

# Budget Proposal Narrative

## 2023 Strategic Budgeting Process

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Please carefully review the [Call for Proposals](#) with particular attention to the evaluation criteria before beginning this application. Criteria should be addressed throughout the proposal narrative.

### Section 1: Proposal Title and Department Contact

Proposal Title: **Establishing a Department of Women, Gender, & Sexuality Studies**

Division: Academic Affairs

College/Unit: The College of Humanities and Social Science

Department Contact: Rae Lynn Schwartz-DuPre, WGSS Director

### Section 2: Proposal Summary and Problem Statement

*Check the most relevant box (one selection only).*

Priority Program and Service Areas:

- Graduate Programs
- Inclusive Student Success

Identified Structural or Legacy Funding Needs (to be used sparingly and in conjunction with Division VP)

- Core Infrastructure, Safety, and Regulatory Compliance
- Remaining funding needs from partially funded prior request  
*If checked, please identify original funding request amount and actual funding received in narrative section*
- Other Transition the Women, Gender, and Sexuality Studies Program to the Department of Women, Gender, & Sexuality Studies.

Statement of Purpose (One Page or Less):

**What are the challenges or opportunities being addressed? How will the new investment(s) in this proposal address this challenge or opportunity? What are the expected outcomes if this proposal is funded?**

The Women, Gender, & Sexuality Studies (WGSS) program has grown significantly over the last decade and needs the permanence and stability of department status to provide necessary support and growth to our students and faculty. Since 2013, when the program moved from the Provost's Office to the College of Humanities and Social Sciences, enrollment has grown steadily. Due to student interest, WGSS grew from a minor-only program to having both a major and a minor. In 2019, just one year after the inception of the major in Fall 2018, WGSS recorded 26 majors and 73 minors, in 2020 31/69, in 2021 38/79, and in 2022 we jumped to 50 majors, and 68 minors (Appendix C). Last year, WGSS's total SCH of 5,215 was up 3% from 2021 and marked a 38% increase since 2016/17. Even with the addition of a major in 2018, the program has

continued to see steady growth in both minors and majors (See Appendix C). This Fall, 117 first-year students signed up to learn more about WGSS, but many were dismayed that few seats were available in classes (Appendix D). Our growth—despite WWU’s overall enrollment decline—is a sign that WGSS is increasingly relevant to students. Departmental status would give our students much needed permanent resources, faculty mentoring, and curriculum to meet demand. At this point, the program lacks the permanence and stability needed to provide reliable support and growth to our students. A department will provide our students with secure tenure-line faculty in their core courses, a central space where community can work, learn, and mentor each other, and a full-time manager devoted to WGSS students, faculty, and community. Departmental status will also allow us to enhance the credibility of our major and minor and will position Western Washington University (WWU) as a leader among our peer and aspirant schools in recognizing the profound contributions WGSS can make to any liberal arts institution.

WGSS contributes significantly to Western's mission to advance inclusive success. Our students are motivated, intelligent, and diverse. According to the WWU Office of Institutional Effectiveness, as of Fall 2022, over 90% percent of WGSS students identify as female, 20% of our minors and 27% of our majors are first generation, 10% identify as members of an underrepresented class, 10% of minors and 17% of majors are persons of color, and 23% of our majors and 37% of our majors are Pell Grant eligible—among the highest percentages in the College of Humanities and Social Sciences (CHSS). We also support many LGBTQ+, non-binary and transgender students. According to the 2018-2022 Campus Climate Survey WWU reported 24% more LGBTQ+ students (the survey tool considers this to indicate sexual orientation) than all participating institutions. Many WGSS students identify as members of the LGBTQ+ community (about 40%). Regarding non-binary and/or transgender students (the survey tool considers this to indicate gender identification) WWU reported 8% more students than all participating institutions. Regrettably WWU does not track these statistics by major or college but WGSS faculty report that at least 25% of their students openly report to be non-binary or transgender. Yet because WGSS lacks departmental status, it cannot hire tenure-track faculty to consistently provide courses and support to our engaged and enthusiastic students. Funding WGSS to become a department will support WWU’s strategic plan’s commitment to low-income and underrepresented communities. Our students have experienced numerous delays, cancelled classes, and related insecurities due to our lack of stable and predictable staffing to teach courses. For example, this Spring 2023 I must cancel WGSS 213, a popular GUR on Queer and Sexuality Studies. There is no faculty qualified to teach it and the topic is too important to have an instructor not trained in the field. The only semi-permanent teaching and service resources come from three tenure-track faculty, 2 of whom teach .5 in WGSS (the director teaches 1 class a year). In 2022/23, 90% of WGSS courses will be taught by NTT (the lowest ratio of TT instruction in any CHSS unit by a substantial margin). Such a ratio explicitly reflects an institutional devaluing of WGSS and is out of line with the values expressed in our strategic plan. This instability leaves the WGSS Director far too dependent on ad hoc arrangements and regularly scrambling to staff filled courses.

WGSS is an established interdisciplinary field that continues to grow at the undergraduate and graduate level in colleges and universities across the country as well as internationally, through established peer-reviewed journals, and national and international conferences. Feminist scholarship “is comparative, global, intersectional and interdisciplinary to understandings of the arts, humanities, social sciences and sciences; and to promote synergistic relationships between scholarship, teaching and civic engagement in understandings of culture and society” (National Women Studies Association, 2023). Western is being outpaced by universities that share our commitment to racial and reproductive justice, inclusion, and diversity, but unlike Western, are willing to adequately invest in the success of Women, Gender, and Sexuality Studies. “The work in this field has never been richer, the future of our field never more imperiled . . . precarious conditions for adjuncts and untenured faculty puts pressure on all the core disciplines of women’s, gender, and sexuality studies, and on the field’s practitioners” (Kaplan, Haley & Mitra, 2021). It is time to fulfill the university’s mission, to promote equity and social justice in our curriculum, and to join our

peers. 54% of the Global Challenge States Peer Institutions have WGSS departments, some with multiple minors and master's programs.

Kaplan, C., Haley, S., & Mitra, D. (2021). Outraged/Enraged: The Rage Special Issue. *Signs: Journal of Women in Culture and Society*, 46(4), 785–800. <https://doi.org/10.1086/713300>  
National Women Studies Association, 2023 <https://www.nwsa.org/page/About-NWSA>,

### Summary of Proposed New Investments:

**Summarize the new investments included in this proposal (total monetary amount, number of FTE and type of positions, and other expenses). Explain the need for any goods and services or professional contracts.**

To establish a well-supported department, we propose a gradual and intentional 5-year plan.

#### Staffing:

##### Year one

- Two current dual appointment 0.5 WGSS TT faculty will be reappointed into two 1.0 WGSS TT faculty. To allow the college to replace the TT/TN lines in the WGSS faculty home departments, we request a new TT faculty line. (est. \$98,202 including benefits, allowing the college to rehire for loss of two 0.5 TT)
- Hire a full-time department manager (est. \$80,124 with benefits)

##### Year two

- Hire a TT WGSS generalist to help cover core courses and GURs (\$98,202 with benefits)

##### Years three and four

- Hire two more TT positions that have specializations in Queer Theory and Black Feminist Studies and get space for them in our departmental corridor (2 @ \$98,202 with benefits = 196,404).

By year five, we will have five full-time WGSS TT faculty members and a department manager.

#### Total Investment:

1. Two internal reappointments within WWU. Internal Investment – It is important to know that replacement lines for faculty that move into WGSS are not a given, so the responsibility will fall on departments with reduced FTE to make a case for hiring
2. Three new tenure lines
3. One new department manager
4. New department operating budget: \$22,500  
(Travel: 12.5K; Operations, supplies, memberships, honorariums: 10K)

Total: \$575,065 in recurring costs by year five. Plus one-time costs of \$55,500 in recruitment, employee workstations, and new faculty start up costs.

#### Impact of New Investment on ADEI and Sustainability:

**Please provide data or an analysis to support this request and illustrate the anticipated impact of this investment, including in advancing accessibility, diversity, equity, inclusion, and sustainability.**

WGSS was committed to ADEI even before it became central to the university's mission. The values of ADEI suffuse all we do: our curriculum, our research, our events, activities, service, programming, and initiatives. WGSS always foregrounds the significance of social justice. WGSS has a long-standing relationship with LGBTQ+ Western as the academic wing and co-collaborator of events and speakers. We quarterly host a Queer Research Series that brings speakers and scholars to WWU to engage and learn with our students. This relationship is central to the health of the WWU community because it promotes accessibility and inclusion for our LGBTQ+ students as an important diverse student group. The inclusion of these students offers a great deal to our institution and all students. 44% of the WWU students ( $n=380$ ) who took the 2018-2022 Campus Climate Survey identify as LGBTQ+ and 11% identify as transgender or non-binary ( $n=92$ ). Currently there is no information on the number of LGBTQ+, non-binary or transgender students in each major. Yet the number of filled WGSS Queer content focused classes, WGSS's close relationship with LGBTQ+ Western, and the feedback from WGSS faculty estimate that *at least* 40% of our minors and majors identify as LGBTQ+ or gender non-defining. Among the highest in the university.

