

The Academic Program Review (APR) team consisting of Dr. Linda Garber, Santa Clara University, Dr. Karen J. Leong, Arizona State University, and Nancy M. López visited the University of New Mexico (UNM) campus from the morning of Monday, April 10 to the afternoon of Wednesday, April 12, 2014 to conduct a review of the Women Studies (WS) Program. While departments conduct an APR every ten years, it is important to note that this is the first time the Women Studies Program has been asked to conduct an academic program review because previously programs were not part of the APR process. We met with the director, the lecturer/advisor, former directors, affiliate faculty, graduate student teaching assistants, the director of the Women's Resource Center, the director of the Feminist Research Institute, the Provost of UNM, the Dean of the College of Arts and Sciences, the Associate Provost for Faculty Development, the dedicated and associated staff, and the APR Specialist. We greatly appreciated the hospitality shown us by the university and the program, as well as the openness and generosity of those who made time to meet with us. In this document we report our assessment based on the self-study report, the UNM 2020 report, the program's website, and discussions with on-campus stakeholders in the program. This document follows the organization detailed in the *Academic Program Review: Policies, Principles, and Procedures Handbook*.

Review Team Exit Statement and Report

Brief listing of the most important strengths and shortcomings

The signal strength of the UNM Women Studies Program is the human resource of the large numbers of feminist scholars and teachers across the university's schools and colleges, many of whom have played leadership roles in the program since its inception forty-two years ago. Our conversations with them during our two-day campus visit made clear that the potential exists to build Women Studies into a vibrant intellectual community fostering excellence in both research and student learning, in keeping with the strategic initiatives of the university. (See discussion below.) The one faculty member with a dedicated line in Women Studies, a lecturer who also advises WS undergraduates, is a talented teacher and committed advocate of students in the program.

The most important shortcoming of the Women Studies Program is the lack of sustained support on the part of the university administration and the subsequent instability of the program's leadership and course offerings. Given the long history of the Women Studies Program, the lack of consistent leadership and faculty (a .5 time director and the 1.0 lecturer mentioned above) is striking in comparison with the steady growth of women's studies programs in the Southwest (University of Arizona and Arizona State University), California (San Diego State, UCLA, UC Irvine, UC Riverside), and nationally. While the past decade has witnessed a flourishing of doctoral programs in women's and gender studies programs (now 16) and master's programs regionally and nationally, the Women Studies Program at UNM is suffering because of an obvious lack of university investment in stable leadership and faculty lines for the program. This lack of investment has resulted in the program continually operating in crisis mode and attempting to simply fulfill the basic course requirements for its students. Chronic underinvestment in the region's oldest women's studies program has undermined attempts by committed UNM faculty to develop a vision for the program to realize its potential as a

necessary and valuable site for student success, faculty research, and campus-community partnerships. Despite the desire for a strong Women Studies Program expressed by administrators, faculty, students, and staff, members of all of these groups whom we interviewed evaluated the current state of the program in dire, stark terms: “in real trouble,” “overburdened and under-resourced,” “circling the drain.”

Unit’s contribution to the mission and strategic direction for UNM

As the flagship university of one of the most diverse states in the country, the University of New Mexico has an opportunity to become a national leader in research, teaching, and community engagement that is anchored in examining the experiences of the most pressing problems facing women as well as underrepresented communities in contemporary U.S. society. For example, UNM 2020 teaching and learning goals stress competency-based learning as well as innovative and diverse pedagogies that are globally and locally relevant. Women’s studies has been a leader in the area of creating a cadre of students with a deep sense of civic engagement and leadership skills that advance community development with a particular emphasis on the status of women in society.

A robust Women Studies Program can serve as a magnet for both faculty and students (graduate and undergraduate) who choose UNM as a destination university because of the vitality and innovations available through degree granting programs. For example one of the senior leaders in the President’s office shared that her daughter earned an undergraduate degree in Women Studies and upon graduation was employed in the health industry leading important initiatives that address the needs of diverse women and their communities in the state of New Mexico. According to this faculty member, her daughter relished the critical thinking and writing skills in the deeply relevant and engaging Women Studies courses she had the opportunity to enroll in as an undergraduate. At the graduate level, Dr. Adriana Nieto was the first to complete the Women Studies certificate. Upon graduation, Dr. Nieto enrolled in doctoral studies at Denver University. She is currently the chair of the Chicana/o Studies Program at Metropolitan State University, an urban campus in Denver serving diverse students from across the region. With an appropriate level of resources, the UNM Women Studies Program can produce many more thoughtful leaders who engage in issues of concern for women, particularly those from underrepresented communities.

Profile and distinction of faculty and students

Director

Professor Barbara Reyes (Ph.D. in History), like her predecessors, has an insurmountable task to perform without the collaboration of a core faculty to assist in program decisions, and with at least half of her professional responsibilities residing in her home department. We note that in the past, the WS director was a .75 position, according to an archived Rules of Governance document unearthed by a former director, and we recommend that the College and University move toward a full time, tenured hire for a director, following the model of Chicano/a Studies. We were dismayed to learn that in the recent past the director’s job was made even more difficult by the cutting of administrative assistant hours, but pleased that the dean’s office restored the position to full time. The dean’s and provost’s offices must realize that Women Studies, as an

interdisciplinary program, coordinates its course offerings and extra-curricular programming with departments and programs across the College and the University, making its administrative role far larger than what one would assume for a small academic program. While the great strength of the program is its far-reaching constituency, this means the director and administrative assistant are responsible for a great deal of communication and coordination of faculty and their course schedules.

