



# UNC CHARLOTTE

## Office of the Chancellor

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January 30, 2018

Dr. Kimberly van Noort  
Vice President for Academic Programs and Instructional Strategy  
University of North Carolina  
Post Office Box 2688  
Chapel Hill, North Carolina 27515-2688

Dear Kim:

Enclosed is UNC Charlotte's Request to Plan a B.A. in Women's and Gender Studies. The proposed program will expand on our successful existing minor and aims to prepare students for careers in a wide variety of areas including health care, business, public policy, criminal justice, and non-profit management. The proposed program includes two optional concentrations: "Gender, Health, and Culture" for those interested in advanced degrees in health, and "Gender, Diversity, and Leadership" for students with interests in a variety of fields including business and policy.

Thank you for your consideration of this request. Provost Lorden or I would be pleased to respond to any questions that you may have.

Cordially,

Philip L. Dubois  
Chancellor

cc: Joan F. Lorden, Provost and Vice Chancellor for Academic Affairs  
Nancy Gutierrez, Dean, College of Liberal Arts & Sciences  
Rollinda Thomas, Associate Vice President for Academic Programs



**UNIVERSITY OF NORTH CAROLINA  
REQUEST TO PLAN**

**A NEW DEGREE PROGRAM – ANY DELIVERY METHOD**

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic degree program provides an opportunity for an institution to make the case for need and demand and for its ability to offer a quality program. The notification and planning activity described below do not guarantee that authorization to establish will be granted.

Date: January 28, 2018

Constituent Institution: UNC Charlotte

Is the proposed program a joint degree program? Yes  No

Joint Partner campus \_\_\_\_\_

Title of Authorized Program: Women's and Gender Studies Degree Abbreviation: BA

CIP Code (6-digit): 05.0207 Level: B  M  D

CIP Code Title: Women's Studies

Does the program require one or more UNC Teacher Licensure Specialty Area Code? Yes  No

If yes, list suggested UNC Specialty Area Code(s) here \_\_\_\_\_

If master's, is it a terminal master's (i.e. not solely awarded en route to Ph.D.)? Yes  No

Proposed term to enroll first students in degree program: Term Spring Year 2019

Provide a brief statement from the university SACSCOC liaison regarding whether the new program is or is not a substantive change.

As required by the Policy Statement on the Substantive Change for Accredited Institutions of the Commission on Colleges, the University of North Carolina at Charlotte (UNC Charlotte) is required to submit a letter of notification prior to implementation for new degree programs. Notification of this new degree program will be provided to SACS after approval by the University of North Carolina Board of Governors and prior to implementation.

Identify the objective of this request (select one or more of the following)

- Launch new program on campus
- Launch new program online; Maximum percent offered online \_\_\_\_\_
  - Program will be listed in UNC Online
  - One or more online courses in the program will be listed in UNC Online
- Launch new site-based program (list new sites below; add lines as needed)
  - Instructor present (off-campus delivery)

Instructor remote (site-based distance education)

Site #1

(address, city, county, state) (max. percent offered at site)

Site #2

(address, city, county, state) (max. percent offered at site)

Site #3

(address, city, county, state) (max. percent offered at site)

Supply basic program information for UNC Academic Program Inventory (API) and UNC Online

Minimum credit hours required	<b>30</b>
Expected number of full-time terms to completion	<b>4</b>

1. **Review Status**

**a. List the campus bodies that reviewed and commented on this request to Plan proposal before submission to UNC General Administration. What were their determinations? Include any votes, if applicable.**

The Request to Plan for a *Bachelor of Arts in Women's and Gender Studies* degree has been reviewed and approved unanimously by each of the units listed below:

College of Computing and Informatics  
 College of Health and Human Services  
 Belk College of Business  
 Office of Academic Affairs

and unanimously by units in the College of Liberal Arts & Sciences:

Department of Africana Studies  
 Department of Anthropology  
 Department of Communication Studies  
 Department of Criminal Justice and Criminology  
 Department of English  
 Department of Geography and Earth Sciences  
 Department of Global Studies  
 Department of History  
 Department of Languages and Culture Studies  
 Department of Mathematics  
 Department of Philosophy  
 Department of Political Science and Public Administration  
 Department of Physics  
 Department of Psychological Science  
 Department of Religious Studies  
 Department of Sociology

**b. Summarize any issues, concerns or opposition raised throughout the campus process and comment periods. Describe revisions made to address areas of concern.**

The proposal was circulated to humanities, social sciences, and the natural and physical sciences departments across the university. No concerns were raised and all expressed support.

**2. Description and Purpose**

The field of women's and gender studies examines the cultural meanings, social significance, and scientific constructions around the topics of gender, the role of women, and the relationships between gender and other categories of analysis, such as race, nationality, and sexuality. It is an independent field of study that integrates the research and teaching methods and theories of a wide range of disciplines across the humanities and social sciences and, more recently, the natural sciences and professional and technical disciplines (e.g., STEM). Consequently, development of skills in close reading, critical thinking and analytical reasoning, effective communication, and proactive problem-solving are central to women's and gender studies educational programs.

The UNC Charlotte Women's and Gender Studies Program seeks to expand and build on a vibrant, energetic minor by establishing a Bachelor of Arts in Women's and Gender Studies (WGST). At UNC Charlotte, the WGST minor has grown 330 percent since 2005 (the minor was offered as early as 1985), and now has 257 students enrolled. Recent articles on students' interest in WGST demonstrate that UNC Charlotte's growth is part of a national trend. Courses in women's and gender studies first appeared on U.S. college campuses in the early 1970s, and today there are more than 600 undergraduate programs in women's and gender studies and more than 100 programs offered at the master's level. Doctoral-level programs have also been established, with 20 universities offering the Ph.D. in the field. According to data from the National Center for Education Statistics (NCES), WGST majors and minors have grown 300 percent since 1990. As an inherently interdisciplinary field, Women's and Gender Studies (WGST) prepares students for employment across a wide range of economic sectors. Graduates are found in business, healthcare, education, government, and non-profit work. The discipline adds value in many areas because it not only trains students to recognize gender and diversity issues wherever they emerge, but it also provides tools to understand how these issues can be negotiated successfully. It teaches students that the free expression of ideas from diverse cultural standpoints cultivates a collaborative, innovative, and successful organization. For this reason, gender studies graduates enter the workplace and the community with a more realistic and nuanced understanding of human diversity, preparing them both intellectually and practically for a wide range of academic pursuits and professional endeavors. Whatever the profession or organization, employees who are adept at detecting how gender potentially shapes knowledge creation, professional interaction, job evaluation, and work performance are urgently needed in contemporary society. Institutions and workplaces that address gender and diversity attract the most qualified workers and increase their bottom line. As Nobel Prize-winning economist Gary S. Becker has shown, discrimination limits the best possible application of human capital in public and private enterprises. The facility

to work with multiple disciplines, methods, and perspectives on behalf of economic growth, social transformation, and positive civic engagement is what makes women's and gender studies graduates uniquely "suited to a variety of positions and industries."

As an academic major, WGST offers an innovative blend of the best features of a liberal arts and sciences education, interdisciplinary breadth and practical training. First, like any traditional liberal arts major, WGST emphasizes historical and theoretical contexts; critical thinking and writing; and inquiry and research. The WGST curriculum is an integration of the study of women and gender across disciplines, using a broad range of qualitative and quantitative methodologies, from ethnography and textual analysis to statistical and scientific reasoning. Liberal arts education is well known for developing students with an independence of mind, who can negotiate the world with acute understanding of its complexities, nuances, and competing values. The WGST major prepares its students for success in both life and career.

Second, the major embraces interdisciplinarity, the ability to bring multiple disciplines, methods, and perspectives to bear on a particular area of knowledge, in this case, women and gender. 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. Dr. Michelle Tracy Berger, associate professor of WGST at UNC Chapel Hill, refers to the field's "interdisciplinary advantage" as its transforming feature, leading to robust employment, state-of-the-art organizations and workplaces, and civic engagement. According to Wright State University's WGST program, graduates demonstrate "high achievement in social intelligence"—a key attribute in addressing diversity. 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 a WGST 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. UNC Charlotte's major will be unique from other programs in the state in its inclusion of both quantitative and qualitative methodologies.

Third, in addition to their interdisciplinary aspect, WGST programs are characterized by applied learning. Most WGST programs, including the proposed UNC Charlotte major, include opportunities for students to bring their learning into the workplace, community venues, or government sites, through internships, volunteer opportunities, service learning, etc. More than 40 countries offer WGST coursework or research opportunities. When these programs include externships, internships, and service-learning opportunities that provide students with resume-building experiences, the theory and practice of WGST reverberates throughout the world. 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.

And finally, there are also personal benefits: UNC Charlotte undergraduate Jaden Barney, a Mechanical Engineering student and WGST minor, posits that the minor in WGST assisted her in her Mechanical Engineering course work and augmented her overall educational experience at UNC Charlotte: “I believe that the type of thinking and work that I have learned in the WGST program will translate directly into me being a better engineering leader and a more informed worker.” At the University of Dayton, the women’s and gender studies program has found that majoring in WGST gives students “the courage and the resources to enter non-traditional fields.” (For more on WGST and STEM fields, see pp. 8-9 and p.19.)

In short, women’s and gender studies—like all majors in the liberal arts and sciences—teaches students how to learn. The knowledge and skills a student gains from a WGST education prepare him or her for a wide variety of fields and opportunities. Furthermore, women’s and gender 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.” The future for women’s and gender studies at UNC Charlotte is promising. Hanover Research, a firm UNC Charlotte hired to conduct a feasibility study for the major, concluded that, “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.”

To begin the process of community and program collaboration, the UNC Charlotte Women’s and Gender Studies program contacted community organizations in the Charlotte area including: Women’s Fund of the Blue Ridge, Boone, NC; Planned Parenthood South Atlantic, Charlotte, NC; Women’s Intercultural Exchange, Charlotte, NC; and Safe Alliance, NC to inform them of plans to establish the proposed program in women’s and gender studies. Each organization supports the establishment of the major with the proposed concentrations and is interested in working with the program to establish internships. These internships will add to those available through the Career Center and other internal partners described below. Letters of support from regional organizations are also included in Appendix B.

- a. Provide a 250-word or less description of the proposed program, including target audience, delivery method, hours required, program core and concentrations (if applicable), post-graduate outcomes for which graduates will be prepared, and other special features. For programs with an online component, describe whether the delivery is synchronous with an on-campus course, partially synchronous, asynchronous, or other.**

The Bachelor of Arts in Women’s and Gender Studies (WGST) is a 33-credit degree program that will be delivered in-person (with some online courses available) and include two optional concentrations: “Gender, Health, and Culture” and “Gender, Diversity, and Leadership.” Our program aims to prepare students both for continued academic study in graduate and professional schools and for careers in a wide variety of areas, including, but not limited to, health care, business, public policy, criminal justice, and non-profit management. The major’s target audience includes prospective liberal arts and sciences majors with an interdisciplinary bent. The leadership focus of the

program may also attract students with an interest in business and the gender and health track may appeal to those with plans for advanced degrees in health. In particular, the major will be attractive to currently enrolled Women's and Gender Studies minors and transfer students interested in a range of social science disciplines. Through a concentrated focus on gender, and with opportunities for leadership and civic engagement, students will:

- conduct research through quantitative and qualitative methods on gender that addresses local, regional, state, national, and/or global issues;
- understand the relationship between scholarship and civic engagement; and
- collaborate with peers to solve contemporary problems through in-class projects and internships that develop students' leadership and teamwork abilities.

**b. What are the special features of the proposed major?**

There are six unique features of this proposed major:

1. A learning community
2. Academic partnership with the College of Computing and Informatics
3. The ongoing and increasing partnership with the Women + Girls Research Alliance and with UNC Charlotte's Research on Women's Health Interest Group (R-WHIG)
4. Internships
5. WGST's flexibility that permits customization when combined with courses from other departments
6. Social science and humanistic orientation of this program

Learning Community

The Women's and Gender Studies Program's learning community, Gender Excellence (Gen-X), is an innovative sequence of courses for first-year students that introduces them to theories of gender, leadership, diversity, and civic engagement. Except for a similar program at Duke University—The Moxie Project, which focuses on women's history and civic engagement projects—UNC Charlotte is the only university in the state of North Carolina that offers a women's and gender studies-based learning community. Most importantly, Gen-X allows students to engage with ideas that come from their courses both academically and in the community. For example, the students present a workshop for girls in the community that focuses on issues of image and the media each Fall. They also participate heavily in Women's and Gender Studies programming, in addition to their own course and volunteer opportunities.

Academic Partnership with the College of Computing and Informatics

The College of Computing and Informatics (CCI) has established a Women in Computing initiative to address the precipitous decline in women's participation in computing. The initiative has garnered significant corporate support. CCI faculty and administration appreciate the potential inherent in a partnership with the WGST program. The partnership will focus on the creation of cross-listed courses, co-sponsored events, and a dual minor in Women in STEM, which would be offered to CCI and WGST majors. Providing CCI students with the resources and skills learned in a WGST classroom will

better prepare them to succeed in CCI despite the unique challenge of entering a discipline and career trajectory that has not had an abundance of women in the field (see attached letter of support from Dr. Fatma Mili, Dean of the College of Computing and Informatics in Appendix B).

#### Women's and Girls Research Alliance and UNC Charlotte's Research on Women's Health Interest Group

WGST is uniquely poised to partner with the Women and Girls Research Alliance (W+GRA), a university-community partnership that specializes in interdisciplinary research on women and girls in the Charlotte-Mecklenburg region. W+GRA provides data and analyses to numerous leaders and organizations in the region. To date, W+GRA has established connections to Bank of America, Create-ster, Viridian Marketing, Laxton CFO Services, and numerous local nonprofit organizations, providing a wealth of potential opportunities for future WGST students as both interns and professionals.

The Research on Women's Health Interest Group (R-WHIG) in the College of Health and Human Services is another on campus opportunity for ongoing collaboration with the major. R-WHIG is a forum for researchers (both faculty and students) from across the university to meet, establish collaborations, and learn about topics relevant to women's health. WGST faculty and students participate in this initiative to share research and programming.

#### Internships

The program will offer WGST 4400, a senior internship/practicum, as a platform for professional development, applied research, and leadership training. This course will be open to students in both concentrations. The proposed degree's emphasis on internships aligns with findings in the July 7, 2015 final report of the UNC General Administration Employer Study. In this report, potential employers stated that they consider an internship to be "*the single most important student engagement activity*" and "that students who have completed internships are better prepared, more engaged, and make better employees."

#### WGST's Flexibility

Because of its interdisciplinary focus and applied character, the Bachelor of Arts in WGST at UNC Charlotte is an incredibly flexible degree that permits customization when combined with courses from other departments. For example, students can combine minors from other fields to make them more marketable for certain careers after graduation. Such minors can include Legal Studies, Health Systems Management, Technical and Professional Writing, Gerontology, Criminal Justice, and Urban Studies. Because WGST is a "meeting ground" for multiple disciplines, the proposed degree offers a unique ability to negotiate a wide variety of disciplinary perspectives while also providing a firm grounding in specific bodies of knowledge that comprise women's and gender studies.



### Social Science and Humanistic Orientation of this Program

Drawing from courses that are offered within the College of Liberal Arts & Sciences, and across campus, this major is uniquely positioned to provide a range of social science and humanistic methodological and theoretical tools for our students. Students will be trained to appropriately use a variety of methods and techniques across both disciplinary domains that will provide them with a solid interdisciplinary foundation that will equip them for opportunities in a range of fields.

### The WGST Major: Core Courses and Examples of Electives for the Two Concentrations

The concentrations below consist of courses from the discipline of women's and gender studies and cross-listed courses from social science, business, humanities, and science departments. The proposed degree will expose students to a variety of methods and perspectives; teach students how to work with a variety of disciplines, conceptual frameworks, and methodological approaches; and provide a firm grounding in the discipline of women's and gender studies.

#### Required Courses (15 hours)

WGST 1101:	Intro to WGST
STAT 1222:	Elements of Statistics I
WGST 3050:	Critical Methodologies
WGST 3220:	Feminist Thought
WGST 4400:	Senior Internship/Practicum
	or
WGST 4900:	Senior Research

#### Sample Electives for Gender, Health and Culture Concentration

HIST 2140:	Disease and Medicine in History
AFRS 2172:	Black Sexuality and Health
PSYC 2126:	Introduction to the Psychology of Women and Gender
ECON 3141:	Health Economics
PHIL 3230:	Healthcare Ethics
WGST 3140:	Domestic Violence
ANTH 4131:	Culture, Pregnancy, and Birth
WGST 4191:	Women's Health Issues
WGST 4151:	Women, Biology and Health
GRNT 4260:	Women: Middle Age and Beyond
SOCY 3261:	Human Sexuality

#### Sample Electives for Gender, Diversity, and Leadership Concentration

ANTH 3160:	Gender, Culture and Communication
COMM 2110:	Women and the Media
ITIS 2211:	Ethical Issues in Personal, Professional, and Public Life
WGST 3050:	Gender, Work, and Money

POLS 3117:	Gender and the Law
ECON 3151:	Law and Economics
PSYC 3174:	Organizational Psychology
WGST 3231:	Working Women/Women in Business
PHIL 3910:	Philosophy of War and Peace
CJUS 4000:	Gender, Race, and Justice

#### Sample Research Methods Courses

ANTH 4122:	Ethnographic Methods
GEOG 4110:	GIS for Non-Majors
HETH 3104:	Research and Statistics in Health
INFO 3236:	Business Analytics
ITCS 1212:	Introduction to Computer Science I
MATH 3122:	Probability and Statistics I
MATH 3123:	Probability and Statistics II

#### **b. How does the proposed program align with system, institutional and unit missions and strategic plans?**

##### Alignment with the UNC system mission

The Bachelor of Arts in Women's and Gender 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 to the study of gender that includes a commitment to applied knowledge. Furthermore, women's and gender studies is known for its promotion of leadership and civic engagement. 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 study of gender 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.
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 both in the first-year learning community and through completion of a senior capstone internship. Students will be adept at perceiving the role of gender in organizational interactions, employment hierarchies and systems, and professional evaluations and performance. For example, our graduates will understand how gender affects salary differentials and opportunities for advancement. This knowledge will prove valuable to a wide variety of organizations, research agendas, and workplaces. In addition, students in the "Gender, Health, and Culture" concentration will be able to study the complex and confusing patterns of gendered violence and analyze the gendered protocols affecting medical research, treatment, and care.
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. Discrimination is inefficient and wasteful as well as a moral problem. Gary S. Becker of the Chicago School of Economics made the argument in the late 1950s that bias in the workplace has a negative effect on public and private enterprises because it limits the best possible application of human capital to these endeavors. Both concentrations contain electives that focus on ethical issues in that particular concentration.
6. "Teamwork skills and the ability to collaborate with others in diverse group settings." The program's emphasis on collaborative learning pedagogy—a hallmark of women's and gender studies instruction—is met through the employment of in-class projects that emphasize solving problems through collaboration.

Overall, women's and gender studies training is strong in these six learning outcome areas, and the proposed program will turn out graduates 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 women's and gender studies program.

#### Alignment with UNC Charlotte's Mission

The Bachelor of Arts in Women's and Gender 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. The concentrations in "Gender, Health, and Culture" and "Gender, Diversity, and Leadership" align with the university's plan "to educate a diverse student body through an integrated academic experience that positions graduates for personal success and civic responsibility in the global environment of the 21<sup>st</sup> century." 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 WGST program also promotes the values of diversity, inclusion, and community engagement that are foundational for UNC Charlotte's College of Liberal Arts & Sciences. In its 2015-2020 Strategic Plan, the College of Liberal Arts & Sciences included as a central feature the creation of a women's and gender studies major. In fall 2016, the women's and gender studies program hired its first full-time tenure-track professor (with a tenure home in the Department of Global Studies). In fall 2017, an additional assistant professor joined the program (with a tenure home in the Department of Philosophy). The College has plans for more faculty appointments over the next several years because the establishment of the major resonates profoundly with its mission to "promote a rigorous examination and understanding of the multicultural world in which we live today." The proposed degree addresses longstanding historical patterns of gender-based discrimination, aligning with the College's commitment to helping students understand the structure and history of pervasive inequalities. The program also contributes to new knowledge on issues of gender, race, and other forms of diversity, encouraging students to participate in local, state, national, and global constituencies.

**b. What student-level educational objectives will be met by the proposed program?**

The Bachelor of Arts in WGST's overarching student-level objective is to provide an understanding of the discipline's vocabulary, concepts, theories, methodologies, and community engagement practices through scholarly research and real-life application. Students will be competitive in the employment market not only because of the program's focus on the study of gender and women, but also 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, women's and gender studies graduates will be well-equipped for almost any career or graduate/professional program. The program's two concentrations will intellectually prepare graduates to identify problems and offer innovative solutions.

The following specific student learning outcomes will be met by the Bachelor of Arts in Women's and Gender Studies:

1. Students will demonstrate an ability to assess and use a range of methods, such as ethnography, archival research, quantitative analysis, surveys, focus groups, and close reading. In particular, the interdisciplinary character of the field trains students in multiple disciplinary methods used in the social sciences (including quantitative methods) and humanities and encourages integrative thinking.

2. Students will acquire a range of practical skills, including critical thinking, information literacy, independent and collaborative research and problem-solving, interdisciplinary thinking, analytical writing, oral communication, leadership, the ability to work as a member of a team, and civic engagement.
3. Students will gain and be able to discuss an understanding of gender as an organizing category of identity and institutional structures.
4. Students will demonstrate the ability to interpret differences and commonalities in gender structures and experiences across nations and cultures.
5. Students will analyze and demonstrate understanding of how gender interacts with race, ethnicity, class, sexual orientation, nationality, religion, age, and ability to shape individuals' experiences of the world and access to material resources.