Our biggest challenge in doing this work is the lack of resources to execute our mission. The university budget is a statement of value and the underinvestment in this program is a symptom of a systemic unwillingness to distribute resources more equitably towards historically underserved and marginalized communities. WGSS is unique because it responds to the needs of an array of underserved populations at Western. 90% of WGSS students identify as women, 10% as members of an underrepresented class, 27% as first generation, 17% as persons of color, and 37% as Pell Grant eligible - among the highest percentage in CHSS. In addition, faculty estimates suggest 40% of our majors and minors identify as LGBTQ+ or gender nonconforming (the percentage in our upper division classes is often higher). All these students face unique challenges at the university. For example, our Pell Grant students face significant obstacles that have been heightened by the pandemic: Pell Grant recipients were “20% more likely to lose a job due to the pandemic and 17% more likely to experience earning losses than never Pell recipients. Despite being 36% more likely to receive financial support from the CARES Act than never Pell recipients, Pell recipients were 65% more likely to have faced food and shelter insecurity, and 15% more likely to expect lower annual household income. . . Pell recipients’ [were] 41% [more] likelihood to consider dropping a course mostly because of concerns that their grade would jeopardize their financial assistance” (Rodríguez-Planas, 2022). WWU LGBTQ+ students, whether Pell Grant or not, face heightened challenges because they “experience more discrimination on campus than their cisgender and heterosexual peers and are more likely to face depression” (Linley, 2016). The 2018-2022 WWU Campus Climate Survey states that 34% of LGBTQ+ students ( $n=380$ ) face negative remarks. Negative remarks impact 55% of non-binary and/or transgender people ( $n=92$ ).

A fully funded WGSS department can support these students, through mentorship, faculty interaction and support, and community building. The unique interdisciplinary focus of WGSS encourages this support in the classroom and across campus. Tenure-track faculty, working from a centrally located department, can offer the strongest support, in part, because they are full-time, and their jobs are stable. Data on the importance of tenure-track faculty suggests that that formal faculty “interactions resulted in students feeling supported in their class participation, their academic and career choices, and their personal well-being” (Linley, 2016, p.3). Moreover, WGSS faculty are trained in non-heteronormative methodologies and regularly confront homophobic language, challenge normative heterosexist/cisgender discourses and classism, and deliver course content beyond normative curricula. Few academic departments on campus offer such an extensive academic engagement with queer, trans, gender, racial, socioeconomic focused scholarship, and methodologies. Until WGSS becomes a department, we cannot consistently provide the essential formal and informal interactions underserved students need to ensure academic success. Support for a WGSS department is support for an academic unit that fosters equity, challenges inequality, and promotes community for the many underserved groups drawn to the WGSS discipline. Departmental status

will allow students to form and maintain a real sense of community and to be active participants in an intellectual collaborative learning environment with their peers, faculty, and staff.

Linley, J. L., Nguyen, D., Brazelton, G. B., Becker, B., Renn, K., & Woodford, M. (2016). Faculty as Sources of Support for LGBTQ College Students. *College Teaching*, 64(2), 55–63.  
<https://doi.org/10.1080/87567555.2015.1078275>

Rodríguez-Planas N. (2022). Hitting where it hurts most: COVID-19 and low-income urban college students. *Econ Educ Rev.* 2022 Apr; 87:102233. doi: 10.1016/j.econedurev.2022.102233. Epub 2022 Jan 28. PMID: 35125609; PMCID: PMC8797148.

## Section 3: Performance Outcomes and Risk Mitigation

Expected Outcomes and Evaluation of Success:

**Please explain how the success of the proposal will be measured, if funded. What metrics might indicate that the intended impact was achieved? How can the expected outcomes be directly tied to the investment being proposed?**

**Specifically, provide the targets and explain which method(s) will be used to track progress (refer to the Provost’s [Overall Metrics to track progress toward University’s Strategic Plan](#)), estimated return on investment (such as enrollment increases or efficiencies), divisional KPI’s, recruitment and retention especially specifics for historically marginalized populations.**

A WGSS Department would produce several expected outcomes and mitigate risks. Departmental status would give our students the stability, added resources, and the consistency of permanent resources. Specifically, it would increase **student satisfaction, recruitment, and retention in several ways that will be assessed through exit surveys, class enrollment, and major/minor numbers**. The annual report, that all departments and programs must send to the CHSS Dean's Office, will include these various metrics. Our experience and that of other departments researched suggests the following results are likely:

1. Departmental status confers stability and intellectual gravity that is desirable for both faculty and students. Being a “member of a department” carries a different significance and sense of inclusion than does being a “member of a program.” Departmental status also signifies that there is a concrete place where the department is materially located, while programs can exist without such dedicated spaces.
2. The designation of Women, Gender, and Sexuality Studies as a department rather than a program would signal prominently that we have core faculty members who are devoted full-time to teaching, advising, and mentoring WGSS students (in contrast to liberal arts colleges and universities in which faculty members teach only periodically in the program). Departmental status also signifies that core faculty members’ loyalties are not split with another department and are long-standing, providing a high-quality educational experience due to continuity and longevity in the program.
3. Continued program status might sway prospective students away from WWU and towards other institutions with established departments in WGSS. Departmental status would make more persuasive our assurances to parents/guardians that WGSS is an established and widely respected field whose professional rigor and broad interdisciplinary reach well prepare students to enter a rich array of professions after graduation.
4. A department will retain students who are already attending WWU and are more likely to feel secure—and to receive support—in registering for WGSS courses and declaring majors in WGSS if they know those courses and majors are based in a department.

5. The number of graduates (which has steadily increased from 3 in 2018 to 17 in 2020) and time-to-degree, will be positively impacted by being able to reliably staff courses.
6. In the crucial contexts of hiring and student enrollment, then, a conferral of departmental status on WGSS would send a clear message of WWU recognition of the discipline and a solid institutional commitment to it.
7. Department status will enable WGSS to serve its majors and minors, many of which, as explained above, are members of underserved groups. Our growth tracks (see Appendix A) when the major was first established and reflects growing student commitment as the opportunity to study WGSS receives greater support in terms of staffing and community. We expect the number of majors and minors to continue to grow steadily in the coming years if we have the faculty to offer a full suite of courses. Pathways into our major are constrained by over enrollment at the lower division level and our majors are constrained in completing their degrees by the limited number of upper-division options.
8. A department will enable us to create new university-wide enrollment by increasing offerings of popular GUR courses. About two-thirds (63%) of our courses are offered at the lower-division, comparable to many other CHSS units (Appendix B). Collectively, this Fall (2022) and Winter (2023) we offered sixteen GUR 200 level courses and on the first day of class, each one filled with a wait list. Specially, we could increase these GUR offerings in Introduction to Women, Gender, and Sexuality Studies (WGSS 211), Introduction to Feminist Theory (WGSS 212), and Introduction to Queer and Sexuality Studies (WGSS 213).
9. With departmental support we will offer more than 300 & 400 courses. In the last 4 years 80% of our upper-level courses have filled (Appendix D). The increasing level of interest in our 200-level courses will only increase the demand for upper-level courses. Departmental status would enable us to retain current students by increasing upper-level courses that enable students to stay in a supportive cohort rather than diffusing into various other departments looking for electives to fulfill their WGSS major/minor.
10. Departmental status will allow us to expand the diversity of our course offerings, including courses in Queer and Trans theory, Black feminist thought, and Latinx feminism, classes that students have repeatedly expressed interest. Such curricular growth will increase enrollment.
11. Departmental status will ensure that we can retain WGSS students many of which are low-income students (31% of our students are Pell grant eligible—among the highest percentages in CHSS).
12. Retaining LGBTQ+, non-binary, and transgender students, who are particularly interested in our major and minor, is imperative to the diversity of our community. This is not a statistic that WWU currently records but qualitative research suggests that at least 40% of most WGSS classes are made up of LGBTQ+, non-binary, and transgender students.
13. As a department we would stay competitive with our peer institutions by offering queer-based minor tracks. Over 50% of our Global Challenge States Peer Institutions currently offer a Queer/Trans Minor and our students have repeatedly requested such a minor. Department Status would offer us the resources to respond to this need.
14. Department status will enhance curriculum quality by enabling the director to work with TT WGSS scholars on assessment, enrollment, mentoring, and advising. The current director does all the advising, most of the service, and constantly tries to find qualified NTT to teach the upcoming quarters classes (as of Sept 1, 2022, 11 courses in the 22-23 schedule had/have no instructor because NTT left for outside positions). This spring we will cancel a popular GUR because of lack of qualified instructors. Staffing WGSS courses remains tenuous since faculty members' allegiance is to their home departments, and the home department staffing needs always take precedence.
15. Department status will create more equitable faculty service. Having tenure-line faculty devoted solely to WGSS will allow for more service contributions by those faculty members to WGSS. Currently, faculty do double service in their home departments and for WGSS. With full time faculty members in the WGSS Department we will have a full contingent of faculty to contribute to service

in WGSS, CHSS, and university. Being part of university committees will enable WGSS to promote diversity and equity in their service to WWU.

16. With a departmental budget we would create new enrollments by offering speakers and events specific to WGSS students.
17. Department space is essential for intellectual communities to work, learn, and mentor one another.
18. We are also persuaded that departmental status will promote cohesion and identity for our students because many of our students are double majors. We have noticed that when a student is a double major, their identity as a WGSS major is not given the same level of recognition as that associated with other departmental majors.

**Impact on Recruitment, Retention, and Satisfaction of Diverse Faculty, Staff, and Administrators: For proposals that include personnel resources, explain how the proposal improves recruitment, retention, and satisfaction of diverse faculty, staff, and administrators.**

The intersectional focus of the WGSS curriculum attracts faculty, staff, and administrators with diverse ideologies and identities. Yet the current program structure does not retain many diverse faculty, staff, and administrators because they have no job security and are dispersed in office and classroom silos all over campus. We have 62 affiliated faculty (Appendix E) both tenure and non-tenure track. Funding a department will allow for full-time tenured faculty committed to WGSS and WWU. They will have a campus home with other WGSS faculty and staff where community can be fostered, satisfaction will be obtained, and retention will be very probable.

