Department/Program: Women’s Studies

Semester Submitted: Fall 2011

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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**

<table>
<thead>
<tr>
<th>Women's Studies Program</th>
<th>Outcome Grid: Student Outcomes by Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blank = outcome is not achieved in the course</td>
<td></td>
</tr>
<tr>
<td>L = low level of the outcome achieved in the course</td>
<td></td>
</tr>
<tr>
<td>M = moderate level</td>
<td></td>
</tr>
<tr>
<td>H = high level</td>
<td></td>
</tr>
</tbody>
</table>

Graduates of the Women's Studies program will:

1. Know the main social, economic political, and psychological issues in contemporary women's lives globally and locally;
2. Know the main topics in theories and methodologies of feminisms;
3. Know women's class, sexual orientation and cultural (historically "racial") diversity;
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.);
5. Possess the ability to connect ideas and concepts about oppression and patriarchy about women within various fields to common themes or topics;
6. Possess the ability to write a focused and coherent analytical essay based upon and sustained by evidence;
7. Possess the ability to design and implement a project demonstrating studied topics.
<table>
<thead>
<tr>
<th>Courses</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>#6</th>
<th>#7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Core (12 hours)</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WS SS/DV 1500 Introduction to Women's Studies</td>
<td>H</td>
<td>L</td>
<td>M</td>
<td>L</td>
<td>H</td>
<td>H</td>
<td></td>
</tr>
<tr>
<td>WS DV 3050 Feminist Theories</td>
<td>M</td>
<td>H</td>
<td>M</td>
<td>L</td>
<td>H</td>
<td>H</td>
<td></td>
</tr>
<tr>
<td>WS 4050 Research Methodologies</td>
<td>H</td>
<td>H</td>
<td>H</td>
<td>H</td>
<td>H</td>
<td>H</td>
<td>H</td>
</tr>
<tr>
<td>WS 4060 Research Project</td>
<td>M</td>
<td>H</td>
<td>M</td>
<td>L</td>
<td>H</td>
<td>H</td>
<td>M</td>
</tr>
<tr>
<td>WS 4860 Internship in Women's Studies</td>
<td>M</td>
<td>H</td>
<td>M</td>
<td>H</td>
<td>M</td>
<td>M</td>
<td>H</td>
</tr>
<tr>
<td>WS 4990 Senior Seminar</td>
<td>H</td>
<td>H</td>
<td>H</td>
<td>M</td>
<td>H</td>
<td>M</td>
<td>H</td>
</tr>
<tr>
<td><strong>Elective Courses (8 hours)</strong></td>
<td></td>
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<tr>
<td>WS 4830 Directed Readings</td>
<td></td>
<td>variable course with variable outcomes</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>WS 2900 Topics in Women's Studies</td>
<td>variable course with variable outcomes</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>WS 4900 Topics in Women's Studies</td>
<td>variable course with variable outcomes</td>
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</tbody>
</table>

**Evidence of Learning Outcomes Grid**

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

<table>
<thead>
<tr>
<th>Method of Measurement Direct and Indirect Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Essay Assignments</td>
</tr>
<tr>
<td>Measure 2: Exam Essay Questions</td>
</tr>
</tbody>
</table>

Goal: 7:
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.

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

WSU Five-Year Program Review – Women’s Studies Minor Program Self-Study – Page 10
<table>
<thead>
<tr>
<th>PART II</th>
<th>4 Strong Impact</th>
<th>3 Good Impact</th>
<th>2 Some Impact</th>
<th>1 Minimal Impact</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate active student reflection</td>
<td>Student thinks, shares, and produces reflective products individually and as group member</td>
<td>Student thinks, shares, and produces individual OR group-generated reflective products, but not both</td>
<td>Student reflects orally but produces no reflective products</td>
<td>Student ran out of time for true reflection; Just provided a summary of events</td>
<td></td>
</tr>
<tr>
<td>Use new academic skill/ knowledge in real world settings to extend beyond the classroom</td>
<td>Student has direct application of new skill or knowledge (academic and technical) in service to community</td>
<td>Student has some active application of new skill or knowledge (academic and technical)</td>
<td>Student less involved than other group members OR Student provides little service to community</td>
<td>Skill and knowledge used mostly in the organization; No active community service experience</td>
<td></td>
</tr>
<tr>
<td>Help develop sense of caring for and about others</td>
<td>Reflections show affective growth regarding self in community and the importance of service</td>
<td>Reflections show generic growth regarding the importance of service</td>
<td>Reflections restricted to pros and cons of particular service project regarding the community</td>
<td>Reflections limited to self-centered pros and cons of the service project</td>
<td></td>
</tr>
<tr>
<td>Student ownership of project</td>
<td>Student involved in all aspects of project planning and decision making</td>
<td>Student involved in most (more than 50%) of project planning and decision making</td>
<td>Student involved in some (less than 50%) of project planning and decision making</td>
<td>Student does not plan or make decisions about the project</td>
<td></td>
</tr>
</tbody>
</table>

**Score, Part II**

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 much writing with short deadlines.”
“Very good course, a lot of homework, may be oppurtunity to do more work in class. Good discussions though.”
“She said thing 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 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 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 corse [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 other in the class. You 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. I2’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 straightforward, 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 may 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 Women2’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.

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<tr>
<th>Core Classes Faculty</th>
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<tr>
<td>Number of Faculty w/ Doctoral degrees</td>
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<tr>
<td>Number of Faculty w/ Masters degrees</td>
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<tr>
<td>Retired, but active faculty</td>
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<tr>
<td>Retired, but active faculty</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Problem Identified</th>
<th>Action Taken</th>
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<tbody>
<tr>
<td>Additional funding support needed for running program.</td>
<td>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.</td>
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<tr>
<td>Structure a capstone course out of Senior Seminar.</td>
<td>Curriculum Committee is currently working on this. Plans are to have this completed by the end of Spring 2011 and approved Fall 2012.</td>
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<tr>
<td>Increase the credit hours of the Research Class from 2 to 3 credits.</td>
<td>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.</td>
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<tr>
<td>Have consistency in texts used for the Introduction to WS course.</td>
<td>There are currently two sets of reading material being used by the Introduction to WS courses.</td>
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<tr>
<td>Develop a less cumbersome way of gathering EOL student data/artifacts in all WS classes.</td>
<td>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.</td>
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<td>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.</td>
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<td></td>
<td>This will be included in the Women’s Studies Faculty Manual and will become part of the training and implementation beginning Spring 2012.</td>
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### 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 ~ #

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.