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.**

The planning committee worked with Hanover Research (Hanover) to conduct a market research study to determine demand for a Bachelor of Arts in Women's and Gender Studies at UNC Charlotte (see Appendix A for the complete report). 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 program offers a new option for both first-year and transfer students attracted to health fields and the social sciences.

Hanover found that there is steady but modest interest in women's and gender studies programs throughout the United States. Hanover discovered a *greater* demand for women's and gender studies programs in the Southeast region of the United States, with a *pronounced* interest in the state of North Carolina. As Hanover states, "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)" and that "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)."

There are currently no existing undergraduate majors or concentrations at UNC Charlotte like the proposed BA in WGST. Religious Studies, Africana Studies, Global Studies, and Social Work resemble the field in many ways, but none of these disciplines offer a concentrated focus on gender. Per Hanover, "Convert[ing] current WGST minor students into the major program" is the most promising recruitment approach. While the planning committee intends to implement this suggested recruitment strategy, 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:

- The current program's minors are already majoring in Biology, Criminal Justice, Psychology, Sociology, History, Africana Studies, Communication Studies, Religious Studies, and Political Science. Many of them would prefer to major in WGST, with a minor in these areas, or to double major. Based on interviews they conducted with

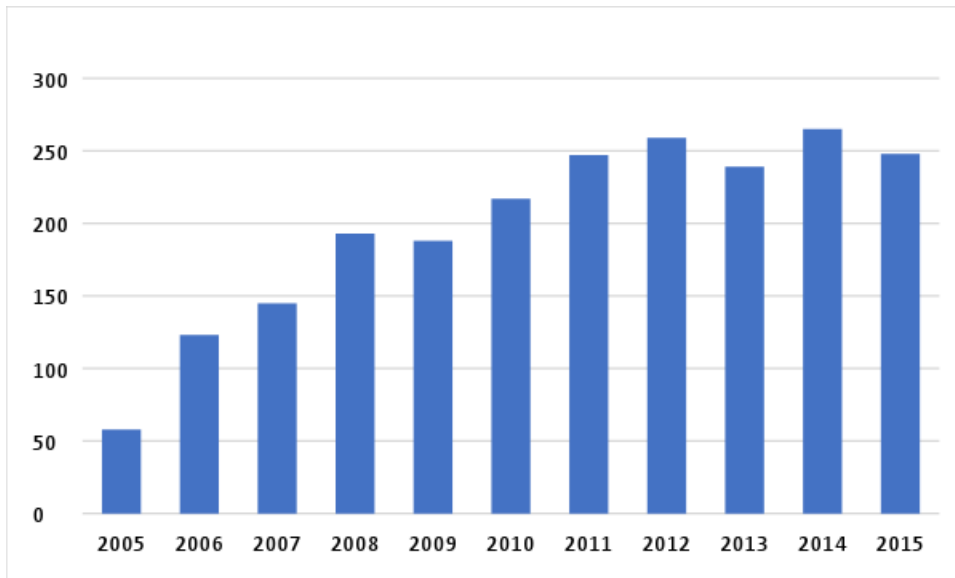
leaders of women’s and gender studies programs at UNC Charlotte’s peer institutions, Hanover found that “a WGST major has the potential to expand students’ curricular options without necessarily decreasing demand for other programs.” Hanover also points out that “given that many current WGST minors complete 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.”

- 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, a WGST bachelor’s degree would be strong preparation for a variety of early entry master’s programs on our campus. Because demand for programs in social services, community healthcare, public health, and community service is growing nationally, regionally, and in North Carolina, “it may be advisable for a new WGST major [program] to emphasize the potential links to these fields.” Hanover’s market research identified only one institution, Virginia Commonwealth University—located about 250 miles northeast of Charlotte—with a women’s and gender studies program that offers a women, health, and science-focused interdisciplinary concentration.
- Students enrolled in the Women’s and Gender Studies Gen-X Learning Community, which has an average cohort of 25 students a year, typically express an interest in completing a major in women’s and gender studies; Gen-X is a natural target audience for the proposed major. From 2013 to 2016, approximately 39 students from Gen-X declared the minor in women’s and gender studies.
- Transfer students are another untapped pool of existing students the program can attract to the major. Psychology 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.

#### Documentation of Student Demand Based on UNC Charlotte WGST Minors Data

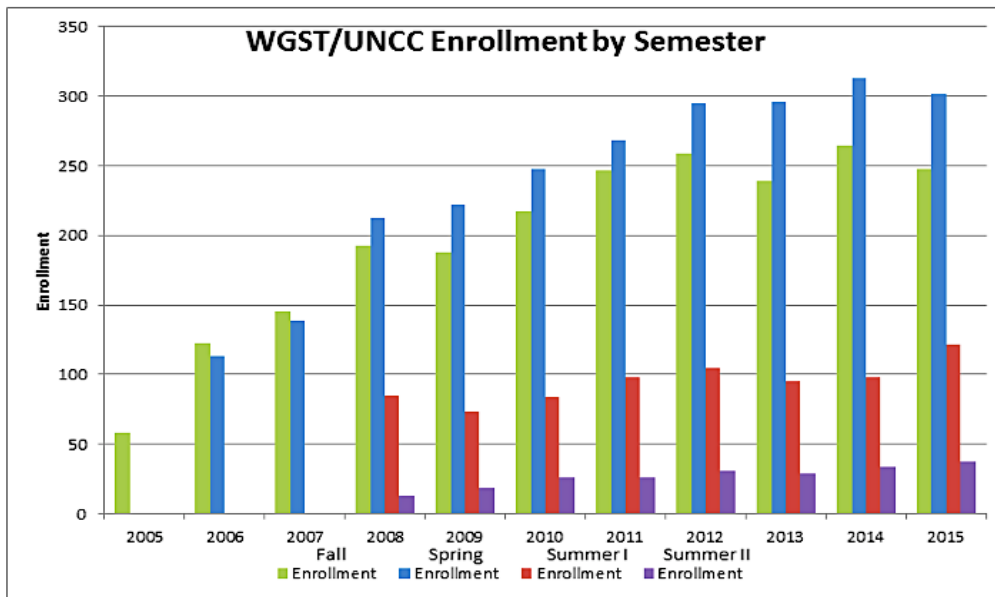
UNC Charlotte’s Office of Institutional Research provided the following enrollment data for the women’s and gender studies minors from Fall 2005 to Fall 2015 (see Figure 1.1 for overall enrollment). Over this period, the WGST minor has grown 330 percent. This growth has outstripped the growth of the university at large, and some of the larger majors in the college.

**WGST/UNCC Fall Enrollment**



**Figure 1.1.** UNC Charlotte WGST minor enrollment Fall 2005-Fall 2015.

The Office of Institutional Research also gathered enrollment data by year and semester—including summer—from 2005 to 2015 (see Figure 1.2). This data demonstrates the steady growth of the minor.



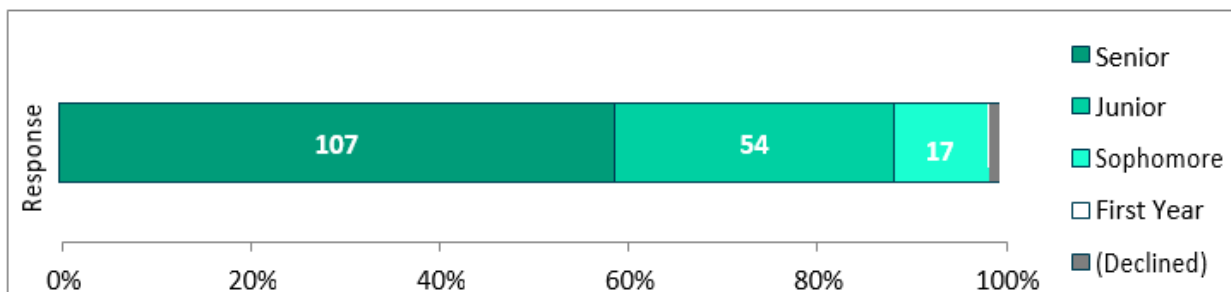
Source: UNC Charlotte Office of Institutional Research

**Figure 1.2.** UNC Charlotte WGST minor enrollment by semester 2005-2015.

Additional data on student interest in the major is captured in the fall 2014 UNC Charlotte Women’s and Gender Studies Program survey, in which 179 current WGST undergraduate minors participated (see Figure 1.3). The program planning committee shared the survey—both methodology and results—with Hanover, who confirmed our finding that 132 students specified that they would “have declared a major in Women’s & Gender Studies if it had been offered.”

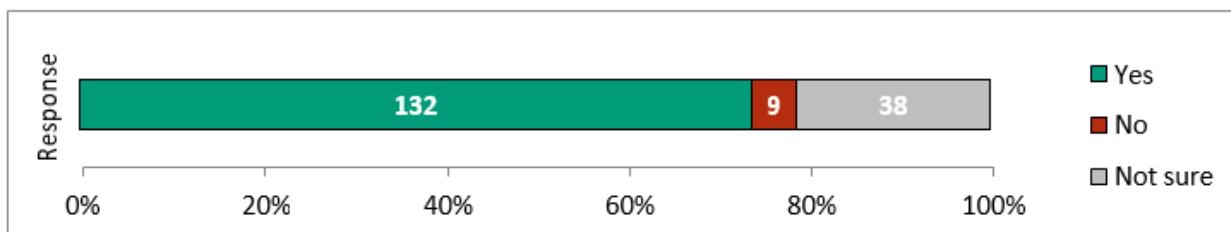
## UNDERGRADUATE MINOR SURVEY RESULTS (FALL 2014)

**“Please indicate your current class standing.”**



n=182

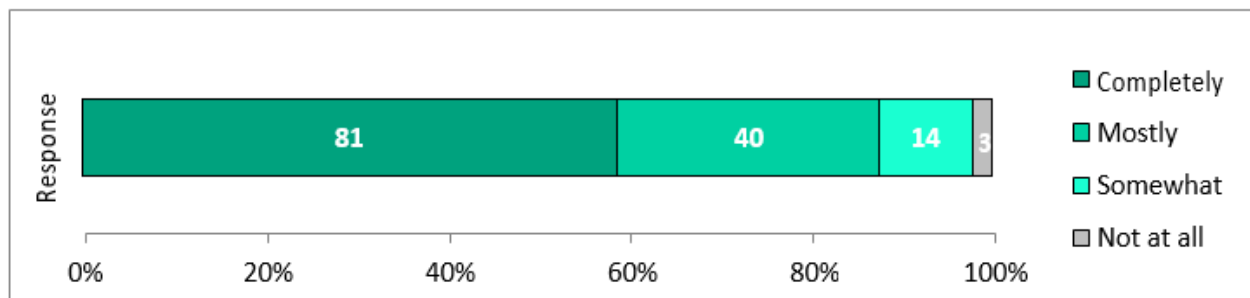
**“Would you have declared a major in Women’s & Gender Studies if it had been offered?”**



n=179

**Figure 1.3.** UNC Charlotte WGST minors’ class standing and anticipated declaration of major if offered.

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



n=138

**Figure 1.4.** UNC Charlotte WGST minors’ certainty in declaration of major if offered.



Hanover also corroborated our finding (see Figure 1.4) that, “among those who indicated interest in the proposed major, 81 stated that they were ‘completely certain’ that they would have acted on this option had it been available.”

Furthermore, Hanover compared UNC Charlotte’s Women’s and Gender Studies Program’s estimate of 42.55 majors a year to degree conferrals at similar programs in North Carolina and found, “based on enrollment patterns at other institutions, [the program’s] 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.” Hanover also evaluated data from other programs, including one of the largest women’s and gender studies programs in the country, Hunter College of the City University of New York (CUNY). Hanover concluded that “the CUNY Hunter College figures do suggest that an estimate of 42.55 majors per year [at UNC Charlotte] is well within a reasonable range.” The WGST planning committee expects the program to surpass the projected 42.55 annual degree-seeking students per year once the program is established and our plans for marketing and recruitment are active.

- Societal demand. Provide evidence of societal demand and employability of graduates from each of the following source types.**
- a. **Labor market information (projections, job posting analyses, and wages)**
    - i. **specific to North Carolina (such as ncworks.gov, nctower.com, outside vendors such as Burning Glass)**
    - ii. **available from national occupational and industry projections (such as BLS).  
Projections from professional associations or industry reports**
  - b. **Other (alumni surveys, insights from existing programs, etc.)**

#### Employment and Industry Projections

Hanover consulted the United States Bureau of Labor Statistics (BLS) and the North Carolina Department of Commerce (NCDC) to evaluate labor market demands for occupations related to a bachelor’s degree in women’s and gender studies and noted:

There is a shortage of readily available data to satisfy [the Request to Plan’s] requirements regarding the societal demand for, and employability of, WGST graduates. This is because 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 of BLS and NCDC 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.

The planning committee would like to emphasize Hanover’s observation that BLS and NCES practices are not suited to interpret the interdisciplinary nature of women’s and gender studies and thus its graduates’ employment prospects. It is difficult to produce a one-to-one correspondence between the field and an occupation; standard quantitative measurement does not account for the wide array of careers to which it can lead. And yet, as Hanover

emphasizes, leaders in the field of women and gender studies explain that the interdisciplinary feature is what makes graduates qualified for a variety of fields.

Likewise, in industry projections, traditional measurement practices link an instructional program (accounting) to a specific career (accountant); these practices simply do not work with interdisciplinary majors. Therefore, Hanover determined employment and industry projections for degree graduates in North Carolina by identifying “women’s and gender studies-related occupations.” As shown in Table 2.1, Hanover found that

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.

Thus, even in preparing students for additional graduate training for some of these fields, the proposed program’s concentrations in “Gender, Health, and Culture” and “Gender, Diversity, and Leadership” dovetail directly with these NCDS women’s studies-related occupational findings.

**Table 2.2.** Charlotte employment projections for Women’s Studies related occupations 2012-2022

**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
<b>Total, All Occupations</b>	<b>4,263,796</b>	<b>4,812,446</b>	<b>548,650</b>	<b>12.9%</b>	<b>159,413</b>

Source: Labor & Economic Analysis, North Carolina Department of Commerce<sup>20</sup>

Hanover also examined the significance of Charlotte’s location in the North Carolina Southwest Prosperity Zone and found that, despite the proposed program’s location in a zone with lower projected job growth than other regions in the state, for women’s and gender studies-related occupations in the Charlotte area “growth is still expected to be promising (see Table 2.2): apart from *social*

*workers* (which is expected to grow at an average pace), *all other* 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.”

Hanover’s analysis of national employment projections similarly suggests a strong demand for occupations that are well-matched for women’s and gender studies majors. The Bureau of Labor Statistic estimates that

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 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.

The occupations that align with the two concentrations in our proposed women’s and gender studies major have good employment projections. But it is important to remember that, in general, the development of skills in close reading, critical thinking and analytical reasoning, effective communication, and proactive problem-solving, intrinsic to this degree and other liberal arts and sciences degrees, as well as the interdisciplinary and applied aspects of women’s and gender studies, make it a particularly flexible degree for entry into any number of careers. Further, this program would provide a good basis for further study in many fields where the master’s degree would be required.

#### North American Industry Classification System (NAICS)

Hanover analyzed the North American Industry Classification System (see Table 2.3), which is part of the US Census Bureau, to identify projections for “jobs within social advocacy organizations” and found that these positions, which are well-suited for women’s and gender studies graduates, “will increase by 16 percent between 2010 and 2020.”

**Table 2.3.** Social advocacy organizations, industry trends and projections.**Social Advocacy Organizations, Industry Trends and Projections**

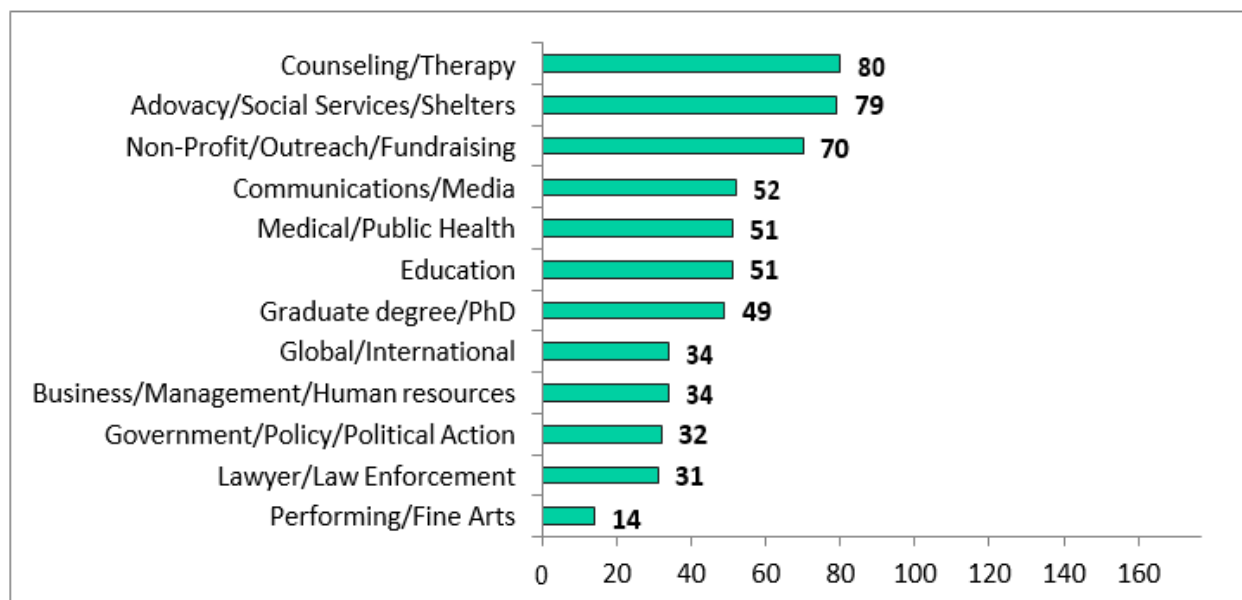
STATISTIC	2011	2012	2013
<b>Employment Trends</b>			
Number of Establishments	19,305	20,037	20,590
Employment	201,432	203,867	206,047
Employment: Numeric Change from Previous Year	--	2,435	2,180
Employment: Percent Change from Previous Year	--	1.2%	1.1%
<b>National Projections</b>			
	<b>ESTIMATED 2010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

Source: U.S. Department of Labor<sup>29</sup>

UNC Charlotte's 2014 Minor Survey found that WGST minors are heavily employed in social services and nonprofit fields, indicating that the current women's and gender studies minor has been preparing students for employment in fields with good job prospects.

Although starting salaries for some of these positions might be lower than in corporate workplaces, the Case Foundation identifies the benefits of employment in the nonprofit sector. Some of these include "faster career development," opportunities to learn and shift to new skill sets, and a "less hierarchical" structure that affords employees greater access to and interaction with management.

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



n=177

**Figure 2.1.** Prospective career pursuit after graduation with WGST degree from UNCC.

#### Job Posting Analysis

Hanover also reviewed postings that specifically mentioned a background in women’s studies and found that 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.

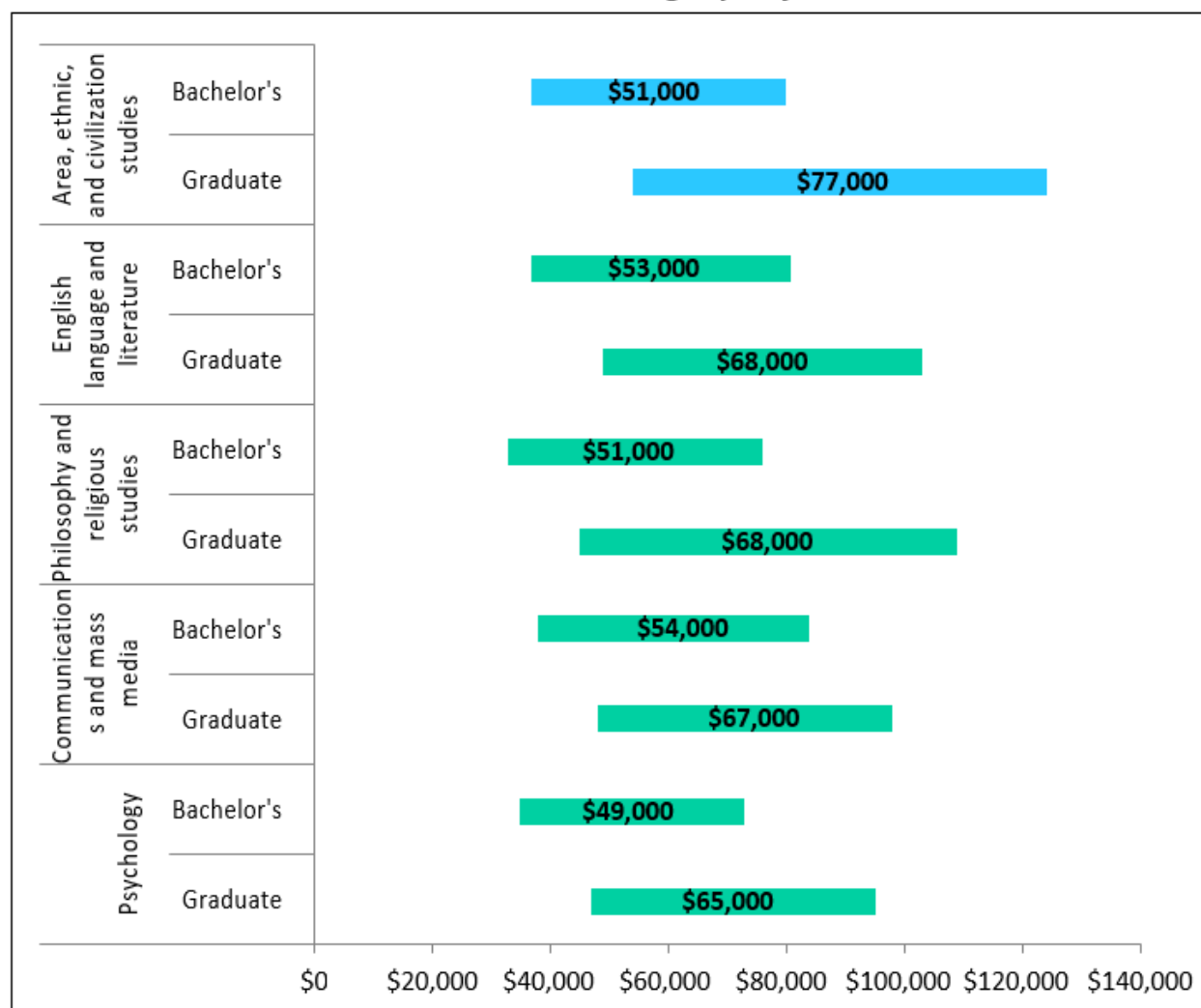
In addition to jobs in service and health-related areas as documented above by Hanover, WGST-related employment opportunities also include business, corporate, public policy, law, journalism, teaching, communications, and other positions. Data compiled by the College of Liberal Arts & Sciences indicate these business and corporate employment opportunities are well-suited for women’s and gender studies graduates.