1. Currently, WGSS has 3 part-time affiliated tenure-track faculty. Because WGSS is not a department, these faculty necessarily must be more committed to their department "homes" where tenure and post-tenure review decisions are made. As a department, WGSS could expect more committed affiliated and part-time tenure-track faculty.
2. Program status adversely affects our processes of attracting and keeping faculty. Faculty may be uneasy at having their line in a program, since this does not fit the academic departmental mold and can thereby make WGSS faculty feel more vulnerable with respect to their job security, their academic self-image, and degree of influence both at WWU and in the profession at large. The fact that our current faculty has been able to look past this status issue does not ensure that the widest range of highly qualified applicants in the future will do the same.
3. Faculty and staff will be attracted to a university that supports its WGSS department and a department that values their input in curriculum, policy, and daily operations.

**Risk to Desired Outcomes:**

**What might occur to prevent the desired outcomes even if funding is obtained? How will these risks be mitigated? Beyond new funding, what other criteria or external factors need to occur in order for this proposal to be successful (e.g., economic or demographic factors, etc.).**

If the state were to reduce its funding for higher education and/or forced consolidation of colleges, a WGSS department would be in a much stronger position than the WGSS program. Beyond adequate funding, WGSS needs continued student interest. This concern is minor given our enrollment models that demonstrate powerful growth (Appendix C). The WGSS program has shown that student interest is continually increasing despite decreased enrollment. Our minors continued to grow even when: a major was introduced, a pandemic forced classes online, and valued faculty left for more secure positions.

## Anticipated Consequences if Proposal is Not Funded:

### What are the anticipated consequences of not funding this proposal?

It is likely that the WGSS program will not survive without funding; we are confident it will not thrive. While the program has survived under strong leadership (Vicki Hsueh – Political Science, Josh Cerretti - History, and recently Rae Lynn Schwartz-DuPre – Communication Studies) it is not desirable or even possible for one part-time person to do all the student advising for 50 majors and 68 minors in addition to assessment, curriculum review, faculty observations, WGSS scheduling (that is dependent on the teaching of joint faculty in various different departments) and teaching their home department, with the extensive growth we have experienced. Without funding this proposal, it is likely the program will lose faculty commitment, fail to retain WGSS students, neglect current students and lead to the collapse of the WGSS at WWU. Importantly if we are unable to staff enough classes (which is a consistent challenge) students might be discouraged and look to other departments. As a program there will be continue difficulties recruiting NTT faculty to teach all necessary courses, which often leads to class cancelations (such as a GUR this Spring 2023), even when those classes are full. This in turn will impact student recruitment and retention in the major, as well as time to degree.

## Section 4: Process and Development

### Describe Collaborations and Stakeholder Engagement:

**What stakeholders were involved, and in what role/capacity? Which groups were engaged and at what stages? How were concerns addressed? What process have you followed to identify unintended consequences that may result from this proposal? Is the issue being addressed a broader issue across the university?**

The WGSS program regularly collaborates with other departments and co-curricular units to supply programming on timely and relevant issues to the campus community.

Internally, the WGSS director relies on the support and advice of the WGSS Advisory Board (Appendix F) and Executive Committee (Appendix G). The Executive Board is constituted by WGSS half time faculty yet this year because of research leaves we expanded the committee to members of the Advisory Board. The 2022-2023 Executive Committee is made up of the director, Rae Lynn Schwartz-DuPre (Communication Studies), Rita Daniels (Communication Studies), Vicki Hsueh (Political Science) and Melina Jurez (Political Science). When Josh Cerretti (History) returns from leave he will join both committees. The Advisory Board consists of 15 WGSS-affiliated TT and NTT faculty, students, and staff, from American Cultural Studies, Communication Studies, English, Health and Human Services, History, Honors, First Year Programs, Political Science, Sociology and two WGSS major student representatives.

During the past few years there has been significant discussions in each of these bodies about the strengths and limitations of our program. Our limitations (lack of: teaching faculty, administrative support, dislocation from teaching peers, and the ability to collaborate on the service to the program), as well as our strengths (our students, affiliated faculty, filled courses, anti-sexist, and anti-racism curriculum), it was unanimously agreed, WGSS would be strengthened by departmental status.

Externally, WGSS has a great deal of support from the College of Humanities and Social Science (English, Communication Studies, History, Modern and Classical Languages, Psychology, Political Science, Sociology), Fairhaven (American Cultural Studies), and university programs (the First-Year experience, the



Honors College, and the Institute for Critical Disability Studies). Each of these units provide WGSS course releases, buy outs, or seat reservations for electives and lend their faculty to teach WGSS courses. This year, we have embarked upon a partnership with the Ethnic Studies Faculty Collective to recruit a visiting assistant professor who works across our units. This collaboration with Ethnic Studies may lead to future innovation and shared electives. The demand for our courses is so high that, even with department status, we would continue to require such collaborations, yet less frequently.

WGSS also organizes with the enrollment and student services groups on-campus to continue our practices of building community, highlighting underrepresented voices, and creating connections across units. In October 2021, we co-organized with the Fairhaven World Issues forum a virtual talk by Brandi Morin “Hunting Down the Killers of Missing and Murdered Indigenous Women.” In May 2022, we co-organized with LGBTQ+ Western a “Teach-in on Abortion Rights and Organizing for Bodily Autonomy.” We run a Queering Research Series, co-organized with LGBTQ+ Western that bring in scholars who speak on topics of mutual interest. In 2021-2022AY we hosted six events, two face-to-face and four virtual, across the academic year, bringing together a range of scholars, artists, and practitioners who fit within our theme of Queer and Trans Futures. These events were made possible through collaboration with many cosponsoring units on campus including Environmental Studies, Biology, Counseling and Wellness, CHSS, CSE, American Cultural Studies, Education and Social Justice, English, and Canadian American Studies. The LGTBQ+ office is a regular event collaborator and in the 2022-2023 Academic Year we have 3 events planned. In October we jointly hosted *Queering Research Series: Abortion Rights & Activism* event in Carver 104 from 4:00 – 5:30pm. The speakers for the event were Mary Hunt (Health and Human Development Department), Regina Jefferies (Fairhaven), Ceci Lopez (Fairhaven), Jenn Mason (Community), Daija Heyward (Community), and Kit Hager (WWU Student). In March we will co-host a Queering Food Justice featuring food security speakers. In May we will have a third joint-hosted event focusing on transgender sports.

WGSS plays a role in queerorientation/graduation, the AS Fair, WGSS graduation, preview day, Pickford documentary series, the scholarship fair, and Scholars Week. If this proposal is funded, we will continue with these events, and expand to include more educational anti-sexist and anti-racist programs across campus. This rich service to the university is not sustainable without tenure-track faculty who are adequately compensated for it.

**Explain how this proposal will leverage resources or commitments from other sources: Identify any current resources in place, any new commitments, or potential funding partnerships with external entities that have been identified. If exploration is currently underway, note any conversations with university development officers, funding agencies, the Vice Provost for Research, etc.**

If WGSS was a department, we could leverage existing resources and internally absorb costs by internally absorbing costs by moving 2 current .5 TT faculty to 1.0 TT in the first year. Further, the increased interest for AEDI and the elevation of WGSS to a full department will increase the visibility of WWU’s commitment to BIPOC (Black, Indigenous, and People of Color) communities and position the CHSS and WWU to make a compelling case for funding on campus, in our alumni communities, and in Olympia.

Currently, we have \$4313 in our foundation funds and every Spring we select a WGSS student for a scholarship of a tuition waiver. Last year that amounted to \$1800 (Appendix H). Applicants must be Women, Gender, and Sexuality Majors or Minors who demonstrates a passion for Women, Gender, and Sexuality Studies and for applying what they have learned in the classroom to the world, as well as having a strong academic record.

Has your department previously submitted this proposal?

**If so, briefly outline any significant changes and indicate the feedback received during that budget process.**

No

Describe any funding alternatives that have been explored.

**Note both alternative approaches in addressing the problem, as well as alternatives to new funding (repurposing existing divisional funding or one-time fund use). If these alternatives are not being pursued, explain why.**

The program is an untenable funding alternative in the long term. Consolidation and integration of the program will only collapse the current organization structures (i.e., the Executive Committee and Advisory Board) that have proved so effective. Given the growth and increasing interest in the WGSS program, funding a department that can reinforce and develop its current curriculum is the best way to support our student and faculty community.

## Section 5: Fulfillment of WWU's Strategic Plan's Core Themes and Goals

**Please explain how your proposal and the anticipated outcomes will advance the Core Themes and Goals of [WWU's 2018-2025 Strategic Plan](#) and the strategic priorities set for this budget cycle. How does this allocation or withdrawal of funding advance or hinder access to Western, academic excellence, and/or inclusive achievement?**

### Core Themes

Although the existing WGSS Program directly supports the University's mission and strategic plan, the move to a department will allow these connections to become more prominent and for the collaborative process that is part of a department to be more easily executed.

#### Advancing Inclusive Success

WGSS is made up of many valuable underrepresented groups of diverse students. According to WWU Office of Institutional Effectiveness, as of Fall 2022, over 90% percent of WGSS students identify as women, 20% of our minors and 27% of our majors are first generation, 10% identify as members of an underrepresented class, 10% of minors and 17% of majors are persons of color, and 23% of our majors and 37% of our majors are Pell Grant eligible—among the highest percentages in CHSS. Many WGSS students (est. 40%) also identify as members of the LGBTQ+ community.

