

**ACADEMIC PROGRAM REVIEW
SELF-ASSESSMENT REPORT**

Spring 2014

**WOMEN STUDIES PROGRAM
UNIVERSITY OF NEW MEXICO**

Women Studies Program
University of New Mexico
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INTRODUCTORY SECTION AND BACKGROUND INFORMATION

The Women Studies Program self-assessment narrative provides an overview of the development, current status, and goals of the program. The academic year 2013-2014 marks the first time Women Studies has undergone an Academic Program Review in its forty-one years of existence. Thus, a qualitative, as well as quantitative, examination of its history, trajectory and goals is necessary to accurately convey the commitment and investment made by UNM administrators, directors, faculty, affiliates, part-time instructors, students and allies of Women Studies. Enumerating the challenges faced in maintaining and developing Women Studies will also assist in charting the planning and further growth of the program. To draft this deep background and analysis we have relied on institutional memory culled from current and previous Directors' reports, the Office of Institutional Analytics, and the Registrar's Office.

The Women Studies Program (WS) of the University of New Mexico was founded in 1972 by UNM faculty and staff who sought to develop an academic program, as well as a resource center, that would service the academic and special interests and needs of a diverse cross-section of the UNM student population. It was among the first such programs founded across the country (the first program was established at San Diego State College in 1970 in California). The program had a commitment to multi-culturalism and to examining the diversity of women's lives, and offered courses about women's roles and issues, with the expressed objective of understanding women's status and the importance of gender in society (Lamphere, 1993). As a discipline, Women Studies became a nationally recognized academic endeavor which, according to the National Women Studies Program Directory, by 1990 included at least 621 programs across universities in the United States, and had ten regional associations—some of which were shaped and/or chaired by UNM women professors, e.g., Ruth Salvaggio, Associate Professor of American Studies, who co-chaired a national MLA Women's Caucus; Diana Robin, Foreign Languages and Literature, was co-chair of the APA Women's Caucus, and Louise Lamphere, Professor of Anthropology, was concurrently Director of Women Studies at UNM and president elect of the AFA.

The significance and growth of Women Studies as a discipline was also reflected in the developing number of scholarly journals published in the field: in the 1970s, three journals were quickly established (*Signs: A Journal of Women, Culture and Society*; *Feminist Studies*; and the nationally recognized *Frontiers: A Journal of Women Studies* that promoted scholarship in women's history, theory, criticism, and contemporary social issues, and explored the diversity of women's lives as shaped by race, ethnicity, class, sexual orientation, and region. This journal was published, by 1993, out of the UNM Women Studies Program, with financial assistance from the Office of the Provost, the Dean of Arts and Sciences and the College of Education. Three issues were published at UNM during the first year, under the editorship of Professor Jane Slaughter, Department of History. In 1995, the Journal was moved to Washington State University after it had provided a couple of years of excellent opportunities for feminist intellectual

development at UNM, and exchange of scholarship and ideas across the country that gave positive recognition to the University of New Mexico (Foss, 1996).

By the 1990s, additional journals and special presses were established to disseminate the volume and variety of thematics, approaches, and theoretical currents that represented the wide range of scholarship being produced. Among the most prominent were, *Differences: A Journal of Feminist Cultural Studies* (Brown University); *Gender and Society* (Society for Women in Sociology); *Women's Studies Quarterly* (The Feminist Press); and *Hypatia* (Feminist Philosophy Journal). In addition, by this time, most academic presses included solid Women Studies lists, including University of Chicago Press, University of California Press, Cornell University Press, Rutgers University Press, Indiana University Press, Temple University Press, and the University of Illinois Press; as well as trade presses, such as Beacon, Routledge and Oxford (Lamphere, 1994).

The Women Studies program is governed through a multi-tiered governance process. The Director is the lead administrator who provides management and direction to the program. The Executive Board is comprised of teaching faculty in the program and includes the director, core faculty and affiliated faculty, who advise on curriculum development, programming and budgetary issues. WS core faculty also advise on, and participate in, teaching schedules, and the student learning outcomes assessment. There are also plans to constitute a Women Studies Advisory Committee, to assist the Program in developing its community partnership projects and synergies, the membership configuration of which will be determined in consultation with the Executive Board. *(Please see proposed organizational chart at end of report).*

I. PROGRAM GOALS

The Women Studies program is committed to educating students about the relationships among identity, power and knowledge towards the ends of social justice and empowerment. We are an interdisciplinary program that focuses on how gender intersects with race, sexuality, class and nation. We support the development and application of new theories of feminist studies throughout the university and the application of feminist methods in order to evaluate critically scholarship and research in the disciplines. In addition, the program seeks to educate students in ways that enable them to respond to issues that affect the lives of women locally, regionally and globally.

The Women Studies mission contributes to the UNM 2020 strategic call to engage our diverse communities in creating a dynamic & inclusive environment; develop critical leadership through the effective application of theory and praxis; and enhance UNM's vision to become a destination University recognized and sought out by students and faculty nationally and internationally. In addition, our goals correspond with the UNM President's initiatives on: 1) excellence in research and teaching; 2) student growth and support; 3) faculty development; and 4) synergistic partnerships both within and outside the university.

Program directors, core, affiliate, and contingent faculty have historically been involved in the organizing of conferences, lectures, reading groups, and presentations to highlight publications by women faculty at UNM; the mentoring of undergraduate students; and the scheduling of courses for the Women Studies Minor, as well as participating in activities, presentations, events and organizing support and mentoring efforts to encourage recruitment of WS minors and, later, majors and graduate certificate students.

Women Studies has identified the following program and student learning goals:

- Students will become knowledgeable of key debates (such as identity, subjectivity, power, agency, citizenship, normalcy, human rights, etc) within the field of Gender and Women's Studies, and will be able to perform a nuanced, critical analysis of these debates
- Students will be able to interrogate the relationships between hierarchies of power through the discourses of race, class, gender, sexuality and nationality
- Students will be able to critically evaluate and analyze how norms of identity and power relations become naturalized and normativized throughout a variety of discourses and thematics
- Students will be able to examine the politics of knowledge production through feminist theories and methodologies
- Students will be able to apply the theoretical understandings gained in WS courses to local, regional and global issues that affect women, men, youth and children, and gendered others
- Graduate students will acquire the skills to engage in feminist theorizing, pedagogy and research

Learning goals are communicated to students in courses taught in the program and will be posted in the UNM WS Program website. Teaching faculty also list learning goals on course syllabi. The student learning outcomes guide faculty in developing the content, assignments and pedagogies in the course.

Student Recruitment and Promotion of Academic Excellence

The number of majors increased within the first few years of the implementation of the WS major: 18 during the second year, with seven graduating in December of 2001 and six more in May 2002 (Learn, 2001, 2002). Nevertheless, efforts were increased to attract more majors and minors. For this purpose, faculty, staff and students staffed booths at Back to School Days and Major Days, joined the Pan Hellenic Women's Health Fair, and assisted in the Lobo Lair Days in May and June of 2001. And, having initiated a charter in the Women Studies Honorary Society, the UNM Women Studies Honor Society Iota, Iota, Iota inducted its first members in May of 2001 (Learn, 2001). Although honors society activity has been on hold, the Director plans to reactivate the program's membership to recruit students who excel in their academic program.

Women Studies program directors, core, affiliate, and contingent faculty were also involved in the organizing of conferences, lectures, reading groups, and presentations to

highlight publications by women faculty at UNM; the mentoring of undergraduate students; and the scheduling of courses in the program. Women Studies faculty also participated in activities, presentations, and events to organize support and recruitment efforts of WS minors and majors and graduate certificate students, and raise awareness of relevant WS issues, themes and concerns.

Programming

To assist in the continued consolidation of the program's presence on campus, Women Studies has historically served as one of the foremost units on campus (along with the Feminist Research Institute and the Women's Resource Center) that has consistently organized, sponsored and co-sponsored a variety of activities and events on campus, in support of women-centered, and LGBTQ, issues and concerns. The year 2012 marked the 40th anniversary of the founding of Women Studies and the Women's Resource Center at UNM. It was not only a historic moment, but also a critical one as the program had been functioning under severe funding and staffing constraints. The Women Studies program faculty, staff and students set out to infuse the campus with a renewed commitment to the growth of the Women Studies Program and, as part of our broader strategy, increase the program's presence on campus and with the New Mexico communities at large. To that effect, along with the most efficient leadership of then Interim Director of the Women's Resource Center, Summer Little, who was the principal organizer and fundraiser for the very successful Gloria Steinem Dinner/Lecture event, we planned and organized a semester-long series of celebrations: lectures, panels, book readings, documentary viewings, performances, keynote addresses and a symposium to mark the historic occasion: the 40th Anniversary of WS & WRC Founding Celebrations.

These events covered a broad range of issues and scholarship, and highlighted the work of a diversity of academics, authors, filmmakers, performers, artists, professionals, and national and local community activists and public servants, and included representatives of Native American, Hispanic, African American and LGBTQ communities. (*Please see the description and program of the events at end of report*). In order to ensure we had the necessary funds to cover the cost of such an ambitious undertaking, we engaged in a very successful fundraising effort, and raised \$8,775.00, from a wide range of sponsors, among them other campus departments, and organizational units. The celebration events were very well received and attended. The symposium included a panel of former WS and WRC leaders, women faculty of color participants and executive directors of Albuquerque women-centered organizations and enterprises. This event assisted the WS program in re-establishing, and creating new, partnerships with community organizations. These partnerships are serving us exceedingly well in helping us consolidate our links with these units for the development of our undergraduate major/minor internship program. In addition, the events have also had the desired effect of increasing the presence of our program on campus and, as a result, faculty from various campus departments have contacted the program seeking affiliation.

II. TEACHING AND LEARNING: CURRICULUM

The Undergraduate Program

a) Minor in Women Studies

The WS Minor requirements were configured to include the foundational classes (nine credit hours), and to allow for a breadth of crosslisted courses largely offered by affiliate faculty and part-time instructors at UNM. The three required courses were WS 200: Women in Contemporary Society, WS 322, Race, Class and the Feminist Movement OR Contemporary Feminist Theory, and WS 392, the Senior Seminar. Minors were also required to take additional credits from among four groups of courses: Group A: Women Cultural Context; Group B: History of Women; Group C: Social Science Analyses of Women; and Group D: Women Studies in the Arts and Humanities.

The Women Studies Minor and Major underwent further refinement in the 2008-2009 AY as changes to course descriptions, titles, and numbers were implemented.

b) Major in Women Studies

In December 1998, during Professor Shane Phelan's directorship, Women Studies received approval for the Bachelor of Arts in Women Studies. UNM students would be allowed to declare a single major in Women Studies, or as a double major with another departmental unit. Under the advisement of the Executive Committee, with a grant from the Dean of Arts & Sciences that supported a retreat of 20 Women Studies affiliate faculty, and a grant for a Women Studies faculty member to work on this initiative, the program focused on curriculum development, articulating an outcomes assessment plan, and making revisions to the minor, which had not been revised in 15 years (Phelan, 1999). In addition, Women Studies was able to hire a student advisor to assist in regularizing advisement (which had been provided the previous year, in the absence of core faculty, by graduate assistants); drawing up the documents related to the new major; serving as liaison with the Arts & Sciences advisors, and preparing the Women Studies graduation ceremony.

WS Director Shane Phelan oversaw the planning of the curriculum committee to formulate standard guidelines for content and skills acquisition for Women Studies Majors. According to her annual report, the Program remained without tenure-track lines, which she considered the most crucial issue facing Women Studies and the attempts at developing curriculum for the major. She expressed a need for continuity in teaching, advising, and governance and urged the College to immediately initiate a program for several joint appointments for existing faculty (Phelan, 2000). Despite the difficulties in providing continuity in the teaching schedule, the Spring of 2000 marked the graduation of the first Major graduate in Women Studies, Adriana Nieto, who was subsequently admitted to the UNM LAI-Latin American Institute (now LAII-Latin American and

Iberian Institute) graduate program (Learn, 2000). Ms. Nieto subsequently entered, and completed, a doctoral program in Religion at Denver University, and now chairs the Chicana/o Studies program at Metropolitan State University in Denver, CO.

IMPROVEMENTS TO UNDERGRADUATE PROGRAMS TOWARDS GOALS

The Women Studies Executive Board instituted a critical restructuring of the WS major and minor requirements (AY 06-07), to reflect innovations in pedagogy and research in the field. The WS major requirements (36 hours total) incorporated a core curriculum of 18 hours; an additional nine hours selected from one of five specialized clusters: Feminist and Gender Theory, Social Sciences, Literature/Film/Arts, Regional/Global Themes, and Sexuality Studies; and nine elective hours selected from among the other concentrations.

The Executive Board also considered the following changes to the Major to reflect the advances in disciplinary theory, approaches, methodology and thematics. The recommended changes were submitted thorough the appropriate workflow in Fall 2008, some of which were implemented as follows (Cramer, 2009):

WMST 120 - Introduction to Women and Gender Studies (previously Women: Social and Historical Perspectives).

This course provides an introduction to feminist analysis and explores how gender has been produced in and through race, class, sexuality, and nation, and within institutions and discourses. Key debates within feminist studies, about power, agency, activism, and justice would be covered. The structure of this course was also meant to support writing intensive instruction, and fulfill English department requirements and Writing Across Curriculum initiatives.

WMST 302 – Feminist Theories: Identity, Knowledge and Power (previously Introduction to Feminist Theory)

The course would offer an exploration of the intersections, connections, and tensions between feminist theory and queer, critical race, and postcolonial theories. Theoretical focus on the discussion around previous and emerging analyses of identity, knowledge/power, and justice would be included.

WMST 331 – Transnational Feminism (previously Third World Women)

This course would focus on the theoretical and methodological techniques of postcolonial, transnational, and third world feminist scholars/activists; how oppressions are theorized, experienced, and resisted, with a special focus on colonization, imperialism, nationalism, global capitalism, and empire.

The Major would require nine credit hours in one concentration: a) Culture, Power & Representations; b) Law, Politics Economies & Social Change; c) Science, Environment

& Health. The Minor in Women Studies would require 18 credit hours of core courses, plus three credit hours in a Women Studies elective course. The development and design of additional WS course offerings were suggested as follows: Queer Theory, Feminist Legal Issues, Feminist Economics, Sexology, and Feminist Perspectives on Health. Women Studies core, affiliated and contingent faculty have historically developed significant listings of elective offerings that often serve as an introduction to field of Women Studies, and contribute to the developing numbers in minors, majors, and graduate level enrollment. *(Please see samples of recent core and elective course syllabi in attached course offerings and sample syllabi folder).*

As a testament to the growing interest in Women Studies' courses, major and minor, despite the over-reliance on part-time instructors and teaching assistants to teach WS courses, student enrollment in WS classes continued to increase, with 13 students graduating during the AY 2001-02. In an attempt to meet the growing demand for WS courses, new developments in curriculum offerings included the first Rio Rancho branch course, Feminine Sexuality, offered by PTI Rinita Mazumdar, in Spring 2005; the first, and only, Women Studies course taught in Spanish, Mexican Feminism, was taught by Patricia Lopategui in Spring 2005; a one-unit Writing Research Lab that would be included in the new major requirements was proposed; and, the curriculum committee reported it would be submitting a proposal to the Freshman Learning Community, by December 2006, to offer WMST 200-Introduction to Women Studies in the FLC Program.

Director Karen Foss and the Executive Board completed an overhaul of the undergraduate curriculum during the 2005-06 AY. The Committee set out to establish stronger expectations for WS Majors regarding academic writing, reading and acquisition of critical thinking skills that reflected specific Women Studies disciplinary approaches. This was to be accomplished through a rigorous curriculum plan that included structural clarity and organization that was the prioritized goal of the Director and Committee during the AY 2004-05. The primary goals of the WS Major program (adopted in Fall 2006) were: reading and writing requirements for each Women Studies course; and emphasis on coherence, historicization, preparation for graduate work, sequencing of courses, and specialization (Foss, 2005). The Women Studies requirements drafted in 2006, revised the curriculum effective Fall 2006 to stress the following values, goals, and competencies:

Clear Academic Requirements for Reading and Writing: The Women Studies Faculty and Executive Board decided that there was a need to establish stronger expectations regarding academic writing and reading, while also recognizing that a women studies approach required different kinds of critical thinking skills.