#### Wages of Graduates Nationwide

To estimate wages for WGST graduates, Hanover focused on the wages of graduates in such fields as community healthcare, social service, or community service (see Figure 2.2). The market research indicates that national demand for jobs in these fields is strong. Hanover also reports that “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.”

These data indicate that the proposed program’s attempt to offer a liberal arts- and sciences-based undergraduate WGST program with practical skills through the concentrations, is a sound strategy. When also factoring in the program’s emphasis on internships and collaborative learning, Hanover Research suggests graduates of the program will enjoy wages equal to, or greater than, traditional liberal arts majors.

### Mid-Career Earnings by Major\*

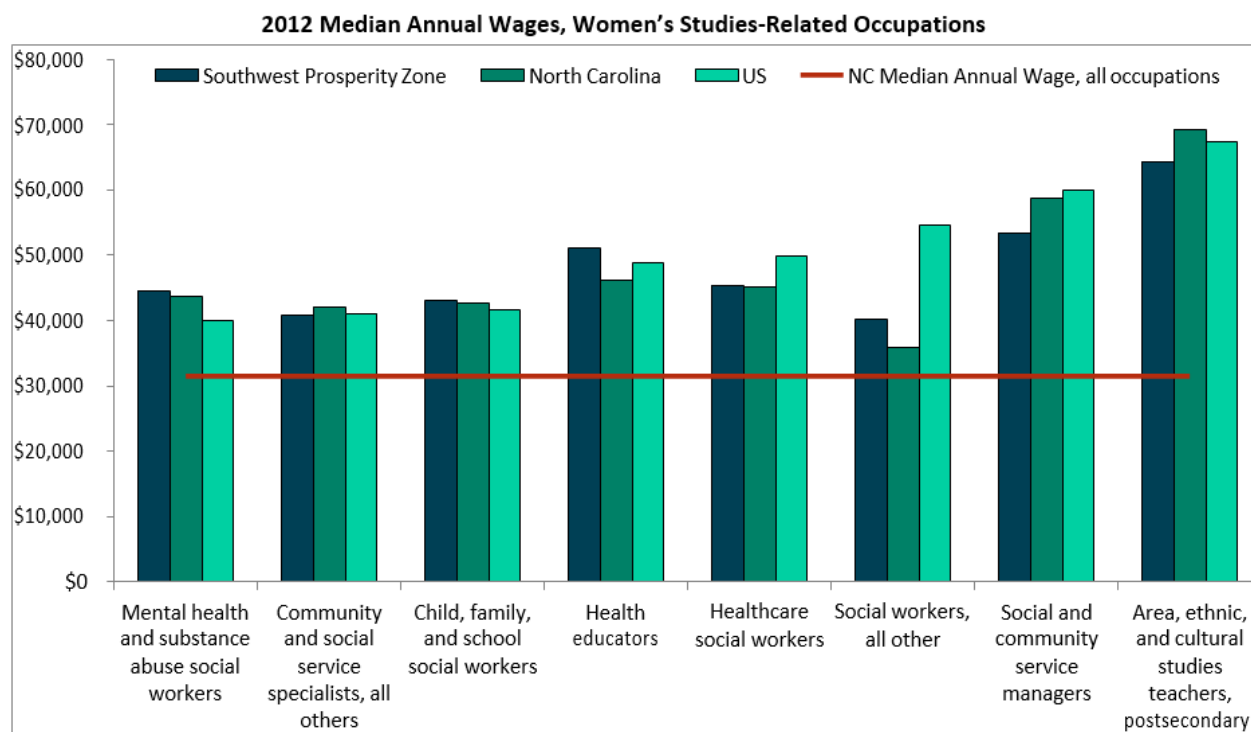


Source: Georgetown Center on Education and the Workforce<sup>26</sup>

\* Earnings are for workers 25 to 59 years old. Range shown represents 25<sup>th</sup> percentile to 75<sup>th</sup> 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.

**Figure 2.2.** Mid-career earnings by major.

The chart below (see Figure 2.3) also corroborates Hanover's findings that "graduates in this field can expect mid-career earnings at or above the level of other comparable majors." Women's and gender studies graduates fall under the "Area, ethnic, and cultural studies teachers, postsecondary" grouping but the degree's interdisciplinary feature renders graduates qualified for women's studies-like occupations below.



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

**Figure 2.3.** 2012 median annual wages, Women's Studies related occupations.

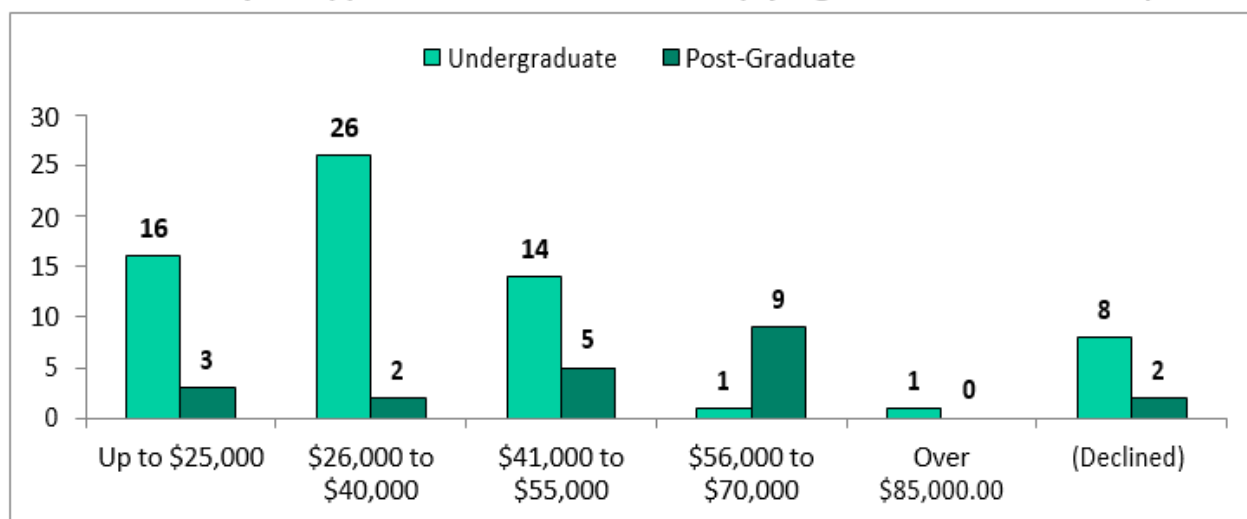
#### Caveat: The Gender Wage Gap

An analysis of wage projections for graduates with degrees in women's and gender studies should factor in the gender wage gap, a phenomenon that occurs at both the national and state level. "In 2014, women made up 93 percent of graduates from [women's and gender studies] programs nationwide, and 91 percent of graduates from North Carolina." Thus, factors in labor market that affect women will disproportionately affect women's and gender studies graduates. Eric Morath's article, "Gender Pay Gap Widens," published in the *Wall Street Journal*, documents the persistence of the gender wage gap, with men's earnings in 2014 "growing at more than twice the pace of women's." At the state level, a report titled "The Status of Women in North Carolina, 2015: Highlights" found that "if current trends continue, women in North Carolina will not see equal pay until the year 2064."

#### **Other (alumni surveys, insights from existing programs, etc.)**

The Women's and Gender Studies Program conducted an alumni survey in spring 2015 to gather information on the impact of the minor on career choice and basic information about wages/earnings. As Figure 2.4 below shows, there may be some correlation between post-graduate education and earnings. However, findings also suggest that the gaps are due to the most likely fields of employment graduates enter.

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



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

**Figure 2.4.** Approximate annual income by highest level of education.

Hanover analyzed the survey results of alumni wages and pointed out that “the greatest number of respondents earn between \$26,000 and \$40,000. This may be due to the predominance of education as the most common field of employment among alumni of the minor program. 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 10<sup>th</sup> year of service; those with a master’s degree do not reach this level until their fifth year of service.” The proposed program’s concentrations in “Gender, Health, and Culture” and “Gender, Diversity, and Leadership,” and its emphasis on professional development opportunities and internships, strategically direct students toward higher-paid or management positions in healthcare, social and human services, and advocacy—all of which are projected to grow both nationally and in North Carolina, as discussed in the previous section.

The planning committee would like to point out a key finding from the spring 2015 Alumni survey that Hanover did not emphasize. Though unrelated to the topic of wages, the number of alumni who expressed a strong interest in the creation of a major at UNC Charlotte is striking, and a few alums indicated that they would return to UNC Charlotte to pursue the WGST major. In addition, several alumni mentioned how earning the minor had a positive effect on their professional lives.

Selected Excerpts from the WGST Spring 2015 Alumni Survey:

- “If WGST became a major, I would consider going back for more classes. I took away so much from minoring in WGST.”
- “I would have made WGST my major had it been available. I would love it if others were given the opportunity to have a WGST major.”



- “The WGST program at UNCC was invaluable. The courses that I completed were some of the most educational and inspiring of my undergraduate career .... The knowledge that I acquired through the program is still incredibly influential in my life today. I hope that the program turns into a major so more people may experience it.”
- “I wish that UNCC offered a WGST major while I was an undergrad there. I think offering this as a major would be beneficial to our society.”
- “If the opportunity for a major would have been available, I would have double majored.”
- “I absolutely loved WGST as a minor and would like to see UNCC expand this into a major; it truly changed my experience at UNCC and in the adult working world.”
- “I would love to go back to school to get a Bachelor's degree in Women's and Gender Studies.”
- “I would love to see this become a major. That's what I would have majored in if it was offered.”
- “I think it's a fantastic idea to have a WGST major at UNCC. It's about time that we make this a major!”

#### **Consultations/ Insights from Existing Programs**

Employment opportunities for WGST can be illuminated through examination of the placements of our current program participants. The following is an exemplary list of professional and internship placements of graduates from the Women's and Gender Studies minor and Gen-X Learning Community:

- GenX (Jessica Frank) student secured a paid Cadet Internship with the Charlotte-Mecklenburg Police Department through a class assignment. This student is now a Police Officer with CMPD.
- GenX student mentor (Braxton Midyette) used his experience in the course planning a student outreach project to secure his current position with the Avon Walk for the Cure Foundation.
- GenX student (Victoria Pisauo) used her outreach experience from the class to secure a position with a 2012 presidential campaign, which then helped her with her admission into a graduate school in Denmark studying Culture, Communication, and Globalization.
- GenX mentor (Sarah Alwran) used her WGST network experiences to earn a position with Time Out Youth as their Youth Program Director and is now a licensed marriage and family therapist with Rape, Abuse, and Incest National Network and a private practice specializing with LGBTQ youth.
- GenX mentor (Sabra Farquharson) used her WGST connections and internship experience to gain admission into the graduate program at George Mason University studying Community and Global Health. She is currently working for the International Medical Corps as a Gender-Based Violence Assistant in Turkey.
- GenX student (Brianna Galo) used her outreach experience to study and teach abroad in South Africa. She has completed a master's degree in Social Work at Loyola University Chicago and is now a Development Associate at the Eagle Academy Foundation.

- WGST student (Sarah Shanks) used her experience from her WGST classes and as the President of the Feminist Union to earn a position with the Feminist Majority Foundation in Washington, DC.
- WGST minor and GenX mentor (Cristina Dominguez) was awarded a GTA scholarship to San Diego State University in WGST. She now teaches WGST at Bennett College.
- WGST minor Megan Becker used her WGST experience to secure a position working on a congressional campaign (Carol Platt, Florida).
- WGST minor Brittany Cooper used her WGST minor to pursue her graduate degree in Global Public Health (UNC) and now works for First Choice Community Health.
- WGST minor Melissa Siegel used connections to gain internship experience that led to her position as a Research Assistant for the Teen Dating Violence Prevention Program.
- Many students have also used the WGST minor to gain admission into law school (Maiysa Mesbah, Cassie Chambers, Pilar Horne-Davis, Kelsey Ring).
- Rickelle Mason used her WGST connections from the Female Adolescence in America course to secure a job as the Mentor and Volunteer Coordinator with EmpowHERment, Inc., an area non-profit for girls. She was a 2015 Equity Fellow with Teach for America.
- WGST student Karsia Hoke now works for Safe Alliance, a local shelter and family services organization.

Hanover also conducted extensive research on UNC Charlotte's peer and regional institutions that have strong WGST degree programs (see Table 2.4). Hanover interviewed program leaders, gathered institutional data, and examined program and department websites.

**Table 2.4.** WGST program offerings among UNC Charlotte’s peers.**WGST Program Offerings among UNC Charlotte’s Peers**

INSTITUTION	PROGRAM NAME/HOST	UNDERGRADUATE			GRADUATE PROGRAM
		CERTIFICATE	MINOR	MAJOR	
<b>Profiled programs</b>					
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	--	●	●	●
<b>Other programs</b>					
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.<sup>34</sup>

From this peer group, Hanover completed in-depth analysis of four institutions and secured interviews with leaders at three of the peer and regional institutions that the planning committee believes would be comparable to the program being proposed at UNC Charlotte. All four institutions note a healthy demand for the major, and program leaders said that their graduates do get jobs upon graduation.

The interdisciplinary advantage of women’s and gender studies emerged repeatedly in Hanover’s and the UNC Charlotte team’s discussion with program leaders at peer and regional institutions. According to the chair of the University of North Carolina - Chapel Hill’s Women’s and Gender Studies department, women’s and gender studies students are at a “distinct advantage” because “they come across as socially and politically aware and they do distinguish themselves from regular undergraduate majors.” At Kent State University, Dr. Megan Odell-Scott, Associate Dean of Arts & Sciences, and Dr. Molly Merryman, Director of Women’s Studies

and LGBTQ Studies, have found that “organizations are now beginning to see diversity as an asset,” helping their graduates find employment in non-profits, large multinational corporations, and government.

UNC Chapel Hill and the University of Wisconsin, Milwaukee also report that women’s and gender studies students on these campuses select women and gender studies as their second, supplementary major. Students often pair the women’s and gender studies major “with complementary . . . degrees— like social work, criminology, and nursing.” At Wisconsin, Milwaukee, an urban research university with a mission like UNC Charlotte’s, Women’s and Gender Studies chair Dr. Kathy Miller-Dillon noted that many of the program’s students double major, choosing social work, education, or nursing in addition to women’s and gender studies. Similarly, at UNC Chapel Hill, the department Chair of Women’s and Gender Studies Dr. Silvia Tomášková said that the double major strategy contributes a “substantial portion of the program growth.” The planning committee also believes that offering concentrations with practical applications, in addition to encouraging complementary programming (either with minors or a second major), will attract students who want expanded skills within a women’s and gender studies liberal arts context.

Overall, the flexibility of the women’s and gender studies major, in its easy pairing with minors or even with additional majors, is a value-added aspect since issues of gender are not the focus of other disciplines, yet knowledge of gender assists in diversity issues and is an asset in many fields and occupations. Hanover notes an additional benefit to this flexibility, “not only for reasons of employability, but because it may lessen the risk of internal competition between the proposed program and other major programs.”<sup>51</sup>

Based on consultation with program leaders at UNC Chapel Hill, UNC Greensboro, NC State and the University of Wisconsin, Milwaukee, the proposed plan to market women’s and gender studies as a secondary major, as well as a stand-alone major, is a highly promising strategy. As previously mentioned, we plan to target students in over-enrolled majors, such as psychology and communication studies, but also students in the College of Health and Human Services, where students encounter restrictive entry to several majors, such as nursing and public health. Campus-wide there seems to be recognition that the university needs more majors for our students in response to overall growing enrollment—in addition to restricted entries in certain programs.

A finding that could shape the proposed degree program at UNC Charlotte comes from an interview with program leaders at the University of Wisconsin, Milwaukee. At this institution, students who pursue an undergraduate degree in women’s and gender studies tend to earn post-graduate degrees in the field. “Between 30% and 50% of GWS majors pursue advanced degrees, while the remainder pursue employment in a wide variety of areas.” As Hanover’s analysis on mid-career earnings indicates, students who complete a post-graduate degree in area, ethnic, and civilization studies, the women’s and gender studies classification group, “enjoy the highest median earnings among” graduate majors, more than majors in English language and literature; philosophy and religious studies; communication and mass media; and psychology. This finding could support making the existing 18-credit graduate certificate in Gender, Sexuality, and Women’s Studies a fifth-year option for women’s and gender studies undergraduates as a way to increase starting and mid-career earnings for our graduates.

In concert with Hanover consulting, the UNC Charlotte planning team spoke with several WGST directors within the UNC System. Overall, the directors had a positive outlook on establishing a WGST degree at UNC Charlotte, particularly with our focus on Gender, Health, and Culture, and having a required course in statistics and quantitative research methods. This is a unique feature of the UNC Charlotte degree as it situates itself as a degree that marries social sciences and the humanities.

Two programs in the state have redesigned and changed the structure of their majors to maintain a strong focus on Women's and Gender Studies. NC State University revamped its former major as a concentration in Interdisciplinary Studies, with a focus on STEM fields and programming. East Carolina University restructured its former major in Women's Studies to a minor under a newly-named Gender Studies program. Since the structural and nomenclature changes, their enrollments have increased, which signals renewed student interest.

With the support of our regional and state institutions, UNC Charlotte is well positioned to contribute to the field of Women's and Gender Studies with the major both within our own campus community and throughout the state.

In conclusion, given the market research findings and the current enrollment figures for the UNC Charlotte minor, it is reasonable to assume that the "Gender, Health, and Culture" and "Gender, Diversity, and Leadership" concentrations will allow the program to actively recruit students to the major.

5. **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. Show a four-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program); describe what was learned in consultation with each program regarding their experience with student demand and job placement. Indicate how their experiences influenced your enrollment projections.**

In support of the WGST at UNC Charlotte, Silvia Tomášková, Professor and Chair, Department of Women's and Gender Studies at UNC Chapel Hill, writes, "Both (concentrations of the proposed major at UNC Charlotte) are innovative, forward looking, academically solid and rigorous while providing a range of educational and professional paths after completion." Mark Rifkin, Director of the Women's and Gender Studies Program at UNC Greensboro adds, "the proposed twin foci of the major . . . complement existing programs in the UNC System without duplicating them and help connect the degree to current needs and opportunities in Charlotte and beyond." Karey Harwood, Coordinator of the Women's and Gender Studies Program at NC State, writes, "the WGST major has been designed with a deep understanding of the skills such a degree can impart: skills in critical thinking, research and writing, creative problem solving, and well developed sensitivities to diversity and complexity."

Public and Private four-year NC Universities and Colleges with a WGST Major

UNC Chapel Hill (mode of delivery: campus)

UNC Greensboro (mode of delivery: campus)

Duke University (mode of delivery: campus)  
 Davidson College (mode of delivery: campus)  
 NC State (mode of delivery: campus)  
 UNC Asheville (mode of delivery: campus)  
 Guilford College (mode of delivery: campus)  
 Wake Forest University (mode of delivery: campus)  
 Warren Wilson College (mode of delivery: campus)  
 Appalachian State University (mode of delivery: campus)  
 Salem College (mode of delivery: campus)  
 Meredith College (mode of delivery: campus)

The programs identified above are approximately 80 miles from the Charlotte area, and no institution in NC, public or private, offers a women's and gender studies major within the same distance. One exception is Davidson College, a small, highly selective, liberal arts institution, 21 miles north of UNC Charlotte. Davidson's program was founded in May 2012 and had its first major graduate in 2015. In 2014, Davidson had 4 minors; in 2015, 1 major and 1 minor; in 2016, 7 majors and 5 minors.

In addition, no program in the state of North Carolina, and specifically within 80 miles of the Charlotte area, offers concentrations in "Gender, Health, and Culture" or "Gender, Diversity, and Leadership" and no program in the UNC system offers a first-year women's and gender studies learning community that will directly guide students into the proposed major. As Hanover points out, "Most of the programs in the state 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." UNC Chapel Hill and UNC Greensboro have experienced growth but both institutions are located outside of the South-Central region. Finally, other programs in the state do not offer the quantitative foundation that UNC Charlotte proposes in its core requirements, as they are more qualitative in their purpose. This requirement truly differentiates the UNC Charlotte Women's and Gender Studies major from all other majors in the system, as well as from all other majors in the state.

