Dear Sister,

The Women's Studies Program and the Women's Center of Brooklyn College are currently developing a grant proposal, endorsed by the New York State Women's Studies Association, to establish training symposia and summer institutes for New York and New Jersey women's studies teachers which would ultimately prepare them to offer a similar program in their own institution or subregion. We are contacting you because we hope that you will take a few minutes to fill out the enclosed questionnaire. Your work in women's studies indicates that you could help us assess areas of need and suggest priorities in the development of such teacher training programs. In addition to the questionnaire, we are enclosing a brief program description and timetable that will give you some idea of how we presently conceptualize the project.

Our work on this proposal was immediately precipitated by the clear need expressed by participants in a recent subregional N.Y.W.S.A. meeting for ways to "keep women's studies honest," to insure that, as feminist educators, we all incorporate into our classes material and approaches consistent with the principles put forth in the Preamble to the Constitution of the National Women's Studies Association:

Women's Studies owes its existence to the movement for the liberation of women; the women's liberation movement exists because women are oppressed. Women's studies, diverse as its components are, has at its best shared a vision of a world free not only from sexism but also from racism, class-bias, ageism, heterosexual bias—from all the ideologies and institutions that have consciously or unconsciously oppressed and exploited some for the advantage of others. The development of women's studies in the past decade—the remarkable proliferation of programs that necessitated this association—is a history of creative struggle to evolve knowledge, theory, pedagogy, and organizational models appropriate to that vision.

Our project stems from our recognition that, while we share these principles, we all experience difficulty in fully realizing them.

While we want the project to be firmly grounded in these principles, we see the present project design as flexible and open to modification on the basis of input from you and other women's studies teachers. In addition, we will use your questionnaire response for needed documentation in our application for funding to Women's Educational Equity and elsewhere.

We must hear from you by February 20 in order that the proposal incorporate your suggestions. Please feel free to call us with any comments or questions.

We appreciate your time and effort and look forward to hearing from you.

Sincerely,

Elly Bulkin  Patricia Lander  Rena Grasso Patterson  Freddie Wachsberger
Women's Studies Program

PROJECT DESCRIPTION

The first year will culminate in a month-long summer institute (July, 1981). During the spring, 1981 semester, we will pilot the summer institute through two sets of weekly symposia, one at Brooklyn College for Brooklyn College faculty members, the other at the CUNY Graduate Center (Midtown Manhattan) for both other CUNY faculty and non-CUNY faculty living within commuting distance of N.Y.C. The summer institute will be designed to result in increased classroom effectiveness for the teachers involved. After first examining women's studies within the framework of the contemporary women's movement, we will focus on overcoming barriers that prevent us from dealing as effectively as we might in the classroom with women whose contributions have too often been overlooked—Black women, Hispanic women, other Third World women, lesbians, poor/working class women, older women. With each group (and recognizing that there is considerable overlap), we will discuss curriculum development, teaching methodology, and the biases (racism, homophobia, classism, ageism) that prevent us from dealing fully and constructively with the work of women whose lives might differ significantly from our own.

The second year will culminate in a summer institute (July, 1982) that will prepare women to return to their regions/institutions and do the training themselves. Basically the first year will serve overall as a pilot for the grant's second year, when the training, as well as a manual and companion video material, will provide concrete resources for all subregions in New York and New Jersey. Development of the summer institute, the manual, and the video material will be based on what we have learned during the first year of the project and on what we learn through a series of intensive modules (i.e. Third World women/racism, lesbians/homophobia) offered during the second year in different areas of New York and New Jersey. These modules will last 2-3 days and be done at the request of some group or institution in a given subregion. Participation in these modules and/or in the first-year symposia/institute will provide a pool of possible participants for the 1982 summer institute.

The last 6 months (to winter, 1983) will involve finalizing for dissemination the manual and the video material designed to go with it, as well as a final evaluation of the project as a whole.
NEEDS ASSESSMENT QUESTIONNAIRE

Many of the following questions ask for multiple answers. Please check all that apply. If you cannot answer a question, just leave it blank. If any question does not fit your particular situation, please amend the question or add a comment. Also please note that several groups or categories are not mutually exclusive and may total more or less than 100%.