Coherence: The Women Studies curriculum included core courses that led to specialization in one set of grouped, or specialized, courses (called clusters) as well as provided for breadth, with the requirement that students take courses in at least two of the other clusters. This change also meant to provide coherence by recognizing that part of a core experience in this field included having a sense of the history of the women's

movement, understanding of and skill building in feminist research methodologies and academic writing, while also including a need for praxis by requiring a field study course.

Historicization: The program explicitly included a history requirement in the core (rather than making it a separate requirement), to emphasize to students that this important aspect of women studies must be seen as foundational.

Preparation for Graduate Work: This organized and academically rigorous program sought to prepare students for graduate work and allow students to focus closely on a specialized area/cluster of women's studies, while also obtaining breadth regarding women studies foci. The clusters were developed to represent the most important areas of study in the field at the time, and areas that UNM had the faculty to teach. The possibility of taking levels of theory (whereas in the previous program there was only one theory course) was meant to strengthen students for graduate work.

Sequencing: The previous program did not allow for sequencing of courses, particularly theory courses, which are crucial to understanding women studies. Formerly, students came to theory on the 300 level, with no introductory course to prepare them for the rigors and difficulty of theory studies. Thus students who had never had any experience with theory were mixed in with students who had gotten some theory in other courses. Students would now require 224 as an intro course to theory and the 324 would then become an upper division, advanced course.

Specialization: This new program provided the opportunity to specialize in one of several clusters, and required that the student also take courses in at least two of the other clusters. The clusters would be grouped as follows: Feminist Theory, Social Science and Women, Literature/Film/Art, Regional/Global, LGBTQ.

Structural Clarity The previous program was deemed to lack structural clarity and organization; this new program was meant to provide a better rationale and structuring of the experience.

Currently, Women Studies offers an innovative interdisciplinary curriculum that reflects the advances in critical Women Studies scholarship; interrogates the relationship between identity, knowledge and power through critical feminist theories, new paradigms and epistemologies; and examines the intersectionality of race, class, gender, sexuality, nation, and global feminism, among other constructs. Presently, the program offers an undergraduate minor, major and a graduate transcribed certificate program. The program serves approximately 500 students, including 20 majors, 33 minors and 16 graduate certificate students in various stages of their program completion.

Current Women Studies Minor Requirements

Minors must select **SEVEN** courses (21 credit hours) from three components listed below:

Core Courses:

- a. WMST 200 – Introduction to Women Studies (3 credits)
- b. WMST 304 – Feminist Theories **OR** WMST 325 Race/Class/Feminism (3 credits)
- c. WMST 492 – Senior Seminar (3 credits)
- d. WMST 498 – Feminism in Action **OR** 1 History course from approved list (3 credits)

Focus Area – Two courses (6 credits) from one of the focus areas: Feminism & Gender Theory, Social Science, Literature/Film/Arts; Regional/Global Themes, Sexuality Studies.

Electives – One course from (3 credits) from one of the other focus areas.

(Please see list of current Women Studies Minors at end of report).

Current Women Studies Major Requirements

The undergraduate WS Major and Minor, as currently configured, are designed to provide a solid foundation in research and writing skills and area competence on gender issues, feminist theory, and intersectional factors-- such as race, ethnicity, colonial history, sexuality, and class-- necessary in today's globalized work force, business world, public services, and for further graduate/professional training in interdisciplinary and/or disciplinary studies.

Majors must select **TWELVE** courses (36 credit hours) from three components listed below:

1. **Six CORE COURSES** (18 credit hours) as follows:
 - a. WMST 200 – Introduction to Women Studies (3 credits)
 - b. WMST 304 – Feminist Theories (3 credits)
 - c. WMST 325 – Race, Class, Feminism **OR** WMST 331 Transnational Feminism (3 credits)
 - d. WMST 492 – Senior Seminar (3 credits)
 - e. WMST 498 – Feminism in Action – field experience/practicum/research methods (3 credits)

f. One History course (3 credits) from the following:

- HIST 320 – History of Women from Ancient Times to the Present
- HIST 321 – Women in the Modern World
- HIST 345 – U.S. Women since 1865
- HIST 428 – Women, War and Revolution
- HIST 429 – History of Beauty, Body and Power
- HIST 471 – Women in Early Latin America
- WMST 472 – Women in Modern Latin America

2. **Three FOCUS AREAS** (Clusters or Concentrations) **COURSES** (9 credit hours)

Majors are required to complete three courses (9 credit hours) in **one** of the following areas:

- Feminist & Gender Theory
- Social Science
- Literature/Film/Arts
- Regional/Global Themes
- Sexuality Studies

3. **Three ELECTIVE COURSES**

Majors are required to complete three courses (9 credit hours) from the other focus areas.

Upon completion of their major or minor, students are expected to have a basic knowledge of gender issues, feminist theory and or history, the dynamics in which gender interacts with other factors such as race, class, sexual orientation, or citizenship, as well as the clinical and research & writing skills to allow them to apply the above knowledge into public service, private sector or graduate school level of education. *(Please see list of current Women Studies Majors at end of report).*

Crosslisting of Courses

As an interdisciplinary program, Women Studies provides opportunities for students to take a wide variety of courses from programs and departments across the University. Women Studies has traditionally utilized courses offered by campus disciplinary departments through the framework of “crosslisted” courses, i.e., courses that are homed in the departments but also offered under a WS course listing. WS requests crosslistings of appropriate courses taught by WS faculty affiliates that meet the curriculum needs and mission of the Women Studies program. Programs and Departments requesting crosslists for their course listings are encouraged to send an email to the Director, accompanied by the syllabus and a CV, for consideration.

Curriculum Development

Women Studies faculty have continued to promote the programs' courses by participating in a variety of campus-wide informational and advising sessions, meetings with campus administrators, department chairs, advisors and staff, and developing additional course crosslistings, as well as interdisciplinary collaborative offerings, including a pilot project for a co-taught, co-sponsored course crosslisted between Women Studies, Chicana and Chicano Studies, Africana Studies and Native American Studies, entitled Comparative Global Societies. This course would be initially offered as a WMST 109 course, and has been offered during the 2013-14 AY as a pilot project. It has subsequently been submitted through the regular curricular approval processes for permanent and regularly scheduled listing and is, at this time under consideration for approval by the Curriculum Committee of the Academic Senate. Our faculty are also working to develop proposals to include WMST 200 to the University Core requirements list; and to develop and implement campus Freshman Learning Communities and Writing Across Cultures course listings. Women Studies also regularly proposes course offerings through the Evening/Weekend (EWDP) Schedule, Intersession Classes, and Online listings scheduled by the Extended Learning office.

Women Studies is also moving forward with the transition of its WMST 498 Practicum, entitled Feminism in Action, to transform it into a fully developed internship that will aid us in matching our majors' and minors' career interests with a variety of local organizations, institutions and enterprises, and assist us in furthering on-the-job skills development. This initiative responds to the growing university interest and investment in community engagement initiatives that will further enhance our students' applied skills and professionalization, and the continued development of our community engagement initiatives and campus/community network development.

The Graduate Program

Graduate Transcribed Certificate in Women Studies

Director Gail Houston, and the advisory board and/or committees during the AY 2004-05, set out to research the viability of a graduate degree in Women Studies, and determined the need for a specialization certificate in Women Studies, reporting that although none of the higher education institutions in the state offered graduate certificates in Women Studies (NMSU offered a nine-hour graduate minor) UNM's WS graduate certificate program (with 15 hours of specialized coursework) would be recorded in a graduate student's transcript. Research on the topic indicated that, according to the Artemis Guide to Women Studies Programs at the time, there were 348 university level Women Studies Programs in the U.S., only 14 states did not offer graduate level Women Studies programs of study, and twenty-seven states had Master's and Ph.D. programs in at least one of their universities. A UNM campus survey was performed, and indicated that 78 graduate level courses with WS foci had been offered or were in development on campus which could be included in the elective requirements of the certificate, and that a

graduate certificate program would offer the formal acknowledgement of a coherent graduate program in Women Studies. The study also showed that there was a significant population of graduate students who expressed a desire to have their focus on Women Studies topics officially documented in their records, N=82, or 2% of current graduate students not including the professional programs (Houston, 2005).

The Graduate Certificate in Women Studies was designed to provide a coherent meaningful education in the history and culture of women and the social structures of gender at the graduate level; allow for the study of interdisciplinary approaches within the scope of feminist studies, feminist theory and methods that are crucial to Women Studies; link the perspectives, philosophies and theoretical approaches of Women Studies with scholarship in the humanities, social sciences, fine arts and other fields of study; provide students who are training in the professions, including Law, Education, Business, Planning, Public Health, and Nursing, with insight and understanding regarding the position of women throughout and across societies; meet an educational need that was not available in institutions of higher education in New Mexico; develop a means to certify a student's advanced training in Women Studies to further the success rate of UNM graduate students in their pursuit of career paths by increasing their attractiveness in a competitive job market; retain outstanding students who have completed a Bachelor's degree in Women Studies and wish to pursue graduate studies; and provide an intellectual community among faculty and graduate students who share a scholarly interest in Women Studies (Houston, 2005). *(Please see list of Graduate Certificate Program Students at end of report).*

Graduate Transcribed Certificate Program Requirements

Although the first graduate level course in methods and issues in feminist scholarship was scheduled in Spring of 1998, it wasn't until the AY 06-07 that WS faculty developed and implemented the new Graduate Certificate program. It was designed as a specialization for students pursuing master's or doctoral degrees in disciplines in the humanities, social sciences, fine arts and the professional schools. This specialization served graduate students across the campus in developing innovative master's or doctoral level projects in their disciplines that "addressed the history and cultures of women, and the social structures of gender" (Cramer, 2007). Graduate students were required to take a coherent set of electives anchored in the required core courses: WS 410 - Introduction to Feminist Theories and WS 412 - Feminist Research Methods—currently WS 510 and WS 512 respectively, and three additional graduate level elective course offerings.

WMST 510: Feminist Theories

It is the first of two seminars required for completion of the Women Studies Graduate Certificate Program. As such, the course was first and foremost designed to provide students with a comprehensive survey of the Western Feminist Scholarship: the fundamental texts, scholars, questions, and concepts that characterize distinct schools of thoughts—or theoretical approaches—that comprise the classic tri-partite model in which the development of Western Feminist scholarship is organized. Each school of thought

historically contextualized relevant developments—political, economic, and philosophical—at each stage. The course also exposed students to the range of contemporary issues and theoretical developments that complement, contradict and generate present day feminist scholarship—such as critical race, queer, and post-colonial studies. The course was also designed to contest along the way the Western-centric Feminist Paradigm at its heart: interjecting as counterpoint a sustained line of interventions, indigenous pedagogies, colonial epistemologies, voices, interrogations to account for non-Western histories, knowledge and strategies to analyze gender. The Feminists Theories seminar was offered to provide a solid, well-developed theoretical foundation into the history of the discipline, accommodating student's various levels of graduate education—masters to doctoral degrees – and engaging them across their various interdisciplinary backgrounds.

WMST 512: Feminist Research Methodologies

The second seminar is designed to engage students in a discussion of the epistemological, ethical and political implications surrounding the question of whether their home discipline's methods, theoretical approaches and fields of inquiry accommodate women's voices, points of views, or address issues relevant to feminist theory and/or women's lives, e.g., claims to equality, reproductive health, domestic labor, identities, their objectification in media portrayals or other cultural representations.

WS 579: Graduate Independent Study

This course of study allows students to fulfill credit hours required towards their WS Graduate Certificate. Also, it is a valuable resource to master's and doctoral level students outside the WS Program where they are able to develop feminist theory or gender-related perspectives to their research in a variety of disciplines (e.g., School of Architecture, Music Department, College of Education, College of Fine Arts).

Number of Women Studies Graduate Certificate Students, 2008 - 2014						
	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014
Grads	12	12	13	14	13	16

The numbers listed above do not reflect yearly graduation rates, rather they indicate the number of graduate students who are working on their WS certificated program in the years indicated. WS does not control the progress of graduate students through their

respective *departmental* graduate degree programs, and typically graduate students do not have their WS certificate recorded on their transcript until they have completed their departmental graduate program and they submit their *Application for Candidacy for the Doctoral or MFA* form wherein they list their applicable courses towards their certificate completion. These numbers also indicate the consistent level of graduate student inclusion in the WS certificate program as students begin and complete their program requirements. (*Please see Women Studies Graduate Transcribed Certificate application process, certificate requirements and required documentation at end of report*).

Placement of Graduate Certificate Students

Women Studies does not currently compile this information. The primary requirement for admission to the Women Studies transcribed certificate program is admission into a departmental master's or doctoral program at UNM. Thus, graduate students often complete the WS transcribed certificate before completion of their principal departmental graduate program requirements, and/or their subsequent introduction to a career or job placement. With the assistance of UNM departments' graduate coordinators, Women Studies will seek to compile placement information for our shared graduate students.

WS Core Faculty have historically had a solid commitment to, and high level of involvement in, the mentoring of WS graduate students, and in the development of their professionalization, both encouraging and assisting them in the development of their teaching portfolios, but also in their training as presenters at various scholarly forums. For example, in the last two years, students enrolled in the 512 Methodologies seminar have presented their work in various round tables and panels across campus, e.g., "Spring 2012 Feminist Seminars: Students' Works in Progress," Graduate & Professional Student Conference, UNM (April 23, 2012); "Queer Theory Roundtable," LGBT Resource Center Brown Bag Series UNM (April 27, 2012); New Mexico Shared Knowledge Conference (April 17, 2013); College of Education Graduate Student Colloquium (March 23, 2013).

The discipline of Women Studies, however, has grown exponentially in the last 40 years, in terms of the range of scholarship and pedagogy. Renowned departments at major research universities across the country are now producing second and third generation scholars whose work is at the vanguard of interdisciplinary and cross-sectional studies that include critical gender studies, critical race theory, class, sexuality, transnational social movements, the politics of representation, gender analyses of media and popular culture, post colonial queer theories, gender and health, feminist theories on science and technology, global feminisms, and the dynamic field on history of emotion, just to name a few.

III. TEACHING AND LEARNING: CONTINUOUS IMPROVEMENT

UNDERGRADUATE PROGRAM ASSESSMENT

Broad Learning Goals for Women Studies Undergraduate Degree

The undergraduate degree (B.A.) Learning Goals were developed, and later refined during the 2008-2009, and submitted by Director Janet Cramer. The goals have been broadly defined as follows:

- A. Students engage with interdisciplinary study of the relationships among identity, power, and knowledge
- B. Students understand how gender as a social category intersects with and is articulated through race, sexuality, class and nation in feminist studies, queer theory and sexuality studies, transgender studies, critical race theory, and postcolonial/transnational feminist studies
- C. Students recognize and can take responsibility for one's position within social systems and have respect for divergent positions and perspectives
- D. Students experience and recognize strategies for creating community, social change, and empowerment with local, national, and/or transnational organizations and communities

Student Learning Outcomes (SLOs) for the B.A. Degree Program

- A.1. Students are knowledgeable of key debates in the field of Women Studies
- A.2. Students can identify and critically evaluate a variety of discourses, thematics and normativized power relations
- B.1. Students can conduct research and write a critical or argumentative essay in which they describe and apply an intersectional analysis.
- B.2. Students can examine the politics of knowledge production through Women Studies theories, approaches and methodologies by reading theoretical texts and writing an essay that identifies the main ideas, arguments, and assumptions in these texts.
- C.1. Students can reflect on their position within social systems and describe why respect for divergent perspectives and positions is valuable.
- C.2. Students can engage, respect, and have competence in multicultural settings
- D.1. Students can apply knowledge of feminist theories in a field study experience and can describe applied techniques for social change in these settings.
- D.2. Students can identify issues related to identity, power and knowledge and their application towards social justice locally and globally

The WS Executive Board will develop the rubrics to measure student learning outcomes in the 3 core courses.

