethics and Contemporary Life (Honors 3900D)

#### Spring 2003

Introductory German I (German 1010)  
Introductory German II (German 1020)  
Introduction to Literature (German 3160)  
Advanced German Grammar (German 3360)  
Directed Readings in Advanced German Grammar

#### Fall 2002

Introductory German I (German 1010)  
Introductory German II (German 1020)  
Grammar and Composition (German 3160)  
Research Methodologies (WS 4050)

#### Spring 2002

Introductory German II (German 1020, 2 sections)  
Introduction to Literature (German 3160)  
German Literature: Genres (German 2630)  
Women's Studies Feminist Theories (WS 3050)

#### Fall 2001

Introductory German I (German 1010)  
Introductory German II (German 1020)  
Grammar and Composition (German 3060)  
Research Methodologies (WS 4050)  
Humanities on the Internet (HU 1115)

#### Spring 2001

Introductory German II (German 1020, 2 sections)  
Introduction to Literature (German 3160)  
Meaning and Madness in Franz Kafka, Thomas Mann, and Günter Grass (German 3670)  
Women's Studies Feminist Theories (WS 3050)

#### Fall 2000

Introductory German I (German 1010, 2 sections)

Grammar and Composition (German 3060)

Women's Studies Research Methodologies (Research Methodologies)

Foreign Languages 3320 & Women's Studies 4900E (Cross Listed Course: Language & Power)

#### Summer 2000

Directed Readings in 20th Century German Literature

Directed Readings in Women's Studies Feminist Theories

#### Spring 2000

Introductory German II (German 1020, 2 sections)

Introduction to German Literature (German 3160)

Post-War German Literature (German 3650)

#### Fall 1999

Introductory German I, 2 sections (German 1010)

Introduction to German Literature (German 1020)

Grammar and Composition (German 3160)

Women's Studies Research Methodologies (WS 4050)

#### Spring 1999

Introductory German I (German 1010)

Introductory German II, 2 sections (German 1020)

Introduction to German Literature (German 3160)

#### August - December 1998 Visiting Assistant Professor of German

Department of German, Georgetown University

Intensive Basic German I

Survey of German Literature

#### **PUBLICATIONS**

##### **Articles (peer reviewed, academic journals)**

"'I, the seeress, was owned by the palace.' The Dynamics of Feminine Collusion in Christa Wolf's *Cassandra*," *Women In German Yearbook: Studies in German Literature and Culture* 16 (2000): 167-190.

"From Bourgeois Daughter to Prostitute: Representations of the 'Wiener Fräulein' in Karl Kraus' 'Prozeß Veith' and Arthur Schnitzler's *Fräulein Else*," Special Turn-of-the-Century Issue of *Modern Austrian Literature* 33.3/4 (2000): 1-28.

"Of Gender and the Gaze: Constructing the Disease(d) in Elfriede Jelinek's *Krankheit oder Moderne Frauen*," *The German Quarterly* 74.3 (Summer 2001): 237-258.

"Norms of Femininity and their 'Transformation': Gender Identity in Kaschnitz, Bachmann, and Wolf," *Seminar: A Journal of Germanic Studies* 39.2 (May 2003): 114-134.

"Teaching Sustainability in Undergraduate Ethics Courses: Some Lessons from the Frankfurt School of Critical Theory," *Sustainability in Theory and Practice* 12 (2003): 23-33.

### In Progress

"Towards a Post-Traditional Historical Consciousness: Habermas's Critical-Ethical Vision in a Reading of Metaphors of Blindness, Witnessing, and Memory" (article-length manuscript).

"Metaphorical Coherence in a Nuclear *Stör-fall*?: Images and Illness in Wolf's Narrative Treatment of Chernobyl" (article-length manuscript)

*Negotiating Constructions of Femininity, Subjective Agency, and Resistance in Select Prose by Kaschnitz, Bachmann, and Wolf* (monograph-length manuscript).

### **Book Reviews**

Ute Lischke. *Lily Braun, 1865-1916: German Writer, Feminist, Socialist*. (Rochester: Camden House, 2001). *Seminar*, 2004.

Franziska Lamott. *Die vermessene Frau. Hysterien um 1900*. (Munich: Fink, 2001). *Seminar*, 2003.