On top of routine administrative maintenance of the program, Professor Reyes has begun the difficult jobs of outcomes assessment, program review, and strategic planning, tasks that typically are divided among faculty committees in departments. As outlined below, we suggest that the director work closely with the administrative assistant on day-to-day operations, collaborating with and delegating to a core faculty many of the programmatic decisions and development tasks necessary to stabilize and build the program.

Lecturer/Advisor

Professor Adriana Ramirez de Arellano (Ph.D. in Anthropology and J.D.) shoulders an enormous amount of responsibility for the Women Studies Program, teaching three courses per semester at the undergraduate and graduate levels, and advising all undergraduate WS majors and minors. Based on our observation of her classes, we can see that she is a skilled, dynamic instructor who connects with students on many levels – undoubtedly making her an effective advisor as well. We consider it untenable for so much of the program’s load to rest on the shoulders of a non-tenure-track faculty member, both in terms of the sheer amount of work and the responsibility for graduate student instruction. We strongly recommend that the lecturer position be converted via target-of-opportunity hire to a tenure-track line. It is our understanding that the Provost will prioritize hiring with two criteria in mind, both of which apply to this position in Women Studies: (1) interdisciplinary/intercollege strategic hires; and (2) target of opportunity hires that advance faculty diversity, equity, inclusion and student success.

Jointly appointed tenure-track faculty

The Women Studies Program has had an uneven history with tenure-track joint appointments over the past decade. While some of the tumult has been unavoidable, we believe that two things are required to make such appointments successful. First, the program itself must be stabilized through an increase of tenured faculty resources through the cluster migration of tenured faculty members. (See Opportunities for Future Development, and Appendix A.) Without a tenured core faculty, too much responsibility and uncertainty rests on the overburdened shoulders of untenured joint faculty who are under pressure to serve their tenure-home departments, and who lack mentoring in Women Studies. This places the junior faculty in a position of both too much and too little power, an unfair dilemma for those without the security of tenure. Second, joint appointments must be genuinely cooperative if they are to succeed in creating a balanced, fair split for the faculty member and the affected department and program. This means that jointly appointed faculty need memoranda of understanding outlining the truly 50-50 split of their service, research, and teaching expectations, and Women Studies must have fifty percent say in hiring, tenure, and promotion decisions. (See Appendix B for an example from Santa Clara University.) Without these safeguards, UNM has joint appointments in name only, and untenured faculty in particular are at sea without an anchor.

The current joint appointment of Professor Amy Brandzel (Ph.D. in Women Studies) in Women Studies and American Studies seems laden with the aforementioned structural problems of her appointment. In addition, Professor Brandzel's actual status and teaching responsibilities of her appointment are unclear. Hired with a salary line split between the two academic units, answerable for tenure only to the department of American Studies, and more recently budgetarily attached only to American Studies, this joint appointment appears to carry little advantage for either Women Studies or Professor Brandzel. In the interest of benefiting both, and further stabilizing and growing the Program according to the strategic plan outlined below, we recommend that the line be recognized as existing within American Studies, already a de facto truth. Once the leadership of the Women's Studies Program is stabilized, we recommend a cluster of joint appointments, perhaps modeled on the successful hires in the Combined BA/MD program, following the model set forth below in Appendix A. These cluster appointments should also be sensitive to the need to create a truly interdisciplinary program by targeting feminist and gender scholars across a variety of disciplines and areas of expertise.

Affiliated Faculty

More than fifty UNM faculty members are affiliated with the Women Studies Program, providing the curricular backbone of the program through more than twenty course offerings per semester. Our review of additional feminist work conducted on campus suggests that the number of formal faculty affiliations across the College and the University could easily grow. The breadth and depth of this intellectual resource is the greatest strength of the program, a resource that could and should be developed into an actively cohesive feminist intellectual community capable of running, sustaining, and building the program's curriculum, student population, and research profile. The combined, collaborative infrastructure of the Feminist Research Institute (FRI), the Women's Resource Center (WRC), and the Women Studies (WS) Program provides the perfect vehicle for such community building; efficient cross-listing of courses, already underway, will build a more comprehensive set of curricular offerings; and the leadership plan outlined below can serve to activate and motivate the affiliated faculty to participate in leadership and sustenance of the program.

Graduate Students appear to be deeply committed to the values of feminist education and research. All of those we interviewed expressed the need for stronger, more stable faculty leadership of the Women Studies Program. We are concerned by the overrepresentation of American Studies graduate students in the Women Studies graduate certificate program, a situation no doubt arising from the affiliation of the program's only, if nominal, tenure-track faculty member. A more connected affiliated faculty body, sharing in program governance, would no doubt give rise to a broader representation of graduate students in the certificate program.

Currently TAs are required to take the feminist methodology and feminist theory course as a prerequisite for TA appointments; however, we share the concern voiced by graduate students that they require additional guidance in feminist pedagogy and professional readiness for the rigors of the classroom and the academic job market. We recommend that one of the first tasks of a core faculty be to develop a one-unit seminar to provide such training and mentorship. We also share the concern of graduate students that graduate training felt "erratic" and hope that

program assessment via portfolio evaluations and other evidence can map how students are achieving a first rate graduate experience through the Women Studies certificate.

Undergraduates

It is evident to us that the paucity of faculty resources provided to the Women Studies Program results in a very small corps of undergraduate majors and minors. As with graduate students, we believe that a more engaged affiliated faculty across the campus, as well as strengthened ties to the campus Women's Resource Center, LGBT Resource Center, and other student groups, will undoubtedly result in a marked growth in undergraduate enrollment. We regret that we were unable to meet with undergraduates majoring or minoring in Women Studies, and as a result cannot speak to their impressions of and concerns about the program.