Assessment of Student Learning Four-Year Plan 2014-15 / 2017-18

Student Learning Outcomes Assessment	2014-2015	2015-2016	2016-2017	2017-2018
1. SLO's to be assessed	A, B	A, B	A, C, D	B, C, D
2. What will be assessed?	WMST 200 (Fall) WMST 492 (Spring)	WMST 200 (Fall) WMST 492 (Spring)	WMST 200 (Fall) WMST 492 (Spring) WMST 498 (Spring)	WMST 200 (Fall) WMST 492 (Spring) WMST 498 (Spring)
3. What evidence will be used (direct or indirect?)	Course Assignment Rubrics Student Presentations Student Surveys	Course Assignment Rubrics Student Presentations Seminar Papers Student Surveys	Course Assignment Rubrics Student Presentations Student Surveys	Course Assignment Rubrics Student Presentations Student Surveys Seminar Papers
4. How will the evidence be evaluated?	Instructor of Record (IR) will collect the data and meet with the Director to discuss results of the data. A short report will be generated by the IR and the Director. The report will be shared with the program faculty. The Executive Committee will examine and analyze results.	Instructor of Record (IR) will collect the data and meet with the Director to discuss results of the data. A short report will be generated by the IR and the Director. The report will be shared with the program faculty. The Executive Committee will examine and analyze results.	Instructor of Record (IR) will collect the data and meet with the Director to discuss results of the data. A short report will be generated by the IR and the Director. The report will be shared with the program faculty. The Executive Committee will examine and analyze results.	Instructor of Record (IR) will collect the data and meet with the Director to discuss results of the data. A short report will be generated by the IR and the Director. The report will be shared with the program faculty. The Executive Committee will examine and analyze results.

Student Learning Outcomes Assessment	2014-2015	2015-2016	2016-2017	2017-2018
5. How will curriculum decisions be made?	Executive Committee will evaluate and discuss the results of SLO assessment with WS program faculty.	Executive Committee will evaluate and discuss the results of SLO assessment with WS program faculty.	Executive Committee will evaluate and discuss the results of SLO assessment with WS program faculty.	Executive Committee will evaluate and discuss the results of SLO assessment with WS program faculty.

Assessment of Student Learning Outcomes

The Program Director will develop the annual student learning outcome report, as well as a comprehensive four-year assessment plan to measure undergraduate program learning outcomes. All Women Studies faculty will be involved in collecting data from the core-required courses. The Women Studies program may use a combination of IDEA forms data, and possible internal end-of-the-semester student surveys to inform outcomes analysis. The director and program faculty will utilize the capstone course (WMST 492) to measure the progression of student learning.

GRADUATE PROGRAM ASSESSMENT

Broad Learning Goals for Graduate Transcribed Certificate

- A. Students will be able to interrogate disciplinary formations, methods, and principles and apply feminist insights to their fields of study.
- B. Students will have knowledge of and familiarity with feminist studies, queer theory and sexuality studies, transgender studies, critical race theory, and postcolonial/transnational feminist studies.
- C. Students will be able to contribute to the development and application of feminist theory and methodology.
- D. Students will acquire the skills to engage in feminist theorizing, pedagogy and research

Student Learning Outcomes (SLOs) for Graduate Certificate Program

- A. Students can identify the philosophical/feminist assumptions that underlie their research.

- B. Students can conduct research that incorporates a feminist theoretical framework, methodology or implication.

Assessment of Student Learning Three-Year Plan (AY 15-16, AY 16-17, AY 17-18)

1. Student Learning Outcomes

- A.1. Students can articulate the philosophical/feminist assumptions that underlies their research.
- A.2. Students can write a review of literature from two or more of the following approaches: feminist studies, queer theory and sexuality studies, transgender studies, critical race theory, postcolonial/transnational feminist studies.
- B.1. Students can engage Women Studies theoretical frameworks, methodology and/or intersections and apply feminist theorizing to their graduate research projects
- B.2. Students can apply the primary tenets and assumptions of at least two of these approaches in their research: feminist studies, queer theory and sexuality studies, transgender studies, critical race theory, postcolonial/transnational feminist studies.

2. Assessment of Learning Outcomes

There will be two types of assessment:

- a. Completion of a research paper (Direct measure) (SLO A2, B1)
- b. Completion of a reflective paper in which the student articulates the philosophical/feminist assumptions that underlie her/his research (Direct Measure) (SLO A1, B2)

All students enrolled in the Graduate Certificate program will be assessed for each outcome. Research papers (2.a) will be collected at the completion of a student's course of study. Reflective papers (2.b) will be collected as part of a course assignment in WMST 512 (Feminist Research Methodologies). The WS Executive Board will develop the rubrics to measure the graduate certificate student learning outcomes.

3. Timeline for Assessment/How Assessment will be Used to Improve the Program

- a. Spring 2016—Research papers will be collected from all students who have completed the Women Studies Graduate Certificate. Three Executive Board members will read the papers to assess how well the papers address SLO 2a.

- b. Fall 2016—Women Studies faculty will meet to discuss the analysis of assessment material and will apply the result of analysis toward improved student learning and to assess aspects of the curriculum, instruction and the program's overall goals and outcomes
- c. Fall 2016—Women Studies faculty will design a rubric for assessing the reflective essays designed to assess SLO 2b.
- d. Spring 2017— Research papers will be collected from all students who have completed the Women Studies Graduate Certificate. Three Executive Board members will read the papers to assess how well the paper addresses SLO 2a.
- e. Spring 2017—Reflective essays will be collected from all students enrolled in WMST 512. Three Executive Board members will read the papers and complete the assessment rubric for review by the program director.
- f. Fall 2017—Women Studies faculty will meet to discuss the analysis of assessment material and to apply the results of analysis toward improved student learning and to assess various aspects of the curriculum, instruction, and the program's overall goals and outcomes.
- g. Spring 2018— Research papers will be collected from all students who have completed the Women Studies Graduate Certificate. Three Executive Board members will read the papers to assess how well the paper addresses SLO 2a.
- h. Spring 2018—Reflective essays will be collected from all students enrolled in WMST 512. Two members of the Executive Board will read the essays and complete the assessment rubric for review by the program director.
- i. Fall 2018—Women Studies faculty will meet to discuss the analysis of assessment material and to apply the results of analysis toward improved student learning and to assess various aspects of the curriculum, instruction and the program's overall goals and outcomes.

4. Analysis and Application of Assessment Data

Data will be analyzed according to the above schedule in order to assess various aspects of the graduate program: curriculum, course content and instruction, and the program's overall goals and outcomes. The director of the program will make initial assessments and on a three-year schedule (beginning Fall 2016) will discuss data and apparent conclusions with faculty and Executive Board members in order to determine appropriate action. After three years, the director and faculty of the program will reassess the overall program learning goals and student learning outcomes to ensure that they match with current priorities and goals. The Director will submit a periodic report to the Dean's office that reflects assessment findings.

IV. STUDENTS (UNDERGRADUATE AND GRADUATE)

Women Studies Enrollment and Major/Minor Numbers

In the past several years, Women Studies has consolidated outreach, advising and mentoring opportunities for undergraduate and graduate students enrolled in the program. Both the undergraduate and graduate director work on publicity materials for outreach and recruitment of students to the program. Outreach and publicity efforts have increased the visibility of the program on campus. Steady increases in enrollments in the program demonstrate growing student interest in the program.

During the last three years, despite the critical shortage of Women Studies faculty, our enrollments have not only remained fairly leveled, but in fact they, remarkably, increased from 355 in AY 2010-11, 415 in AY 2011-12, 423 in AY 2012-13, and 484 in AY 2013-14. This attests to UNM students' continued interest in our program, the commitment by our existing faculty to pro-actively promote undergraduate and graduate student development, and the overall increased scholarship and innovations in the field that foster enthusiasm about and interest in Women Studies. Perhaps most importantly, these higher enrollment numbers reflect the increased awareness across the nation of the critical importance for professionals—in both public and private sectors—to better understand the structural and cultural mechanisms that perpetuate disparities, particularly under current mandates to meet basic standards of gender equality in the workforce and beyond. As UNM President Frank noted earlier this year that women are now the majority of the workforce in our country and, that inferring from these numbers that gender inequality has been eradicated would be erroneous (UNM President Robert Frank's Weekly Perspective, 2/25/2013).

Our faculty has consistently increased the program's course enrollment numbers for the last seven academic years. This trend continued despite the significant challenges of temporarily losing our only two faculty appointees in Women Studies during the 2011-12 AY: our .50 Assistant Professor was on a year-long teaching release accommodation, and our 1.0 Lecturer III-Undergraduate Advisor was on leave for Spring 2012. During the 2012-13 academic year we again functioned without the full presence of our core faculty: our .50 Assistant Professor was on leave during the Spring of 2013, and our 1.0 Lecturer was promoted to a tenure-track position in the Department of English effectively terminating her role as our undergraduate advisor. As a consequence of these significant losses, Women Studies enrollment showed a minor net dip in the Spring of 2012, but still reflected a steady growth compared to the three previous years' average enrollment. *(Please see WS List of Course Offerings, 2006-2013 in course offerings and sample syllabi folder.)*

Women Studies Enrollment Credit Hours, 2003-2014					
Semester	Year	Enrollment	Credit Hours	Previous 3 Year Average Enrollment / Credit Hrs.	
Fall	2013	196	588	151.00	453.00
Spring	2013	206	614	149.33	446.67
Fall	2012	217	651	156.7	470.00
Spring	2012	180	540	137.67	411.33
Fall	2011	235	703	144.67	433.33
Spring	2011	209	623	155.67	465.67
Fall	2010	146	438	126.67	380.00
Spring	2010	187	556	136.00	405.67
Fall	2009	160	480	100.33	301.00
Spring	2009	177	530		
Fall	2008	190	570		
Spring	2008	223	668		
Fall	2007	209	627		
Spring	2007	232	680		
Fall	2006	250	750		
Spring	2006	130*	390		
Fall	2005	85*	255		
Spring	2005	170*	510		
Fall	2004	251*	753		
Spring	2004	251*	753		
Fall	2003	210*	630		

Source: Registrar's Office- Reports & Statistics, Credit Hours by Course Reports.

*Source Women Studies Director Gail Houston, Interdisciplinary Reports and Goals, dated 5/17/06.

It is not, however, an understatement to say that the WS numbers of majors are relatively stagnant (see numbers below). This status has to be attributed in large measure to the lack of permanent core faculty, and critical reduction of funds across the last seven years. Thus, the relatively small number of available courses offered to students affects the rate of completion of their major requirements. This in turn, necessarily impacts the number of students that might declare the major.

Number of Women Studies Majors and Minors, 2008-2014						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Majors	25	27	26	27	22	20
Minors	10	12	28	32	44	33

The Women Studies Program hiring proposal seeks to begin to remedy the stagnation in enrollment, and major and minor numbers, and to match the graduation rate increase sought by the President's UNM 2020 initiatives. In fact, through the years, Women Studies Directors have consistently requested the hiring of a wide variety of specialists in the field. Both former Directors G. Houston and J. Cramer, FYs 06-11, recognized the need to augment and expand the core faculty, given the expansive innovations in scholarship and pedagogy in the field.

Enrollment in Women Studies, 2010-2017 (Actual and Projected)							
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	Actual	Actual	Actual	Actual	Projected	Projected	Projected
# of students	355	415	423	501	733	893	1053

Women Studies SCH, 2010-2017 (Actual and Projected)							
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	Actual	Actual	Actual	Actual	Projected	Projected	Projected
Total SCH	1061	1243	1265	1503	2199	2679	3159

V. FACULTY

Current Faculty

The current number of core faculty in the Women Studies Program is insufficient to meet the requirement needs of our undergraduate and graduate students based on UNM's new time-to graduation-schedules and/or increased credit hours-per semester-ratios. Additionally, although affiliate faculty have, in the past, staffed the majority of crosslisted course offerings, there has been a steady decrease of affiliated faculty throughout the four decades of the existence of the program, as a result of retirements and resignations. According to Former Director Gail Houston, there were over 100 members of the affiliate faculty in AY 06-07. Currently there are approximately 50 faculty affiliates from a number of departments and programs, including Linguistics, Foreign Languages and Literatures, Communications and Journalism, English, History, American Studies, Community and Regional Planning, Chicana/Chicano Studies, Africana Studies, Anthropology, Sociology, Biology, Political Science; and Colleges, including College of Education, School of Law, Anderson School of Management and College of Fine Arts.

The Faculty FTE salary line currently attached to the program is 1.0, and there are several courtesy appointments and a number of affiliated faculty members involved in the program. Women Studies faculty currently consists of the following:

1 Director

Bárbara O. Reyes is a tenured (1.0 FTE) Associate Professor of the History department and currently teaches one cross-listed WS course per year (and one course per year for her department). Professor Reyes is near the end of her three-year appointment as Director of Women Studies (2011-13). She has worked to improve the participation of on-campus faculty at UNM in the teaching, mentoring and service of Women Studies students. Her main goals were to stabilize the administrative and academic program functions of Women Studies; increase student enrollments; reestablish the visibility of the program by organizing, and seeking co-sponsorship, of WS events; promote improvements in curriculum, contingent faculty hires and selection of teaching assistants; and continue development of assessment processes to evaluate the program's current status and needs. The Director also provides advising to graduate students, facilitates the review of their applications to admission in the graduate certificate program, as well as the processing of the Office of Graduate Studies forms to ensure the recording of their program certification on their UNM transcripts.

1 Lecturer III

This position consists of a full-time 1.0 FTE in Women Studies, who teaches 3 courses per semester (core and elective undergraduate lectures and graduate seminars). Dr. Adriana Ramirez de Arellano served as acting undergraduate advisor, and was hired as a Visiting Lecturer (AY 2012-13), at .75 for Fall '12 and 1.0 for Spring '13. With A&S Dean Mark Peceny's support, Women Studies filled this position with the transition of Dr. Ramirez de Arellano, to the permanent 1.0 Lecturer III appointment in the WS

program effective Fall 2013. Dr. Ramirez de Arellano has a one-course per semester release as she has been formally assigned the position of Undergraduate Advisor for the program. The undergraduate advisor provides advising and guidance to undergraduate students on program requirements and completion.

Prof. Ramirez de Arellano holds a Ph.D. from UNM's Anthropology department. She was concurrently performing a post-doctoral appointment with the UNM Mellon Foundation Doctoral Fellowship in the Humanities assisting UNM graduate students through their Mellon fellowship and dissertation completion processes. She has taught core courses in Women Studies (some of them for approximately ten years as a Part-time Instructor) including WS 200, Introduction to Women Studies; WS 304, Feminist Theories; WS 325, Race, Class and Feminism; WS 331, Transnational Feminisms; WS 492, Senior Seminar; WS 498, Feminism in Action; and the graduate level seminar on Feminist Research and Methodologies. In addition, Prof. Ramirez de Arellano has a J.D. degree from the UNM Law School, where she developed a specialization in gender and the law. Thus, she has also taught WS electives: WS 313 Women and the Law, and WS 314 Women's Contemporary Legal Issues.

Dr. Ramirez de Arellano serves on several executive and advisory boards in Albuquerque, including the American Civil Liberties Union Board. Her extensive professional ties with women-centered service organizations not only raises Women Studies' off-campus profile by linking our WS 498, Feminism in Action, students to these enterprises, but effectively serves our students in fostering a potential career and/or job placement network. Dr. Ramirez de Arellano has already greatly contributed to the program's undergraduate and graduate advising and mentoring by critically guiding majors and minors towards the completion of their requirements, organizing student panels in several campus conferences and symposia, and assisting students in the preparation of their papers and research presentations. Prof. Ramirez de Arellano is an accomplished teacher, mentor and professional who has been an outstanding asset to the program.