Allyson Fiddler, ed. *'Other Austrians': Post-1945 Austrian Women's Writing* (Berne: Lang, 1998). *Women in German Newsletter* (Fall 2000): 24-25.

Diane DuBose Brunner. *Between the Masks: Resisting the Politics of Essentialism* (Lanham, MD: Rowman & Littlefield Publishers Inc., 1998). *Women in German Newsletter* (Spring 2000): 13-14.

Roger F. Cook. *By the Rivers of Babylon. Heinrich Heine's Late Songs and Reflections*. (Detroit: Wayne State UP, 1998). *The Rocky Mountain Review of Language and Literature* (Fall 1999): 88-91.

Helga Druxes. *Resisting Bodies. The Negotiation of Female Agency in Twentieth Century Women's Fiction* (Detroit: Wayne State UP, 1996). *Women in German Newsletter* (Fall 1996): 21-22.

### **EVALUATIONS OF REFEREED JOURNAL ARTICLES** (solicited by Journal/Anthology Editors)

Review of two mss. for a Special Issue of *Seminar: A Journal of Germanic Studies* on Lou Andreas-Salomé and Fin-de-siècle Vienna; Guest Editor: Raleigh Whiting, U of Alberta; *Seminar* 36.1 (1999).

Review of ms. on Fontane's *Effi Briest* for *Seminar: A Journal of Germanic Studies*, Editor: Raleigh Whiting, U of Alberta; *Seminar* (2002).

Review of ms. on contemporary Austrian playwright/author Elfriede Jelinek and contemporary Critical Theory for *Modern Austrian Literature*, Editors Jacqueline Vansant and Geoffrey Howes (December 2001).

Review of ms. on the bourgeois daughter in Fin-de-siècle Vienna for *Modern Austrian Literature*, Editors: Jacqueline Vansant and Geoffrey Howes (Fall 2003).

Review of ms. on two central feminine figures and the role of art in Wedekind and Schnitzler for *Women in German Yearbook*, Editor Ruth B. Ellen Joeres (August - September 2005).

Review of ms. on the femme fatale trope in works by Schnitzler for *Modern Austrian Literature*, Editor: Maria-Regina Kecht (May - June 2006).

### **SCHOLARSHIPS & AWARDS**

Fall 2011 Research Scholarship and Professional Growth (RSPG) Award  
Business German Teaching  
Goethe Institute, Germany  
Sponsor: RS&PG Committee

2001 Research, Scholarship & Professional Growth Grant  
Project Award for: *Surrealist Influences in the Expression of Social Criticism in Postwar Women's Writing (Germany and Austria)*  
Sponsor: Weber State University RS&PG Committee

March 2001 Thyssen Foundation (Cologne, Germany) Seminar Grant for "Contemporary Austrian and German Drama After Elfriede Jelinek"  
Max Kade Center for Contemporary German Literature  
Washington University, St. Louis MO  
Summer 2001 German-American Center for Visiting Scholars Fellow  
Research Fellowship  
Project: *Illness/Disease as Metaphor and Instrument of Critique*  
Sponsors: The Alexander von Humboldt Stiftung of Germany/German Historical Institute/German American Academic Council/American Institute for Contemporary German Studies, Johns Hopkins University  
Washington, D.C.

Fall 2000 Instructional Development Grant  
Course: Foreign Language & Women's Studies "Language & Power"  
Sponsor: WSU Diversity Committee's Instructional Support Task Force

Spring 1996 *Deutscher Akademischer Austauschdienst (DAAD)*  
Scholarship for doctoral research  
*Institut für Germanistik*  
Technische Universität (TU) Dresden  
1991-1998 University Fellowship and Scholarship  
Department of German, Georgetown University  
1993 Fellowship in the Teaching of Writing  
Department of English, Georgetown University  
1984-1985 Fulbright Scholar, Freie Universität  
Berlin, (West) Germany

#### **RECENT LECTURES, PRESENTATIONS, & WORKSHOPS**

2003 Faculty Seminar on Ethics: Focus: Sustainability  
Utah Valley State College  
Orem, Utah  
September 18

Ethics Across the Curriculum Summer Seminar

Workshop on Sustainability  
Utah Valley State College  
Orem, Utah  
May 5 - May 9

