TO:  PRESIDENT ALBERT W. BROWN
FROM:  THE FACULTY SENATE
RE:  I. Formal Resolution (Act of Determination)
     X II. Recommendation (Urging the fitness of)
     III. Other (Notice, Request, Report, etc.)
SUBJECT:  Women's Studies Proposal (Revised October 1974)

(See Attached)

Signed:  [Signature]
Date Sent:  2/3/75

TO:  THE FACULTY SENATE
FROM:  PRESIDENT ALBERT W. BROWN
RE:  I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION
     a. Accepted. Effective Date
     b. Deferred for discussion with the Faculty Senate on
     c. Unacceptable for the reasons contained in the attached explanation
II, III. a. Received and acknowledged
        b. Comment:

DISTRIBUTION:  Vice-Presidents:  [Signatures]
Others as identified:  [Signature]

Distribution Date:  [Date]
Signed:  [Signature] (President of the College)
Date Received by the Senate:  3/17/75
WOMEN'S STUDIES
PROPOSAL

Revised
October 1974

Women's Studies Steering Committee Members:

Eliese Feltz-Chairperson
Bonnie Beck
Vera King Harris
Doris Teles
Ann Hartdegen
Sumiko Migashig
Elizabeth Mills
Susan Shuard
Mary Anne Turovski
H. Jayne Vargas
Virginia Watts
Degrees and Departmental Titles
of Women's Studies Steering Committee Members
and Faculty Teaching Courses with a Focus on
Women

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M.S. Ed., State University College at Brockport.

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of Education, B.A., Princeton University; Ph.D.,
John Hopkins University.

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Assistant Professor of Political Science.
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B.A., Bennett College; M.S., Case-Western Reserve,
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Junior in Women's Studies.

H. Jayne Vegan
Assistant Professor of Counselor Education.
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Virginia Weis
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I. Introduction.

According to the Chronicle of Higher Education of December 17, 1973, Women's Studies in the United States has grown from a handful of courses in the late 1960's to over 2,000 courses offered this past year, 1973-1974, in colleges and universities all across the country. Women's Studies no longer is a group of courses offered simply with a focus on women, but in many colleges and universities has become a more structured discipline. Four institutions now offer master's degrees in Women's Studies, about nine offer major programs leading to a bachelor's degree, and about 80 more offer Women's Studies programs of one type or another.

At SUNY Brockport both women and men students as well as a number of faculty members would like to see a more structured program of Women's Studies developed. In December 1973, several women students presented to Vice President Crandall a petition signed by more than 700 students, urging the College to initiate a program of Women's Studies at the earliest possible time. Prior to this petition, a number of Brockport faculty, cognizant of the need for Women's Studies, had started to lay the ground work for such a program.

Since the spring of 1973 an informal committee of faculty members, mostly women, have met to coordinate and encourage the development of a list of course offerings concerned with women on a multi-disciplinary basis. The result of this effort was a list of nine courses "with a focus on women" offered for the fall semester 1973. A similar informal group gathered and publicized a list of courses for the spring semester 1974. This time there was a choice of twelve courses offered in seven different academic departments. More than 600 students have completed these courses and the FTE's have gone to the departments offering them.

After this good initial response on the part of the students and faculty, it is felt that a more systematic program is needed to give Women's Studies a more meaningful mission in the total curricular offerings of the College. To meet this challenge, Vice-President Crandall called together involved faculty and administrative personnel to a meeting on November 13, 1973. From the exchange of ideas on Women's Studies grew the formation of a more formally organized Women's Studies steering committee charged with the responsibility of preparing an academic proposal for a Women's Studies program for SUNY Brockport.
II. Definition and Purposes of Women's Studies.

Women's Studies is basically an interdisciplinary curriculum which focuses upon the body of knowledge about women being developed in the various disciplines; but it may also be pursued as an emphasis within a given discipline. Women's Studies attempts to correct the historical imbalance as related to women within the academic disciplines and professional programs.

III. Description of the Program.

The proposed program of Women's Studies takes full advantage of the existing facilities of the College. It provides a means of integrating scholarly offerings and support services. Students can take Women's Studies courses as part of their existing academic majors or minors, or can pursue a Women's Studies minor or minor concentration. Details of the curriculum are discussed under the section on curriculum.