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<thead>
<tr>
<th>Community Connection</th>
<th>100 Points</th>
<th>A</th>
<th>93-100%</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>80 Points</td>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>Exam 2</td>
<td>80 Points</td>
<td>B+</td>
<td>86-89%</td>
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<tr>
<td>Exam 3</td>
<td>80 Points</td>
<td>B</td>
<td>83-85%</td>
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<tr>
<td>In Class Writing</td>
<td>40 Points</td>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>In the News Presentation</td>
<td>20 Points</td>
<td>C+</td>
<td>76-79%</td>
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<td>73-75%</td>
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<td>C-</td>
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<td>D+</td>
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<tr>
<th>Aug. 24</th>
<th>What is Women’s Studies?</th>
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<tr>
<td>Aug. 31</td>
<td>Becoming a Woman in Our Society&lt;br&gt;<em>Dominant Ideas About Women</em>&lt;br&gt;HTS: Chapter 5: The Shame of Honor&lt;br&gt;PA: Chapter 2: The State of Women&lt;br&gt;400: Chapter 6: Life Before the Civil War ~ Cleanliness &amp; Corsetry&lt;br&gt;WSER: 1.12 Am I that Name?&lt;br&gt;WSER: 2.2 Male Mind &amp; Female Nature&lt;br&gt;<em>Learning Gender</em>&lt;br&gt;PA: Chapter 3: In Their Place&lt;br&gt;PA: Chapter 13: Son Preference&lt;br&gt;PA: Chapter 16: Sports&lt;br&gt;WEC: Chapter 3: Housework&lt;br&gt;400: Chapter 5: 1800-1860: True Women, Separate Spheres &amp; Many Emergencies&lt;br&gt;WSER: 1.1 The Dialectic of Sex&lt;br&gt;WSER: 1.5 Sex Classes&lt;br&gt;WSER: 1.9 Women: Equal or Different</td>
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<td>400: Chapter 3: Daily Life in the Colonies: Housekeeping, Children &amp; Sex</td>
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<td>WESR: 6.7 Becoming A Mother</td>
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<td>WESR: 6.8 Taking It Like a Woman</td>
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<td>WESR: 6.9 To Be or Not to Be</td>
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<td>WESR: 6.10 Managing Mothers</td>
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<td>WESR: 10.3 The Birth Limiting Program</td>
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<td>WESR: 10.4 Policing the Family</td>
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<td>Oct. 5</td>
<td>WESR: 11.4 Managing Female Minds</td>
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<td></td>
<td>WESR: 11.5 The Woman in the Body</td>
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<td>WESR: 11.6 Who Needs PMT?</td>
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<tr>
<td></td>
<td>WESR: 11.4 Managing Female Minds</td>
</tr>
<tr>
<td></td>
<td>WESR: 11.5 The Woman in the Body</td>
</tr>
<tr>
<td></td>
<td>WESR: 11.6 Who Needs PMT?</td>
</tr>
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<td>Oct. 12</td>
<td>WESR: 11.4 Managing Female Minds</td>
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<tr>
<td></td>
<td>WESR: 11.5 The Woman in the Body</td>
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<tr>
<td></td>
<td>WESR: 11.6 Who Needs PMT?</td>
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<tr>
<td>Date</td>
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<tr>
<td>Nov. 2</td>
<td>Violence Against Women: Intimate Relationships</td>
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<td>Nov. 9</td>
<td>Violence Against Women: Sexual Violence</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>Nov. 23</td>
<td>Changing Our World: Woman Organizing – Many Issues, Many Voices</td>
</tr>
<tr>
<td></td>
<td>PA: Chapter 38: Crisis Zones</td>
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<td></td>
<td>PA: Chapter 39: Women in the Military</td>
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<td>WEC: Chapter 8: Women’s Liberation</td>
</tr>
<tr>
<td>Nov. 30</td>
<td>Group Project Presentations</td>
</tr>
<tr>
<td>Dec. 7</td>
<td>Final Exam #3</td>
</tr>
</tbody>
</table>
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:

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<tbody>
<tr>
<td>WS 1500 (Intro-Ogden Campus)</td>
<td>-</td>
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### Cross/Co-listed Course Enrollment:

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<th>Title</th>
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<tr>
<td>Sum 2009</td>
<td>PSY DV 2370</td>
<td>Psychology of Women &amp; Gender</td>
<td>8</td>
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<tr>
<td>Sum 2009</td>
<td>SPAN 3850</td>
<td>Study Abroad: Women of Guatemala</td>
<td>11</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>PSY DV 2370</td>
<td>Psychology of Women &amp; Gender</td>
<td>23</td>
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<tr>
<td>Fall 2009</td>
<td>GERT DV 3320</td>
<td>Ethnicity &amp; Older Women</td>
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<tr>
<td>Spr 2010</td>
<td>SOC 3130</td>
<td>Sociology of Gender</td>
<td>5</td>
</tr>
<tr>
<td>Spr 2010</td>
<td>COMM DV 3090</td>
<td>Gender and Communication</td>
<td>29</td>
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<tr>
<td>Spr 2010</td>
<td>ENGL HU/DV 2710</td>
<td>Perspectives in Women’s Literature</td>
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<tr>
<td>Spr 2010</td>
<td>ENGL 3730</td>
<td>Middle Eastern Women Writers</td>
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<tr>
<td>Spr 2010</td>
<td>PSY DV 3100</td>
<td>Psychology of Diversity</td>
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<tr>
<td>Sum 2010</td>
<td>ENGL 2920/4920</td>
<td>Study Abroad: England, Scotland, Ireland</td>
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<tr>
<td>Sum 2010</td>
<td>PSY DV 3100</td>
<td>Psychology of Diversity</td>
<td>15</td>
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<tr>
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### Some Program Events:

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<th>Date</th>
<th>Event</th>
<th># Attended</th>
<th>Notes</th>
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<tbody>
<tr>
<td>10/18/2006</td>
<td>Film and Discussion: “Images in Media”</td>
<td>15</td>
<td>For Love Your Body Day</td>
</tr>
<tr>
<td>10/18/2006</td>
<td>Film and Discussion: “What a Girl Wants”</td>
<td>15</td>
<td>For Love Your Body Day</td>
</tr>
<tr>
<td>10/26/2006</td>
<td>Fall Social</td>
<td>25</td>
<td>Gathering for faculty, staff, students and supporters</td>
</tr>
<tr>
<td>3/7/2007</td>
<td>Women's History Month Open House</td>
<td>40</td>
<td>WS co-sponsored</td>
</tr>
<tr>
<td></td>
<td>Women &amp; the Origins of Modern Astronomy”</td>
<td></td>
<td>.</td>
</tr>
<tr>
<td></td>
<td>What’s Sex Got to do with It”</td>
<td></td>
<td>.</td>
</tr>
<tr>
<td>10/-/2007</td>
<td>Diversity, Democracy, &amp; Citizenship</td>
<td>350</td>
<td>Keynote: Rev. Dr. DeForest B. Soaries (He is the former New Jersey</td>
</tr>
<tr>
<td></td>
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<td>Secretary of State and the former Chairman of the U.S. Election</td>
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<td>Assistance Commission.)</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td># Attended</td>
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<tr>
<td>10/15/2007</td>
<td>Love Your Body Day Film: &quot;Slender Existence&quot;</td>
<td>20</td>
<td>Film and discussion moderated by Becky Johns and Adrienne Gillespie</td>
</tr>
<tr>
<td>12/11/2007</td>
<td>Fall/Winter Social</td>
<td>20</td>
<td>Gathering for faculty, staff, students and supporters</td>
</tr>
<tr>
<td>3/1/2008</td>
<td>Female Athlete Celebration</td>
<td>40</td>
<td>Attendance of Jr. High female athletes at WSU Women’s Basketball game followed by meet-and-greet.</td>
</tr>
<tr>
<td>3/4/2008</td>
<td>Quilt Display &amp; Tour</td>
<td>25</td>
<td>A showcase of Dr. Judy Elsley’s quilting techniques and history</td>
</tr>
<tr>
<td>3/5/2008</td>
<td>Bread &amp; Roses March</td>
<td>.</td>
<td>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 &amp; discussion on women’s suffrage followed.</td>
</tr>
<tr>
<td>3/19/2008</td>
<td>Film Series: “Women, a true story – Gender Tango”</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>3/20/2008</td>
<td>Film Series: “License to Kill (honor killings in Pakistan)”</td>
<td>15</td>
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</tr>
<tr>
<td>3/20/2008</td>
<td>Film Series: “License to Kill (honor killings in Pakistan)”</td>
<td>15</td>
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</tr>
<tr>
<td>3/27/2008</td>
<td>Poetry Reading</td>
<td>15</td>
<td>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.</td>
</tr>
</tbody>
</table>
| 10/-/2008  | Diversity & Music: A Cause for Celebration                          | 600       | Keynote: Dr. James K. Makabuya (He is an
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<th>Notes</th>
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<tbody>
<tr>
<td>10/4/2008</td>
<td>Fall Social</td>
<td>.</td>
<td>Gathering for faculty, staff, students and supporters</td>
</tr>
<tr>
<td>10/15/2008</td>
<td>Love Your Body Day Film: &quot;The Size of It&quot;</td>
<td>.</td>
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<tr>
<td>2/20/2009</td>
<td>Women's Studies Winter Social</td>
<td>.</td>
<td>Gathering for faculty, staff, students and supporters</td>
</tr>
<tr>
<td>3/5/2009</td>
<td>International Women's Day Panel</td>
<td>35</td>
<td>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</td>
</tr>
<tr>
<td>3/17/2009</td>
<td>Poetry Reading</td>
<td>15</td>
<td>Poetry reading and discussion facilitated by Dr. Alicia Giralt and María Parrilla de Kokal</td>
</tr>
<tr>
<td>3/18/2009</td>
<td>Speaker: Debra Humphreys, Davis Campus</td>
<td>20</td>
<td>Vice President for Communications and Public Affairs at the Association of American Colleges and Universities</td>
</tr>
<tr>
<td>3/19/2009</td>
<td>Speaker: Debra Humphreys, Ogden Campus</td>
<td>45</td>
<td>Vice President for Communications and Public Affairs at the Association of American Colleges and Universities</td>
</tr>
<tr>
<td>3/31/2009</td>
<td>Environmental Panel: &quot;Women Taking the Lead to Save Our Planet&quot;</td>
<td>35</td>
<td>.</td>
</tr>
<tr>
<td>10/-/2009</td>
<td>Exploring Diversity During an Economic Crisis</td>
<td>600</td>
<td>Keynote: Dr. Henry Cisneros (He is the former U.S. Secretary of Housing &amp; Urban Development.)</td>
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<tr>
<td>11/13/2009</td>
<td>Fall Retreat</td>
<td>18</td>
<td>The purpose of this luncheon meeting was to begin the process of strategic planning for the WS program. Eric</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td># Attended</td>
<td>Notes</td>
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<tr>
<td>2/5/2010</td>
<td>Winter Social</td>
<td>20</td>
<td>This event was a potluck social that provided an opportunity for WS staff, faculty, students and supporters to gather and network.</td>
</tr>
<tr>
<td>3/8/2010</td>
<td>Wilma Rudolph Presentation</td>
<td>30</td>
<td>Film clips and a panel discussion focused on the inspirational American athlete.</td>
</tr>
<tr>
<td>3/8/2010</td>
<td>International Women’s Poetry Readings</td>
<td>19</td>
<td>Faculty and students representing a variety of nationalities and languages will read poetry written by women.</td>
</tr>
<tr>
<td>3/9/2010</td>
<td>International Women’s Poetry Readings</td>
<td>5</td>
<td>Faculty and students representing a variety of nationalities and languages will read poetry written by women.</td>
</tr>
<tr>
<td>3/10/2010</td>
<td>International Women’s Poetry Readings</td>
<td>8</td>
<td>Faculty and students representing a variety of nationalities and languages will read poetry written by women.</td>
</tr>
<tr>
<td>3/11/2010</td>
<td>International Women’s Poetry Readings</td>
<td>16</td>
<td>Faculty and students representing a variety of nationalities and languages will read poetry written by women.</td>
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<tr>
<td>3/23/2010</td>
<td>Speaker: Andrea G. Radke-Moss</td>
<td>35</td>
<td>Andrea Radke-Moss is an assistant professor of history for BYU-Idaho and author of</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td># Attended</td>
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<td>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.</td>
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<tr>
<td>3/25/2010</td>
<td>Dr. Vicki Ramirez Presentation</td>
<td>.</td>
<td>Dr. Ramirez read and performed songs from her new poetry book Love Among the Yearlings.</td>
</tr>
<tr>
<td>3/31/2010</td>
<td>Women: Finding a Place in Religion</td>
<td>21</td>
<td>Panel discussion, featuring female spokespersons from a variety of faiths, about how women find their place within religious communities.</td>
</tr>
<tr>
<td>10/-/2010</td>
<td>From Rocking the Cradle to Rocking the World: Transformation from the Margins</td>
<td>1200</td>
<td>Keynote: Dr. Nikki Giovanni (She is a renowned poet.)</td>
</tr>
<tr>
<td>10/25/2010</td>
<td>Beyond Broomsticks</td>
<td>30</td>
<td>Guest lecture by Dr. Stephen Francis for a historical overview on society and witches in the United States.</td>
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<tr>
<td>11/10/2010</td>
<td>Faculty/Minor Student Get Together</td>
<td>10</td>
<td>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.</td>
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<tr>
<td>2/28/2011</td>
<td>Women's Studies Anniversary Breakfast</td>
<td>27</td>
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<tr>
<td>3/9/2011</td>
<td>Utah Pioneer Women in Health Care</td>
<td>35</td>
<td>Open lecture by Judith Pratt (former Executive Council member) for Women's History Month.</td>
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<tr>
<td>3/22/2011</td>
<td>The Unadulterated History of Marriage - open lecture by Dr. Stephanie Coontz</td>
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<td>Women's Studies was a co-sponsor.</td>
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<tr>
<td>3/31/2011</td>
<td>Women's History Month Costume Contest</td>
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<tr>
<td>4/1/2011</td>
<td>Book Discussion: &quot;Sexual Violence Against Jewish Women During the Holocaust&quot;</td>
<td>10</td>
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<tr>
<td>4/6/2011</td>
<td>Open presentation with WS 1500 class</td>
<td>20</td>
<td>Featuring Sonja Hedgepeth and Rochelle Saidel, editors of</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td># Attended</td>
<td>Notes</td>
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<tr>
<td>4/6/2011</td>
<td>Keynote Address</td>
<td>30</td>
<td>Featuring Sonja Hedgepeth and Rochelle Saidel, editors of Sexual Violence Against Jewish Women During the Holocaust</td>
</tr>
<tr>
<td>4/6/2011</td>
<td>Evening Reception</td>
<td>10</td>
<td>Featuring Sonja Hedgepeth and Rochelle Saidel, editors of Sexual Violence Against Jewish Women During the Holocaust</td>
</tr>
<tr>
<td>9/11/2011</td>
<td>Fall Potluck</td>
<td>12</td>
<td>Gathering for faculty, staff, students and supporters</td>
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</tbody>
</table>
Dear Women’s Studies Minor,

Please visit our website (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) for a list of current courses and their syllabi. Use this site to help you plan your schedule or to replace a lost syllabus.