4 Joint/Courtesy Appointments:

Courtesy appointments are arrangements made between the WS program and a UNM department. Tenure-track faculty who agree to these positions are afforded the opportunity to teach courses that are homed in Women Studies, to mentor Women Studies students and serve on the Executive Board. They also can provide additional service in organizing events or inviting off-campus scholars for lectures or presentations with WS sponsorship. Assistant Professor Amy Brandzel was originally hired as a joint appointment in Women Studies and American Studies, as of the 2007-08 AY, with her tenure decision based in the American Studies department. Since that time, her faculty salary line in WS (.50 FTE) was moved with her agreement to American Studies. She teaches one course per semester each for WS and for the American Studies department. Her field of specialization and interests are the connections and contradictions within feminist, GLBT/queer, postcolonial and other theories of knowledge production.

Prof. Scarlett Higgins, will be appointed as a .25 FTE Associate Professor with a joint appointment with the Department of English effective Fall 2014. Dean Mark Peceny assisted WS in negotiating the addition of this position as Prof. Higgins' research and teaching interests complement those of the existing core faculty in the program. Currently she holds a .50 tenure-track appointment in the English department. She has previously taught elective crosslistings in Women Studies that focused on gender and feminist literatures and theory in English, Film and New Media, and Psychoanalytic Critical Theories. Dr. Higgins will also provide critical assistance to the program as she will be included in the rotation of core required course offerings with one assigned course per year. In addition she will look to crosslist her English department elective undergraduate and/or graduate courses with WS as appropriate.

Associate Professor Mala Htun has a courtesy appointment in Women Studies. She is an Associate Professor in the Political Science department. Her research and teaching interests include the political representation of identity groups; and women's rights and gender equality policies from an international comparative perspective. She was scheduled to teach a course in WS, or crosslisted courses as appropriate between Political Science and WS, although this arrangement has not effectively materialized.

Professor Kathryn Wichelns, was previously the program's full-time lecturer and undergraduate advisor and taught 6 courses per year for WS. Her research areas include 19th and 20th Century American Literature, Contemporary Feminist Theory, and Queer and Sexuality Theories. When Prof. Wichelns was promoted to a tenure-track (Assistant Professor) position in English, she generously agreed to a courtesy appointment with WS. This courtesy appointment provided for her teaching one course per year for Women Studies. Given the tenure expectations in the English department, Prof. Wichelns has had to completely transition into the Department and will only be teaching cross-listed courses for WS as available. Our hope and expectation is that once Prof. Wichelns is tenured she will be able to renew her teaching and student mentoring service to Women Studies, as she has been an integral, and valuable, member of the WS Program. *(Please see samples of CVs for core and affiliated faculty who submitted them for this report in faculty CV folder).*

The level of permanent faculty staffing (i.e., 1.0 FTE) has largely remained unchanged since 2007, and has become untenable given the appropriate changes in our major curriculum, the implementation of a graduate certificate program and the continued student interest in Women Studies. In addition, the shortage of critical faculty mass in Women Studies becomes a crisis when we experience a temporary, and/or unexpected, teaching reduction of our current faculty. Such was the case in AY 2011-12, with the temporary loss of our only two core faculty at the time (Prof. Amy Brandzel was on a year-long release of teaching duties, and Prof. Kathryn Wichelns was on Leave, S '12; again in AY 12-13 with the transition of Prof. Wichelns to English, and Prof. Brandzel on Leave, S'13); and finally in Spring 14, as Prof. Brandzel is again on leave. These temporary losses effectively reduced the permanent WS core faculty from 1.5 in 2010-11 to 1.0 in 2011-12; .25 in 2012-13; and 1.0 in 2013-2014.

COURTESY APPOINTMENT CHALLENGES

The absence of a consistent critical mass of faculty in Women Studies is directly related to the difficulties we experience in significantly increasing our major/minor, and enrollment numbers. We still rely heavily on affiliate faculty, part-time instructors and teaching assistants to field our courses. We currently serve 20 majors and 33 minors, as well as 12 Women Studies transcribed certificate graduate students at various levels of their program completion. But, to ensure the growth of our program majors, minors, graduates and of our general enrollment, our priority must be to seek to stabilize our current appointments and increase our core faculty. To that effect, we have assertively sought out possible courtesy appointments with faculty from other departments on campus, with limited success: faculty are willing to affiliate, but resist committing to a "discrete" appointment, even a nominal one, such as a courtesy appointment. Courtesy appointments in the College of Arts and Sciences have varied descriptions defined through faculty-specific memoranda of understanding, that are explicitly articulated according to a particular department's demands and the program's needs. These appointments also often result in simple nominal relationships as faculty, necessarily, prioritize their teaching and service along the constraints of their tenure and promotion requirements usually set by their home departments.

Due to the shortage in core faculty at Women Studies, those faculty who are serving as the program's core instructors typically carry a very heavy load of responsibility: staffing core and elective courses, and contributing to curriculum development; serving as appointed and de facto advisors for WS majors, minors; mentoring graduate students; coordinating special events sponsored by Women Studies; engaging in research and publication; servicing the university, their disciplinary organizations, and the New Mexico community at large. (*Please see samples of WS Core Faculty Activity Reports (2013), for Professors B. Reyes, A. Ramirez de Arellano, and A. Brandzel at end of report*).

Post-Docs in Women Studies

A Post-Doctoral Teaching Fellowship in Women Studies was granted in the AY 2004-05. The first one was awarded to Ime Kerlee, who received her degree from Emory University in Women Studies. This award process reflected the growing reputation of UNM's Women Studies program, as well as the growing numbers of new scholars who were specializing in Women Studies: the search process rendered 30 applications from Ivy League schools and renowned international universities. It is unclear how many post-doctoral fellowships were granted, or why and when the process was discontinued. What is clear is that WS does not currently have a budget for post-doctoral awards. The Director, with consultation and assistance of the Executive Board, will seek to reinstate a budget allocation to restore the Post-Doctoral Fellowship in Women Studies.

This early process, however, did have a significant impact on the program. The evident interest, and availability of graduates specializing in Women Studies, and involved in research in the field, led to discussion by the WS Executive Board and affiliates

regarding the significance, and feasibility, of developing a graduate specialization program in WS. Ultimately, with the approval by the Executive Board, the curriculum committee set out to develop a graduate certificate program in Women Studies. It was designed for students enrolled in M.A. or Ph.D. program across UNM, enabling students to earn a recognized concentration in Women Studies (Houston, 2005).

**Other Women Studies Faculty Affiliates/
Part-Time Instructors/Teaching Assistants
2013-2014**

Part-Time Instructors in Women Studies

- *Pamela Gravagne, Ph.D., American Studies, Instructor, UNM West
- *Justina Trott, M.D., Internal Medicine Private Practice
- *Rinita Mazumdar, Ph.D. Philosophy, Assistant Professor, CNM (Scheduled for Summer 2014)

Teaching Assistants in Women Studies

- *Santhosh Chandrashekar, Ph.D. program in Communications & Journalism
- *Rachel Levitt, Ph.D. program in American Studies
- *Andrea Mays, Ph.D. program in American Studies
- *Eileen Shaughnessy, Ph.D. program in American Studies
- *Calinda Cae Shely, Ph.D. program in English

Affiliates in Women Studies

- *Jennifer Denetdale, Associate Professor, American Studies
- *Tiffany Florvil, Assistant Professor, History
- *Ruth Galvan Trinidad, Associate Professor, Language, Literacy and SocioCultural Studies
- *Linda Hall, Distinguished Professor, History
- *Deborah McFarlane, Professor, Political Science
- *Anita Obermeier, Professor, English
- *Shannon Withycombe, Assistant Professor, History
- Melissa Axelrod, Associate Professor, Linguistics
- Jesse Aleman, Professor, English
- Kirsten Buick, Associate Professor, Art & Art History
- Pamela Cheek, Associate Professor, Foreign Languages And Literatures
- Cathleen Cahill, Associate Professor, History
- Patricia Covarrubias, Assistant Professor, Communications & Journalism
- Monica Cyrino, Associate Professor, Foreign Languages and Literatures
- Elisa Ferguson, Associate Professor, History
- Karen Foss, Professor, Communication & Journalism
- Gail Houston, Professor and Chair, English
- Susan Dever, Associate Professor, Media Arts
- Claudia Isaac, Associate Professor, Community and Regional Planning

Kimberly Gauderman, Associate Professor, History
 Laurel Lampela, Professor, Art Education
 Alex Lubin, Professor, American Studies
 Kimberle Lopez, Associate Professor, Spanish and Portuguese
 Diane Marshall, Professor, Biology
 Carmen Nocentelli, Associate Professor, English
 Celia Lopez-Chavez, Associate Professor, University Honors
 Anita Obermeier, Professor, English
 Iliia Rodriguez, Assistant Professor, Communication & Journalism
 Susan Tiano, Professor, Sociology, Director, LAII
 Sharon Oard Warner, Professor, English
 Virginia Scharff, Distinguished Professor, History
 Julie Shigekuni, Professor, English
 Joni Young, Professor, Anderson School of Management
 Patricia Repar, Associate Professor, Music and Arts-in-Medicine
 Carolyn Woodward, Associate Professor, English
 Michael Ryan, Associate Professor, History
 Diane Thiel, Professor, English
 Lonna Rae Atkeson, Professor, Political Science
 Suzanne Baackman, Associate Professor, Foreign Languages and Literatures
 Glenda Balas, Associate Professor and Chair, Communications & Journalism
 Laura Crossey, Professor, Earth and Planetary Sciences
 Leslie Donovan, Associate Professor, University Honors
 Jacqueline Hood, Professor, Anderson School of Management
 Feroza Jussawalla, Professor, English
 Michelle Kells, Associate Professor, English
 Elizabeth Noll, Associate Professor, Language, Literacy, and Sociocultural Studies

*Faculty who taught WS courses 2013-14.

Faculty/Instructors/Teaching Assistants who taught Courses homed in other Departments “also offered as” Women Studies, 2013-14

Lynn Bridgers, Religious Studies
 Julie Brovko, Psychology
 Desmond Brown, Peace Studies
 Finnie Coleman, English
 Teresa Cordova, Chicana/Chicano Studies
 Jennifer Crawford, Psychology
 Virginia Diaz, American Studies
 Marisa Garcia-Rodriguez, Communication & Journalism
 Myrriah Gomez, Chicana/Chicano Studies
 Geoffrey Miller, Psychology
 Carmen Samora, Chicana/Chicano Studies
 Norma Valenzuela, Chicana/Chicano Studies
 Myra Washington, Communication & Journalism
 Tanaya Winder, Honors College/Chicana/Chicano Studies

VI. RESOURCES AND PLANNING

The Director carries the primary responsibility for resource planning in Women Studies. This role largely consists of completing and submitting mid-year resources projections, overseeing revenue and expenditures, and completing a hiring plan.

Women Studies Executive Boards

A Women Studies advisory group has operated during different periods and in varying configurations. Whether in the form of a Women Studies Council, Women Studies Alliance, WS Advisory Committee, WS Executive Board, these advisory bodies have historically been involved in helping shape the direction of the program (Foss, 1997). The Women Studies Alliance, formed in Spring 1997, (and later Council, which held as many as 13 members) was later considered to be too large to function efficiently, so Director Shane Phelan (AY 1997-98) returned to the earlier format of a four member (three core or affiliate members and the Director) Executive Board to serve as the primary advisory body (Phelan, 1998). Subsequent Directors utilized various configurations of membership or numbers of members. Director Gail Houston's report indicates a return to a 13 member Board (Houston, 2006). During the last two years, as the program was being stabilized and strengthened, the Executive Board activity was on hold. A new Executive Board will be reconstituted this year, to include the WS director, a core faculty member, and five to seven WS program affiliate faculty.

Recent Budget Allocations and Permanent Reductions

The Women Studies budget includes allocations for faculty, staff, and operating costs. The program's budget had largely remained stable up to fiscal year 2010. The largest reduction of the budget that fiscal year occurred as a result of the .50 line transfer of Assistant Professor Amy Brandzel's position into the American Studies department. This transfer occurred through administrative negotiations with Professor Brandzel. The reduction was also associated with the departure of former director Janet Cramer's appointment to the Arts and Sciences Dean's office effective that fiscal year. Fiscal 2011 saw the further reduction of the program's budget as a result of a permanent 3.25% cut in operating funds (Total= \$4228.00), and the .50 FTE reduction of the administrative assistant position. As a result, the program's total I&G budget went from \$176,058 in fiscal year 2008 to \$92,918 in fiscal year 2011. With the support of A&S Dean Mark Peceny, the administrative assistant position was restored and the budget augmented to reflect an increase in staff category from the previous year's AA category, to a 1.0 FTE Administrative Assistant II, effective fiscal year 2013. For year-to-year (2008-2014) comparisons of budget reductions, restorations/augmentations, see the table below:

Women's Studies I & G Budget, 2008-2014						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Operating Expenses	\$13,324	\$13,324	\$13,324	\$9,096 ¹	\$9,096	\$9,096
Faculty Salaries	\$101,038	\$96,043	\$44,200 ²	\$41,200	\$44,200	\$53,934
Staff Salary	\$32,376	\$32,376	\$32,376	\$12,862 ³	\$13,302	\$21,721
GA/TA Salaries	\$29,320	\$29,320	\$29,320	\$29,320	\$29,320	\$29,613
Total I&G Budget	\$176,058	\$171,063	\$119,220	\$92,478	\$95,918	\$114,364

The Women Studies Oral History Project was begun in the early 1990s, and involved interviewing individuals who were involved in the organization and founding of Women Studies during the period of 1969-75 (Phelan, 1999). This project has yet to be completed, as funding for its completion was never previously formally secured. This project, however, was considered significant as it was meant to assist in facilitating presentation of the origins of the program to potential foundation/program donors. Former WS Director Ann Nihlen has been actively organizing for the completion of the oral history project, as well as the construction of a commemorative plaque that will mark the site of the first Women Studies and Women's Resource Center location on campus. Funding for these projects was pledged by President Robert Frank, during the WS & WRC 40th Anniversary Celebrations.

VII. FACILITIES

¹ Permanent reduction in operating budget of 3.25%, effective fiscal year 2011.

² Salary transfer of .50 Assistant Professor Amy Brandzel salary line, moved to American Studies; as well as salary funds reduction associated with Director Janet Cramer's departure from WS, both effective FY 2010.

³ Reduction of staff position (Administrative Assistant) to .50 FTE effective FY 2011, reinstated FY 2013.

The Women Studies Program was originally homed at University College, but given the large number of courses organized and taught by Arts & Sciences faculty, WS Acting Director Louise Lamphere argued, by 1993, that there were compelling academic and educational reasons for the faculty and students interested in Women Studies, to have the program homed within the College of Arts and Sciences. Throughout the years, Women Studies was the site of a variety of units that served, or complemented the recruitment efforts, of potential minors and majors and general students on campus.

THE WOMEN'S RESEARCH CENTER (FRI), WOMEN STUDIES STUDENT RESEARCH CENTER, AND WOMEN'S RESOURCE CENTER (WRC)

The AY 1995-96 saw the founding of the Women Studies Student Research Center. The Center was organized by Visiting Professor, Gordene Mackenzie, upon receipt of a donated computer. The Center was dedicated to teaching computer literacy, helping students and faculty find funding for research projects and events, and providing a space for the development of a network on women's issues. The Center produced an electronic newsletter, created an electronic undergraduate journal, *Harpies*, and a web page for Women Studies (Foss, 1996). The Women Studies Student Research Center has been discontinued ostensibly due to lack of funding. As the location of WS has moved to the Humanities Building, the program currently no longer has the space, or equipment, to restore a WS Student Research Center. However, currently, WS students have access to a computer pod located in the Women's Resource Center at Mesa Vista Hall on campus. WS will seek to secure funding for a Graduate Assistantship that could help restore the electronic journal and develop the WS Facebook page.