2002 Oral Proficiency Workshop  
Training in the Assessment of Oral Proficiency in German  
Brigham Young University  
Provo, Utah  
November 22-26

2001 Panel Organizer, Moderator, Co-Presenter  
International Perspectives on Combating Hate: A Time for Healing?  
(with Mark Stevenson, Oliver Griffin, and Robert Reynolds)  
Third Annual WSU Diversity Conference  
Ogden, Utah  
November 2

2001 Panel Co-Organizer (with Dr. Wangari Wa Nyatetu-Waigwa)  
Feminist Readings by Student Presenters  
WSU National Undergraduate Literature Conference  
Ogden, Utah  
April 6

2000 Facilitator, German Language Section  
GSELA Foreign Language Maintenance Retreat  
WSU  
Ogden, Utah  
August 19

Panel Organizer  
"Connecting Women's Studies to Community in the 21st Century"  
The National Women's Studies Association Annual Conference  
Boston, Massachusetts  
June 14-18

"Why am I a Feminist?"  
Women's Realities Series  
Ogden City's Your Community Connection  
Sponsored by the YCC & WSU's Feminist United Network  
Ogden, Utah  
April  
"Constructing the Socially-Critical Feminine (Body) Image in Late 20th Century Fiction"  
University of Southern Colorado/Society for the Interdisciplinary Study of Social Imagery (SISSI)  
Colorado Springs, Colorado



March 9

1999 "Locating Utopia in Christa Wolf's *Cassandra*: Critical Reflections on 1980s Feminist Readings of Wolf's Narrative"

14th Annual International Conference in Literature, Visual Arts and Cinema

Atlanta, Georgia

November 7

"Narrative Strategy, Resistance, and the (De)Construction of Normed Femininity"

Annual Meeting of The Rocky Mountain Modern Language Association

Santa Fe, New Mexico

October 16

"On the Social Context Informing Stephan Hermlin's *Abendlicht* [*Evening Light*]"

The Utah Humanities Council Book Discussion Program

Series on Contemporary International Literature

Huntsville Library, Utah

June

"Integrating Critical Thinking Skills in Content-Based Foreign Language Instruction: Of the Recent Curricular Reforms in German Studies"

Annual Meeting of The Utah Academy of Sciences, Arts and Letters

Provo, Utah

April 9

## **ACADEMIC ACTIVITIES & SERVICE**

### Fall 2003-Spring 2004

Foreign Language Department Report Compiler, Editor; and Author (Executive Summary)

2004-2005 WSU Foreign Language Department Program Review Report

### Fall 2003-Spring 2004

WSU-University of Bayreuth, Germany, Exchange Program Coordinator and Faculty Advisor/Liaison

### Summer 2003 - Fall 2004

WSU-Hof, Germany, Exchange Program Coordinator and Host

### Fall 2003 - present

Faculty Representative, Honors Program Advisory Committee

### Fall 2002 - Spring 2003

Foreign Language Department Report Compiler and Editor

2004 WSU Northwest Accreditation Undergraduate Program Self-Study Report

Faculty Representative, The Arts and Humanities College Accreditation Workgroup

Fall 2001 - present

Faculty Representative, The Mathew Shepherd Scholarship Committee

Spring 2001

Faculty Evaluator, Department of Foreign Languages Stipends:

The Howard F. Phillips Memorial and Kenneth R. Adams Memorial Scholarships

Fall 2000 - present

German Club Faculty Advisor

Editorial Board, Student Solidarity

Membership Chair & Conference Planning

Utah Chapter, American Association of Teachers of German

Spring 2000

Faculty Representative,

The Academic Resources & Computing Committee of the Faculty Senate

1999 - present

Faculty Liaison, Weber State University's Services for Women Students

Annual Planning Committee, National Women's History Month

1999 - 2004

Faculty Representative, Stewart Library Policy Advisory Committee

Faculty Representative,

The Diversity Committee's Instructional Support Task Force

1995-1996 Research Assistant/Assistant Editor

*The Feminist Encyclopedia of German Literature*

Edited by Friederike Eigler and Susanne Kord

Greenwood Press, 1997

## **PROFESSIONAL**

### **ORGANIZATIONS**

American Association of Teachers of German

American Council on the Teaching of Foreign Languages, Inc.