Because the concept of Women's Studies touches all areas of the academic curriculum, no major program or separate department of Women's Studies is proposed. The courses should span as many disciplines as possible and should retain offerings within the respective academic departments or faculties. Special courses with a focus on women should, however, be developed by faculty in the various disciplines, for a well rounded offering in Women's Studies. Whenever possible, Women's Studies courses will be designated by a suffix system, using FS to identify the course as part of Women's Studies. (e.g. FES 305P - Sex Stereotypes: Contradictions and Confirmations for Women). In this manner the courses with a focus on women can be easily identified by the student and FES's will still accrue to the respective academic departments or faculties. Women's Studies courses shall be open to men and women alike on a nonquota basis. Faculty choosing to teach these courses shall not be limited to women, though women should be encouraged to have a major role in the development of Women's Studies courses.

IV. Curriculum For Women's Studies

A. Course Offerings and General Curriculum.

1. In order to have a meaningful sequence of courses in Women's Studies, newly developed courses shall be presented to the Women's Studies Board. If approved the course shall also be passed by the academic department of origin and shall proceed through the regular departmental academic channels for final approval. A close liaison must exist between the various departments and the Women's Studies Board, to enable
a sound development of a Women's Studies curriculum.

2. Course offerings in Women's Studies shall be flexible, so as to meet a wide range of student interests. Some courses shall emphasize research and writing, or development of competence in the vocabulary and concepts of a particular field as it relates to Women's Studies, or anywhere appropriate, shall emphasize discussion and reflection on the student's own experience.

3. Credit in Women's Studies shall be given for field work in areas appropriate to the career goals of the student. Such field work shall be coordinated through the Brockport Cooperative Education Project whenever possible. Approval for field work has to be given by the Women's Studies Board or the supervising instructor.

4. Because of the relative lack of research in Women's Studies, independent study shall be encouraged. As per College policy, sponsorship of independent study shall be taken into account in assessing the teaching ability and load of a faculty member. Approval of independent study shall follow the established College policy.

B. Admissions Requirements for Women's Studies

Admission to classes shall follow the general College policy. Any prerequisites for courses shall be spelled out by the instructors concerned.

C. Credit and Degree Granting Programs

1. Elective credit

Any student may take courses designated as Women's Studies for general college elective credit.
2. Interdisciplinary Minor.

A student may develop an interdisciplinary minor in Women's Studies through advisement of the advisory committee of the Women's Studies Board. Such a minor concentration shall consist of a minimum of 18 credit hours, 6 of which should be upper division. Two ways of developing a minor concentration in Women's Study are possible.

a. Thematic Minor.
The student selects, with advisement, an interdisciplinary theme for his/her minor, i.e. Women in Society, Women in the Environment. A suitable title, to appear on the transcript, must be selected and a sequence of courses to support the theme must be developed.

b. Track Minor.
The student selects courses, through advisement, within one discipline with a focus on women. His/her concentration might be Women in Sports, Women in History, etc.

c. Course Distribution for Minor.
3 credit hours - Independent study or field work.
9 credit hours - Women's Studies courses.
6 credit hours - Related discipline or disciplines.

3. Emphasis within a Major.

A student, with departmental approval, may develop an emphasis within a major by taking courses concerned with Women's Studies offered in an academic discipline, to be applied towards the major requirements.

4. Contractual Liberal Arts Major (CLAM).

A student may develop his/her program, with advisement by a member of the Women's Studies Board as sponsor and the established CLAM committee. The student choosing a CLAM must fulfill all college requirements established for CLAM:

a. Existence of a guiding purpose or purposes that give direction and coherence to the academic program;

b. A planned progression toward completion of the program;

c. The availability of appropriate scholarly resources (i.e. materials, advice, course offerings and the like);

d. The student's potential for completion of the program.

The CLAM consists of 30-36 credit hours.