The Women's Research Center (later known as the Feminist Research Institute) was also officially established as an affiliate program to WS, effective Fall 1996. Approved by A&S Dean Michael Fischer and Provost Bill Gordon, the Center took over the space formerly assigned to the *Frontiers* journal, and was allocated the funding previously granted for the operation of the Journal (\$10,000 from each organizational unit). It focused on highlighting the scholarly production of women faculty at UNM, supporting existing faculty research, and organizing lectures and presentations by on- and off-campus scholars. The center was able to select and support, two visiting scholars for the AY 1996-97—Susan Geiger and Beth Bailey—both of whom presented at campus colloquia, in classes, and consulted with students (Foss, 1997). In an attempt to increase its national and international standing, WS and the Feminist Research Institute jointly sponsored two scholars in residence, although primarily funded with FRI funds, both scholars taught courses in WS during this academic year; WS also hosted faculty from three Russian universities who visited UNM seeking consultation on curriculum and library sources during the month of June 2002 (Learn, 2002); and hosted four visiting faculty researchers from international universities (from the Canary Islands, Greece, Mexico and Denmark) who used the facilities to do research. Two of these visitors also taught courses in the WS program (Foss, 2005).

The Feminist Research Institute, although still collaborates with Women Studies, is structured as an independently organized research unit under the supervision of the Office of Vice President for Research. Women Studies and FRI continue to work in partnership by co-sponsoring lectures, special events. The WS Director is a member of FRI's Executive Board and participates in the selection process for travel, research and special events grants awarded to campus faculty and graduate students in support of their research. The Women's Resource Center, although also originally established as an affiliate service offered with WS, it has for many years operated as part of the campus students services organizations under the Vice President for Student Affairs administration. WS and WRC continue to collaborate, co-sponsoring special events. The 40th Anniversary of WS and the WRC celebrations, a semester-long series of lectures, speakers, panels, performances and a symposium that took place in Fall 2012, were co-sponsored productions of WS and WRC.

Current Facilities Associated with Women Studies

The Women Studies Program had been for several decades housed at Mesa Vista Hall, and was moved to the Humanities Building in Fall, 2011. Currently, Women Studies has the following offices assigned to faculty, staff, PTI's and TA's as follows:

1 Director's Office (250sf); 1 Administrative Assistant office (136sf); 1 1.0 FTE Core Faculty Office (147sf); 1 Split-Appointed—5.0 FTE WS/.50 FTE American Studies—Core Faculty Office (184sf); and 3 offices (124sf each) shared by Part-Time Instructors and Teaching Assistants. Women Studies also shares the following spaces with American Studies, Religious Studies and International Studies: a lounge (398sf), a Seminar room (235sf), a Mailroom/Xeroxing area (266sf) and a supply closet (49sf). The fourth floor of the Humanities Building includes a Classroom (591sf), which is shared by the above listed department and programs, although it is controlled by the University Room Scheduling Office.

VIII. PROGRAM COMPARISONS

The National Women's Studies Association currently lists approximately 135 member departments and programs from major universities across the country who are registered members of NWSA, including 22 who offer graduate certificates, minors and/or concentrations (among them Duke University, Northeastern University, University of Massachusetts at Amherst, University of Colorado at Boulder, Syracuse University, University of Texas at Austin, and University of Wisconsin at Madison). A cursory review of private and public universities across the U.S. revealed at least 16 departments that offer doctoral degrees in Women's and/or Gender Studies, including Pennsylvania State University, Rutgers University, Arizona State University, University of Arizona, Emory University, University of Michigan at Ann Arbor, University of Maryland at College Park, University of Minnesota at Twin Cities, Ohio State University, University of Kansas, Kansas State University, Indiana University at Bloomington, University of

California at Santa Barbara, University of Washington, University of California at Los Angeles, and Texas Woman's University).

Comparative Womens Studies Programs					
Institution	UC Boulder	UT Austin	ASU Tempe	SDSU	UNM
Program or Department	Program	Program	Program	Department	Program
Undergrad Minor	Y	Y		Y	Y
B.A.	Y	Y	Y	Y	Y
Certificate Level	Y –UG Y-Grad	Y-Grad	Y-Grad	Y-UG Y-Grad	Y-Grad
M.A.	Y	Y		Y	
Ph.D.			Y		
No. of Core Faculty	6		15	21	1.5
No. of Affiliated Faculty	18	200		54	50
Internships available in Women Studies	Y	Y	Y	Y	
No. of Undergraduate Courses	76	44*	34	39	24
No. of Grad Courses	3	14*	9	19	3

*Courses based on 2014 Semester

Parallel Programs at Regional/Peer Institutions

UNM's Women Studies Program is one of the oldest programs at a research 1 institution in the U.S. While some programs across the country have fared better than others, our program has survived periods of budgetary crisis, and has maintained a high level of academic quality. A comparative look at peer, or comparable regional, institutions help us determine the degree to which similarly established programs in the 1970's compare to the maintenance, or development, of our program. The descriptions below were collected, and included, from each institution's current program websites including, undergraduate and graduate program descriptions, plans of study, degree requirements, core and affiliate faculty information, catalogued courses and organization unit status.

1. University of Colorado at Boulder

The Women Studies Program at the University of Colorado at Boulder was established in 1974, and began offering a Major degree program in 1983. Re-named the Women and Gender Studies (WGST) Program in 2006, it currently offers an undergraduate minor, major, or a double major paired with another departmental major, and a graduate level certificate in Women and Gender Studies and is designed to complement a graduate disciplinary degree program. The undergraduate program offers an Internship that affords students the experience of engaging in scholarship and community involvement by working in local, national and international communities with a concurrent analysis of that experience. The University of Colorado at Boulder also offers a certificate in LGBT Studies available to undergraduates and post bachelor students. The faculty includes six core members and 18 associated members from over 12 different departments or programs on their campus. Faculty interests include, how gender affects social movements and politics; the history of sexuality and gender politics in Latin America; feminist political philosophy, global justice; violence against women, and feminist literature and cinema. This program reported (in June 2011) nearly 100 students enrolled in the undergraduate program. The goals and mission of this program were to foster critical thinking skills applied to the study of women and gender particularly in relationship to their three key areas: race/ethnicity, gender/sexuality and global/transnational studies. Areas of inquiry include, but are not limited to: gender/sex systems across cultures and historical periods; gender, sexuality and culture; legal and public policy issues around gender and sexuality; women's participation in social and cultural production; transnational feminism; feminist theory and its relation to different philosophical and epistemological traditions; sexual identity histories and politics; and queer theory.

2. University of Texas, Austin

The Center for Women's and Gender Studies (CWGS) at the University of Texas, Austin was started in 1979, and a version of a women's studies concentration was created in Spring of 1986.

The first degree offered was a Master's in Art as of Fall 2001. A Bachelor's degree was approved in 2007, followed by dual degrees in WGS and Master's of Information Sciences, and Master's in Public Affairs, in 2007 and 2008 respectively. Currently the CWGS offers an undergraduate minor and major, an M.A., including dual degree options with either Information Studies or Public Affairs, and a Graduate Portfolio (similar to a minor for graduate students), and claims over 200 faculty affiliates from 29 departments and 14 colleges and schools. The strengths of the faculty are listed as: African American studies, cultural studies, diaspora studies, ethnic studies, feminist theories, health and social welfare, international and post-colonial feminisms, masculinities, media studies, performance studies, popular culture, and public policy. The CWGS Major includes a series of research clusters in specific subject areas: LGBTQ Sexualities; Gender and Health; Gender and Technology; and Race, Ethnicity and Gender. Internships are offered by CWGS, and are available for undergraduate and graduate students. The LGBTQ/Sexualities cluster was established in 2004 and, currently, the CWGS as of Fall 2013, submitted a proposal for a transcribed LGBTQ certificate for undergraduate students which was reportedly approved. The Center's stated mission is to create committed communities that address the challenges faced in the areas of gender, sexuality, diversity and equity, by fostering communities through interdisciplinary research, undergraduate and graduate teaching, social advocacy, and community partnerships.

3. Arizona State University, Tempe

The Women and Gender Studies Program of the School of Social Transformation at ASU, Tempe reports teaching over 3,000 students. WGS offers a B.A. program of study that is meant to empower students to make a difference in the world, valuing cultural diversity and global engagement, and by learning to challenge conventional wisdom about gender and learn ways of viewing the world through the study of culture, economics, film, history, literature, politics and science. Students are eligible to take internships through the internships programs in the School of Social Transformation. The WGS program offers a graduate certificate in Women and Gender Studies, which affords ASU graduate students the opportunity to enhance their advanced degrees with demonstrated proficiency and knowledge about gender research and theories that they may apply to their discipline. The WGS program also offers a doctoral degree in Gender Studies that is designed to provide students with the interdisciplinary training in theory and methods needed to conduct original research and scholarship about gender. Students in the doctoral program are required to take four core courses in Concepts, Intersections of Gender, Methods, and Research Design and Proposals; in addition, students take additional courses among three specializations: Health, Science and Technology; Visual and Narrative Culture; and Gender, Justice and Social Change. Women and Gender Studies is comprised of 15 core faculty that represent a wide range of humanities and social sciences and interdisciplinary fields. Some of those fields of specialization include, women and popular culture, gender and transgender studies, queer theory, performance studies, social policy and domestic violence, gender and education, black feminisms, women's international rights, women in the global economy, gender, race and nation,

gender representation in visual and narrative culture, and gender and sexual health disparities.

4. San Diego State University

The Women Studies Department at San Diego State was the first founded in the U.S., in 1970 and was homed in the College of Liberal Arts. The WS Program faculty developed the Minor program in 1975, the same year the program was granted departmental status. By 1983, the department offered an undergraduate major degree, and in 1996 the M.A. program was established. A 12 unit graduate certificate in Women Studies was also offered in 2000 through the College of Extended Studies. SDSU's WS undergraduate program courses are designed to provide students with an interdisciplinary, integrated, and academically rigorous education. Content areas include concepts of self and family, theories of sex differences, history, cultural contributions, and the study of society's contributions; and emphasize developing critical analysis skills while increasing the awareness of objective conditions in women's lives throughout the world. Internships are available through the department, but not required for completion of the undergraduate and graduate degrees. While the Master's program is designed to provide students with an opportunity to pursue advanced interdisciplinary work in Women Studies, SDSU also offers two certificates: the General Certificate was built to allow students to become proficient in understanding basic theories unique to WS, as well as provide additional training for individuals in any field, e.g., teachers, health care workers, administrators, multi-cultural social service agency employees and community activists. The Advanced Certificate provides graduate students the opportunity to benefit from advanced studies in three areas of specialization: Transnational, Health and Sexualities, and Gender, Race and Class. This department lists nine tenured or tenure-track faculty, 12 lecturers, and 53 affiliates (or associated faculty) from a broad range of disciplines, schools and colleges, including English and Comparative Literature, Spanish and Portuguese, European Studies, Chicana and Chicano Studies, History, Sociology, School of Public Affairs, Communication, Economics, Geography, Clinical Psychology, School of Theatre, Television and Film, Graduate School of Public Health, Political Science, School of Public Administration, American Indian Studies, Anthropology, Rhetoric and Writing, University Honors, Africana Studies, Philosophy, School of Social Work, and the School of Journalism and Media Studies.

IX. FUTURE DIRECTIONS

New Strengths and Developments

a) New Affiliated Faculty

To provide for additional enrollment growth, we have extended invitations to new and incoming campus faculty who expressed an interest in becoming affiliated with our program: three from the History department, Michael Ryan, Tiffany Florvil and Shannon Withycombe; and have approached one new faculty member from the American Studies

department, Shante Smalls, and one faculty member from the Political Science department, Kathy Powers, to seek their involvement, and affiliation, in our program. Dr. Ryan, an Associate Professor of the History department, offers undergraduate and graduate courses on the medieval and early modern social, cultural, and intellectual history of the Iberian Peninsula and Mediterranean Basin. His research and teaching foci include the intersection of magic, science, and religion, and gender and sexuality in the premodern world. Dr. Shannon Withycombe, who has also agreed to affiliate and has already offered crosslisted courses in WS, is a new hire in the History department and specializes in History of Medicine. Her courses, History of Reproduction, and History of Women and Public Health, were crosslisted with WS this academic year. These courses will add a meaningful component to our curriculum, particularly for WS students who are interested in STEM or Health-related careers. Dr. Tiffany Florvil has also agreed to affiliate and will be contributing her expertise in the very dynamic field of study: History of Emotions. The field of Emotions Studies has developed considerably in the last 15 years. Scholars from the fields of Women's and Gender Studies, Diaspora Studies, History, Anthropology, Psychology, as well as other disciplines have contributed to the expansion of the study of emotions and affect. In the fields of History and Women's and Gender Studies, in particular, scholars have used emotions to determine how diverse communities cohere, how individuals create attachments to each other, and how emotions shape political culture. Additionally, scholars such as Professor Florvil, propose that emotions represent forms of knowledge and cultural practices that enable different articulations of the self, collective, and kinship to emerge. Scholars are uncovering the interplay between gender, race, class, belonging, and solidarity in the US and Europe. In doing so, these scholars complicate traditional narratives by integrating innovative queer theories, diaspora studies, and gendered methodologies that expand what constitutes women's studies today. Professor Florvil, has also already started offering crosslistings between her department and WS, and is currently engaged in co-organizing a national conference on this topic that will be held at UNM. Dr. Shante Smalls specializes in Race and Popular Culture and has already taught courses in critical gender studies through the Department of American Studies. Dr. Kathy Powers already has a solid record of scholarly production in the field of human rights and is planning to develop coursework and research along the thematic of women, feminism and global human rights. WS will continue to promote cross-disciplinary and cross-college affiliations as appropriate, and will assertively pursue the prioritizing of new campus searches for specialists in Critical Race & Gender, Comparative Women's, Sexuality and Transnational Feminist Studies.

b) New Administrative Hire

The reduction of our staff position to a part-time (.50) position negatively impacted our ability to replace Emmett Vicenti, WS Administrative Assistant (retired at end of 2010-11 AY). A new administrative assistant was hired, Debra Nelson, on a .50 basis in the fall of 2011. However, we were unable to retain her without the possibility of increasing the position to a full time 1.0 FTE position (she transferred to another on-campus full-time position as of September 2012). We also found it difficult to find a replacement for this staff position that had the skills set and on-campus experience to qualify for an

Administrative Assistant II position, and who was also willing to only work part-time. Thus, during the year, we operated without an administrative assistant, and had to heavily rely on the administrative assistance of the American Studies Department Administrator, Sandy Rodrigue. Ms. Rodrigue was pressed to single-handedly serve the American Studies department and supervise the administrative needs of three other programs at the time. Thus, we sought out the assistance of Ms. Shirley Ray Lovato, the human resources specialist at the A&S Dean's office, to help us configure a possible solution to our staff and funding constraints. With Ms. Lovato's and Dean Peceny's generous support and assistance we were able to increase the staff allocation and have it reinstated to a full 1.0, and set out to fill the position. After being without an administrative assistant for almost an entire academic year, we successfully hired an Administrative Assistant II, Jacqueline Ochoa, to our restored full-time (1.0 FTE) position, effective Fall 2013. Ms. Ochoa transferred from a previous appointment in the department of Foreign Language and Literature, and is proving to be a skillful, efficient, and very capable addition to our program.

c) Rebuilding the Website

We have been persistently looking for improved ways of disseminating the program's information: mission, goals, core and affiliate faculty research, significant on-campus events and services, and, importantly, the major/minor and graduate program policies, processes and requirements. The existing website was woefully inaccurate and in need of updating. We hired a website designer to revamp our site and successfully created a new and more comprehensive window that should provide more accessible information about the program. (For more, please visit our website at womenstudies.unm.edu)

Maintaining a website can be costly, but it is a required task as information is constantly generated and must be kept updated. We plan to have the new administrative assistant trained in UNM compliant web maintenance to continue promoting the program's curriculum, faculty, students and services. We have also begun the development and upkeep of a Facebook site, and look to develop more comprehensive Women Studies affiliate, undergrad and grad students and partner community organizations listserves.

