



**THE
UNIVERSITY OF
NORTH CAROLINA
SYSTEM**

New Academic Degree Program Request to Establish

Institution

University of North Carolina at Charlotte

Degree Program Title (e.g. M.A. in Biology)

B.A. in Interdisciplinary Studies

Reviewed and Approved By (Provide Name and title only. No signature required in this section.)

Review	Name	Title
Provost	Joan Lorden, Ph.D.	Provost and Vice Chancellor for Academic Affairs
Chief Financial Officer	Lawrence Kelley	Interim Vice Chancellor for Business Affairs
Faculty Senate Chair (Or representative)	Susan Harden	Faculty Council President
Graduate Council (If applicable)	n/a	
Graduate/Undergraduate Dean (If applicable)	n/a	
Academic College/School Dean	Nancy Gutierrez, Ph.D.	Dean, College of Liberal Arts and Sciences
Department Head/Chair	n/a	
Program Director/Coordinator	Gregory Weeks, Ph.D. Janaka Lewis, Ph.D.	Associate Dean, College of Liberal Arts and Sciences Director, Interdisciplinary Studies Director, Women's and Gender Studies

New Academic Program Process

New academic programs are initiated and developed by faculty members. The Request to Establish a New Academic Degree Program must be reviewed and approved by the appropriate individuals listed above before submission to the UNC System Office for review.

Please provide a succinct, yet thorough response to each section. Obtain signatures from the Chancellor, Provost, and Chief Financial Officer, and submit the proposal via the PREP system to the UNC System Vice President for Academic

Program, Faculty, and Research, for review and approval by the UNC System Office. If the Request to Establish is approved by UNC System Office staff, it will be submitted the proposal for review and approval by the UNC Board of Governors.

UNC Institution Name	UNC Charlotte
Joint Degree Program (Yes or No)? If so, list partner institution.	
Degree Program Title (e.g. M.A. in Biology)	B.A., Interdisciplinary Studies
CIP Code and CIP Title (May be found at National Center for Education Statistics)	30.0000
Require UNC Teacher Licensure Specialty Area Code (Yes or No). If yes, list suggested UNC Specialty Area Code(s).	No
Proposed Delivery Mode (campus, online, or site-based distance education). Add maximum % online, if applicable.	Campus
If requesting online delivery, indicate if program (or one or more courses) will be listed in UNC Online.	
If requesting site-based delivery, indicate address(es), city, county, state, and maximum % offered at site.	
Proposed Term to Enroll First Students (e.g. Fall 2022)	Fall 2021

Do the following sections of your previously submitted and approved Request for Preliminary Authorization to Develop a New Academic Degree Program document require any change or updated information? If yes, note the items and explain.

Category	Yes or No	Explanation (if applicable)
SACSCOC Liaison Statement	No	
Review Status (campus bodies that reviewed and commented on Letter of Intent)	No	
Program Summary	Yes	The scope of the proposal has been broadened.

Student Demand	No	
Access and Affordability	No	
Societal and Labor Market Demand	No	
Doctoral Specific Questions	No	

I. Program Summary

- a. Describe the proposed program, including the overall rationale for its development. Include a discussion of how this program supports the specific mission of the institution and of the broader UNC System. Why is this program a necessary addition for the institution?

The proposed program is a B.A. in Interdisciplinary Studies with a concentration in one of the following: Capitalism Studies, Health and Medical Humanities, or Women’s and Gender Studies. The program design would allow students to combine an interdisciplinary program, such as one of those listed, with a departmental emphasis to create an individually designed major reflecting a student’s interests.

In addition to the contribution of such a program to internationally competitive research programs at the undergraduate, graduate, and professional levels, UNC Charlotte is committed to addressing cultural, educational, environmental, health, and social needs of the greater Charlotte region. A transdisciplinary major drawing from the strength of our interdisciplinary programs will allow students to pursue opportunities not offered elsewhere in the region. For example, Health and Medical Humanities is an interdisciplinary field that uses humanistic perspectives to understand health and healthcare. Health and Medical Humanities supports the university’s health and medical-related programs by offering a cross-disciplinary approach that promises to enhance observation, empathy, communication, cultural understanding, human compassion and sensitivity, and creativity, among future healthcare providers. This minor immerses students in the human side of medicine and health and leads to greater enhanced interpersonal relationships between patients and practitioners and is also intended to enhance personal reflection, critical thinking skills, and the ability to understand the personal, social, historical, and cultural contexts of health, illness, and medical care.

Students in Capitalism Studies gain a broad, well-rounded understanding of business, labor, government, and economics, by considering those subjects from multiple disciplines, across the social sciences and humanities. By demanding an interdisciplinary perspective, the minor requires students to combine quantitative and qualitative analysis; it encourages not only numeracy and financial literacy, but also historical, institutional, ethical, and cultural perspectives. It is designed to prepare students to work in a wide range of occupations in business, government, and the non-profit sector, and for the obligations of state, national, and global citizenship, in the 21st century.

Finally, the Women's and Gender Studies program at UNC Charlotte explores the ways that gender influences social structures and individual experiences around the world. The concentration will expand upon the cultural, political, and historical processes that gender human identity and society. In our research, teaching, programming, and service we explore gender as it intersects with multiple categories, such as race,

ethnicity, social class, age, ability, nationality, and sexuality. Recognizing that gender varies widely over time and space, the program emphasizes a comparative and interdisciplinary approach, with faculty employing a wide range of theoretical and methodological approaches. The interdisciplinary programs that make up part of the core of the proposed degree will be supported by faculty and classes across the College of Liberal Arts & Sciences (CLAS), including from the departments of Africana Studies, Anthropology, Chemistry, Communication Studies, Criminal Justice, History, Language and Cultural Studies, and Philosophy. Students will be able to combine these courses with in-depth study in disciplines across the institution.

- b. What are the key objectives of the program? What are the expected benefits for the student who graduates from the program? What are the expected public benefits (at the local, regional, state, or national level) of this program?

The key objectives of the program are to allow traditional undergraduate students to develop a major that starts with a thematic interdisciplinary focus and combines it with related depth in at least one traditional discipline. The expected benefits are that a student could combine studies across units (and across colleges) in a concentrated way--such as gender, policy and the economy, health and medical humanities and the environment, and social determinants of health, among other combinations. The benefits are that they will be better suited to meet needs of the area, region, state, and nation with a deeper understanding of what issues affect society across traditional areas or lenses. The student is able to build on coursework of programs in these areas with the strength and tools of inquiry of disciplines in liberal arts and sciences (including but not limited to Data Science, Biology, Sociology, Religious Studies, History, Geography and Earth Sciences), and even into fields within Colleges of Health and Human Services, Education, and Business.

II. Program Planning and Unnecessary Duplication:

- a. List all other public and private four-year institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program, including their mode of delivery (use the 4-digit CIP as a guide). Show a four-year history of applications, acceptances, enrollments, and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program). Programs at UNC institutions may be found on the UNC System [website](#).

There are twenty programs listed in the Academic Program Inventory as interdisciplinary, but they come in several flavors. UNC Wilmington (UNCW), UNC Pembroke (UNCP), and East Carolina University (ECU) list undergraduate majors in Interdisciplinary Studies. The UNCW BA program is designed for partway home students rather than traditional undergraduates and lists broad areas of specialization: arts and humanities, enterprise and economy, global and International studies, human wellbeing, science and technology, and social institutions and human behavior. UNC Pembroke also offers a Bachelor of Interdisciplinary Studies (BIS) for partway home students with tracks in applied education studies, applied professional studies, applied management information systems, criminal justice studies, general studies, hospitality, and public and non-profit administration. At ECSU, the program is fully online and has concentrations in global studies, community services, and security studies and a non-thematic individualized option. The East Carolina University BA and BS degrees in Multidisciplinary Studies allow students to select areas of focus like Asian Studies or Religious Studies. These programs differ from the proposed program either in target audience (UNCW, UNCP) or by their focus areas (UNCW, UNCP, ECU). Appalachian State, Western Carolina, Fayetteville State, North Carolina State, UNC Chapel Hill, and North Carolina A&T State all offer BA or BS degrees in liberal studies (CIP 24.01). Our proposed program (CIP 30.00) gives students the opportunity to build a major that includes structured programming from all of our colleges, including the professional colleges.

Institution	UNC Wilmington			
Program Title	Interdisciplinary Studies, B.A.			
	Year 2017-2018	Year 2018-19	Year 2019-20	Year 2020-21
Enrollment	NA	7	26	36
Degrees Awarded	NA	1	11	
Applications	NA	2	15	17
Acceptances	NA	2	15	16

Institution	East Carolina University			
Program Title	Interdisciplinary Studies, B.A./BS (CIP codes changed from 24.0101 to 30.000 during the reporting period)			
	Year 2016-17	Year 2017-2018	Year 2018-19	Year 2019-20
Enrollment (BA/BS)	45/159	34/122	38/123	33/100
Degrees Awarded	43/34	26/32	32/34	30/27
Applications (BA/BS)	12/36	14/27	8/22	19/35
Acceptances (BA/BS)	7/30	12/24	6/19	17/34

Institution	Elizabeth City State University
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Program Title	Interdisciplinary Studies, BA			
	Year 2016-17	Year 2017-2018	Year 2018-19	Year 2019-20
Enrollment	NA	2	64	81
Degrees Awarded	NA	NA	13	19
Applications	NA	14	11	58
Acceptances	NA	10	10	52

Institution	UNC Pembroke			
Program Title	Interdisciplinary Studies, BIS			
	Year 2016-17	Year 2017-2018	Year 2018-19	Year 2019-20
Enrollment	101	104	160	274
Degrees Awarded	18	17	23	35
Applications	60	85	118	203
Acceptances	60	82	69	122

- b. Describe what was learned in consultation with other programs regarding their experience with student demand and job placement. Indicate how their experiences influenced your enrollment projections.

Prior to this revision of the proposal, we had consulted with several institutions specifically about their degrees in Women's and Gender Studies, as this is the largest of the participating

interdisciplinary programs represented in this proposal. Our minors in Capitalism Studies, and Health and Medical Humanities are not represented as degrees or certificates in the UNC Academic Program Inventory. Thus, the communications on Women and Gender Studies are most relevant. In communication with Dr. Silvia Tomaskova (Chair, Women's and Gender Studies, UNC Chapel Hill), Dr. Mark Rifkin (former Chair, Women's and Gender Studies, UNC Greensboro) and Dr. Karey Harwood (Chair, Women's and Gender Studies—BA in Interdisciplinary Studies, NC State University), we learned that programs that adapted to student and campus strengths (UNC Chapel Hill with a more traditional feminist and critical methodologies focus, UNC Greensboro with liberal arts and sciences focus, NC State with STEM focus), tended to see demonstrated student interest and also meet prospective employment needs. Dr. Harwood and Dr. Blair Kelley, Assistant Dean for Interdisciplinary Studies and International Programs for the College of Humanities and Social Sciences at NC State, encouraged us to examine student strengths in other majors that we could help meet similar needs. In our program in Women's and Gender Studies, political science and public policy contribute toward the leadership track with cross list opportunities, and the desire to examine health policies and ethics in an interdisciplinary context is an interest of students as well. Our current enrollment in this minor ranges from 172-224 (Fall enrollment ranges 2017-2020). Additionally, political science, public health, and health services management are among our largest majors at UNC Charlotte. Allowing students to construct a major consisting of either a health or leadership track in Women's and Gender Studies along with a structured set of courses in political science, public health, or health systems management suggests a robust enrollment.

We also spoke with Dr. Melinda Kane, Program Coordinator of Gender Studies at East Carolina University, who linked some of the concerns with demand (major shifted to minor) with the ability of the program to support administrative infrastructure. She encouraged us to keep our concentrations around topics of student interest (our minor has one of the highest enrollments in the state and in Women's and Gender Studies programs nationwide) with additional coursework and support staff to meet that need. Dr. Sushmita Chatterjee, Chair of Gender, Women's and Sexuality Studies at Appalachian State, experienced growth in enrollment in the department in recent years with visible outreach efforts to students. This emphasized the need for student support and communication of information on opportunities in and with the major. Our internship course (WGST 4401), which launched in Spring 2019, will be a significant part of this effort. As we already have strong liaisons with the Career Center and will focus on junior placement. Students will be connected to corporate and nonprofit agencies and organizations in a dedicated way early in their studies.

Our new program in Capitalism Studies, established in Fall 2019, currently enrolls 25 students and is designed to encourage students to gain a broad, well-rounded understanding of business, labor, government, and economics, by considering those subjects from multiple disciplines, across the social sciences and humanities. Students may choose to develop disciplinary depth in economics, psychology, geography, languages and culture, or political science. The program in Health and Medical Humanities explores the experience of illness, mortality, fragility, health, and healthcare settings through literature, the arts, and the social sciences. The minor supports the University's health and medical-related programs by offering a cross-disciplinary approach that promises to enhance observation, empathy, communication, cultural understanding, human compassion and sensitivity, and creativity, among future healthcare providers. In short, the

program immerses students in the human side of medicine and health, and leads to greater enhanced interpersonal relationships between patients and practitioners. The program is offered by faculty in anthropology, chemistry, communication studies, history, language and culture studies, philosophy and others. Students may choose to develop greater disciplinary depth in these department and those of the College of Health and Human Services.

- c. Identify opportunities for collaboration with institutions offering related degrees and discuss what steps have been or will be taken to actively pursue those opportunities where appropriate and advantageous.

We have already created a programming and collaborative network around the Women's and Gender Studies program with regional institutions that offer the degree. The Women's and Gender Studies Regional Network includes system institutions (UNC Greensboro, UNC Chapel Hill, North Carolina State University, Appalachian State University), in addition to private institutions in order to collaborate planning on speakers and curricular issues. Regional meetings were held in person once a year beginning Spring 2019 prior to the COVID-19 pandemic. Once resumed, the network will also collaborate to place students in summer and career opportunities based on location.

Several requirements for the program have already been developed in an online format to facilitate movement through the program. These courses include WGST 1101, 3220, and many of the program electives that are offered at least once a year and online during the summer. Consultations with other programs revealed that courses are also primarily face-to-face with online offerings designed to increase availability. UNC Greensboro offers their introductory class online during the summer and NC State University runs one section of required courses (the introductory class and "Women and Gender in Science and Technology") online concurrently with two to three face-to-face sections and also offers online electives along with face-to-face-electives, as we do to make them accessible to students.

- b. Present documentation that the establishment of this program would not create unnecessary program duplication. In cases where other UNC institutions provided similar online, site-based distance education, or off-campus programs, directly address how the proposed program meets unmet need.

The interdisciplinary program is designed to permit flexibility in major selection for UNC Charlotte undergraduates. It is aligned with the needs of the business and health communities in Charlotte and will serve this region of the state. It does not duplicate other programs in the state that are either designed for partway home students or which offer different or no thematic concentrations. The unique feature of the program is that it is built around specific interdisciplinary programs while allowing student to gain depth in disciplinary content and methodology in a wide range of related fields.

- c. Admission. List the following:
 - i. Admissions requirements for proposed programs (indicate minimum requirements and general requirements).

All students must meet UNC Charlotte requirements for admission for undergraduate students. In addition, students must have a 2.0 cumulative GPA unless it is the student's first semester at UNC Charlotte and a cumulative GPA has not been established. General advising for prospective and newly declared majors will introduce students to the curriculum and degree requirements so as not to delay graduation or result in higher costs to students.

UNC Charlotte advises that all students should declare and be accepted into a major by the time they have earned 60 semester hours of credit; transfer students entering with more than 60 credit hours should make that declaration upon enrollment or during their first semester of attendance.

ii. Documents to be submitted for admission (listing)

Applications for admission are reviewed when all required credentials are received. The review focuses on the academic history of the applicant and considers all relevant factors. The intent of the University is to offer admission to applicants whose credentials indicate a strong likelihood for success in their selected curricula. The Curriculum Committee may make exceptions to the minimum criteria for applicants who are judged to have potential or talent not revealed by test scores and academic performance.

First-Year (“Freshman”) Students’ Criteria

The Office of Undergraduate Admissions considers applicants whose minimum qualifications include high school graduation or a General Education Diploma (GED). For international applicants, guidelines provided by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and NAFSA: Association of International Educators and World Evaluation Services are used to determine if an applicant has met requirements for high school graduation in their country.

Applicants for first-year admission must submit the following to complete their application:

1. The online application for admission
2. \$60 application fee or approved fee waiver
3. Official high school transcript reflecting completed coursework in grades 9-11. Final transcripts reflecting senior grades and graduation date must be provided prior to enrollment.
4. Official SAT or ACT scores.
5. Internationally-educated students must have their foreign credentials translated and evaluated by an approved, accredited credential evaluation service.

Applicants for freshman admission are evaluated for admission with primary consideration given to the following High School Performance criteria:

- Academic Courses in Grades 9-11. Applicants must have the minimum course requirements as stated by the UNC system. These courses include 4 units of English, 4 units of Math (including an advanced math), 3 units of Science, 2 units of History/Social Studies, and 2 units of the same foreign language.
- Grade Point Average. The middle 50% of the freshman class has a GPA between 3.7 to 4.3; average GPA is 4.1.
- Senior Year Course Selection. In addition to English and math, we encourage students to take science and foreign languages in their senior year. We expect to see a solid academic schedule. SAT or ACT scores. The middle 50% of the freshman class have SAT scores ranging from 1540-1770 and/or ACT scores ranging from 22-27.

Transfer Criteria

A minimum of twenty-four semester hours of college transferable coursework is required for transfer admission. Transfer admission is based on grade point average achieved and specific courses completed. Transfer admission policies are clearly presented on the Undergraduate Admissions website and in the transfer recruitment brochure. In addition, transfer requirements are presented at community college visits, transfer advising sessions at Open House, and in daily information sessions in the Admissions Office.

In addition to the application and \$60 fee, official transcripts from every college attended, and an official high school transcript, the following requirements apply:

- Transfer students under the age of 21 are required to have completed the Minimum Course Requirements in high school: four units of English; 4 units of Math; 3 units of Science; 2 units of Social Science/History; and 2 units of Foreign Language.
- Applicants must present an overall 2.0 grade point average according to calculations performed by the Undergraduate Admissions office.
- Students who do not meet freshman admission requirements must present a minimum of 24 semester hours (or 36 quarter hours) of transfer credits.
- Internationally-educated students must have their foreign credentials translated and evaluated by an accredited credential evaluation service. Transfer applicants must have a “course by course report” completed by the service, and they must present the equivalent of a high school diploma in addition to college-transferable coursework.
- Applicants must be in good standing at and eligible to return to the last institution attended.
- Transfers from within UNC Charlotte must have a cumulative GPA of 2.0.

d. Degree requirements. List the following:

i. Total hours required. State requirements for Major, Minor, General Education, etc.

The Bachelor of Arts in Interdisciplinary Studies (IDST) is a 120-credit degree program and a 30-credit major that will be delivered in-person (with some online courses available) and include concentrations in Women’s and Gender Studies, Capitalism Studies, and Health and Medical Humanities.

See Interdisciplinary Studies Degree Requirements Table (Appendix D).

ii. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, “second major,” etc.).

Students will either complete an Internship/Practicum or extensive research paper as part of graduation requirements (ex: WGST 4401 or 4900, HHUM 4800). Students must maintain a minimum GPA of 2.0 to continue in the major.

e. Enrollment. Estimate the total number of students that would be enrolled in the program during the first year of operation and in each delivery mode (campus, online, site, etc.)

	Campus	Online	Site	Full-Time	Part-Time
Year 1	x	n/a	n/a	28-35	36-46
Year 3	x	n/a	n/a	36-49	46-55
Year 5	x	n/a	n/a	50-75	56-70

f. For graduate programs only, please also answer the following:

Grades required	
Amount of transfer credit accepted	
Language and/or research requirements	
Any time limits for completion	

g. For all programs, provide a degree plan showing the sequence of courses to be taken each year. List courses by title and number and indicate those that are required. Include an explanation of numbering system. Indicate new courses proposed. A possible format is offered below as an example. If your institution uses a different format that provides the required information, it may be submitted instead.

See Interdisciplinary Studies Degree Requirements Table (Appendix D).

No new courses are developed for this proposed program. Course numbering rules are set in accordance with UNC Charlotte Academic Policy: Course Numbering and Status¹.

III. Faculty

a. (For undergraduate and master's programs) List the names, ranks and home department of faculty members who will be directly involved in the proposed program. The official roster forms approved by SACSCOC may be submitted. For master's programs, state or attach the criteria that faculty must meet in order to be eligible to teach graduate level courses at your institution.

The following faculty will be involved in the proposed program.

Emek Ergun, Ph.D. Assistant Professor, Global Studies and Women's and Gender Studies
B.A., Translation Studies, Bogacizi University, Istanbul; M.S., Women's Studies, Towson

¹ <https://provost.uncc.edu/policies-procedures/academic-policies-and-procedures/course-numbering-and-status>

University; Ph.D., Language, Literacy, and Culture, University of Maryland, Baltimore County

Departments: Women's and Gender Studies Program; Global, International, and Area Studies Areas of specialization: Transnational feminisms, cultural globalization, feminist translation studies, feminist body/sexuality politics, feminist pedagogies, critical masculinity studies

Elisabeth Paquette, Ph.D. Assistant Professor, Philosophy and Women's and Gender Studies
B.A., Philosophy, Trent University (Peterborough, ON); M.A., Philosophy, University of Guelph (Guelph, ON); Ph.D., Philosophy, York University (Toronto, ON)

Department(s): Women's and Gender Studies Program, Philosophy Areas of specialization: Feminist theory, political philosophy, 19th and 20th century philosophy

Kent Brintnall, Ph.D. Associate Professor, Religious Studies

B.A., Fort Hays State University, J.D., Northeastern University School of Law; M.A., Pacific School of Religion; Ph.D., Emory University

Departments: Women's and Gender Studies, Religious Studies, Film Studies
Areas of specialization: queer theory, psychoanalytic theory, literary theory, religion & sexuality, Georges Bataille

Janaka Lewis, Ph.D. Associate Professor, English

B.A., English and African and African American Studies, Duke University; M.A., Ph.D., English, Northwestern University

Departments: Women's and Gender Studies Program (Director), English
Areas of Specialization: African American women's writing (specifically narrative studies), African American gender and sexuality studies in media and culture

Sonya Ramsey, Ph.D. Associate Professor, History and Women's and Gender Studies

B.A., Howard University; M.A., Ph.D., History, University of North Carolina at Chapel Hill

Departments: History, Women's and Gender Studies Program
Areas of specialization: African American Gender History, History of Education, Oral History, Women's and Gender Studies, Southern History, History of The United States Since 1865

Jennifer Byrd, M.A., Lecturer, Women's and Gender Studies

B.A., M.A., English, UNC Charlotte

Areas of specialization: feminist theory, activism and outreach, gender and literary criticism, third-wave feminism, ecofeminist studies, gender studies in early modern period

Kelly Finley, M.A., Senior Lecturer, Women's and Gender Studies

B.A., UNC Charlotte, M.A., University of Alabama (Women's Studies)

Departments: Women's and Gender Studies Program, Anthropology

Areas of specialization: female adolescent sexuality/virginity, feminist activism, body image, women and work

Margaret M. Quinlan, Ph.D., Associate Professor, Communication Studies

BA, Marist College, MA, Illinois State University, Ph.D. Ohio University

Departments: Communication Studies, Interdisciplinary Health Psychology, Women & Gender Studies

Areas of Specialization: Health, Organizational and Performative Communication; Women's Reproductive Health; Social Media, Medical Expertise, Motherhood; Public Perceptions of Science, Medicine and Technology; Practitioner-patient communication

Erin Basinger, Ph.D., Assistant Professor, Graduate Program Director, Communication Studies

B.A. Samford University, M.A. University of Georgia, Ph.D. University of Illinois at Urbana-Champaign

Departments: Communication Studies, Health Psychology, Public Health Sciences

Areas of Specialization: health communication, interpersonal communication

Christine S. Davis, Ph.D., Professor, Communication Studies

BA, Virginia Polytechnic and State University (Virginia Tech); MA UNC-Greensboro; Ph.D. University of South Florida

Departments: Communication Studies, Gerontology

Areas of Specializations: Health Communication, with an emphasis on: End-of-life communication, Communication and disability, Communication, culture, the body, and politics, Healthcare team communication, Children's health, Qualitative and Arts-based methods

Amber Knight, Ph.D., Assistant Professor, Political Science and Public Administration

BA, University of California at Santa Cruz, Ph.D. University of North Carolina at Chapel Hill

Departments: Political Science and Public Administration, Women & Gender Studies

Areas of Specialization: contemporary political theory, critical disability studies, bioethics, Feminist political thought

Teresa Scheid, Professor of Sociology and Public Policy \Ph.D. Sociology, North Carolina State University; M.S. Sociology, Texas A&M University, 1982; B.A.

Sociology, Heidelberg College

Departments: Sociology, Public Health Public Policy, Health Psychology
Areas of Specialization: Health Policy, Medical Sociology, Sociology of Mental Health and Illness, Social Organization of Health Care (including Complex Organizations, Work and Occupations, Professions), Advanced Qualitative Data Analysis, Mixed Methods Research, Community Based Participatory Action Research

Nicole Peterson, Associate Professor, Anthropology
BA Rice University, PhD UC San Diego

Departments: Anthropology, Latin American Studies
Areas of Specializations: Food access and policy, Social sustainability, Community engaged research

- b. (For doctoral programs) List the names, ranks, and home department of each faculty member who will be directly involved in the proposed program. The official roster forms approved by SACSCOC may be submitted. Provide complete information on each faculty member's education, teaching and research experience, research funding, publications, and experience directing student research including the number of theses and dissertations directed.

N/A

- c. Estimate the need for new faculty for the proposed program over the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs, and how the current teaching responsibilities of those faculty will be covered.

The faculty engaged in this proposed program are currently serving students in existing major and minor programs within the College of Liberal Arts and Sciences. No new courses are planned at this time. We expect that the initial enrollment in the major will come from students in the existing interdisciplinary minors. Requests for new positions will be based on enrollment growth. Assuming that we meet the growth assumptions, we will request a new lecturer position in year 2 (2022-2023) and an assistant professor position in Year 4. These positions will facilitate the capstone experiences for majors, continue to serve the broad undergraduate interest with elective offerings, and reduce dependence on adjunct faculty.

- d. Explain how the program will affect faculty activity, including course load, public service activity, and scholarly research.

The faculty for this program are in place and will continue to teach in the program as a part of their existing load. Their scholarly activity will continue, although connections with faculty across interdisciplinary units will provide the opportunity for greater collaborative research. Public service will be enhanced by the connections that the program will develop with outside entities as part of the work to establish internship opportunities for students.