Institution: **UNC Chapel Hill**  
 Program Title: **Women's and Gender Studies**

	2011	2012	2013	2014	2015	2016
Enrollment	39	47	53	60	60	70
Degrees-awarded	24	19	22	26	32	30

Institution: **UNC Greensboro**  
 Program Title: **Women's and Gender Studies**

	2011	2012	2013	2014	2015	2016
Enrollment	35	41	45	42	59	39
Degrees-awarded	20	4	5	11	10	4

Institution: **NC State**  
 Program Title: **Women's and Gender Studies**

	2011	2012	2013	2014	2015	2016
Enrollment	22	15	18	18	14	11
Degrees-awarded	10	14	7	3	10	3

Institution: **UNC Asheville**  
 Program Title: **Women's, Gender, and Sexuality Studies**

	2011	2012	2013	2014	2015	2016
Enrollment	12	12	11	16	9	12
Degrees-awarded	7	7	4	5	7	3

Institution: **Appalachian State University**  
 Program Title: **Gender, Women's, and Sexuality Studies**

	2011	2012	2013	2014	2015	2016
Enrollment	5	7	6	6	14	22
Degrees-awarded	0	1	4	2	1	4

As noted in the section above, we learned from consultation that student interest in the major is relatively strong on all campuses. North Carolina State University and East Carolina University, two universities which discontinued the major, actually repackaged their programs to address local campus needs and interests and are continuing to attract students. According to Karey Harwood, director of the concentration in women's studies at NC State, students with this major have found success after graduation, either in employment or in graduate studies.

- b. 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.**

See 5c below

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

UNC Charlotte's previous WGST Program Director, Dr. Katie Hogan, contacted Dr. Patricia Tilburg, chair of Gender and Sexuality Studies at Davidson College, to explore opportunities for collaborations. Davidson College is only 25 miles from UNC Charlotte so this partnership is viable, and would prove both useful and valuable for our students. We discussed 1) establishing a cross-campus listserv or Facebook page so that students and faculty on both

campuses can be notified of speakers, programs, and conferences held on each campus; and 2) the establishment of a cross-campus conference that would focus on WGST undergraduate research. This positive response demonstrates possible future collaborations with other women's and gender studies programs in the state.

Through consultation with institutions in the state that have Women's and Gender Studies or related majors, we learned that the strongest departments offer coursework that builds on student interests (liberal studies at UNC Greensboro and UNC Chapel Hill, STEM-related courses at NC State, for example). The programs that experienced a decrease in numbers (ECU) suggested that stronger program support outside of the home department in Social Sciences would have made courses more accessible. We also have the opportunity to offer a number of courses for the major online since we currently offer a number of courses toward the minor and electives in an online format. These could be made available broadly through UNC Online.

Additionally, since the drafting of this proposal, a regional Women's and Gender Studies network has been developed by Dr. Mark Rifkin, chair of women's and gender studies at UNC Greensboro, of which UNC Charlotte is already a part. This network will be used for the purposes of working together for programming and collaborative research and student support purposes and includes directors and chairs from NC State, UNC Chapel Hill, Bennett College, and other regional institutions. Participating in this network is a valuable way to share and connect to resources of other Women's and Gender Studies programs in the state in addition to local partnerships.

Because each of these institutions focuses on the strength of their student populations (liberal arts, STEM fields), UNC Charlotte's proposed concentrations in leadership and health do not put us in direct competition for student interests. Directors and chairs with whom we consulted noted the unique opportunity to enhance the interests of our student population with these points of focus and ability to address student needs in and near the Charlotte area, with other campuses who offer the major being from over an hour to three hours away.

Each of the UNC institutions which offer a major and/or a minor in women's and gender studies have sent us a letter of support (see Appendix for letters from UNC Chapel Hill, UNC Greensboro, East Carolina University, and North Carolina State University).

6. **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 – add lines as needed):**

*Delivery Mode* **Campus**

*Full-Time* **Between 100 and 130**

*Part-Time* **Between 36 and 46**



Estimate the total number of students that would be enrolled in the program during the fourth year of operation and in each delivery mode (campus, online, site – add lines as needed):

*Delivery Mode* **Campus**  
*Full-Time* **Between 219 and 282**  
*Part-Time* **Between 39 and 50**

7. **Resources.** Will any of the resources listed below be required to deliver this program? (If yes, please briefly explain in the space below 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.)

- |    |  |                     |
|----|--|---------------------|
| a. | New Faculty:   | Yes ___ No <u>X</u> |
| b. | Faculty Program Coordination:  | Yes ___ No <u>X</u> |
| c. | Additional Library Resources:  | Yes ___ No <u>X</u> |
| d. | Additional Facilities and Equipment:   | Yes ___ No <u>X</u> |
| e. | Additional Other Program Support:<br>(for example, additional administrative staff,<br>new Master's program graduate student assistantships, etc.) | Yes ___ No <u>X</u> |

8. **Curriculum leverage.** Will the proposed program require development of any new courses? If yes, briefly explain.

Three new courses will be added:

WGST 3050 Critical Methodologies  
 WGST 4400 Senior Internship/Practicum  
 WGST 4900 Senior Research

All remaining coursework, both required courses and electives, are already offered.

9. **Funding Sources.** Does the program require enrollment growth funding in order to be implemented and sustained? If so, can the campus implement and sustain the program should enrollment growth funding be unavailable? Letters of commitment should be provided.

The program will not require enrollment growth funding to be implemented and sustained; it will be supported through existing institutional funds.

- 9a. **For graduate programs only:**

Does the program require a tuition differential or program specific fee in order to be implemented and sustained?

i. If yes, state the amount of tuition differential or fee being considered, and give a brief justification.

- ii. **Can the campus implement and sustain the program if the tuition differential or program fee is not approved? Letters of commitment from the Chancellor and/or Chief Academic Officer should be provided.**

N/A

10. **For doctoral programs only:**

- a. **Describe the research and scholarly infrastructure in place (including faculty) to support the proposed program.**
- b. **Describe the method of financing the proposed new program (including extramural research funding and other sources) and indicate the extent to which additional state funding may be required.**
- c. **State the number, amount, and source of proposed graduate student stipends and related tuition benefits that will be required to initiate the program.**

N/A

11. **Contacts. List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.**

Kent L. Brintnall, Ph.D.; Associate Professor of Religious Studies and Director of the Graduate Certificate Program in Gender, Sexuality & Women's Studies, [Kent.Brintnall@uncc.edu](mailto:Kent.Brintnall@uncc.edu), 704-687-5189

Emek Ergun, Ph.D.; Assistant Professor, Women's and Gender Studies and Global Studies, [eergun@uncc.edu](mailto:eergun@uncc.edu), 704-687-5181

Kelly Finley, M.A.; Senior Full-Time Lecturer and Undergraduate Advisor, Women's and Gender Studies Program, [kafinley@uncc.edu](mailto:kafinley@uncc.edu), 704-687-5102

Nancy A. Gutierrez, Ph.D.; Dean and Professor of English, [ngutierr@uncc.edu](mailto:ngutierr@uncc.edu), 704-687-0081

Katie Hogan, Ph.D.; Professor of English and past Director of Women's and Gender Studies, [khogan14@uncc.edu](mailto:khogan14@uncc.edu), 704-687-0388

Janaka Lewis, Ph.D., Associate Professor of English and Director of Women's and Gender Studies, [J.Lewis@uncc.edu](mailto:J.Lewis@uncc.edu), 704-687-0026

Shawn Long, Ph.D.; Associate Dean for Academic Affairs and Professor of Communication and Organizational Science, [Shawn.Long@uncc.edu](mailto:Shawn.Long@uncc.edu), 704-687-0075

This request for authorization to plan a new program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor: Philip J. Auburn

Date: 1/20/18

Chancellor (Joint Partner Campus): \_\_\_\_\_

Date: \_\_\_\_\_

**Appendix A: Demand for an Undergraduate Major in Women's and Gender Studies –Final Report (July 2016); prepared by Hanover Research**

**Appendix B: Letters of Support**

# 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](http://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.”<sup>1</sup>

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.**<sup>2</sup>

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.

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

<sup>2</sup> 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](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 10<sup>th</sup> 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.

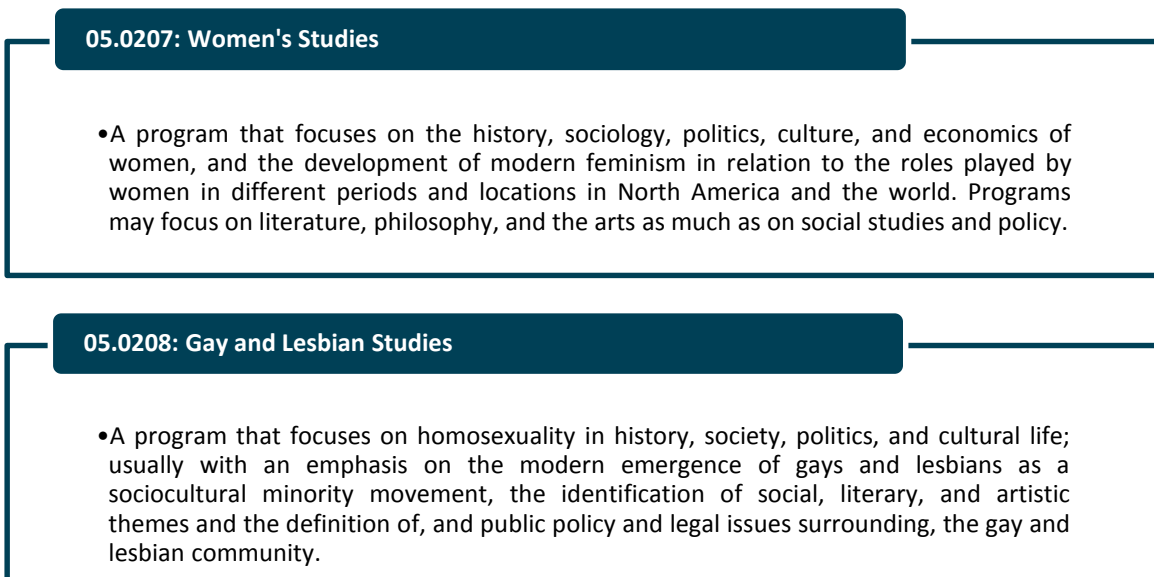
# SECTION I: STUDENT DEMAND, COMPARABLE PROGRAMS, AND PROJECTED ENROLLMENT

## 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.<sup>3</sup>

**Figure 1.1: Descriptions of Relevant CIP Codes**



<sup>3</sup> [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.<sup>4</sup> 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)
<b>United States (Total)</b>	<b>1,942</b>	<b>2,059</b>	<b>2,143</b>	<b>2,092</b>	<b>2,015</b>	<b>0.9%</b>	<b>18</b>	<b>84</b>
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.

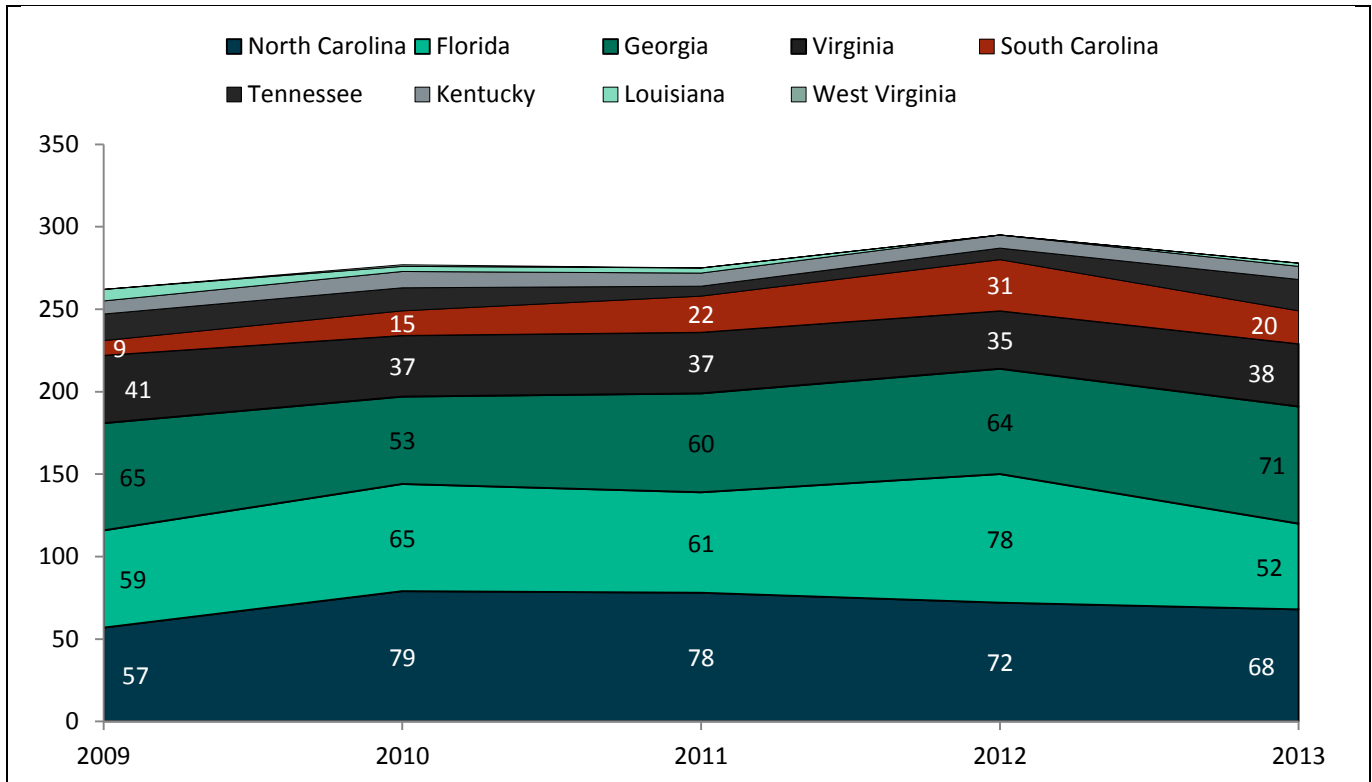
IPEDS enables users to refine their data sets by focusing on specific regions within the United States. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.<sup>5</sup> However, no 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).

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

<sup>5</sup> 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			
<b>Southeast Region (Total)</b>	<b>262</b>	<b>277</b>	<b>275</b>	<b>295</b>	<b>278</b>	<b>1.5%</b>	<b>4</b>	<b>15</b>
<b>North Carolina</b>	<b>57</b>	<b>79</b>	<b>78</b>	<b>72</b>	<b>68</b>	<b>4.5%</b>	<b>3</b>	<b>11</b>
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,<sup>6</sup> the ratio of bachelor’s degrees to declared minors in the program has averaged 0.8 per year since 2006.<sup>7</sup>

Applying a similar ratio to UNC Charlotte’s minor enrollments would actually produce a much higher estimate of almost 200 annual graduates.<sup>8</sup> 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.

<sup>6</sup> Based on bachelor’s degree completions reported to IPEDS.

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

<sup>8</sup> 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)
<b>North Carolina (Total)</b>	<b>57</b>	<b>79</b>	<b>78</b>	<b>72</b>	<b>68</b>	<b>4.5%</b>	<b>3</b>	<b>11</b>
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					--	--	--
<b>South Carolina (Total)</b>	<b>9</b>	<b>15</b>	<b>22</b>	<b>31</b>	<b>20</b>	<b>22.1%</b>	<b>3</b>	<b>8</b>
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	--	--	--
<b>Virginia (Total)</b>	<b>41</b>	<b>37</b>	<b>37</b>	<b>35</b>	<b>38</b>	<b>-1.9%</b>	<b>-1</b>	<b>3</b>
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**

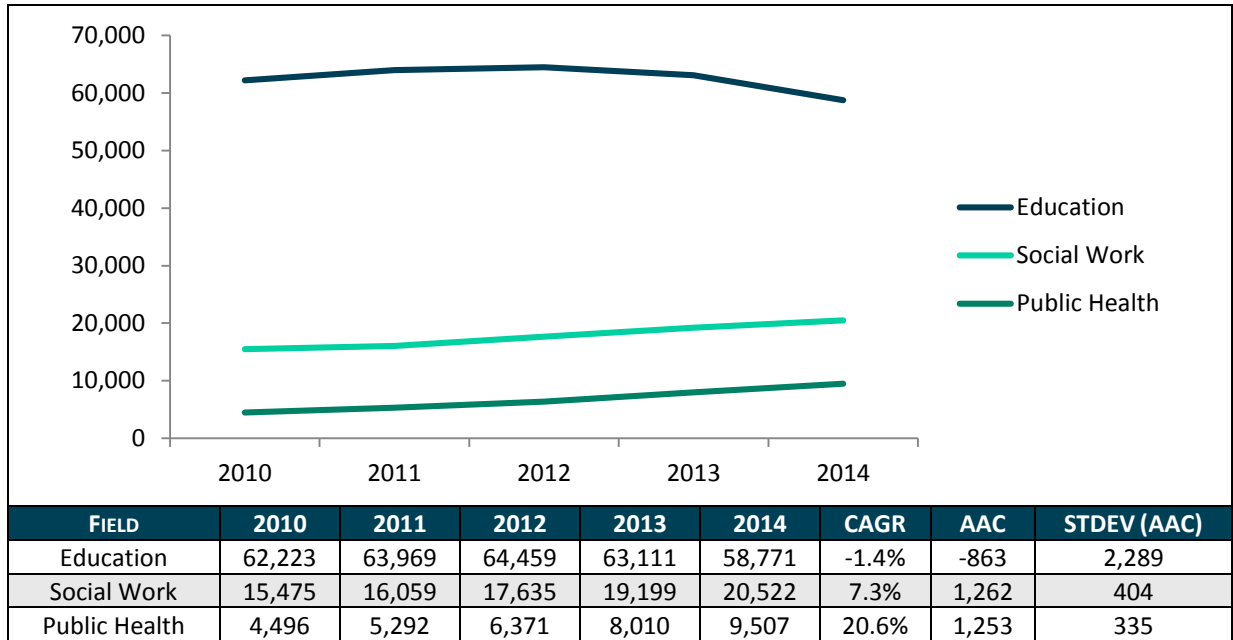
FIELD	CIP CODE
Education	<i>13.12 Teacher Education and Professional Development, Specific Levels and Methods</i>
Social Work	<i>44.07 Social Work</i>
Public Health	<i>51.22 Public Health</i>

\* 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

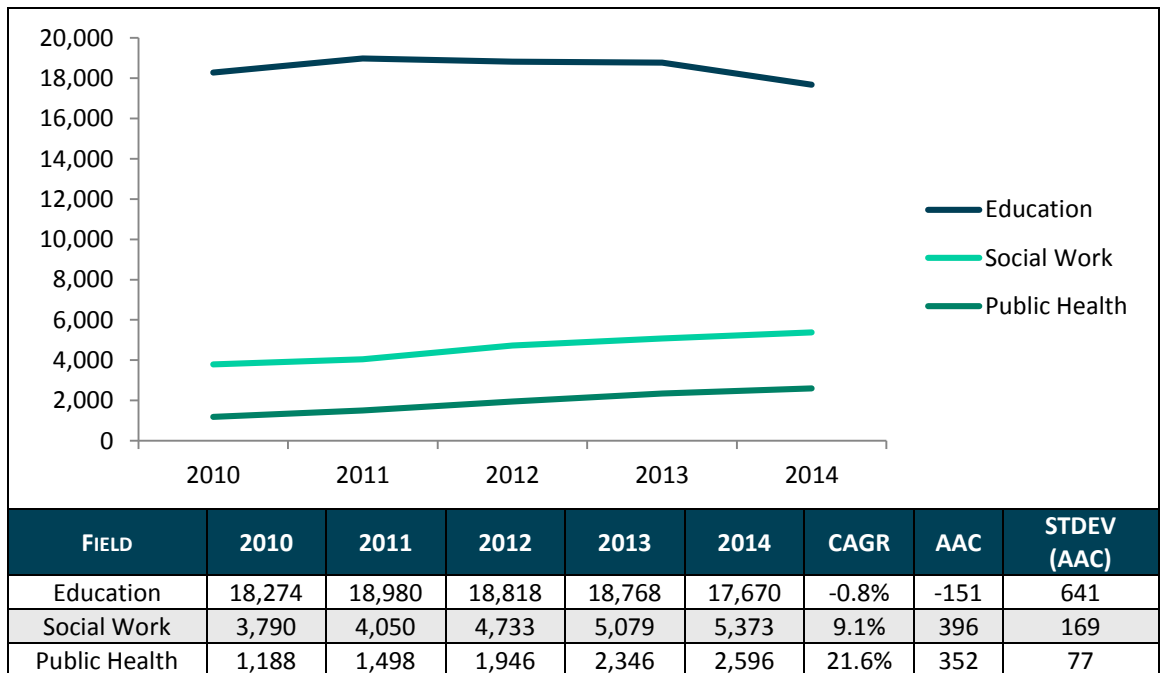
of students completing education bachelor’s degrees has actually declined since 2010. By contrast, completions of bachelor’s degrees in social work and public health have grown at above-average rates across all regions.