We were not able to adequately assess how the demographic composition of undergraduate and graduate students compares to the general student body at UNM. We understand that this is the first time the Women Studies Program has undergone a program review; and therefore statistics on the student composition at the graduate or undergraduate level may not have been possible for this APR; however, we urge that future APRs include this valuable information on the demographics of the enrolled minors, majors and graduate certificate earners as well as the educational (e.g., graduate student admissions) and employment or service outcomes for alumni. This information can help WS identify strengths and any areas in need of improvement vis-à-vis outreach and services to the diverse communities in the state of New Mexico. The skills and competencies achieved by Women Studies Graduates.

Communication of Goals and Objectives for the Program

The self-study report notes that the program has focused energy on redesigning the Women Studies website. This is an important gateway for students to locate and learn about the undergraduate major and graduate certificate as well as the program's overall mission and goals. The website lists the requirements for the undergraduate major and minor as well as the Women Studies Graduate Certificate, and it also explains what students might do with a Women Studies major. Because the program is still in the process of identifying its goals and mission and is still revisiting the curriculum, the website remains a work in progress. Ultimately we would hope to see information posted informing new and transfer students how to apply for the major and the graduate certificate, though that would be premature at this point.

Communication across campus about the program and its status has been scant, and several affiliates expressed surprise at the program's self-reported status. The Executive Committee has rarely been convened in the past two years. As noted under the Personnel section, we believe this reflects the director's necessary focus on simply maintaining the day-to-day operations of the program without having time and resources to engage the EC in discussions about program-building and strategic planning. We also understand that the move from Mesa Vista Hall to the Humanities Building created some loss of materials on computers that could not be accessed. As a result a lot of the Director's time was dedicated to rummaging through boxes to try to recreate the institutional history of the program for day-to-day operations.

The recent hiring of a dedicated program administrative assistant who demonstrates excellent organizational and communication skills is a step in the right direction. The director has a tremendous opportunity to cultivate the good will that exists for Women Studies by working closely with the administrative assistant to develop mechanisms for efficient and consistent communication, and providing the administrative assistant more information about the program itself. We strongly recommend that the director meet weekly with the administrative assistant to establish these mechanisms as soon as possible. Consistent communication across campus in collaboration with FRI and WRC would cultivate interest and render the program visible as a significant site for feminist scholarship of discovery at UNM. We also suggest a regular lecturer series that can be co-sponsored with the FRI and WRC.

The lack of Executive Committee meetings moreover reflects a challenging impasse within the Women Studies program based on ideological differences. The director has tried to attract more students and resources by showing the relevance of Women Studies to the university's mission of serving New Mexico; in contrast, a faculty member and some graduate instructors reject focusing on "women" as an anti-essentialist project. While this debate indeed reflects current debates in women's studies, it risks paralyzing the UNM program into irrelevance. The APR team advocates that the program deploy "women" strategically and pragmatically as an educational project, while intellectually understanding that women's studies scholarship engages how gender is socially constructed and challenges false binaries that contribute to social inequalities. Kimberle Crenshaw for example cautions that among the perils of vulgar social constructionism is that it eschews any scholarship or teaching that employs social categories, ignoring the lived experiences of entire groups of women: "But to say that a category such as race or gender is socially constructed is not to say that that category has no significance in our world." In sum, the faculty who are invited into the Women Studies program must be inclusive of a variety of epistemologies, methodological approaches as well as theoretical assumptions and concepts.

Impact and Visibility of the Instructional Programs

Women Studies at UNM would benefit by reaching out to faculty with diverse training and research interests to teach WS courses or courses that could count as electives for the WS major. The program course offerings ideally would demonstrate the breadth of approaches, methodologies, theories and foci in women's studies scholarship, which traditionally attracts student enrollment. Teaching about women's diverse perspectives and experiences would allow students to understand the ways in which popular ideas about women, gender, and sexuality materially affect social relations and institutions. The current courses seem to primarily rely upon a cultural studies interpretation of women's and gender studies as articulated in American Studies and Communication; however, students in all fields, including the social sciences, sciences, arts, and health fields also need to understand how feminist epistemologies and theories are applicable in their own areas of study. We suggest expanding course offerings in underrepresented areas that problematize gender-blind assumptions and specifically address differential experiences across sex, gender, race, sexuality, and other salient social formations. Students who take women's studies courses usually do so because they want to understand the experiences of their mothers, sisters, friends, and themselves. The ability to meet students of any gender where they are is precisely what has contributed to the growth of women's studies

programs nationwide. Students must comprehend why women's studies curriculum is relevant to their own lives in order to understand the importance of feminist theory in making sense of their experiences as based in social systems and institutionalized in education, laws, and culture. We recommend that the current Introduction to Women Studies course be revised to communicate to students who have never taken a WS course its relevance and significance to their and others' lives. This would broaden the appeal of Women Studies among undergraduate students and increase enrollments and visibility of the program on campus across a variety of traditional disciplines.

In addition, we encourage that the program director and instructor participate in the workshops for directors and curriculum development provided by the National Women's Studies Association at its annual meetings. The NWSA itself has undergone significant changes in the past five years, and the annual meeting now features conversations about developments in interdisciplinary feminist pedagogy, civic and community engagement, and intellectual trends that can be incorporated into UNM's undergraduate and graduate Women Studies courses. The pre-conference workshops also might provide ideas about how the program could collaborate with the Women's Resource Center in civic and community engagement initiatives. The NWSA also has just announced a separate Summer Curriculum Institute that could be useful for faculty to attend.

Student success and learning outcomes

Student success and learning outcomes are integrally connected to the curriculum and major design. However, we understand that the current student success and learning outcomes are related to a curriculum design from a few years ago that was never fully realized, under a former director's term.