**Frequently Asked Questions**

Check the [FAQs Page](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.

**Feminists United Network**

Check the [FUN Page](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.

**Graduate School Information for Women’s Studies Programs**

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

**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].

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] page sponsored by Michigan State University and the additional site [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
- 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.

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.

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?

- 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?

- 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/) 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:
  o 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)**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Hrs</th>
<th>Course Name</th>
<th>Sem/Yr Planned</th>
<th>Grade</th>
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<td>WS1500</td>
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<td>Introduction to Women’s Studies</td>
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<td>3050</td>
<td>3</td>
<td>Feminist Theories</td>
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<td>4050</td>
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<td>Research Methodologies</td>
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<td>4060</td>
<td>2</td>
<td>Research Project*</td>
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<td>4860</td>
<td>1-2</td>
<td>Internship in Women’s Studies*</td>
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<tr>
<td>4990</td>
<td>2</td>
<td>Senior Seminar</td>
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*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)**

<table>
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**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.

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<tr>
<th>Sophomore Autumn</th>
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<th>Junior Spring</th>
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<td>Elective Course</td>
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<th>Senior Autumn</th>
<th>Senior Spring</th>
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<td>WS 4060 or WS 4860</td>
<td>WS 4990</td>
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<td>Elective Course</td>
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WSU Five-Year Program Review – Women’s Studies Minor Program Self-Study – Page C6
### CROSS/CO-LISTED COURSES

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<tr>
<th>Course Code</th>
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<td>Anth DV 3700</td>
<td>Sex Roles: Past, Present &amp; Future</td>
<td>3</td>
<td>Pols 4160</td>
<td>Problems in International Politics: Third World Women</td>
<td>3</td>
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<tr>
<td>Econ 3410</td>
<td>Women in the World Economy</td>
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<td>Pols 4900</td>
<td>Women in Politics</td>
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<td>Comm DV 3090</td>
<td>Gender and Communication</td>
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<td>Pols 4940</td>
<td>Topics in American Politics &amp; Thought</td>
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<tr>
<td>Comm DV 4900</td>
<td>Topics in Communication: Women &amp; Minorities in the Media</td>
<td>3</td>
<td>Pols DV 4070</td>
<td>Sex Roles and the Law</td>
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<tr>
<td>Engl HU/DV 2710</td>
<td>Perspectives in Women’s Literature</td>
<td>3</td>
<td>Psy DV 2370</td>
<td>Psych of Women &amp; Gender</td>
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<td>Engl 3720</td>
<td>Topics in Literature: Victorian Prostitution and its Enemies</td>
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<td>Psy DV 3100</td>
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<td>Engl 3730</td>
<td>Middle Eastern Women</td>
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<td>Gert 3320</td>
<td>Ethnicity and Older Women in American Society</td>
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<tr>
<td>Hlth 4220</td>
<td>Women’s Health Issues</td>
<td>3</td>
<td>Soc DV 3120</td>
<td>Sex/Gender Roles: Past, Present &amp; Future</td>
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<tr>
<td>Hist DV 3070</td>
<td>Women in American History: 1600 to Present</td>
<td>3</td>
<td>Soc DV 4990</td>
<td>Women, Work &amp; Organizations</td>
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<tr>
<td>Hnrs 3900</td>
<td>Honors Colloquium 3900</td>
<td>3</td>
<td>Span 3670</td>
<td>Literature: Authors: Love, Intellect, and Convent: Hispanic Women Writers</td>
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**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

- **Business**
  ECON 3410 Women in the World Economy ........................................................................ 3

- **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

- **History**
  Hist DV 3070 Women in American History: 1600 to Present ........................................ 3

- **Honors**
  HNRS 3900 Honors Colloquium 3900 .................................................................................. 3

- **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

- **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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<tr>
<td>CONOVER, ROSEMARY</td>
<td>664</td>
<td>SS114</td>
<td>120</td>
<td>Prof./Chair Anthro.</td>
<td><a href="mailto:rconover@weber.edu">rconover@weber.edu</a></td>
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<tr>
<td>CRAWFORD, FORREST</td>
<td>742</td>
<td>ED230</td>
<td>101</td>
<td>Prof. Teacher Ed./Asst. to Pres. Of Div.</td>
<td><a href="mailto:fcrawford@weber.edu">fcrawford@weber.edu</a></td>
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<td>EDWARDS, KATHY</td>
<td>657</td>
<td>PT419</td>
<td>402</td>
<td>Ex. Director/Univ. Comm.</td>
<td><a href="mailto:kedwards@weber.edu">kedwards@weber.edu</a></td>
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<tr>
<td>ELSLEY, JUDY</td>
<td>680</td>
<td>EH426</td>
<td>140</td>
<td>Honors Director/Prof Eng.</td>
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<tr>
<td>HAANSTAD, NANCY</td>
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<td>SS280</td>
<td>120</td>
<td>Assoc. Prof. Pol. Sci.</td>
<td><a href="mailto:nhaanstad@weber.edu">nhaanstad@weber.edu</a></td>
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<tr>
<td>HERNDON, KATHY</td>
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<td>EH435A</td>
<td>140</td>
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<td>JOHNS, BECKY</td>
<td>745</td>
<td>EH337</td>
<td>140</td>
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<td>KOWALEWSKI, BRENDA</td>
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<td>SS126</td>
<td>120</td>
<td>Prof. Soc./Dir. Community Inv. Ctr</td>
<td><a href="mailto:bkowaleski@weber.edu">bkowaleski@weber.edu</a></td>
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<tr>
<td>KRANTZ, DIANE</td>
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<td>Prof. English</td>
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<tr>
<td>MACKAY, KATHRYN</td>
<td>678</td>
<td>SS244</td>
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<td>Assoc. Prof. History</td>
<td><a href="mailto:kmackay@weber.edu">kmackay@weber.edu</a></td>
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<tr>
<td>MORE, MICHELLE</td>
<td>781</td>
<td>SL403MA</td>
<td>250</td>
<td>Assoc. Prof. Chemistry</td>
<td><a href="mailto:mmore@weber.edu">mmore@weber.edu</a></td>
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<tr>
<td>OLLILAINEN, MARJUKKA</td>
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<td>120</td>
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<td><a href="mailto:mollilainen@weber.edu">mollilainen@weber.edu</a></td>
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<tr>
<td>PARRILLA DE KOKAL, MARÍA</td>
<td>762</td>
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<td>120</td>
<td>Visiting Lecturer/Psych. Coordinator Women’s Studies</td>
<td><a href="mailto:mdekokal@weber.edu">mdekokal@weber.edu</a></td>
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<tr>
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<td></td>
<td>Instructor English</td>
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<tr>
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<td>GILLESPIE, Adrienne</td>
<td></td>
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<td></td>
<td>Coordinator for the Center for Diversity &amp; Unity</td>
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<td>Licensed Professional Counselor</td>
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<td>KUMAR, Priti</td>
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<td>Retired Professor</td>
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<td>Adjunct Professor</td>
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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? 