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



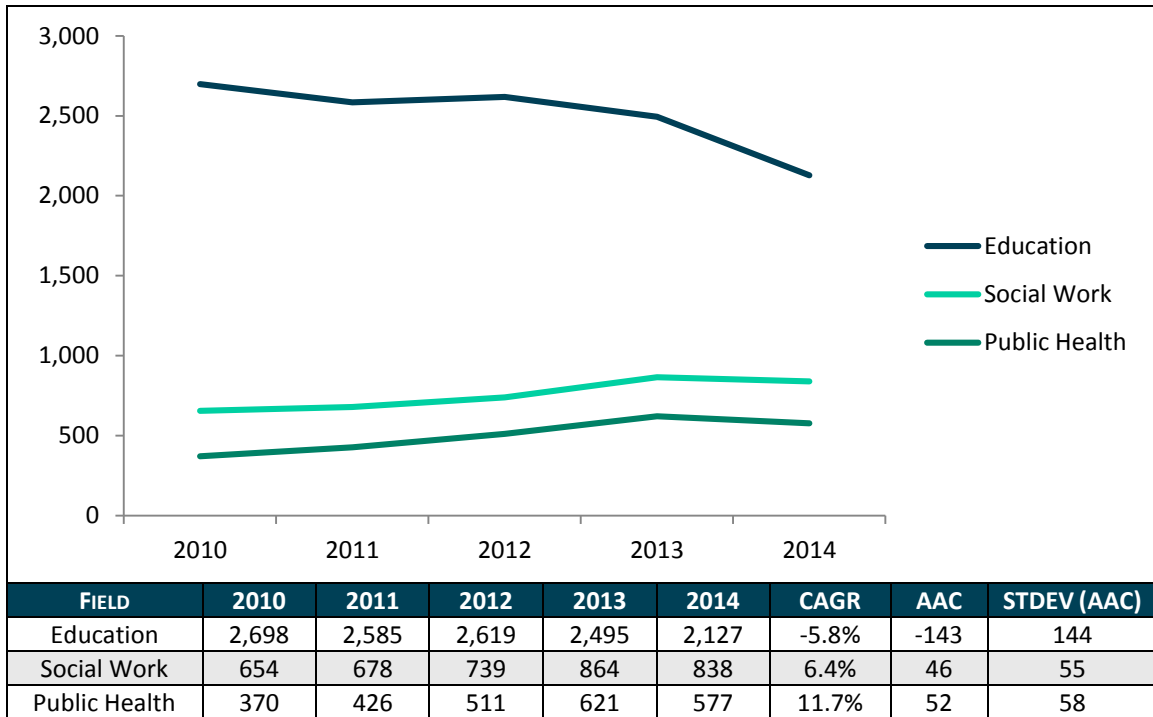
Source: IPEDS

**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).

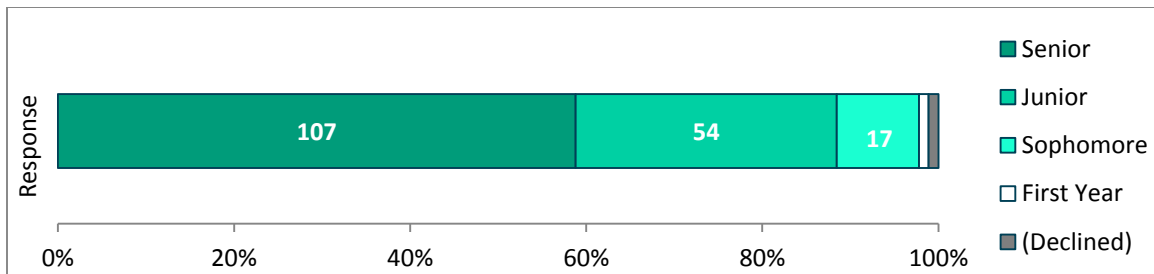
Current WGST undergraduate minors expressed the greatest **interest in specializations** related to *gender, race and ethnicity* (n=116) followed by *gender in action, outreach and advocacy* (n=101) (Figure 1.13). Finally, in terms of **departmental affiliations**, current WGST undergraduate minors and 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).

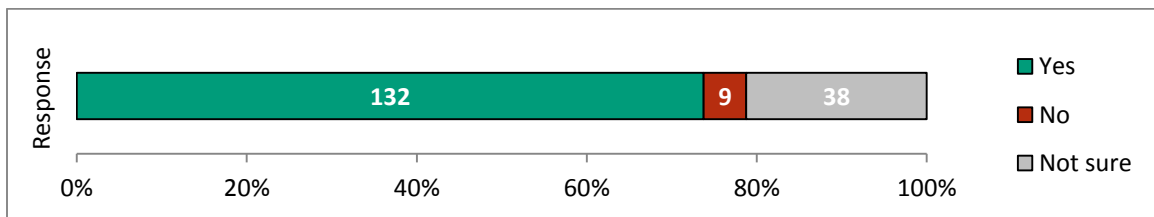
### UNDERGRADUATE MINOR SURVEY RESULTS (FALL 2014)

Figure 1.9: "Please indicate your current class standing."



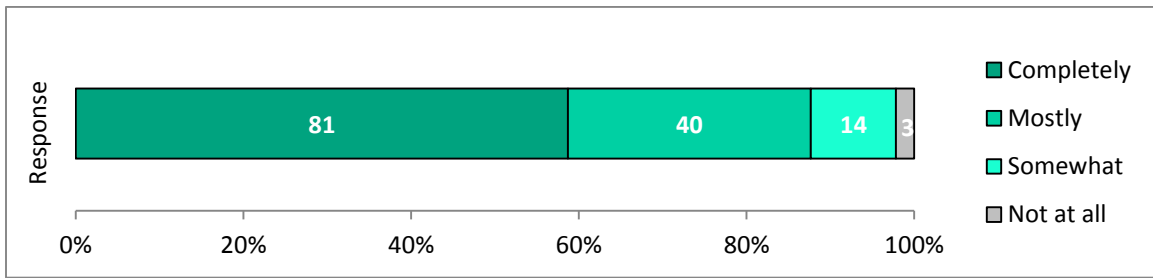
n=182

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



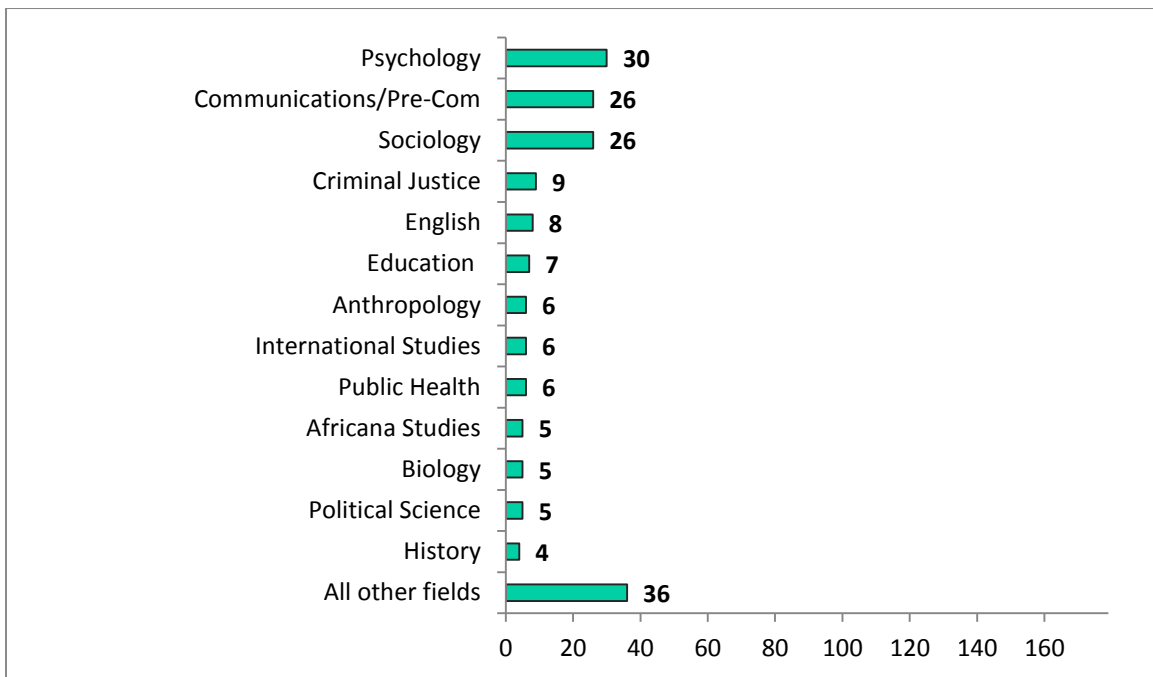
n=179

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



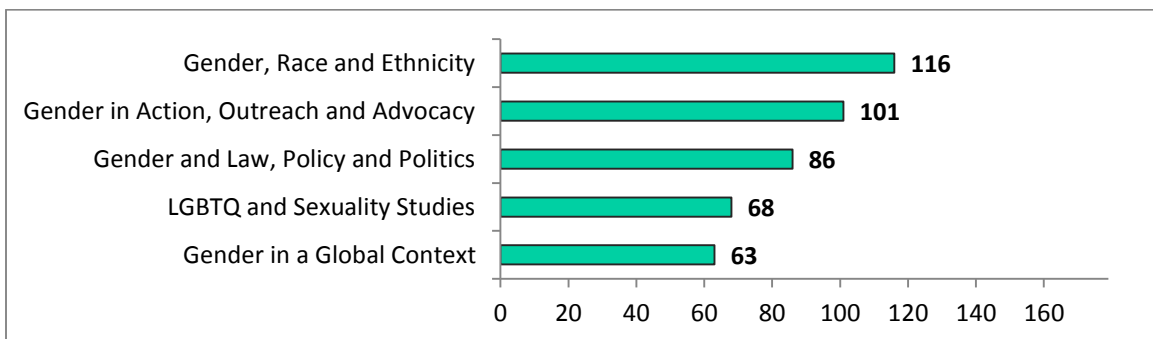
n=138

**Figure 1.12: “What is your current major?”**



n=179

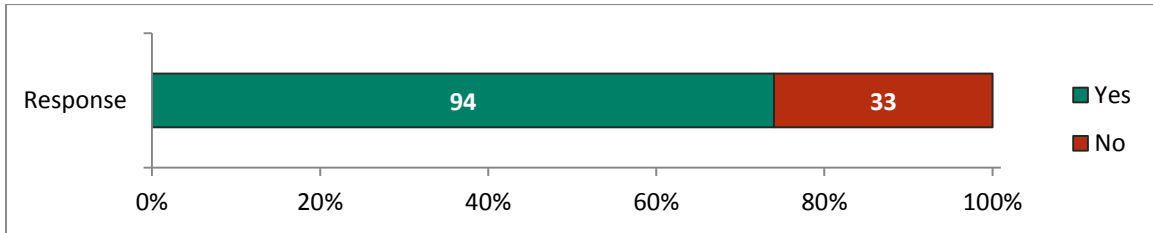
**Figure 1.13: “If we offered a WGST major at UNCC, which area(s) of study would you likely pursue?” (Fall 2014 Undergraduate Minors Survey)**



n=179

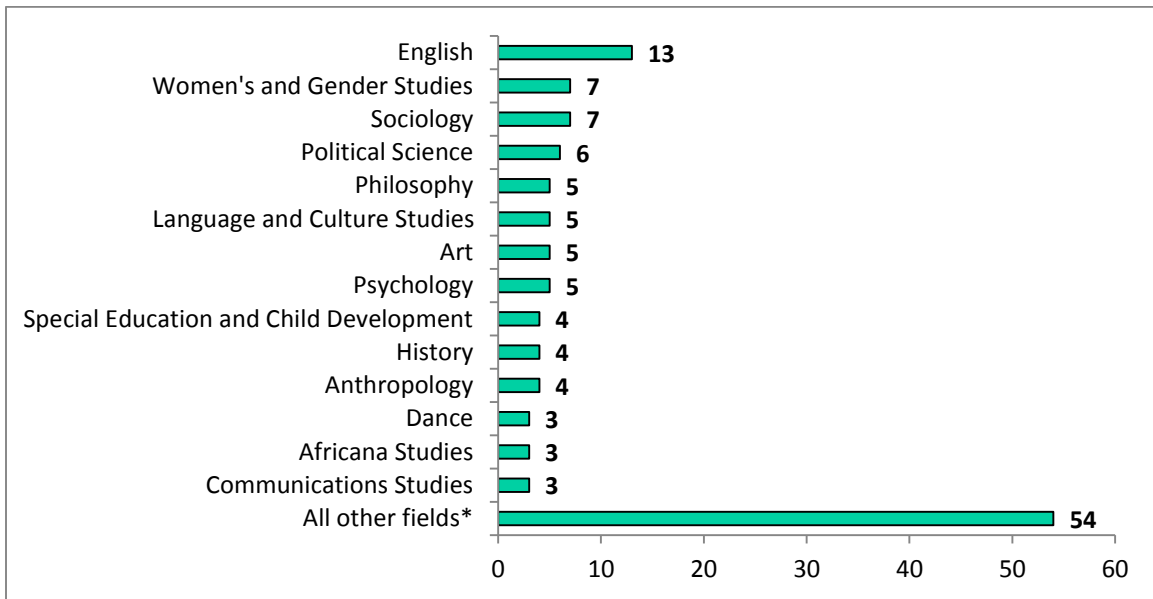
### FACULTY SURVEY RESULTS (FALL 2014)

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



n=127

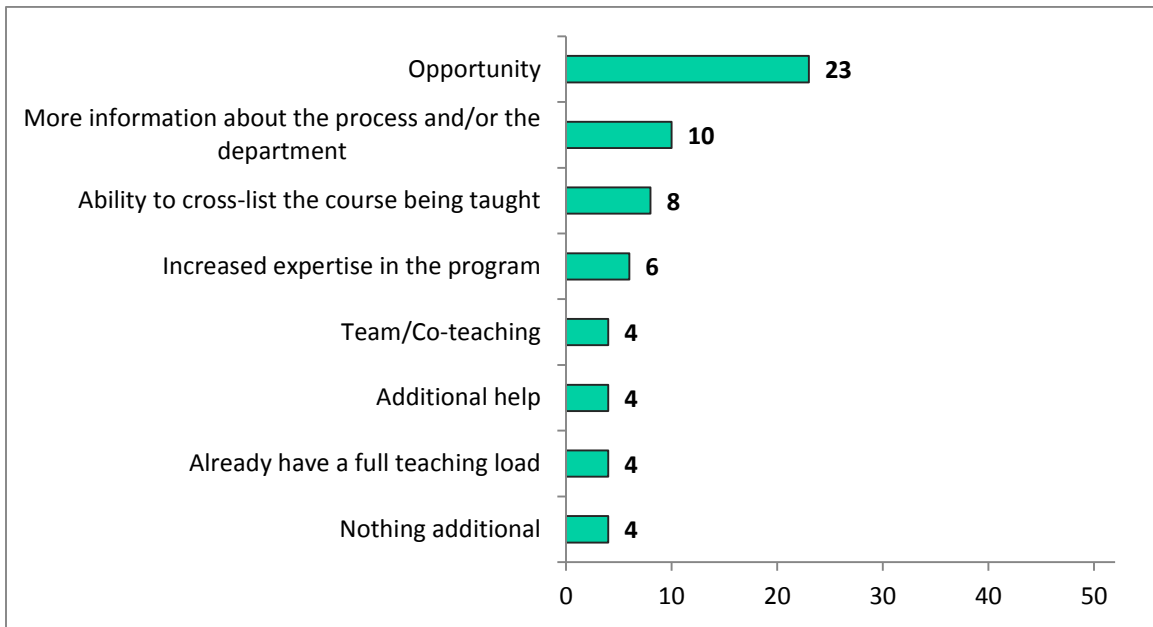
**Figure 1.65: “Departments represented in responses faculty survey”**



n=128

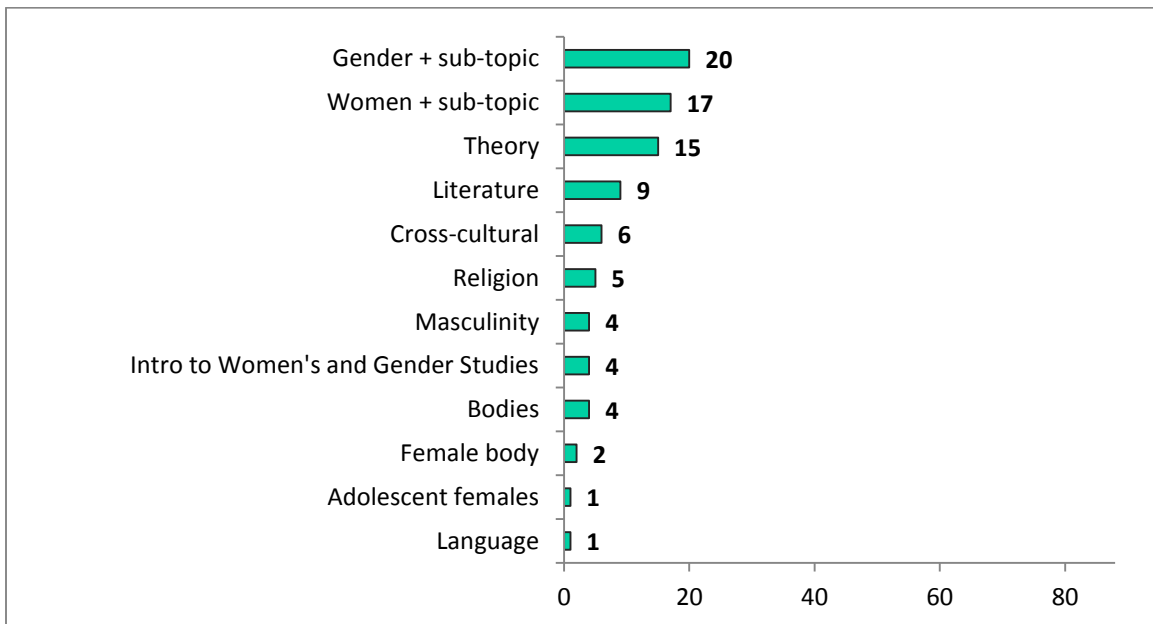
\*These data were not included in the graph due to having 2 or fewer respondents in each department.

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



n=52

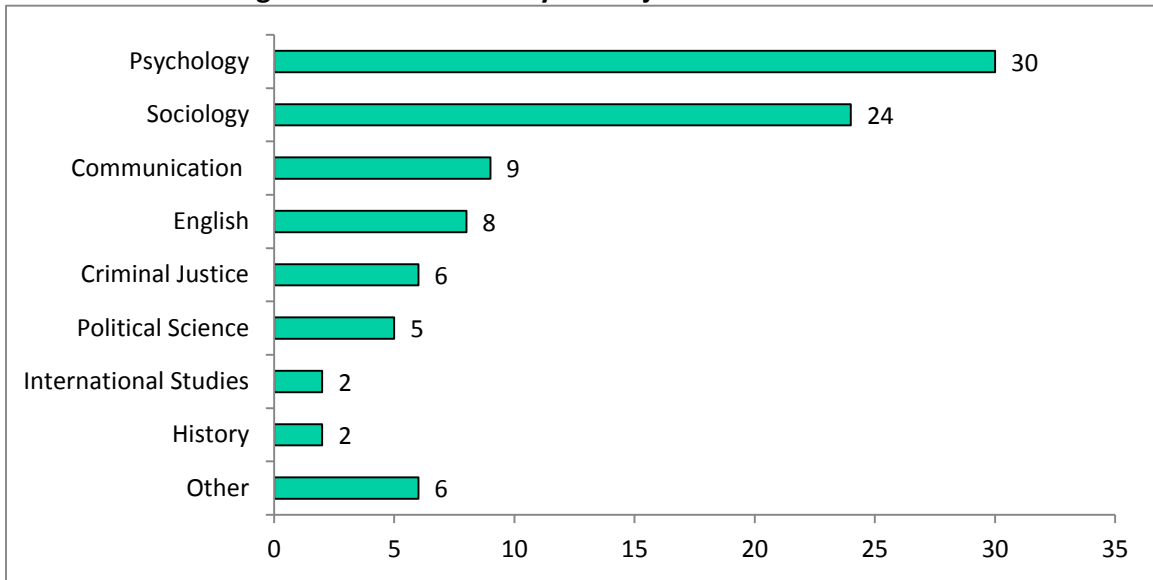
**Figure 1.87: “Subject areas that faculty have taught or would like to teach in Women’s & Gender Studies”**



n=88

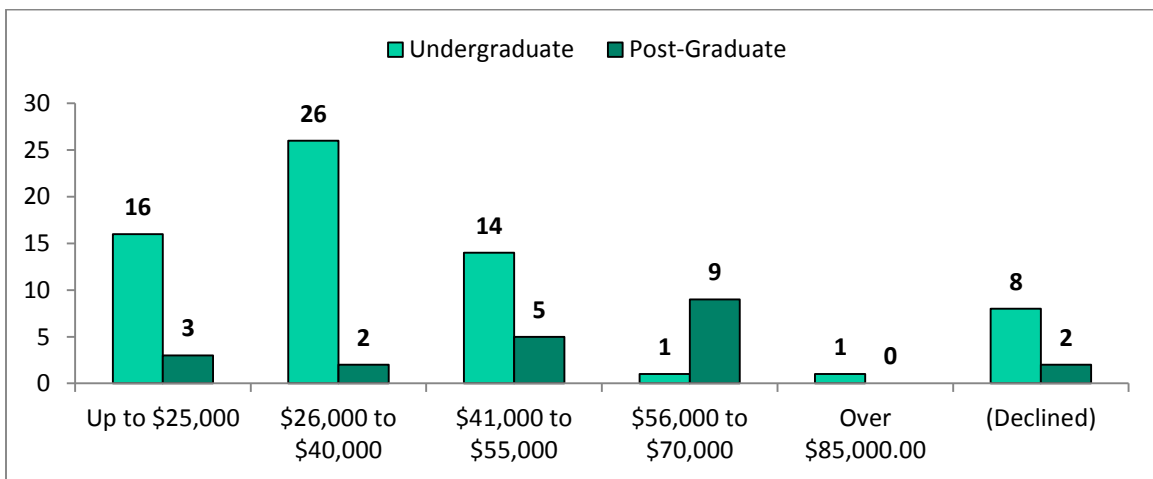
## ALUMNI SURVEY RESULTS (SPRING 2015)

**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)**



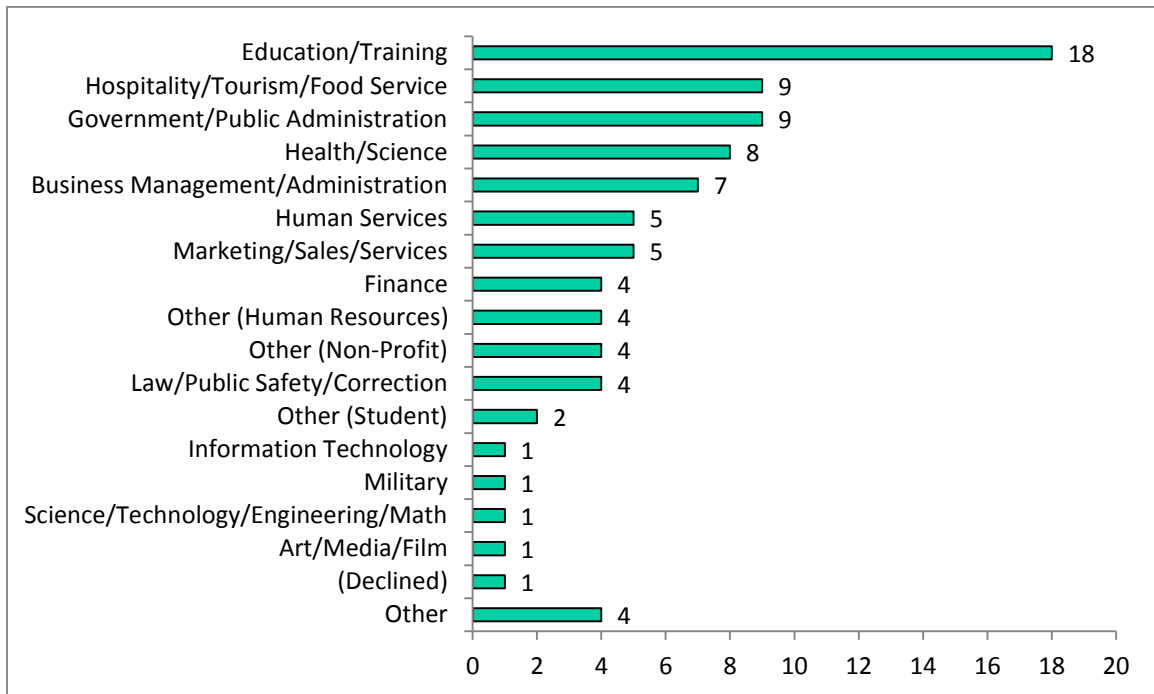
n=87 (66 undergraduate completers, 21 post-graduate completers, and one incomplete response.)