As noted above under Communication, it is apparent that ideological tensions about the purview of Women Studies have undermined the most recent attempts to revise the curriculum. Some of the instructors and faculty see women's studies as a discipline and insist that the curriculum should thus focus on the internal debates that have shaped the discipline. Many of these debates are theoretical in nature, speaking to the "proper subjects" of the field and questioning the essentialism of the category "women." We understand the significance of these debates; however it is critical for the program's sustainability to recognize that they are part of an intellectual project that is not immediately relevant to most undergraduates who enroll in Women Studies courses. We encourage the program to consider how the strategic deployment of the category "woman" provides a gateway for students of all genders, sexualities, and backgrounds to become aware of the relevance of the Women Studies Program and what they can learn about creative and critical analysis and the complexity of contemporary social issues.

While cultural studies emphasizes discursive analyses, and queer theory importantly distinguishes gender from sex and sexuality, there are other approaches and emphases in women's studies that need to be included in the curriculum. These include scholarship about women, labor, and the economy; gender, race, and incarceration; gendered violence and intimate partner violence; girls, culture, and education; masculinities; violence against women locally and globally; women and the welfare state; girlhood and development; women, race, and political

power; gender, race, and empire; to name but a few. Many of these areas are neither represented nor sufficiently developed in the courses currently offered.

We observe in the self-study that “women” are never mentioned in the undergraduate and graduate student learning outcomes. We reiterate our suggestion that the program “deploy ‘women’ strategically and pragmatically as an educational project, while intellectually understanding that women’s studies scholarship engages in the social construction of gender and challenges false binaries that contribute to social inequalities.” We respectfully suggest that undergraduates, graduates, and even faculty enter the conversation of women’s studies in different ways, often through exploring the subjectivity of women. It is this exploration that opens up ways in which gender is much more complex than the male-female binary that has been social constructed; gender co-constitutes race, class, sexuality, science, and so forth; and these social formations underlay the claims of societies and knowledge. Thus, we believe revisiting the student goals and learning outcomes with attention to meeting students – especially undergraduates - where they are is essential to growing the program and making it accessible to students.

In terms of ensuring the relevance of Women Studies to students at UNM, we suggest balancing feminist theory with exposing students to the tools necessary to negotiate the growing complexity of 21st century life. The tent of Women Studies must encompass the diversity of feminist scholars that include theoretical, policy and public issues of concern for women in the U.S. and global context. This would leverage problem-based courses anchored in the lived realities of diverse communities across the state as course offerings and research opportunities that would resonate with students and communities beyond the classroom, offering excellent opportunities for collaboration across programs and departments. As Mary Sue Coleman, president of University of Michigan, and John L. Hennessy, president of Stanford University noted in the *Washington Post* on November 14, 2013 (“Lessons from Humanities and Social Sciences”), the humanities and social sciences focus on “creating lives of purpose and meaning, appreciating diversity and complexity, communicating effectively with others and overcoming adversity. ... Most successful careers, including in technology and engineering, do not result simply from technical knowledge. They require leadership skills, social and emotional intelligence, cultural understanding, a capacity for strategic decision-making and a global perspective.” UNM is strategically positioned to become a model institution that is founded on principles of civic engagement, leadership and community relevance – all objectives with deep roots in the core principles of women’s studies.

As the Women Studies Program continues its curriculum design and learning outcomes projects, it would benefit from keeping these objectives in mind, emphasizing the advantages of interdisciplinary training and how the program addresses specific needs in New Mexico regarding women, children, and issues of empowerment, education, violence, poverty, and crime. Women’s studies has a special role in illuminating how gender is constructed in particular contexts and has worked together with the economic, political, and cultural impacts of globalization to differentially inform peoples’ lives in specific locations. Given the reality of the United States’ and New Mexico’s increasing globalization and cultural, racial and ethnic diversity, one common theme throughout the core courses might be how women of different racial and ethnic backgrounds experience gender and sexuality differently and the theorization of

women of color about women of color's lives and experiences. Rather than students choosing between a core course focusing on women and race or a core course focusing on women and globalization, current trends in women studies curricula nationally would suggest that both classes be required of the program's majors.

Women's studies at the most basic undergraduate level is an educational project that teaches transferrable skills such as critical analysis, understanding nuance and complexity, defining and solving real life problems by exploring women's lives, gender relations, how women have negotiated socially instituted inequalities, and how gender is constituted with other social formations such as sexuality, race, class, ethnicity, and so forth. Providing students with a diverse selection of courses about women and health, gender and violence, gender, sexuality, and science, girlhood, immigrant women's experiences and so on, would allow students opportunities to engage diverse applications of feminist theory and to understand how women's experiences are based on social locations specific to cultures and regions.

Another key issue for student learning outcomes is the WS Program's overreliance on teaching assistants for core course offerings in Women Studies, particularly for core courses. Moreover, TA positions need to include graduate students who can expose students to women's studies across the disciplines. It appears that the current TA structure has consistently employed graduate students from American Studies. Given that Women Studies aspires to embrace interdisciplinarity, it is of paramount importance that interdisciplinarity guide the appointment of all teaching staff, including tenured and non-tenured track faculty as well as TAs. Logistically, this could be resolved by circulating TA job descriptions in all Ph.D. /M.A. programs and that the two graduate seminar courses (theory and methods) required of all TAs represent the diversity of approaches within women studies.

Expanding the intellectual scope and interdisciplinary engagement of Women Studies courses would greatly enhance student learning outcomes. It is critical that the program's curriculum reflect the diversity of approaches and constituencies in contemporary women's studies. Recruiting graduate students with backgrounds in sociology, history, education, anthropology, for example, would expose undergraduate students to the diversity of approaches in the field.