A suitable title representing a theme or track must be selected to appear on the student's transcript. At least 12 credit hours must be upper division and all other college requirements for a CLAM must be met.
Model Program for a Women's Studies CLAM

a. Thematic CLAM.
With advisement by a member of the Women's Studies Board and the
CLAM committee, the student selects a suitable interdisciplinary
theme to appear on his transcript.
Model of course distribution:
(1) No more than six credit hours in field work related to
the theme.
(2) 3-6 credit hours - Seminar project or paper.
(3) 18-24 credit hours in Women's Studies courses (including
independent study).
(h) All other courses for the CLAM must be taken in academic
disciplines to support the theme.

b. Track CLAM.
With advisement by a member of the Women's Studies Board and the
CLAM committee, the student develops a track of studies in one
discipline with a focus on women. Model of course distribution:
(1) No more than 6 credit hours in field work related to the
track.
(2) 3-6-credit hours - Seminar project or paper.
(3) 18-20 credit hours - Women's Studies courses (including
independent study).
(h) A total of at least 10 credit hours shall be taken in one
academic discipline. These credit hours shall consist of
at least 6 credit hours of Women's Studies in the discipline
plus 12 hours of related course work. The Women's Studies
requirement of (3) above may be fulfilled through (1), (2)
or (h) above.

V. Women's Studies Courses

A. Existing Courses with a Focus on Women.

On the following pages are the courses already developed, and
presently being taught, with a focus on women. They have drawn
large numbers of students, many from outside the disciplines which
are offering the courses. These courses have served well as an
interim step in the development of the Women's Studies program
at Brockport.
COURSE DESCRIPTION

COURSES ALREADY DEVELOPED WITH A FOCUS ON WOMEN

AAS African and Afro-American Studies see ENL 338 ENGLISH

COUNSELOR EDUCATION

EDC 400 Personal Lifestyle Investigation and Career Exploration

Intended for students seeking to learn more about themselves and their lifestyles: Their values, interests, aspirations and needs. In addition participants will explore other lifestyles as various career options and career routes.

Poole, Darcy
3 semester hours

ENGLISH

ENL 338 Black Women as Literary Artists

This course attempts to make students aware of the contributions of black women to the literary world. Emphasis will be placed on the themes explored by specific authors in Africa, the Caribbean and the United States. Fiction, nonfiction, poetry.

Staff
3 semester hours

ENL 400, 452 Themes: Women in American Literature

A consideration of the treatment of women in American literature and the rest of the works of women writers from the Civil War to the present.

Weis, Virginia
3 semester hours
ENL 496 Sex Censorship, and Literature

This course is interdisciplinary in its concern focusing primarily on three areas: 1. the erotic theme in modern literature, e.g. DeSade, Genet, Lawrence; 2. the question of censorship, with attention to the development of standards in crucial modern cases such as the Ulysses, Lady Chatterley's Lover and Fanny Hill trials; 3. the social and aesthetic meaning of eroticism, including some consideration of the pornographic, the perverse, and the taboo.

Rubin, Stan
3 semester hours

FOREIGN LANGUAGE

FLT 451 Modern Foreign Women Novelists

Selected novels from Vera Panova, Simone de Beauvoir, Marguerite Duras, Rachel de Queiros, Carmen Laforet, Marie Luisa Kaschnitz, and others.

Onar, Martha
3 semester hours

HISTORY

HST 228 History of American Women

Historical survey of role of women in American Society from Colonial times to the present, achievement of individual women, and struggle for equality in various areas.

Staff
2 semester hours

HST 328 History of Women's Struggle for Equality in the United States

Objectives are to analyze status of women from the 1700's to the present in order to understand cultural attitudes and to develop new self-concepts. Lectures, readings, class discussions, with optional term papers, will be used to attempt to achieve these objectives.

Higashi, Sumiko
3 semester hours
HST 318 European Women
The experience of European women from Roman times to the present - as social revolutionaries and conservers of social values. Their work as wives, mothers, wage earners, and thinkers; their responses to their roles in family, church, and society.

Smith, Robert J.
Stuard, Susan
3 semester hours

HST 355
EDF 427-527 Childhood and Youth in American History
An examination of American Society's understanding and treatment of children and youth from the Colonial period to the present. Attention to the tension between traditional approaches to childhood and democratic thought. Stress on childhood as a battleground for competing forces in America.

