

**CRITICAL GENDER STUDIES PROGRAM
UNDERGRADUATE PROGRAM REVIEW
MARCH 11, 2014**

Review Committee:

Professor Tom Humphries, Departments of Communication and Education Studies, UC San Diego
Professor and Chair, Eileen Boris, Department of Feminist Studies, UC Santa Barbara
Professor and Program Review Chair, Michael Trigilio, Department of Visual Arts, UC San Diego

INTRODUCTION AND DISCOVERY

The Critical Gender Studies (CGS) program at UC San Diego is a remarkably creative, robust, and innovative Undergraduate program. The CGS faculty are cutting-edge scholars, upcoming stars in the field of Women's, Gender, Sexuality, and Feminist Studies and related programs within the University of California and across the United States. Its close connection with Ethnic Studies makes it unique, as does its focus on critical gender. Simply put, its curricular focus, quality of faculty, and relationship with students is not only impressive to this review committee, but is a jewel in the collegiate crown of the campus. Its considerable achievements to date bode well for further distinction in the future if proper resources and planning are made available—and faculty remain.

Since its last review during 2006-7, the CGS program has undergone positive reorganization and curricular development. It replaced a cluster system with upper division electives, benefited from an easier ability to cross-list the courses of affiliated faculty, enhanced its visibility on campus, especially through running the Nicholas Papadopoulos Lecture in LGBT studies, increased compensation and course release for faculty administrators, and redesigned its website. Most importantly was the joint appointments of three core faculty, as discussed below. However, left over from this previous assessment were recommendations to resume instructional stipends for teaching faculty and to support a full-time staff coordinator. Though small in number, its students are enthusiastic. Most are double majors, with a disproportionate in Ethnic Studies. They praise CGS for a curriculum that speaks to their interests, for small classes where they have learned critical skills, for faculty who care about their intellectual and personal growth and who are available, and for rigorous preparation. The honors track is well-organized and effective, while the learning outcomes are appropriate and well conceptualized. Proof of effectiveness appears in the outstanding GPA of Majors and Minors, their excellent time to degree record, and admission to selective interdisciplinary graduate schools and law schools. Many more students take courses than declare the major or minor at any one point in time, which is common to such programs across the system and the nation. In short, CGS provides a needed perspectives for an educated population, impacting the larger university community through its offerings and presence.

At the heart of the CGS program is the intersectionality of gender, race, class and sexuality, with a focus on women of color studies. The centrality of the program's interdisciplinary research and curriculum further sets it apart, which in turn influences its innovative approach to curriculum and teaching. Its set of core and affiliate faculty have strengthened this unit since its last review. It is unusual for a program (not a Department) to have core FTE appointments assigned to it, and CGS hosts three 50% FTE faculty appointments, Professors Sarah Kaplan, Dayo Gore, and Jillian Hernandez. The fact that there are three CORE faculty not only speaks to the organizational focus of the program, wherein the Directors of the program recognized the need to identify specific faculty who would dedicate half of their teaching to the program. This cadre of three core faculty are each joint-appointments between CGS and the Ethnic Studies Department. For each of them, classroom teaching intersects fabulously with the scholarship conducted as experts in this innovative nexus of interdisciplinary social science.

The CGS Program has built a pedagogical and scholastic niche that has achieved distinction and

uniqueness in the field. Not only is the program an asset to the University, it plays a role in retaining students who might otherwise be marginalized on our campus, finding little attention or interest in the specific respective manifestations of under-represented presence. For students from under-represented minority communities, CGS has shown itself to be not only a welcoming and accommodating intellectual home, it has developed a community-driven vocabulary that evolves generation-to-generation as students find themselves choosing to stay at UCSD to speak the intellectual language of CGS. Yet again we see here the intersectionality of race, class, sexuality and gender as being essential, innovative, and for many of our students, an academic light-house. This is true as well for faculty, in particularly faculty of color, who percentage-wise are far better represented among the CGS faculty than in the University as a whole. This emphasis on diversity (of many kinds) not only serves our students, campus, community, and nation, it incites a broad critical discourse resulting in research and discovery by voices being heard for the first time.