IV. Delivery Considerations. Provide assurances of the following (not to exceed 250 words per lettered item):

- a. *Access* (online, site-based distance education, and off-campus programs). Students have access to academic support services comparable to services provided to on-campus students and appropriate to support the program, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling.

Students have access to academic support services inclusive of services provided to on campus students and appropriate to support the program, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling.

The proposed program will be offered primarily in a face-to-face format. However, some courses will also be available online both at UNC Charlotte and through other institutions, particularly in Women's and Gender Studies where a degree of collaboration already exists within the UNC system. All UNC Charlotte students taking online courses or programs have full access to the University's resources for academic support, advising, financial aid, and course materials.

- b. *Curriculum delivery* (online and site-based distance education only). The distance education technology to be used is appropriate to the nature and objectives of the program. The content, methods and technology for each online course provide for adequate interaction between instructor and students and among students.

N/A

- c. *Faculty development* (online and site-based distance education only). Faculty engaged in program delivery receive training appropriate to the distance education technologies and techniques used.

Faculty engaged in program delivery receive training appropriate to the distance education technologies and techniques used and support for development of onsite course delivery.

- d. *Security* (online and site-based distance education only). The institution authenticates and verifies the identity of students and their work to assure academic honesty/integrity. The institution assures the security of personal/private information of students enrolled in online courses.

N/A

V. Library

- a. Provide a statement as to the adequacy of present library holdings for the proposed program to support the instructional and research needs of this program (this should be developed in consultation with the University Librarian).

Under the direction of Social Sciences liaison Bridgette Sanders at Atkins Library, Interdisciplinary units have had access to and a budget for sufficient media holdings. There are no current challenges to purchasing material that we do not hold. According to Sanders:

The Library has an expansive set of databases in the proposed area of study. Journal articles and books that are not held by the Library can be obtained through Interlibrary Loan. The

databases include JSTOR, Project Muse, Sociological Abstracts, Academic Search Premier, Science Direct, and Web of Science. The Library has an excellent collection of journals, both print and electronic, that can support this course. We also have access to a variety of statistical Data Sets that may be useful.

Overall, Atkins Library has adequate resources to support the proposed course. I would suggest buying monographs as funds permit to keep the collection current. Otherwise, the collection is adequate.

- b. If applicable, state how the library will be improved to meet new program requirements for the next four years. The explanation should discuss the need for books, periodicals, reference material, primary source material, etc. What additional library support must be added to areas supporting the proposed program?

Over the next four years, we will request an increased budget to support program needs. Our interdisciplinary liaisons will help to facilitate those needs.

- c. Discuss the use of other institutional libraries.

The J. Murrey Atkins Library at UNC Charlotte provides access to materials at other libraries in the state and region through Interlibrary Loan.

- d. For doctoral programs, provide a systematic needs assessment of the current holdings to meet the needs of the program.

VI. Facilities and Equipment

- a. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, in year one, five, and ten of the program's operation.

Specialized facilities are not required for the program. All faculty have private offices, and conference room and workroom space is available through the College of Liberal Arts and Sciences. Space for the unit that will direct the major has been identified in Fretwell building. Depending on program growth, additional faculty offices may be required.

- i. Will any new square footage be required at any point in the first ten years of the program's operation? If so, please provide an overview of requirements, timeline, projected costs, and projected funding sources. N/A
- ii. Will any existing square footage require repair, renovation, or retrofit? If so, please provide an overview of requirements, timeline, projected costs, and projected funding sources. N/A
- b. Describe the effect of this new program on existing technology, information technology, and services and indicate whether they will be adequate, in year one, five, and ten of the program's operation.

The College of Liberal Arts & Sciences Office of Academic Technologies supports software, hardware, and technology needs for college faculty and staff. There are also available web platforms and support. UNC Charlotte supports Canvas as a learning management system,

Degree Works for degree audit and planning, and EAB Connect for student advising and academic support. Existing technology and services will be adequate to support at the commencement of the program, and expansion will be commensurate with college growth for continued support.

VII. Administration

- a. Describe how the proposed program will be administered, giving the responsibilities of each department, division, school, or college. Explain any inter-departmental or inter-unit administrative plans. Include an organizational chart showing the "location" of the proposed new program.

The proposed program will be administered as it currently exists, housed in the College of Liberal Arts & Sciences (under the Dean and Associate Deans) and will continue as an Interdisciplinary Program under a Program Director as it begins. The director will be supported by an administrative assistant and will work with undergraduate coordinators in supporting departments.

- b. For joint programs only, include documentation that, at minimum, the fundamental elements of the following institutional processes have been agreed to by the partners:
 - i. Admission process
 - ii. Registration and enrollment process for students
 - iii. Committee process for graduate students
 - iv. Plan for charging and distributing tuition and fees
 - v. Management of transcripts and permanent records
 - vi. Participation in graduation
 - vii. Design of diploma

N/A

VIII. Additional Program Support

- a. Will additional administrative staff, new master's program graduate student assistantships, etc. be required? If so, please describe each item, state the estimated new dollars required at steady state after four years, and state the source of the new funding and resources required.

Additional administrative staff will not be required specifically to start the major but may be added from the college as staff needs increase for advising or coordination of internships or other special programming. An Academic Advisor will be requested in year 4 of the major at a cost of \$64,834 (including fringe benefits).

IX. Accreditation and Licensure

- a. Where appropriate, describe how all licensure or professional accreditation standards will be met, including required practica, internships, and supervised clinical experiences.

The program does not lead to licensure and is not professionally accredited.

- b. Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation.

N/A

- c. If the new degree program meets the SACSCOC definition for a substantive change, what campus actions need to be completed by what date in order to ensure that the substantive change is reported to SACSCOC on time?

It has been determined that a SACSCOC substantive change prospectus is not required to be submitted prior to implementation.

- d. If recipients of the proposed degree will require licensure to practice, explain how program curricula and title are aligned with requirements to “sit” for the licensure exam. List what state(s) the institution has determined the program meets professional licensure requirements for and how that information will be communicated to students and prospective students.

N/A

X. Supporting Fields

- a. Discuss the number and quality of lower-level and cognate programs for supporting the proposed degree program.

Interdisciplinary programs are currently supported in coursework by History, English, Sociology, Psychological Science, Religious Studies, Communication Studies, and Africana Studies, Economics, Biological Sciences, among others. Expansion of these fields will be commensurate with their desired growth and not contingent on our demand.

- b. Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

No additional subject matter experts are needed.

XI. Costs, Funding, and Budget

Adding a new degree program will cost the institution some amount of money and will potentially generate new revenues. Calculating the costs and identifying the funding sources associated with implementation of a new program requires several institutional offices (e.g., academic affairs, finance, institutional research, enrollment management) to collaborate to present an accurate estimate.

- a. Complete and attach the *UNC System Academic Program Planning Financial Worksheet* showing all costs required and revenues generated for each of the first five years of the program. Provide a budget narrative for each year addressing the following:
- b.

i. UNC Academic Program Costs

Faculty costs include all faculty assigned to the proposed program, including faculty serving as program directors, coordinators, department chairs, etc, funded in the 101 instructional budget code. If an existing faculty member is reassigned to the program, the salary is reflected as a reallocated cost. New faculty salaries need to be competitive for the discipline, and figures should include all applicable fringe (e.g. retirement, medical). If the proposed program will hire new faculty, it is a new cost.

Graduate Assistant costs are identified either as new or reallocated, as appropriate, and should include all stipends, tuition remission, and benefits, as applicable.

EHRA Non-Faculty positions include non-instructional academic support costs directly associated with running the program, including amounts associated with the Dean's office, research support, etc. This should include salaries and all applicable fringe.

SHRA Non-Faculty positions includes all positions specific costs associated with the new program. This includes the additional staff needed to organize applications, prepare for the proposed program, and for general administration of the proposed program. New staff or purchases of new equipment should be adequate to support the stated goals and enrollments for the proposed program. Other program costs identified in the proposal should be realistic.

Since the proposed BA in Interdisciplinary Studies builds on existing coursework and established organizational structures at the institution, there are no expenses associated with launching the program. The proposed program will be housed in the College of Liberal Arts & Sciences (under the Dean and Associate Deans) and will continue as an Interdisciplinary Program under a Program Director as it begins. We will continue to have undergraduate coordinators that will support the major/minor, and an individual administrative assistant will continue to support the Women's and Gender Studies program, the largest of the three programs that make up the interdisciplinary major. A cost of \$500 per year is budgeted for advertising for the program. As the program grows, additional support for advising and management of internships and capstone projects may be required. An Academic Advisor is budgeted in Year 4 at a cost of \$64,834 (including fringe benefits).

ii. UNC Academic Program Revenues

Funding sources may include enrollment growth formula funding, other state appropriation, regular tuition, tuition differential, general fees, special fees, reallocation of existing resources, federal funding, and other funding (such as awarded grants or gifts). The total projected revenue from the above categories should allow the proposed program to become self-sufficient within five years.

When estimating funding for new programs, institutions should take into account that students switching programs do not generate additional enrollment growth formula funds. For example, if a program projects enrollment of 20 students, by 12 of them switched into the program from an existing program at the institution, then only 8 of the students would generate additional formula funding.

Reallocation of Existing Resources includes the salary of faculty reassigned who may be partially or wholly reallocated to the new program. Explain how the current teaching obligations of those faculty are reallocated and include any faculty replacement costs as program costs in the budget. If substantial funds are reallocated, explain how existing undergraduate and graduate programs will be affected.

Federal Funding (In-hand only) refers to federal monies from grants or other sources currently in hand. Do not include federal funding sought but not secured. If anticipated federal funding is obtained, at that time it can be substituted for funds designated in other funding categories. Make note within the text of the proposal of any anticipated federal funding.

No additional funding sources are required for this proposed program.

- c. Based on the institutions' estimate of available existing resources or expected non-state financial resources that will support the proposed program (e.g., federal support, private sources, tuition revenue, etc), please describe the following:

- i. How does the institution budget and allocate enrollment growth revenues? Is this program expected to generate new enrollment growth for the institution? If so, how will funds be allocated to the proposed program or be used to further other institutional priorities?

The program is designed to offer a new liberal arts major to the existing undergraduate student body who have expressed their interest in the field through their participation in the minors in Women's and Gender Studies, Capitalism Studies, and Health and Medical Humanities. New resources are not needed at present and the program will not affect our projections for undergraduate growth. We anticipate that growth in the program will be proportionate to overall growth in the undergraduate student body. As students move into their internships, additional support may be required. This will be addressed by enrollment growth funds or by redistribution of resources.

- ii. Will the institution seek other additional state appropriations (both one-time and recurring) to implement and sustain the proposed program? If so, please elaborate.

No additional state appropriations will be sought for this proposed program outside the enrollment growth formula.

- iii. Will the institution require differential tuition supplements or program-specific fees? If so, please elaborate.

1. State the amount of tuition differential or program-specific fees that will be requested.

No tuition supplements or fees will be requested for this proposed program.

2. Describe specifically how the campus will spend the revenues generated.

- d. Provide a description of how the program can be implemented and sustained If enrollment increase funding, differential tuition, or other state appropriations noted in the budget templates are not forthcoming.

The program will be sustained with redistribution of budget funds as necessary.

- XII. Additional Information.** Include any additional information deemed pertinent to the review of this new degree program proposal.

XIII. Attachments. Attach *the UNC System Academic Program Planning Worksheet* as the first attachment following this document, the final approved Request for Preliminary Authorization as the second attachment, followed by any other relevant documents.


Appendix A: UNC System Program Planning Worksheet

Appendix B: Request for Preliminary Approval Addendum

Appendix C: Hanover Research Final Report

Appendix D: Interdisciplinary Studies Degree Requirements Table

XIV. Signatures. This proposal to establish a new program has been reviewed and approved by the appropriate campus committees and authorities and has my support.

Position Title	Signature	Date
Chancellor		5/13/2021

Provost	<i>Joan F. Larkin</i>	5/13/2021
Chief Financial Officer	<i>Wally</i>	5/10/2021.

(Only complete below for partner institution if this is a joint degree program proposal)

Position Title	Signature	Date
Chancellor		
Provost		
Chief Financial Officer		

Cost Category *	Cost Sub-Category	Start-up Costs **	1st Year	2nd year
Tenure/Tenure-Track Faculty	New		\$ -	\$ -
	Reallocated		\$ -	\$ -
Non Tenure-Track Faculty	New		\$ -	\$ -
	Reallocated		\$ -	\$ -
Graduate Student Support	New		\$ -	\$ -
	Reallocated		\$ -	\$ -
EHRA Non-Faculty Positions	New		\$ -	\$ -
	Reallocated		\$ -	\$ -
SHRA Non-Faculty Positions	New		\$ -	\$ -
	Reallocated		\$ -	\$ -
Student Support (Scholarships)			\$ -	\$ -
Libraries			\$ -	\$ -
Supplies and Materials			\$ -	\$ -
Travel, Communications, and Fixed Charges			\$ -	\$ -
Equipment and Technology			\$ -	\$ -
Facility Repair and Renovation			\$ -	\$ -
Facility New Construction or Expansion			\$ -	\$ -
Other (Identify): Advertising			\$ 500	\$ 500
TOTALS			\$ -	\$ 500

* For personnel, include all salary and benefit expenses

** For start-up costs, include all costs incurred prior to the first year of student enrollments

3rd Year	4th Year	5th Year	TOTALS
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ 64,834	\$ -	\$ 64,834
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 500	\$ 500	\$ 500	\$ 2,500
\$ 500	\$ 65,334	\$ 500	\$ 66,834

Revenue Category	Year 0 (Start Up) **	1st Year
Enrollment Funding Formula Appropriation (FTE or SCH) *		
Regular Tuition		\$ -
Tuition Differential		\$ -
Reallocation of Existing Resources		\$ -
External Funding (In-Hand Only)		\$ -
Special Fees		\$ -
Other Fees (Identify)		\$ -
Other Funding (Identify)		\$ -
TOTALS		\$ -

* Enrollment growth funding appropriation should not be included in the first two years of the program.

** Funds identified to cover expenses prior to student enrollment



Request for Preliminary Authorization Addendum

Institution UNC Charlotte

Degree Program Title (e.g. M.A. in Biology) B.A. in Interdisciplinary Studies

CIP Code 30.0000

Reviewed and Approved By (Provide Name and title only. No signature required in this section.)

Review	Name	Title
Chief Financial Officer	Lawrence Kelley	Interim Vice Chancellor for Business Affairs
Faculty Senate Chair (Or appropriate faculty body)	Susan Harden, Ph.D.	Faculty Council President
Graduate Council (If applicable)	n/a	
Graduate/Undergraduate Dean (If applicable)	n/a	
Academic College/School Dean	Nancy Gutierrez, Ph.D.	Dean, College of Liberal Arts and Sciences
Department Head/Chair	n/a	
Program Director/Coordinator	Gregory Weeks, Ph.D.	Associate Dean, College of Liberal Arts and Sciences Director, Interdisciplinary Studies
	Janaka Lewis, Ph.D.	Director, Women's and Gender Studies

Addendum Overview

The Request for Preliminary Authorization Addendum should be completed by any institution that has previously had the Letter of Intent approved but has not yet submitted the Request to Establish. If an institution had submitted the Letter of Intent, but had not received approval to proceed to the Request to Establish, then they must submit a new full Request for Preliminary Authorization.

NOTE: If an institution is requesting preliminary authorization for a degree program at a higher level than their current Carnegie Classification (e.g. a Master's institution proposing a doctoral degree), then a request for a mission review must first be submitted to the UNC Board of Governors Committee on Educational Planning, Programs, and Policies, through the Senior Vice President for Academic Affairs. If approved by the Board, then the institution may proceed with the Request for Preliminary Authorization.

- I. **Student Demand:** Provide *external estimates* of student demand. If the previous Letter of Intent included that information, reference that here.

See Letter of Intent

- II. **Access, Affordability, and Student Success:** *(Provide an analysis of the impact of the program on student access and affordability. Maximum length 1,000 words. Reference sources such as College Scorecard, Census postsecondary outcomes data, etc. For graduate programs, focus on areas relevant to the institution's strategic plan.)*

a. Analysis of the impact of the proposed program on student access, including key metrics identified in the UNC System Strategic Plan and statewide initiatives (such as myFutureNC).

Alignment with the UNC system mission

The Bachelor of Arts in Interdisciplinary Studies aligns well with the core mission of the University of North Carolina: to “discover, create, transmit, and apply knowledge to address the needs of individuals and society.” The proposed degree uses a rigorous academic approach that includes a commitment to applied knowledge. The interdisciplinary nature of the program will inspire production of new knowledge, which will benefit all citizens of the state.

The program's emphasis on the academic interdisciplinary study and professional development will prepare students for the top six learning outcomes from the UNC General Assembly 2015 Employer Study in the following ways:

1. The ability to effectively communicate orally and in writing. All courses in the major require extensive written and oral communication. This outcome is also fulfilled through several courses, including the senior capstone seminar, which meet the general education writing and oral communication requirements.

2. Critical thinking skills. The blending of social science, humanities, and science in the curriculum exposes students to continuous opportunities to engage in comparative critical thinking. The program's emphasis on consistent exposure to a variety of intellectual frameworks will produce graduates with an ability to navigate multiple perspectives, disciplines, and methods, making them strong critical thinkers and creative employees in an increasingly diverse, global market. These skills are tailored to the student's interests.

3. The ability to analyze and solve complex problems through quantitative and/or qualitative methods. This outcome is addressed directly in the two core requirements of qualitative and quantitative methodologies. In addition, this outcome is met through students' application of classroom work to real-life examples of society's greatest concerns, as well as through the interdisciplinary character of the curriculum.



4. The ability to apply knowledge and skills to real-world settings through internships or other hands-on experience. This outcome is directly met through enrollment in a senior capstone project, which can include an internship. Focused interdisciplinary work will prove valuable to a wide variety of organizations, research agendas, and workplaces. The concentrations all connect organically to real-world settings, in business, healthcare, and elsewhere. The major involves very intentional work, allowing students to put courses together in a way that works toward their career interests.

5. “The ability to connect choices and actions to ethical decisions.” With an emphasis on innovative solutions and ethical leadership, our graduates will be in a position to change the workplace for the better, leading to new economic and social opportunities for everyone.

6. “Teamwork skills and the ability to collaborate with others in diverse group settings.” The program’s emphasis on collaborative learning pedagogy is met through the employment of in class projects that emphasize solving problems through collaboration.

The proposed program will graduate students who are intellectually, socially, and personally equipped for the diversity and complexity of contemporary society. Through applied learning, interdisciplinary research, public service, and a commitment to seeking solutions to critical contemporary problems, the mission of the University of North Carolina system overlaps with the UNC Charlotte’s proposed interdisciplinary studies program.

Alignment with UNC Charlotte’s Mission

The Bachelor of Arts in Interdisciplinary Studies supports UNC Charlotte’s “commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region.” The proposed degree will create a learning and teaching environment focused upon research that addresses local, regional, and state issues. Because the major is designed to bridge the gap between the classroom and the community, it will help the university fulfill this aspect of its mission. Through interaction with engaged scholars and community leaders, students will apply what they learn in class to their own lives and communities.

Alignment with the College of Liberal Arts & Sciences Mission

In addition to the learning outcomes and habits of mind identified in the system and university goals above, the Interdisciplinary Studies program also promotes the values of diversity, inclusion, and community engagement that are foundational for UNC Charlotte’s College of Liberal Arts & Sciences. In the college’s 2015-2020 strategic plan, there was a commitment to “enhancing interdisciplinarity.” In 2021, the college established an Office of Interdisciplinary Studies, which includes administrative staff and office space. Growing this office will be part of the college’s strategic plan moving forward.

b. What student-level educational objectives will be met by the proposed program? The Bachelor of Arts in Interdisciplinary Studies’ overarching student-level objective is to provide a broad understanding of the vocabulary, concepts, theories, methodologies, and community engagement practices through scholarly research and real-life application. Students will be



competitive in the employment market because they will gain skills in information literacy, critical thinking, effective research, analytical writing, civic leadership, public speaking, and global citizenship. These same intellectual and practical skills are also crucial in preparing students for success in graduate and professional schools. By blending practical skills, the understanding of various complementary approaches to knowledge, theoretical work, and hands-on problem-solving activities through in-class projects and internship experiences, IDST graduates will be well-equipped for almost any career or graduate/professional program.

3. Student Demand. Provide documentation of student demand. Discuss the extent to which students will be drawn from a pool of students not previously served by the institution. T

Prior to this revision of the proposal, we commissioned a study by Hanover Research (Hanover) to conduct a market research study looking at Women's and Gender Studies, as this is the largest of the participating interdisciplinary programs represented in this proposal. Hanover used national, regional, and state data; it also gathered data from UNC Charlotte's Office of Institutional Research and the Women's and Gender Studies Program. The data remains relevant for Interdisciplinary Studies, which offers a new option for both first-year and transfer students attracted to health fields and the social sciences.

There are currently no existing undergraduate concentrations at UNC Charlotte including those in the proposed major. We believe a pool of existing students—beyond the current program's minors—could also be served by the proposed degree program in women's and gender studies, capitalism studies and health/medical humanities:

Current interdisciplinary minors are already majoring in Biology, Criminal Justice, Psychological Science, Sociology, History, Africana Studies, Communication Studies, Religious Studies, Political Science, and others. A major in Interdisciplinary Studies would build upon a minor in these areas, or allow students to double major.

Based on interviews they conducted with leaders of women's and gender studies programs at UNC Charlotte's peer institutions, Hanover found that "a WGST major has the potential to expand students' curricular options without necessarily decreasing demand for other programs." Hanover also points out that "given that many current WGST minors complete their major in popular programs such as psychology, communications, or sociology, the conversion of even some of these students to a full WGST major could relieve the burden on other high demand UNC Charlotte programs." This logic holds for the other two concentrations as well. For example, many students interested in pursuing a career in health are not interested in a clinical degree; these students would find this major beneficial in advancing their career interests. Given the flexibility of this degree, especially in regards to linking it with particular minors, students would be prepared for a wide range of health-related fields. Further, an Interdisciplinary Studies bachelor's degree would be strong preparation for a variety of early entry master's programs on our campus. Demand for programs in social services, community healthcare, public health, and community service is growing nationally, regionally, and in North Carolina, so an



interdisciplinary degree with health-oriented options would lead to a variety of employment options.

Hanover notes that transfer students are another untapped pool of existing students the program can attract to the major. Psychological Science and Sociology are “the most popular majors among students who have transferred into UNC Charlotte and joined the WGST program, followed distantly by communication and anthropology” Hanover also identified the top transfer institutions, providing the program with important information for targeting transfer students with specific recruitment strategies.

- a. Analysis of student debt levels for similar programs and programs at the same academic level at the institution.
- b. Provide an analysis of indebtedness, repayment, and relationship to potential earnings.

III. Societal and Labor Market Demand: Provide **external evidence** of societal demand and employability of. If the previous Letter of Intent included that information, reference that here.

The major embodies interdisciplinarity, the ability to bring multiple disciplines, methods, and perspectives to bear on a particular area of knowledge. In addition to this invaluable content knowledge, the ability to think across disciplines is a high-level and much sought-after skill, for the most critical problems of our time—energy demand, social inequality, health disparities, etc.— require understanding of diverse disciplines. This unique interdisciplinary advantage also stimulates creativity. According to Dr. Bonnie Cramond, director of the Torrance Center for Creativity and Talent Development at the University of Georgia, “The people who will be creative will sit at the juxtaposition of two or more fields.” To be an IDST major is to be situated within multiple perspectives and disciplines. Thus, our program is designed to graduate adaptable, flexible, critical thinkers. This flexibility is enhanced because the major so easily permits customization when combined with courses from other disciplines.

The proposed major includes opportunities for students to bring their learning into the workplace, community venues, or government sites, through internships, volunteer opportunities, service learning, etc. These programs include externships, internships, and service-learning opportunities that provide students with resume-building experiences. Because of UNC Charlotte’s location in a growing and increasingly diverse global city, we are in an advantageous position to create and offer a unique undergraduate major that will contribute regionally, nationally, and globally.



The knowledge and skills a student gains from an interdisciplinary education prepare students for a wide variety of fields and opportunities. Furthermore, Interdisciplinary Studies fulfills the mission of UNC Charlotte's College of Liberal Arts & Sciences by providing "the means for understanding and negotiating the range of perspectives, experiences, and traditions essential to living ethically in an interdependent global culture."

See our Letter of Intent for additional details and external evidence.

IV. Costs, Funding, and Budget (*Maximum length 1,000 words*)

Adding a new degree program will cost the institution some amount of money and will potentially generate new revenues. Calculating the costs and identifying the funding sources associated with implementation of a new program requires several institutional offices (e.g., academic affairs, finance, institutional research, enrollment management) to collaborate to present an accurate estimate.

- a. Complete and attach the *UNC System Academic Program Planning Financial Worksheet* showing all costs required and revenues generated for each of the first five years of the program. Provide a budget narrative for each year addressing the following:

- i. **UNC Academic Program Costs**

Faculty costs include all faculty assigned to the proposed program, including faculty serving as program directors, coordinators, department chairs, etc, funded in the 101 instructional budget code. If an existing faculty member is reassigned to the program, the salary is reflected as a reallocated cost. New faculty salaries need to be competitive for the discipline, and figures should include all applicable fringe (e.g. retirement, medical). If the proposed program will hire new faculty, it is a new cost.

Graduate Assistant costs are identified either as new or reallocated, as appropriate, and should include all stipends, tuition remission, and benefits, as applicable.

EHRA Non-Faculty positions include non-instructional academic support costs directly associated with running the program, including amounts associated with the Dean's office, research support, etc. This should include salaries and all applicable fringe.

SHRA Non-Faculty positions includes all positions specific costs associated with the new program. This includes the additional staff needed to organize applications, prepare for the proposed program, and for general administration of the proposed program. New staff or purchases of new equipment should be adequate to support the stated goals and enrollments for the proposed program. Other program costs identified in the proposal should be realistic.

Since the proposed BA in Interdisciplinary Studies builds on existing coursework and established organizational structures at the institution,



there are no expenses associated with launching the program. The proposed program will be housed in the College of Liberal Arts & Sciences (under the Dean and Associate Deans) and will continue as an Interdisciplinary Program under a Program Director as it begins. We will continue to have undergraduate coordinators that will support the major/minor, and an individual administrative assistant will continue to support the Women's and Gender Studies program, the largest of the three programs that make up the interdisciplinary major. A cost of \$500 per year is budgeted for advertising for the program. As the program grows, additional support for advising and management of internships and capstone projects may be required. An Academic Advisor is budgeted in Year 4 at a cost of \$64,834 (including fringe benefits).

ii. UNC Academic Program Revenues

Funding sources may include enrollment growth formula funding, other state appropriation, regular tuition, tuition differential, general fees, special fees, reallocation of existing resources, federal funding, and other funding (such as awarded grants or gifts). The total projected revenue from the above categories should allow the proposed program to become self-sufficient within five years.