Association of the Interdisciplinary Study of the Arts

Modern Language Association

Pacific Ancient and Modern Language Association

Rocky Mountain Modern Language Association

South Atlantic Modern Language Association

Utah Academy of Sciences, Arts and Letters

Utah Foreign Language Association

The MLA's Women in German

### **RESEARCH INTERESTS**

Since well before the writing of my dissertation began during my DAAD- sponsored research

trip to Dresden in 1996, I've been intrigued by questions of representation and power....

Presently, I am working on expanding my research on the body as medium of social criticism and its role in 20th- and 21st-century representations. This interest leads to two projects: in one, I am developing a comparative analysis of literary treatments of illness/disease as social criticism. The first part of this project is underway in its examination of blindness's uses as a rich critical metaphor in select postwar German and Austrian narratives. Here I draw on the critique of postwar Germany and Europe enabled by the discourse ethics of preeminent philosopher, ethicist and social critic Jürgen Habermas. To temper Habermas's stonger (among postmoderns) adherence to elements of the Enlightenment, I also draw on Foucault's studies of subject formation in the discursive regimes detailed in *The Birth of the Clinic* and *Discipline and Punish*. The second part of this project examines Christa Wolf's use of illness metaphors, particularly her deployment of the nuclear winter/fallout scenarios that undergird *Störfall's* radical imagery of *Krankheit* no longer containable within the moribund post-Chernobyl nation-states.

In the second project, I examine a predominantly French Surrealist influence in the avant-garde expression and positioning of postwar German-language authors. Contemporary author-playwrights Elfriede Jelinek, Ginka Steinwachs, Jutta Heinrich, and the more immediate-postwar writers Marie Luise Kaschnitz and Unica Zürn, figure prominently in these analyses. Support for these projects comes from two sources: first, a WSU RS&PG grant (I am indebted to Gary Godfrey and the RS&PG Review Committee for their support), and second, a Humboldt-Stiftung [Foundation] grant. The research itself has been made possible by a Visiting Scholars Fellowship from the German-American Center/German Historical Institute of Washington, D.C. Further information on the research interests that inform my teaching, service, and scholarship, is available at [Teaching Philosophy](#) and at the complete [Research Interests](#).

## Attachment E: Women's Studies Faculty Manual

**WOMEN'S STUDIES FACULTY HANDBOOK**  
**COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES**  
**WOMEN'S STUDIES MINOR PROGRAM**  
**WEBER STATE UNIVERSITY**  
*(Fall 2010)*

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### INFORMATION ABOUT THE WOMEN'S STUDIES PROGRAM

#### MISSION

Women's Studies is devoted to the academic study of the roles, contributions, and scholarship of women. Women's Studies explores issues of ethnicity (including what has been historically termed race), class, sexual preference and gender as they impact women's lives in a variety of cultural contexts. It promotes new areas of research, discovers lost contents of human history, identifies women's place in contemporary life, and encourages a sense of empowerment among students through analysis of their commonality of experience. The women's studies minor prepares students, once they have received their baccalaureate degree, to pursue graduate work or employment in professional and community organizations, with emphasis on critical self-reflection and responsible decision-making.

#### PROGRAM GOALS

Women Studies is an interdisciplinary program devoted to the academic study of the roles, contributions, and scholarship of women. It explores issues of race, class, sexual preference and gender as they impact women's lives in a variety of cultural contexts. Its goals are:

1. to build on the existing body of scholarship as the program develops an interdisciplinary curriculum about women and gender issues.
2. to encourage variety in pedagogical methods in teaching.
3. to transform traditional disciplines through continuing consideration of new data, methods, theories, and analytical frameworks generated by Women's Studies scholarship, helping to correct long-standing oversight of the study of women's contributions to societies throughout the world.

#### CONTACTS

**Cara Angell**, Program Secretary (Room SS303, 801-626-7632, [caraangell@weber.edu](mailto:caraangell@weber.edu)), handles employment materials, book orders, input of schedules, and other logistical concerns. She is your first line of inquiry. She can make copies for you if materials are turned in at least 3 days ahead of time and can get tests to and from the testing center, if assistance is needed. Please introduce yourself when you are on campus. You may call or check our website for office hours.