WGSS will continue to attract these important communities. WGSS's impact across the university, as measured through SCH, continues to climb each year: this year's total SCH of 5,215 is a 3% increase over last year and a 38% increase since the 2016/'17 school year. We are particularly pleased to have continued this growth throughout the university's overall decline in enrollment and see it as a sign that WGSS is becoming more relevant to the student body. Over the past three years, time-to-degree in WGSS has increased ever so slightly from 3.75 years to 3.79 years. This is remarkably close to the college average during this period (3.67 to 3.54). As the major has only existed for four years, this data is of limited use at this point, but it remains worth watching, especially because we are starting from a slight deficit relative to

the college. Department status would provide more options for mentorship, scheduling and advising, key factors in supporting a strong pathway to graduation


Creating a department will ensure that these students have consistent and well-trained faculty that can engage in formal and informal mentorship, advising, and curriculum geared towards feminist and queer praxis. WGSS pursues praxis and critical inquiry through feminist and queer scholarship by teaching and activism that makes sense of how gender impacts our world and shapes social, political, and cultural formations. We are dedicated to teaching undergraduate majors and minors to use critical thinking to bridge feminist theories and social justice practice. Funding for a department will enable us to support students as they foreground interdisciplinary analyses of feminism, gender, sexuality, race, ethnicity, and queer studies in transnational and multicultural contexts. WGSS prepares students for a wide range of careers including graduate school, law, social service, counseling, public policy, health care, teaching, social activism, and the arts.

### Increasing Washington Impact


The University of Washington is the only state school that has a WGSS Department. Applications linking students with schools with WGSS programs rank WWU exceptionally low, if at all (Niche, 2023; US News and World Report, 2023; Prepler, 2023).

Creating a WGSS department at WWU is likely to attract many state students. Increasing the impact our graduates have in Washington requires that WWU expand access to WGSS as interdisciplinary academic discipline students are increasingly interested in and support strong graduation rates. WGSS is a discipline that addresses critical needs in the State of Washington. As the demographics of the state change, WGSS students trained in praxis, critical inquiry and activism will have the skills to explain how gender, race, class, and disability change our world and shape social, political, and cultural formations. WGSS students use their critical thinking skills towards social justice in various contexts. They will have the knowledge to understand what it requires to promote equity and access in an ever-changing world. The governor and legislators' commitment to reproductive freedom is significant to WGSS students and graduates are increasing interested in graduate school and careers in politics, counseling, and social services—careers that are increasing high demand. Employers seek out WGSS majors who have expertise in finding and using information on contemporary social issues, understand differences of gender, sexuality, race, culture, and social class, and have a foundation for analyzing inequalities. All over the nation businesses, schools, community organizations, and government agencies seek employees who “understand gendered issues in the workplace—issues such as sexual harassment, flextime, parental leave, pay equity, and equal employment opportunities. The demand for expertise on gender issues is growing in the professions of law, health care, social work, teaching, counseling, and government service. Specialists in gender and sexuality are sought out as consultants in education and industry” (The College of New Jersey, 2023). The critical thinking, research, oral and written communication, and problem-solving skills of WGSS majors are highly valued by employers. The WWU Graduate Outcomes Report lists 93% percent of WGSS graduates were employed within six months of graduating (the second highest percentage of all undergraduate majors at WWU, behind Business Admin).

 2023 Best Washington Colleges with Women's Studies Degrees. (2023). Niche. Retrieved January 31, 2023, from <https://www.niche.com/colleges/search/best-colleges-with-womens-studies/s/washington/>

 Colleges Offering a Gender Studies Major | US News Rankings. (n.d.). US News & World Report. Retrieved January 31, 2023, from <https://www.usnews.com/best-colleges/gender-studies-major-0502>

 Prepler. (2023). *Best Womens Studies Colleges & Universities in Washington*. Prepler. Retrieved January 31, 2023, from [https://www.prepler.com/best-colleges-for-womens-studies/request.original\\_url](https://www.prepler.com/best-colleges-for-womens-studies/request.original_url)

 The College of New Jersey, 2023 <https://wgs.tcnj.edu/for-students/careers-and-graduate-school/what-you-can-do-with-a-wgs-major/>

WWU. (2023). *ESD\_WageData2- Graduate Outcome Report*. Tableau Software.

[https://public.tableau.com/views/ESD\\_WageData2/WagesIn6Mo?:embed=y&:showVizHome=no&:host\\_url=https%3A%2F%2Fpublic.tableau.com%2F&:embed\\_code\\_version=3&:tabs=yes&:toolbar=yes&:animate\\_transition=yes&:display\\_static\\_image=no&:display\\_spinner=no&:display\\_overlay=yes&:display\\_count=yes&:language=en-US&:publish=yes&:loadOrderID=0](https://public.tableau.com/views/ESD_WageData2/WagesIn6Mo?:embed=y&:showVizHome=no&:host_url=https%3A%2F%2Fpublic.tableau.com%2F&:embed_code_version=3&:tabs=yes&:toolbar=yes&:animate_transition=yes&:display_static_image=no&:display_spinner=no&:display_overlay=yes&:display_count=yes&:language=en-US&:publish=yes&:loadOrderID=0)

## Enhancing Academic Excellence

Feminist and queer scholarship focusses on political, social, economic, and cultural experiences as catalyst for change and progressive social justice. Understanding and making sense of what creates and reinforces oppression and exclusion is central to all our courses. WGSS as a discipline believes in the centrality of diversity, inclusivity, and equity in building liberatory academic spaces; we strive to sustain these values as a program by fostering learning environments that embrace community knowledge, highlight innovative and emerging research, and build generative relationships. Departmental status will provide us the increased resources to enhance curriculum and help us sustain our burgeoning intellectual community. We currently collaborating to run a Queering Research Series that highlights queer scholarship from queer scholars. Moreover, in the last three years, WGSS has co-sponsored multiple public forums that highlight prominent community and nationally recognized activists in indigenous sovereignty, reproductive justice, and women's rights. In addition, our faculty counts on extensive community networks that provide opportunities for students to learn from and engage with. Departmental status would help us further develop our community partnerships and provide students with internship and research opportunities with local organizations. In addition, departmentalization would increase funding and support for faculty professional development and research. Attending conferences and workshops, for example, are integral to maintaining academic excellence among our faculty.

## Goals

Western will provide a transformational education grounded in the liberal arts and sciences and based on innovative scholarship, research, and creative activity.

Currently, the University of Washington is the only state school that has a WGSS Department. Elevating WWU's program to a department will attract Washington students interested in studying this academic discipline. Departmental status will also allow WGSS to enhance the credibility of our major and minor and will position Western Washington University (WWU) as a leader among our peer and aspirant schools in recognizing the profound contributions WGSS can make to any liberal arts institution. The inherent interdisciplinary nature of WGSS embodies the educational mission of a WWU in the ways elaborated above.

## **Western will advance a deeper understanding of and engagement with place.**

While currently place is not intrinsic to our overall mission, our program offers a variety of courses that approach the study of women, gender, and sexuality from Indigenous and queer perspectives directly tending to place. For example, our faculty takes part in community-based work around food sovereignty and land-based projects providing students with direct connections to local organizations, movements, and politics. Our students learn about place and being in good relationships with the world through studying eco-queer movements, by taking class at WWU's Outback Farm, or touring a community garden. Our faculty have also developed walking tours of Bellingham and Whatcom County that highlight the settler histories of these lands. They have also taken part in university task forces aimed at uncovering WWU's own relationship to place, settler colonialism, and white supremacist histories.

**Western will foster a caring and supportive environment where all members are respected and treated fairly.**

WGSS will foster care and community for all students but notably communities which have high numbers of underrepresented groups. Faculty interaction and mentorship is a critical factor in students' academic success. The WGSS program is unique because it fosters community for more minority students. 90% percent of WGSS students identify as women, 10% identify as members of an underrepresented class, 27% as first generation, 17% as persons of color and 37% are Pell Grant eligible—among the highest percentages in CHSS. Many WGSS students also identify as members of the LGBTQ+ community. While this is a statistic WWU does not record, faculty estimates suggest 40% of our majors and minors identify as LGBTQ+ or gender non-conforming. These students face obstacles that others do not and investing resources in a WGSS departmental, ensure that faculty are consistently and available for interaction, advising, and mentorship. Funding a WGSS department will advance WWU's strategic plan's commitment to diversity, equity, inclusion, and sustainability

**Western will pursue justice and equity in its policies, practices, and impacts.**

WGSS was committed to ADEI before it became a central part of the university's mission, and we continue to advocate for addressing inequality and moving towards social justice in everything we do. Our classes, policies and outcomes are grounded in social justice and equity. We will unlikely to have a committee or initiative focused on these issues because ADEI is at the heart of every committee and initiative we undertake. As stated in the WGSS mission statement: The WGSS program at WWU pursues critical inquiry through queer and feminist scholarship, teaching, and activism. We draw on intersectional and interdisciplinary approaches to study how sex, gender, and sexuality are shaped by race, indigeneity, ethnicity, class, age, ability, nationality, and religion. We interrogate the conditions that render specific populations vulnerable to violence in a range of local and transnational contexts. We also seek to study and cultivate strategies of resistance. In doing so, we address issues such as war and militarism, political and social policy, the environment, education, healthcare, economics, the media, art, literature, and popular culture. To achieve these goals, we foster multiple modes of intellectual inquiry and creative pedagogies to promote transformative thinking, collaboration, and activism that ends oppression and demands liberation and justice.