When estimating funding for new programs, institutions should take into account that students switching programs do not generate additional enrollment growth formula funds. For example, if a program projects enrollment of 20 students, but 12 of them switched into the program from an existing program at the institution, then only 8 of the students would generate additional formula funding.

Reallocation of Existing Resources includes the salary of faculty reassigned who may be partially or wholly reallocated to the new program. Explain how the current teaching obligations of those faculty are reallocated and include any faculty replacement costs as program costs in the budget. If substantial funds are reallocated, explain how existing undergraduate and graduate programs will be affected.

Federal Funding (In-hand only) refers to federal monies from grants or other sources currently in hand. Do not include federal funding sought but not secured. If anticipated federal funding is obtained, at that time it can be substituted for funds designated in other funding categories. Make note within the text of the proposal of any anticipated federal funding. Provide evidence of sustainability after federal funds have been exhausted.

No additional funding sources are required for this proposed program.

- b. Based on the institution's estimate of available existing resources or expected non-state financial resources that will support the proposed program (e.g., federal support, private sources, tuition revenue, etc.), please describe the following:

- i. How does the institution budget and allocate enrollment growth revenues? Is this program expected to generate new enrollment growth for the institution? If so, how will funds be allocated to the proposed program or be used to further other institutional priorities?

The program is designed to offer a new liberal arts major to the existing undergraduate student body who have expressed their interest in the field through their participation in the minors in WGST, Capitalism Studies, and Medical Humanities. New resources are not needed at present and the program will not affect our projections for undergraduate growth. We anticipate that growth in the program will be proportionate to overall growth in the undergraduate student body. As students move into their internships, additional support may be required. This will be addressed by enrollment growth funds or by redistribution of resources.

Will the institution seek other additional state appropriations (both one-time and recurring) to implement and sustain the proposed program? If so, please elaborate.

No additional state appropriations will be sought for this proposed program.

- ii. Will the institution require differential tuition supplements or program-specific fees? If so, please elaborate.
1. State the amount of tuition differential or program-specific fees that will be requested.
 2. Describe specifically how the campus will spend the revenues generated.

No tuition supplements or fees will be requested for this proposed program.

- c. Provide a description of how the program can be implemented and sustained If enrollment increase funding, differential tuition, or other state appropriations noted in the budget templates are not forthcoming.

The program will be sustained with redistribution of budget funds as necessary.

V. For Professional Practice Doctoral Programs Only:

Describe the following (maximum length 1,000 words):

- a. Discussion of external requirements, including professional licensure or accreditation requirements related to the proposed program. If the program is designed or will be marketed to lead to professional licensure, which state(s) has the institution determined the program meets professional licensure requirements for?
- b. The academic and professional infrastructure in place (including faculty) to support the proposed program.
- c. Method of financing the proposed new program (including extramural funding and other sources) and indicate the extent to which additional state funding, tuition differentials, or program-specific fees may be required.
- d. State the number and source of required clinical/practical placements, if applicable. Determine whether it is the students' or the institution's responsibility to secure clinical/practical placements and discuss how that expectation will be communicated to students and prospective students. Describe how the institution will ensure that proposed clinical/practical sites are appropriate.

VI. Signatures. This Request for Preliminary Authorization Addendum has been reviewed and approved by the appropriate institutional committees and authorities and has my support.

Position Title	Signature	Date
Chancellor	<i>Dr. L. Bohan</i>	5/13/2021
Provost	<i>John F. Larkin</i>	5/13/2021

(Only complete below for partner institution if this is a joint degree program proposal)

Position Title	Signature	Date
Chancellor		
Provost		

DEMAND FOR AN UNDERGRADUATE MAJOR IN WOMEN'S AND GENDER STUDIES – FINAL REPORT

Prepared for the University of North Carolina at
Charlotte

July 2016

In the following report, Hanover Research presents the final phase of our evaluation of the demand for an undergraduate major in Women's and Gender Studies (WGST) in the Charlotte, North Carolina service region.



www.hanoverresearch.com

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EXECUTIVE SUMMARY AND KEY FINDINGS

The University of North Carolina at Charlotte (UNC Charlotte) is considering expanding its 18-credit undergraduate minor in Women’s and Gender Studies (WGST) into a 30-credit major. The program would seek to engage students in intellectual and practical work that will prepare them for a complex global workplace and for the rigors of graduate and professional study. It is also explicitly designed to fulfill the University’s mandate to address “the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region.”¹

UNC Charlotte has tasked Hanover Research (Hanover) with supporting its decision-making regarding this proposed program. Hanover’s approach relies on data analyses, secondary research, and primary outreach to key contacts at similar and neighboring programs in the United States. Appendix A of this document illustrates how stages of our multi-phase approach addressed key components of UNC Charlotte’s program proposal. **This final installation presents an analysis of government data, secondary research, primary research, WGST survey data, and internal enrollment data.** The report, focuses on supporting the following items that must be included as part of UNC Charlotte’s *Request for Authorization to Plan a New Degree Program*, which will be submitted to the University of North Carolina system for review:

- **3. Documentation of student demand.**
- **4. Evidence of societal demand and employability of graduates.**
- **5. Other public and private institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program.**
- **7. Estimate the total number of students that would be enrolled in the program during the first year of operation.**²

This report is divided into three sections that present Hanover’s complete findings related to these requirements. The first section focuses on student demand, similar programs, and enrollment estimates; the second section examines labor market demand and graduate employability; and the third section profiles existing programs.

KEY FINDINGS

The key findings from our research are included on the following page.

¹ “Home.” University of North Carolina-Charlotte. <https://www.ncwit.org/member/university-north-carolina-charlotte>

² See: “UNC System Policy Manual, Appendix A, University of North Carolina Request for Authorization to Plan a New Degree Program.” University of North Carolina System. April 16, 2014. http://www.northcarolina.edu/sites/default/files/documents/400_1_1_3g.pdf

3. DOCUMENTATION OF STUDENT DEMAND FOR THE WGST MAJOR

Within the Southeast region in particular, bachelor degree conferrals among Women's Studies programs have grown at a slightly faster rate (1.5 percent) than in the nation as a whole (0.7 percent). North Carolina is responsible for the largest proportion of bachelor degree completions in this academic area and its growth at 4.5 percent is greater than the Region as a whole, and faster than other high-volume states in the Southeast (Florida, Georgia, and Virginia). Across the U.S., the field has not demonstrated considerable growth, increasing at a rate of 0.9 percent between 2010 and 2014. However, while growth was not strong, it was relatively consistent from year-to-year. **Thus, it appears that the most promising recruitment approach for UNC Charlotte would be to convert current WGST minor students into the major program.**

- **3c: Enrollment data from similar programs:** Using upper division enrollment data for the current Women's and Gender Studies minors, UNC Charlotte has estimated that the proposed degree program could expect to confer 42.55 degrees per year. Based on enrollment patterns at other institutions, this estimate is within a reasonable range, given the number of WGST minors UNC Charlotte already enrolls. If accurate, this estimate would place the program on a par with some of the largest programs in the state and region, including those at the University of North Carolina – Chapel Hill and the University of North Carolina – Greensboro.

4. EVIDENCE OF SOCIETAL DEMAND AND GRADUATE EMPLOYABILITY

The field is deliberately interdisciplinary, making its graduates suited to a variety of positions and industries. For example, a number of university women's studies departments publish examples of where their graduates are employed, pointing to a wide range of professions in which there is a growing demand for expertise on gender issues: **business, law, medicine, public administration, social work, teaching, counseling, education, healthcare, and government service.** Alumni survey respondents report heavy involvement in the **Education/Training field**, which employs twice as many alumni (18) as both the second and third most concentrated fields (**Government/ Public Administration, and Hospitality/ Tourism/ Food Service**). Other popular fields include **Health/Science, Business Management/ Administration, Human Services, and Marketing/Sales/Services.** Furthermore, in our conversations with program leaders, their graduates' interdisciplinary background does not hinder their employment prospects, stating "students do well in the job market" and "it amaze[s] me how well students were able to find employment."

Hanover selected a group of relevant occupations that are most closely aligned to and most easily captured by traditional occupational grouping systems, related to community healthcare, social service, or community service. **The national demand for these types of occupations is strong, and the number of individuals employed in this group is projected to increase at a faster or much faster than average rate from 2012 to 2022.** At the national, state, and local levels, *child, family, and school social workers* present a particularly promising outlook: it is the highest volume field in the group and it is projected to increase at a faster than average rate.

- **4d: Wages of graduates nationwide:** median wages for all occupations in this group across the three regions in question (across the United States, within North Carolina, and within the Southwest Prosperity Zone) are above North Carolina’s median wage. Further, graduates in the broad field encompassing women’s and gender studies – area, ethnic, and civilization studies – can expect mid-career earnings as good as or better than most other liberal arts fields, including psychology, philosophy, religion, or communications. These graduates also earn the largest premium from a graduate degree among all liberal arts fields.
- **4g: Wages of program graduates:** Alumni of the existing minor program reported approximations of their annual income, which varied by respondents’ highest level of educational degree. Undergraduate degree completers were most likely to report annual incomes between \$26,000 and \$40,000, while post-graduate degree completers were most likely to report earnings between \$56,000 and \$70,000. To the extent that these figures reflect relatively low earnings, they likely reflect the high social-value jobs graduates take, such as teaching. Education is the most common field in which alumni of the WGST minor work, but in North Carolina teachers with only a bachelor’s degree cannot expect to earn \$40,000 per year until their 10th year of service.

5. ANALYSIS OF COMPARABLE PROGRAMS AMONG NORTH CAROLINA INSTITUTIONS

- **5a: Enrollment, degree conferral, and placement information:** Between 2010 and 2014, the majority of completions of undergraduate Women’s Studies degrees within the state of North Carolina were awarded by two institutions: UNC Chapel Hill and UNC Greensboro, both of which are located outside of the South-Central region. Both programs have experienced positive growth (12.3 percent and 4.5 percent, respectively), which is promising.
- **5c: Avoidance of unnecessary program duplication:** If approved, UNC Charlotte’s proposed major program would be unique to South-Central North Carolina, but would necessarily be in competition with similar programs within the UNC system.
- **(Sections 4 and 5)** In addition, conversations with leaders at UNC Chapel Hill and the University of Wisconsin at Milwaukee indicated a trend in which students select Women and Gender Studies as their second, supplementary major. In these cases, students often pair this major with complementary, yet “more practical” degrees – like social work, criminology, and nursing. This trend is promising, not only for reasons of employability, but because it may lessen the risk of internal competition between the proposed program and other major programs.

7. ENROLLMENT ESTIMATES

UNC Charlotte estimated that the proposed degree program could expect to confer 42.55 degrees per year. Similarly, of the 179 current WGST undergraduate minors responding in the fall 2014 survey, 132 selected that they would “have declared a major in Women’s & Gender

Studies if it had been offered.” Among those who indicated interest in the major program, 81 stated that they were “completely certain” that they would have acted on this option had it been available. However, it should be noted that nearly 60 percent of respondents were seniors at the time of the survey.

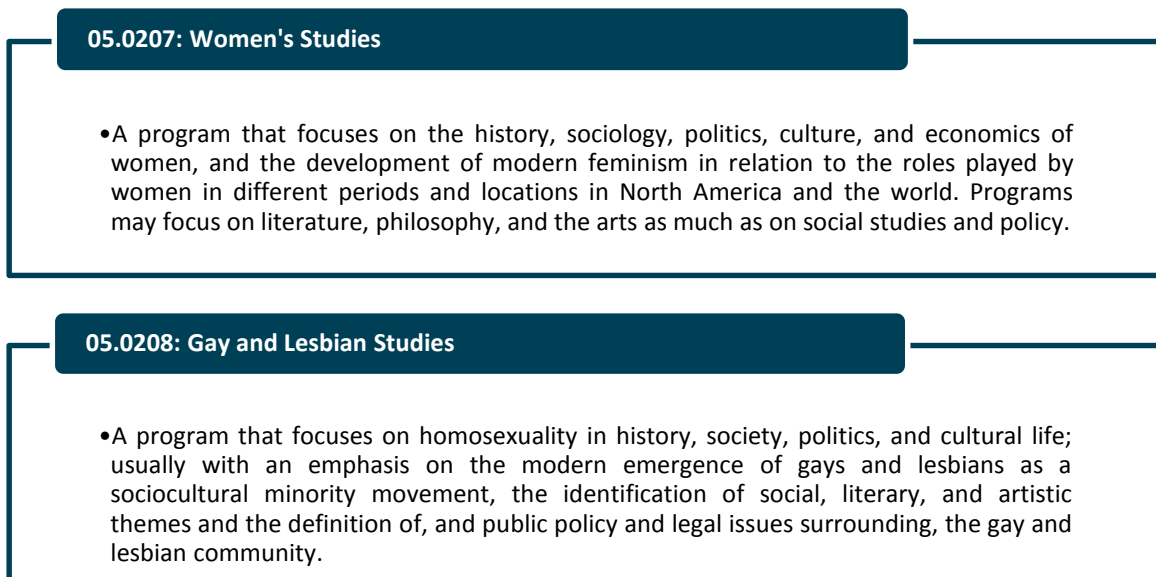
SECTION I: STUDENT DEMAND, COMPARABLE PROGRAMS, AND PROJECTED ENROLLMENT

METHODOLOGY

To assess student demand, we first examine five-year degree completion trends for programs related to the proposed WGST major. Institutions of higher education report this data annually to the Integrated Postsecondary Education Data System (IPEDS) of the National Center on Education Statistics (NCES). This method, while indirect, provides the best available data with which to approximate the size and recent enrollment trends of comparable programs. The data for 2013-14 are still in the preliminary release phase, meaning that they have yet to undergo certain NCES data quality control procedures.

The NCES classifies academic disciplines according to a six-digit taxonomic system, the Classification of Instructional Programs (CIP). Institutions classify the program completions data that they submit to IPEDS according to degree level (e.g., associate’s degree, bachelor’s degree, etc.) and CIP category. There are two potential CIP code matches for the proposed WGST program. This report focuses on the two in aggregate and also itemizes completions in each individual CIP code to provide a clearer idea of enrollment trends in specific areas within the WGST field. The codes are defined below.³

Figure 1.1: Descriptions of Relevant CIP Codes



³ [1] “Detail for CIP Code 05.0207.” National Center for Education Statistics. <https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cid=88039>

[2] “Detail for CIP Code 05.0208.” National Center for Education Statistics. <https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cid=87217>

In addition to analyzing completions, Hanover also calculates the **compound annual growth rate (CAGR)** and **average annual change (AAC)** in five-year degree completion trends at the baccalaureate level. CAGR is a measure of annual growth over an extended period of time, but it is not affected by volatility in individual year-over-year growth changes. CAGR illustrates the yearly growth that would occur if growth throughout the period had been constant. The second measure, the AAC, presents the average number by which completions changed annually. It indicates the raw magnitude of growth, which the CAGR does not measure.

Several considerations pertain to the use of IPEDS completions data to approximate student demand for academic programs:

- Institutions classify their programs and report their completions data independently. As a result, two institutions offering very similar programs could classify them and report degree conferrals in those programs under different CIP codes. It is also possible that institutions could switch between CIP codes when classifying a program from one year to the next, potentially leading to an increase in the number of degrees in the new code and a decrease in the total number of conferrals in the code from which they switched.
- It cannot always be assumed that IPEDS completions data for a given CIP code have a one-to-one correspondence with a specific degree program.
- The NCES is unable to account for new programs (opened within the past two years, and not previously reporting completions data under CIP 2010 codes) that have accepted undergraduate students in women’s studies, but not yet graduated these students. Similarly, it may include completions data from programs that reported completions during the 2012-13 academic year but have since closed.

NATIONAL, REGIONAL, AND LOCAL COMPLETIONS, 2010-2014

WOMEN’S AND GENDER STUDIES

The figures presented below display IPEDS program completions data for both program codes (Women’s Studies and Gay and Lesbian Studies) in a variety of geographic regions. In each case, completions data approximate the popularity of the degree among students in that area. There were no reported bachelor-level completions of Gay/Lesbian Studies” degrees from institutions in the Southeast Region; therefore, this particular area of study is only included in the national-level analysis.

NATIONAL COMPLETIONS

Figure 1.2 tracks national bachelor’s degree completions data in Women’s and Gender Studies CIP codes from 2010 to 2014. These fields are small and not high-growth, yet have demonstrated consistency across this period. Gay and Lesbian Studies comprise a very small portion of these degrees attributable to programs at just six institutions, none of which are in

the Southeast region.⁴ Across the U.S., the field has not demonstrated considerable growth, increasing at a rate of 0.9 percent between 2010 and 2014. However, while growth was not strong, it was relatively consistent from year-to-year.

Figure 1.2: National Completions of Bachelor Women's & Gender Studies Degrees

CIP TITLE	2010	2011	2012	2013	2014	CAGR	AAC	STDEV (AAC)
United States (Total)	1,942	2,059	2,143	2,092	2,015	0.9%	18	84
Women's Studies	1,936	2,050	2,130	2,082	1,989	0.7%	13	86
Gay/Lesbian Studies*	6	9	13	10	26	44.3%	5	7

Source: IPEDS

*Note: completions in this area of study are attributable to six institutions.

REGIONAL AND STATE COMPLETIONS

Because there are no completions data of bachelor degrees in Gay and Lesbian Studies in states within the Southeast Region, the remainder of this analysis focuses exclusively on Women’s Studies degree completions.

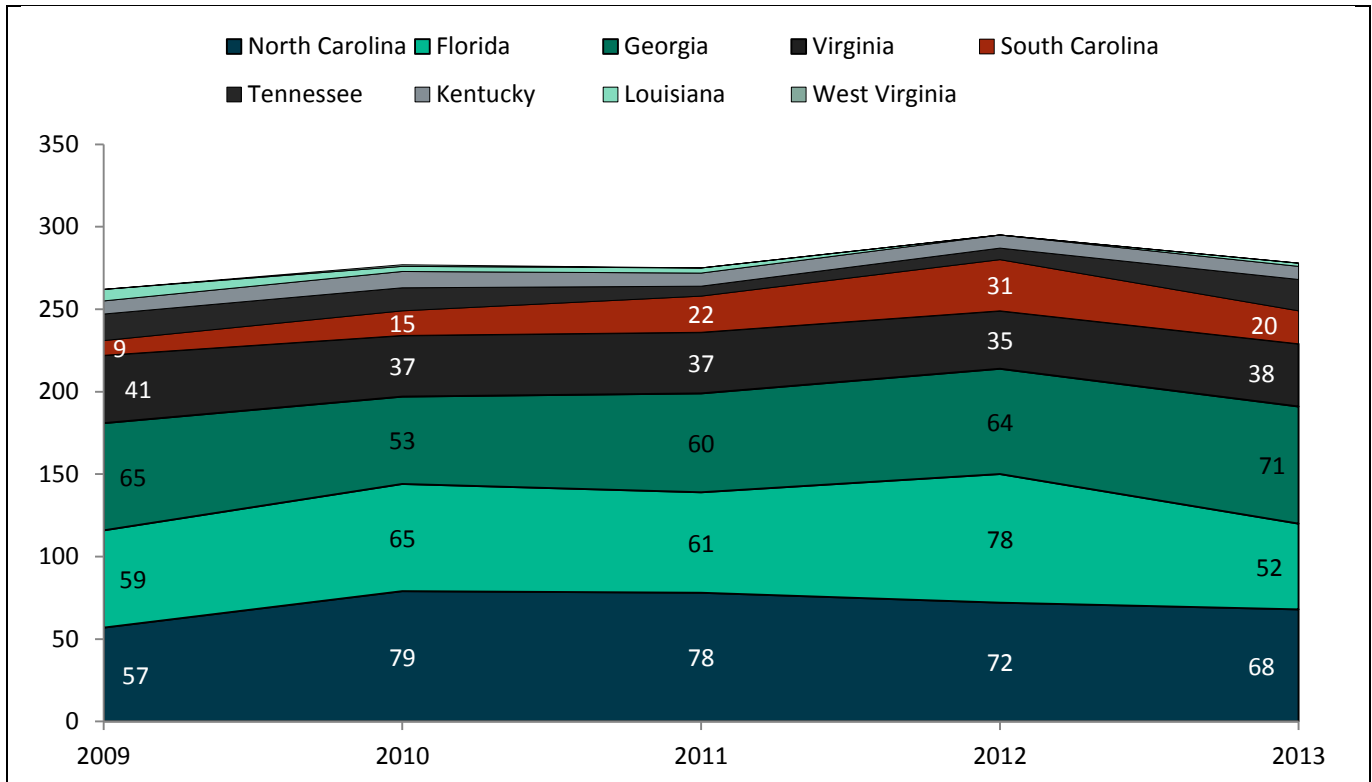
IPEDS enables users to refine their data sets by focusing on specific regions within the United States. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.⁵ However, no institutions in Alabama, Arkansas, and Mississippi report Women’s Studies completions and thus, these states are excluded from our analysis.

Figure 1.3 displays conferrals in the Southeast region by state, and ranks states in order of total number of completions between 2010 and 2014. Overall bachelor degree conferral rates among Women’s Studies programs have grown at a slightly faster rate in the Southeast region (1.5 percent) than in the nation as a whole (0.7 percent). Moreover, this growth has been relatively steady and reliable. A sizable portion of the peak in completions in 2013 can be attributed to institutions in Florida. North Carolina is responsible for the largest proportion of bachelor degree completions in this academic area and its growth at 4.5 percent is greater than the Region as a whole, and faster than other high-volume states in the Southeast (Florida, Georgia, and Virginia).

⁴ These institutions are Cornell University, Denison University, Hampshire College, Hobart William Smith Colleges, Marlboro College, and Mills College.

⁵ Ginder, Scott A., et. al. “2013-14 Integrated Postsecondary Education Data System (IPEDS) Methodology Report.” National Center for Education Statistics. July 2014. p. 3. <http://nces.ed.gov/pubs2014/2014067.pdf>

Figure 1.3: Southeast Regional Completions of Bachelor Women's Studies Degrees*



STATE	COMPLETIONS					CAGR	AAC	STDEV (AAC)
	2010	2011	2012	2013	2014			
Southeast Region (Total)	262	277	275	295	278	1.5%	4	15
North Carolina	57	79	78	72	68	4.5%	3	11
Florida	59	65	61	78	52	-3.1%	-2	16
Georgia	65	53	60	64	71	2.2%	2	8
Virginia	41	37	37	35	38	-1.9%	-1	3
South Carolina	9	15	22	31	20	22.1%	3	8
Tennessee	16	14	6	7	19	4.4%	1	7
Kentucky	8	10	8	8	8	0.0%	0	1
Louisiana	7	3	3	0	2	-26.9%	-1	2
West Virginia		1				--	--	--

Source: IPEDS

*There were no reported bachelor-level completions of "Gay/Lesbian Studies" degrees from institutions in the Southeast Region.

SUB-REGIONAL COMPLETIONS BY INSTITUTION

Because a small number of institutions are responsible for all bachelor degree completions in this field, Hanover elected to analyze institutions in North Carolina and its two main bordering states: South Carolina and Virginia (Figure 1.4). Using upper division enrollment data for the current Women’s and Gender Studies minors, UNC Charlotte estimated that the proposed degree program could expect to confer 42.55 degrees per year, which places the program in a competitive position relative to other institutions in the state. UNC Chapel Hill and UNC Greensboro are the two institutions in the state that have substantial programs which consistently awarded greater than 10 degrees each year. Together, they were responsible for a majority (51 percent) of completions in the state between 2010 and 2014. Duke University was the only private institution in the state to award greater than one degree per year across this period.

In Figure 1.4, institutions are listed by total bachelor’s degrees conferred between 2010 and 2014 within each state. UNC Charlotte lies in close proximity to the border between North Carolina and South Carolina; however, the active programs in South Carolina are in the central (University of South Carolina – Columbia) and southern (College of Charleston) regions of the state.

Estimating Program Completions

Based on the number of upper-division enrollments in the current Women’s and Gender Studies minor and the number of surveyed students indicating they would declare the program as a major if it were available, UNC Charlotte has estimated that a Women’s and Gender Studies major would produce 42.55 graduates per year, on average.

Based on available data from other programs, this represents a plausible estimate. At CUNY Hunter College, for instance, which had the nation’s seventh largest program in women’s and gender studies in 2014,⁶ the ratio of bachelor’s degrees to declared minors in the program has averaged 0.8 per year since 2006.⁷

Applying a similar ratio to UNC Charlotte’s minor enrollments would actually produce a much higher estimate of almost 200 annual graduates.⁸ Allowing for differences between institutions, the presence of an established major, and other factors, the number of UNC Charlotte minors seems unlikely to translate into bachelor’s degrees at this rate. However, the CUNY Hunter College figures do suggest that an estimate of 42.55 graduates per year is well within a reasonable range.

⁶ Based on bachelor’s degree completions reported to IPEDS.

⁷ See Tables 22 and 30 in the annual factbook: “Welcome to Institutional Research.” CUNY Hunter College. <http://www.hunter.cuny.edu/institutional-research>

⁸ Based on 248 declared minors in fall 2015. See: “Table III-11 Undergraduate Minors College and Department.” UNC Charlotte. <http://ir.uncc.edu/fact-book/academic-year-2015-2016/part-iii-fall-enrollment-data-academic-programs>

Figure 1.4: Bachelor Women's Studies Degrees in NC, SC, VA (by institution) *

INSTITUTION	2010	2011	2012	2013	2014	CAGR	AAC	STDEV (AAC)
North Carolina (Total)	57	79	78	72	68	4.5%	3	11
University of North Carolina – Chapel Hill	17	24	18	21	27	12.3%	3	5
University of North Carolina – Greensboro	15	20	11	11	18	4.7%	1	6
Duke University	8	12	8	7	8	0.0%	0	3
North Carolina State University – Raleigh	7	10	15	5	3	-19.1%	-1	6
University of North Carolina – Asheville	2	7	7	4	5	25.7%	1	3
Guilford College	1	1	5	6	2	18.9%	0	3
Wake Forest University			4	8	2	--	--	--
Warren Wilson College	2	3	7	2	0	-100.0%	-1	3
Appalachian State University	1	0	1	4	2	18.9%	0	2
Salem College			2	4	1	--	--	--
East Carolina University	2	2	0	0		--	--	--
Meredith College	2					--	--	--
South Carolina (Total)	9	15	22	31	20	22.1%	3	8
College of Charleston	0	8	13	21	10	N/A	3	8
University of South Carolina – Columbia	9	7	9	10	10	2.7%	0	1
Clemson University				0	0	--	--	--
Virginia (Total)	41	37	37	35	38	-1.9%	-1	3
Virginia Commonwealth University	22	19	17	13	15	-9.1%	-2	2
Old Dominion University	10	11	10	10	13	6.8%	1	1
University of Richmond	5	4	5	3	2	-20.5%	-1	1
Hollins University	2	3	3	4	2	0.0%	0	1
Randolph-Macon College	2	0	1	5	5	25.7%	1	2
Virginia Wesleyan College	0	0	1	0	1	N/A	0	1

Source: IPEDS

* No reported bachelor-level completions of "Gay/Lesbian Studies" degrees from institutions in the Southeast Region.