WSU Five-Year Program Review – Women’s Studies Minor Program Self-Study – Page C11
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.
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

School: College of Education

Department/Program: Teacher Education

Terminal degree in your field: Education Doctorate (Ed. D.)

<table>
<thead>
<tr>
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<td>Brigham Young University</td>
<td>Education Administration</td>
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<td>August 1990</td>
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<tr>
<td></td>
<td>(Community Education)</td>
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<tr>
<td>Brigham Young University</td>
<td>Community Education</td>
<td>Ed. S.</td>
<td>May/June 1985</td>
</tr>
<tr>
<td>University of Utah</td>
<td>Social Work Administration</td>
<td>M.S.W.</td>
<td>May/June 1977</td>
</tr>
<tr>
<td>Weber State College</td>
<td>Sociology (Social Work)</td>
<td>B.S.</td>
<td>May/June 1975</td>
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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)

- Encyclica – 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
- Asked by Allyn and Bacon Publishing Co. to review multicultural text.
III. TEACHING

Name: Forrest Cleon Crawford

A. Teaching Experience

<table>
<thead>
<tr>
<th>Institution</th>
<th>Position &amp; Description</th>
<th>Dates: Mo. and Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weber State College (Univ.)</td>
<td>Teaching Assistant - Department of: Sociology, Psychology, Communications, Child and Family Studies</td>
<td>Winter 1977-Fall 1978</td>
</tr>
<tr>
<td></td>
<td>Adjunct: University of Utah Graduate School of Social Work (Clinical Field Supervisor)</td>
<td>Fall 1985-Fall 1987</td>
</tr>
<tr>
<td></td>
<td>*Weber State Department of History</td>
<td>Fall 1986-Fall 1988</td>
</tr>
<tr>
<td></td>
<td>Department of Teacher Education</td>
<td>Winter 1991-Present</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Position &amp; Description</th>
<th>Dates: Mo. and Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Career and Vocational Education-Counselor/Instructor</td>
<td>September 1982-1990</td>
</tr>
<tr>
<td></td>
<td>Counselor/Manager-Upward Bound Project</td>
<td>Summers 1974, 75, 77, 78</td>
</tr>
<tr>
<td></td>
<td>Research Assistant-Bureau of Indian Affairs</td>
<td>Summer 1976</td>
</tr>
<tr>
<td></td>
<td>Assistant to President for Institutional Diversity</td>
<td>Winter 1992-Summer 1993 (Re-appointed Summer 2000 to present)</td>
</tr>
</tbody>
</table>
### III. TEACHING (continued)

Name: Forrest Cleon Crawford

**C. List of courses taught:**

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

Name: Forrest Cleon Crawford

<table>
<thead>
<tr>
<th>Course</th>
<th>Institution</th>
<th>Semester</th>
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<tr>
<td>Educ 3200, 3000, 675</td>
<td>WSU</td>
<td>Fall 1997 (Quarter)</td>
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<tr>
<td>Educ 3200, 3000, 675</td>
<td>WSU</td>
<td>Winter 1998 (Quarter)</td>
</tr>
<tr>
<td>Educ 3200, 3000, (416 Site Based)</td>
<td>WSU</td>
<td>Spring 1998</td>
</tr>
<tr>
<td>Educ 3200, 3000</td>
<td>WSU</td>
<td>Summer 1998</td>
</tr>
<tr>
<td>Educ 3200, 3000, 3120 (Foundations in American Educ.)</td>
<td>WSU</td>
<td>Fall 1998</td>
</tr>
<tr>
<td>Educ 3200, 3000, 6240</td>
<td>WSU</td>
<td>Spring 1999</td>
</tr>
<tr>
<td>Educ 6020, Diversity in Educ.</td>
<td>WSU</td>
<td>Summer 1999</td>
</tr>
<tr>
<td>Educ 3200, 5120 (Indep. Study)</td>
<td>WSU</td>
<td>Fall 1999</td>
</tr>
<tr>
<td>Culture and Language</td>
<td>WSU</td>
<td>Fall 1999</td>
</tr>
<tr>
<td>Educ 5110, Advanced Multicultural Bilingual Educ</td>
<td>WSU</td>
<td>Summer 2000</td>
</tr>
<tr>
<td>Educ 3200, 3000, 6020</td>
<td>WSU</td>
<td>Fall 2000</td>
</tr>
</tbody>
</table>

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).


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 Regard to Human Rights Scholar/Lecturer-Mr. Arun Gahandi 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)


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)


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

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

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

Referred

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


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


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.


IV. SCHOLARSHIP (Continued)

Name: Forrest Cleon Crawford


Unpublished


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)

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.


Author: Dr. Forrest C. Crawford
Note: Revision (1999)

Author: Dr. Forrest C. Crawford
Note: Revisions (pending).

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.

IV. SCHOLARSHIP (Continued)

Name: Forrest Cleon Crawford

Institutional Research/Reports


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.)


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.


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


*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


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."


National/Regional


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).

IV. SCHOLARSHIP (Continued)

Name: Forrest Cleon Crawford


4. Standard Examiner Educate Kids (SEEK)-"Celebrating Diversity in the Classroom" Ogden, Utah (November 11) 1993. Note: Public School Teachers’ In-Service.

5. Salt Lake Veterans Hospital for Psychological Services-"Myths and Realities - African Americans and Mental Health."


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.


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.


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 Nalor 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


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."

K) See "Grad Notes" — A Publication of the WSU Masters of Education (Med) Program. Also see Academic Oriented Support Activities File.

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.

<table>
<thead>
<tr>
<th>Committee Title</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
<td></td>
</tr>
<tr>
<td>Teaching:</td>
<td></td>
</tr>
<tr>
<td>- Have visited several classes on diversity related concerns in curriculum</td>
<td></td>
</tr>
<tr>
<td>- Train student government and other professional leaders on diversity issues</td>
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<tr>
<td>Scholarship:</td>
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</tr>
<tr>
<td>- Collaborate with other colleagues on diversity requirements</td>
<td></td>
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<tr>
<td>- Institutional Reports</td>
<td></td>
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<tr>
<td>Service:</td>
<td></td>
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<tr>
<td>- Speak at variety of school and community functions.</td>
<td></td>
</tr>
<tr>
<td>- Volunteer and serve on many boards and project on/off campus.</td>
<td></td>
</tr>
</tbody>
</table>

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)


3. Co-Director-Teacher Excellence Appropriate for a Multicultural Society (TEAMS-a grant from U.S. West)-Fall 1993-present.


6. Chair-For Standard V (Diversity) and XI (Graduate Masters Programs) for Northwest Accreditation-September 1993-present.