Leslie, Bruce
3 semester hours

HUMAN MOVEMENT

SME 376 Body Awareness
Body awareness will be a laboratory/discussion course designed to facilitate body/mind harmony and integration. Emphasis will be placed on the development of sensory and body awareness as explored through the modalities of Hatha Yoga, Massage, Feldenkrais exercises, and Relaxation Techniques.

Back, Bonnie
1 semester hour

SME 413 Seminar Socio Cultural Implications of Physical Activities
Study of the influences and accomplishments of women in physical activity. Historical investigation of participation of women in human movement forms. Study of relationship of women's participation to societal expectations of women's role. Analysis of influence on women on developing nature of sport and sport organization.

Prerequisite HHR 313 or equivalent

Staff
3 semester hours
HUMAN SERVICES

HUS 451 Sex Stereotypes: Contradictions and Confirmations for Women.

An analysis of traditional and contemporary beliefs, attitudes, behavior concerning choices for women in careers, life styles, and family relationships designed to assist both sexes to understand the biological, psychological, and social factors contributing to the human problems created by the changing roles, status and identities of women. Intended for Junior and Senior students in all programs interested in improved understanding of women as human beings. Open to both female and male students.

Staff
3 semester hours

POLITICAL SCIENCE

PLS 362 Women and Politics

Examination of and explanation for the participation of women in the political system, with focus on both mass and elite forms of participation.

Liebeschutz, Sarah
3 semester hours

PHYSICAL EDUCATION

PSH 645 Socio-Cultural and Personal Aspects of Women in Sport.

Historical, contemporary and future perspectives of women in sport. Primary consideration is given to socio-cultural and experimental dimensions. Sport in its many forms and aspects, the women athlete, intra- and cross-cultural comparisons and the lived experience in sport are studied.

Jensen, Judith
3 semester hours

PSYCHOLOGY

PSY 339 Special Topics in Social Psychology-Research Methods Psychological Impact of Role Changes.

An in-depth experience with the basic research methods used in social psychology. The student will be expected to design and run a research study in social psychology. The course will cover survey, non-intrusive, as well as experimental methods in the context area of special psychology.

Staff
3 semester hours
SOCIOLOGY

SOC 414  Advanced Sociological Research Methods: Sex Roles and Social Changes

The objective of the course is to teach the student how to use methodological concepts introduced in the elementary research method course. This is to be facilitated by working with the student in exploring a specific sociological hypothesis. Another objective is to familiarize the student with the theoretical and practical problems with the current and emerging research methods in sociology. This is to be attained by student readings and classroom discussion.

Staff
3 semester hours

SOC 416  Occupations and Professions

Study of the social, psychological, cultural, communal, and solidaristic milieus which work and the division of labor create, including analysis of theories of professions.

Prerequisite: SOC 311 or 321

Staff
3 semester hours

SOC 361  Sociology of Sex, Marriage, and the Family

Study of the social history of theories, practices, and cross-societal experiences in sex, marriage, and the family life; population problems including birth control, childhood socialization, family maintenance and breakdown, and future trends including feminie liberation.

Prerequisite: SOC 100

Rutner, Robert
3 semester hours

SOC 492  Seminar in Advanced Sociological Issues: Sex roles, solidarity, and social changes.

A professor pursues with advanced undergraduate and graduate students particular "frontline" issues on which he is currently working or issues in which they are currently interested. The student is exposed to and involved in the process of thinking through and/or empirically testing innovations in the discipline.

Kaiser, Charles
3 semester hours

SOCIAL AND HUMANISTIC FOUNDATIONS IN EDUCATION

EDF 427

EDF 527 - see History HST 288
B. Guidelines for Women's Studies Courses.

Prior to assigning a Women's Studies Course suffix those courses should be reviewed by the curriculum committee of the Women's Studies Board with the following guidelines in mind:

Women's Studies should reflect a new humanism by looking at women as true persons. They should explode existing myths and stereotypes concerned with men and women. They should re-evaluate the individual worth of women and give them positive identity of self-awareness and group. They should offer, when appropriate, broader orientation toward life styles and professions. They should represent a feminist viewpoint and be concerned with women's struggle for equality and independence, a non-traditional point of view.