## Section 6: Space Planning, Capital, and Maintenance Considerations

### Major Equipment of Software Needs

If the proposal includes new major equipment or software (>\$25K), please indicate its anticipated useful life, and associated operating costs such as service contracts or annual licenses.

Not applicable

### Space or Infrastructure Upgrades

Do you believe new space, space modifications, or infrastructure upgrades will be required? If so, please provide the following as best you can.

*Please note that Capital Planning and Development will review and evaluate the request after the proposal is submitted to determine options.*

*Scope:*

We will need an established space for the department members to be together. In the first year there will be two full-time TT faculty and a department manager. In year two we will add another faculty member (either

from within WWU or externally) and prepare to hire two more faculty by year five. Thus, in the next five years we will need to have 5 faculty offices and a departmental hub/office space for our department manager.

Currently, the program coordinator and NTT offices are in Miller Hall and our shared space is Bond 103. As a department we need the Director, faculty, shared space, and the manager in one central space.

*Square Footage:*

1850

*Cost for capital component:*

N/A

### Changes to the Use of Existing Space

**If existing space is being repurposed, explain how the proposed activities will be accommodated within existing space. For how long? Who will need to approve the proposed new use of this space?**

We currently have one classroom, Bond 103. It is overflowing with old repurposed and outdated furniture. We would either need to invest in a functional table and chairs to make Bond 103 a space hospitable for meetings, events, and seminars or acquire a new updated space.

### Incorporation of Physical Accessibility and Cultural Inclusion

**For proposals that include capital development or IT infrastructure, please explain how physical accessibility and cultural inclusion (beyond statutory requirements) will be resourced as foundational elements of project development.**

Not applicable

**Proposal Title: Establishing a Department of Women, Gender, & Sexuality**

**Divison: Academic Affairs**

**Department: CHSS/WGSS**

**Department Contact: Rae Lynn Schwartz-DuPre, WGSS Director**

Salary and Benefits	Description	Fiscal Year 2024					Fiscal Year 2025				
		FTE	Salary	Benefits	One-Time Costs	Total	FTE	Salary	Benefits	One-Time Costs	Total
Faculty Positions		0.75	\$70,000	\$28,202	\$0	\$98,202	3.00	280,000	112,807	\$0	392,807
Professional/Exempt Positions		-	\$0	\$0	\$0	\$0	-	-	-	\$0	-
Classified Positions		1.00	\$54,492	\$25,632	\$0	\$80,124	1.00	54,492	25,632	\$0	80,124
Student Salaries (Graduate Assistants, Hourly Student, etc)		-	\$0	\$0	\$0	\$0	-	-	-	\$0	-
<b>Total Salaries and Benefits</b>		<b>1.75</b>	<b>\$124,492</b>	<b>\$53,834</b>	<b>\$0</b>	<b>\$178,326</b>	<b>4.00</b>	<b>334,492</b>	<b>138,439</b>	<b>\$0</b>	<b>472,931</b>

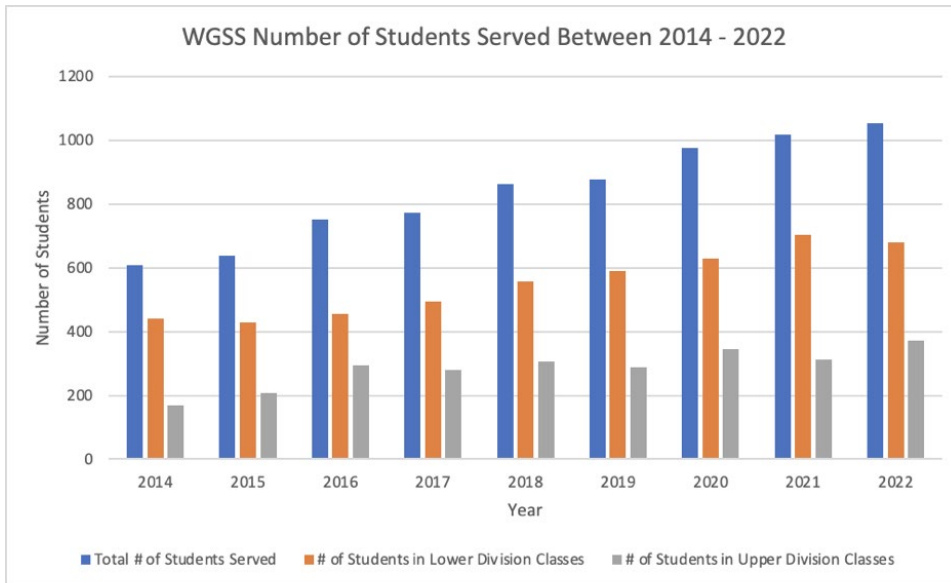
Non-Personnel Expenses	Description	Units	Price per Unit	Recurring Costs	One-Time Costs	Total	Units	Price per Unit	Recurring Costs	One-Time Costs	Total
Professional Service Contracts						\$0					\$0
Other Goods and Services, Memberships, etc.						\$0					\$0
Travel		5	\$2,500	\$12,500		\$12,500	5	\$2,500	\$12,500		\$12,500
Other	Startup - computers, furniture, grants					\$0	3	\$18,500		\$55,500	\$55,500
Capital Facility Expenses (New Space or Space Modifications)						\$0					\$0
<b>Total Non-Personnel Expenses</b>				<b>\$22,500</b>	<b>\$0</b>	<b>\$22,500</b>			<b>\$22,500</b>	<b>\$55,500</b>	<b>\$78,000</b>

University Indirect Costs	Description	Include?	Recurring Costs	One-Time Costs	Total	Recurring Costs	One-Time Costs	Total
Academic Support Services/Student Support Services	3% of Recurring Direct Costs	YES	\$6,025	\$0	\$6,025	\$14,863	\$0	\$14,863
Institutional Support	2% of Recurring Direct Costs	YES	\$4,017	\$0	\$4,017	\$9,909	\$0	\$9,909
Plant Operation and Maintenance	3% of Recurring Direct Costs	YES	\$6,025	\$0	\$6,025	\$14,863	\$0	\$14,863
Graduate TA Waiver	<a href="#">Input amounts for new TA Positions</a>	YES	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Indirect Costs</b>			<b>\$26,066</b>	<b>\$0</b>	<b>\$26,066</b>	<b>\$79,634</b>	<b>\$0</b>	<b>\$79,634</b>

Total Proposal, All Direct and Indirect Costs	FTE	Head Count	Recurring Costs	One-Time Costs	Fiscal Year Total	FTE	Head Count	Recurring Costs	One-Time Costs	Fiscal Year Total

## Appendix A - WGSS Number of Students Served Between 2014 - 2022

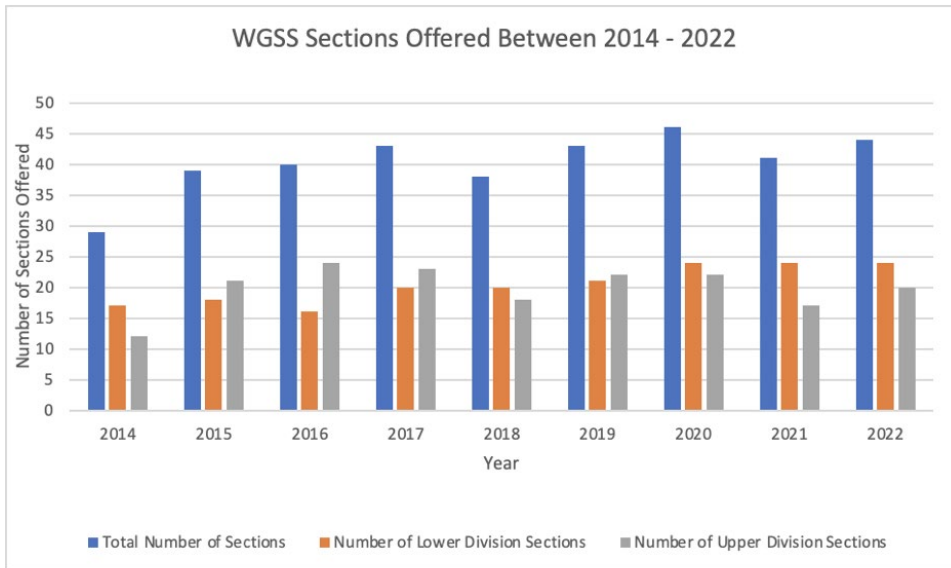
Year	Total # of Students Served	# Of Students in Lower Division Classes	# Of Students in Upper Division Classes
2014	608	440	168
2015	638	430	208
2016	752	457	295
2017	772	494	278
2018	863	557	306
2019	878	589	289
2020	975	630	345
2021	1017	705	312
2022	1053	681	372





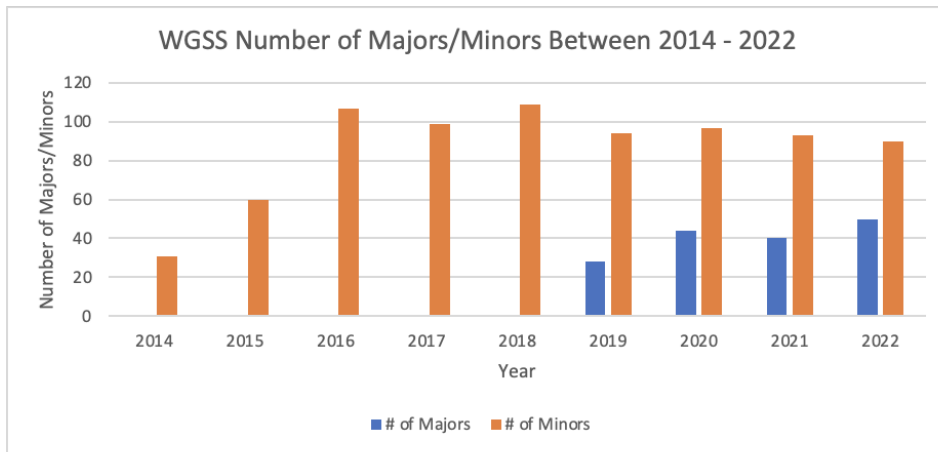
## Appendix B - WGSS Sections Offered Between 2014 – 2022