9. Hemingway Grant (See Teaching)


C. Positions held or membership in professional organizations.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Date</th>
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<tbody>
<tr>
<td>*Phi Kappa Phi (member)</td>
<td>1996-Present</td>
</tr>
<tr>
<td>*Phi Delta Kappa-(member) (national/regional)</td>
<td>1992-93,1998-Present</td>
</tr>
<tr>
<td>*Utah Association of Multicultural Educators-(member) (state/local)</td>
<td>1993-94,1997-Present</td>
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</tbody>
</table>
V. PROFESSIONALLY RELATED SERVICE (continued)

Name: Forrest Cleon Crawford

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

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
- 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).

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## V. PROFESSIONALLY RELATED SERVICE (continued)

**Name:** Forrest Cleon Crawford

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<td>Make a Challenge, Make a Change</td>
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### 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
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DEGREE: MASTER OF ARTS
PROGRAM: POLITICAL SCIENCE
MAY 2001

This transcript is not official without the signature of the registrar.

Pursuant to the Family Education Rights and Privacy Act of 1974, Information Contained Herein Shall Not Be Released to a Third Party Without the Written Authorization of the Student.
GRADUATE ACADEMIC RECORD

DEGREES AWARDED:

BACHELOR OF ARTS
COLLEGE: UNIV OF UTAH
MAR, 1993

MASTER OF SCIENCE
COLLEGE: MANKATO STATE UNIV
JUN, 1997

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 & SPIRITUALITY
1 A 1 4
WOST 630 FEMINIST PEDAGOGY
3 A 3 12
WOST 640 COLLECTIVE ACTN/ANALYSIS
3 A 3 12
POL 660 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 INTERNSHIP: 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
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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

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EARNED QUALITY QUALITY
HOURS HOURS POINTS GPA
51 51 204 4.000

OFFICIAL TRANSCRIPTS BEAR SIGNATURE STAMP EMBOSSED WITH COLLEGE SEAL.
SEE REVERSE SIDE FOR EXPLANATION OF GRADES, COURSE LEVEL, AND COURSE TYPE.

MANKATO STATE UNIVERSITY
MARKET, MINNESOTA 56002-6400

WSU Five-Year Program Review – Women’s Studies Minor Program Self-Study – Page D27
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**END OF ACADEMIC RECORD**
Dr. Alicia Giralt
Curriculum Vitae

agiralt@weber.edu
http://faculty.weber.edu/agiralt
231 Elizabeth Hall
Department of Foreign Languages
Day phone: 801-626-6726
Evening phone: 801-391-3805
Fax: 801-626-6275
1403 University Circle
Weber State University
Ogden, UT 84408

Education

<table>
<thead>
<tr>
<th>Institution</th>
<th>Discipline</th>
<th>Degree Earned</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wayne State University</td>
<td>Modern Languages</td>
<td>Ph.D.</td>
<td>1998</td>
</tr>
<tr>
<td>Wayne State University</td>
<td>Spanish Literature</td>
<td>M.A.</td>
<td>1993</td>
</tr>
<tr>
<td>Wayne State University</td>
<td>Print Journalism</td>
<td>B.A.</td>
<td>1990</td>
</tr>
<tr>
<td>Oakland Community College</td>
<td>General Studies</td>
<td>A.A.</td>
<td>1989</td>
</tr>
</tbody>
</table>

Teaching Experience

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

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 18th to 20th 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


Articles


Research under Consideration

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

Books

Catalina Clara Ramírez de Guzmán: Writing from the Margins in 17th Century Spain.

Articles

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

Presentations

International Presentations


National Presentations


Local/Regional Presentations


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 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.


“Sor Juana Inés de la Cruz – First Feminist of the Americas.” WSU Women’s History Month. March, 2006.


“Want to Know More about Community-Based Learning?” WSU Fall Faculty Forum. Nov. 2005.


“What’s In This for Faculty?” Civic Engagement Faculty Retreat II, Snowbird, UT. Discussion table facilitator. August 2004.


“La rateta que escombrava la escaleta.” (Catalan Folk Story) 8th Annual WSU. Nov. 2003.


“The Utah Hispanic Community.” Presentation to Social Work students. WSU. Fall 2002.


Presentations to the Community


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


Art Exhibits

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

Creative Production

Books


Poetry


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


Awards

Spring 2008 John A. Lindquist Award for Community Involvement.
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 Alejandra Pizarnik International Poetry Competition. Lomas de Zamora, Argentina, Second Prize “Con los ojos cerrados.”
Summer 2003 11th Annual LeConte Stewart Art Competition. Layton. UT. First Prize, Painting “Big Sur.”
<table>
<thead>
<tr>
<th>Grants</th>
<th>Spring 2010</th>
<th>Spring 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hemingway Vitality Grant to present a paper at the RMLA in Albuquerque</td>
<td>Research Scholarship and Professional Growth to create a Medical Spanish course pack.</td>
<td></td>
</tr>
<tr>
<td>Office of Diversity Grant to travel to Rio de Janeiro to attend LASA Conference.</td>
<td>Fall 2008 A&amp;H Grant to travel to Madrid to attend 2008 Women’s World Conference.</td>
<td></td>
</tr>
<tr>
<td>Hall Endowment for Community Outreach to create prescription posters.</td>
<td>Fall 2008 RS&amp;PG Travel to International Literature Conference in Puerto Rico.</td>
<td></td>
</tr>
<tr>
<td>John A. and Telitha Lindquist Endowment for Creative and Artistic Endeavors.</td>
<td>Fall 2006 Office of Diversity funding to host the 2006 AILFH Conference.</td>
<td></td>
</tr>
<tr>
<td>Hemingway Faculty Excellence to host the 2006 AILFH Conference.</td>
<td>Spring 2005 Hemingway Vitality Award, release time to organize the 2006 AILFH.</td>
<td></td>
</tr>
<tr>
<td>Hemingway Faculty Vitality Award, to travel to Cuba for research.</td>
<td>Spring 2004 Office of Diversity funding to present a paper at the World’s Interdisciplinary Congress on Women, Seoul, Korea.</td>
<td></td>
</tr>
<tr>
<td>Hemingway Faculty Vitality Award to travel to Spain and study Islamic art.</td>
<td>Fall 2002 RS&amp;PG to present at the 2002 Digital Stream Conference: Implications of Emerging Technologies for Teaching Language &amp; Cultures.</td>
<td></td>
</tr>
<tr>
<td>Hemingway Faculty Vitality Award to travel to Spain and study Islamic art.</td>
<td>Fall 2001 RS&amp;PG. WSU to create a course pack for Spanish for Social Services.</td>
<td></td>
</tr>
</tbody>
</table>

WSU Five-Year Program Review – Women’s Studies Minor Program Self-Study – Page D38
Other Professional Activities

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>Fulbright Classroom Teacher Exchange Program, review committee member</td>
</tr>
</tbody>
</table>

Service

International

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2009</td>
<td>Elected representative of full professors for the AILFH, now AILCH</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>Director the Annual Conference of the AILFH (International Association of Feminine Hispanic Literature and Culture)</td>
</tr>
<tr>
<td>Summer 2005</td>
<td>Translator for medical workshops led by Dr. Read Harris.</td>
</tr>
<tr>
<td></td>
<td>“Cardiac Resynchronization Therapy for Heart Failure” and “Congestive Heart Failure.” Navy Medical School, Guayaquil, Ecuador.</td>
</tr>
</tbody>
</table>