C. Suggested List of Women's Studies Courses.

Following is a list of additional courses which might be offered in a Women's Studies curriculum, providing faculty, resources and student interest warrant their development:

Interdisciplinary
Introduction to Women's Studies
Senior Seminar

Sociology
Sociology of Women
Positions of Women in the Social Order
Sociology of the Female Labor Force
Comparative Social Institutions: The Family
Modernization and the Role of Women
Social Inequalities
Women as a Minority Group

Education
Women in Education
Sex Stereotypes for Teachers
Educational and Vocational Implications of Bio-Social Sex Differences
Education and the Status of Women

Art
Image of Women in Art of the 19th and 20th Century

Music
Women in Music

Biology
Biology and Society

Economics
Role of Women in the U.S. Economy
Economics of Race, Sex and Age Discrimination
The Role of Women in Economic Life
Political Science
  Patriarchal Politics
  Sex and Politics: The Impact of Sex on Power and Influence in Society
  Politics of Women's Liberation
  Women and the Law

Anthropology
  Women's Role in Cross-Cultural Perspective
  Women in Culture
  Family and Kinship

Philosophy
  Sexuality and the Sacred
  Ideas of Women in Philosophy

Speech Communications
  Sexism and the American Mass Media

Modern Languages
  Feminism in Modern French Literature
  Images of Women in German Literature

History
  Women in the Middle Ages
  Oriental History: The Relative Roles of the Male and Female
  Search for the American Woman
  The Women's Rights Movement in America

Psychology
  Evaluation of Female Personality
  Sex Differences
  Toward a Feminist Psychology
  Social Control: Man and Women and the Oppression of Women

Theatre
  Women's Image in the Theatre

English
  Women Writers and Women's Problems
  Women and Autobiography
  Woman as Hero
  The War of the Sexes: The Literary Mistreatment of Women
  Images of Women in English and American Literature
  The Feminine Mystique in American Fiction
  Female Authors and Feminist Criticism
VII. Support Services

A. Library Holdings

Drake Memorial Library with a collection of over 220,000 books and 3,500 periodicals should well support a many faceted Women’s Studies program spanning all disciplines. Over the past few years the library staff and teaching faculty members have added many materials with a focus on women. There now exist basic resources to support courses in Women’s Studies, but more acquisitions are needed.

Drake Memorial's library holdings presently include the following books and periodicals to support a Women’s Studies program:

**Periodicals**

- Feminist Studies
- Journal of the American Association of University Women
- NOW News Bulletin
- Ma
- National Association of Women Deans and Counselor Journal
- NOW Acts
- Spokeswomen
- Sportswomen
- WEAL Washington Report
- Women; A Journal of Liberation
- Women Studies Abstracts
- Women's Rights Law Reporter
- Women's Studies
- Women's Studies Newsletter
### Subject Headings

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Sub total forwarded 433
LC 12.01-2599
Education of women 23
W 7610-39
Women in art 1
RG 1-991
Gynecology - obstetrics 168
Z 7961-65
Bibliography 1

Total 632
LAC

Miscellaneous (women as authors, artists, teachers, etc.) 600

Total 1,822

B. Brockport Cooperative Education Project

The facilities of the project can be utilized to enable Women's Studies Students to have experience in field work with a focus on women and their special needs.

C. Counseling and Career Planning

The established College counseling and career planning centers can be used to good advantage by women students who might have special needs.

D. Brockport Day Care Center

The cooperation between the College and the Day Care Center needs to be expanded so that students with children can take full advantage of the services offered within their often limited financial resources.

VIII. Dates for Implementation

The Steering Committee projects the following dates for the Women's Studies Program:

Appointment of a Women's Studies Coordinator, Clerk and Board, to take effect no later than Spring 1975.
Establishment of a Women’s Center and a budget for operation also no later than Spring 1975. Development of new courses and re-evaluation of existing courses should be completed prior to the beginning of the Fall 1975 semester so that full operation of the Women’s Studies program could commence then.