RELATED FIELDS OF STUDY

As noted elsewhere in this report, students who complete programs in women’s and gender studies, including alumni of UNC Charlotte’s minor in the field, often enter occupations related to education, social work, health promotion, and related fields. As such, this sub-section provides data on trends in student demand for programs in these areas (see Figure 1.5). The major caveat for this analysis is that students interested in, for instance, social work may naturally be more likely to enroll in a social work program than in women’s and gender studies. Nevertheless, these data can provide additional context about how interested students are in programs with an employment orientation similar to women’s and gender studies.

Figure 1.5: Related Fields of Study

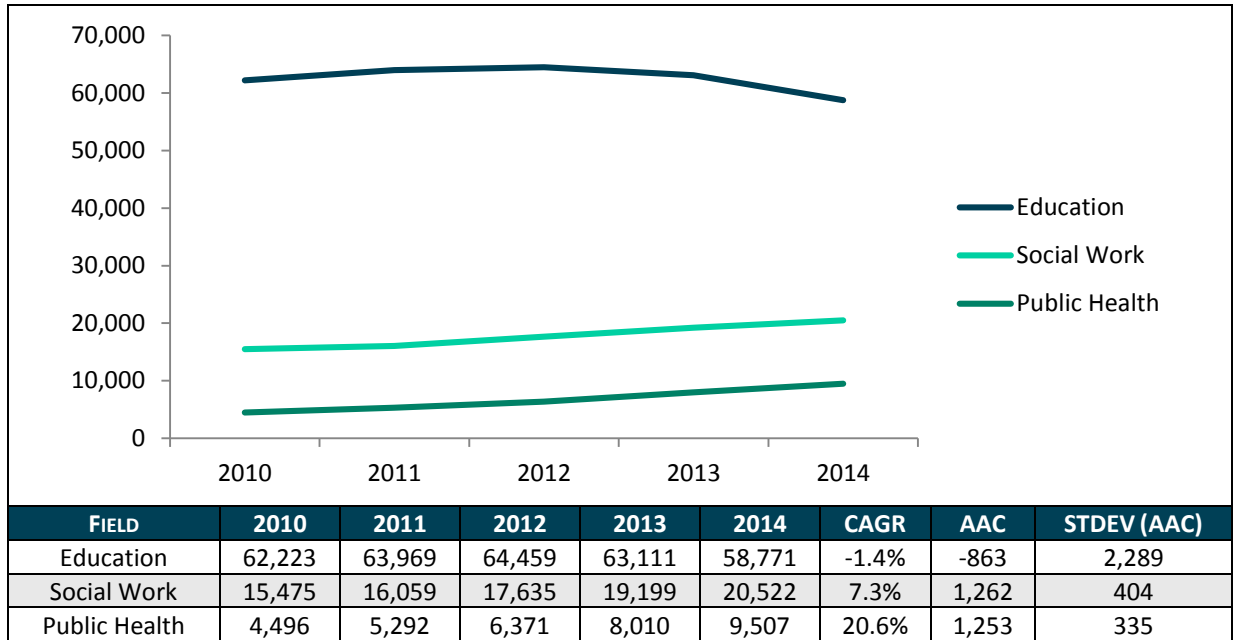
FIELD	CIP CODE
Education	<i>13.12 Teacher Education and Professional Development, Specific Levels and Methods</i>
Social Work	<i>44.07 Social Work</i>
Public Health	<i>51.22 Public Health</i>

* Throughout this sub-section, the fields indicated represent data from the CIP codes indicated.

Nationally, student interest has been growing more rapidly in the fields of social work and public health than in education in recent years (Figure 1.6). These trends are mirrored at the regional (Figure 1.7) and state (Figure 1.8) levels as well. At all geographic levels, the number

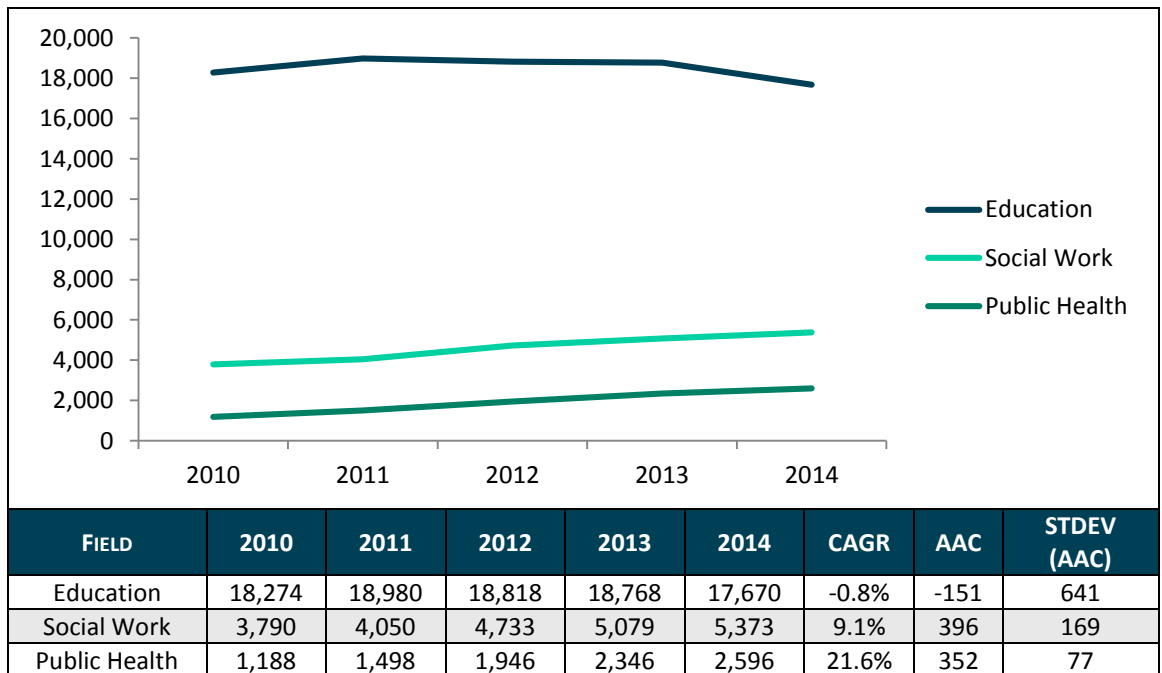
of students completing education bachelor’s degrees has actually declined since 2010. By contrast, completions of bachelor’s degrees in social work and public health have grown at above-average rates across all regions.

Figure 1.6: National Completions of Bachelor’s Degrees in Related Fields



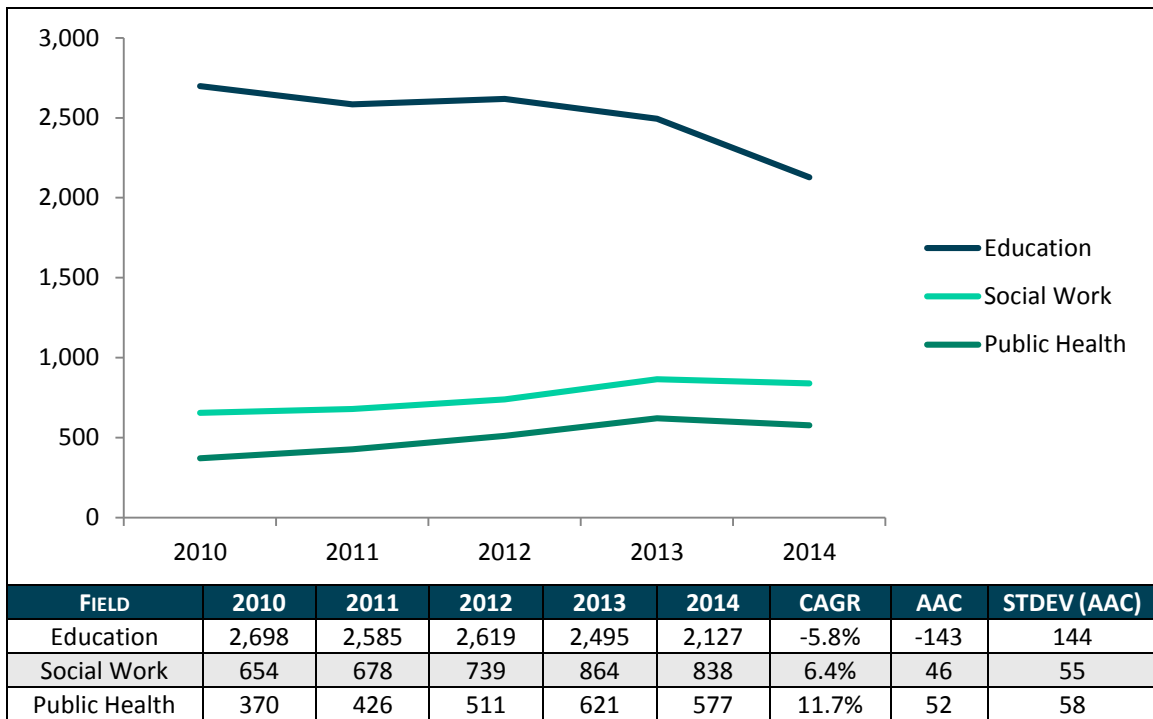
Source: IPEDS

Figure 1.7: Southeast Completions of Bachelor’s Degrees in Related Fields



Source: IPEDS

Figure 1.8: North Carolina Completions of Bachelor’s Degrees in Related Fields



Source: IPEDS

SURVEY FINDINGS

DISCUSSION OF SURVEY RESULTS

The following figures present data from select items in the fall 2014 and spring 2015 surveys conducted by UNC Charlotte’s WGST program. The fall 2014 surveys were—in part—designed to collect information about the perceived student demand for a WGST major program. Surveys were administered to students who were currently enrolled in the WGST minor program.

Of current WGST undergraduate minors responding to the fall 2014 survey, more than three in four selected that they *would* “have declared a major in Women’s & Gender Studies if it had been offered” (Figure 1.). Additionally, more than half of the students who indicated that they would have declared a WGST major noted that they were “completely certain” that they would have declared this major (Figure 1.11).

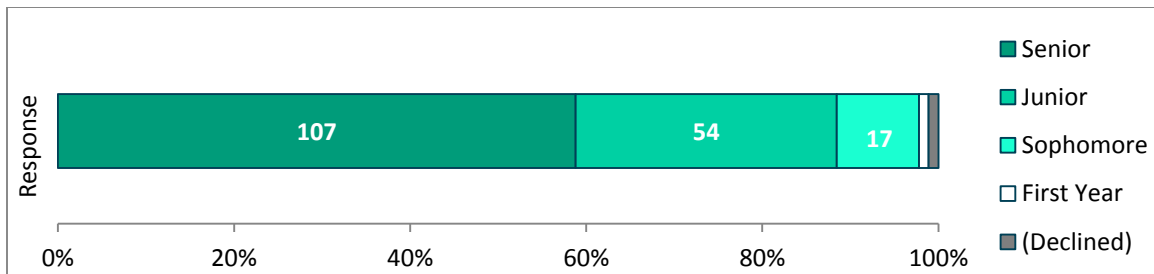
Current WGST undergraduate minors expressed the greatest **interest in specializations** related to *gender, race and ethnicity* (n=116) followed by *gender in action, outreach and advocacy* (n=101) (Figure 1.13). Finally, in terms of **departmental affiliations**, current WGST undergraduate minors and WGST alumni most frequently major in *psychology* (n=30, n=26) and *sociology* (n=26, n=24), with a third key interest in the *communications/pre-com* major (n=26, n=24).

A similar survey of UNC Charlotte faculty was conducted in the fall of 2014 to gauge faculty responsiveness to the proposed major program. Nearly 75 percent of surveyed faculty indicated that they *have taught* a cross-listed or core course in WGST (n=93) (Figure 1.5). Of responding faculty members, 44 percent (n=23) indicated that it would be easier for them to teach a WGST course if they had more opportunity to do so, and 19 percent (n=10) indicated that they would need more information about the process and/or the department in order to teach a WGST class (Figure 1.76). Faculty also expressed the greatest interest in teaching intersectional topics such as *gender + sub-topic* (n=20) and *women + sub-topic* (n=17), followed by *theory* (n=15) (Figure 1.87).

Finally, WGST minor program alumni were surveyed in fall of 2015 about their post-graduation activities and careers. These alumni reported approximations of their **annual income**, which varied by respondents’ highest level of educational degree. Undergraduate degree completers were most likely to report annual incomes between \$26,000 and \$40,000, while post-graduate degree completers were most likely to report \$56,000 to \$70,000 (Figure 1.9). However, it should be noted that the sample size for post-graduates was small (21). **Alumni respondents were concentrated in the Education/Training field**, which employs twice as many alumni (18) as both the second and third most concentrated fields (*Government/ Public Administration*, and *Hospitality/ Tourism/ Food Service*). Other popular fields include *Health/Science*, *Business Management/ Administration*, *Human Services*, and *Marketing/Sales/Services* (Figure 1.20).

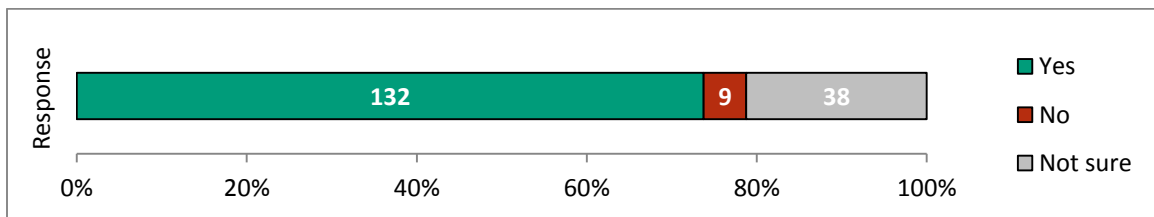
UNDERGRADUATE MINOR SURVEY RESULTS (FALL 2014)

Figure 1.9: “Please indicate your current class standing.”



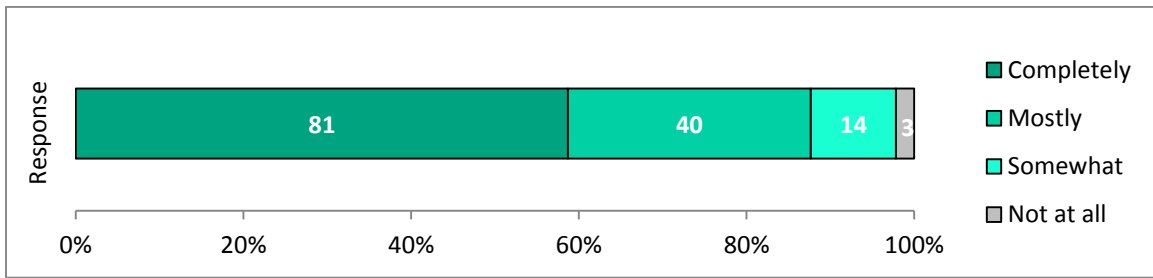
n=182

Figure 1.10: “Would you have declared a major in Women’s & Gender Studies if it had been offered?”



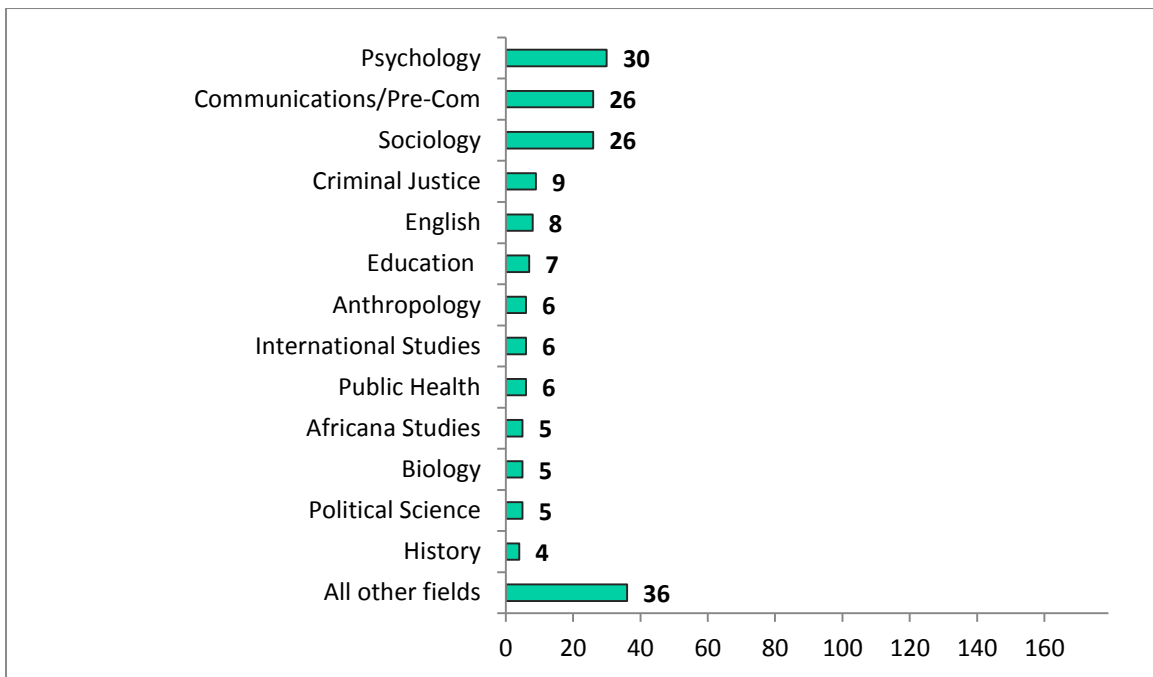
n=179

Figure 1.11: “If you answered ‘yes,’ please rate how certain you are in your answer”



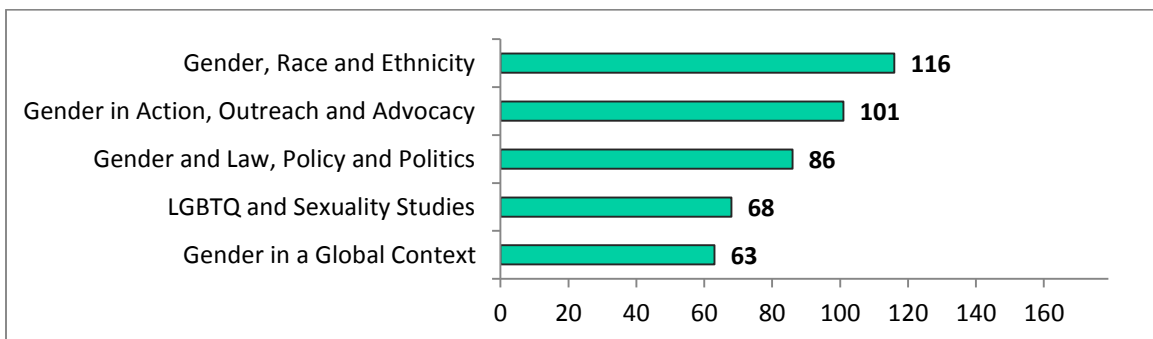
n=138

Figure 1.12: “What is your current major?”



n=179

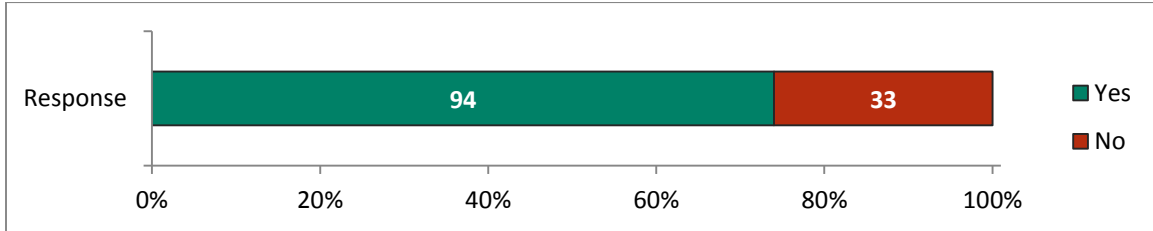
Figure 1.13: “If we offered a WGST major at UNCC, which area(s) of study would you likely pursue?” (Fall 2014 Undergraduate Minors Survey)



n=179

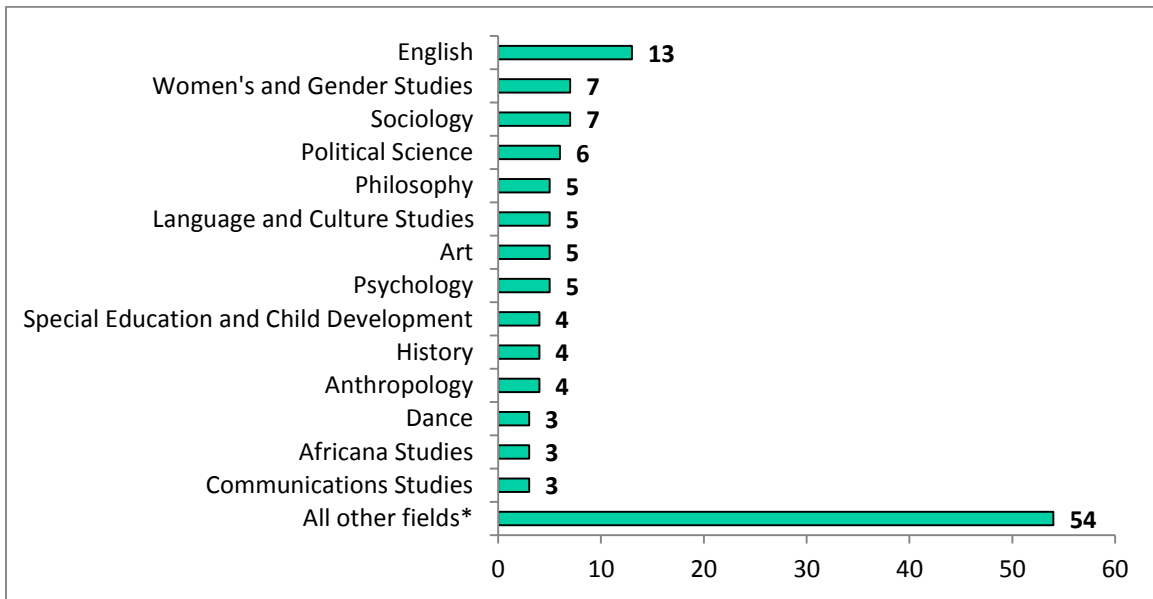
FACULTY SURVEY RESULTS (FALL 2014)

Figure 1.54: “Have you ever taught a course – cross-listed or core – in the Women’s & Gender Studies program?”



n=127

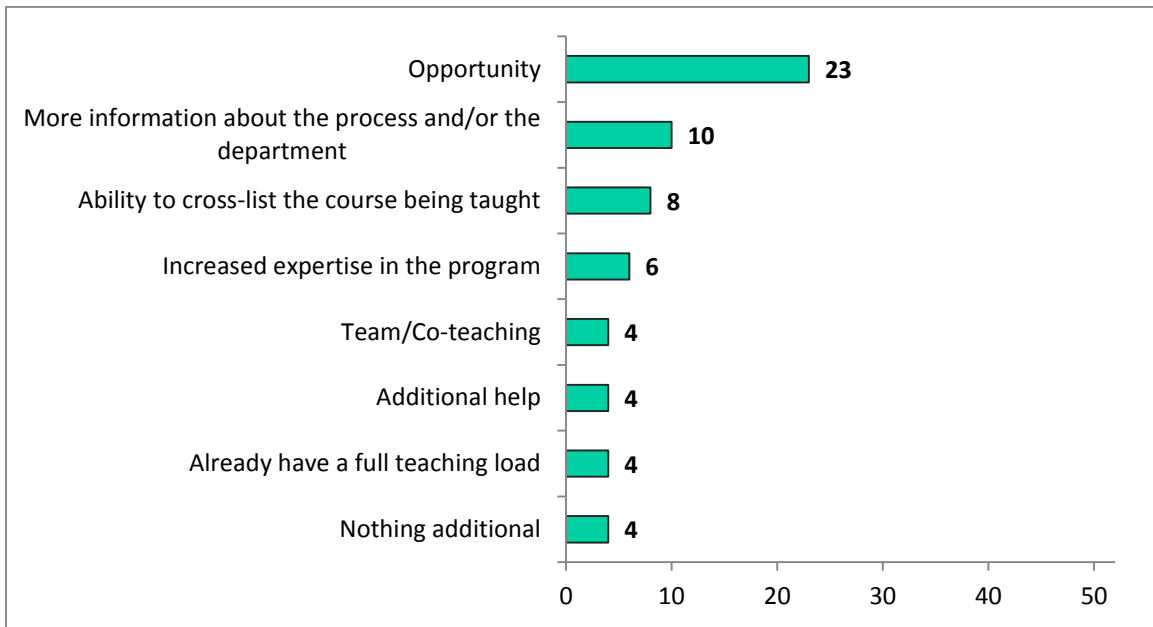
Figure 1.65: “Departments represented in responses faculty survey”



n=128

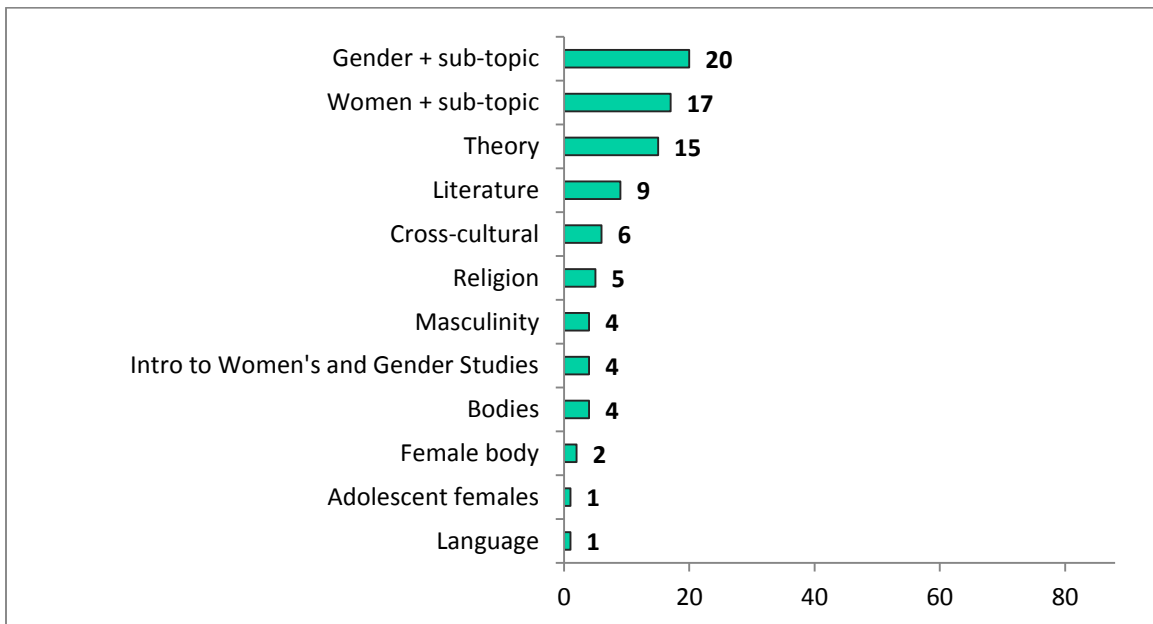
*These data were not included in the graph due to having 2 or fewer respondents in each department.