Year	Total Number of Sections	Number of Lower Division Sections	Number of Upper Division Sections
2014	29	17	12
2015	39	18	21
2016	40	16	24
2017	43	20	23
2018	38	20	18
2019	43	21	22
2020	46	24	22
2021	41	24	17
2022	44	24	20

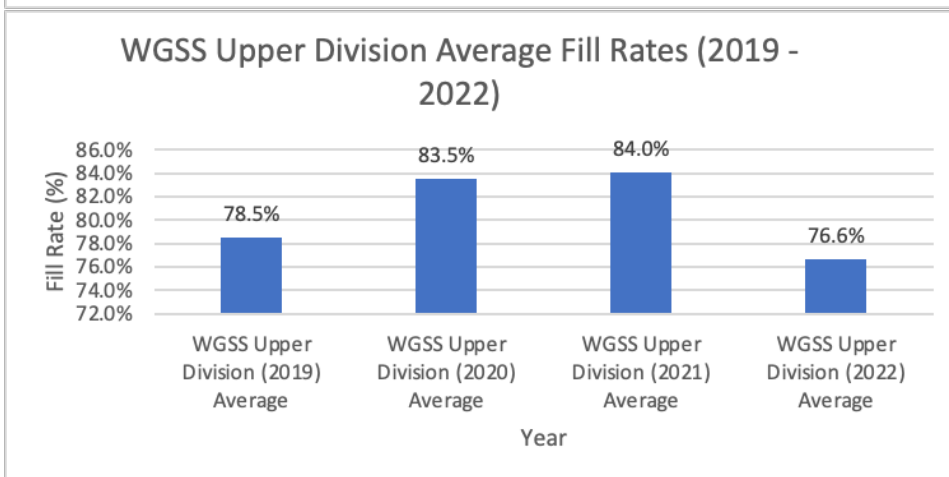
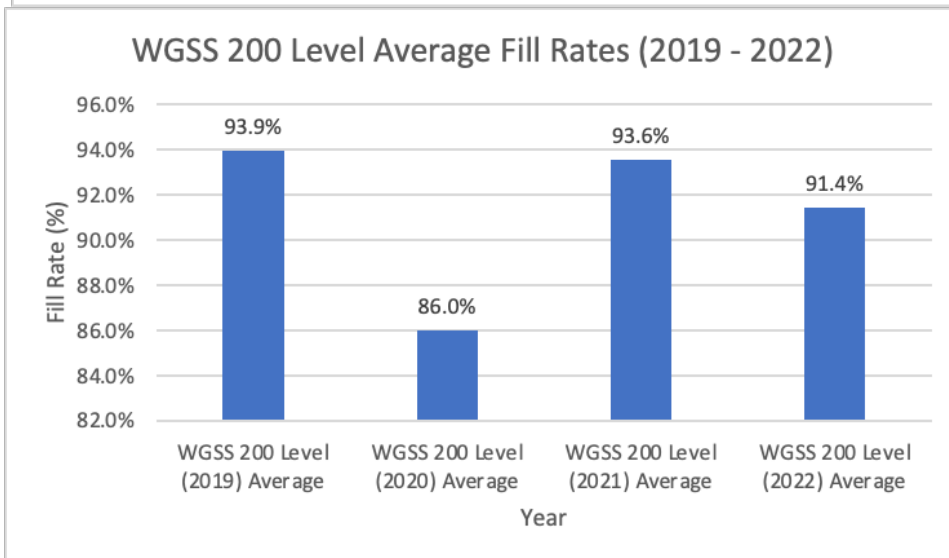
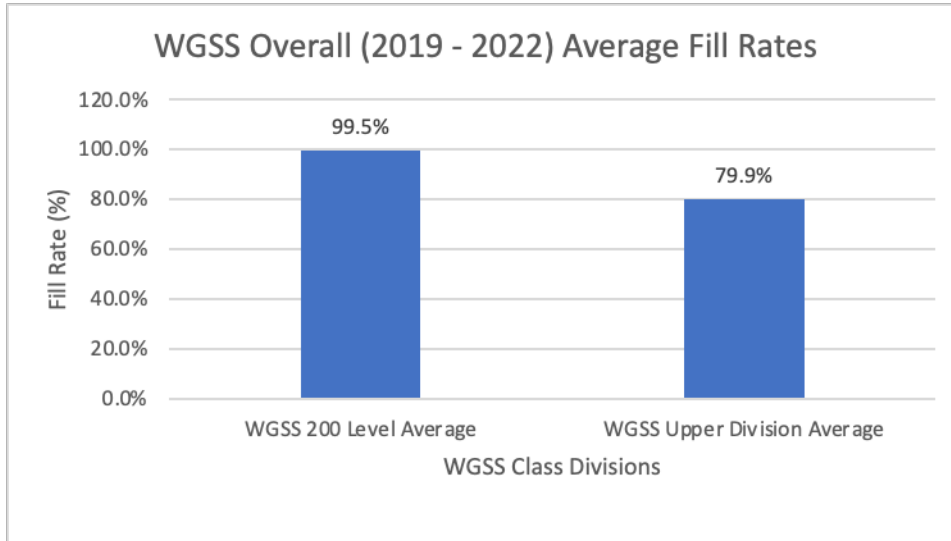


## Appendix C - WGSS Number of Majors/Minors Between 2014 - 2022

Year	# Of Majors	# Of Minors
2014		31
2015		60
2016		107
2017		99
2018		109
2019	28	94
2020	44	97
2021	40	93
2022	50	90



## Appendix D – Women, Gender, Sexuality Studies Course Fill Rate



Appendix D – Women, Gender, Sexuality Studies Course Fill Rate cont.

Course	% of class capacity filled	peak enrollment	class capacity
WGSS 211 - Intro Women,Gndr,Sxltly Studies (4) Average	93.9%	385	410
WGSS 211 - Intro Women,Gndr,Sxltly Studies (5) Average	91.4%	287	315
WGSS 212 - Intro to Feminist Theory (4) Average	81.9%	172	210
WGSS 212 - Intro to Feminist Theory (5) Average	89.6%	191	215
WGSS 213 - Intro to Queer & Sxltly Studies (5) Average	92.8%	174	187
WGSS 300 - Directed Independent Study ( ) Average	100.0%	5	5
WGSS 310 - Race, Ethnicity, & Indigeneity (5) Average	70.0%	21	30
WGSS 314 - Gender Across Borders (4) Average	85.8%	103	120
WGSS 314 - Gender Across Borders (5) Average	79.7%	47	59
WGSS 320 - Gender and the Media (4) Average	64.8%	81	125
WGSS 320 - Gender and the Media (5) Average	72.6%	105	145
WGSS 331 - Studies in Gender Theory (5) Average	88.3%	13	15
WGSS 339 - Women, Sexuality, and Society (5) Average	100.0%	5	5
WGSS 350 - Feminist & Queer Methodologies (5) Average	85.3%	60	75
WGSS 356 - Gender and History (5) Average	92.4%	14	15
WGSS 358 - Women of Color in the U.S. (5) Average	90.0%	21	23
WGSS 363 - Feminist Food Justice (5) Average	93.3%	28	30
WGSS 367 - Feminist Disability Studies (5) Average	46.7%	14	30
WGSS 400 - Feminist Community Praxis ( ) Average	100.0%	2	2
WGSS 411 - Senior Project ( ) Average	66.2%	43	65
WGSS 450 - Feminist Storytelling (5) Average	54.2%	33	60
Grand Average	82.8%	89	105
WGSS 200 Level Average	99.5%		
WGSS Upper Division Average	79.9%		
WGSS 200 Level (2019) Average	93.9%		
WGSS 200 Level (2020) Average	86.0%		
WGSS 200 Level (2021) Average	93.6%		
WGSS 200 Level (2022) Average	91.4%		
WGSS Upper Division (2019) Average	78.5%		
WGSS Upper Division (2020) Average	83.5%		
WGSS Upper Division (2021) Average	84.0%		
WGSS Upper Division (2022) Average	76.6%		

## Appendix E - Women, Gender, and Sexuality Studies Affiliated Faculty

### *Department Faculty – Have a Formal .5 Appointment in WGSS*

**Josh Cerretti-** History and WGSS. Local and transnational feminisms, memory, trauma, and violence in wartime.

[Joshua.Cerretti@wwu.edu](mailto:Joshua.Cerretti@wwu.edu) (Joint Appointment in History and WGSS)

**Melina Juárez Pérez-** Political Science and WGSS. Immigration, Latinx politics, race, gender, and sexuality. (Joint Appointment in Political Science and WGSS)

[Melina.Juarez@wwu.edu](mailto:Melina.Juarez@wwu.edu)

**Rae Lynn A. Schwartz-DuPre-** WGSS Director and Communication Studies. Rhetoric, Mass Media, Feminist Theory, and postcolonial communication.