The Women Studies Program is continuing to consolidate its curriculum and programming after several significant changes occurred during the AY 2011-12, including the transition from three concurrent faculty members serving as part-time acting directors, the retirement of the long-standing administrative assistant; the reduction of the AA position from a full-time (1.0) to a part-time (.50) position, and the physical relocation of the Program (in Mesa Vista Hall) into its current facilities (Humanities Building). Thusly, after a year of implementing the necessary transitions given the previous year's changes, the following year was dedicated to the rebuilding and development of the program's curriculum, administrative support, undergraduate and graduate advising procedures, new instructional hires, and revamping and updating of the program's website.

UNM Women Studies Program Continued Challenges

a) Core Faculty Shortages

Women Studies Directors have historically, and consistently, requested the hiring of faculty to create a critical presence on campus for the program, to increase course offerings, and to build the undergraduate and graduate programs, and have had varying degrees of success. Directors' reports reflect intermittent gains, and losses, of faculty FTE's in the program, which have resulted in a continuous revolving-door effect of instructors who have taught in Women Studies throughout the four decades of the program's existence.

This process has included the appointment of Visiting Faculty (Foss, 1997); Joint Appointments, Courtesy Appointments, Part-Time Instructors and Teaching Assistants from a variety of UNM departments and more recently—since the establishment of the Women Studies graduate transcribed certificate—graduate students in the WS graduate program. Another example of the difficulty in retaining faculty appointments in WS, provided by Director Karen Foss, was the promotion, in August of 1996, to Associate Professor of Teresa Cordova, a half-time core faculty in the program—shared with the department of Architecture & Planning. This core position was, however, lost when Professor Cordova subsequently requested that her line be moved over in full to the department effective May 1997 (Foss 1997). This dynamic was still a problem during the 2012-2013 AY as, for example, when Women Studies lost its long-standing undergraduate advisor, Prof. Wichelns, to a tenure track promotion in the English Department. At other times, Directors have negotiated with UNM's higher administration approval for searches which, due to budgetary constraints, were subsequently cancelled. For example, during the AY 1996-97 the program was given approval to search for a joint faculty line with Communication and Journalism, which resulted in an applicant pool of 70 individuals. However, a hiring freeze was imposed and the search was terminated in January of 1997 (Foss, 1997).

This issue was acknowledged as early as 1994. In a memo to Professor Karen Foss, Communications and Journalism, dated October 25, 1994, A&S Dean Bill Gordon notes that while "Women Studies has been quite successful in offering students coursework that allows them to attain a minor in this area and student interest in the area is high...the major problem from my perspective is that many of our best feminist scholars have little direct involvement in the Women Studies Program. As a result, these scholars seldom teach core courses in Women Studies, they sometimes fail to cross-list with Women Studies courses they offer through their own departments, and they play no active role in mentoring students who might be interested in conducting scholarly research in the field" (Gordon, 1994). As a result of Dean Gordon's recommendation, a Women Studies planning committee was established, and would advise the director on budget issues, part-time hires, and program planning. This advisory body informed the larger Women Studies Council which consisted of 13 members selected from among a wide range of campus groups (Foss, 1996).

The development of the Strategic Planning Committee of the College of Arts & Sciences, during the AY 2011-12, allowed for departments' and programs' submission of hiring plans that would prioritize the college units' hiring needs and project hires across two to three years. Women Studies submitted a hiring plan that included the replacement of the Undergraduate Advisor—basically a request to transition the part-time Visiting Lecturer in WS to a full-time Lecturer III position effective 2013-14—and the hiring of three additional prioritized FTEs. We were successful in filling the vacant position, but no further searches were approved. The lack of a critical mass of tenure-track core faculty in Women Studies has effectively continued the environment addressed earlier by Arts & Sciences Dean Bill Gordon.

Despite the collaboration of affiliated faculty in fielding appropriate crosslisted course offerings that would assist students in the fulfillment of their requirements, the Program continues to be overly reliant on affiliate faculty (and part-time instructors) to meet the growing interest in Women Studies, and support the Program's further growth. For affiliated faculty, who were junior tenure track professors and whose time, efforts and scholarly production was concentrated on meeting the requirements of tenure and promotion in their home departments, servicing WS proved to be a difficult undertaking. As a result, although some faculty have contributed by teaching cross-listed courses, and with much needed participation and mentorship of students, few have been able to create the level of critical presence within Women Studies that meets the needs for a significant growth of the program.

Although, throughout the four decades of the program's existence, it has received varying levels of support, including the hiring of visiting faculty, post-docs, split appointments, and part-time instructor hires, and there have been a number of affiliate faculty who have consistently offered crosslistings, assisted in organizing significant events, and mentored Women Studies students (a condition that was exacerbated, for example, by the departure of the only two core faculty at the end of AY 1996-97, which left only part-time instructors to teach all the courses offered the following year), the dynamic previously mentioned by Dean Gordon, has proven difficult to alter, manage or correct to this day, and has reached critical proportions as the Program continues to develop its academic structures, curriculum and programming. Faculty and staff in Women Studies, however, continue to be determined to develop supporting structures that would allow for the further consolidation of academic programming for the Women Studies campus community.

b) Enrollment v. Hires

The decades-long efforts, investment and commitment to the growth of the Program, by WS directors, faculty affiliates, part-time instructors, graduate teaching assistants, and staff, as well as the support previously granted for the hiring and inclusion of visiting professors and guest researchers, all of whom provided a critical presence for current and potential Women Studies majors and minors, was reflected in the maintenance and/or growth in WS student enrollment. To foster more significant levels of growth, Director Gail Houston's plan and recommendations for the future included creating a plan for

establishing three to five Joint Appointments of full-time faculty in WS; proposing two joint lecturers, one with Philosophy and one with Communications and Journalism; crosslisting more courses with new departments; and creating a graduate certificate program (Houston, 2003).

Director Gail Houston also advocated for an increase in new hires in the program, transitions of part-time instructors to full-time lecturers, and additional funds to hire graduate teaching assistants, explaining that these goals would provide the consistency and quality required to grow an undergraduate major, minor and graduate certificate program. She also noted that the UNM's Strategic Plan called for "creating an environment that embrace(d) fundamental human diversity-ethnicity, gender, sexual orientation, culture, nationality, religion, age, disability, and language," and called for the "serious support" of a UNM academic program that was dedicated to the study of women, feminist theory, and gender which precisely contributed to the magnification and implementation of UNM's strategic goals (Houston, 2005).

Acting Director Karen Foss reported that the AY 2004-05 also saw the design of several significant program goals, including the proposal of two-year rotating joint appointments from among full-time faculty at UNM (with Prof. Foss being the first such appointment) with the hope and/or expectation of eventually having up to five joint appointments in place as follows:

Fall 2004-Spring 2006 Karen Foss, C&J
Fall 2005-Spring 2007 Kirsten Buick, Art History
Fall 2006-Spring 2008 Janet Cramer, C&J
Fall 2006-Spring 2008 Deborah McFarlane, Political Science
Fall 2008-Spring 2010 Nancy Lopez, Sociology
Fall 2008-Spring 2010 Elizabeth Archuleta, English

These arrangements, however, were not implemented and/or discontinued. Perhaps Director Janet Cramer's memo to A&S Dean Brenda Clairborne, October 3, 2007, sheds light on the constraints of the above proposal. In this memo, Professor Cramer presents the previous year's Board of Directors hire plans and recommendations making the case for shifting Professor Gail Houston's line at .50 from her department into Women Studies. The rationale being that Women Studies wanted to move away from using its funding on joint appointments of tenured UNM faculty on a two year rotation, reportedly a stopgap measure to bring more Women Studies affiliated faculty into WS on a temporary basis, with the intention of encouraging appropriate faculty to permanently move .50 of their lines into Women Studies. It is unclear why, or when, the above proposed arrangements were discontinued. However, one could easily speculate that these arrangements would have involved considerable collaboration and investment by the corresponding departments, which may not have been forthcoming in the long term.

c) Scarcity of Core Graduate Level Course Offerings in Women Studies

At present, UNM's Women Studies graduate level course offerings include one graduate core course per semester (WMST 510 Feminist Theories and WMST 512 Feminist Research Methodologies) taught alternately by one of our two presently appointed core faculty, and we rely heavily on cross-listed seminars for elective offerings. Without an adequate number of Women Studies core faculty who would consistently offer seminars that graduate students could use to build their specialization in the field, students have to resort to taking applicable offerings, when available, within their own departments or from randomly offered courses across campus, often delaying the completion of their certificate program.

STRATEGIC PRIORITIES FOR THE PROGRAM

1) Projected Changes for the Program Name, Major, A New Minor

Our goals to improve the undergraduate major degree program are:

1) To change the program's name to correspond with current advances in the field, which may include some variation of the following terms Gender, Sexuality, Feminism, and Comparative Women's Studies. This change is part of current conversations among the program's faculty, and has not yet definitively been determined.

2) To expand the clinical component, i.e., WS 498 (Feminism in Action—the practicum) into an Internship to provide Majors with a full clinical practice requiring 80 hours of volunteer work, standardizing the choice of student placement into a selected number of local organizations with an instituted plan of volunteering work that fits our curriculum and the host's needs, reflecting each of the WS Major focus areas—while still allowing for independent proposals from students occasionally to conduct their clinical hours elsewhere. This change would also meet the program's commitment to further enhance the community engagement and learning component of our program, a component which is also addressed in the Provost's Strategic Plan and President's UNM 2020 expressed commitment to academic excellence.

3) To expand the WMST 492 Senior seminar into a two semester “capstone” format dedicating the first 3 credit hours to development and proficiency of research skills, and the second 3 credit hours dedicated exclusively to developing and polishing their writing skills. This model could develop into an honor's thesis program for those students whose grade-point average qualifies them to receive summa or magna cum laude distinctions.

4) WS will work with the Executive Board to establish a Queer Studies Sub-Committee to design and develop a proposal for a Queer Studies Minor (AY 14-15).

2) Faculty Hire Needs

a) Summary of Faculty Staffing Needs

Established in 1972, the Women Studies Program is one of the oldest in the country that has not been transitioned to departmental status. According to former Director Gail Houston's report (3/29/07) enrollment in Women Studies courses had risen, AY 06-07, from 362 to 664, with 12 officially declared majors and minors, and an estimated 100 non-official, "in-house declared," majors and minors. At that time, the program budget had reportedly not increased in seven years (\$135,669.84 FY 07; Houston, 07), and Women Studies had no full-time tenure-track lines. As a result, the Program historically relied on Part-time Instructors and Teaching Assistants, as well as cross-listed courses from (117 listed) affiliated faculty from other campus departments. A joint tenure-track appointment with American Studies, and a full-time Lecturer in WS were finally hired in the Fall of 2007. In each of the next two academic years (Janet Cramer, reports AY 07-08 and AY 08-09), Women Studies reportedly served approximately 300 students in WS courses and 13 in sections offered between Women Studies and other departments.

In reports dating back to AY 06-07, Directors consistently included significant plans and recommendations for the stabilization and growth of the WS faculty base. Directors Houston and Cramer engaged in extensive surveys of nationally-recognized departments and programs, the results of which indicated that a double-pronged mix of core faculty, full-time tenure lines in WS along with some joint tenure lines from other departments was the strongest approach to increasing both the academic quality of the Program, as well as increasing the numbers of majors and minors. But the hiring of Women Studies core faculty has not kept pace with either the innovations in the field, or the restructuring needs of the program major and the creation of the graduate certificate program. Thus, semester schedules are configured ad hoc, at best, and are heavily reliant on accommodating affiliate faculty, Part-time Instructors and graduate Teaching Assistants.

Women Studies at UNM has, however, continued to creatively augment its course offerings by consistently fostering a dynamic relationship with affiliate faculty across UNM's departments and colleges. Another strategy has been to seek out local, available specialists in the field and hire them as part-time instructors. Finally, through the mentoring and training of our certificate graduate students, we have been able to hire them to teach some of our lower division core courses. But this overall strategy does not allow for effective curriculum planning or development of a broad range of offerings needed to sustain the program's undergraduate and graduate curriculum. A fourth strategy for recruitment of faculty in Women Studies has been the attempt at arranging Courtesy Appointments with existing faculty or new hires with full-time tenure track appointments in other departments, whereby faculty could dedicate one course per year homed in Women Studies (with the possibility of offering a core required course). Regrettably, this approach has not rendered significant productive results. The exigencies of their teaching and service obligations to their home departments (and, particularly for untenured faculty, the tenure responsibilities as defined by their home departments) has only allowed for sporadic offerings, or at best, crosslistings.

Course crosslistings and “also offered as” courses with other departments

Although affiliated faculty and departmental teaching assistants who are able to offer special topics courses have been the staple for upper division elective offerings in WS, this practice has also had, perhaps unexpected, negative effects. It has become an important factor that, while it increases the total number of sections offered as WS in any given semester, the number of departmental homed courses (“also offered as”) is typically larger than the WS core courses and WS homed elective courses combined, as the following table demonstrates:

Sections Offered in Women Studies, Fall 2010 – Spring 2013				
	2010-11	2011-12	2012-13	2013-14
	Actual	Actual	Actual	Actual
Total # sections offered	46	52	55	73
WS Core sections for UG major/ GCERT	15	12	14	13
Also Offered as sections	21	28	29	40
WS homed elective sections	8	8	8	18
WS Indep Study	2	4	4	2

Of 46 total sections offered by Women Studies in 2010-11, only 15 sections were part of our core offerings, with 8 special topics courses taught by Women Studies-hired Part-time Instructors or TAs. The majority of the sections, 29, were linked to other departments, either as formally cross-listed courses or as special topics courses homed in Department but “also offered as” WS courses. The enrollment generated through these courses is credited to the department sections. The gap is even higher for the two subsequent years. These courses typically depress WS enrollment numbers for two obvious reasons: the low enrollment numbers allowed to WS students in “also offered as” courses homed in other departments, and the loss of credit hours for WS when students enroll in WS homed courses through the crosslisted department sections.

b) Proposed New Faculty Searches and Justification for Requested Hires.

The projected faculty searches for WS are broadly framed along existing needs in the Program related to core, cluster area requirements, and elective offerings that reflect scholarly innovations in the discipline:

1. A specialist in women, immigrant rights, and transnational economies
2. A specialist in the intersectional approaches of critical race theory, gender, feminism and other forms of difference
3. A specialist in global feminisms and human rights
4. A specialist in Indigenous queer theories and sexuality studies
5. A specialist in gender, sexuality, women's health and public policies

Faculty search for a specialist in women, immigrant rights and transnational economies. Dr. Rinita Mazumdar, a Part-time Instructor, has taught the Transnational Feminisms course for at least 12 years, and designed the Feminist Economies course, and continues to offer them as face-to-face and online classes. These courses are exceedingly popular and, when offered online, include enrollment from students abroad. These courses meet the criteria for inclusion in the proposed university-wide undergraduate degree requirement in U.S. & Global Diversity and Inclusion.

Faculty search for a critical race theorist that specializes in the intersections of gender, class, and feminism. There is no permanent full-time faculty in WS that can consistently offer these foundational courses for WS majors, minors and graduate students. In addition, all these course offerings would further serve students across the university as they would also meet the criteria for inclusion in the proposed university-wide requirement in U.S. & Global Diversity and Inclusion.

Faculty search for a specialist in global feminisms, women's movements and human rights. WS has no full-time faculty that can consistently offer courses required by majors in fulfillment of the Regional and Global Themes Cluster. In addition, this hire would effectively enhance the development of graduate level projects for WS certificated students who focus on Latin American, Asian, Middle Eastern and/or African diaspora studies.