University Assignments

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 09-11</td>
<td>Rank and Tenure Committee Chair</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>Women’s History Month Committee Chair</td>
</tr>
<tr>
<td>Since Fall 09</td>
<td>Women Studies Executive Committee Member</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>Dr. Nicole Okazaki’s Peer Committee Member (Biology Dept)</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>John A. Lindquist Award Committee</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>Dr. Ruperto Majuca’s Peer Review Committee Member (Economics Dept)</td>
</tr>
<tr>
<td>Fall 2008-09</td>
<td>Dumke Health Professions Rank and Tenure Committee Member</td>
</tr>
</tbody>
</table>
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

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

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

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

### 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.


Membership in Professional Organizations

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

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  
Ogden UT, 84408-1403  
801-626-6345  
tmathews@weber.edu

Dr. Jim Jacobs  
Chair, Department of Visual Arts  
2001 University Circle  
Ogden UT, 84408  
801-626-6976  
jejacobs@weber.edu
DONNA M. HUNTER
1441 South 1175 East, Ogden, UT  84404
(801) 940-1136
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

- *The Conversation Café: Using Dialogue to Address Persistent Problems*, Utah NASPA Conference, Ogden, Utah, 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

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

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit</th>
<th>Load</th>
<th>Enroll-ment</th>
<th>Over-load</th>
</tr>
</thead>
<tbody>
<tr>
<td>1020</td>
<td>Public Speaking (Online)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2110</td>
<td>Interpersonal and Small Group Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3085</td>
<td>Family Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3150</td>
<td>Communication Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4990</td>
<td>Senior Seminar (course capped at 15)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3065</td>
<td>Listening and Interviewing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3066</td>
<td>Organizational Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 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 always able to do so whether I am in an office or an online class. I guarantee that whenever I pick up my phone, it will be for the students. I am always accessible and can be reached by email at any time. The students know that the only way I can’t get to them is if I am teaching a class. I always answer their questions before class starts and then I have a period of fast, high level answering. Once class starts, I teach and use the syllabus for what I have planned. If they have any questions after class I can’t answer them.”

- **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
  3. Significantly redesigned COMM 3060 (3) to include Interviewing
  4. Developed MPC 6255 (3) Faculty-initiated Student Research Collaboration course
  5. Developed MPC 6955 (1-2) Continuing MPC Registration course
  6. Re-designed and developed the following dual courses: MPC 5306 Listening and Interviewing (3), MPC 5305 Interpersonal Communication and Conflict Management (3)
  7. 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.)

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

Service in lieu of teaching n/a

Published research and/or creative activity

<table>
<thead>
<tr>
<th>Published research</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

Presentations at Professional Meetings

<table>
<thead>
<tr>
<th>Presentation title</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voices at the Crossroad: Feminist Scholarship and Religion</td>
<td>National Communication Association. This panel was selected as a theme panel for the National Communication Association Annual convention</td>
</tr>
</tbody>
</table>

Attendance at Professional Meetings

<table>
<thead>
<tr>
<th>Meeting title</th>
<th>Location</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunstone Symposium, Ogden, UT, July, 2011, chaired two paper sessions</td>
<td>Ogden, UT</td>
<td>July, 2011</td>
</tr>
<tr>
<td>Major’s Meeting, Salt Lake City, UT, September, 2011</td>
<td>Salt Lake City, UT</td>
<td>September, 2011</td>
</tr>
</tbody>
</table>

Funded Research and Projects

<table>
<thead>
<tr>
<th>Granting agency, proposal title (years)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)(applied) RS &amp; PG, A&amp;H Lindquist funds, Communication Department, Voices at the Crossroad, Request to fund Travel to present this paper at NCA Convention in New Orleans, Nov., 2011</td>
<td>$2,004.00</td>
</tr>
<tr>
<td>(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.</td>
<td>$4,200.00</td>
</tr>
</tbody>
</table>

Service

<table>
<thead>
<tr>
<th>Committee or organization name and your role</th>
<th>Semester(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Communication Association, Dissertation of the Year Committee and Reader</td>
<td>Fall, 2011</td>
</tr>
<tr>
<td>Religious Communication Association, Finance Committee, in charge of 501 (c) a status for RCA</td>
<td>Fall, 2011</td>
</tr>
<tr>
<td>Women’s Studies Executive Council (part time only for previous three years, will be full –time in future)</td>
<td>2011-2012</td>
</tr>
<tr>
<td>General Education Assessment and Improvement Committee, Member</td>
<td>2011-2012</td>
</tr>
<tr>
<td>College</td>
<td>Semester(s)</td>
</tr>
<tr>
<td>A&amp;H College Assessment Committee, Liaison</td>
<td>2011-2012</td>
</tr>
<tr>
<td>Composition Area Assessment Committee, Liaison</td>
<td>2011-2012</td>
</tr>
<tr>
<td>A&amp;H Tenure and Promotion Committee, Member</td>
<td>2011-2012</td>
</tr>
<tr>
<td>Department</td>
<td>Semester(s)</td>
</tr>
<tr>
<td>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.</td>
<td>2011-2012</td>
</tr>
<tr>
<td>MPC Student Selection 2011 Committee, member</td>
<td>2011-2012</td>
</tr>
<tr>
<td>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)</td>
<td>2011-2012</td>
</tr>
</tbody>
</table>

WSU Five-Year Program Review – Women’s Studies Minor Program Self-Study – Page D49
**Graduation & Commencement Exercises**

I attended graduation ceremonies: 
- **X** Fall Commencement*  
- **X** Spring Commencement  
- **X** 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**

<table>
<thead>
<tr>
<th>Fixed COMM 3000 registration problem</th>
<th>August, 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 Connecting 2110 textbook sold, MPC financial design of which I had primary responsibility will eventually be an important revenue stream for department.</td>
<td>Sp, 2011</td>
</tr>
<tr>
<td>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.</td>
<td>Spring, Summer and Fall</td>
</tr>
<tr>
<td>Every semester I totally revise exams and often revise major assignments.</td>
<td>Spring, Summer, Fall</td>
</tr>
<tr>
<td>Regularly enroll students into my classes after semester starts when they are seriously dissatisfied with other department instructors.</td>
<td>Spring, Summer, Fall</td>
</tr>
<tr>
<td>Books and journals regularly read to improve teaching and content area include: Faculty Focus, Teaching Online, Teaching Professor, Communication Education, Communication Teacher, Journal of Communication and Religion, Journal of Feminism and Religion, Text and Performance Quarterly, and Communication and Cultural/Critical Perspectives.</td>
<td>Spring, Summer and Fall</td>
</tr>
<tr>
<td>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</td>
<td>Spring, Summer and Fall</td>
</tr>
<tr>
<td>Social Media is infused across my courses, for example LinkedIn is used as a networking site for job seeking in COMM 4990 and Facebook is viewed and discussed extensively in COMM 2110 Interpersonal and Small Group Communication</td>
<td>Spring, Summer and Fall</td>
</tr>
<tr>
<td>Learn and participate in using Multimedia in the classroom when appropriate such as the use of film, YouTube, PowerPoint, iTunesU. etc.</td>
<td>Spring, Summer and Fall</td>
</tr>
<tr>
<td>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, prez.com for presentations, video storytelling programs in many courses.</td>
<td>Spring, Summer and Fall</td>
</tr>
<tr>
<td>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.</td>
<td>Spring, Summer and Fall</td>
</tr>
<tr>
<td>Volunteer each week at George E. Whalen Ogden Veteran’s Home</td>
<td>Spring, Summer and Fall</td>
</tr>
</tbody>
</table>

**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’ers, 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 each 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 Women’s Studies Program 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
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
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

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

PAPERS/WORKSHOPS PRESENTED AT PROFESSIONAL MEETINGS


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.