Finally, a stable and consistent core faculty would greatly contribute to the program's quality of student-faculty interactions and student engagement, both of which are demonstrated to contribute to student retention and success.¹

Unit's contribution to other academic units and collaborative initiatives (FRI, WRC, CST)

Women Studies fills an important role in providing teaching and academic resources to a variety of units on campus. For example, the Feminist Research Institute is a frequent co-sponsor of Women Studies events as they engage in showcasing feminist scholars. In a similar fashion the Women's Resource Center cooperates with Women Studies to provide students with direct service learning opportunities and internships that are anchored in feminist methodologies and pedagogies.

Women's studies programs and departments across the country are much more than teaching units; they are sites of knowledge production engaging women, gender, sexuality, and intersectional social justice. This is partly because most programs possess a critical mass of core faculty who have their own research projects and can learn from each other about feminist methods, theories, and pedagogy in a synergistic way. This synergy of knowledge production is not possible without a committed, collaborative core faculty who are willing to work and communicate across methodological differences as part of the project of Women Studies. Nor is this synergy possible without providing Women Studies with an adequate programming budget that could be used both for student-focused outreach and recruitment and for raising the visibility of the program as a vibrant site of feminist research, pedagogy, and engagement at the university and in the community. The APR team was surprised that the current WS budget provides barely enough for temporary graduate student instructors to cover the required courses for majors, with no funding for intellectual community building. We understand that the Feminist Research Institute has been a successful initiative to support and make visible feminist research across campus, and believe that WS and FRI can productively work together to make both feminist research and WS more visible. However, WS must have its own programming funds in order to be able to work collaboratively with FRI and the Women's Resource Center in developing new initiatives that will benefit students and the campus community. For example, WS might collaborate with WRC and FRI in organizing a vibrant Women Studies lecture series and research-based undergraduate and graduate training opportunities.

One area for greater development is critical community engagement. As the NWSA Teagle Report on women's studies and civic engagement notes, women's studies has long distinguished itself as embracing the value of engaging students in community-based research and experiential learning. The White House initiative on civic engagement in higher education has suggested a correlation between civic engagement and preparing undergraduates for leadership in their communities and active participation in society. Only recently, however, has contemporary civic engagement literature begun to acknowledge how differences of race, gender, class, and other social formations inform community collaborations. In contrast, feminist critical community engagement has long required students to reflect upon the ways in which these differences matter in terms of access to resources, ways of communicating, and political and cultural capital. Well-designed classes that bridge the campus and community can provide students with opportunities to think critically about the ways in which civic engagement and service learning have been conceptualized and how feminist pedagogies attempt to intervene by emphasizing truly collaborative interactions and paying attention to inequalities embedded in all social interactions. We believe that the Women Studies Program can add to the portfolio of research, teaching and service that will be part of the Carnegie application for UNM designation as a highly engaged public institution of higher education. We see great possibilities for Women Studies to collaborate with the Women's Resource Center and other programs across campus to develop a vibrant, rigorous program of critical community engagement and leadership that will prepare UNM's students to address community needs locally, nationally, and globally.²

For example, once stabilized and adequately resourced, Women Studies will provide fertile ground for cross-college collaborations in a variety of domains including health, law, women, education and community engagement. These cross-college collaborations can attract diverse groups of women to engage in deep critical thinking and actions revolving around the most

pressing issues facing women in New Mexico and beyond. Down the road, we encourage Women Studies to consider hosting working groups that bring together feminist scholars from different colleges and disciplines to consider mutual teaching and research endeavors that will in turn enhance student success.

Opportunities for further development

Stabilization and growth of the WS faculty clearly is the number one priority of the program, far outweighing any other concerns. Without a stable, tenured core faculty, the program director operates in a continual state of crisis management, to the great detriment of the academic program, the feminist scholarly community, and the overall goals of diversity and community-engaged education at UNM. We strongly suggest a systematic process of intentional, selective building of faculty to lead the Women Studies program, drawing on tenured feminist faculty across campus. This systematic, six-year plan is more fully outlined in Appendix A, but we elaborate on the key components here.

The first step is to create a Leadership Board (beginning now for the upcoming academic year) consisting of tenured feminist faculty across campus to raise the profile of the Women Studies Program at the university. Engaging committed and feminist tenured faculty throughout the campus will not only provide leadership for the program's stabilization and development, but also will invigorate the program's role as a site of feminist scholarship for the campus. The Leadership Board will help organize a symposium on current women's studies scholarship, collaborate with the FRI to enhance the visibility of Women Studies as a site of feminist knowledge production, and assist the program in evaluating Women Studies instructors and revising the introductory course to more fully reflect the diversity of women's lived experiences. It is imperative that these faculty demonstrate commitment to feminist scholarship and a willingness and ability to participate in collaborative program building. The Leadership Board also will have the responsibility to identify feminist tenured professors on campus who might be willing to enter into joint appointments with Women Studies.

Year two will see the creation of a Core Faculty through the migration of tenured faculty to joint appointments with Women Studies. (See Appendix B for examples of MOUs for joint appointments.) Contributing 50% of their service to Women Studies, the Core Faculty will develop the governance structure for the program and will regularly offer courses that demonstrate the breadth of approaches and constituencies in women's studies scholarship. They will also recruit graduate students from a broader range of disciplines to teach Women Studies courses and will develop a 1-unit course on feminist pedagogy and curriculum development.

The third year will bring the formation of an Advisory Board that will include the directors of the Women's Resource Center and Feminist Research Institutes, untenured Women Studies faculty, feminist faculty representing different colleges, and community partners. The Advisory Board, the Core Faculty, and the Director will all work together to further develop the visibility of the program on campus and the community.