Faculty search for an interdisciplinary specialist in transnational and Indigenous queer and sexualities studies. This search will fill a critical need, particularly as the Queer Studies minor is implemented, and as majors seek to fulfill their Sexuality Studies cluster or concentration.

Faculty search for a specialist in women, gender, health, sexuality and public policy. WS has no full-time faculty that can consistently offer and develop specialized courses in Women and Public Health. This search will consolidate offerings in Gender, Sexuality and Public Health Policy, and will be a critical addition to our core faculty as we seek to develop and implement a Graduate Transcribed Certificate Program in Women and Public Health.

c) Proposed Growth for Next Three years

Women Studies Staffing Levels and Projected Faculty FTE growth, FY 2014-2017						
	2011-12*	2012-13*	2013-14*	2014-15	2015-16	2016-17
Projected FTE growth	1.0 (-.50)	0.25 (-1.25)	1.5	1.75	2.75	3.75

* Numbers reflect actual staffing level of permanent FTEs in Women Studies

Women Studies Hires Projected Yearly Additional Salary Costs FY 2014 - 2017						
			2013-14*	2014-15	2015-16	2016-17
Proposed Additional Salary		*Yr. 1 represents a hire funded via existing line + salary augmentation	50,000	15,000	50,000	50,000

The Women Studies Hiring Plan matches the expressed call by UNM's President and Provost to: create and value opportunities for all members of UNM to serve local, state, regional, national and global communities; to strengthen and expand the number and range of interdisciplinary research initiatives and enterprises; to enhance faculty retention, increase diversity among faculty and students, and improve time-to-graduation rates. An increase in faculty hires should also prove a boost to WS undergraduate and graduate student enrollments, and provide greater numbers in minor, major and graduate certificate students.

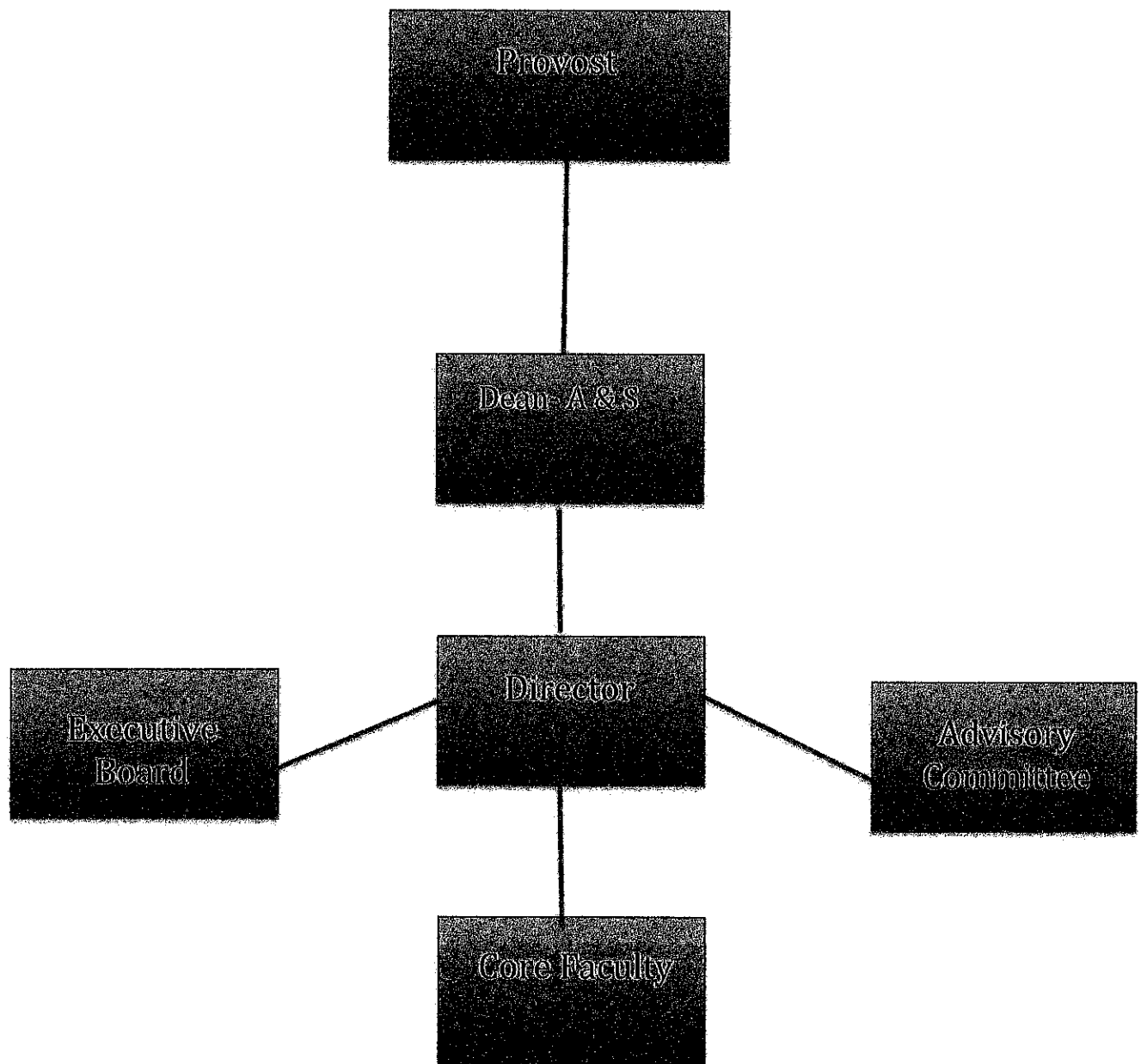
CONCLUSION/RECOMMENDATION

The Women Studies Program is dedicated to providing an academic program that meets the educational needs of the student population of the University of New Mexico. Given the precarious current status of many of New Mexico's women, children and families, LGBTQ communities, immigrant populations, and youth-at-risk, Women Studies is strategically positioned to build an organizational unit in the flagship University of New Mexico, a Research 1 institution, committed to imparting critical knowledge and skills training to students of New Mexico which will enable them to design and help implement the widest range of policies and services for their communities, and change the lived status of New Mexico's population. To this end, WS must be prioritized to receive the necessary support and resources to build a Department of Women Studies in order to most efficiently and successfully achieve these goals.

List of References

- Proposed Organizational Chart
- 40th Anniversary description and program of events
- List of Women Studies current Minors and Majors
- List of Women Studies current graduate students in the certificate program
- Graduate Transcribed Certificate application process, certificate requirements and required documentation
- Women Studies Core Faculty Activity Reports

Women Studies Program
Proposed Organizational Chart
2013-2014

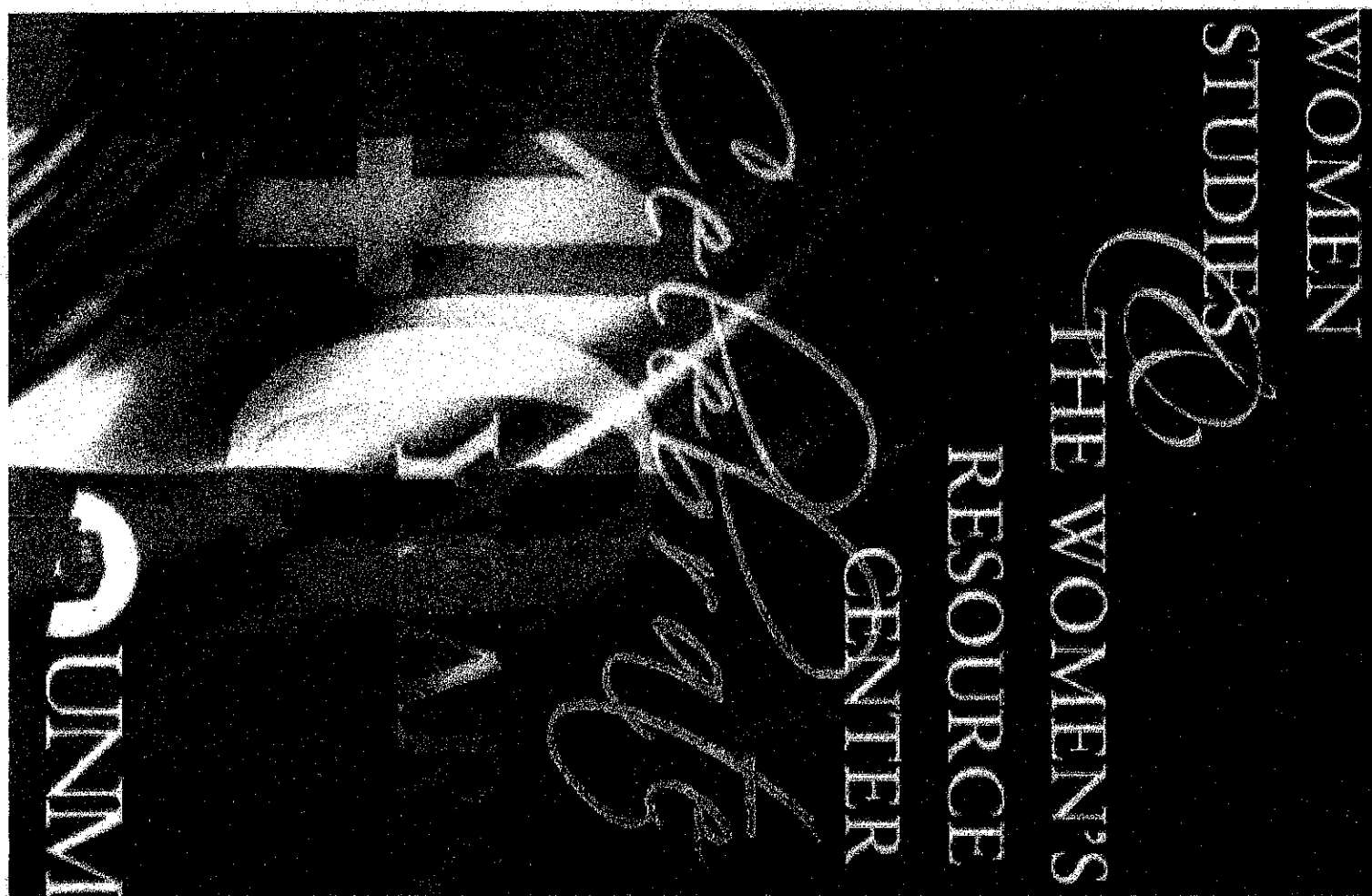


EVENT	DATE	TIME	LOCATION
Teatro Chicana	Thursday, Sept. 13	4-6pm	Kiva Lecture Hall (UNM Main Campus)
Coco Fusco Artist/Activist	Friday, Sept. 21	TBA	IFDM Auditorium/Theatre
J ♥ Female Orgasm	Tuesday, Sept. 25	7:00pm	Student Union Ballrooms
RAINN Day	Wednesday, Sept. 26	10:00-2:00	Smith Plaza
Redefining Consent on Campus With Impact Personal Safety	TBA	TBA	TBA
Sandra Soró Lecture	Friday, Sept. 28	2-4pm	UNM SUB, Santa Ana A&B
UNM Africana Studies Scholars Panel Kadisha Matthews, Natasha Howard, Belinda Wallace	Wednesday, Oct. 17	2-4pm	UNM SUB, Santa Ana A&B
40th Anniversary Celebration with Gloria Steinem	Monday, Oct. 29	6:00pm	UNM SUB Ballrooms
Native American Women and Violence Rachmila Cody, Angela Webb, preview of documentary "Hearing Radinilla", Discussion and Q & A	Thursday, Nov. 1	10-12pm	TBA
Sara Deer, Lawyer/Activist	Thursday, Nov. 1	4:30pm	Kiva Lecture Hall (UNM Main Campus)
40th Anniversary Symposium: Chief Justice Petra Maes	Wednesday, Nov. 14	6:30pm	UNM DCE Auditorium
Panels: WMST & WRC Founders, Professional Women, Women of Color Academics	Thursday, Nov. 15	9-3pm	UNM SUB, Ballroom A



Women's Resource Center | women.unm.edu | 505.277.3716

Women Studies Program | womenstudies.unm.edu | 505.277.3854



Women Studies Program and Women's Resource Center 40th Anniversary Symposium Panels

9:00-10:30am Founders and Former Directors of the Women Studies Program and Women's Resource Center

Moderator: Summer Little, Interim Director, Women's Resource Center

Former UNM Staff and Faculty will address the challenges of founding and directing programs for women on campus. Panelists include:

Gail Baker, Women Studies Collective
Gail Houston, Former Women Studies Director
Ann Nihlen, UNM Professor Emerita, LLSS, Women Studies Collective
Beva Sanchez Padilla, Women Studies Collective
Kathleen Winslow, Women's Resource Center Founder

10:45—12:15 Professional Feminists in Action

Moderator: Irene Vasquez, Director, Chicana and Chicano Studies

Feminist professionals will speak about their work in women and family-centered services and organizations. Panelists include:

Micaela Cadena, Interim Director, Young Women United
Cristina Duran, Associate Professor, School of Social Work, Highlands University
Claudia Medina, Executive Director, Enlace Comunitario
Maria Munguia, Psychotherapist, UNM Children's Psychiatric Center
Giovanna Rossi Pressley, President, Collective Action Strategies
Jane Wishner, Founder, Southwest Women's Law Center

1:30—3:00pm UNM Women Academics of Color

Moderator: Bárbara O. Reyes, Director, Women Studies Program

Panelists will discuss issues of recruitment, retention, tenure and promotion of women of color in academia. Panelists include:

Antoinette Sedillo Lopez, Professor, School of Law
Nancy Lopez, Associate Professor, Sociology
Sonia Gipson Rankin, Lecturer, Africana Studies and Associate Dean, University College
Beverly Singer, Associate Professor, Anthropology
Margaret Werner-Washburne, Regents' Professor, Biology

Cosponsored by:

Dean of Arts & Sciences
Chicana and Chicano Studies Program
Southwest Hispanic Research Institute
Department of American Studies
Feminist Research Institute
Center for the Southwest
Department of History

WOMEN STUDIES MAJORS AND MINORS

SUMMER, FALL 2013

WOMEN STUDIES MAJORS (20)

Baldwin, Nandi, A.	Senior
Cain, Cari A.	Senior
Castellano, Tracy A.	Junior
Florence-Livoti, Hanna L.	Senior
Galligan, Tanae B.	Junior
Grill, Diahndra J.	Senior
Haury, Winona S.	Senior
Isner, Grace C.	Senior
Lawrence-Metzler, Lilly A.	Senior
Long, Jamie L.	Junior
Ludington, Sierra A.	Sophomore
Montoya, Jasmine, R.	Freshman
Moreno, Armando	Senior
Mustafa, Danya J.	Sophomore
Ortega, Alisha M.	Senior
Prochnow, Grace E.	Junior
Reyes, Madeline M.	Junior
Romero, Jesus M.	Junior
Santos, Melissa A.	Senior
Sisk, Coralee M.	Senior (2 nd Major)

WOMEN STUDIES MINORS (33)

Adams, Vonia A.	Senior
Atencio, Lindsey B.	Senior
Behrens, Alix K.	Sophomore
Bolton, Melanie D.	Senior
Boyette, Julie M.	Senior
Burwell, Sydney E.	Junior
Carole, Adolphine	Senior
Esparza, Kassandra	Sophomore
Estrada, Emily K.	Sophomore
Etoll, Jessica E.	Senior
Fisher, Molly K.	Freshman
Garcia, Kristine A.	Senior
Gonzales-Lopez, Savannah J.	Sophomore
Hansen, Lillian	Senior
Hartley, Capree R.	Senior
Hawkins, Campell S.	Junior
Kaza, Karlee P.	Junior/Senior
Maestas, Rachael A.	Senior
Maldonado, Elena T.	Senior
Mbatudde-Gustafson, Susan	Senior
Morrison, Julie A.	Senior
Nguyen, Jessica T.	Junior
Ortega, Victoria L.	Senior

Ortiz, Miquela R.	Senior
Peters, Nicole R.	Sophomore
Pfeiffer, Jana L.	Senior
Pontani, Tracey K.	Senior
Prince, Kelli	Senior
Ridgeway, Allegra	Senior
Santos, Ruby M.	Junior
Souza, Nicole G.	Senior
Souza, Stacy M.	Senior
Storey, Renee C.	Senior

Women Studies- Current Graduate Students

<u>NAME</u>	<u>MAIN DEPARTMENT</u>
Abbott, Benjamin	American Studies
Beck, Sarah	Communication & Journalism
Carter, Genesea	Philosophy
Chandrashekar, Santhosh	Communication & Journalism
Cole, Kristen	Communication & Journalism
Diaz, Virginia (Gina)	American Studies
Fishken-Harkins, Jessica	American Studies
Garcia-Rodriguez, Marissa	Communication & Journalism
Kinsey, Valerie	English
Levitt, Rachel	American Studies
Martin, Ashley	Family Studies/ Education
Martin, Kelsey	Art History
Redekopp, Julie	Philosophy
Shaughnessy, Eileen	American Studies
Shelton, Dene	English
Shely, Calinda	English
Zaytseva, Olga	Communication & Journalism

Graduate Transcribed Certificate Program

The Graduate Certificate in Women Studies

The University of New Mexico Women Studies Program offers a transcribed graduate certificate in Women Studies that was approved by the New Mexico Department of Education in December 2006. Graduate students already enrolled in a graduate level program at UNM may apply for admission to the WS graduate certificate program on a rolling enrollment basis. Thus students may submit their materials at any time.