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 10<sup>th</sup> year of service; those with a master’s degree do not reach this level until their fifth year of service.<sup>9</sup>

<sup>9</sup> “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.”**



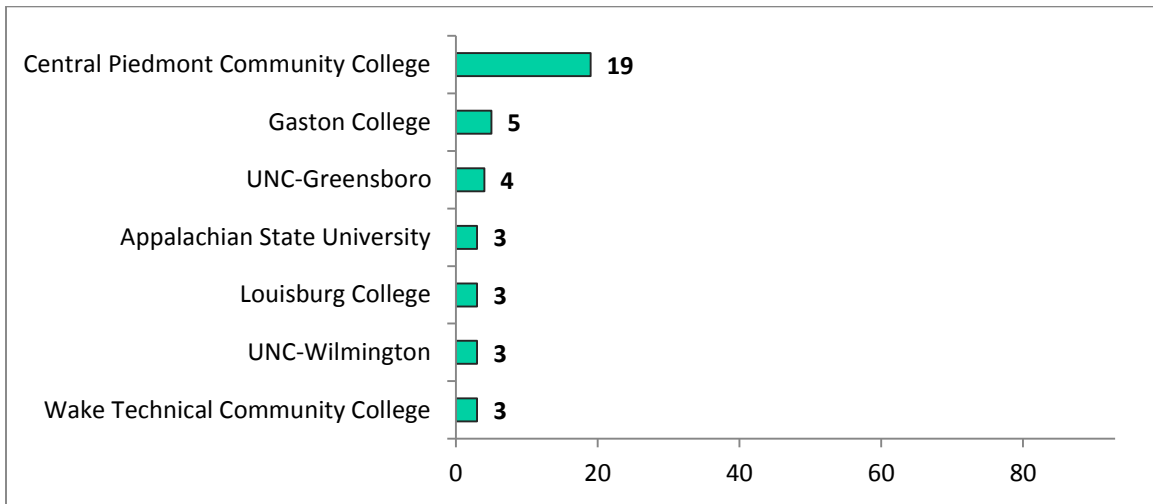
n=88

### 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.).

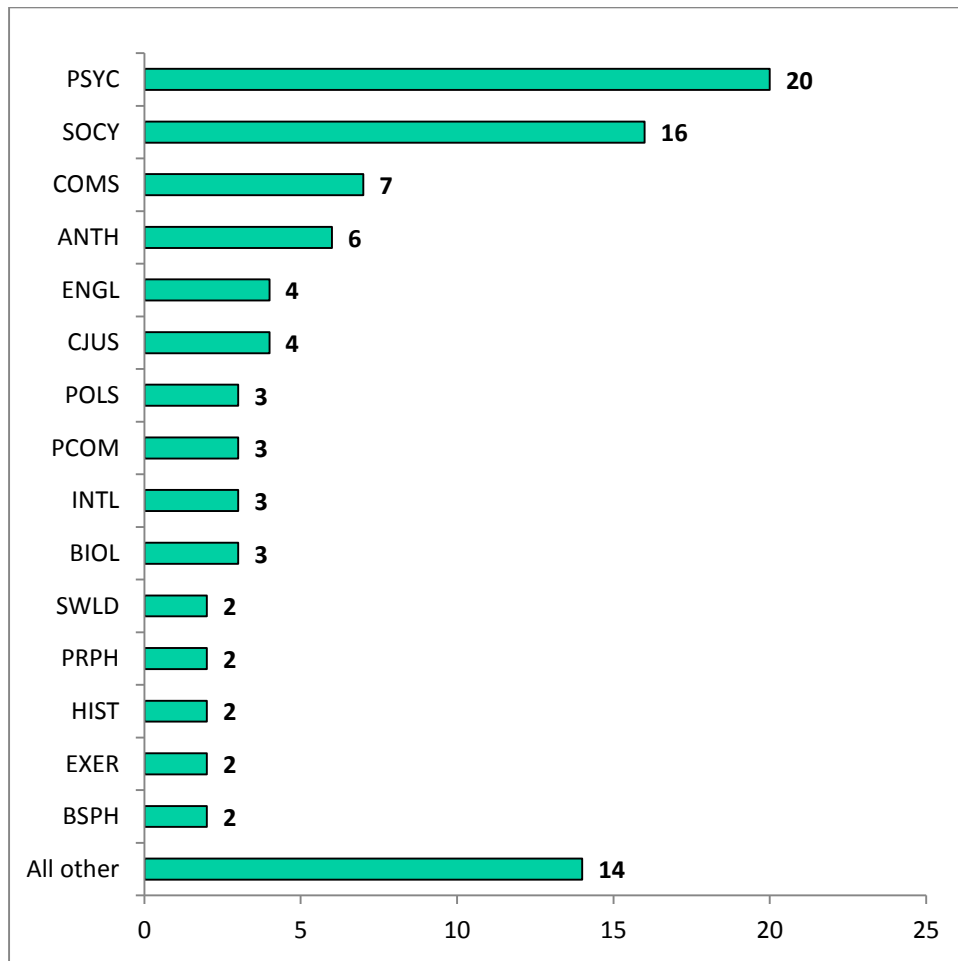
Psychology and sociology are by far the most popular majors among students who have transferred into UNC Charlotte and joined the WGST program, followed distantly by communication and anthropology (Figure 1.22). Notably, if students transfer WGST credit into the institution, they usually transfer courses 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**

<b>COURSE TITLE</b>	<b>NUMBER OF STUDENTS TRANSFERRING CREDIT</b>
<b>Anthropology</b>	
ANT 2420 – Gender, Race, Class	1
<b>English and Humanities</b>	
ENG 274 – Women in Literature	1
HUM – American Women’s Studies	1
<b>Health and Sports</b>	
HEA 130 – Health – Adult Sexuality	1
HLT 200 – Human Sexuality	1
KPE 2700 – Women and Sport	1
<b>Psychology</b>	
PSY 259 – Human Sexuality	1
<b>Sociology</b>	
SOC 213 – Marriage & Family/Sociology of the Family	9
SOC 220 – Sociology of Birth and Death	1
SOC – Courtship and Marriage	1
<b>Women’s and Gender Studies</b>	
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.**<sup>10</sup> 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.

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<sup>10</sup> [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"> <li>▪ Financial Executive Search Recruiter</li> <li>▪ Co-Director, Common Earth Adventures for Women</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bookstore Supplies Buyer</li> <li>▪ Human Resources Manager</li> <li>▪ Office Manager</li> </ul>
Social and Public Service	<ul style="list-style-type: none"> <li>▪ Rape Crisis Center Community Education Coordinator</li> <li>▪ UCLA Graduate Student - MPH Public Health</li> <li>▪ Women's Crisis Support Center Community Educator</li> </ul>	<ul style="list-style-type: none"> <li>▪ Director of Counseling Services</li> <li>▪ Speech Pathologist</li> <li>▪ Girl Scouts, Program Development Director</li> <li>▪ AmeriCorps, Director of Training</li> <li>▪ Food Bank Program Manager</li> </ul>
Media/Publications	<ul style="list-style-type: none"> <li>▪ Magazine Freelance Writer/Researcher</li> <li>▪ Independent Film Maker/Producer</li> </ul>	<ul style="list-style-type: none"> <li>▪ Editor</li> <li>▪ Self-Employed Film Publicist</li> <li>▪ Production Artist</li> </ul>
Education	<ul style="list-style-type: none"> <li>▪ High School Teacher/English Department Chairperson</li> <li>▪ Owner/director of a farm-based kindergarten</li> <li>▪ Case Manager, Community Service Agency</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assistant Director of a child care center</li> <li>▪ University Assistant Professor in Feminist Studies</li> </ul>
Health	<ul style="list-style-type: none"> <li>▪ Doctor</li> <li>▪ Community Health Outreach Worker</li> </ul>	<ul style="list-style-type: none"> <li>▪ Health Services Project Administrator</li> </ul>
Law	<ul style="list-style-type: none"> <li>▪ Attorney, Consultant, Lecturer</li> <li>▪ Attorney and Instructor</li> </ul>	<ul style="list-style-type: none"> <li>▪ Domestic Violence Victim Counselor</li> </ul>

Source: University of California – Santa Cruz<sup>11</sup>

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.

<sup>11</sup> “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.<sup>12</sup> 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.”<sup>13</sup>

## 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.<sup>14</sup> 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.**”<sup>15</sup>

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

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<sup>12</sup> 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>

<sup>13</sup> “2010 SOC Definitions.” U.S. Bureau of Labor Statistics. January 2013. P. 55. [http://www.bls.gov/soc/soc\\_2010\\_definitions.pdf](http://www.bls.gov/soc/soc_2010_definitions.pdf)

<sup>14</sup> Survey results provided to Hanover Research by UNC Charlotte.

<sup>15</sup> “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](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](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 Statistics<sup>16</sup>

## 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 BLS<sup>17</sup> and the NCDC’s Labor & Economic Analysis division and discuss trends for the United States, North Carolina, and the Charlotte area.<sup>18</sup>

### 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.<sup>19</sup> 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

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

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

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

<sup>19</sup> 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
<b>Total, All Occupations</b>	<b>145,355.8</b>	<b>160,983.7</b>	<b>15,628.0</b>	<b>10.8%</b>	<b>50,577.3</b>

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.



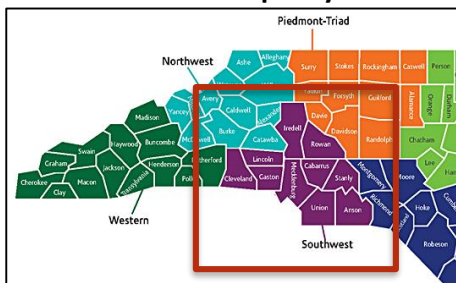
**Figure 2.4: North Carolina Employment Projections for Women’s Studies-Related Occupations 2012-2022**

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
<b>Total, All Occupations</b>	<b>4,263,796</b>	<b>4,812,446</b>	<b>548,650</b>	<b>12.9%</b>	<b>159,413</b>

Source: Labor & Economic Analysis, North Carolina Department of Commerce<sup>20</sup>

*CHARLOTTE AND THE SOUTHWEST PROSPERITY ZONE*

**Figure 2.5: North Carolina Southwest Prosperity Zone**



Source: North Carolina Department of Commerce<sup>21</sup>

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.

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

<sup>21</sup> “North Carolina Prosperity Zones.” Labor & Economic Analysis, North Carolina Department of Commerce. <http://www.ncommerce.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 studies<sup>24</sup> were \$51,000 per year as of 2013, which ranks it 96<sup>th</sup> 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.<sup>25</sup>

**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.<sup>22</sup>

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.<sup>23</sup>

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

<sup>22</sup> 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/>

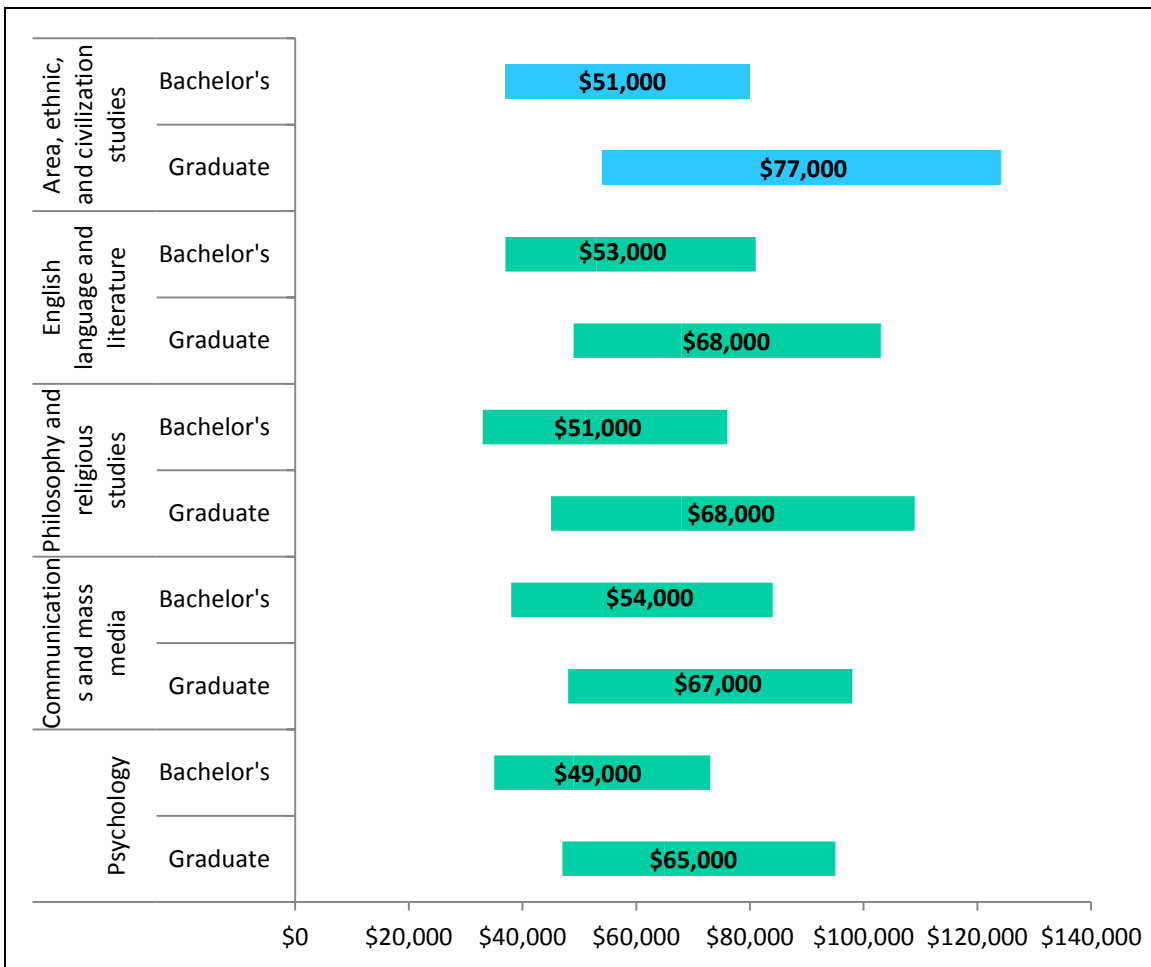
<sup>23</sup> “North Carolina Women and the Wage Gap.” National Partnership for Women and Families. April 2016. p. 1. <http://www.nationalpartnership.org/research-library/workplace-fairness/fair-pay/4-2016-nc-wage-gap.pdf>

<sup>24</sup> 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](http://www2.census.gov/programs-surveys/acs/tech_docs/pums/data_dict/PUMS_Data_Dictionary_2010-2014.pdf)

<sup>25</sup> 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 Workforce<sup>26</sup>

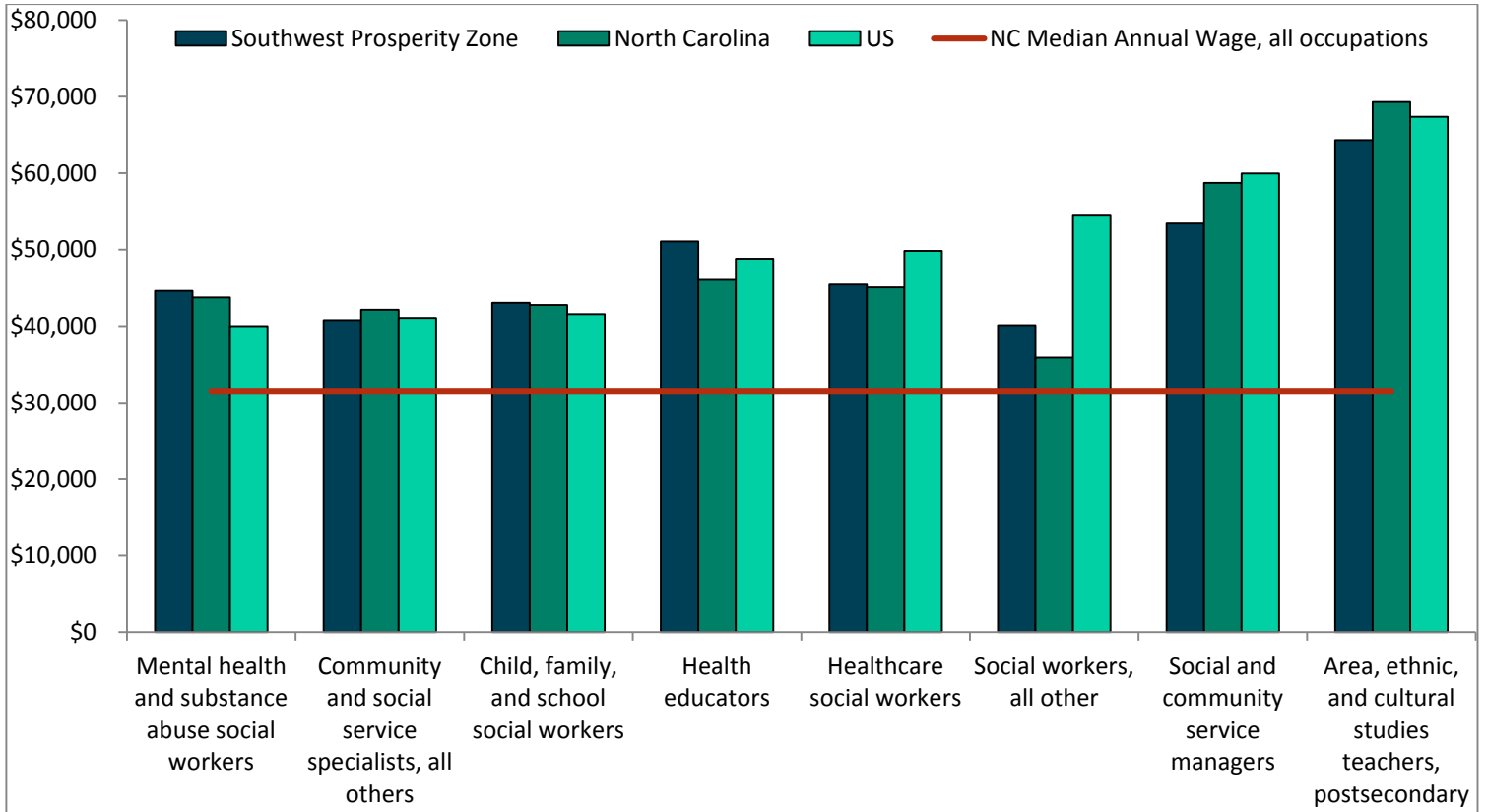
\* Earnings are for workers 25 to 59 years old. Range shown represents 25<sup>th</sup> percentile to 75<sup>th</sup> percentile. Median earnings for each major are shown in bold. Earnings are shown for undergraduate majors in each field who either obtained only a bachelor's degree or who subsequently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

<sup>26</sup> 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.”<sup>27</sup> 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

<sup>27</sup> “May 2013 National Industry-Specific Occupational Employment and Wage Estimates.” Bureau of Labor Statistics. [http://stats.bls.gov/oes/2013/may/naics4\\_813300.htm](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.”<sup>28</sup> 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
<b>Employment Trends</b>			
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%
<b>National Projections</b>			
	ESTIMATED 2010	PROJECTED 2020	PERCENT CHANGE
Industry Employment Projections	207,300	241,400	16%

Source: U.S. Department of Labor<sup>29</sup>

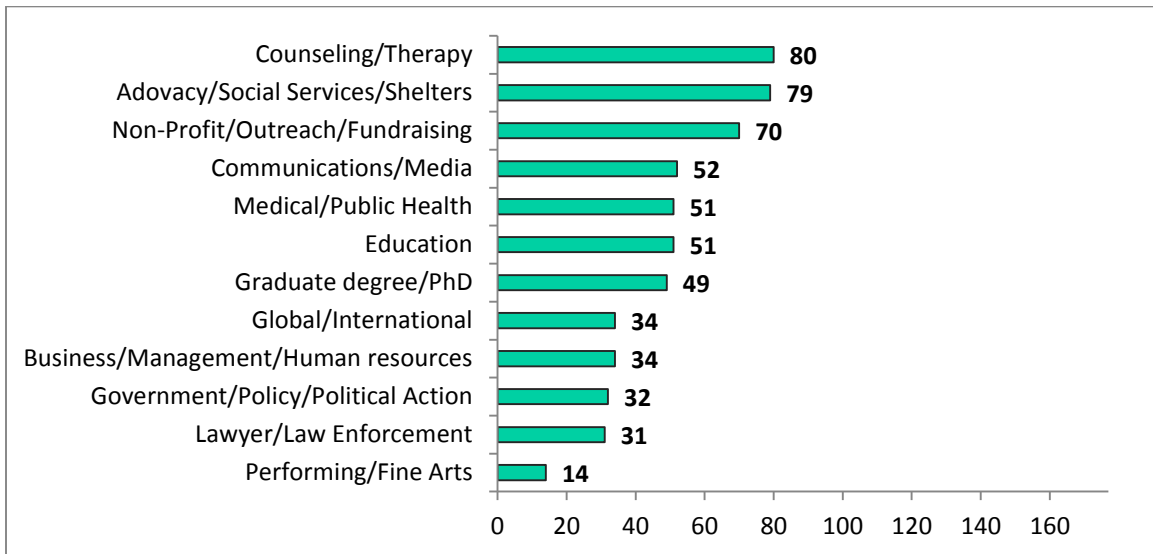
## SURVEY FINDINGS: CAREER PLANS

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*.