Once these key structures are in place, we recommend a national search for a tenured Director (year four), followed by a cluster of tenure-track joint hires at the assistant professor level (year six). For the success of the program in itself and as a partner to UNM's strategic initiatives, it is imperative that these faculty groups reflect the diversity of approaches and constituencies in contemporary Women Studies (as explained above under Student Success and Learning Outcomes).

With careful planning and recruitment, we believe that the strategic plan will address the needs identified in our evaluation. Providing stable leadership to the program is essential to attract core faculty as well as future hires to the program. Greater consistency and stability of core faculty and course offerings will result in increased enrollments, and greater numbers of majors, minors, and graduate students. Embracing the diversity of constituencies and methodological approaches in the field of women's studies also will attract more diverse faculty and majors to the program. This diversity ideally will inspire a more interdisciplinary and vibrant curriculum, feminist research, and community engagement opportunities for students.

Conclusion

We recognize that our report goes beyond the parameters set forth in the *Academic Program Review Policies, Principles and Procedures*. Yet we were asked to conduct this review under extreme circumstances: the program is in a unique position as one of the earliest women studies programs in the southwest and is currently under great duress.

During our on-site visit, we continually asked people to imagine UNM without a Women Studies Program, and what this absence would mean for the university. We were told that the lack of a Women Studies Program would undermine any claims the university makes to valuing diversity, constituting a destination university, and preparing students to actively engage the many complex issues in New Mexico that disproportionately affect women. Additionally, even though people agreed unanimously that the main problem is lack of resources, we clearly were told that UNM does not have the resources in the immediate future to invest in Women Studies. Thus, we focused on identifying strategies that could maximize resources, including the intangible yet invaluable good will for Women Studies, to stabilize the program, expand its purview across the campus, and affirm its goals and purpose.

We believe that the strategy we propose is both short-term and long-term appropriate. The immediate focus is to draw upon the depth of feminist leadership on campus to stabilize the program, and to infuse the program with core faculty who have the imagination and skills to revise and expand the curriculum in ways that meet students where they are and to bring them to new levels of critical analyses and comprehension of social complexity—skills that are transferrable across every discipline. In the mid-term, these core faculty will work with the Women's Resource Center and Feminist Research Institute to constitute a visible presence of feminist scholarship and leadership on campus, and to educate Women Studies majors to apply the theories and methods they learn to the pressing issues facing New Mexico's population. In the long-term, the graduate certificate will be clearly relevant to students not only in the humanities, but in the social sciences, education, health policy, and professional schools.

While these changes do require an investment of resources, we note that years one through four of the strategic plan will still cost less than hiring even one new tenure-track assistant professor. (See end of Appendix A.) Importantly, implementing these changes now will make UNM Women Studies an attractive destination for a tenured, new director in five years. Taken as a whole, the strategic plan we recommend for Women Studies aims to put UNM on the map regionally and nationally as a destination university for diverse, community engaged, interdisciplinary feminist scholarship at all levels.

Appendix A: Proposed Six-Year Strategic Plan

Projected Outcomes of Strategic Plan

- Increase in majors, minors, and graduate students
- Stable leadership and core faculty
- Vibrant integrated research, curriculum and civic engagement across colleges
- National and global presence
- Faculty and majors represent diverse constituencies of contemporary women studies
- Curriculum and programming demonstrate the diversity of feminist and women's studies approaches and methodologies all of whose strengths are represented in contemporary women's studies
- Innovative and stimulating scholarly community anchored in high quality research on diverse women's experiences in the U.S. and global context

Strategic Plan Year One

Convene a Leadership Board of three or four tenured faculty that reflects the diversity of approaches and constituencies in contemporary Women Studies. This board will serve for one year only. The Leadership Board must consist of tenured faculty with charismatic leadership skills, superior organizational ability, and a commitment to Women Studies. To that end, and mindful of the importance of diversity, we recommend the following tenured faculty members as possible members based on our discussions with various stakeholders on campus: Christine Sierra (Political Science), Irene Vasquez (Chicana/o Studies), Elizabeth Hutchison (History), to be joined by the WS Director, and by the director of the Feminist Research Institute participating as non-voting ex officio member.

Leadership Board Roles and Responsibilities

- Raise the visibility of Women Studies on campus
 - Collaborate with FRI on events, lectures, receptions
 - Host a symposium on the current state of the field of Women Studies, drawing on national best practices and including nationally recognized speakers (external reviewers Garber and Leong have offered to help organize the symposium)
- Recruit tenured faculty for future cluster migrations of tenured faculty
- Conduct class observations of current Women Studies instructors once a semester
- Revise Intro to Women Studies course to include diverse women's experiences and structural inequalities (e.g., community engagement and relevance and problems and solutions facing diverse women in the U.S. and global context)

New Resources Needed for Leadership Board:

- SAC for Leadership Board (\$4,000 each)
- MOU to clarify shared service commitment with home department (See Appendix B)
- Symposium Budget (\$20,000)

Director Roles and Responsibilities

- Run day-to-day operations of program

- Supervise development of website, including updated lists of affiliated faculty and their courses
- Coordinate with Registrar to cross list & publicize courses
- Supervise a student media intern to assist Leadership Board in publicizing program development activities via social media, print media, radio programs, possibly Voces Feministas, etc.
- Hold weekly meetings with administrative assistant

New Resources Needed for Director:

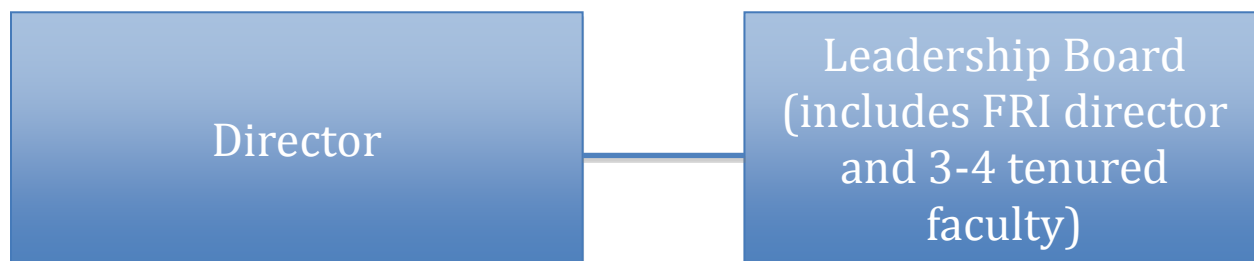
- SAC raised to \$10,000 (currently low, at \$3,000)
- 1.0FTE appointment (currently .5 FT, .75 is indicated in previous rules of governance)

Lecturer Roles and Responsibilities

- Teach Women Studies core courses
- Advise undergraduates

New Resources Needed for Lecturer:

- Establish pathway for conversion to Assistant Professor as Target of Opportunity Hire



Strategic Plan Year Two

The College will implement the cluster migration of four to six tenured faculty, whose scholarship reflects the diversity of approaches, disciplines, epistemologies, and theoretical orientations as well as constituencies in contemporary Women Studies, to joint appointments as Women Studies Core Faculty. This cluster migration will require MOUs to clarify faculty members' shared service commitments with their home departments. (See Appendix B.)

Core Faculty Roles and Responsibilities

- Continue teaching courses in home department, with minimum 50% cross-listed in WS
- 50% service commitment to WS
- Create bylaws and governance structure, including role of Advisory Board to be convened in year two
- Convene dialogues about possible name change to Women and Gender Studies
- Revisit mission statement for the program intersectional focus and diverse constituencies of contemporary Women Studies

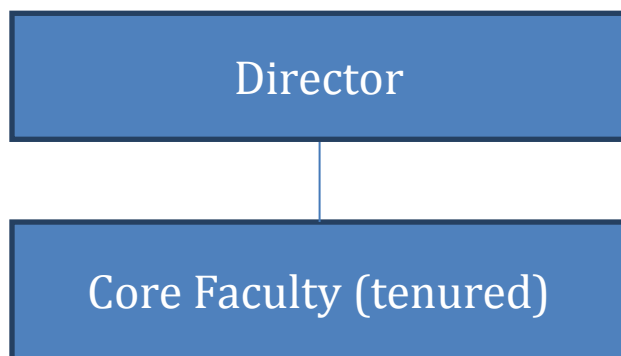
- Reflect and promote inclusive feminist praxis embraces and embodies the diversity of Women Studies and feminism in action
- Continue to build campus presence through collaborations with FRI, WRC, other appropriate units on campus
- Work with Director on curriculum revisions
- Build Affiliated Faculty base
- Co-teach one-credit Feminist Pedagogy course for graduate student instructors
- Conduct classroom observations for all instructors

New Resources Needed for Core Faculty:

- \$3,000 travel/research funds *annually* for each core faculty member

Director Roles and Responsibilities

- Run day-to-day operations of program
- Regularly convene core faculty (monthly)
- Create a permanent electronic and paper copy archive of program activities, meeting minutes, learning outcomes assessment tools, teaching observations, in the Department and College of Arts and Sciences institutional archive, etc.
- Communicate work of Women Studies to campus and broader community
- Initiate conversion of lecturer to assistant professor as target of opportunity hire



Strategic Plan Year Three

The Director and Core Faculty will convene Women Studies Advisory Board that reflects the diversity of approaches and constituencies in contemporary Women Studies. Members of the Advisory Board will include Director of Feminist Research Institute, Director of Women's Resource Center, untenured WS faculty, elected affiliate faculty representing areas across the university, and community partners. The Advisory Board will be responsible for developing and sustaining cross-college and campus-community relationships with scholars and organizations, for making the work of Women Studies visible, and for providing input about programming relevant to students, feminist scholars, and community members.

Core Faculty and Director Roles and Responsibilities

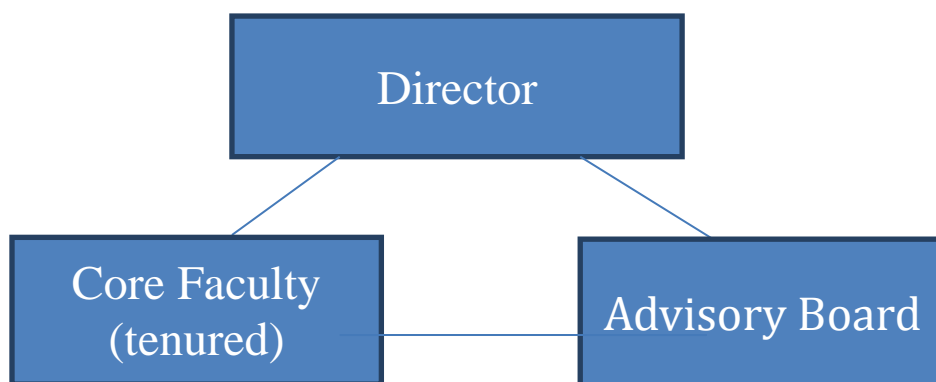
- Continue model from year two
- Clarify Student Learning Outcomes (SLO) for every core course (undergraduate and graduate)

- Add TA training to Feminist Pedagogy Seminar in keeping with SLOs
- Pilot Assessment Tools

Lecturer Converted to Assistant Professor

New Resources Needed for Conversion of Faculty Line

- Difference in salary for lecturer conversion to tenure track



Strategic Plan Year Four

The program will conduct a national search for a Director (tenured) who demonstrates a commitment to the diversity of approaches and constituencies in contemporary Women Studies.