**María D. Parrilla de Kokal**, Program Coordinator (Room SS301, 801-626-8049, [mdekokal@weber.edu](mailto:mdekokal@weber.edu)), handles personnel questions and coordinates scheduling of Women's Studies courses.

**Other Faculty:** A list is available of other support faculty members who teach your assigned courses and can orient you and share syllabi. Please feel free to contact them for help and support.

## **ONLINE RESOURCES**

**The Women's Studies Program Website** (<http://www.weber.edu/womenstudies>)—information on our program, current course schedules, news, a calendar of events, and copies of our forms and handbooks.

**eWeber Portal** (login at <http://www.weber.edu>)

**The Weber State University Policies and Procedures Manual** (<http://www.weber.edu/ppm>)

**The WSU Teaching and Learning Forum** (<http://www.weber.edu/tlf/>)—created by a group of faculty in 1992. The Forum is a great resource and offers workshops, collaborative projects, and an annual adjunct faculty retreat in support of faculty development.

**Adjunct Faculty Page** (<http://www.weber.edu/adjunctfaculty>)

## **PROGRAM OF WOMEN'S STUDIES FACULTY PHILOSOPHY**

We highly value you as one of our instructors and we gain much from our association with you. Instructors are paid to conduct the courses that they have agreed to teach. However, if you wish to attend our program meetings, we encourage and welcome you. We will keep you up-to-date on Women's Studies activities and general information via email.

## **ETHICAL PRACTICES**

Women's Studies instructors are expected to meet all Policies and Procedures requirements (found at <http://documents.weber.edu/ppm/>) including avoidance of conflict of interest situations (e.g., having a client or business associate in a class, having a child or other relative in a class, maintaining a personal relationship with a student, promoting personal business).

Instructors are advised to heed concerns with consensual relations ([http://www.weber.edu/ppm/Policies/3-32a\\_ConsensualRelations.html](http://www.weber.edu/ppm/Policies/3-32a_ConsensualRelations.html)) as “amorous relationships between University employees and either other employees or students over whom the employee exercises supervisory or evaluative authority are generally unwise because of the power imbalance in the relationship.”

Finally, instructors are advised to inform themselves regarding the Weber State University policies on Discrimination and Harassment ([http://www.weber.edu/ppm/Policies/3-32\\_DiscriminationHarassment.html](http://www.weber.edu/ppm/Policies/3-32_DiscriminationHarassment.html)). “Weber State University is committed to providing an environment free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference or gender, including sexual/gender harassment. Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense of belonging of all people in the environment.”

## **Expectations & Requirements**

### ➤ **What does being a Women's Studies instructor entail?**

Your task is to facilitate student learning in a specific content area. How you accomplish this task is a matter of your professional discretion, as long as the specified learning objectives are followed in organizing student experiences. As a general rule, you will teach a 3-credit-hour semester course: this means that students spend three contact hours per week in the classroom according to the college calendar. Semester beginning and ending dates and holiday dates are available in the semester schedule online or from the Program Secretary. In general, you should keep your students in class for the entire time it is scheduled. Repetitive early dismissing of class by the instructor or frequent missing of class for illness, travel, or other reasons is not acceptable. Please notify the Program Secretary at least one week in advance if you must miss a class for a planned and important obligation. Please find an appropriate substitute for your class. Also, immediately notify the Program Secretary if you must cancel class due to personal illness or an emergency situation.

### ➤ **Do I get to choose how I will teach my class?**

Universities are committed to the value of academic freedom; therefore, how you choose to teach your course is largely a matter of professional discretion. However, please bear in mind that our courses have specific learning objectives and outcomes identified by our Women's Studies Executive Council members and former Women's Studies faculty as important and instrumental in the students' educational programs. Whether multi-sectioned or not, each course must provide for meeting the required objectives and outcomes. You are advised to contact the previous instructor to request a syllabus so that you are aware of the required objectives and outcomes for your course and must incorporate them into your syllabus. Please feel free to adapt courses to your teaching style and strengths while maintaining regard for the designated objectives and outcomes. You are expected to assign the same textbooks as assigned by the other seasoned instructors.

### ➤ **Meetings**

The Women's Studies Coordinator will schedule 3-4 meetings with you per semester. These meetings provide you support and information relevant to the course you teach. Additionally, you are always welcome to attend the Women's Studies Executive Council meetings as a non-voting member.