Figure 1.76: “What would make it easier to teach in Women’s & Gender Studies?”



n=52

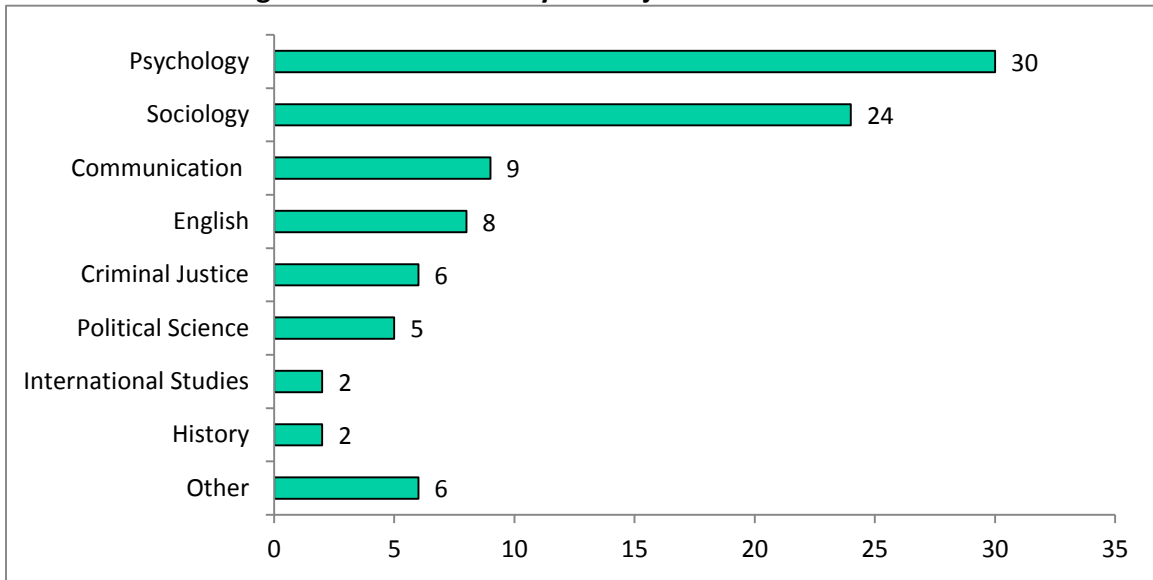
Figure 1.87: “Subject areas that faculty have taught or would like to teach in Women’s & Gender Studies”



n=88

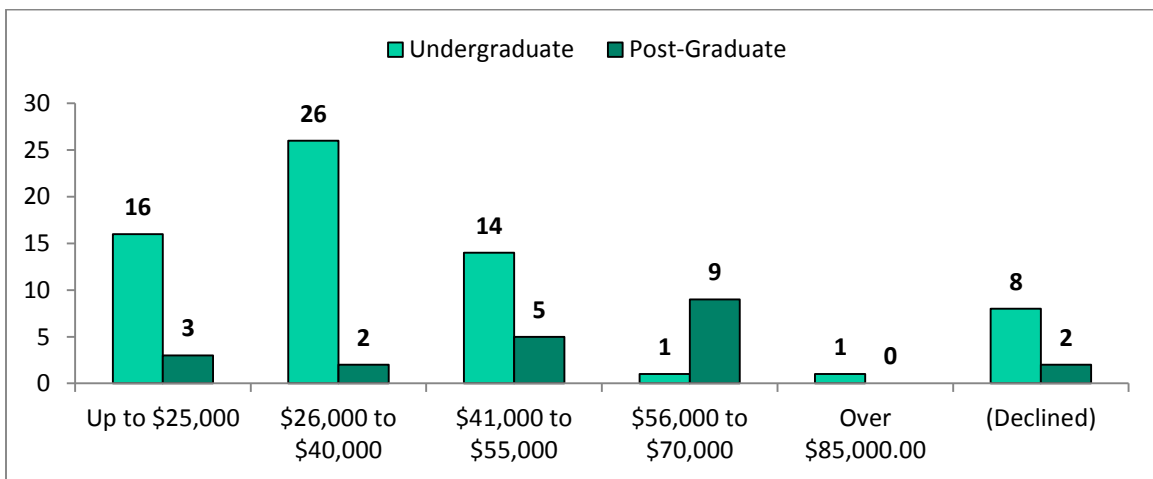
ALUMNI SURVEY RESULTS (SPRING 2015)

Figure 1.98: “What was your major at UNC Charlotte?”



n=88. For cases in which respondents indicated more than one major, responses were coded twice or more.

Figure 1.19: “What is your approximate annual income?” (By highest level of education)

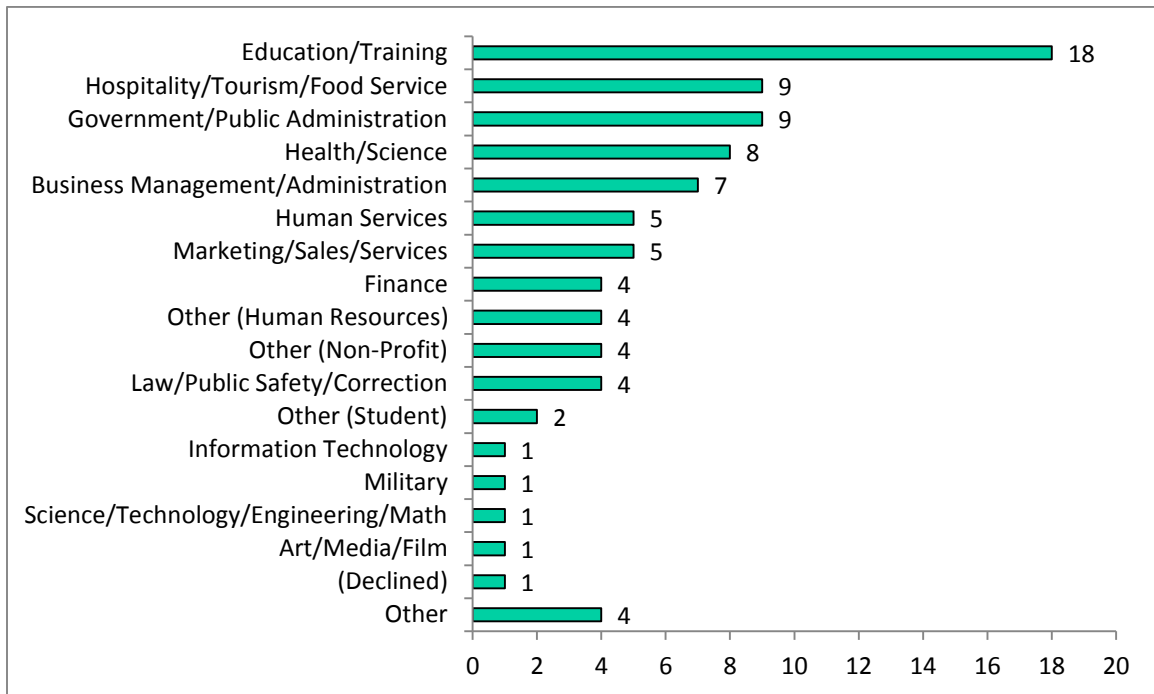


n=87 (66 undergraduate completers, 21 post-graduate completers, and one incomplete response.)

As can be seen, the greatest number of respondents earn between \$26,000 and \$40,000. This may owe to the predominance of education as the most common field of employment among alumni of the minor program (Figure 1.20). Public school teachers in North Carolina who hold only a bachelor’s degree, for instance, do not begin earning an annual salary of \$40,000 until their 10th year of service; those with a master’s degree do not reach this level until their fifth year of service.⁹

⁹ “Fiscal Year 2015-2016 North Carolina Public School Salary Schedules.” NC Department of Public Instruction. pp. 2-3. <http://www.dpi.state.nc.us/docs/fbs/finance/salary/schedules/2015-16schedules.pdf>

Figure 1.20: “Please select the category that best reflects your current career/ employment.”



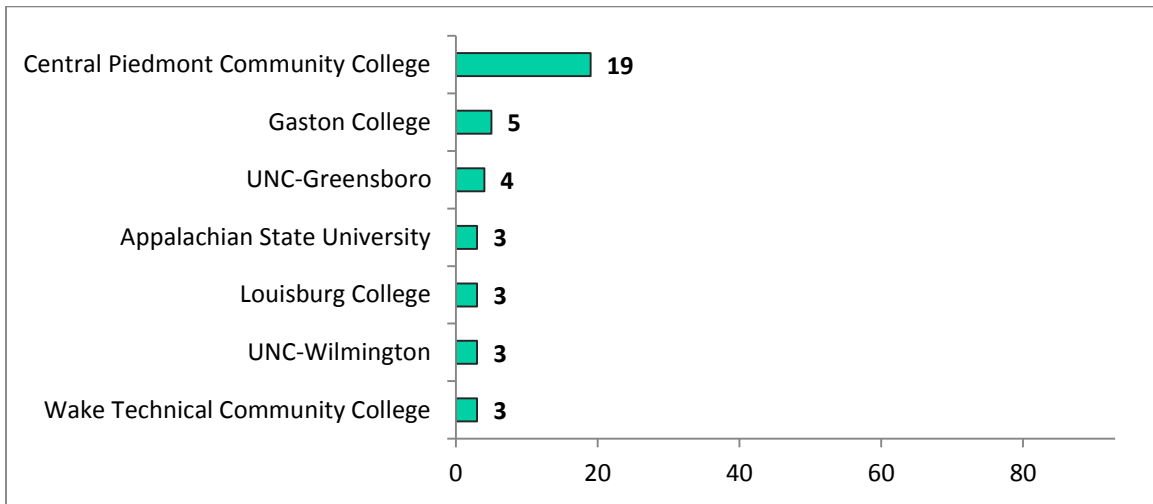
n=88

TRANSFER STUDENT DATA FINDINGS

Data provided to Hanover by UNC Charlotte identify the institution of origin for the 93 transfer students who are included in the cohort of current WGST undergraduate minors. One-fifth of this group (n=19) previously attended Central Piedmont Community College (CPC). Other transfer institutions with at least three students in the UNC Charlotte program include Gaston College, UNC Greensboro, Appalachian State University, Louisburg College, UNC Wilmington, and Wake Technical Community College. Overall, 64 institutions have taught these students prior to their joining UNC Charlotte’s WGST program (Figure 1.).

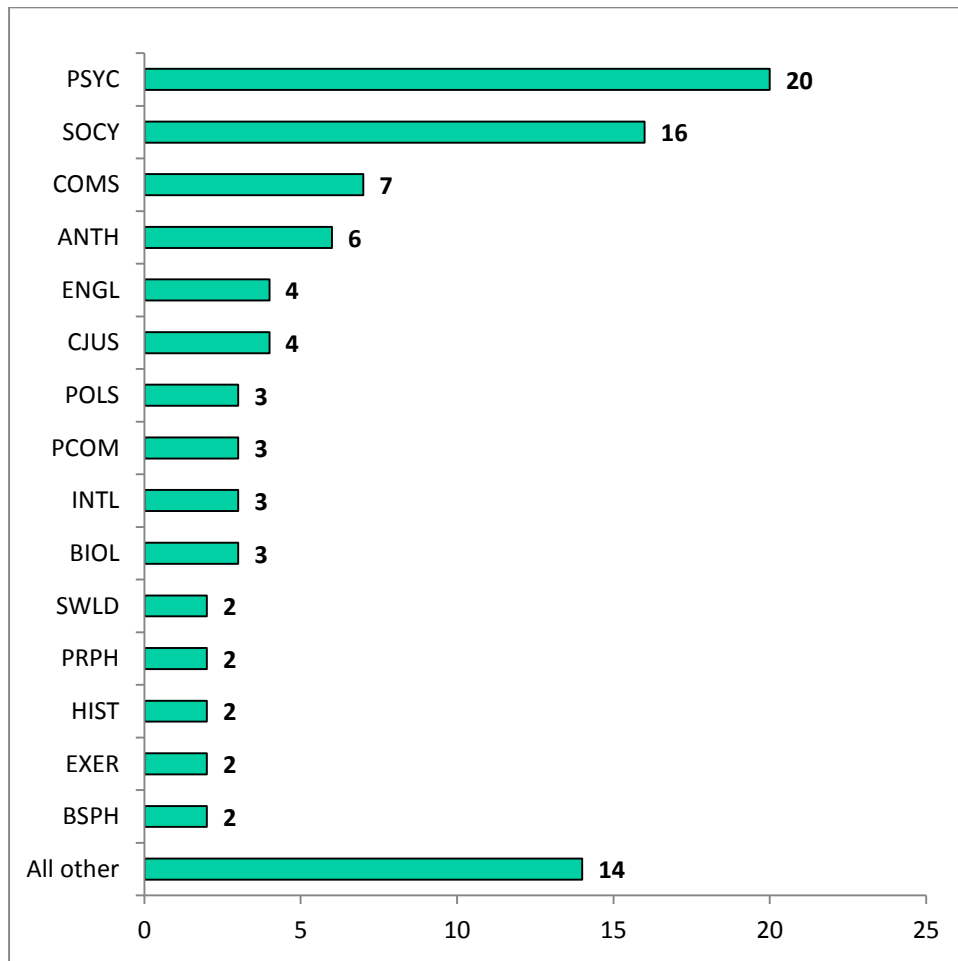
Psychology and sociology are by far the most popular majors among students who have transferred into UNC Charlotte and joined the WGST program, followed distantly by communication and anthropology (Figure 1.22). Notably, if students transfer WGST credit into the institution, they usually transfer courses that correspond to either sociology or women’s and gender studies courses offered by UNC Charlotte (Figure 1.23) These findings suggest that UNC Charlotte would be able to draw the highest number of transfer students from social sciences programs at common transfer institutions.

Figure 1.21: Top Institutions Represented Among Current WGST Transfer Students by Frequency (Transfer Student Data File)



n=93

Figure 1.22: Top Majors of UNC Charlotte Transfer WGST Minors



n = 93

Figure 1.23: Transfer Credits for UNC Charlotte WGST Minors

COURSE TITLE	NUMBER OF STUDENTS TRANSFERRING CREDIT
Anthropology	
ANT 2420 – Gender, Race, Class	1
English and Humanities	
ENG 274 – Women in Literature	1
HUM – American Women’s Studies	1
Health and Sports	
HEA 130 – Health – Adult Sexuality	1
HLT 200 – Human Sexuality	1
KPE 2700 – Women and Sport	1
Psychology	
PSY 259 – Human Sexuality	1
Sociology	
SOC 213 – Marriage & Family/Sociology of the Family	9
SOC 220 – Sociology of Birth and Death	1
SOC – Courtship and Marriage	1
Women’s and Gender Studies	
GENDER 300 – Intro to Gender Studies	1
GENDER 380 – Colloquium in Gender Studies	1
WMST 101 – Intro to Women’s Studies	3
WMST 200 – Women in Society	1
WMST 231 – Women in Perspective	1

n=19

SECTION II: LABOR MARKET DEMAND INDICATORS

This section uses occupational projections from the United States Bureau of Labor Statistics (BLS) and the North Carolina Department of Commerce (NCDC) to evaluate present and anticipated labor market demand for occupations related to a bachelor’s degree in women’s and gender studies. When available, we also identify median **pay, employment listings, and other key details about the relevant occupations and industries** that contextualize the opportunities that are available to program graduates.

There is a shortage of readily available data to satisfy *Appendix A* requirements regarding the societal demand for, and employability of, WGST graduates. This is due to the fact that the field is deliberately interdisciplinary, meaning that its graduates are suited to a variety of positions and industries. In this case, the availability of precise employment data is also compromised by limitations BLS and NCES practices for linking instructional programs with specific careers. In order to estimate state and national demand for graduates in this current report, Hanover uses secondary sources to augment, interpret, and contextualize existing BLS data.

OVERVIEW OF THE LITERATURE

To inform the selection of occupations to include in our labor market analysis for WGST graduates, Hanover conducted a scan of the literature that addresses the common question: “What to do with a Women’s Studies Degree?” A number of women’s studies departments within universities publish examples of where their graduates are employed, pointing to a wide range of professions in which there is a growing demand for expertise on gender issues: **business, law, medicine, public administration, social work, teaching, counseling, education, healthcare, and government service.**¹⁰ These examples are interesting in an anecdotal sense; however, their results are not fully inclusive and the loose methodology used does not allow for weighting of particular industries. Figure 2.1 provides an example of these results from the University of California – Santa Cruz.

¹⁰ [1] “What a WGS Major Prepares You to Do.” University of Louisville. <https://louisville.edu/wgs/undergraduate-studies/what-a-wgs-major-prepares-you-to-do.html>

[2] “Using your Degree.” State University of New York – New Paltz. <http://www.newpaltz.edu/wmnstudies/whatcan.html>

[3] “Women’s Studies Program.” Indiana State University. <http://www.indstate.edu/departments/womens-studies>

Figure 2.1: UC Santa Cruz Sample Graduate Outcomes

SECTOR	EXAMPLE JOBS	
Business	<ul style="list-style-type: none"> ▪ Financial Executive Search Recruiter ▪ Co-Director, Common Earth Adventures for Women 	<ul style="list-style-type: none"> ▪ Bookstore Supplies Buyer ▪ Human Resources Manager ▪ Office Manager
Social and Public Service	<ul style="list-style-type: none"> ▪ Rape Crisis Center Community Education Coordinator ▪ UCLA Graduate Student - MPH Public Health ▪ Women's Crisis Support Center Community Educator 	<ul style="list-style-type: none"> ▪ Director of Counseling Services ▪ Speech Pathologist ▪ Girl Scouts, Program Development Director ▪ AmeriCorps, Director of Training ▪ Food Bank Program Manager
Media/Publications	<ul style="list-style-type: none"> ▪ Magazine Freelance Writer/Researcher ▪ Independent Film Maker/Producer 	<ul style="list-style-type: none"> ▪ Editor ▪ Self-Employed Film Publicist ▪ Production Artist
Education	<ul style="list-style-type: none"> ▪ High School Teacher/English Department Chairperson ▪ Owner/director of a farm-based kindergarten ▪ Case Manager, Community Service Agency 	<ul style="list-style-type: none"> ▪ Assistant Director of a child care center ▪ University Assistant Professor in Feminist Studies
Health	<ul style="list-style-type: none"> ▪ Doctor ▪ Community Health Outreach Worker 	<ul style="list-style-type: none"> ▪ Health Services Project Administrator
Law	<ul style="list-style-type: none"> ▪ Attorney, Consultant, Lecturer ▪ Attorney and Instructor 	<ul style="list-style-type: none"> ▪ Domestic Violence Victim Counselor

Source: University of California – Santa Cruz¹¹

Another example of an anecdotal report of women’s studies outcomes came from scholars of women’s studies, Barbara F. Luebke and Mary Ellen Reilly, who recorded some of the jobs that Women's Studies graduates have filled over the past decade, including:

- Clinical Social Worker
- Health Clinic
- College Professor
- Human Rights Advocate
- Victims' Advocate
- Women’s Shelter Director
- Nurse-Midwife
- Legislative Aide
- Public Relations Manager
- Lawyer
- Rape Crisis Program Director
- Health Clinic Medical Assistant
- Union Organizer
- Journalist

The analysis that follows highlights areas that are most closely aligned to and most easily captured by traditional occupational grouping systems. Our approach includes guidance from the literature, UNC-Charlotte’s survey results, and job postings.

¹¹ “What Can I Do with a Major in Feminist Studies?” University of California – Santa Cruz. <http://feministstudies.ucsc.edu/about/resources/major.html>

STANDARD OCCUPATIONAL CLASSIFICATION (SOC)

Similar to the CIP classification system used by the NCES to identify academic programs, the BLS maintains a classification system for occupations using six-digit Standard Occupational Classification (SOC) codes. Relevant occupations can be identified using the NCES-BLS crosswalk that translates CIP codes to the SOC codes.¹² According to the crosswalk, the relevant CIP codes—05.0207: Women’s Studies and 05.0208: Gay and Lesbian Studies—correspond to only one SOC code: 25-1062 “Area, ethnic, and cultural studies teachers, postsecondary.”¹³

METHODOLOGY

The BLS and the NCDC provide long-term occupational employment forecasts ranging from 2012 to 2022. Like many states, North Carolina uses the BLS’s SOC taxonomy and coding system to classify occupations. The NCDC also provides employment projections for metropolitan areas within the state. Taken together, these three sets of employment projections for the relevant SOC codes provide a national, state, and local perspective on the projected workforce demand for graduates of Women’s Studies undergraduate programs.

Because the proportion of program graduates who go on to teach at the postsecondary level is likely to be small, and data for the available SOC code includes professors in a variety of other ethnic and geographic area studies, its value for estimating career opportunities for WGST majors is limited.

To compensate, Hanover used a dual approach to identify additional BLS occupational codes and/or industries with high concentrations of women’s and gender studies graduates. A review of secondary literature, paired with an analysis of UNC Charlotte’s 2015 alumni survey results, identified additional industries to track in order to gauge graduates’ employment prospects and contributions. Data from the UNC Charlotte alumni survey indicate that WGST minors are heavily employed in the **social services and nonprofit fields**, for example.¹⁴ The National Women’s Studies Association (NWSA) confirms these findings, stating that graduates of these programs are well-positioned to work with “**advocacy groups, human rights organizations, environmental and consumer groups, health care organizations, social service agencies, and youth and elder populations in the community.**”¹⁵

Hanover combined results of the NCES-BLS crosswalk with occupational types indicated by the UNC Charlotte surveys and the NWSA, ultimately arriving at the following group of

¹² See: “CIP 2010 to SOC 2010 Crosswalk.” National Center for Education Statistics. Available for download at: <http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55>

¹³ “2010 SOC Definitions.” U.S. Bureau of Labor Statistics. January 2013. P. 55. http://www.bls.gov/soc/soc_2010_definitions.pdf

¹⁴ Survey results provided to Hanover Research by UNC Charlotte.

¹⁵ “Career Options.” Portland State University. <https://www.pdx.edu/ws/career-options>

For additional examples, see:

[1] Levin, Amy K. “Questions for a New Century: Women’s Studies and Integrative Learning.” National Women’s Studies Association. 2007. http://www.nwsa.org/files/WS_Integrative_Learning_Levine.pdf

[2] “Advice to Graduate Applicants from Women’s Studies Graduate Directors and Department Chairs.” National Women’s Studies Association. Esp. pp. 26-27. http://www.nwsa.org/files/NWSAAdviceEssays_GradStudents.pdf

relevant occupations that included a focus on healthcare, social service, or community service. Sample job titles for the relevant occupations are included in Appendix B. Figure 2.2 describes the selected occupational titles and their corresponding typical entry-level qualification. It should be noted that individuals in three selected occupations (Area, ethnic, and cultural studies postsecondary teachers; Healthcare social workers; Community and social service specialists, all others) typically hold advanced degrees, and therefore may not be immediately suitable for recent graduates. However, given the community and healthcare elements of these occupations, Hanover chose to include them in the analysis.

Figure 2.2: Educational Attainment of Women’s Studies-Related Occupations

SOC CODE	SOC TITLE	TYPICAL ENTRY-LEVEL QUALIFICATION
25-1062	Area, Ethnic, and Cultural Studies Teachers, Postsecondary	Doctoral or professional degree
21-1021	Child, Family, and School Social Workers	Bachelor’s degree
21-1022	Healthcare Social Workers	Master’s degree
21-1023	Mental Health and Substance Abuse Social Workers	Bachelor’s degree
21-1029	Social Workers, All Other	Bachelor’s degree
21-1091	Health Educators	Bachelor’s degree
21-1099	Community and Social Service Specialists, All Others	Master’s degree
11-9151	Social and Community Service Managers	Bachelor’s degree

Source: Bureau of Labor Statistics¹⁶

EMPLOYMENT PROJECTIONS

Hanover next reports the present employment and projected demand for the SOC codes identified above, including **numerical and percentage change** for the most recently-reported ten-year period, as well as the **annual average openings** due to growth and replacement. These figures are offered directly by the BLS¹⁷ and the NCDC’s Labor & Economic Analysis division and discuss trends for the United States, North Carolina, and the Charlotte area.¹⁸

NATIONAL

The national demand for occupations that tend to be suited for WGST majors is strong, as shown in Figure 2.3. BLS estimates project that (aside from *social workers, all other*) the number of individuals employed in these professions is projected to increase at a faster or much faster than average rate from 2012 to 2022.¹⁹ In particular, growth rates among *healthcare social workers* (26.8 percent), *mental health and substance abuse social workers* (22.8 percent), and *social and community service managers* (20.8 percent) are approximately double the projected growth rate for all occupations nationwide (10.8 percent). The *child, family, and school social workers* field is

¹⁶ “Employment Projections.” Bureau of Labor Statistics. <http://data.bls.gov/projections/occupationProj>

¹⁷ “Home.” Bureau of Labor Statistics. <http://www.bls.gov/home.htm>

¹⁸ “Occupational Projections.” Labor & Economic Analysis, North Carolina Department of Commerce. <http://www.nccommerce.com/lead/data-tools/occupations/projections/statewide>

¹⁹ According to the BLS’s growth adjectives. See: “Occupational employment projections to 2022.” *Monthly Labor Review*, the Bureau of Labor Statistics. <http://www.bls.gov/opub/mlr/2013/article/occupational-employment-projections-to-2022.htm>

expected to experience a particularly high volume of growth of 15.1 percent between 2012 and 2022, which will result in roughly 103,600 annual openings due to new growth and the need to replace workers who retire or move to new positions.