Changes in the location of the program have proved beneficial. The last time CGS was reviewed by Undergraduate Council was 2007, at which time the program was housed administratively at Muir College and taught a curriculum that was built around “clusters” of courses from which students had to move about. In 2011, the program moved from its home at Muir College to be administratively hosted at the Ethnic Studies Department. Our review panel sought to learn how this relationship has been managed and where the relationships between the CGS program and the Ethnic Studies Department flourished and also what challenges or concerns might exist. It is our conclusion that the move to Ethnic Studies from Muir has been a success for the CGS program, one that has provided more transparency and clarity for the Director and faculty in the program, which now are in greater control over information. In many cases this transparency has led to the Director & faculty learning about structural and financial matters that previously they were unaware of. As common during the period of budget retrenchment, the staff is shared but monies are separate. This seems to be working well. The challenge from this administrative housing is two-fold: first, since critical women of color feminism is central to both units, there is a danger that students and the larger university community conflate CGS with Ethnic Studies. Second, while this housing works well as long as joint appointments are with Ethnic Studies, there is some question whether this arrangement will be restrictive in the future when CGS develops joint appointments with other units within Social Science and across the university.

JOINT APPOINTMENTS, STAFFING, AND IMPACT ON CURRICULUM

Currently the CGS program enjoys three joint-appointments, with 50% appointments being shared with CGS and Ethnic Studies, respectively for Professors Kaplan, Gore, and Hernandez. These joint-appointments began when CGS will still hosted at Muir college and represent evidence that this program is indeed capable and in fact flourishes by providing a 50% FTE line to a faculty member to be shared with a partnering Department. Such sharing is necessary since Departments are the only units capable of presenting Faculty Files for tenure and ongoing merit reviews, while teach-commitments are made across Departments and in this case across a Department (Ethnic Studies) and a Program (CGS).

We find some potential issues in regard to the ways that faculty files for these joint-appointments will be reviewed moving forward. It would appear that Ethnic Studies (a Department) is solely responsible for presenting the Review File for jointly appointed faculty, and CGS's leadership and affiliate faculty are in a position to comment and add a letter to the Departmental Chair's letter. We are unclear if this truly constitutes peer-review, given the de-facto 100% capability for Ethnic Studies faculty and Chair to move on a Senate file with only the advice and support of the CGS program. If these are truly joint-appointments, we recommend there be better consideration of the Critical Gender Studies research being done by a jointly-appointed faculty, especially as we foresee the possibility of joint-appointments across disciplines far wider than Ethnic Studies and CGS. What happens, hypothetically, when a joint-appointment is made between CGS and Electrical Engineering or between CGS and History? In those

cases, if the status quo is maintained, the Electrical Engineering Chair and Department will be the sole proponents of a joint-appointment's tenure file, with little more than a letter of support from the Director(s) of CGS indicating the breadth and scope of the colleague's cross-disciplinary research.

Importantly, the Director of CGS was told in recent months that CGS was in fact no longer allowed to propose any joint-appointment FTE requests as, "Programs may not recruit faculty." After some discussion, it appears that this understanding among the respective Divisional Deans and the Director may have been miscommunicated. Nonetheless, there is a lack of clarity about the precise roles and responsibilities with regards to peer-reviewed research that this committee is eager to see clarified.

Additionally, we are concerned by the broad lack of clarity with regards to these joint-appointments as well as the role of Affiliate Faculty when shaping a cohesive and clear curricular agenda. The unpredictability of classes on offer by CGS is something the students feel acutely, and there appears to be a model by which CGS must rely on the personal-motivation and good-graces of Departmental Chairs to effectively recruit the excellent faculty they have on-hand to teach in the CGS Program. To be clear, the scope and range of the interdisciplinarity on display by the CGS program is impressive. We simply recommend a clearer set of predictable courses, faculty (affiliate and core), and course-scheduling to serve the students.

The curriculum combines core courses which are interdisciplinary in intent along with electives, most of which are based in departmental offerings and are cross-listed. The focus on social movements and institutions is usual in a field that often looks at representation and culture in introductory courses, but seems appropriate if the unit is taking its social science location seriously. Framing its methods course as "conceptualizing gender" is innovative and highlighting globalization is in keeping with the transnational and global turn in social sciences, including women, gender, and feminist studies. The extent of intersectional and women of color feminist courses, as well as courses related to ethnic studies, is unusual as well. Most Women's, Gender, and Feminist Studies programs/departments require a theory course (usually feminist theory), many house LGBTQ Studies and offer queer theory, neither of which are required. Also missing are a capstone class, not merely for honors, and an internship class, both kinds of courses feature prominently in other programs in the field. Analysis of the syllabi for core classes show an inconsistency of topics covered in CGS 2A and 2B, depending on the instructor and whether the offering is summer or regular quarter. The conceptual framework also varies depending on the training of the instructor. But with the new administrative structure that replaces a steering committee of faculty affiliates with a Core Faculty committee, a teaching faculty committee, and a lecturers committee, along with a Director and Associate Director, and more regular faculty, the curriculum can gain greater consistency in content for required courses as well as regularity. From talking with committed affiliate faculty, it's apparent that real interdisciplinary work is going on but it is just as easy for students to come away with multi-disciplinary mix and match out of a capacious set of courses, depending on who is willing to cross list in any given year. Most of the cross-listed courses have "women" rather than gender in their titles, undermining the turn to gender as the prime lens for critical and intersectional analysis.