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

<sup>29</sup> “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=&sector=81&subSector=813300&indGroup=813300&ind=813300&ES=Y](http://www.careerinfonet.org/industry/Ind_Search_Report.aspx?id=&rptLevel=4&nodeid=10&stfips=00&stc=&sector=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.<sup>30</sup>

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).

<sup>30</sup> “Jobs Information List (JIL).” Modern Language Association. [http://www.mla.org/jil\\_search](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
<b>North Carolina</b>		
Community and Social Services	1,479	<ul style="list-style-type: none"> <li>▪ Assertive Community Treatment Team Peer Support Specialist, Family Preservation Services of North Carolina, Inc. - Asheville, NC</li> <li>▪ Direct Support Professional (DSP), IFA - Mooresville, NC</li> <li>▪ Resource Consultant, Community Partnerships, Inc. - Raleigh, NC</li> <li>▪ Health Advocate/ACA Navigator, Pisgah Legal Services - Asheville, NC</li> </ul>
Healthcare Advocate	969	<ul style="list-style-type: none"> <li>▪ Health Education Specialist, Duke University and Local Access to Coordinated Healthcare (LATCH) - Durham, NC</li> <li>▪ Registered Nurse - Oncology/Med-Surg, Moses Cone Health System - Burlington, NC</li> <li>▪ Director, Community Engagement, Cardinal Innovations Healthcare Solutions - Winston-Salem, NC</li> <li>▪ Customer Service - Client Sales Representative, Convergys - Hickory, NC</li> </ul>
"Non Profit"	523	<ul style="list-style-type: none"> <li>▪ Development Associate, Ipas - Chapel Hill, NC</li> <li>▪ Digital Content Coordinator, Food Bank of Central &amp; Eastern NC Inc. - Raleigh, NC</li> <li>▪ Director, Private Donor Group, Fidelity Investments - Cary, NC</li> </ul>
"Social Worker"	259	<ul style="list-style-type: none"> <li>▪ Social Worker, Hospice, Transitions LifeCare - Raleigh, NC</li> <li>▪ Counselor/Social Worker, Family Intervention Specialist, Youth Villages - Waynesville, NC</li> <li>▪ Care Manager - RN or Social Worker, Right Medical Staffing - Raleigh, NC</li> </ul>
"Women's Health"	53	<ul style="list-style-type: none"> <li>▪ Research Instructor (Infectious Disease), UNC-Chapel Hill - Chapel Hill, NC</li> <li>▪ Registered Nurse - Women's Health, Moses Cone Health System - High Point, NC</li> <li>▪ RN Care Manager-Women's Health, Department of Veterans Affairs - Fayetteville, NC</li> </ul>
"Human Rights"	11	<ul style="list-style-type: none"> <li>▪ Customer Relationship Specialist, The Hartford Financial Services - Charlotte, NC</li> <li>▪ Quality Management/Training Coordinator Position Description, UMAR - Huntersville, NC</li> <li>▪ Alfred Fleishman Diversity Fellowship, Fleishman-Hillard - Raleigh, NC</li> </ul>
<b>Charlotte, NC (within 25 miles)</b>		
Community and Social Services	292	<ul style="list-style-type: none"> <li>▪ Social Worker, Charlotte Family Housing - Charlotte, NC</li> <li>▪ Family Counselor, Youth Villages - Charlotte, NC</li> <li>▪ Substance Abuse Counselor, Colonial Management Group - Charlotte, NC</li> </ul>
Healthcare Advocate	161	<ul style="list-style-type: none"> <li>▪ Patient Educator- CMC Main &amp; Mercy, Carolinas HealthCare System - Charlotte, NC</li> <li>▪ Director/Performance Enhancement/Proactive Health, Carolinas HealthCare System - Charlotte, NC</li> <li>▪ Project Assistant Coordinator, Carolinas HealthCare System - Charlotte, NC</li> <li>▪ Process Engineer, Genesis10 - Charlotte, NC</li> </ul>
"Non Profit"	71	<ul style="list-style-type: none"> <li>▪ Community Impact Director, United Way - Rock Hill, SC,</li> <li>▪ Director, Research &amp; Evaluation, Communities in Schools - Charlotte, NC</li> <li>▪ Sales Assistant, Wells Fargo - Charlotte, NC</li> </ul>

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

Source: Indeed.com<sup>31</sup>

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.<sup>32</sup> 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.

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

<sup>32</sup> 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
<b>North Carolina</b>			
Police Officer	City of Durham	Durham, NC	<ul style="list-style-type: none"> <li>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.</li> </ul>
Executive Director	NARAL Pro-Choice North Carolina Foundation	Durham, NC	<ul style="list-style-type: none"> <li>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.</li> </ul>
Campus Leader	NARAL Pro-Choice North Carolina Foundation	North Carolina — Southeast	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Regional</b>			
Director of Patient Services	Atlanta Women’s Center	Atlanta, GA	<ul style="list-style-type: none"> <li>Help support our growing outpatient ambulatory surgical center located in the Buckhead area of Atlanta.</li> </ul>
Senior Organizer	Community Outreach Group (Planned Parenthood)	Memphis, TN	<ul style="list-style-type: none"> <li>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.</li> </ul>
Senior Organizer	Community Outreach Group (Planned Parenthood)	Tallahassee, FL	<ul style="list-style-type: none"> <li>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.</li> </ul>

Source: Feminist Majority Foundation<sup>33</sup>

<sup>33</sup> 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	
<b>Profiled programs</b>					
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	--	●	●	●
<b>Other programs</b>					
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.<sup>34</sup>

### 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**

<sup>34</sup> “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.<sup>35</sup>

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.**<sup>36</sup> 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.

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<sup>35</sup> 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>

<sup>36</sup> [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
<b>Profiled Programs</b>									
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
<b>Other Programs</b>									
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.<sup>37</sup> 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.<sup>38</sup> In 2004 or 2005, the “curriculum” became a fully-fledged department, with

<sup>37</sup> Tomášková, Op. cit.

<sup>38</sup> [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."<sup>39</sup>

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.<sup>40</sup> The department is currently housed within the College of Arts and Sciences.<sup>41</sup>

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."<sup>42</sup> 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."<sup>43</sup>

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.<sup>44</sup>

### *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.

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<sup>39</sup> Tomášková, Op. cit.

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

<sup>41</sup> [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>

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

<sup>43</sup> Ibid.

<sup>44</sup> 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"> <li>▪ WMST 101 — Introduction to Women’s Studies</li> <li>▪ WMST 202— Introduction to Feminist Thought</li> <li>▪ WMST 695 — Senior Capstone Seminar: Principles of Feminist Inquiry</li> <li>▪ One course on “Minority/Third World/Non-Western” Women/Gender</li> </ul>	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"> <li>▪ Historical</li> <li>▪ Humanities and Fine Arts</li> <li>▪ Social Sciences</li> </ul>	9
III. Theory and Practice of Women’s and Gender Studies	One of the following: <ul style="list-style-type: none"> <li>▪ WMST 391 — Practicum/Internship</li> <li>▪ WMST 695H and 691 — Honors Thesis</li> <li>▪ A fourth 3-credit course from any one of the three “perspectives”</li> </ul>	3
<b>Total</b>	<b>8 total courses</b>	<b>24</b>

Source: University of North Carolina – Chapel Hill<sup>45</sup>

**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.

<sup>45</sup> “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"> <li>▪ Business</li> <li>▪ Consulting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Investment banking</li> <li>▪ Law</li> </ul>
Communications	<ul style="list-style-type: none"> <li>▪ Filmmaking</li> <li>▪ Journalism</li> <li>▪ Public relations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Publishing/editing</li> <li>▪ Technical writing</li> </ul>
Healthcare and Social work	<ul style="list-style-type: none"> <li>▪ Medicine</li> <li>▪ Nursing</li> <li>▪ Psychology</li> <li>▪ Public health</li> </ul>	<ul style="list-style-type: none"> <li>▪ Public policy/politics/lobbying</li> <li>▪ Social work</li> <li>▪ Substance abuse counseling</li> </ul>
Government and Public Administration	<ul style="list-style-type: none"> <li>▪ Education administration</li> </ul>	<ul style="list-style-type: none"> <li>▪ International NGOs</li> </ul>
Further Studies	<ul style="list-style-type: none"> <li>▪ Graduate school in Women’s Studies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Divinity school</li> </ul>
Other	<ul style="list-style-type: none"> <li>▪ Yacht club director</li> <li>▪ Naval service</li> </ul>	<ul style="list-style-type: none"> <li>▪ Software engineering</li> </ul>

Source: University of North Carolina Chapel Hill <sup>46</sup>

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.<sup>47</sup> Students’ first majors span a wide variety of disciplines, including “biology, psychology, [...] communications, [and] political science.”<sup>48</sup> 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.”<sup>49</sup> 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.”<sup>50</sup>

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

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

<sup>47</sup> Tomášková, Op. cit.

<sup>48</sup> Ibid.

<sup>49</sup> Ibid

<sup>50</sup> Ibid.



“students get attention in terms of writing skills [and] critical thinking and consequently, students do well in the job market.”<sup>51</sup> 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.”<sup>52</sup> Similarly, “many [other] majors don’t have the staff to provide that level of care.”<sup>53</sup>

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.”<sup>54</sup> 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.<sup>55</sup> 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.<sup>56</sup> She stated, “If an institution [starting a new program] is interested in internships, I encourage them.”<sup>57</sup> 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.”<sup>58</sup>

*“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**

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<sup>51</sup> Ibid.

<sup>52</sup> Ibid.

<sup>53</sup> Ibid.

<sup>54</sup> Ibid.

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

<sup>56</sup> Ibid.

<sup>57</sup> Ibid.

<sup>58</sup> 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.<sup>59</sup> 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.**<sup>60</sup>

**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.<sup>61</sup> 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.”<sup>62</sup> Both programs have developed a “reputation of being more activist-oriented and this appeals to students.”<sup>63</sup> Dr. Odell-Scott explained that competition is not a major concern for the programs, as “[they] don’t have a problem filling classes.”<sup>64</sup>

**Market demand and outcomes.** Dr. Odell-Scott and Dr. Merryman noted a favorable shift in perspective from the industry in recent years.<sup>65</sup> 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.”<sup>66</sup> 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.<sup>67</sup> 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.<sup>68</sup>

**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.<sup>69</sup>

<sup>59</sup> Merryman, Op. cit.

<sup>60</sup> Odell-Scott, Op. cit.

<sup>61</sup> [1] Odell-Scott, Op. cit.

[2] Merryman, Op. cit.

<sup>62</sup> Merryman, Op. cit.

<sup>63</sup> Ibid.

<sup>64</sup> Odell-Scott, Op. cit.

<sup>65</sup> [1] Odell-Scott, Op. cit.

[2] Merryman, Op. cit.

<sup>66</sup> Odell-Scott, Op. cit.

<sup>67</sup> [1] Odell-Scott, Op. cit.

[2] Merryman, Op. cit.

<sup>68</sup> Ibid.

<sup>69</sup> 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.<sup>70</sup>

### 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.<sup>71</sup> 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.<sup>72</sup>

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.<sup>73</sup>

### 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."

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

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

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

<sup>73</sup> "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"> <li>▪ WS 101 Introduction to Women’s Studies</li> <li>▪ WS 301 Gender and Critical Inquiry</li> <li>▪ WS 307 Women, Activism, and Social Change</li> <li>▪ WS 315 Feminist Analysis</li> <li>▪ WS 415 Senior Seminar</li> <li>▪ One women’s and/or gender history class</li> </ul>	24
Experiential learning	<ul style="list-style-type: none"> <li>▪ WS 409 Practicum (6 credits)</li> <li>▪ WS 411 Experiential Learning Seminar (2 credits)</li> </ul>	8
Individualized program of study	Five courses: <ul style="list-style-type: none"> <li>▪ Discipline-based emphasis (consists of courses from a single department or program outside women’s studies)</li> <li>▪ Theme-based emphasis (consists of five multi-disciplinary courses, all of which are cross-listed)</li> </ul>	20
<b>Total</b>	<b>13</b>	<b>52</b>

Source: Portland State University<sup>74</sup>

**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.<sup>75</sup>

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.”<sup>76</sup> 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

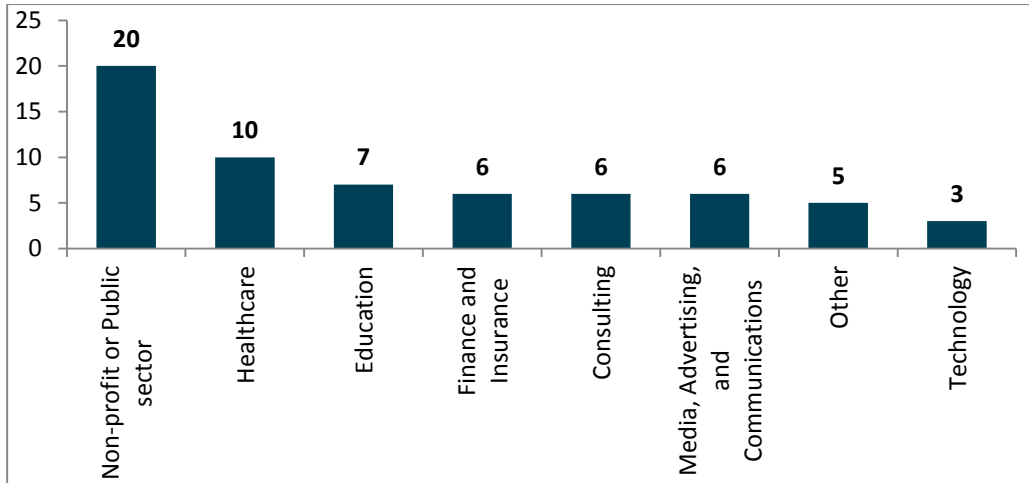
<sup>74</sup> “Major in Women’s Studies.” Portland State University. <https://www.pdx.edu/ws/major-womens-studies>

<sup>75</sup> Women, Gender, and Sexuality Studies – Home. Portland State University, Op. cit.

<sup>76</sup> “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 University<sup>77</sup>

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<sup>77</sup> 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 42<sup>nd</sup> 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.”<sup>78</sup> 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.”<sup>79</sup>

**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].”<sup>80</sup> 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.”<sup>81</sup>

**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.”<sup>82</sup> However, between 2004 and 2014 the program saw “a dry spell.”<sup>83</sup> 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].”<sup>84</sup> Dr. Miller-Dillon noted that many WGS majors are double majoring in a “more practical” major (i.e. social work, education, or nursing.)<sup>85</sup>

**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.”<sup>86</sup> 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.”<sup>87</sup>

<sup>78</sup> Miller-Dillon, Op. cit.

<sup>79</sup> Ibid.

<sup>80</sup> Ibid.

<sup>81</sup> Ibid.

<sup>82</sup> Ibid.

<sup>83</sup> Ibid.

<sup>84</sup> Ibid.

<sup>85</sup> Ibid.

<sup>86</sup> Ibid.

<sup>87</sup> 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.<sup>88</sup>

### 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.<sup>89</sup>

### 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.<sup>90</sup> 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).

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

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

<sup>90</sup> “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
<b>Required courses</b>	
GSWS Core	<ul style="list-style-type: none"> <li>▪ GSWS 201, Introduction to Gender, Sexuality and Women’s Studies</li> <li>▪ GSWS 401, Topical Senior Seminar</li> </ul>
General Education	Bachelor of Arts in the College of Humanities and Sciences requirements
<b>Concentration Tracks</b>	
General	<ul style="list-style-type: none"> <li>▪ GSWS 301, Feminist Social Theory, or GSWS 352/ENGL 352, Feminist Literary Theory</li> <li>▪ 12 credits (3 from each) of the following areas:                             <ul style="list-style-type: none"> <li>○ Diversity/International Perspectives on Women</li> <li>○ Humanities Perspectives on Women</li> <li>○ Social Science Perspectives on Women</li> <li>○ Women, Health and Science</li> </ul> </li> <li>▪ The remainder of 30 credits in women’s studies are electives but must be in women’s studies courses or courses cross-listed</li> </ul>
Women, Health and Science	<ul style="list-style-type: none"> <li>▪ STAT 210 and an additional 3 credits (for a total of 10 credits) in a natural science are required.</li> <li>▪ GSWS 301, Feminist Social Theory</li> <li>▪ GSWS 393, Feminist Research and Methods</li> <li>▪ 12 credits as follows:                             <ul style="list-style-type: none"> <li>○ 3 credits from Diversity/International Perspectives on Women</li> <li>○ 9 credits from Women, Health and Science</li> </ul> </li> <li>▪ The remainder of 30 credits in GSWS are electives but must be in women’s studies courses or courses cross-listed</li> </ul>
<b>Total</b>	<b>120 credits with 30 credits in GSWS</b>

Source: Virginia Commonwealth University<sup>91</sup>

**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.”<sup>92</sup> The GSWS department also promotes several feminist jobs and internship sites to its students.<sup>93</sup>

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

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

<sup>93</sup> 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).<sup>94</sup>

### 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.<sup>95</sup> 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.<sup>96</sup>

### 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."<sup>97</sup>

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<sup>94</sup> "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>

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

<sup>96</sup> Adapted from: Ibid.

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

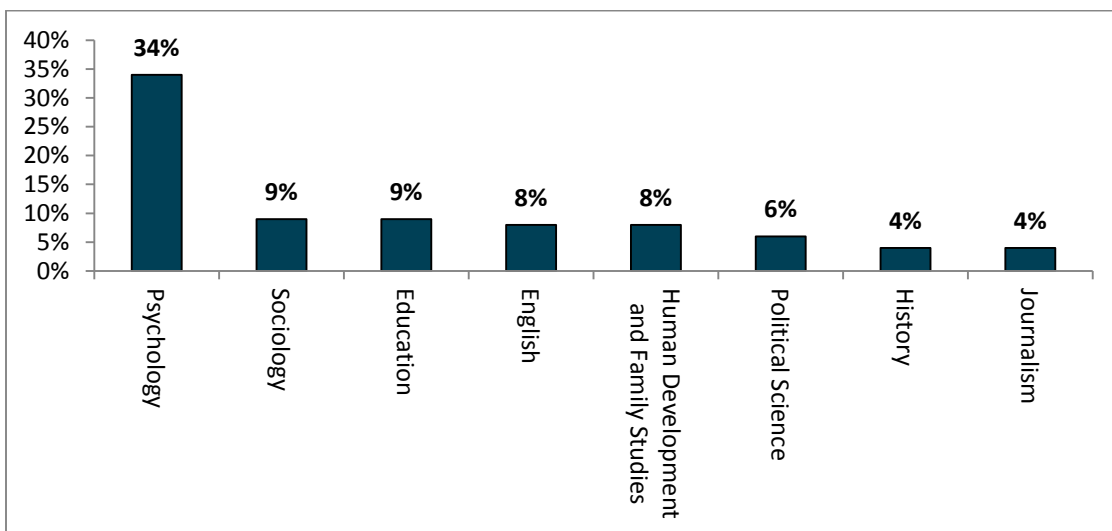
**Figure 3.10: Gender and Women’s Studies Major Requirements**

COMPONENT	COURSES	CREDITS
Required core courses	<ul style="list-style-type: none"> <li>▪ GWS 150 - Introduction to Gender and Women’s Studies</li> <li>▪ GWS 300 - Field Experience in Gender and Women’s Studies OR GWS 320 - Feminist Thought into Action OR ITR 301/302</li> <li>▪ GWS 310 - Race, Class, and Sexualities in Women’s Lives OR 325 - International Women’s Issues</li> <li>▪ GWS 315 - Introduction to Feminist Theories and Methodologies</li> <li>▪ GWS 400 - Critical Issues and Feminist Scholarship</li> </ul>	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"> <li>▪ 29+ GWS Electives</li> <li>▪ 59+ Interdisciplinary Electives (Approved for GWS credit)</li> </ul>	15
<b>Total</b>	<b>10 courses</b>	<b>30</b>

Source: URI<sup>98</sup>

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: URI<sup>99</sup>

<sup>98</sup> Ibid.

<sup>99</sup> “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.”**<sup>100</sup>

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<sup>100</sup> “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.<sup>101</sup> 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.