If you want to make extensive comments about any question or about the questionnaire as a whole, submit your comments on separate pieces of paper. Please return the questionnaire by February 18 to the Women's Studies Program, Brooklyn College, Bedford Avenue and Avenue H, Brooklyn, New York 11210.

I. GENERAL INFORMATION

1. Name ____________________________
2. Highest academic degree _______ year _______ subject area ______________
3. Age ____________________________
4. Racial/ethnic identity _____________ Language(s) spoken other than English ____________

5. a. Are you a member of the National Women's Studies Association? yes ____ no ____
   b. Are you a member of a regional Women's Studies Association? yes ____ no ____ if yes, specify which one ____________
   c. If you are a member of the National or a Regional W.S.A., check any caucus(es) to which you belong and indicate whether your membership is in a National caucus (N) or a Regional one (R).
       community college _____ Third World _____
       lesbian ______ Student ______
       pre-K-12 ______ Staff ______
   d. Regardless of whether you are a National or Regional member of the W.S.A., have you in the past year attended any conference sponsored by it?
       National ______ Regional ______
       Subregional ______ Other ______
   e. If you belong to any other professional, community-based, or political women's groups or organizations, list them.

f. List any feminist journals and other feminist periodicals that you read regularly.

II. WOMEN'S STUDIES AND INSTITUTIONAL INFORMATION

6. Your relation to women's studies: Tenured _____ Non-tenured _____
   a. Full time faculty member _____ Department _______ Rank _______
       Adjunct faculty member _____ Department _______ Major _______
       Student-teacher _____ Undergraduate _____ Graduate _____
       Women's Center or special project staff engaged in feminist education _______ Specify project __________
       Unemployed teacher _______
   b. Are you presently teaching a women's studies course? yes ____ no ____ If yes, title (s) of course(s) __________
   c. Have you taught a women's studies course in the past, but are not now teaching one? yes ____ no ____ If yes, title(s) of course(s) __________
   d. For how many semesters have you taught women's studies courses __________
e. Have you never taught a women's studies course, but plan to do so in the future? yes no
f. Are you a (past or present) coordinator of a women's studies program? yes no
g. Are you a member (past or present) of the steering committee or other governing body of a women's studies program? yes no

7. a. Name of your institution ____________________________________________
    b. Two-year __________ Four year __________ Community-based, non-degree __________
       Granting __________ Private __________ Public __________
    c. Urban __________ Rural __________ Suburban __________
    d. Estimate the percentage of all students in your institution who fit into the following groups (0-15%; 16-30%; 31-50%; 51-70%; 71-85%; over 85%).
       Black __________ Hispanic __________ Native American __________
       Asian American __________ White __________ Returning women students __________
    e. Estimate the size of your institution:
       under 2,000 __________ 5,000 to 10,000 __________ 15,001 to 20,000 __________
       2,000 to 5,000 __________ 10,000 to 15,000 __________ 20,000 to 30,000 __________
       over 30,000 __________

8. a. Does your institution have a women's studies program? yes no
    b. If so, when was it begun? __________
    c. Does it offer: a major __________ a minor __________ a certificate __________
       a graduate degree __________ other __________
    d. Does your program have its own full-time faculty or a coordinator? yes no
    e. Are faculty and coordinator given released time from their own departments to work in the women's studies program? yes no
    f. Does your program cross-list courses about women offered by different departments? yes no
    g. Does your program have any ongoing working/liaison relationships with a campus-based women's center? community-based women's groups __________

9. Estimate the number of women's studies faculty (1979-80) who are full time faculty members __________ Adjunct faculty members __________
    Black __________ Hispanic __________ Native American __________ Asian American __________
    White __________ Lesbian __________