### ➤ **What are the Women's Studies learning objectives and outcomes?**

For the information you need to integrate into your syllabus, please go to <http://www.weber.edu/portfolio/wstudies slo.html> You will find the learning objectives and outcomes you need to integrate into your syllabus. ***Please note that assignments need to be coded as to the objectives they meet and saved as artifacts for the assessment of the Women's Studies courses and the program itself. They must be turned into the Women's Studies secretary with the outcomes met delineated.***

### ➤ **How much and when will I be paid?**

Compensation for WS faculty is based on the number of courses taught each semester. Compensation is set at a variable rate per credit hour designated by the University. Payments begin one month after the term begins and occur on the 3<sup>rd</sup> and 18<sup>th</sup> of each month throughout



the term. Direct deposit of paychecks is available for WS faculty and may be arranged through the payroll office. Payments may vary for the Davis campus and for evening courses.

➤ **What about parking?**

Parking at WSU is a challenge as it is on most university campuses. If you are teaching at any satellite campus other than the Davis Campus parking is currently free. If you are teaching on the Main campus or Davis campus, parking **permits are required Monday through Friday from 7:00 a.m. to 4:00 p.m., except in the A-1 parking lot** (outside the Social Sciences Building). If you are teaching on campus in the evening, parking in the A-1 lot **requires an A-1 permit between the hours of 6 a.m. and 4 p.m., and requires any "A" permit after 4 p.m..** With these permits you may also park in any **"W" or "R" parking lot**. If you are teaching in the daytime and will only be on campus for an hour or so, we recommend you pay to park in the visitor parking lot in front of the Browning Center. For information on parking permit rates and sales, please consult the Parking Services website (<http://weber.edu/parking>). Be warned that if you park anywhere on campus before 4:00 PM without a permit, you will be ticketed and will be liable for the violation.

➤ **Do I keep office hours?**

As a WS instructor, you do not have to keep office hours but you do need to provide some means for students to contact you when necessary. Please indicate these means of access on your syllabus and inform the Program Secretary so she can direct students to you.

➤ **Do I have an office on campus?**

You will have access to an office i.e., SS328 with a computer. You may leave material in the shared space but recognize it may not be secure. We try to provide you with some office space but this is not always guaranteed.

➤ **Should I be using a WSU email account and how do I get one?**

Every WS faculty member must have a WSU email account in order to keep up with program activities. In addition, once you have your password and pin, you can access your class rolls and submit grades through the eWeber portal at [www.weber.edu](http://www.weber.edu). See the Program Secretary for details.

➤ **How do I receive mail on campus?**

You will have an individual or a shared mailbox in Social Sciences room 303 as assigned by the Program Secretary (mail code 1217).

➤ **How will I be evaluated as an instructor?**

Your students will be asked to fill out a course evaluation on the classes you are teaching each semester. New WS instructors may also be evaluated at midterm. Aggregated data and student comments from these evaluations will be available to you and the Program Coordinator as soon as possible after the end of the semester. If you teach for Continuing Education, they will conduct the evaluations. These evaluations are an important measure, but not the only measure, of your success as a WSU instructor. At the beginning of each semester, a copy of your syllabus/syllabi should be given to the Program Secretary. We review these syllabi to ensure that instructors are following minimum student performance criteria established for their courses. As a means of integrating you into our program, your classes may also be visited from time to time by a seasoned WS faculty member in order to provide you feedback regarding your

teaching and course content. You will be notified ahead of time if a visit to your classroom is planned.

➤ **How do I get equipment, resources, and materials for my class?**

We encourage you to contact other seasoned WS faculty before you teach your first semester to acquaint you with the media equipment, textbook, course standards and resources available to you. To obtain desk copies of textbooks, please contact the Program Secretary who can connect with the appropriate textbook sales representative. If this is your first semester teaching in Women's Studies please consult the Program Secretary for assistance in ordering your textbooks. Instructors order textbooks for their students through the WSU Campus Bookstore website (<http://bookstore.weber.edu>); these books are sold at the WSU Campus Bookstore. Photocopies of course materials must be requested at least 48 hours prior to the day they are needed. If you are teaching at Davis Campus and have questions regarding the classrooms and/or your technology needs, please contact Lori Drake (801-395-3480).