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<sup>101</sup> 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)
<b>3</b>	<b>Document student demand</b>	
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
<b>4</b>	<b>Evidence of societal demand and employability</b>	
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
<b>5</b>	<b>Analysis of comparable NC programs</b>	
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
<b>7</b>	<b>Enrollment estimates</b>	
7a	1 <sup>st</sup> year of program	UNC Charlotte survey of WGST minors, Fall 2014; WGST minor enrollment data
7b	4 <sup>th</sup> 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"> <li>▪ African Studies Professor</li> <li>▪ Asian Studies Professor</li> <li>▪ Black Studies Professor</li> <li>▪ Ethnology Professor</li> <li>▪ Gender Studies Professor</li> <li>▪ Latin American Studies Professor</li> <li>▪ Women's Studies Professor</li> </ul>
21-1021 Child, family, and school social workers	<ul style="list-style-type: none"> <li>▪ Certified Children, Youth, And Family Social Worker</li> <li>▪ Child Abuse Worker</li> <li>▪ Child Protective Services Social Worker</li> <li>▪ Child Protective Services Specialist</li> <li>▪ Child Welfare Social Worker</li> <li>▪ Child Welfare Worker</li> <li>▪ Child and Family Services Worker</li> <li>▪ Family Preservation Caseworker</li> <li>▪ Family Preservation Worker</li> <li>▪ Family Service Caseworker</li> <li>▪ Foster Care Social Worker</li> <li>▪ Foster Care Worker</li> <li>▪ School Social Worker</li> </ul>
21-1022 Healthcare social workers	<ul style="list-style-type: none"> <li>▪ AIDS Social Worker</li> <li>▪ Certified Social Workers in Health Care</li> <li>▪ Healthcare Social Worker</li> <li>▪ Hospice Home Care Social Worker</li> <li>▪ Hospice Social Worker</li> <li>▪ Hospital Social Worker</li> <li>▪ Medical Social Worker</li> <li>▪ Neonatal Social Worker</li> <li>▪ Nephrology Social Worker</li> <li>▪ Oncology Social Worker</li> <li>▪ Pediatric Social Worker</li> <li>▪ Public Health Social Worker</li> <li>▪ Renal Social Worker</li> </ul>
21-1023 Mental health and substance abuse social workers	<ul style="list-style-type: none"> <li>▪ Community Mental Health Social Worker</li> <li>▪ Drug Abuse Social Worker</li> <li>▪ Psychiatric Social Worker</li> <li>▪ Psychotherapist Social Worker</li> </ul>
21-1029 Social workers, all other	<ul style="list-style-type: none"> <li>▪ Criminal Justice Social Worker</li> <li>▪ Forensic Social Worker</li> <li>▪ Sexual Assault Social Worker</li> </ul>
21-1091 Health educators	<ul style="list-style-type: none"> <li>▪ Certified Diabetes Educator</li> <li>▪ Certified Health Education Specialist</li> <li>▪ Community Health Education Coordinator</li> <li>▪ Diabetes Educator</li> <li>▪ Health Education Specialist</li> <li>▪ Health Educator</li> <li>▪ Public Health Educator</li> </ul>
21-1093 Social and human service assistants	<ul style="list-style-type: none"> <li>▪ Addictions Counselor Assistant</li> <li>▪ Case Work Aide</li> <li>▪ Clinical Social Work Aide</li> <li>▪ Family Service Assistant</li> <li>▪ Human Services Worker</li> <li>▪ Social Work Assistant</li> </ul>

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

Source: Bureau of Labor Statistics<sup>102</sup>

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<sup>102</sup> "Employment Projections," Op. cit.



## PROJECT EVALUATION FORM

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December 15, 2017

Dean Nancy Gutierrez  
College of Liberal Arts and Sciences  
University of North Carolina at Charlotte  
Charlotte, NC 28223

Dear Dean Gutierrez,

It is with great enthusiasm that I hereby express the full support of the College of Computing and Informatics for the proposed Bachelor of Arts degree in Women and Gender Studies (WGST) at UNC Charlotte.

The proposed major is an important addition to the academic portfolio of UNC Charlotte and an expression of the University's continued commitment to issues of access, equity and equal participation. As cited in the proposal, "Whatever the profession or organization, employees who are adept at detecting how gender potentially shapes knowledge creation, professional interaction, job evaluation, and work performance are urgently needed in the contemporary global world." The interdisciplinarity nature of the program and its learning in context approach equip students with key 21<sup>st</sup> century skills: intellectual flexibility, creativity, complex thinking and problem solving.

The topic of women and gender studies is important to all of our students and is especially relevant to students in computing, a discipline in which women and other minorities remain under-represented and according to many studies and surveys, face many hurdles in their workplaces. Equipping women and men students with the tools to recognize gender and diversity issues and negotiate them successfully can have a transformative and much needed impact on our culture. The concentration on Gender, Diversity, and Leadership can be very appealing for a double major or for a student who would minor in computing.

I strongly believe that multidisciplinary programs have a very important place in the university offerings. The proposed Women and Gender Studies is a well thought out degree with many distinct features that will make it appealing to students and prepare them well for the future. I applaud your college for this initiative and look forward to seeing more programs of this nature within colleges and across colleges.

With my best regards and best wishes,

*Fatma Mili*

Fatma Mili, PhD  
Dean, College of Computing and Bioinformatics



December 4, 2017

Dean Nancy Gutierrez  
College of Liberal Arts and Sciences  
University of North Carolina at Charlotte  
Charlotte, NC 28223

Dear Dean Gutierrez,

I am pleased to write this letter of support for the proposed interdisciplinary Bachelor of Arts degree in Womens and Gender Studies (WGST) at UNC Charlotte.

The proposed interdisciplinary major will provide an expanded platform for our undergraduate students to explore their interests within a spectrum of women's issues as well as gender identity that are grounded in two important areas that I see as highly complementary to on-going work and academic programs at the University, and in particular, those in the College of Health and Human Services.

CHHS is the home of the interdisciplinary/inter-college Research on Women's Health Interest Group (R-WHIG), has strong academic programs at both the bachelors and masters level in nursing, public health and social work that touch on women's health/gender identity health, and has many faculty who focus their research on reproductive health, interpersonal violence, and gender and aging. Given this, I anticipate many wonderful and new opportunities for collaboration both in research and in the delivery of academic program goals.

I look forward to hearing of next steps in the process and congratulate you on building a proposal that will provide our undergraduate students with an increased focus in such a significant area.

Sincerely,

A handwritten signature in blue ink that reads "Nancy Fey-Yensan".

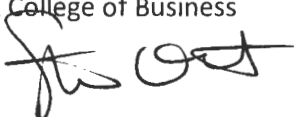
Nancy Fey-Yensan, PhD, RD  
Dean, College of Health and Human Services



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Office of the Dean

9201 University City Blvd, Charlotte, NC 28223-0001  
T/ 704.687.7577 F/ 704.687.4014 www.belkcollege.uncc.edu

**To:** Dr. Nancy A. Gutierrez, Dean, College of Liberal Arts and Sciences  
**From:** Dr. Steven H. Ott, Dean, Belk College of Business  
**Subject:** WGST Letter of Support   
**Date:** November 30, 2017

---

Thank you for consulting with the Belk College of Business on the proposed Bachelor of Arts in Women's and Gender Studies degree program.

Given the current climate, I think this is a relevant degree. Both the degree structure and the significant interest in the current Women's and Gender Studies minor lend itself well to attracting students. The primary characteristics of the program: its liberal studies character, its interdisciplinary breadth, and its inclusion of a required experiential capstone, coupled with the concentrations and leadership focus will help students be prepared for either continuing on to graduate education or employment across a variety of fields.

On behalf of the Belk College of Business, I offer my support to the proposal to establish a new Bachelor of Arts in Women's and Gender Studies degree program. Please let me know if I can be of further assistance.



May 18, 2017

Dr. Nancy A. Gutierrez  
Dean, College of Liberal Arts and Sciences  
UNC Charlotte  
9201 University City Boulevard  
Charlotte, NC 28223

Dear Dean Gutierrez,

On behalf of EmpowHERment, Inc. we strongly support the proposed Women's and Gender Studies degree program to be offered by the College of Liberal Arts and Sciences at UNC Charlotte.

We welcome the opportunity to collaborate with Women's and Gender Studies to provide students with a unique educational experience, civic engagement collaboration and work experience through internships. As you explore gender issues in the proposed "Gender, Diversity, and Leadership" concentration, we look forward to being a strong partner.

Over the past 3 years we have had an intern from UNC Charlotte who has typically majored in communication, but they express a strong interest in a Gender Studies major. These students all honed skills and strengthened interest in gender studies with EmpowHERment as they support the positive leadership development of girls and women in the Charlotte community.

We look forward to working with the College of Liberal Arts and Sciences and the Women's and Gender Studies Program to expand your educational excellence and our mission of empowering girls and women to lead through mentoring, talent development and advocacy.

*Together for HER,*

A handwritten signature in black ink that reads "Carrie B. Cook". The signature is fluid and cursive, with the first letters of each name being capitalized and prominent.

Carrie B. Cook  
Founder, EmpowHERment, Inc.  
[www.empowHERment.com](http://www.empowHERment.com)

980-288-4371

Mentoring | Talent Development | Advocacy



May 6, 2017

Dr. Nancy A. Gutierrez  
Dean, College of Liberal Arts and Sciences  
UNC Charlotte  
9201 University City Boulevard  
Charlotte, NC 28223

Dear Dean Gutierrez,

This letter is on behalf of Girl Talk Foundation, Inc. in support of the Women's and Gender Studies degree program to be offered by the College of Liberal Arts and Sciences at UNC Charlotte.

As a nonprofit agency that serves a diverse group of middle and high school girls in the Charlotte community, we understand the social emotional challenges adolescents face, particularly girls. For the past four years, we have partnered with the Women's and Gender Studies program through the learning communities, the Honor Society Iota, Iota, Iota (Triota) and community involvement. This relationship has given us a fresh approach to tackle gender issues and their influence in the lives of the girls we serve.

We are excited to continue collaborating with Women's and Gender Studies to provide teen girls and college students an enriching educational experience, which links hands-on learning with theory.

We look forward to working with the College of Liberal Arts and Sciences and the Women's and Gender Studies Program to broaden the learning experience for students who pursue academic excellence in the area of "Gender, Health & Culture and Gender, Diversity & Leadership."

Kindest regards,

A handwritten signature in black ink that reads "Janine Davis". The signature is written in a cursive style with a long, sweeping underline that extends to the right.

Janine Davis  
Executive Director

June 7, 2017

Dr. Nancy A. Gutierrez  
Dean, College of Liberal Arts and Sciences  
UNC Charlotte  
9201 University City Boulevard  
Charlotte, NC 28223

Dear Dean Gutierrez,

Over the years, Levine Museum of the New South has enjoyed a deeply meaningful partnership with UNC Charlotte—and we continue to be impressed with the important role the university serves as a purveyor of knowledge, innovation, and courageous inquiry. As a proud alumna and former instructor, the university has been pivotal to my intellectual development and professional journey. For these reasons and more, it is with great enthusiasm to submit this letter in support of the proposed Women’s and Gender Studies degree program within the College of Liberal Arts and Sciences at UNC Charlotte.

In many ways, securing a Women’s and Gender Studies degree program and concentration in “Gender, Diversity, and Leadership” at UNC Charlotte promises to deepen the institution’s academic enterprise while advancing the importance of gender parity, interdisciplinary studies, and civic engagement among students, staff, faculty, and the community writ-large. More specifically, understanding issues at the intersection of gender, race, class, and through the lens of leadership is critical to cultivating a more equitable and inclusive society and creates avenues for greater diversity of thought as we deliberate and enact change to address our greatest challenges and opportunities as a collective community. In my view, training students to have multiple categories of analysis—including a gendered one—will strengthen their ability to make informed decisions as they prepare to navigate a rapidly changing social, political, and economic landscape. It will also enhance their leadership capacity and build 21<sup>st</sup> century cultural competencies that will serve them and others as they establish careers in business, education, government, healthcare, arts and culture, among other fields in the public and private sectors.

In fine, having a Women’s and Gender Studies degree program is an academic game changer. It will build upon UNC Charlotte’s reputation as “North Carolina’s Urban Research University,” provide greater curricular diversity, and it will prepare students with the rigors, cultural values, and vocabularies (theories and praxis) to compete and the capacity to serve in a knowledge-based and an increasingly complex global community.

As the museum continues “to use history to build community,” we are excited about the work UNC Charlotte is doing to aid this mission—and we support your efforts to broaden the intellectual and civic lives of the university community and the greater Charlotte region. “Thank you” seems woefully inadequate.

Respectfully,

*Brenda Tindal*

Brenda Tindal ‘99  
Staff Historian  
Levine Museum of the New South

May 23, 2017

Dr. Nancy A. Gutierrez  
Dean, College of Liberal Arts and Sciences  
UNC Charlotte  
9201 University City Boulevard  
Charlotte, NC 28223

Dear Dean Gutierrez,

I'm writing on behalf of Safe Alliance in support of the proposed Women's and Gender Studies degree program to be offered by the College of Liberal Arts and Sciences at UNC Charlotte.

Safe Alliance is a nonprofit organization that offers a continuum of critical crisis services to those victimized by domestic violence or sexual assault, including 24-hour crisis lines, shelter, hospital accompaniment, case management, systems advocacy, support groups, court advocacy and accompaniment, and counseling services. Safe Alliance assists over 10,000 people annually throughout Mecklenburg County and Lake Norman and we reach thousands more through our education and prevention initiatives and our institutional advocacy efforts. Our current programs include the Clyde & Ethel Dickson Domestic Violence Shelter, Victims Assistance and Legal Representation Program, and the Sexual Trauma Resource Center. We also have a program in the Mecklenburg County jail, as well as a regional office in Lake Norman.

We look forward to working with the College of Liberal Arts and Sciences and the Women's and Gender Studies Program to provide students with a unique and valuable learning experience and expand educational, workplace, and civic opportunities for women in our region.

Sincerely,



Karen Parker  
President & CEO





Southeastern Women's Studies Association

May 12, 2017

Dr. Nancy Gutierrez, Dean  
College of Liberal Arts and Sciences  
University of North Carolina at Charlotte  
9201 University City Boulevard  
Charlotte, NC 28223

Dear Dr. Gutierrez:

This letter submitted on behalf of the Executive Board of the Southeastern Women's Studies Association (SEWSA) is written in support of the proposed Women's and Gender Studies degree program to be offered by the College of Liberal Arts and Sciences at the University of North Carolina at Charlotte. As an organization which actively supports and promotes all aspects of Women's Studies at every level of involvement, we consider a new Women's and Gender Studies degree program a positive addition to the region's stronghold of quality programs and departments and the work that they do to eliminate oppression and discrimination on the basis of sex, gender identity or expression, sexuality, nationality race, age, religion, ethnic background, physical ability, and class.

UNC Charlotte has been a pillar of support for our organization. Many of its leaders over the years have been faculty and staff from UNC Charlotte, including our current Past-President, Treasurer, Director of Communication and Marketing, and our newly elected Director of Membership and Outreach. Our organization's annual conference back in 2008 hosted by UNC Charlotte was realized through the cooperation of your administration, faculty, staff, and students. The hard work and dedication of the conference organizers made *"Frontiers of Feminism at Home and Abroad"* a success that enhanced the visibility and reputation of Women's and Gender Studies at UNC Charlotte.

We value our connections with UNC Charlotte and only envision stronger networks of support and collaboration in the future with those involved in the newly formed Women's and Gender Studies program. We are delighted by the prospect of a new Women's and Gender Studies degree and look forward to strengthening the partnership between SEWSA and the College of Liberal Arts and Sciences as both work to expand the educational, professional, and civic opportunities for students and scholars in our region.

Sincerely,

A handwritten signature in cursive script that reads "Jennifer Purvis".

Dr. Jennifer Purvis, President



May 15, 2017

Dr. Nancy A. Gutierrez  
Dean, College of Liberal Arts and Sciences  
UNC Charlotte  
9201 University City Boulevard  
Charlotte, NC 28223

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Dear Dean Gutierrez,

I write on behalf of the Women's Inter-Cultural Exchange to state that we strongly support the proposed Women's and Gender Studies degree program to be offered by the College of Liberal Arts and Sciences at UNC Charlotte.

We welcome the opportunity to collaborate with Women's and Gender Studies to provide students with a unique educational experience, one in which practical skills and concepts in non-partisan civic engagement and organizing will overlap with the systematic exploration of gender issues in the proposed "Gender, Diversity, and Leadership" concentration. We

currently are also working with the Women & Girls Research Alliance to better understand all the women's non-profit organizations in the Charlotte metropolis. All this enhances our ability to support our mission of "building trust across race and culture" and our program "Mentoring Across Difference" for university students at UNC Charlotte, Johnson C Smith University, Queen's University and new pilot partners with Cabarrus College of Health Sciences and Carolinas College of Health Sciences and Johnson & Wales.

We look forward to working with the College of Liberal Arts and Sciences and the Women's and Gender Studies Program to expand educational, workplace, and civic opportunities for women in our region.

Sincerely yours,

Roberta (Bert) Harper  
CEO  
Women's Inter-Cultural Exchange



College of Humanities and Social Sciences  
Department of Philosophy and Religious Studies

philrel.chass.ncsu.edu

Campus Box 8103  
Withers Hall  
Raleigh, NC 27695-8103  
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September 1, 2017

Dr. Janaka Lewis  
Director, Women's and Gender Studies  
Associate Professor, Department of English  
University of North Carolina at Charlotte  
9201 University City Blvd.  
Charlotte, NC 28223

Dear Dr. Lewis:

I am writing to express my enthusiastic support for the proposal to create a Bachelor of Arts in Women's and Gender Studies (WGST) at UNC Charlotte.

With over 300 students currently enrolled in its WGST minor, UNC Charlotte is well positioned to establish a new major in WGST. Student interest is clearly strong, and the proposed program is very well thought out. The major would have two concentrations: "Gender, Health, and Culture" and "Gender, Diversity, and Leadership." These concentrations fill a need in the UNC system and would support students in multiple professional paths. The major also includes applied learning opportunities like internships and service learning, which will enhance students' preparedness. Most impressively, the WGST major has been designed with a deep understanding of the skills such a degree can impart: skills in critical thinking, research and writing, creative problem solving, and well developed sensitivities to diversity and complexity.

This program has my full support and I would be glad to offer advice and guidance as needed.

Sincerely,

A handwritten signature in black ink that reads "Karey Harwood".

Karey Harwood, Ph.D.  
Coordinator, Women's and Gender Studies Program  
Associate Professor, Religious Studies and  
Women's and Gender Studies



THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

Silvia Tomášková  
Professor and Chair  
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College of Arts and Sciences  
Department of Women's and Gender Studies  
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204 Smith Bldg.  
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To: Janaka Lewis, Ph.D.  
Director, Women's and Gender Studies  
Associate Professor, Department of English  
University of North Carolina at Charlotte  
9201 University City Blvd. | Charlotte, NC 28223

September 12, 2017

Dear Dr. Lewis,

I write to express my enthusiastic support for the proposal to create a Major in Women's and Gender Studies at UNC Charlotte.

The existing Program in WGST at UNC-C already has an impressive number of Minors – 312 – indicating a strong interest on the part of the students and a dedicated faculty who are responsible for generating such enthusiastic following. In our experience at UNC Chapel Hill there is a steady growth in WGST Majors due to a number of historical, cultural and demographic factors. Furthermore the Major, as proposed also at UNC-C, is perceived as a practical, experientially based, solid path towards a future career in a broad range of fields.

As a Chair of a Department of WGST with a solid and growing number of Majors at a R-1 institution, I am particularly impressed by the concentrations designed by the planners of the Major – the “Gender, Health, and Culture” track, and the “Gender, Diversity, and Leadership” options. Both are innovative, forward looking, academically solid and rigorous while providing a range of educational and professional paths after completion. The state of North Carolina currently has Women's and Gender Studies Programs or Departments at most institutions of higher education. It is thus fitting that UNC-C should be among the leaders of this trend. At the same time the distinct features of the UNC-C Major – collaboration with the College of Computing and Informatics, the partnership with the Women and Girls Research Alliance, and the relationship with the Research Group in Women's Health will place this new Major in a unique position among its neighbors as well as nationally. The WGST Programs in the state already cooperate in a regional network and the new Major would have our support, and a great potential for collaborations.

The Major in WGST at UNC-C would be a great addition to your institution's mission in research and teaching. It has my full support and my department would be happy to offer any assistance if needed.

Sincerely,

*Silvia Tomášková*

Silvia Tomášková, PhD  
Professor and Chair  
Department of Women's and Gender Studies  
UNC Chapel Hill



THE UNIVERSITY of NORTH CAROLINA  
**GREENSBORO**

**Women's and Gender Studies Program**

PO Box 26170, Greensboro, NC 27402-6170  
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<http://wgs.uncg.edu>

August 24, 2017

Janaka Lewis, Ph.D  
Director, Women's and Gender Studies  
UNC Charlotte  
9201 University City Blvd.  
Charlotte, NC 28223

Dear Dr. Lewis,

I am writing to express my strong support for the creation of a Women's and Gender Studies (WGS) major at the University of North Carolina at Charlotte.

The proposed BA in WGS builds off of demonstrated interest on the part of undergraduates at UNC Charlotte for such a major. The fact that the WGS minor currently has over 300 students enrolled indicates a very broad base from which to build a vibrant major while also indicating a thirst among UNC Charlotte students for the kinds of interdisciplinary intellectual work that lies at the heart of WGS. Being able to understand and engage with the complexities of identity and diversity is a necessary component of successfully navigating the social landscape of today, locally, nationally, and internationally. Such perspectives and skills are precisely what a degree in WGS offers students. Moreover, the proposed twin foci of the major -- "Gender, Health, and Culture" and "Gender, Diversity, and Leadership" -- complement existing programs in the UNC system without duplicating them and help connect the degree to current needs and opportunities in Charlotte and beyond.

Sincerely,

Mark Rifkin, PhD  
Director, Women's and Gender Studies Program  
Professor of English