The Graduate Certificate in Women Studies is designed as an area of specialization for students pursuing a master's degree or a doctorate in disciplines in the humanities, social sciences, fine arts, or the professional schools at the University of New Mexico. The Graduate Certificate provides graduate students the opportunity to complete an education program that addresses the history and culture of women, the social structures of gender, and feminist perspectives on scholarship. Courses in Women Studies will also be available to graduate students not pursuing the Women Studies certificate, with permission of the instructor.

Application Process

The Graduate Certificate is designed to be taken in conjunction with an M.A. or Ph.D. program in another department at UNM. Acceptance into a graduate degree program is required in order to be eligible to pursue the Women Studies Graduate Certificate.

Applications should include:

- Proof of admission into a graduate program at UNM
- 2 page letter of intent addressing the applicant's background and relevant experience in Women Studies
- Resume or Vita
- One letter of recommendation from a faculty member
- Transcript (unofficial, current)

Send Applications to:
Women Studies Program
Humanities Bldg, Room 441
MSC032155
1 University of New Mexico
Albuquerque, NM 87131-0001

Certificate Requirements

The Graduate Certificate in Women Studies will require the completion of a minimum of 15 credit hours (5 courses).

Required Courses (2)

Students must take 6 hours of required coursework with a grade of 3.0 or higher.

- WMST 510: Feminist Theory (3 credit hours)
- WMST 512: Feminist Research Methods (3 credit hours)

Ideally, students will take WMST 510 *before* WMST512. It is recommended that students take each of these courses early in their program.

Elective Courses (3)

Students must complete 9 hours (3 graduate level courses) from WMST and/or a variety of courses offered throughout the university. Students may count up to 6 credit hours within their home programs toward the Graduate Certificate. A complete list of elective courses is available at the Women Studies Program office. Students will meet with a Women Studies advisor for approval of elective courses in order to insure a coherent program of study. Students must receive at least a grade of 3.0 in all classes.

Required Documentation

Once admitted to the certificate program, students must submit an "add a Transcribed Graduate Certificate" form, with Women Studies Director signature of approval to the Office of Graduate Studies.

Near the end of the completion of a students' graduate program, an "Application for Candidacy for the Doctoral or MFA Degree" form must be submitted to the Office of Graduate Studies. Students must record the information related to their transcribed certificate program, including the list of courses completed to fulfill the requirements of the Women Studies Transcribed Certificate (item 12 on the form).

The Application for Candidacy for the Doctoral or MFA Degree form must be submitted to the Office of Graduate Studies by **October 1**, if graduating the following **spring**, or **April 1**, if graduating the following **fall**.

Bárbara O. Reyes, Women Studies Director
Activity Report AY 2012-13

RANK: Associate Professor in Department of History

TEACHING

2013, Spring; On reduced teaching load
2012, Fall; History of New Mexico, History 260-001, 114

Dissertation Advisement/Direction:

History Department

Dissertation Committee Member, Brian L. Lucero, "Invention and Contention: Memory, Place, and Identity in the American Southwest, 1848-1940" 2012-13, In progress

Ph.D. Prospectus Defense

History Department

Member, Ph.D. Committee, Stephen Mandrgoc, "The Historical Effect of Government Policies on Hispanic Education 1945-2010," U.S. West Regional Field, Prospectus Defended, Fall 2012

Member, Ph.D. Committee, Sandra Lara, "Sexuality, Violence, and Jurisprudence in Coahuila, Mexico (1871-1931)," Latin American History field, Prospectus Defended, Spring 2013

Ph.D. Comprehensive Exams, Ph.D. Dossier Defenses and Public Presentations Advisement:

History Department

Committee Member, Willy Carleton, Borderlands, Frontiers, Chicana/o History, Fall 2012

Committee service with students who completed dissertations and MA theses, or took Comprehensive Exams, on whose committees I served:

American Studies

Dissertation Committee Member, María Munguía-Wellman, "The Borderpsychosocial Development Project: Is there a specific psychosocial consciousness that frames development for border women?" Dissertation defended Fall 2012

M.A. Committee Member, Lara Hayner, Specialization, Race, Gender, Immigration and Film, Exams taken Spring 2013

Latin American Studies

M.A. Thesis Committee Member, Javier E. Sanchez, "'Valor Wrought Asunder': The Mexican General Officer Corps in the U.S.-Mexican War, 1846-1847." M.A. Thesis defended Fall 2012

RESEARCH:

Participation at professional conferences, scholarly presentations:

Roundtable Participant, "*Drink Historia: From EnGendering History to Bifurcated Narratives, Three generations of Chicana Historians Examine the Past and Envision the Future*," National Association of Chicana/Chicano Studies, San Antonio, TX, March 21, 2013.

Closing Keynote Address, "*Discursos de poder, raza y clase en la inmigracion a Estados Unidos*." Conferencia Magistral de Clausura, Universidad Autonoma de Baja California, Instituto de Investigaciones Historicas, Annual International Conference, *Jornadas Internacionales: Historia, Patrimonio y Frontera*, Tijuana, BC, Mexico, 7 September, 2012

Chair and Commentator, "Mixed/Transnational Families in the Borderlands" Panel, American Historical Association Pacific Coast Branch, Annual Conference, San Diego, CA, August 10, 2012

SERVICE:

Women Studies Program

Director, Women Studies Program, 2012-13

Member, Dean of Arts & Sciences Strategic Planning Committee, 2012-13

Reviewer, Women's Resource Center Sabrina Single Mother Scholarship Selection Committee, Spring 2013

Co-organizer, UNM Women Studies & Women's Resource Center 40th Anniversary Semester-long Series of Keynotes, Lectures, Book Readings, Performances, and Symposium, Fall 2012

Presenter, College of Arts & Sciences New Faculty Cohort Sessions, Interdisciplinary and Cultural Programs' Panel, Fall 2012

Member, Feminist Research Institute Executive Board, Research and Travel Grants, and Events Selection Committee, 2012-13

Department of History

Committee Member, Search position Central Europe/Women & Gender, Fall 2012

University

Panel Moderator, "*Introduction to New Mexico Politics and Public Life*," **Ready to Run NM** Symposium; UNM, Albuquerque, NM, April 12-13, 2013

Member, Chicana and Chicano Studies Program Advisory Board, 2012-13

Member, College for Social Transformation Planning Group, 2012- 2013

Panel Moderator, *Everyday Practices of Popular Power: Art, Media, Immigration* Symposium, "Art & Immigrant Rights," UNM, Albuquerque, NM, November 9, 2012

Member, Southwest Hispanic Research Institute/UNM Press Special Series Exploratory Committee, 2012-13

Member, Latin American & Iberian Institute Concilium, and LAS Faculty Affiliate, 2012-13

Service to national/international professional organizations:

Member, Recovering the U.S. Hispanic Literary Heritage Editorial Advisory Board 2012-13

Member, Western History Association Committee on Race and the American West, (CRAW) Fall 2012, participated in organization of CRAW sessions for Fall 2012 WHA conference

Organizer, *Borderlanders/Fronterizos Group* Panels for Western History Association Annual 2012-2013

Member, Editorial Committee, *Revista Meyibó*, Instituto de Investigaciones Históricas, Universidad Autónoma de Baja California 2012-13

Adriana Ramirez de Arellano, Women Studies Faculty
Activity Report AY 2012-13

RANK: Visiting Lecturer III, 1.0 FTE

TEACHING

FALL 2012

WMST 313 - Women and The Law (xlisted -POLS 313)

WMST 331 - Transnational Feminisms (xlisted -AFST 397; ANTH 340; POLS 300; SOC 398)

WMST 498 - Feminism in Action

WMST 579 – Graduate Independent Study (1 section)

SPRING 2013

WMST 325 - Race, Class & Feminism (xlisted -SOC398; POLS300; AMST350;
AFST397; ENG315)

WMST 498 – Feminism in Action

WMST 512 - Feminist Research Methodologies

Graduate Committee Service/Dissertation M.A. Advisement/Direction:

2012 Chris Galanis, M.F.A. (Art and Ecology Program, College of Fine Arts)

2012 *Marisa Garcia, Ph.D. Candidate, Department of Communication and
Journalism

2012 *Eileen Shaughnessy, M. A. Candidate, Department of American Studies

* Students from the WMST 512 Feminist Research Methodologies seminar.

Mentorship:

A. Graduate Student Professional Development: Conference Panels and Roundtables:

2013 “Women Studies Panel” New Mexico Shared Knowledge Conference (April 17)

2013 “Feminist Methodologies Seminar Student Works in Progress” Conference Panel, UNM
College of Education Graduate Student Colloquium (March 23)

B. Letters of Recommendation on behalf of students from various WM ST courses (2012-2013):

Grase Isner, Masters in Public Health Programs

Stacey Yabeny, Political Science Graduate Program

Karlee Kaza, UNM Global Education Office; LAII Travel Grant

Texana Martin, School of Law

Marisa Garcia, Ford Foundation Doctoral Fellowship

Chanin Kelly, School of Law

Kali Waller, School of Law

Mia Henkle, Peer Bridger Volunteer Program

Senaida Garcia, McNair Program

Olivia Gatwood, Pratt Art Institute, NYU, Sarah Lawrence College. Eugene Lang College

Diana Alvarado, MA Program, School of Public Administration

Carolynn N Hojnowski for UNM Global Education Office

Maura Schanefelt, University of Georgia, Masters Degree Program, School of Public
Administration

Marian Chavez, College of Education Organizational Learning Instructional Technology Program

C. Undergraduate Advisor Training:

"Preventing Academic and Research Integrity Workshop" OSET (April 11, 2013)

RESEARCH:

Invited Lectures and Public Scholarship:

"Sacagawea, Pocahontas, and Sally Hemmings: A De-colonial Approach to National Myths of Origin" Guest Speaker at Interwoven Cultures course, University Honors Program (February 13, 2013)

"Rape: Legitimate or Foundational" Women Law Caucus, UNM School of Law (November 14, 2012)

Panel Organizer, Moderator, "*Technotopia: The Colonization of the Body as The Ultimate Frontier*";
International Symposium for Electronic Arts (ISEA 2012); Albuquerque, NM (September 22, 2012)

Juror, "Albuquerque: Machine Wilderness, 18th International Symposium on Electronic Art" (2012)

Awards and Recognitions:

2013 *Faculty of Color Teaching Award*, Project for New Mexico Graduates of Color. UNM
2012 "*All Around*" *Faculty of Color Award*, UNM Project for New Mexico Graduates of Color

Academic Memberships:

2012	Office of Graduate Studies, Graduate Recruitment Task Force
2011-Present	Faculty Fellow, Graduate Resource center and Centro de la Raza "Latino/a Graduate and Professional Student Fellowship Program"
2010-Present	Postdoctoral Associate, UNM-Mellon Doctoral Fellowship Program

GRANT WORK:

2012 Co-author. "BUILDING FUTURE LEADERSHIP FOR THE ADVANCEMENT OF NATIVE AMERICAN AND LATINO HUMANISTIC SOCIAL SCIENCE AT THE UNIVERSITY OF NEW MEXICO: UNIVERSITY OF NEW MEXICO MELLON PREDOCTORAL FELLOWSHIP PROGRAM" Annual Report of Activities and Accomplishments, January 2011- December 2011 (Mellon Grant #40700756); Dr. Louise Lamphere and Dr. Michael Graves, Principal Investigators, and Dr. Adriana Ramírez de Arellano, UNM-Mellon Postdoctoral Associate

SERVICE:

Women Studies Program

Acting Undergraduate Advisor, Women Studies Program

Teaching Assistant Evaluator

40th Year Anniversary Events Women Studies Founding, Co-organizer

Service to University

Panel Moderator, New Mexico Shared Knowledge Conference (April 17, 2013)

Co-presenter, Raza Graduate Student Association "Latina/o Faculty Spotlight" (April 2, 2013)

Facilitator, College of Education Graduate Student Colloquium (March 23, 2013)

Speaker, Upward Bound UNM (March 2, 2013)

Participant, PNMGC "Leadership Panel" (October 18, 2012)

Speaker, Office of Graduate Studies Orientation Panel (August 22, 2012)

Service to local/national/international professional organizations:

ACLU-NM, Board of Directors Executive Committee; Governance Committee; By-laws & Educational Task Forces 2011-Present

ADVOCACY: Hon. Gail Chasey, New Mexico House of Representatives; Southwest Women Law Center

CLINICAL PROGRAM PARTNERS: Women Resource Center; LGBTQ Resource Center Just/Write; P.B. & J.; Self-Serve

Friends of Puppet & Object Theater, Board of Directors, 2010-Present

PRO BONO LEGAL SERVICE:

Legal Consultant (2009-Present): Federal Statutory Definition of Torture, 18 USC 2340 "Severe Mental Pain or Suffering"; Sex Offender Registration and Notification Act "Stigma-Plus" Analysis; Sex Crime Litigation; Native Etiologies of Trauma; "Cultural Defense".

Amy Brandzel, Women Studies Faculty
Activity Report AY 2012-13

RANK: Assistant Professor .50 FTE

TEACHING

Spring 2013, On Leave

Fall 2012, WMST 510, Feminist Theories, (xlist-ENGL511, AMST530, PHIL441)

Fall 2012, AMST 550, Violence of the Normative (xlist-WMST 579)

RESEARCH:

Manuscript in Progress:

Amy L. Brandzel, *Against Citizenship: Queer Intersections and the Violence of the Normative*,
Manuscript under review, University of Illinois Press

Articles in Progress:

Amy L. Brandzel, *Queer Knowledge: Law, Academe, and US Empire*

Amy L. Brandzel, "Success = Demise: Intersectionality in Feminist Studies"

Amy L. Brandzel, "The Gender Trouble of Breast Cancer"

Participation at professional conferences and scholarly presentations:

Co-Presenter, "Assimilation and Anti-intersectionality: Taking Homonationalism Seriously,"
Impossible Communities, Homonationalism and Pinkwashing Conference, City University of
New York, New York City, April 10-11, 2013

Awards:

Nominee, Faculty Ally Award, Project for New Mexico Graduates of Color, 2012-2013

Nominee, Faculty Mentor Award, Office of Graduate Studies, 2012-2013