➤ **What benefits do I receive as a WS instructor?**

During a semester when you are actively teaching you have the following benefits:

- ID card privileges (pick up an Employee Authorization slip from the Human Resource department and go to the Student Union, Room 230 where the digitized ID is produced. For further information, see <http://www.weber.edu/wildcard>)
- Bookstore discount
- Use of gym facilities
- Discounts on some university sponsored events and activities
- Borrowing privileges at the Stewart Library

➤ **Will I be hired again for next semester?**

WS faculty employment is on a one semester basis only and teaching one semester does not guarantee employment or options to teach in future semesters. However, we try to develop a core group of outstanding WS instructors and use them as often and as much as our budget allows. Each semester you will be contacted if teaching opportunities are available. Please recognize that scheduling is based on student need and demand.

To arrange for your Program Orientation, call the Program Coordinator, María D. Parrilla de Kokal at 801-626-8049 or email her at [mdekokal@weber.edu](mailto:mdekokal@weber.edu).

**APPENDIX A**  
**WOMEN'S STUDIES INSTRUCTOR ORIENTATION LIST**

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Use this form to guide your orientation to teaching at Weber State University. Use the college catalog ([www.weber.edu](http://www.weber.edu)), the Program website (<http://weber.edu/womenstudies/>), the seasoned WS faculty, the Program Secretary and the Program Coordinator as resources.

**I. Human Resource Related**

- Employment Application Package Complete
- Teaching Approval/Certification Process Complete (if applicable)
- Faculty ID card obtained
- Other

**II. General Instructional**

- Understanding of Institutional/Program Mission
- Demographics, Needs of Student Population, Probable Class Size
- Class Rolls, Student Attendance Procedures
- Classroom Procedures; Schedules, Breaks, Housekeeping
- Grade Submission Procedures
- Faculty Evaluation Procedures
- Release of Student Information
- Books/Bookstore Logistics/ Sources of Required Materials and Supplies
- Student Retention and Counseling Procedures
- Security/Reporting Incidents/ Parking Procedures
- Library Logistics/ Media Center/ Computer Labs
- Auxiliary Resources: Printing, Wordprocessing, Audio Visual, etc.
- Regular Sources of Information: Email, meetings, etc.
- Other

**III. Department/Division/Program Specific**

- Room Keys/ Room Access/ Room Locations and Availability
- Required Forms and Reports
- Mailbox/ Materials Distribution System
- Office Space/ Procedures and Availability
- Specialized Facilities and Equipment
- Introduction to Key Personnel
- Faculty Development Resources: Mentors, Workshops, etc.
- Other

**IV. Syllabus**

- Ideas for syllabus construction:  
<http://www.umass.edu/cft/resources/pdf/SyllabusConstructionTool.pdf>  
Please see sample syllabi
- Remember to tie your syllabus goals & objectives to the Women's Studies learning outcomes, curriculum grid and assessment plan
- Also, keep in mind that we

**WOMEN'S STUDIES FACULTY CHECKLIST**  
You are *strongly advised* to do all of the following.

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1. Acquire the names and contact information for the Program Coordinator and the Dean.
2. Complete all paperwork for official employment.
3. Meet with the Program Coordinator and full-time faculty who teach your assigned course.
4. Request a course syllabus and become acquainted with goals and objectives of the course.
5. Obtain information from seasoned WS faculty on references, student assignments, and rubrics.
6. Update syllabus relative to new materials and technology i.e., add online components to your courses. Include a variety of instructional strategies so the course does not become repetitious.
7. Attach an up-to-date schedule to the syllabus so dates when assignments are due and when the course begins and ends are clear.
8. Obtain a personal desk copy of the course text from the publisher.
9. Order textbooks for students through the WSU Campus Bookstore.
10. Acquire contact information for instructional aids, films, videotapes, and software.
11. Acquire computer support information and set up a Groupwise account.
12. Acquaint yourself with the program and/or college attendance and tardiness policy.
13. Acquaint yourself with the program/college grading policy.
14. Obtain student evaluation procedures and packet from the Program Secretary.
15. Make note of the date grades are due and submit grades on time. Check with the Program Secretary regarding the procedures for using the Testing Center.
16. Turn in classroom artifacts like assessments, papers, assignments reflecting program objectives and learning outcomes to the Program Secretary. These are necessary for program review.
17. Learn how to submit grades electronically.
18. If you are teaching on campus and want to use the classroom media carts/stations, schedule a brief training period with a faculty member and inquire into media cart/station availability.