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.

HONORS, AWARDS AND PROFESSIONAL RECOGNITION
1. Awarded the Hemingway Faculty Vitality grant for the proposal "Interdependence in a Global Society" 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.

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
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 include 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.
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.
Education

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

Employment and Experience

Professor 2008 - 
Associate Professor 1993 - 2008
Assistant Professor 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.

Developer 2010 -
Arts in the Park – summer program for children

Member 2010 -
Weber Arts Council

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

Member 2006 -
Board, Traditional Building Skills Institute

Developer 2005 -
American Democracy Project at WSU

Member 2004- 2008
Friends of Ft Buenaventura
Member
Faculty Advisory Committee, Honors Program 2002-2005

Member
Landmarks Commission 2002 -
Ogden City (reappointed to 3-year term, Fall 2005 and 2008)

Associate Editor
Weber Studies (responsible for the “Reading the West” section.) 2002 -

Book Group Scholar
Utah Humanities Council 2000 -
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.

Member
Executive Committee, Faculty Consulting Corps 2000-2007
Utah Campus Compact

Developer
Office of Academic Service Learning 2000-2007
Became the basis for the Community Involvement Center.

Faculty Member
International Teachers Institute (Fulbright project) 1999-
Summer Training in American Studies

Developer and Coordinator
Teaching and Learning Forum 1994 - 1999
Weber State University

Developer and First Coordinator
Women’s Studies Program 1991 - 1994
Weber State University
Ogden, Utah
Helped developed 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.

Humanities Scholar
Community Programs 1989 -
Utah Humanities Council
Book Group and Humanities Resource Center programs throughout the state. Member of Speakers’ Bureau. Scholar for Between Fences — Smithsonian traveling exhibit, 2005-2007.
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  
1992  
to develop course and teacher's workshop  
"The Americas -- Before and After Columbus "

Hemingway Grant, with Barbara West  
1990  
to develop 2-quarter course  
"Women and the Western World"

Publications:


"The Strawberry Valley Reclamation Project and the Opening of the Uintah Indian Reservation,"  

MARÍA D. PARRILLA DE KOKAL

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 4th 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.
- Supplied 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.

**Education**

**University of Colorado, Boulder, CO**

*Attended 1997*

Some doctoral work in Educational Psychology
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 – presentº)

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

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  

Education


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  
http://faculty.weber.edu/eszalay

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)
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
"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
"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

"Teaching Sustainability in Undergraduate Ethics Courses: Some Lessons from the Frankfurt
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


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


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
Sponsore: 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

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*. 
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), 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), 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 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) 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). “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 3rd and 18th 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.

- **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://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.
APPENDIX A
WOMEN’S STUDIES INSTRUCTOR ORIENTATION LIST

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/](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:
     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.

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!
### WOMEN'S STUDIES EXECUTIVE COUNCIL MEMBERS 2011-12

<table>
<thead>
<tr>
<th>MEMBERS</th>
<th>EXT/MAIL CODE</th>
<th>REPRESENTING</th>
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<tbody>
<tr>
<td>Alexander, Melina</td>
<td>8742/MC 1304</td>
<td>Education</td>
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<tr>
<td>Ashby, Erik</td>
<td>3514/MC 130</td>
<td>Davis Campus Rep.</td>
</tr>
<tr>
<td>Casler, Vel</td>
<td>6324/MC 1503</td>
<td>Applied Science &amp; Technology</td>
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<tr>
<td>Crawford, Forrest</td>
<td>7420/MC 1011</td>
<td>Asst. to Pres. For D.V.</td>
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<tr>
<td>Gillespie, Adrienne</td>
<td>7243/MC 2125</td>
<td>Diversity/Unity Center</td>
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<tr>
<td>Johns, Becky</td>
<td>7455/MC 1407</td>
<td>Former WS Coordinator</td>
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<tr>
<td>Sillito, John</td>
<td><a href="mailto:jsillito@weber.edu">jsillito@weber.edu</a>/MC 1205</td>
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<tr>
<td>Licona, Ruby</td>
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<td>Library</td>
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<tr>
<td>Merrill, Carol</td>
<td>6090/MC 2127</td>
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<tr>
<td>(More) Paustenbaugh, Michelle</td>
<td>7810/MC 2503</td>
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<td>Alberts, Thomas</td>
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<td>Student s, FUN Presidents</td>
</tr>
<tr>
<td>Giralt, Alicia</td>
<td>6726/MC 1403</td>
<td>Arts &amp; Humanities</td>
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WOMEN’S STUDIES EXECUTIVE COUNCIL ALTERNATES 2010-11

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<tr>
<td>Anderson, Sumiko</td>
<td>801-626-0370</td>
<td>Community Representative</td>
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<td></td>
<td><a href="mailto:sumikoanderson@utah.gov">sumikoanderson@utah.gov</a></td>
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<td>Khan, Sumyya</td>
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<td>Henry, Jeffrey</td>
<td><a href="mailto:jeffreyhenry@mail.weber.edu">jeffreyhenry@mail.weber.edu</a></td>
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<tr>
<td>Sarah Steimel</td>
<td>6535/MC 1407</td>
<td>Communication</td>
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WSEC Subcommittees:

Women’s History Month/20th Anniversary

<table>
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<tr>
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<tr>
<td>Sandra Powell</td>
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<tr>
<td>Eva Szalay</td>
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Erik Ashby
Amanda Manchester
Summerhaze Lee
Alicia Giralt
Isabel Asensio
Julie Rich
Vel Casler
Forrest Crawford
Maria Parrilla de Kokal
Cara Angell
Adrienne Gillespie
Michelle More
Melina Alexander
Forrest Crawford
Isabel Asensio
Alicia Giralt
Carla Koons Trentelman
Julie Rich
Adrienne Gillespie
Becky Johns
Michelle More
Eva Szalay
Michelle More
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Sandra Powell
Melina Alexander
Erik Ashby

WS Conference 2010/Undergraduate Research

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Curriculum Committee:

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Web Page/Blogging:

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NW Accreditation/Annual Report

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School End/Holiday Celebrations:

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<tr>
<td>Carol Merrill</td>
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**Mission/Vision:**

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**Student Manual**

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<tr>
<td>Leah Murray</td>
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**Faculty Manual**

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<tr>
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<tbody>
<tr>
<td>Michele Zwolinski</td>
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<td>Michael Stevens</td>
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**Name Change**

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<tbody>
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