[RaeLynn.Schwartz-DuPre@wwu.edu](mailto:RaeLynn.Schwartz-DuPre@wwu.edu) (Joint Appointment in Comm Studies and WGSS)

### *Affiliated Faculty – Teaching Quarterly and/or Serve on the Executive Committee*

*\*Signifies NTT*

**\*Elizabeth Colen-** English. Hybrid genres, experimental writing, eco-poetics, and literary collage.

[Elizabeth.Colen@wwu.edu](mailto:Elizabeth.Colen@wwu.edu)

**Rita Daniels-** Communication Studies. African womanism, women and gender studies, intersectionality, women organizing and organizations, decolonization, intergroup communication, and mixed research methods.

[danielr7@wwu.edu](mailto:danielr7@wwu.edu)

**\*Nada Elia-** Arab and Muslim American Studies.

[elian@wwu.edu](mailto:elian@wwu.edu)

**\*Lena Ericksen-** Psychology. Gender issues.

[Lena.Ericksen@wwu.edu](mailto:Lena.Ericksen@wwu.edu)

**\*Mary Erickson-** Communication Studies. Critical media studies, gender, film/TV/internet, media industries.

[Mary.Erickson@wwu.edu](mailto:Mary.Erickson@wwu.edu)

**Vicki Hsueh-** Political Science. Feminist political theory, political participation and gender, post-colonialism, ethnicity, and race.

[Vicki.Hsueh@wwu.edu](mailto:Vicki.Hsueh@wwu.edu)

**\*Jean Lee-** Caribbean and Asian American literature, specializes in Indo-Caribbean and Afro-Caribbean feminism, Black feminist theory and literature, Queer Caribbean theory and literature, African American literature, and literary theory

[Jean.Lee@wwu.edu](mailto:Jean.Lee@wwu.edu)

**Jen Lois-** Sociology. Social psychology, emotions, gender, qualitative methods.

[Jennifer.Lois@wwu.edu](mailto:Jennifer.Lois@wwu.edu)

**\*Lori Martindale-** Honors and WGSS. Gender studies; film and media studies; philosophy and literature; feminist theory; writing about literature.

**\*Anika Tilland-Stafford-** WGSS. Queer & feminist theory and methods, critical childhood studies, colonialism, and North American history.

[Anika.Tilland-Stafford@wwu.edu](mailto:Anika.Tilland-Stafford@wwu.edu)

**\*Shurla Rogers-Thibou-** WGSS. Introduction to Women Studies, women and globalization.

[thibous@wwu.edu](mailto:thibous@wwu.edu)

**\*Sarah Zimmerman-** History. Africa, colonialism, women and gender.

[Sarah.Zimmerman@wwu.edu](mailto:Sarah.Zimmerman@wwu.edu)

***Associated Faculty – Teach or Serve on a Limited bases &are committed to the program***

**Kristin Anderson-** Sociology. Gender and society, the family in society, domestic violence, and the criminal justice system.

[Kristin.Anderson@wwu.edu](mailto:Kristin.Anderson@wwu.edu)

**Dharitri Bhattacharjee-** South Asian History, Indian Ocean World, Empire, Colonialism, Decolonization  
[bhattad@wwu.edu](mailto:bhattad@wwu.edu)

**Bidisha Biswas-** Political Science. Diaspora politics, international relations, ethnic and civic conflicts, terrorism.

[Bidisha.Biswas@wwu.edu](mailto:Bidisha.Biswas@wwu.edu)

**Christina Byrne-** Psychology. Interpersonal violence and psychological trauma.

[Christina.Byrne@wwu.edu](mailto:Christina.Byrne@wwu.edu)

**Susan Costanzo-** History. Russian women's history and culture.

[Susan.Costanzo@wwu.edu](mailto:Susan.Costanzo@wwu.edu)

**Robyn Dahl-** Geology.

[dahlr4@wwu.edu](mailto:dahlr4@wwu.edu)

**Shirin Deylami-** Political Science. Feminist and queer theory; post-colonial and Islamic thought; and gender and Islam.

[Shirin.Deylami@wwu.edu](mailto:Shirin.Deylami@wwu.edu)

**Raine Dozier-** Health & Community Studies. Gender theory; sociology; social and economic inequality.

[Raine.Dozier@wwu.edu](mailto:Raine.Dozier@wwu.edu)

**Julie Dugger -** English. Women writers, gender and genre, the romance novel.

[Julie.Dugger@wwu.edu](mailto:Julie.Dugger@wwu.edu)

**Marie Eaton-** Fairhaven College. Lesbian/gay/bisexual/transgendered issues in education.

[Marie.Eaton@wwu.edu](mailto:Marie.Eaton@wwu.edu) (Emerita)

**Amanda Eurich-** History. Gender, sexuality, and religion in early modern Europe.

[Amanda.Eurich@wwu.edu](mailto:Amanda.Eurich@wwu.edu)

**Barbara Farrand-** Psychology. Gender issues, learning and cognitive development, adolescent development.

[Barbara.Farrand@wwu.edu](mailto:Barbara.Farrand@wwu.edu)

**Angela Fillingim-** Sociology. Human rights, immigration, international law, Latin America, race, and political sociology.

[Angela.Fillingim@wwu.edu](mailto:Angela.Fillingim@wwu.edu)

**Jenny Forsythe-** English.

[Jenny.Forsythe@wwu.edu](mailto:Jenny.Forsythe@wwu.edu)

**Allison Giffen-** English. Early 19th century American women writers and American women poets.

[Allison.Giffen@wwu.edu](mailto:Allison.Giffen@wwu.edu)

**Carol Guess-** English. Queer Studies, Creative Writing.

[Carol.Guess@wwu.edu](mailto:Carol.Guess@wwu.edu)

**Pam Hardman-** English. Women's literature, cultural studies, medical institutions' treatment of women.

[Pam.Hardman@wwu.edu](mailto:Pam.Hardman@wwu.edu)

**Nini Hayes-** Environmental Studies. Critical education theory, environmental education, and social justice.

[Nini.Hayes@wwu.edu](mailto:Nini.Hayes@wwu.edu)

**Mary Hunt-** Public Health. Gender, sexual and reproductive health, particularly abortion.

[huntm8@wwu.edu](mailto:huntm8@wwu.edu)

**Laura Laffrado-** English. Early U.S. literature and culture, U.S. women's writing, women's autobiographical writing.

[Laura.Laffrado@wwu.edu](mailto:Laura.Laffrado@wwu.edu)

**Anne Lobeck-** English. Language and gender.

[Anne.Lobeck@wwu.edu](mailto:Anne.Lobeck@wwu.edu)

**Baozhen Luo-** Sociology. Family and life course, social gerontology, Asian/Asian American.

[Baozhen.Luo@wwu.edu](mailto:Baozhen.Luo@wwu.edu)

**Kelly Magee-** English. Creative writing, lesbian/gay/bisexual/transgender studies.

[Kelly.Magee@wwu.edu](mailto:Kelly.Magee@wwu.edu)

**Lori Martindale-** Honors and WGSS. Gender studies; film and media studies; philosophy and literature; feminist theory; writing about literature.

[Lori.Martindale@wwu.edu](mailto:Lori.Martindale@wwu.edu)

**Barbara Miller-** Art History. Feminist art theory, contemporary women artists, and the representation of gender in modern and contemporary visual culture.

[Barbara.Miller@wwu.edu](mailto:Barbara.Miller@wwu.edu)

**Carolyn Nielsen-** Journalism. Diversity, mass media and social change as it relates to women's lives.

[Carolyn.Nielsen@wwu.edu](mailto:Carolyn.Nielsen@wwu.edu)

**Mya Owen-** Critical Security Studies and Decolonialism

[alexan26@wwu.edu](mailto:alexan26@wwu.edu)

**Nancy Pagh-** English. Gender and Pacific Northwest regional studies, women and environments, women and space.

[Nancy.Pagh@wwu.edu](mailto:Nancy.Pagh@wwu.edu)

**Suzanne Paola-** English. Creative writing, women and literature.

[Suzanne.Paola@wwu.edu](mailto:Suzanne.Paola@wwu.edu)

**Rachel Paul-** Political Science. Women and politics.

[Rachel.Paul@wwu.edu](mailto:Rachel.Paul@wwu.edu)

**Tracey Pyscher-** Secondary Education. Social and cultural experiences of children and youth with histories of DV; school, critical literacy and learning, and praxis.

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**Lysa Rivera-** English. Chicano/a and African American literature and culture, science fiction, literature and culture.

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**Debra J. Salazar-** Political Science. Queer politics, social justice, social change, women and environmental politics.

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**Ely Shipley-** English.

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**Michael Slouber-** Liberal Studies. South Asia history and culture, gender and sexuality.

[Michael.Slouber@wwu.edu](mailto:Michael.Slouber@wwu.edu)

**Tamara Spira-** Fairhaven/American Cultural Studies. Transnational, de-colonial, and critical race feminist theories and praxis; queer of color and transnational sexuality studies and feminist critiques of militarism, prisons, and empires.

[Tamara.Spira@wwu.edu](mailto:Tamara.Spira@wwu.edu)

**Midori Takagi-** Fairhaven College. Race, class and gender, comparative studies of women of color.

[Midori.Takagi@wwu.edu](mailto:Midori.Takagi@wwu.edu)

**Kate Trueblood-** English. Women and literature, creative writing.

[Kathryn.Trueblood@wwu.edu](mailto:Kathryn.Trueblood@wwu.edu)

**Chris Vargas-** Art. Time-based art, queer radicalism, transgender history, and imperfect role models.

[Chris.Vargas@wwu.edu](mailto:Chris.Vargas@wwu.edu)

**Verónica N. Vélez-** Education and Social Justice/Woodring and Fairhaven. Critical race theory and Latina/o critical theory in education, Chicana feminist epistemologies, politics of parent engagement in educational reform, particularly for Latina/o (im)migrant families, and participatory action and community-based models of research.