Core Faculty and Director Roles and Responsibilities

Continue model from year three

Conduct director search

Submit Form C to Establish Women and Gender Studies Department

Develop joint appointment hiring plans for year five

New Resources Needed for Director/Core Faculty:

- Funds for Director Search

Strategic Plan Year Five

Increase Core Faculty through cluster hires of tenure-track faculty who will hold joint appointments with various departments across campus, reflecting the diversity of approaches and constituencies in contemporary Women Studies.

Core Faculty and Director Roles and Responsibilities

- Continue model from year three

New Resources Needed

- Tenured faculty line for new Director (salary, benefits and startup funds)

Strategic Plan Year Six

WS Program is fully operational under new model achieved by Strategic Plan.

Core Faculty and Director Roles and Responsibilities

- Continue model from year three
- Conduct searches for jointly appointed faculty at the Assistant and Associate Professor level as cluster hires that happen the same year

New Resources Needed:

- Search funds for joint appointment cluster hires

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
7,000 SAC Director	7,000 SAC Director	7,000 SAC Director	7,000 SAC Director	Tenured faculty line for New Director	New full time Director
12-16,000 SAC (3 or 4 faculty on Leadership Board @4000 each)	12-18,000 Research/travel funds (4-6 core faculty)	12-18,000 Research funds (Core faculty)	12-18,000 Research funds (Core fac)	12-18,000 Research funds (Core fac)	Last year of research funds for Core Faculty
		25,000 for conversion of lecturer to tenure track asst prof + start up funds	25,000	25,000 for asst prof	
			Funds for Director Search		Funds for new faculty cluster search
20,000 symposium	5,000 programming	5,000 programming	5,000 programming		
39,500-43,000	24,000-30,000	49,000-55,000 + startup funds	49,000-55,000 + director search funds	43,000 + dir salary/start up	12-18000 + dir + search funds

For years 1 through 4, the cost will be less than a new assistant professor. The costs will rise in year 5.

Appendix B - Sample Memorandum of Understanding

{Date}

JOINT APPOINTMENT AGREEMENT

Memorandum of Understanding Tenure/Promotion Expectations and Responsibilities

Dr. {Firstname Lastname}

50% {Department} and 50% Women's and Gender Studies

Given the joint nature of this appointment, 50% in the Department of {Department} and 50% in the Women's and Gender Studies Program, clarifying job and evaluation responsibilities for Dr. {Lastname} is in the interest of all parties.

The Chair of the Department of {Department} and the Director of the Women's and Gender Studies Program will determine the annual assignment and scheduling of classes, in consultation with Dr. {Lastname}. The course load for tenured faculty members is set at three courses with two course releases given for those significantly engaged in research. It is assumed that Women Studies joint appointments will be engaged in research activities that would specify a 2-2 teaching load. Dr. {Lastname} will typically teach four courses in the {Department} department, of which at least two count toward either the minor or major in Women's and Gender Studies.

The Chair of the Department of {Department} and the Director of the Women's and Gender Studies Program will assign advisees in accordance with the joint nature of the appointment and the enrollments in each unit.

In addition to such service as Dr. {Lastname} may provide the College of Arts and Sciences, University, and community, Dr. {Lastname} will be expected to provide service as requested to both the Department of {Department} and the Women's and Gender Studies Program. This will be done in proportion to the joint nature of the appointment.

For evaluation purposes, Dr. {Lastname}'s teaching, scholarship, and service will be assessed by a joint committee of the Department of {Department} and the Women's and Gender Studies Program. The committee will consist of the Chair of the Department of {Department} and the Director of the Women's and Gender Studies (or a tenured faculty member, appointed by the Dean, during years when Dr. {Lastname} serves as Chair or Director), one tenured member of the Department of {Department}, and one tenured member of the Women's and Gender Studies Program. The Chair and Director will jointly write a letter of evaluation.

Dr. {Lastname}'s petition for promotion will be reviewed by the tenured faculty members of the Department of {Department}, the Women's and Gender Studies Program, the Humanities Rank and Tenure Committee, the Dean of the College of Arts and Sciences, the University Rank and Tenure Committee, and the Provost. The tenured faculty members of both departments will jointly choose two external reviewers. The final decision rests with the President of the University.

{Name}, Dean, College of {College} Date

{Name}, Chair, Department of {Department} Date

{Name}, Director, Women's and Gender Studies Date

{Name}, {Rank} Professor Date

{Name}, Provost Date

¹ About women's studies pedagogy, see for example: A.K. Levin (2007). Questions for A New Century: Women's Studies and Integrative Learning. College Park, Maryland: NWSA and C.M.

Musil (1992), The Courage to Question: Women's Studies and Student Learning, Washington, D.C.: Association of American Colleges and Universities. For discussions linking the quality of faculty-student interactions to student persistence and success, see Lundquist, et. al. (2002), College Student's thoughts about leaving the university: The impact of faculty attitudes and behaviors. Journal of College Student Retention: Research Theory and Practice; G.D. Kuh, et. al. (2006), What Matters to Student Success: A review of the literature. Commissioned report for the National Symposium on Postsecondary Student Success: Spearheading a Dialog on Student Success.

² C. Orr (2011), Women's Studies as Civic Engagement: Research and Recommendations, A Teagle Foundation White Paper, http://www.teaglefoundation.org/teagle/media/library/documents/learning/2011_nwsa.pdf?ext=.pdf; and The National Task Force on Civic Learning and Democratic Engagement (2012). A Crucible Moment: College Learning & Democracy's Future. Washington D.C.: Association of American College and Universities, http://www.aacu.org/civic_learning/crucible/documents/crucible_508F.pdf.