Figure 2.3: National Employment Projections for Women’s Studies-Related Occupations 2012-2022 (shown in thousands)

TITLE	EMPLOYMENT		CHANGE, 2012-2022		AVERAGE ANNUAL OPENINGS
	2012	2022	NUMBER	PERCENT	
Area, Ethnic, and Cultural Studies Teachers, Postsecondary	12.4	14.3	1.9	15.8%	3.8
Child, Family, and School Social Workers	285.7	328.8	43.1	15.1%	103.6
Healthcare Social Workers	146.2	185.5	39.2	26.8%	70.2
Mental Health and Substance Abuse Social Workers	114.2	140.2	26	22.8%	50.2
Social Workers, All Others	61.2	67	5.8	9.5%	18.8
Health Educators	58.9	70.1	11.2	19.0%	26.6
Community and Social Service Specialists, All Others	105.6	121.6	16	15.1%	43.6
Social and Community Service Managers	132.9	160.6	27.7	20.8%	55.1
Total, All Occupations	145,355.8	160,983.7	15,628.0	10.8%	50,577.3

Source: Bureau of Labor Statistics

NORTH CAROLINA

The NCDC projects strong growth among WGST-related occupations through 2022. This is evident in particularly strong growth rates among *social and community service managers* (36.7 percent) and *mental health and substance abuse social workers* (31.0 percent), each of which are greater than double the projected growth rate for all occupations in the state (12.9 percent). Similar to findings at the national level, *child, family, and school social workers* present a particularly promising occupational group: it is the highest volume field in the group, with 367 anticipated annual openings due to new growth and replacement.

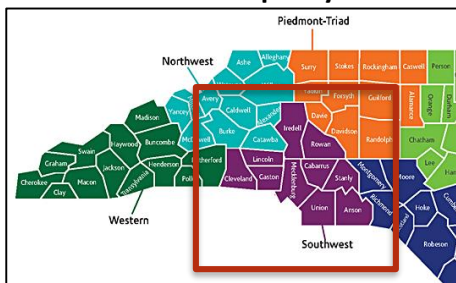
Figure 2.4: North Carolina Employment Projections for Women’s Studies-Related Occupations 2012-2022

TITLE	EMPLOYMENT		CHANGE, 2012-2022		AVERAGE ANNUAL OPENINGS
	2012	2022	NUMBER	PERCENT	
Area, Ethnic, and Cultural Studies Teachers, Postsecondary	266	306	40	15.0%	8
Child, Family, and School Social Workers	9,519	11,165	1,646	17.3%	367
Healthcare Social Workers	3,596	4,555	959	26.7%	172
Mental Health and Substance Abuse Social Workers	4,199	5,499	1,300	31.0%	219
Social Workers, All Others	1,563	1,930	367	23.5%	70
Health Educators	969	1,159	190	19.6%	44
Community and Social Service Specialists, All Others	2,537	3,141	604	23.8%	126
Social and Community Service Managers	2,702	3,694	992	36.7%	155
Total, All Occupations	4,263,796	4,812,446	548,650	12.9%	159,413

Source: Labor & Economic Analysis, North Carolina Department of Commerce²⁰

CHARLOTTE AND THE SOUTHWEST PROSPERITY ZONE

Figure 2.5: North Carolina Southwest Prosperity Zone



Source: North Carolina Department of Commerce²¹

The NCDC developed individual sets of occupational projections for North Carolina’s eight Prosperity Zones using regional occupational data (Figure 2.5). Hanover selected the Southwest region as being most relevant to UNC Charlotte. As shown in Figure 2.6, this area is expected to experience slightly less pronounced rates of growth in these occupations than the state of North Carolina as a whole. However, projected growth is still expected to be promising: apart from *social workers, all other* (which is expected to grow at an average pace), all occupations in this group are

projected to grow at faster or much faster than average rates. *Child, family, and school social workers* retain a similarly promising high-volume, strong-growth outlook within the southwest region.

²⁰ “North Carolina Prosperity Zones: Occupational Projections.” Labor & Economic Analysis, North Carolina Department of Commerce. <http://www.nccommerce.com/lead/data-tools/occupations/projections/prosperity-zones>

²¹ “North Carolina Prosperity Zones.” Labor & Economic Analysis, North Carolina Department of Commerce. <http://www.nccommerce.com/Portals/0/ProsperityZones/ProsperityZoneMap.png>

Figure 2.6: Charlotte Employment Projections for Women’s Studies related occupations 2012-2022

TITLE	EMPLOYMENT		CHANGE, 2012-2022		AVERAGE ANNUAL OPENINGS
	2012	2022	NUMBER	PERCENT	
Area, ethnic, and cultural studies teachers, postsecondary	29	36	7	24.1%	1
Child, family, and school social workers	2,881	3,351	470	16.3%	108
Healthcare social workers	622	795	173	27.8%	30
Mental health and substance abuse social workers	944	1,148	204	21.6%	40
Social workers, all other	313	344	31	9.9%	10
Health educators	184	227	43	23.4%	9
Community and social service specialists, all others	551	643	92	16.7%	23
Social and community service managers	806	942	136	16.9%	31

Source: Source: Labor & Economic Analysis, North Carolina Department of Commerce

WAGES

Nationally, median earnings for those with an undergraduate degree in area ethnic, and civilization studies²⁴ were \$51,000 per year as of 2013, which ranks it 96th among all college majors. However, when compared to other majors in the humanities and liberal arts, the field ranks sixth out of 14 majors. Further, graduates in this field receive the greatest salary premium among humanities and liberal arts majors for earning a graduate degree: area, ethnic, and civilization studies majors with a graduate degree earn, on average, 51 percent more than those without one. English majors, by contrast, can expect just a 28 percent premium from earning a graduate degree.²⁵

The Gender Wage Gap

One important factor in considering the wage expectations for graduates of women’s and gender studies program is the gender wage gap. In 2014, women made up 93 percent of graduates from these programs nationwide, and 91 percent of graduates from North Carolina programs.²²

Given this fact, direct comparisons with earnings in other fields may be misleading, because of the gender wage gap at the national and state level. In North Carolina, for instance, women working full-time can expect to receive, on average, just 85 percent of what men earn.²³

The graduate wage premium refers to the percentage difference between a college graduate and graduate degree holder.

²² Based on completions of bachelor’s degrees in either 05.0207 Women’s Studies or 05.0208 Gay and Lesbian Studies. See: “IPEDS Data Center.” National Center for Education Statistics. <http://nces.ed.gov/ipeds/datacenter/>

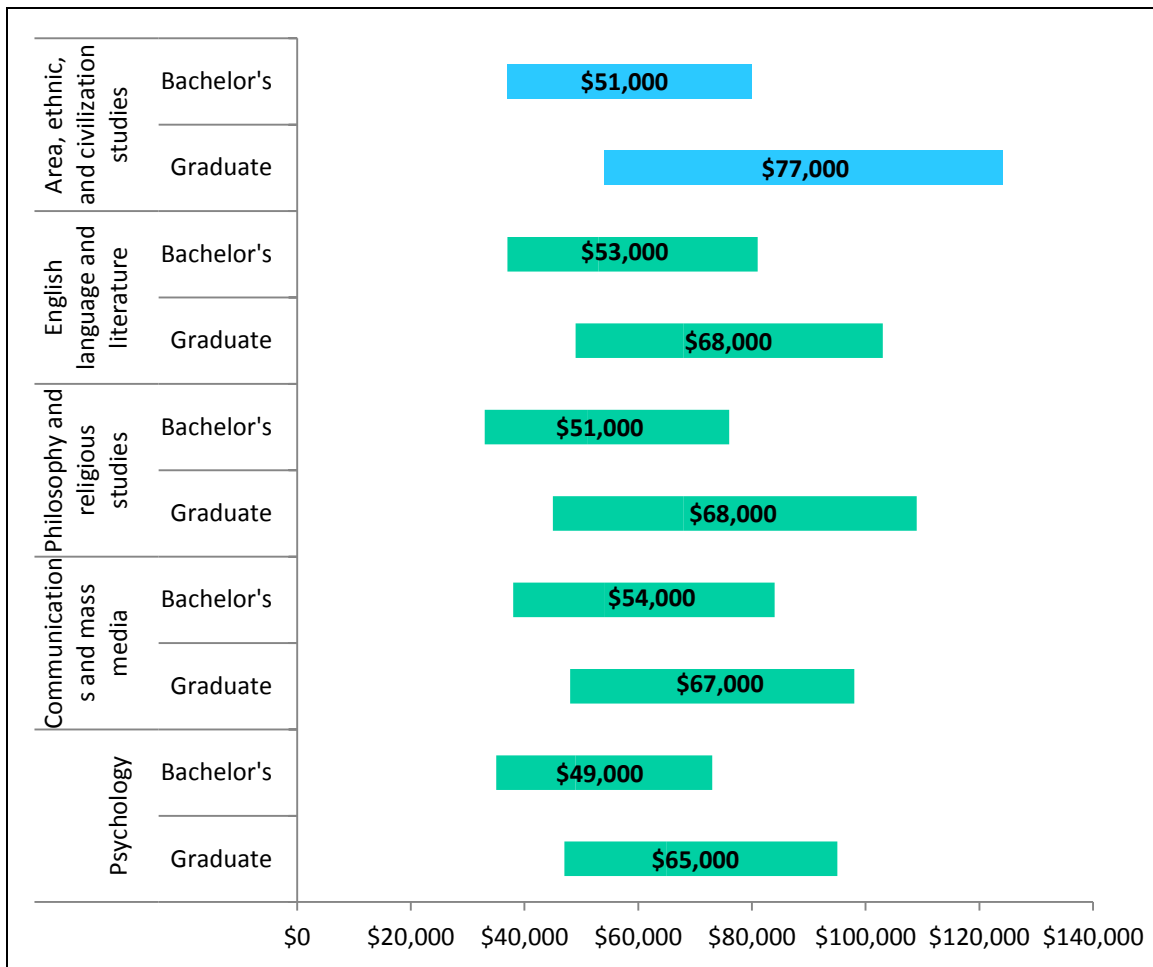
²³ “North Carolina Women and the Wage Gap.” National Partnership for Women and Families. April 2016. p. 1. <http://www.nationalpartnership.org/research-library/workplace-fairness/fair-pay/4-2016-nc-wage-gap.pdf>

²⁴ This represents the broad field of study encompassing women’s and gender studies. The Census Bureau does not collect data on college majors at a more detailed level than this. See: “2010-2014 ACS PUMS Data Dictionary.” U.S. Census Bureau. January 14, 2016. pp. 74-77. http://www2.census.gov/programs-surveys/acs/tech_docs/pums/data_dict/PUMS_Data_Dictionary_2010-2014.pdf

²⁵ See: Carnevale, A. et al. “The Economic Value of College Majors.” Georgetown Center on Education and the Workforce. 2015. pp. 98, 151, 176. <https://cew.georgetown.edu/wp-content/uploads/Economic-Value-of-College-Majors-Full-Report-v2.compressed.pdf>

Figure 2.7 illustrates these patterns. As can be seen, area, ethnic, and civilization studies majors enjoy mid-career earnings largely in line with other popular humanities and social science majors, with median earnings below only English and communication studies majors. When considering only those with graduate degrees, area, ethnic, and civilization studies majors enjoy the highest median earnings among this set of majors.

Figure 2.7: Mid-Career Earnings by Major*



Source: Georgetown Center on Education and the Workforce²⁶

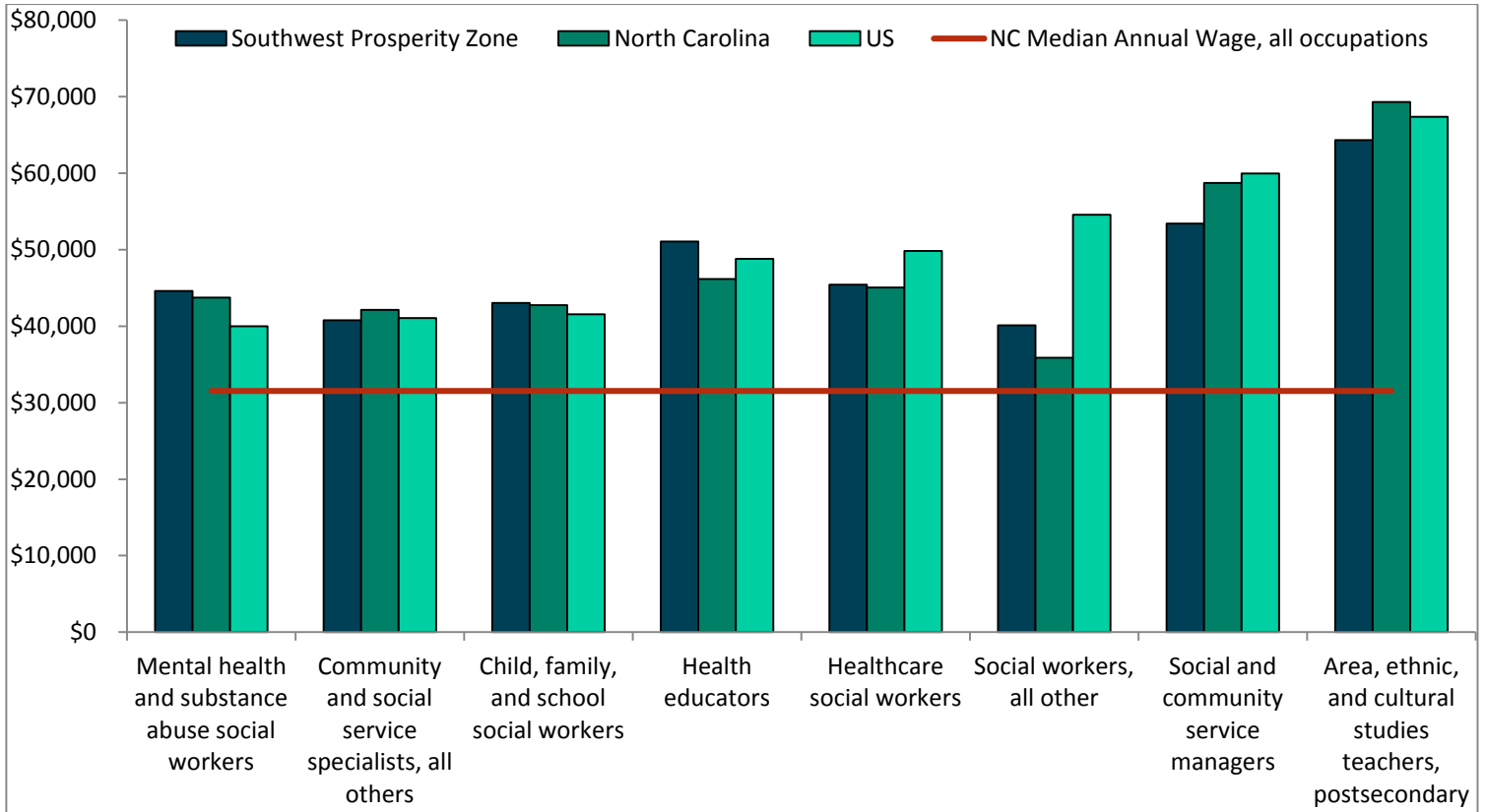
* Earnings are for workers 25 to 59 years old. Range shown represents 25th percentile to 75th percentile. Median earnings for each major are shown in bold. Earnings are shown for undergraduate majors in each field who either obtained only a bachelor's degree or who subsequently earned a graduate degree in any field.

Examining wage patterns from another angle, the occupations most closely associated with women's and gender studies programs also typically generate above-average earnings. Figure 2.8 compares median wages among the occupations examined above, showing that median wages for all of these are above North Carolina's median wage (\$31,540) at all levels of geographic analysis. In particular, jobs that typically require further education (e.g.,

²⁶ See: Carnevale, A. et al. "The Economic Value of College Majors." Georgetown Center on Education and the Workforce. 2015. <https://cew.georgetown.edu/cew-reports/valueofcollegemajors/#explore-data>

postsecondary teachers) or substantial work experience (e.g., social and community service managers) typically draw earnings well above the median wage. This confirms the data cited in Figure 2.7, which show that graduates in this field can expect mid-career earnings at or above the level of other comparable majors.

Figure 2.8: 2012 Median Annual Wages, Women’s Studies-Related Occupations



Source: Bureau of Labor Statistics and the North Carolina Department of Commerce

NORTH AMERICAN INDUSTRY CLASSIFICATION SYSTEM (NAICS)

The North American Industry Classification System (NAICS) collects “occupational, employment, and wage estimate” data from national industry-specific employers “of all sizes, in metropolitan and nonmetropolitan areas in every state and the District of Columbia.”²⁷ In order to focus more directly on projections within social advocacy spaces, Hanover collected NAICS data for “813300 - Social Advocacy Organizations.” What follows is an examination of employment trends and projections for the industry.

In short, the NAICS was developed and adopted by the Office of Management and Budget (OMB) in 1997 to replace the Standard Industrial Classification (SIC) system. It was developed jointly by the U.S. *Economic Classification Policy Committee (ECPC)*, *Statistics Canada*, and

²⁷ “May 2013 National Industry-Specific Occupational Employment and Wage Estimates.” Bureau of Labor Statistics. http://stats.bls.gov/oes/2013/may/naics4_813300.htm

Mexico's *Instituto Nacional de Estadística y Geografía*, to allow for “a high level of comparability in business statistics among the North American countries.”²⁸ As demonstrated in the following table, NAICS projects that jobs within social advocacy organizations will increase by 16 percent between 2010 and 2020.

Figure 2.9: 813300 - Social Advocacy Organizations, Industry Trends and Projections

STATISTIC	2011	2012	2013
Employment Trends			
Number of Establishments	19,305	20,037	20,590
Employment	201,432	203,867	206,047
Employment: Numeric Change from Previous Year	--	2,435	2,180
Employment: Percent Change from Previous Year	--	1.2%	1.1%
National Projections			
	ESTIMATED 2010	PROJECTED 2020	PERCENT CHANGE
Industry Employment Projections	207,300	241,400	16%

Source: U.S. Department of Labor²⁹

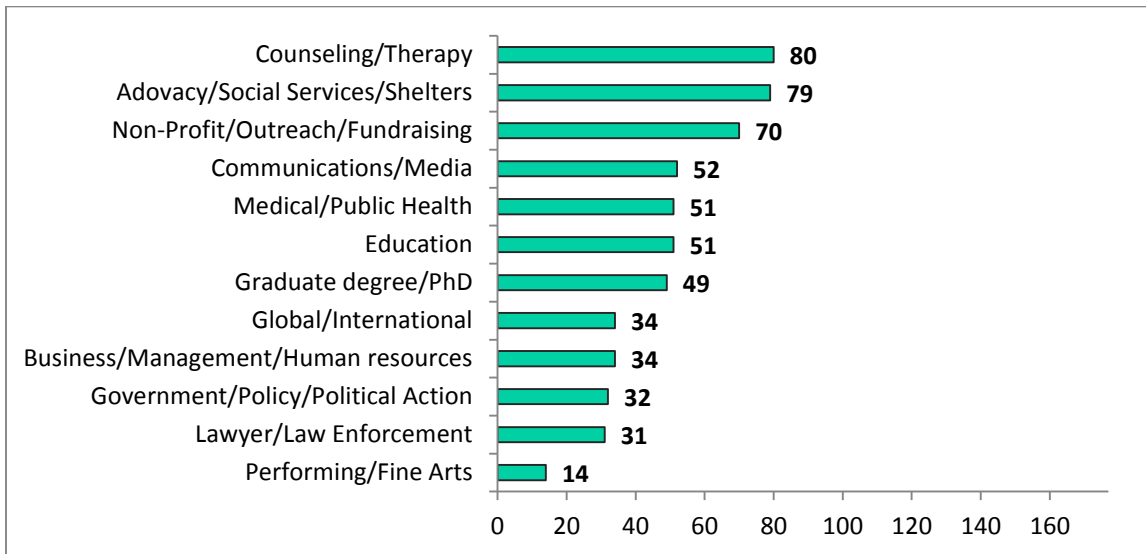
SURVEY FINDINGS: CAREER PLANS

When asked about the careers that they would pursue after majoring in the proposed WGST major at UNCC, current undergraduate minors noted interest most frequently in *Counseling/Therapy* (n=80), *Advocacy/ Social Services/ shelters* (n=79), and *Non-profit/ Outreach/ Fundraising* (n=70) (Figure 2.10). Further, as previously explored in Section I (see Figure 1.20), alumni respondents are concentrated in the *Education/Training* field, which employs twice as many alumni (18) as both the second and third most concentrated fields (*Government/ Public Administration*, and *Hospitality/ Tourism/ Food Service*). Other popular fields include *Health/Science*, *Business Management/ Administration*, *Human Services*, and *Marketing/Sales/Services*.

²⁸ “Introduction to NAICS.” U.S. Department of Commerce, U.S. Census Bureau.
<http://www.census.gov/eos/www/naics/>

²⁹ “Industry Profile: 813300 - Social Advocacy Organizations – United States.” U.S. Department of Labor, American Job Center, CareerOneStop.
http://www.careerinfonet.org/industry/Ind_Search_Report.aspx?id=&rptLevel=4&nodeid=10&stfips=00&stc=§or=81&subSector=813300&indGroup=813300&ind=813300&ES=Y

Figure 2.10: “If we offered a WGST degree at UNCC, what career might you pursue after graduation?” (Fall 2014 Undergraduate Minors Survey)



n=177

EMPLOYMENT LISTINGS

Additionally, job posting websites can offer a useful indicator of short-term occupational demand. In order to further clarify demand for women’s and gender studies graduates within UNC Charlotte’s service region, this sub-section examines existing job postings on major employment advertisement sites such as Indeed.com, as well as relevant field-specific job sites.³⁰

First, we conducted a number of searches for job openings in fields relevant to women’s studies, based on recommendations from the BLS, literature, and primary research. Search terms included *community and social services*, *healthcare advocate*, *“non profit,”* *“social worker,”* *“women’s health,”* and *“human rights.”* A sample of employment opportunities is displayed in Figure 2.71. It is important to note that search results do not indicate requisite experience levels; therefore, posts included in this figure do not necessarily align with the skills and training of a bachelor’s degree holder. The right-most column in the figure includes a random sampling of relevant results to highlight the different professions that employ graduates of WGST programs. Among the search terms included in this analysis, *community and social services* and yielded the greatest number of employment listings, at both state and local levels (1,479 and 292, respectively).

³⁰ “Jobs Information List (JIL).” Modern Language Association. http://www.mla.org/jil_search

Figure 2.71: Summary of Relevant Employment Listings, North Carolina and Charlotte

SEARCH TERM	NUMBER OF RELATED POSTS	SAMPLE TITLES, ORGANIZATION – LOCATION
North Carolina		
Community and Social Services	1,479	<ul style="list-style-type: none"> ▪ Assertive Community Treatment Team Peer Support Specialist, Family Preservation Services of North Carolina, Inc. - Asheville, NC ▪ Direct Support Professional (DSP), IFA - Mooresville, NC ▪ Resource Consultant, Community Partnerships, Inc. - Raleigh, NC ▪ Health Advocate/ACA Navigator, Pisgah Legal Services - Asheville, NC
Healthcare Advocate	969	<ul style="list-style-type: none"> ▪ Health Education Specialist, Duke University and Local Access to Coordinated Healthcare (LATCH) - Durham, NC ▪ Registered Nurse - Oncology/Med-Surg, Moses Cone Health System - Burlington, NC ▪ Director, Community Engagement, Cardinal Innovations Healthcare Solutions - Winston-Salem, NC ▪ Customer Service - Client Sales Representative, Convergys - Hickory, NC
“Non Profit”	523	<ul style="list-style-type: none"> ▪ Development Associate, Ipas - Chapel Hill, NC ▪ Digital Content Coordinator, Food Bank of Central & Eastern NC Inc. - Raleigh, NC ▪ Director, Private Donor Group, Fidelity Investments - Cary, NC
“Social Worker”	259	<ul style="list-style-type: none"> ▪ Social Worker, Hospice, Transitions LifeCare - Raleigh, NC ▪ Counselor/Social Worker, Family Intervention Specialist, Youth Villages - Waynesville, NC ▪ Care Manager - RN or Social Worker, Right Medical Staffing - Raleigh, NC
“Women’s Health”	53	<ul style="list-style-type: none"> ▪ Research Instructor (Infectious Disease), UNC-Chapel Hill - Chapel Hill, NC ▪ Registered Nurse - Women’s Health, Moses Cone Health System - High Point, NC ▪ RN Care Manager-Women’s Health, Department of Veterans Affairs - Fayetteville, NC
“Human Rights”	11	<ul style="list-style-type: none"> ▪ Customer Relationship Specialist, The Hartford Financial Services - Charlotte, NC ▪ Quality Management/Training Coordinator Position Description, UMAR - Huntersville, NC ▪ Alfred Fleishman Diversity Fellowship, Fleishman-Hillard - Raleigh, NC
Charlotte, NC (within 25 miles)		
Community and Social Services	292	<ul style="list-style-type: none"> ▪ Social Worker, Charlotte Family Housing - Charlotte, NC ▪ Family Counselor, Youth Villages - Charlotte, NC ▪ Substance Abuse Counselor, Colonial Management Group - Charlotte, NC
Healthcare Advocate	161	<ul style="list-style-type: none"> ▪ Patient Educator- CMC Main & Mercy, Carolinas HealthCare System - Charlotte, NC ▪ Director/Performance Enhancement/Proactive Health, Carolinas HealthCare System - Charlotte, NC ▪ Project Assistant Coordinator, Carolinas HealthCare System - Charlotte, NC ▪ Process Engineer, Genesis10 - Charlotte, NC
“Non Profit”	71	<ul style="list-style-type: none"> ▪ Community Impact Director, United Way - Rock Hill, SC, ▪ Director, Research & Evaluation, Communities in Schools - Charlotte, NC ▪ Sales Assistant, Wells Fargo - Charlotte, NC

SEARCH TERM	NUMBER OF RELATED POSTS	SAMPLE TITLES, ORGANIZATION – LOCATION
“Social Worker”	59	<ul style="list-style-type: none"> ▪ Social Worker MSW, Novant Health - Charlotte, NC ▪ Care Manager - Home Health, HealthBridge Transitional Care - Rock Hill, SC ▪ Manager of Business Development, Premier Home Health Care Services, Inc. - Charlotte, NC
“Women’s Health”	7	<ul style="list-style-type: none"> ▪ Women’s Health Account Executive, Quest Diagnostics - Charlotte, NC ▪ Progressive Care Nurse - (PCU RN), Onward Healthcare - Rock Hill, SC ▪ Family Practice Physician, MedStaff National Medical Staffing - North Carolina
“Human Rights”	7	<ul style="list-style-type: none"> ▪ Engagement Manager – Utility, Ericsson - Charlotte, NC ▪ Community and Consumer Relations Administrative Assistant, Partners Behavioral Health Management - Gastonia, NC ▪ Alfred Fleishman Diversity Fellowship, Fleishman-Hillard - Charlotte, NC

Source: Indeed.com³¹

Next, we attempted to identify employment opportunities from postings that actively and explicitly specify a need or preference for individuals with a background in Women’s and/or Gender Studies. For over a decade, The Feminist Majority Foundation has operated a jobs board, which receives over 30,000 daily views and 15,000 subscriptions to its weekly jobs digest.³² As of February 1, 2016, *The Feminist Jobs Board* indicated three job posts in North Carolina, and six in the entire Southeast Region. All but one position addresses women’s health, either in the form of advocacy or healthcare provision.