II. Conclusion

The State University College at Brockport has through the years not only kept step with developments in education, it has actually been in the forefront in sponsoring new and innovative programs. In the field of Women’s Studies has it lagged somewhat. With this program we are given the opportunity to make up the lag and further redress the balance of long indifference to this aspect of education. Implementation of the Women’s Studies proposal at Brockport would, in fact, strengthen the College’s commitment to equal opportunity not only for minorities but for women as well.

Further, this proposal suggests no major upheaval in the configuration of present College administrative or academic functions. Instead it seeks to become part of the College life with a maximum of efficiency and a minimum of dislocation. The aims of the program are inherently respectable and right, the demands for the program insistent, widespread and growing, and the methods for achieving it feasible indeed.

Probably the immediately urgent steps (after formal acceptance of the program, that is) toward achievement of the Committee’s aims are (1) appointment of a Program Coordinator and (2) establishment of a budgetary support for such operation. This Committee urges such action.

Given good will, the Women’s Studies Steering Committee believes that the program has every chance to succeed.
Appendix

Administration of the Women's Studies Program.

Just as the Women's Studies curriculum needs to be on a broad, interdisciplinary base, the administration of the program should also rest on a broad base, reflecting as many interests and concerns of women as possible. The term "inside concerns" would be met by a strictly academic program having to do with the needs of matriculated students, graduate and undergraduate, while the "outside concerns" would be the service needs of the community. To achieve such broad aims, a way must be developed to allow for a free flow of ideas of such a diverse group of interested individuals as represented in the administration of Women's Studies.

A. Women's Studies Board

The Women's Studies Board, limited to not more than 11 members, is to be the policy making body of the Women's Study Program. It shall be composed of one faculty representative from each of the various academic divisions, plus no more than 3 student representatives. The faculty members and students serving on this Board shall have demonstrated previously a commitment to an interest in Women's Studies. The Women's Studies Program Coordinator, discussed below, shall be a member of the Women's Studies Board. This group shall act in policy making decisions, in lieu of a department chairperson. Curriculum development and advisement shall also be a function of this Board. The Women's Studies Board shall be directly responsible to Associate Vice-President for Developing and Continuing Education.

Student members of the Women's Studies Board shall be chosen by the Student Women's Group and the division representatives shall be chosen by the Women's Studies faculty.

B. Program Coordinator

The duties of the Program Coordinator shall be as follows:

1. Serves as an ex-officio member of the Women's Studies Board.
2. Provides liaison with Administration, the Departments, and the college community.
3. Coordinates academic programs and curriculum.
4. Coordinates and assists research in Women's Studies.
5. Provides liaison with the Equal Opportunities Office.
6. Is a clearinghouse for information on Women's Studies.
7. Coordinates library acquisitions and other special needs of the program.
8. Supervises the Women's Center (described below).
9. Administers and secures financial support.
10. Keeps abreast of research grant possibilities.
11. Publicizes activities and services for women.
12. Is a liaison person with active women's groups
    on and off campus.
    Such release time, as needed, shall be requested.

C. Women's Studies Advisory Board

The Women's Studies Advisory Board shall be composed of
students, graduate and undergraduate, and academic staff or
faculty members, or non college-affiliated persons with interests
in Women's Studies shall have a voice in this body. The Women's
Studies Advisory Board shall be divided into committees centered
on the varied interests of the group. The Women's Studies Advisory
Board shall act as a source of ideas of womenpower for projects,
and as a sounding board for plans of the Women's Studies Administrative
Board.

D. Women's Center

The Women's Center shall serve as a focal point for Women's
Studies. It shall be headquartered in the office of the program
coordinator, who shall be assisted by a clerk. The Women's Center
shall serve as a distribution point and coordinating center for
all Women's Studies activities.
Women's Studies Administration

Vice-President for Curriculum and Instruction

Associate Vice-President for Developing and Continuing Education

Women's Studies Board. Only one faculty member from each of the following academic divisions: Education/Fine Arts/Humanities/Physical Education and Recreation/Natural and Mathematical Sciences/Social Sciences/Human Services, 2-3 student representatives, Program Coordinator.

(Maximum of 11 members)

Academic Departments
Support Services
Continuing Education

Students
Community

Women's Center
Program Coordinator

Women's Studies Advisory Board
Undergraduate, graduate students/faculty or staff
non-college affiliated persons