[Veronica.Velez@wwu.edu](mailto:Veronica.Velez@wwu.edu)

**Theresa Warburton-** English. Contemporary women's literature, Native literature, women of color and indigenous feminisms, feminist theory, anarchist studies, social justice.

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**Sara Weir-** Political Science. Social and health policy, women and politics, feminist political theory.

[Sara.Weir@wwu.edu](mailto:Sara.Weir@wwu.edu) (Emerita)

**Cameron Whitley-** Sociology.

[whitec@wwu.edu](mailto:whitec@wwu.edu)

**Christopher Wise-** International Studies. Colonization/Post colonization and expected gender roles.

[Christopher.Wise@wwu.edu](mailto:Christopher.Wise@wwu.edu)

**Jane Wong-** English. Creative writing, women of color in the literary arts, Asian American studies, digital humanities.

[Jane.Wong@wwu.edu](mailto:Jane.Wong@wwu.edu)

**Greg Youmans-** English. Film and media studies, documentary and experimental cinema, LGBTQ history and historiography, and queer and feminist theory.

[Greg.Youmans@wwu.edu](mailto:Greg.Youmans@wwu.edu)

**Kathleen Young-** Anthropology. Cross cultural gender roles.

[Kathleen.Young@wwu.edu](mailto:Kathleen.Young@wwu.edu)

**Sarah Zarrow-** History. Jewish women's history and culture, gender and sexuality in Judaism.

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## Appendix F - Women, Gender, and Sexuality Studies Advisory Bord

**Josh Cerretti-** History and WGSS. Local and transnational feminisms, memory, trauma, and violence in wartime.

(Joint Appointment in History and WGSS)

[Joshua.Cerretti@wwu.edu](mailto:Joshua.Cerretti@wwu.edu)

**Elizabeth Colen-** English. Hybrid genres, experimental writing, eco-poetics, and literary collage.

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**Rita Daniels-** Communication Studies. African womanism, women and gender studies, intersectionality, women organizing and organizations, decolonization, intergroup communication, and mixed research methods.

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**Shirin Deylami-** Political Science. Feminist and queer theory; post-colonial and Islamic thought; and gender and Islam.

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**Raine Dozier-** Health & Community Studies. Gender theory; sociology; social and economic inequality.

[Raine.Dozier@wwu.edu](mailto:Raine.Dozier@wwu.edu)

**Mary Erickson-** Communication Studies. Critical media studies, gender, film/TV/internet, media industries.

[Mary.Erickson@wwu.edu](mailto:Mary.Erickson@wwu.edu)

**Allison Giffen-** English. Early 19th century American women writers and American women poets.

[Allison.Giffen@wwu.edu](mailto:Allison.Giffen@wwu.edu)

**Nini Hayes-** Environmental Studies. Critical education theory, environmental education, and social justice.

[Nini.Hayes@wwu.edu](mailto:Nini.Hayes@wwu.edu)

**Vicki Hsueh-** Political Science. Feminist political theory, political participation and gender, post-colonialism, ethnicity, and race.

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**Melina Juárez Pérez-** Political Science and WGSS. Immigration, Latinx politics, race, gender, and sexuality. (Joint Appointment in Political Science and WGSS).

[Melina.Juarez@wwu.edu](mailto:Melina.Juarez@wwu.edu)

**Lori Martindale-** Honors and WGSS. Gender studies; film and media studies; philosophy and literature; feminist theory; writing about literature.

[Lori.Martindale@wwu.edu](mailto:Lori.Martindale@wwu.edu)

**Rae Lynn A. Schwartz-DuPre-** WGSS Director and Communication Studies. Rhetoric, Mass Media, Feminist Theory, and postcolonial communication.

(Joint Appointment in Comm Studies and WGSS)

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**Anika Tilland-Stafford-** WGSS. Queer & feminist theory and methods, critical childhood studies, colonialism, and North American history.

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**Midori Takagi-** Fairhaven College. Race, class and gender, comparative studies of women of color.

[Midori.Takagi@wwu.edu](mailto:Midori.Takagi@wwu.edu)

**Shurla Rogers-Thibou-** WGSS. Introduction to Women Studies, women and globalization.

[thibous@wwu.edu](mailto:thibous@wwu.edu)

**Grace Wark** – WWU Student – WGSS Major

**Sarah Zimmerman-** History. Africa, colonialism, women and gender.

[Sarah.Zimmerman@wwu.edu](mailto:Sarah.Zimmerman@wwu.edu)

## Appendix G – Women, Gender, and Sexuality Studies Executive Committee

**Josh Cerretti-** History and WGSS. Local and transnational feminisms, memory, trauma, and violence in wartime.

(Joint Appointment in History and WGSS)

[Joshua.Cerretti@wwu.edu](mailto:Joshua.Cerretti@wwu.edu)

**Rita Daniels-** Communication Studies. African womanism, women and gender studies, intersectionality, women organizing and organizations, decolonization, intergroup communication, and mixed research methods.

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**Vicki Hsueh-** Political Science. Feminist political theory, political participation and gender, post-colonialism, ethnicity, and race.

[Vicki.Hsueh@wwu.edu](mailto:Vicki.Hsueh@wwu.edu)

**Melina Juárez Pérez-** Political Science and WGSS. Immigration, Latinx politics, race, gender, and sexuality.

(Joint Appointment in Political Science and WGSS).

[Melina.Juarez@wwu.edu](mailto:Melina.Juarez@wwu.edu)

**Rae Lynn A. Schwartz-DuPre-** WGSS Director and Communication Studies. Rhetoric, Mass Media, Feminist Theory, and postcolonial communication.

(Joint Appointment in Comm Studies and WGSS)

[RaeLynn.Schwartz-DuPre@wwu.edu](mailto:RaeLynn.Schwartz-DuPre@wwu.edu)

## Appendix H – WGSS Scholarship Application

### Women, Gender, and Sexuality Studies Scholarship Application (Spring 2022)

Women, Gender, and Sexuality Studies is pleased to offer one tuition and fee waiver for the 2022/'23 academic year! (*Most recent award amount was \$1,800.*)

#### QUALIFICATIONS

Applicants must be Women, Gender, and Sexuality Majors or Minors who demonstrates a passion for Women, Gender, and Sexuality Studies and for applying what they have learned in the classroom to the world, as well as having a strong academic record. Students must be full-time (at least 12 credits) undergraduates.

#### APPLICATION DOCUMENTS & DIRECTIONS

Please attach the following documents to one email and send to Angela Brown, Program Coordinator of the Women, Gender, & Sexuality Studies Program – [browna59@wwu.edu](mailto:browna59@wwu.edu)

1. Scholarship application – *page 2 of this document* – *be sure to fill out all fields.*
2. A personal statement that addresses three areas the committee will evaluate:
  1. A description of your engagement with WGSS and what you have gained from your courses.
  2. A description of your relevant activities applying WGSS through activism, organizing, or service.
  3. A description of what you seek to do with your WGSS education in the future.

#### EVALUATION CRITERION & NEXT STEPS

The scholarship recipient will be selected by the Women, Gender, and Sexuality Studies Executive Committee. Awards will be based on the following criteria: directed focus and achievements within WGSS; directed focus and achievements applying their WGSS education outside of the classroom; and relevance of future plans to the Mission of the WGSS Program.

Announcements will be shared by the end of spring quarter via email. The earliest quarter that scholarship funds may be applied for is Fall 2022.

Note: Incomplete packets are subject to disqualification.

#### APPLICATION DEADLINE

May 6<sup>th</sup>, 2022

*The Board of Trustees of Western Washington University is authorized, but not required, to grant tuition and fee waivers for different categories of students and to provide waivers of different fees except those required by law. Tuition and fees for self-sustaining courses and programs cannot be waived. See [WAC 516-60-010](#) for more information regarding tuition and fee waivers authority. [Statutory Authority: [RCW 28B.35.120\(12\)](#). 04-09-106, § 516-60-010, filed 4/21/04, effective 5/22/04.] Waivers may be divided over the academic year or offered for specific quarters. Tuition waivers are restricted to state-supported tuition expenses (cannot be used for study abroad or extended education coursework) and any combination of tuition waiver funding cannot exceed quarterly tuition costs.*

**Women, Gender, and Sexuality Studies (WGSS) Scholarship Application Form**

**Name:**

**W#:**

Last

First

M.I.

**Permanent Address:**

Street

City

State      Zip

**Current Local Address:**

Street

City

State      Zip

**WWU E-Mail Address:**

**Telephone:**

**Cum. GPA:** \_\_\_\_\_

**Class:**

**Expected Grad. Date:**

(FR, SO, JR, SR)

**Are you a Women, Gender, and Sexuality Studies:**     Minor     Major

**List your major or minor if other than WGSS:**

\_\_\_\_\_

**List the name of your WGSS Advisor:** \_\_\_\_\_

**Number of WGSS credits completed:** \_\_\_\_\_

**Number of credits remaining to complete minor, major, or concentration:** \_\_\_\_\_

**List any relevant volunteer or community service or activism:**

\_\_\_\_\_

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**List any relevant academic achievements or activities:**

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**List three references who can attest to your interest, ability, and engagement in the field:**

*Name*

*Phone Number*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_