10. Estimate the percentage (0-15%; 16-30%; 31-50%; 51-70%; 71-85%; over 85%) of women's studies students who are
    Black __________ Hispanic __________ Native American __________ Asian American __________
    White __________ Returning women students __________ men __________ working class __________

11. a. How often do you become aware of which students in your classes are Lesbians? rarely __________ sometimes __________ usually __________ almost always __________
    b. How do you usually become aware of this?
       during class discussion __________
       through written papers __________
       in private conference __________
       through outside of class context __________
       other __________

12. Does your program use any written guidelines in the development of curriculum for women's studies courses? Yes No
    If so, please include a copy. If you have informal guidelines (not written) that you can describe in a paragraph, please do so on the last page.

13. How are women's studies classes evaluated?
    written student evaluations __________
    faculty observations __________
    student observations __________
    other (please specify) __________
    If you use written evaluation forms, please include a copy.

14. a. Do you have any training, faculty development or other seminars related to the teaching of women's studies courses? yes no
b. If so, what is the focus of these seminars/training sessions:
   - Curriculum development
   - Methodology
   - Problem solving
   - Attitudinal barriers to teaching and learning
   - Other (please specify)

c. Who conducts these seminars?

d. Is any released time given to participants? Yes  No

III. NEEDS IDENTIFICATION

15. On a scale of 1 to 5 (with 5 being "most needed") indicate the need you perceive in the field of women's studies for more work to be done in the areas of:
   - Third World Women/Racism
   - Lesbians/homophobia
   - Poor-working class women/classism
   - Older women/ageism

16. On a scale of 1 to 5 indicate the need you perceive for more work to be done by women's studies faculty:
   - Curriculum Development
   - Methodology
   - Consciousness Raising

17. Indicate on a scale of 1 to 5 the extent to which you feel you would benefit from symposia dealing with curriculum development in the following areas:
   - Third World women/racism
   - Lesbians/homophobia
   - Poor-working class women/classism
   - Older women/ageism

18. Indicate on a scale of 1 to 5 the extent to which you feel you would benefit from symposia dealing with methodology (presentation of and facilitating discussion of material; approaches to constructive criticism) in the following areas:
   - Third World women/racism
   - Lesbians/homophobia
   - Poor-working class women/classism
   - Older women/ageism

19. Indicate on a scale of 1 to 5 the extent to which you feel you would benefit from symposia dealing with consciousness-raising (increasing awareness; developing processes for exploring biased attitudes) in the following areas:
   - Third World women/racism
   - Lesbians/homophobia
   - Poor-working class women/classism
   - Older women/ageism

20. Indicate on a scale of 1 to 5 (with 5 being "most often") the extent to which the women's studies courses you teach (or have taught) include reading and other assignments (films, attendance at feminist events, fieldwork, etc.) related to the following:
   - Third World women/racism
   - Lesbians/homophobia
   - Poor-working class women/classism
   - Older women/ageism

21. Indicate on a scale of 1 to 5 the extent to which the women's studies courses you teach (or have taught) include discussion of attitudes related to the following:
   - Third World women/racism
   - Lesbians/homophobia
   - Poor-working class women/classism
   - Older women/ageism

22. Indicate with a check the way(s) in which you usually approach the following areas:
   - Third World women/
   - Lesbians/
   - Poor and working older women
22. (continued) a separate unit within course ongoing discussion and reading assignments throughout course

23. Indicate on a scale of 1 to 5 (with 5 being "most interested") which areas would interest you in learning to deal more effectively in the classrooms with issues of race: curriculum development _______ methodology _______ consciousness raising _______ other _______

24. Indicate on a scale of 1 to 5 which areas would interest you in learning to deal more effectively in the classroom with issues of lesbianism: curriculum development _______ methodology _______ consciousness raising _______ other _______

25. Indicate on a scale of 1 to 5 which areas would interest you in learning to deal more effectively in the classroom with issues of class: curriculum development _______ methodology _______ consciousness raising _______ other _______

26. Indicate on a scale of 1 to 5 which areas would interest you in learning to deal more effectively in the classroom with issues of age: curriculum development _______ methodology _______ consciousness raising _______ other _______