³¹ Based on search results from February 3, 2015: <http://www.indeed.com/>

³² Taken nearly verbatim from: “The Feminist Jobs Board.” Feminist Majority Foundation. <http://jobs.feminist.org/>

Figure 2.82: Feminist Majority Foundation: Open Positions in the Southeast Region

POSITION	ORGANIZATION	LOCATION	DESCRIPTION
North Carolina			
Police Officer	City of Durham	Durham, NC	<ul style="list-style-type: none"> Work requires knowledge of a specific vocational, administrative, or technical nature that may be obtained with six-months/one year of advanced study or training past the high school equivalency.
Executive Director	NARAL Pro-Choice North Carolina Foundation	Durham, NC	<ul style="list-style-type: none"> NARAL Pro-Choice North Carolina seeks a dynamic and skilled Executive Director to lead the organization through an exciting time of growth and advancement in North Carolina.
Campus Leader	NARAL Pro-Choice North Carolina Foundation	North Carolina — Southeast	<ul style="list-style-type: none"> Campus Leaders can be located at any college or university in North Carolina. This internship lasts for the entirety of the 2016 academic year (spring and fall semesters) and is paid.
Regional			
Director of Patient Services	Atlanta Women’s Center	Atlanta, GA	<ul style="list-style-type: none"> Help support our growing outpatient ambulatory surgical center located in the Buckhead area of Atlanta.
Senior Organizer	Community Outreach Group (Planned Parenthood)	Memphis, TN	<ul style="list-style-type: none"> Senior Organizers will lead organizing campaigns within their assigned region by recruiting, training, and coordinating volunteers in order to engage voters or constituents in conversations about the future. Each Senior Organizer will be assigned goals for their region, and will be responsible for reaching those goals.
Senior Organizer	Community Outreach Group (Planned Parenthood)	Tallahassee, FL	<ul style="list-style-type: none"> Senior Organizers will lead organizing campaigns within their assigned region by recruiting, training, and coordinating volunteers in order to engage voters or constituents in conversations about the future. Each Senior Organizer will be assigned goals for their region, and will be responsible for reaching those goals.

Source: Feminist Majority Foundation³³

³³ Ibid. Results as of February 1, 2016.

SECTION III: INSTITUTIONAL PROFILES

Hanover’s analysis of IPEDS data from peer and/or regional competitors served to identify notable WGST programs across the United States. The profiles in this section provide information about both notable programs (defined as programs that have experienced growth over the past five years) as well as programs at institutions that UNC Charlotte planners have already identified as potential peers and/or competitors. The programs selected as potential profiles for this report appear in Figure 3.1.

The table in Figure 3.1 denotes WGST programs at particular levels with a circle (●). If there is no evidence that an institution offers a given credential, the field is populated by a double dash (--). As indicated, all but three institutions offer a minor in the discipline, while the majority (13 out of 18) offers a major. Graduate programs—usually certificates—are somewhat less common and undergraduate certificates are only offered by two institutions.

Figure 3.1: WGST Program Offerings among UNC Charlotte’s Peers

INSTITUTION	PROGRAM NAME/HOST	UNDERGRADUATE			GRADUATE PROGRAM
		CERTIFICATE	MINOR	MAJOR	
Profiled programs					
University of North Carolina – Chapel Hill	Department of Women’s and Gender Studies	--	●	●	--*
Portland State University	Women, Gender, and Sexuality Studies	--	●	●	●
Virginia Commonwealth University	Gender, Sexuality, & Women’s Studies	--	●	●	●
University of Rhode Island	Gender and Women’s Studies	--	●	●	●
Kent State University	Arts and Sciences Center for Comparative Integrative Programs	--	●	--	--
University of Wisconsin at Milwaukee	Women’s and Gender Studies	--	●	●	●
Other programs					
Florida International University	Center for Women’s and Gender Studies	●	--	●	●
Old Dominion University	Women’s Studies Department	--	●	●	●
Western Michigan University	Gender & Women’s Studies	--	●	●	--
University of Nevada at Las Vegas	Gender and Sexuality Studies	--	--	●	--
University of Louisville	Department of Women's and Gender Studies	--	●	●	●
University of Toledo	Department of Women’s and Gender Studies	--	●	●	●
University of New Mexico	Women’s Studies Program	--	●	●	--
University of Texas at San Antonio	Women’s Studies Institute	--	●	●	--
University of Colorado at Denver	Women’s and Gender Studies Signature Area	--	●	--	●
University of Massachusetts at Lowell	Gender Studies	--	●	--	--
Florida Atlantic University	Center for Women, Gender, and Sexuality Studies	●	--	--	●
University of Texas at Arlington	Women's and Gender Studies Program	--	●	--	●

Source: Institutional and program websites; program descriptions are hyperlinked in the “Program Name” field.

* UNC Chapel Hill’s graduate program in Women’s and Gender History is not directly affiliated with the Department of Women’s and Gender Studies.³⁴

PROFILE SELECTION METHODOLOGY

From this group of 18 institutions, Hanover focused on developing four in-depth profiles of institutions of particular interest to UNC Charlotte. Specifically, the selection process relied on IPEDS data and prioritized programs that demonstrated consistently high volumes of women’s studies bachelor degrees. These programs are: **The University of North Carolina – Chapel Hill, Portland State University, Virginia Commonwealth University, and the**

³⁴ “Women’s and Gender History.” University of North Carolina – Chapel Hill. <http://history.unc.edu/what-we-study/womens-and-gender-history/>

University of Rhode Island. It should be noted that among this list of peers, Florida Atlantic University, Kent State University, University of Colorado Denver, University of Massachusetts-Lowell, and The University of Texas at Arlington do not have bachelor-level degree programs and were eliminated from Figure 3.2, as well as from consideration for profiles.

After finalizing a list of key peers, Hanover developed profiles based on additional information on program websites, published internal reports, course catalogs, and other documents. These sources help formulate a baseline understanding of how comparable programs are structured, the curricular components of their major programs, what their enrollments are, and how they market graduate outcomes.³⁵

In addition, Hanover conducted a primary research campaign, ultimately securing interviews with four leaders at three of these peer institutions: **University of North Carolina – Chapel Hill, Kent State University, and University of Wisconsin-Milwaukee.**³⁶ From these interviews, Hanover supplemented University of North Carolina – Chapel Hill’s profile and created program briefs or “spotlights” for the remaining interview cases, which are interspersed throughout this section (Figure 3.5 and Figure 3.8). These “spotlights” outline each program’s structure, evolution, student and employer demand, and future directions.

³⁵ For an example, see: Lillian, Donna L. “Women’s Studies Program Prioritization Report.” Appalachian State University. January 2013, p. 7. <http://irap.appstate.edu/sites/irap.appstate.edu/files/Womens%20Studies.pdf>

³⁶ [1] Merryman, M. Associate Professor of Sociology, Kent State University. Telephone interview, January 19, 2016.

[2] Odell-Scott, D. Associate Dean of Arts & Sciences, Kent State University. Telephone interview, January 13, 2016.

[3] Miller-Dillon, K. Assistant Chair and Undergraduate Program Coordinator, University of Wisconsin at Milwaukee. Telephone interview, January 14, 2016.

[4] Tomášková, S. Women’s & Gender Studies Department Chair, University of North Carolina – Chapel Hill. Telephone interview, January 20, 2016.

Figure 3.2: Peer Program Data

INSTITUTION	2010	2011	2012	2013	2014	CAGR	AAC	STDEV (AAC)	TOTAL
Profiled Programs									
University of North Carolina at Chapel Hill	17	24	18	21	27	12.3%	3	5	107
Portland State University	21	24	33	33	23	2.3%	1	7	134
Virginia Commonwealth University	22	19	17	13	15	-9.1%	-2	2	86
University of Rhode Island	7	16	17	13	20	30.0%	3	5	73
University of Wisconsin-Milwaukee	10	6	8	6	10	0.0%	0	3	40
Other Programs									
Florida International University	21	23	21	19	10	-16.9%	-3	4	94
Old Dominion University	10	11	10	10	13	6.8%	1	1	54
Western Michigan University	15	19	21	16	8	-14.5%	-2	5	79
University of Nevada-Las Vegas	2	5	9	1	6	31.6%	1	5	23
University of Louisville	1	5	5	6	3	31.6%	1	3	20
University of Toledo	3	3	6	4	4	7.5%	0	2	20
University of New Mexico-Main	5	3	4	3	3	-12.0%	-1	1	18
The University of Texas at San Antonio	1	0	8	0	3	31.6%	1	6	12

Source: IPEDS

UNIVERSITY OF NORTH CAROLINA – CHAPEL HILL

Located approximately 110 miles to UNC Charlotte’s Northeast, the University of North Carolina – Chapel Hill (UNC Chapel Hill) had a total enrollment of 29,135 (18,350 undergraduate students) in the fall of 2013.

DEPARTMENT OVERVIEW

The Department of Women’s and Gender Studies offers both an undergraduate major and minor. The roots of this program can be traced back to 1976 through the institutions’ history and anthropology departments. However, it was not until 1991 that “Women’s Studies” became “a curriculum” tasked by the provost’s office. Ultimately, in 1999, the program was permitted to make its first external hire.³⁷ Previously, it relied on internal faculty who had an academic interest in women’s and gender issues, who provided an outlet for interested students. Since 2001, the program has grown from five to eight faculty and two administrative specialists.³⁸ In 2004 or 2005, the “curriculum” became a fully-fledged department, with

³⁷ Tomášková, Op. cit.

³⁸ [1] Ibid.

[2] “People.” University of North Carolina – Chapel Hill. <http://womensstudies.unc.edu/people/>

increased voting privileges on the faculty senate. In 2011, the department changed its title to the Department of Women's and Gender's Studies (WGS), which, Dr. Tomášková explained, "was a reflection of [national] trends within the field of women's studies."³⁹

Currently, the Department of Women's and Gender Studies maintains a strong interdisciplinary foundation, as evidenced by the fact that its 100 affiliated faculty across campus instruct over 120 cross-listed courses in 27 departments, including African/African American Studies, History, Asian Studies, English, Political Science, and Sociology.⁴⁰ The department is currently housed within the College of Arts and Sciences.⁴¹

The department uses the following definition of the discipline: WGS "expands the process of knowledge production by considering what it means to take gender, race, class, and sexuality seriously in our explanations of the world. It provides a methodology that is interdisciplinary, multicultural, and feminist."⁴² The department aims to offer courses and programming that "take full account of the broadest spectrum of issues concerning women and gender in the U.S. and globally."⁴³

Beyond its immediate student impact, the Department of WGS makes a number of other contributions to the UNC Chapel Hill campus more broadly through initiatives such as:

- **The internship program**, which provides unique opportunities for off-campus learning in local agencies for all Carolina undergraduates.
- **A program of interdisciplinary lectures**, through which the department brings to the general public and the university community information and intellectual debate focused on issues of women and gender locally and around the world.
- **The Women and Science Program**, through which the department provides a forum discussion of issues affecting women and scientists while also providing guidance and crucial role models for young women interested in science.⁴⁴

CURRICULAR STRUCTURE

Students must fulfill requirements across the following themes of study: four core courses known as "Foundations;" three elective courses across three perspective groups (History, Humanities and Fine Arts, and Social Sciences); and a final elective course from "Theory and Practice of Women's and Gender Studies" courses.

³⁹ Tomášková, Op. cit.

⁴⁰ "Courses & Degrees." University of North Carolina – Chapel Hill. <http://womensstudies.unc.edu/courses-degrees/>

⁴¹ [1] "Departments and Curricula." University of North Carolina – Chapel Hill. <http://college.unc.edu/departments-and-programs/departments-curricula/>

[2] Courtright, P. "Brief Encounter Triggers 100 Years of Women Students at Carolina." *Carolina*, No. 735, October 10, 1997. <https://www.unc.edu/news/archives/oct97/100.html>

⁴² "Welcome to the Department of Women's and Gender Studies." University of North Carolina – Chapel Hill. <http://womensstudies.unc.edu/>

⁴³ Ibid.

⁴⁴ Reproduced nearly verbatim from: "Courses & Degrees." University of North Carolina – Chapel Hill, Op. cit.

Figure 3.3: UNC Chapel Hill Women’s and Gender Studies Major Requirements

COMPONENT	COURSES	CREDITS
I. Foundations	Four total required courses: <ul style="list-style-type: none"> ▪ WMST 101 — Introduction to Women’s Studies ▪ WMST 202— Introduction to Feminist Thought ▪ WMST 695 — Senior Capstone Seminar: Principles of Feminist Inquiry ▪ One course on “Minority/Third World/Non-Western” Women/Gender 	12
II. Interdisciplinary Perspectives	Three total courses, all electives. Must be distributed among at least two of the following three perspective groups: <ul style="list-style-type: none"> ▪ Historical ▪ Humanities and Fine Arts ▪ Social Sciences 	9
III. Theory and Practice of Women’s and Gender Studies	One of the following: <ul style="list-style-type: none"> ▪ WMST 391 — Practicum/Internship ▪ WMST 695H and 691 — Honors Thesis ▪ A fourth 3-credit course from any one of the three “perspectives” 	3
Total	8 total courses	24

Source: University of North Carolina – Chapel Hill⁴⁵

ENROLLMENT AND EMPLOYABILITY

Between 2010 and 2014, UNC Chapel Hill conferred a total of 107 bachelor’s degrees in Women’s Studies. Specifically, completions increased from 17 to 27 across this period of time, a growth rate of approximately 12 percent. UNC Chapel Hill generated a partial list of the types of fields its graduates have entered (Figure 3.4), which include business, law, communications, healthcare, and social work, among others.

⁴⁵ “Undergraduate Major.” University of North Carolina at Chapel Hill. <http://womensstudies.unc.edu/courses-degrees/undergraduate-major/>

Figure 3.4: Examples of Graduate Outcomes

INDUSTRY	FIELD OR OCCUPATION	
Business and Law	<ul style="list-style-type: none"> ▪ Business ▪ Consulting 	<ul style="list-style-type: none"> ▪ Investment banking ▪ Law
Communications	<ul style="list-style-type: none"> ▪ Filmmaking ▪ Journalism ▪ Public relations 	<ul style="list-style-type: none"> ▪ Publishing/editing ▪ Technical writing
Healthcare and Social work	<ul style="list-style-type: none"> ▪ Medicine ▪ Nursing ▪ Psychology ▪ Public health 	<ul style="list-style-type: none"> ▪ Public policy/politics/lobbying ▪ Social work ▪ Substance abuse counseling
Government and Public Administration	<ul style="list-style-type: none"> ▪ Education administration 	<ul style="list-style-type: none"> ▪ International NGOs
Further Studies	<ul style="list-style-type: none"> ▪ Graduate school in Women’s Studies 	<ul style="list-style-type: none"> ▪ Divinity school
Other	<ul style="list-style-type: none"> ▪ Yacht club director ▪ Naval service 	<ul style="list-style-type: none"> ▪ Software engineering

Source: University of North Carolina Chapel Hill ⁴⁶

In our interview, Dr. Tomášková provided context for WGS’s enrollment and employment trends across time, explaining that she has witnessed positive growth in both respects, which reflect broader social changes. Interestingly, a substantial portion of the program’s enrollment growth is due to students who double major. She explained that the program caters to “the passionate social interest of students who add [the WGS] major their existing major” to construct a more inclusive, well-rounded education.⁴⁷ Students’ first majors span a wide variety of disciplines, including “biology, psychology, [...] communications, [and] political science.”⁴⁸ In addition to fundamental intellectual interests, WGS’s students are motivated by the competitive market, and see the program as a “distinct advantage” as they apply to law schools, medical schools or employment more generally. “They come across as socially and politically aware and they do distinguish themselves from regular undergraduate majors.”⁴⁹ Anecdotally, Dr. Tomášková noted that, across the past 20-30 years, she has seen the WGS program “take the place of” English as an academic program for students who are undecided on their professional track and need “a major that gives [them] perspective on society.”⁵⁰

Beyond academic content, Dr. Tomášková noted that WGS students have unique undergraduate experiences that set them apart in and/or better prepare them for postgraduate experiences. For instance, WGS class sizes are “very small,” meaning that

⁴⁶ “Courses & Degrees.” University of North Carolina – Chapel Hill, Op. cit.

⁴⁷ Tomášková, Op. cit.

⁴⁸ Ibid.

⁴⁹ Ibid.

⁵⁰ Ibid.

“students get attention in terms of writing skills [and] critical thinking and consequently, students do well in the job market.”⁵¹ This sets the GWS program apart in a significant way, as its students have access to research opportunities and skill development that “they would be hard-pressed to find at [another] large research institution.”⁵² Similarly, “many [other] majors don’t have the staff to provide that level of care.”⁵³

Dr. Tomášková further explained that students enter many fields upon graduation, including “nonprofits [such as,] domestic violence prevention centers, rape crisis centers, health research, public policy, education, public health with a focus on women’s health, public relations.”⁵⁴ She attributes the success of the department’s “robust internship program” to partnerships they have cultivated with a number of agencies, including Planned Parenthood of Central North Carolina, the North Carolina Council for Women/Domestic Violence Commission, and the Adolescent Pregnancy Prevention Coalition of North Carolina, among others.⁵⁵ These semester-long opportunities are available to junior- and senior-level students, and most students participate. Program organizers ensure that students are “not just used as clerical work,” and gain meaningful work experience, in part through a required report on the organization’s structure.⁵⁶ She stated, “If an institution [starting a new program] is interested in internships, I encourage them.”⁵⁷ Anecdotally, Dr. Tomášková outlined the popular sites among students: “Teenage Pregnancy Prevention, ... a women’s advocacy organization called Compass, which is health research and counselling, and the Southern Oral History Institute.”⁵⁸

“We’re not like criminal justice, where there’ll always be an [obvious] program demand. We have to do more to sell our programs. If we have a good range of relationships with academic departments and community members, and that does help.”

**- Dr. Merryman,
Kent State University**

⁵¹ Ibid.

⁵² Ibid.

⁵³ Ibid.

⁵⁴ Ibid.

⁵⁵ “Internship.” University of North Carolina – Chapel Hill. <http://womensstudies.unc.edu/courses-degrees/internship/>

⁵⁶ Ibid.

⁵⁷ Ibid.

⁵⁸ Ibid.

Figure 3.5: Program Spotlight



Program Spotlight: Kent State University Minor in Women’s Studies and LGBT Studies - Interviews with Dr. Molly Merryman (Director of LGBTQ, Associate Professor of Sociology) and Dr. David Odell-Scott (Associate Dean of Arts & Sciences)

Program evolution and structure. The Women’s Studies and LGBT studies programs date back to the late 1990s, when both programs were moved into an administrative unit that oversaw all multi-disciplinary programs. In 2000, the University hired the program’s first designated full-time faculty member.⁵⁹ Sometime in 2016, Dr. Odell-Scott expects that the Women’s Studies and LGBT studies minor programs will move into a newly created Center for Gender and Sexuality. Both minor programs are currently under revision. **After the close of the review, KSU expects to establish a Gender and Sexuality major with concentrations in LGBT or women’s studies.**⁶⁰

Student interest. These two leaders agreed that interest in these majors has been at least stable over the past several years, with Dr. Merryman attesting that enrollment growth is more noticeable in LGBT studies.⁶¹ She finds that national political momentum as well as typical student characteristics contributes to this growth: “You generally have mostly women who take women’s studies. [In] LGBT studies, we mostly have straight people.”⁶² Both programs have developed a “reputation of being more activist-oriented and this appeals to students.”⁶³ Dr. Odell-Scott explained that competition is not a major concern for the programs, as “[they] don’t have a problem filling classes.”⁶⁴

Market demand and outcomes. Dr. Odell-Scott and Dr. Merryman noted a favorable shift in perspective from the industry in recent years.⁶⁵ Whereas students used to worry about “being flagged as a ‘problem employee,’” organizations are now beginning to see diversity as an asset. In particular, among large multinational corporations in Ohio, “there’s real effort to open up to the finest employees and to [foster a] work environment that isn’t discriminatory, because it wastes time.”⁶⁶ Dr. Odell-Scott and Dr. Merryman explained that students have found employment in non-profits and the government and they attribute their success to their LGBT and Women’s Studies minors.⁶⁷ Dr. Merryman added that, compared to other disciplines –sociology and criminal justice– a higher percentage of LGBT and Women’s Studies students pursue advanced degrees.⁶⁸

Future directions. With the advent of the Center for Gender and Sexuality, the programs will begin to track graduates’ career fields and develop partnerships with external organizations.⁶⁹

⁵⁹ Merryman, Op. cit.

⁶⁰ Odell-Scott, Op. cit.

⁶¹ [1] Odell-Scott, Op. cit.

[2] Merryman, Op. cit.

⁶² Merryman, Op. cit.

⁶³ Ibid.

⁶⁴ Odell-Scott, Op. cit.

⁶⁵ [1] Odell-Scott, Op. cit.

[2] Merryman, Op. cit.

⁶⁶ Odell-Scott, Op. cit.

⁶⁷ [1] Odell-Scott, Op. cit.

[2] Merryman, Op. cit.

⁶⁸ Ibid.

⁶⁹ Ibid.

PORTLAND STATE UNIVERSITY

Located in Portland, Oregon, Portland State University (PSU) is a public, four-year institution with a total student population of 27,696, which includes 22,136 undergraduate students.⁷⁰

DEPARTMENT OVERVIEW

The Women, Gender, and Sexuality Studies (WGSS) program is housed in the College of Liberal Arts & Sciences and was established in the early 1970s.⁷¹ The program offers a Women's Studies major and minor; Sexuality, Gender, Queer Studies minor; and a post-baccalaureate certificate in Women's Studies. Collectively, these programs are designed to promote three aspects of students' personal and intellectual development:

- The study of gender and sexuality within both local and global contexts
- The intersectional analysis of race, gender, class, culture and disability; power, systems of privilege, and resistance
- The links between theoretical understandings of feminist/queer studies and community activism.⁷²

Located in the Extended Studies Building on the PSU campus, the department is led by five tenure-track faculty, four fixed-term faculty, 13 adjunct faculty members, 36 affiliate faculty, one administrative assistant.⁷³

CURRICULAR STRUCTURE

PSU most recently made changes to its WGSS curriculum in 2011 when it altered requirements for its Women's Studies major, minor, and certificate programs. Currently, students must complete 52 credits (13 courses): six core required courses, two experiential learning experiences, and five courses that comprise an "individualized program of study."

⁷⁰ "Portland State University." The National Center for Education Statistics – College Navigator. <http://nces.ed.gov/collegenavigator/?q=portland+state&s=all&id=209807>

⁷¹ Felder, D. *A Century of Women: The Most Influential Events in Twentieth-Century Women's History*. Citadel Press, 2003, p. 262.

⁷² Adapted from: Women, Gender, and Sexuality Studies – Home. Portland State University. <https://www.pdx.edu/ws/home>

⁷³ "Faculty and Staff." Portland State University. <https://www.pdx.edu/ws/faculty-and-staff>

Figure 3.6: PSU Women’s Studies Major Requirements

COMPONENT	COURSES	CREDITS
Core curriculum	Six courses: <ul style="list-style-type: none"> ▪ WS 101 Introduction to Women’s Studies ▪ WS 301 Gender and Critical Inquiry ▪ WS 307 Women, Activism, and Social Change ▪ WS 315 Feminist Analysis ▪ WS 415 Senior Seminar ▪ One women’s and/or gender history class 	24
Experiential learning	<ul style="list-style-type: none"> ▪ WS 409 Practicum (6 credits) ▪ WS 411 Experiential Learning Seminar (2 credits) 	8
Individualized program of study	Five courses: <ul style="list-style-type: none"> ▪ Discipline-based emphasis (consists of courses from a single department or program outside women’s studies) ▪ Theme-based emphasis (consists of five multi-disciplinary courses, all of which are cross-listed) 	20
Total	13	52

Source: Portland State University⁷⁴

ENROLLMENT AND EMPLOYABILITY

Between 2010 and 2014, PSU has conferred 134 bachelor degrees in Women’s Studies, which is the largest among this group of peers. However, it has not experienced considerable growth across this time period, with an annual growth rate of just 2.3 percent. In 2010, 2011, and 2014, PSU awarded between 21 and 24 degrees; however, in 2012 and 2013, completions increased to 33 each year.

The WGSS department explains that its graduates are well-suited for

Socially responsible community involvement and a broad range of careers in community agencies, not-for-profit organizations, and government agencies.” Additionally, the WGSS program offers a foundation for graduate work in professional degree programs such as teaching, counseling, social work, legal studies, public health, business administration, and advocacy.⁷⁵

The department also provides an example of data scraping analysis of an institution-wide job database for postings in which employers indicated an interest in recruiting students majoring in women, gender, & sexuality studies. PSU specifies that “this list does not reflect all potential places of employment or kinds of jobs for women, gender, & sexuality studies majors.”⁷⁶ The analysis resulted in 63 posts, which Hanover coded across eight broad industry types (Figure 3.7). The sectors that most frequently posted jobs that targeted Women’s

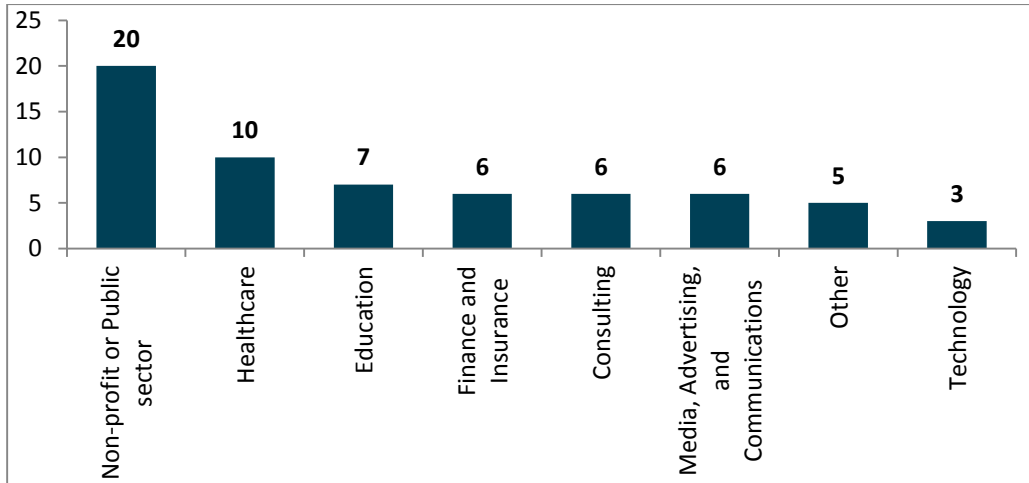
⁷⁴ “Major in Women’s Studies.” Portland State University. <https://www.pdx.edu/ws/major-womens-studies>

⁷⁵ Women, Gender, and Sexuality Studies – Home. Portland State University, Op. cit.