*Request assistance at any time!*

**Attachment F: Women's Studies Executive Council**

**WOMEN'S STUDIES EXECUTIVE COUNCIL MEMBERS 2011-12**

<b>MEMBERS</b>	<b>EXT/MAIL CODE</b>	<b>REPRESENTING</b>
Alexander, Melina	8742/MC 1304	Education
Ashby, Erik	3514/MC 130	Davis Campus Rep.
Casler, Vel	6324/MC 1503	Applied Science & Technology
Crawford, Forrest	7420/MC 1011	Asst. to Pres. For D.V.
Gillespie, Adrienne	7243/MC 2125	Diversity/Unity Center
Johns, Becky	7455/MC 1407	Former WS Coordinator
Sillito, John	jsillito@weber.edu/MC 1205	Community Representative, Library Alternate
Lee, Summerhaze	summerhazelee@mail.weber.edu	Alumni
Licon, Ruby	8652/MC 2901	Library
Merrill, Carol	6090/MC 2127	Women's Center
(More) Paustenbaugh, Michelle	7810/MC 2503	Science
Parrilla de Kokal, María	8049/MC 1217	Social Science/WS Coordinator
Powell, Sandra	6103/MC 3802	Business, Former WS Coordinator
		Health Science
Harrold, Francis	6232/MC 1204	Dean, Soc/Behavioral Science
Anderson, Kimberly Alberts, Thomas	<a href="mailto:kimberlylures@mail.weber.edu">kimberlylures@mail.weber.edu</a> <a href="mailto:thomasalberts@mail.weber.edu">thomasalberts@mail.weber.edu</a>	Student s, FUN Presidents
Giralt , Alicia	6726/MC 1403	Arts & Humanities

# **WOMEN'S STUDIES EXECUTIVE COUNCIL ALTERNATES 2010-11**

<b>MEMBERS</b>	<b>EXT/MAIL CODE</b>	<b>REPRESENTING</b>
Anderson, Sumiko	801-626-0370 <a href="mailto:sumikoanderson@utah.gov">sumikoanderson@utah.gov</a>	Community Representative
Asensio, Isabel	6777/1403	Arts & Humanities
Buck, Julie	6152/MC 1206	Diversity
Eberle, Paul	6840/MC 3904	Health Science
Hawkins, Hanalee	7561/MC 1126	Student Health Center
Mcconaughey , Frances	6829/MC 3920	Health Science
Murray, Leah	6695/MC 1203	Social Science
Rich, Julie	6209/MC 1210	Social Science
Salmond, Louise	6646/MC 3903	Health Science
Stevens, Michael	6266/MC 3802	Business
Koons Trentelman, Carla	6575/MC 1208	Social Science
Zwolinski, Michele	7795/MC 2506	Microbiology
Khan, Sumyya Henry, Jeffrey	<a href="mailto:sumyyakhan@mail.weber.edu">sumyyakhan@mail.weber.edu</a> <a href="mailto:jeffreyhenry@mail.weber.edu">jeffreyhenry@mail.weber.edu</a>	Students, FUN Vice Presidents
Sarah Steimel	6535/MC 1407	Communication

## **WSEC Subcommittees:**

### **Women's History Month/20<sup>th</sup> Anniversary**

<b>Name</b>	<b>Email</b>
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#### **WS Conference 2010/Undergraduate Research**

<b>Name</b>	<b>Email</b>
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#### **Curriculum Committee:**

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Adrienne Gillespie	<a href="mailto:AdrienneGillespie@weber.edu">AdrienneGillespie@weber.edu</a>
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#### **Web Page/Blogging:**

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Melina Alexander	<a href="mailto:MelinaAlexander@weber.edu">MelinaAlexander@weber.edu</a>

#### **NW Accreditation/Annual Report**

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Sandra Powell	<a href="mailto:SPOWELL@weber.edu">SPOWELL@weber.edu</a>

#### **School End/Holiday Celebrations:**

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**Mission/Vision:**

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**Student Manual**

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**Faculty Manual**

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