IV. PARTICIPATION

27. What are the barriers on your campus to developing such training seminars? 
   disagreement over goals _______ lack of material resources _______ specify _______
   lack of resource people _______ staff unwillingness to participate _______
   administrative conservatism _______ time limitations _______
   other _______

28. Would you consider participating in training sessions that dealt with curriculum and material development _______
   methodology _______
   attitudinal barriers _______
   other _______

29. Would you consider participating in a free semester-long sequence of weekly or bi-weekly training sessions held at a downtown Manhattan location? 
   yes _______ Yes, if _______
   no _______ reason(s) time limitations _______
   location _______
   financial considerations _______
   childcare problems _______
   not needed _______
   other _______
30. Would you consider participating in a tuition-free month long summer training institute in NYC during the summer of 1981?
   yes ______
   yes, if _______________________________________
   no ______
   reason(s)
   money ______
   accommodation ______
   childcare ______
   not a priority ______
   work conflict ______
   not needed ______
   other

31. Would you consider participating in an intensive 2-3 day module offered in your own geographic area on Third World women/racism?
   yes ______
   yes, if _______________________________________
   no ______
   reason(s)
   money ______
   accommodation ______
   childcare ______
   not a priority ______
   work conflict ______
   not needed ______
   other

32. Would you consider participating in an intensive 2-3 day module offered in your area on lesbians/homophobia?
   yes ______
   yes, if _______________________________________
   no ______
   reason(s)
   money ______
   accommodation ______
   childcare ______
   not a priority ______
   work conflict ______
   not needed ______
   other

33. Would you consider participating in an intensive 2-3 day module offered in your area on poor-working class women/classism?
   yes ______
   yes, if _______________________________________
   no ______
   reason(s)
   money ______
   accommodation ______
   childcare ______
   not a priority ______
   work conflict ______
   not needed ______
   other
34. Would you consider participating in an intensive 2-3 day module offered in your area on older women/ageism?
   yes ___
   yes, if __________________________
   no __________________________
   reason(s)
   money ______
   accommodations ______
   childcare ______
   not a priority ______
   work conflict ______
   not needed ______
   other __________________________

35. Would you consider participating in a month-long summer training institute during July, 1981?
   yes ___
   yes, if __________________________
   no __________________________
   reason(s)
   money ______
   accommodations ______
   childcare ______
   not a priority ______
   work conflict ______
   not needed ______
   other __________________________

36. Would you also consider participating in an institute (July 1982) to train you to organize and facilitate a similar program in your own geographic area or at your own institution?
   yes ___
   yes, if __________________________
   no __________________________
   reason(s)
   money ______
   accommodations ______
   childcare ______
   not a priority ______
   work conflict ______
   not needed ______
   other __________________________

37. On a scale of 1 to 5 (with 5 being "most useful") indicate the potential usefulness to you of a manual dealing with different areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Curriculum development</th>
<th>Methodology</th>
<th>Consciousness raising techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third World woman/racism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lesbians/homophobia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>poor-working class women/classism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>older women/ageism</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

38. On a scale of 1 to 5 indicate the potential usefulness to you of video material to be used in conjunction with a manual:

<table>
<thead>
<tr>
<th>Area</th>
<th>Methodology</th>
<th>Consciousness-raising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third World woman/racism</td>
<td></td>
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<tr>
<td>lesbians/homophobia</td>
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<tr>
<td>poor-working class women/classism</td>
<td></td>
<td></td>
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<tr>
<td>older women/ageism</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
If you would like to be a potential participant and/or resource person should we receive the funding to carry out this project, give us your address and work and home phone numbers.

If you have worked with people we might not have contacted but whom you think would have valuable ideas for the development and implementation of this project, please list their names, addresses and work and home phones.

We very much want to receive a completed questionnaire from you as soon as possible. However, if locating course syllabi, evaluation forms, or general information about your program will not delay its return, we would greatly appreciate receiving such material.

Thank you.