⁷⁶ “What Can I do With a Degree in Women, Gender, and Sexuality Studies?” Portland State University. <https://www.pdx.edu/careers/what-can-i-do-degree-womens-studies>

Studies graduates include **non-profit, public sector, and healthcare**. Recruiters from **education, media and communication, and consulting** sectors also expressed interest in these graduates.

Figure 3.7: Advising & Career Services' Jobs Database Analysis, Employers who targeted Women's Studies Graduates



Source: Portland State University⁷⁷

⁷⁷ Ibid.

Figure 3.8: Program Spotlight



Program Spotlight: University of Wisconsin Milwaukee, Women’s and Gender Studies Program – Interview with Kathy Miller-Dillon, Assistant Chair and Undergraduate Program Coordinator

The Women's and Gender Studies program (WGS) is in its 42nd year at UW-M. Dr. Miller-Dillon, Undergraduate Program Coordinator, discussed the importance of internal and external political intelligence, program evolution, and student and employer demand.

Political intelligence. As a program transitions to a major program, it becomes “important to make sure you have faculty who participate fully in campus committees that make decisions... and [to] make sure [senior leadership] know who you are.”⁷⁸ Similarly, Dr. Miller-Dillon explained how external, state-level political shifts impact these programs: “The rest of the state elected a very conservative governor who has just pulled the rug out from underneath a lot of programs [in opposition to] ‘liberal agendas.’ ... It behooves [a new program] to be aware of the political state-level political climate and whether or not there’s support for a major.”⁷⁹

Program evolution and structure. For much of WGS’s existence, the program only offered an undergraduate certificate before expanding in 2004 and 2010 to include an undergraduate major and minor and a Master’s program, respectively. Dr. Miller-Dillon explained “for the first 30 years, we were relatively small and going through the process [of program feasibility analysis].”⁸⁰ A recent addition to the program was a response to a pattern of students’ under-preparedness for college: “We created a foundational [writing] course, right after students take Intro to Women’s studies.”⁸¹

Student interest. In general, Dr. Miller-Dillon explained, “On our campus, [the WGS program] is actually rather successful.” After adding the major, the program experienced an “influx of [36] students.”⁸² However, between 2004 and 2014 the program saw “a dry spell.”⁸³ During this decade, WGS courses experienced “huge participation... but not as many declared the major.” The 2015-2016 academic year brought “a big [enrollment] bump: we now have 38 majors, up from 29 [in 2014-2015].”⁸⁴ Dr. Miller-Dillon noted that many WGS majors are double majoring in a “more practical” major (i.e. social work, education, or nursing.)⁸⁵

Market demand and outcomes. Between 30% and 50% of GWS majors pursue advanced degrees, while the remainder pursue employment in a wide variety of areas. Dr. Miller-Dillon: “Even when we were just a certificate program, it amazed me at how well students were able to find employment.” The program added an internship program to support students who were not going on to graduate school, “as a way to put things into practical use.”⁸⁶ Finally, Dr. Miller-Dillon stated that “employers in [their] internship program love [WGS] students: they’re self-motivated, self-disciplined, they have good critical listening skills, and they make good employees.”⁸⁷

⁷⁸ Miller-Dillon, Op. cit.

⁷⁹ Ibid.

⁸⁰ Ibid.

⁸¹ Ibid.

⁸² Ibid.

⁸³ Ibid.

⁸⁴ Ibid.

⁸⁵ Ibid.

⁸⁶ Ibid.

⁸⁷ Ibid.

VIRGINIA COMMONWEALTH UNIVERSITY

Located about 250 miles Northeast of UNC Charlotte in Richmond, Virginia, Virginia Commonwealth University (VCU) is a public, four-year institution with a total student population of 30,848, of which 23,661 are undergraduate students.⁸⁸

DEPARTMENT OVERVIEW

The Department of Gender, Sexuality, and Women’s Studies (GSWS) offers major and minor programs at the undergraduate level, as well as a post-baccalaureate graduate certificate. The GSWS department is housed in the College of Humanities and Sciences and it is led by a faculty of 29, consisting of six core faculty members and 23 affiliated faculty.⁸⁹

CURRICULAR STRUCTURE

Similar to UNC Charlotte’s proposed program, VCU’s GSWS department offers a General interdisciplinary concentration or a Women, Health and Science-focused interdisciplinary concentration.⁹⁰ In total, undergraduate majors must take 120 credits to complete their VCU degree, including 30 credits in GSWS. Also like UNC Charlotte, the VCU program requires a limited number of required core courses (just two).

⁸⁸ “Virginia Commonwealth University.” The National Center for Education Statistics – College Navigator. <http://nces.ed.gov/collegenavigator/?q=virginia+commonwealth&s=all&id=234030>

⁸⁹ “Faculty.” Virginia Commonwealth University. <http://gsws.vcu.edu/faculty/>

⁹⁰ “Major in GSWS.” Virginia Commonwealth University. <http://gsws.vcu.edu/degree-in-gsws/major-in-gsws/>

Figure 3.9: VCU Women’s Studies Major Requirements

COMPONENT	COURSES
Required courses	
GSWS Core	<ul style="list-style-type: none"> ▪ GSWS 201, Introduction to Gender, Sexuality and Women’s Studies ▪ GSWS 401, Topical Senior Seminar
General Education	Bachelor of Arts in the College of Humanities and Sciences requirements
Concentration Tracks	
General	<ul style="list-style-type: none"> ▪ GSWS 301, Feminist Social Theory, or GSWS 352/ENGL 352, Feminist Literary Theory ▪ 12 credits (3 from each) of the following areas: <ul style="list-style-type: none"> ○ Diversity/International Perspectives on Women ○ Humanities Perspectives on Women ○ Social Science Perspectives on Women ○ Women, Health and Science ▪ The remainder of 30 credits in women’s studies are electives but must be in women’s studies courses or courses cross-listed
Women, Health and Science	<ul style="list-style-type: none"> ▪ STAT 210 and an additional 3 credits (for a total of 10 credits) in a natural science are required. ▪ GSWS 301, Feminist Social Theory ▪ GSWS 393, Feminist Research and Methods ▪ 12 credits as follows: <ul style="list-style-type: none"> ○ 3 credits from Diversity/International Perspectives on Women ○ 9 credits from Women, Health and Science ▪ The remainder of 30 credits in GSWS are electives but must be in women’s studies courses or courses cross-listed
Total	120 credits with 30 credits in GSWS

Source: Virginia Commonwealth University⁹¹

ENROLLMENT AND EMPLOYABILITY

Between 2010 and 2014, VCU conferred a total of 86 bachelor’s degrees; however, growth was inconsistent and negative overall, falling from 22 completions in 2010 to 15 in 2014.

VCU affirms that graduates are well-prepared to assume positions in public and private sectors, including **nonprofits and NGOs**, “where women and girls make up the majority of the customer or client base, or in which gender and sensitivity to diversity are key areas of concern.”⁹² The GSWS department also promotes several feminist jobs and internship sites to its students.⁹³

⁹¹ “Major in GSWS.” Virginia Commonwealth University. <http://gsws.vcu.edu/degree-in-gsws/major-in-gsws/>

⁹² “Career Opportunities.” Virginia Commonwealth University. <http://gsws.vcu.edu/career-opportunities/>

⁹³ See: [1] Home. Feminist Jobs Board, the Feminist Majority Foundation. <http://jobs.feminist.org/>
 “Job Postings.” Feminist.com. <http://www.feminist.com/market/jobs/>

UNIVERSITY OF RHODE ISLAND

Located in Kingston, Rhode Island (approximately 65 miles south of Boston, Massachusetts), the University of Rhode Island (URI) is a public, four-year institution with a total student enrollment of 16,571 (including 13,589 undergraduate students).⁹⁴

DEPARTMENT OVERVIEW

URI began offering courses about the lives, experiences, and culture of women in the early 1970s, before the department was formally recognized by the Board of Governors in 1980.⁹⁵ Currently, the Gender and Women's Studies program is housed in the College of Arts and Sciences and offers an undergraduate major and minor, as well as a graduate certificate. The program is led by a core staff: a director; a full-time, tenure-track faculty member; a graduate assistant; and a part-time time office manager. In addition, 18 faculty members from 11 departments hold joint appointments and 27 other faculty from 11 departments are affiliated with the program. Five faculty hold adjunct appointments and offer courses in their areas of expertise.⁹⁶

CURRICULAR STRUCTURE

URI's GWS curricular requirements (30 credits, 10 courses) are evenly split between core requirements and electives. Rather than including options for particular concentrations, students may select any combination of GWS electives or interdisciplinary electives. However, the GWS Advisory Committee recommends that "students majoring in Gender and Women's Studies either take an additional minor or pursue a double major so as to combine their interests in Gender and Women's Studies with a traditional discipline."⁹⁷

⁹⁴ "University of Rhode Island." The National Center for Education Statistics – College Navigator.

<http://nces.ed.gov/collegenavigator/?q=University+of+Rhode+Island&s=all&id=217484>

⁹⁵ "About Gender and Women's Studies." The University of Rhode Island. <http://www.uri.edu/artsci/wms/about.html>

⁹⁶ Adapted from: Ibid.

⁹⁷ "Academics." University of Rhode Island. <http://www.uri.edu/artsci/wms/academics.html>

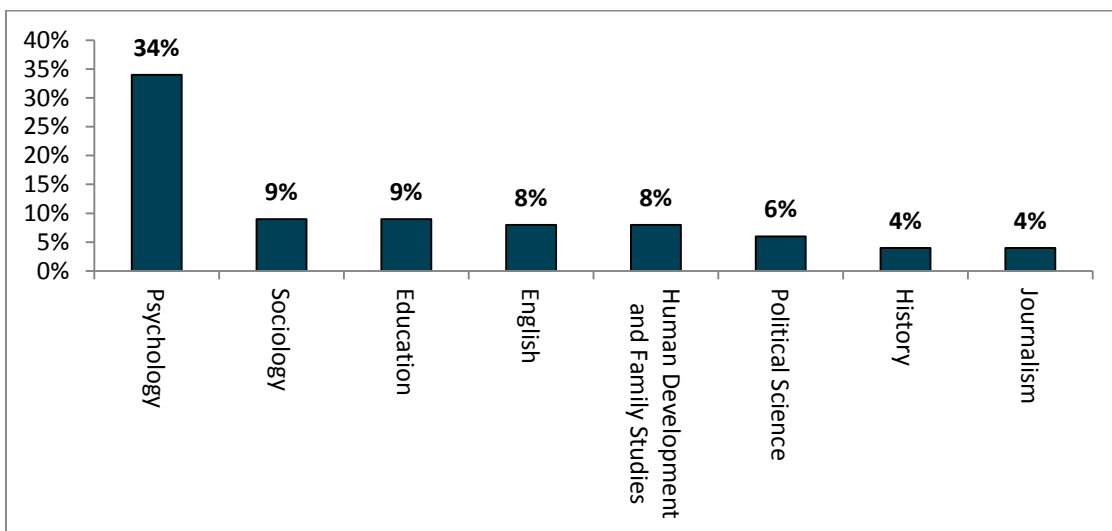
Figure 3.10: Gender and Women’s Studies Major Requirements

COMPONENT	COURSES	CREDITS
Required core courses	<ul style="list-style-type: none"> ▪ GWS 150 - Introduction to Gender and Women’s Studies ▪ GWS 300 - Field Experience in Gender and Women’s Studies OR GWS 320 - Feminist Thought into Action OR ITR 301/302 ▪ GWS 310 - Race, Class, and Sexualities in Women’s Lives OR 325 - International Women’s Issues ▪ GWS 315 - Introduction to Feminist Theories and Methodologies ▪ GWS 400 - Critical Issues and Feminist Scholarship 	15
GWS Electives	Remaining 15 credits may be selected from other GWS elective courses, or approved interdisciplinary courses offered through other academic departments. Choice among: <ul style="list-style-type: none"> ▪ 29+ GWS Electives ▪ 59+ Interdisciplinary Electives (Approved for GWS credit) 	15
Total	10 courses	30

Source: URI⁹⁸

In 2012, the GWS department collected and analyzed data on its current students, including the distribution of second fields of study among GWS students. Among GWS major students who were double majors, findings revealed that Psychology was the most popular second field by a substantial margin: 34 percent of double majors chose this academic path (Figure 3.11). This finding mirrors the results of UNC Charlotte’s 2014 WGST Minor Survey. Among URI double majors, Sociology and Education were also popular major fields, each with 9 percent of GWS double major students.

Figure 3.11: Most Frequent Second Majors among GWS Majors, 2012



Source: URI⁹⁹

⁹⁸ Ibid.

⁹⁹ “WMS: Percentages of Other Majors.” University of Rhode Island.
<http://www.uri.edu/artsci/wms/WMSPercentageofOtherMajors.htm>

ENROLLMENT AND EMPLOYABILITY

Between 2010 and 2014, URI awarded 73 total undergraduate degrees in Women’s Studies. Across this time period, completions grew at a compound annual rate of 30%: from 7 in 2010 to 20 in 2014. The URI website does not contain statistics or anecdotal information about where its Women’s Studies graduates are employed; however, the career page does emphasize that **“employment opportunities exist in non-profit organizations, government agencies, educational institutions, and business and professional arenas.”**¹⁰⁰

¹⁰⁰ “Careers.” University of Rhode Island. <http://www.uri.edu/artsci/wms/careers.html>

CONCLUSION

This report has been prepared to assist UNC Charlotte in evaluating the potential expansion of its Women's and Gender Studies (WGST) minor into a full major. The report addresses key questions required as part of the program authorization process, including student demand for the major, the societal and labor market need for the skills the program will develop, and the landscape of existing, similar programs in the region.

STUDENT DEMAND

It can be reasonably expected that a WGST major at UNC Charlotte would become among the largest such programs in the state and the Southeast region. The strongest indicator of demand for the major is current demand for the WGST minor at the University: based on enrollments in the minor, survey responses, and patterns of enrollment at other institutions, UNC Charlotte's estimate figure of 42.55 graduates per year from a WGST major is well within reason. Even a figure short of this average would make the program among the largest in the Southeast (the current largest program in the region, at UNC Chapel Hill, graduated 27 majors in 2014). Further, given that many current WGST minors complete their major in popular programs such as psychology, communications, or sociology, the conversion of even some of these students to a full WGST major could relieve the burden on other UNC Charlotte programs.

Against these positive indicators must be weighed an overall flat or declining trend in completions of WGST bachelor's degrees nationwide. Similarly, student demand for programs in education – the single most common field of employment reported by alumni of UNC Charlotte's WGST minor – has been declining, indicating a possible loss of interest in careers in this area. On the other hand, student demand for programs in social work and public health – areas in which WGST graduates are also likely to work – has been growing, nationally, regionally, and in North Carolina. As such, it may be advisable for a new WGST major to emphasize the potential links to these fields.

SOCIETAL AND LABOR MARKET DEMAND

One of the strengths of the proposed WGST major – its flexible, interdisciplinary nature – also makes it difficult to estimate precisely the employment outcomes that graduates will encounter. However, based on anecdotal data from other programs and organizations and on survey responses from alumni of UNC Charlotte's WGST minor, a clear majority of graduates are likely to be employed in social services, non-profit, and health-related fields. Nationally and in North Carolina, demand for many of these occupations, including *social and community service managers*, *health educators*, and social workers of various kinds, is projected to grow substantially faster than average over the next decade, indicating a societal need for graduates with the kinds of skills developed in the proposed WGST major.

Because graduates from programs in women's and gender studies and similar fields often take high social-value jobs such as these, their earnings potential may not reach the level of

more remunerative fields such as engineering or business. However, compared to other liberal arts fields, these majors do quite well. Graduates from programs in area, ethnic, and civilization studies, for instance, can expect mid-career earnings above those majoring in fields such as philosophy, religion, or psychology. Area ethnic, and civilization studies majors also receive the greatest premium from earning a graduate degree among all liberal arts fields. For the range of occupations WGST majors can be expected to fill – such as social workers or educators of various kinds – earnings are consistently above the median wage for North Carolina.

COMPETITIVE LANDSCAPE AND PROGRAM DUPLICATION

The University of North Carolina system currently hosts at least five bachelor’s degree programs in women’s and gender studies, including the campuses at Asheville, Chapel Hill, and Greensboro, as well as North Carolina State University and Appalachian State University. However, none of these programs is closer than 90 miles to the Charlotte area, and no institution, public or private, offers a women’s and gender studies major within 80 miles of Charlotte.¹⁰¹ Most of these programs are relatively small, with fewer than 10 graduates per year. UNC Chapel Hill and UNC Greensboro are the major exceptions, averaging 21 and 15 graduates per year, respectively, since 2010.

The interdisciplinary nature of women’s and gender studies should further reduce the potential for both internal and external competition with other programs. As discovered through conversations with program leaders at multiple institutions, including UNC Chapel Hill and the University of Wisconsin at Milwaukee, students often pair a major in women’s and gender studies with complementary, yet “more practical” degrees – like social work, criminology, and nursing. As such, a WGST major has the potential to expand students’ curricular options without necessarily decreasing demand for other programs.

¹⁰¹ Salem College and Wake Forest University, both in Winston-Salem, offer the programs closest to Charlotte. In South Carolina, the closest program is at the University of South Carolina in Columbia.

APPENDIX A – SUMMARY OF APPROACH

To summarize, Hanover addressed UNC Charlotte’s questions about the viability of the proposed WGST major using data from a variety of sources, across several phases. In Figure A, these sources are cross-referenced with the *Appendix A* questions they can be used to address. Note that many data sources can be used to answer more than one question, in whole or in part. The data sources are color coded based upon how they were obtained:

- Blue sources were obtained and analyzed by Hanover via government databases and secondary research.
- Black sources were obtained through UNC Charlotte’s WGST minor, faculty, and alumni surveys, as well as WGST minor enrollment data.
- Information from red sources was found through our primary research, which took the form of interviews with leaders from comparable programs.

Figure A: Potential Sources to Fulfill Documentation Requirements in *Appendix A*

ITEM	REQUIRED EVIDENCE-APPENDIX A	POTENTIAL SOURCE(S)
3	Document student demand	
3a	Survey of potential enrollees	UNC Charlotte survey of WGST minors, Fall 2014
3b	Enrollment data from existing minor	WGST minor enrollment data
3c	Enrollment data from similar programs	IPEDS completions data; Interviews with program leaders
4	Evidence of societal demand and employability	
4a	Labor market information	Job posting scan; Demographic indicators; Interviews with program leaders
4b	Occupational and industry projections	BLS and NC Dept. of Commerce*
4c	Wages of graduates in NC	NC Dept. of Commerce; WGST alumni survey
4d	Wages of graduates nationwide	BLS; WGST alumni survey
4e	Job posting analysis	Analysis of current job postings
4f	Projections from professional associations/ industry reports	Secondary source review
4g	Wages of program graduates	WGST alumni survey
5	Analysis of comparable NC programs	
5a	Enrollment, degree conferral, and placement information	IPEDS completions data; Secondary source review; Interviews with program leaders
5b	Study of external collaboration opportunities	Interviews with program leaders
5c	Avoidance of unnecessary program duplication	IPEDS completions data; Secondary source review
7	Enrollment estimates	
7a	1 st year of program	UNC Charlotte survey of WGST minors, Fall 2014; WGST minor enrollment data
7b	4 th year of program	UNC Charlotte survey of WGST minors, Fall 2014; WGST minor enrollment data

***Note:** As discussed above, the Bureau of Labor Statistics and National Center for Education Statistics only acknowledge one occupational match between instructional programs in CIP Codes 05.0207, Women’s Studies, and 05.0208, Gay/Lesbian Studies and SOC code 25-1062, Area, Ethnic, and Cultural Studies Teachers, Postsecondary. As a result, Hanover augmented this list of occupations with an analysis of the occupations and/or industries in which other program leaders and UNC-Charlotte’s WGST alumni report employment, as well as a review of secondary sources.

APPENDIX B – RELEVANT SAMPLE JOBS BY SOC CODE

Figure B: Example Job Titles of Selected Occupational Codes

SOC CODE AND TITLE	EXAMPLE JOB TITLES	
25-1062 Area, ethnic, and cultural studies teachers, postsecondary	<ul style="list-style-type: none"> ▪ African Studies Professor ▪ Asian Studies Professor ▪ Black Studies Professor ▪ Ethnology Professor 	<ul style="list-style-type: none"> ▪ Gender Studies Professor ▪ Latin American Studies Professor ▪ Women's Studies Professor
21-1021 Child, family, and school social workers	<ul style="list-style-type: none"> ▪ Certified Children, Youth, And Family Social Worker ▪ Child Abuse Worker ▪ Child Protective Services Social Worker ▪ Child Protective Services Specialist ▪ Child Welfare Social Worker ▪ Child Welfare Worker 	<ul style="list-style-type: none"> ▪ Child and Family Services Worker ▪ Family Preservation Caseworker ▪ Family Preservation Worker ▪ Family Service Caseworker ▪ Foster Care Social Worker ▪ Foster Care Worker ▪ School Social Worker
21-1022 Healthcare social workers	<ul style="list-style-type: none"> ▪ AIDS Social Worker ▪ Certified Social Workers in Health Care ▪ Healthcare Social Worker ▪ Hospice Home Care Social Worker ▪ Hospice Social Worker ▪ Hospital Social Worker 	<ul style="list-style-type: none"> ▪ Medical Social Worker ▪ Neonatal Social Worker ▪ Nephrology Social Worker ▪ Oncology Social Worker ▪ Pediatric Social Worker ▪ Public Health Social Worker ▪ Renal Social Worker
21-1023 Mental health and substance abuse social workers	<ul style="list-style-type: none"> ▪ Community Mental Health Social Worker ▪ Drug Abuse Social Worker 	<ul style="list-style-type: none"> ▪ Psychiatric Social Worker ▪ Psychotherapist Social Worker
21-1029 Social workers, all other	<ul style="list-style-type: none"> ▪ Criminal Justice Social Worker ▪ Forensic Social Worker ▪ Sexual Assault Social Worker 	
21-1091 Health educators	<ul style="list-style-type: none"> ▪ Certified Diabetes Educator ▪ Certified Health Education Specialist ▪ Community Health Education Coordinator 	<ul style="list-style-type: none"> ▪ Diabetes Educator ▪ Health Education Specialist ▪ Health Educator ▪ Public Health Educator
21-1093 Social and human service assistants	<ul style="list-style-type: none"> ▪ Addictions Counselor Assistant ▪ Case Work Aide ▪ Clinical Social Work Aide 	<ul style="list-style-type: none"> ▪ Family Service Assistant ▪ Human Services Worker ▪ Social Work Assistant

SOC CODE AND TITLE	EXAMPLE JOB TITLES	
21-1094 Community health workers	<ul style="list-style-type: none"> ▪ Community Health Advisor ▪ Community Health Representative ▪ Community Health Worker 	<ul style="list-style-type: none"> ▪ Lay Health Advocate ▪ Peer Health Promoter ▪ Promotor
21-1099 Community and social service specialists, all other	<ul style="list-style-type: none"> ▪ Community Organization Worker ▪ Veterans Service Officer 	
11-9051 Social and community service managers	<ul style="list-style-type: none"> ▪ Social and community service managers ▪ Child Welfare Director ▪ Community Service Director ▪ Community Service Organization Director 	<ul style="list-style-type: none"> ▪ Family Service Center Director ▪ Neighborhood Service Center Director ▪ Social Service Director ▪ Social Services Director ▪ Youth Program Director

Source: Bureau of Labor Statistics¹⁰²

¹⁰² "Employment Projections," Op. cit.

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INTERDISCIPLINARY STUDIES DEGREE REQUIREMENTS

Degree Requirement	Courses	Credit Hours	
General Education		37-43	
Foreign Language		6-8	
Major		30 hr. min.	
	Foundations	3-6	Required
	Theory*	0-3	
	Research methods*	3	Qualitative or quantitative methods
	Interdisciplinary coursework	15-19	Required courses to fulfill the requirements for the interdisciplinary program
	Disciplinary depth coursework	18-23	Required courses to fulfill the requirements for the disciplinary minor
	Capstone	3*	
	Internship/Practicum	0-3*	
Electives		9-29	
Total degree requirements		120	

*can be fulfilled by a course in the interdisciplinary program or a selected discipline

Sample Curricula

	Women's and Gender Studies (Sociology Emphasis)	Capitalism Studies (History emphasis)	Health and Medical Humanities (Anthropology emphasis)
Foundations*	WGST: 1101 Introduction; SOCY 1101: Introduction	CAP1 2100: Introduction; ECON1101; HIST 1121: European History Since 1660	HHUM 2100: Introduction; ANTH 1101: Introduction;
Theory	WGST 3220: Feminist Thought		ANTH 3601: Foundations of Anthropological Theory

INTERDISCIPLINARY STUDIES DEGREE REQUIREMENTS

Research Methods*	WGST 3050: Critical Methods	HIST 2600: History Skills Seminar	ANTH 4122: Ethnographic Methods
Interdisciplinary program	WGST 3231: Women in Business; COMM 2110: Women and the Media; SOCY 4165: Sociology of Women; CJUS 4363: Gender, Race, and Justice	CAPI 2050: Topics in Capitalism Studies; CAPI 4040: Topics in Capitalism Studies; INTL 3235: Origins of Globalization;	AFRS 2170: Health and Environment in the Africana World; ANTH 3122: Culture, Health and Disease; HHUM 3020 Topics; COMM 3051: Health Communications; ANTH 4131: Culture, pregnancy and birth
Disciplinary Depth	SOCY 2163: Sociology of Gender; SOCY 3325: Community and Identity; SOCY 4112: Sociology of Work; SOCY 3153: Sociological Theory	HIST 2101: American Business History; HIST 3270: History of Capitalism in the US; HIST 3154: Globalization in African History; HIST 4002: Topics in Non-Western Historiography	ANTH 2171: Action, Justice, and Change; ANTH 4120: Intercultural Communications; ANTH 3145: Anthropological Genetics
Culminating Experience	WGST 4400: Senior Internship/Practicum	HIST 4600: Senior Research Seminar	HHUM 4800: Portfolio Capstone

* Required