GRADUATE CERTIFICATION

Currently, the Critical Gender Studies program is made up of the three critical components of any intellectually rigorous and thorough curricular mission: Faculty, Graduate Researchers, and Undergraduate Students. While CGS does not formally train Graduate Students, these students are in fact present as Teaching Assistants, Readers, and self-motivated scholars who enroll in Undergraduate courses in an effort to engage the lively and critical pedagogy on-offer in the CGS program. Given the hosting relationship between CGS and Ethnic Studies, many Ethnic Studies graduate students find themselves generating their own ad-hoc graduate-level colloquia, round-tables,

and discussion seminars. We believe that it will serve the CGS program, the undergraduate students, and the University at large to simply acknowledge the engagement of graduate students, the workload from their demands on faculty, and their involvement in CGS by developing some mechanism by which the excellent research and teaching of these Graduate Students is recognized.

We recommend that the Graduate Council, with the blessing of the Undergraduate Council, allow a Cognate in CGS via the Registrar's office. We are not sure exactly what administrative step should be taken to formally include this graduate work into the pedagogical life of the CGS program, but we are confident that doing so would be a net benefit for the program as a whole. When these graduate students are recognized and credentialed for doing the work they do, it models excellence in research and pedagogy for undergraduate students. many of whom already look to their Graduate peers as mentors and model scholars.

STAFFING

CGS is able to excel in coordinating all of its demonstrably strong work by employing its own 50% FTE staff person as a program coordinator. Recognizing that discrete Program coordinators are rare (given that most Programs simply utilize the staff already assigned to the particular hosting Department), this review committee is impressed by the quality of organization, discussion, and event-planning that is taken on by the half-time coordinator. Ethnic Studies' MSO indicated to us that the CGS staff position actually requires more than 50% time, and the additional funding has been cobbled together from sources in the Ethnic Studies Department, an arranged that was described to us as “burdensome.”

In keeping with this committee's interest in recognizing the reality of a situation on its own terms (rather than wishing a situation to simply be different), it was demonstrated to us that the CGS staff position requires an 80% employment assignment.

We propose that CGS receive the full 80% staff FTE support for a period of at least three years during which time the staff member will be charged with broadening the outreach and recruitment to the Major and Minor to justify the increase in FTE. The CGS staff member, when supported fully at 80% and with the confidence to do this work directly (and not cobble together a salary from a wider range of resources than is sustainable), the staff member can continue her duties while supporting the necessary growth of the program. For instance, we encourage CGS to look to the office of Equity, Diversity, and Inclusion to discover what funding sources may be available to support the work of CGS. Further, CGS could be more proactive in submitting its courses highlighting race, class, and gender to the DEI committee, thereby putting many of the CGS classes on the campus-wide master-list of classes that fulfill each College's DEI requirement.

SUMMARY and Recommendations:

The CGS program is at a cross-road. While it serves an important niche and offers a life line for first generation, students of color, and gender non-normative students, it requires additional resources to reach more students through general education offerings that would have teaching associates—thus making graduate training through a certificate program even more of an imperative. It should be larger, given the size of the undergraduate student body, if other UCs are any guide. With regular faculty, its offerings can be more predictable and the unit can develop curriculum for the future without losing the intimate classroom experiences that have trained successful applicants to graduate and professional school as well as social justice activists.

Most importantly, we emphasize the unique and important role that CGS faculty and offerings play for

the entire campus. CGS supports the retention of underrepresented groups at the university, its faculty have played a crucial role in addressing the conflicts that racism, privilege, and sexual violence engender in a university environment. Its presence diversifies and enriches the cultural and intellectual life of the community. In short, the university would be a less hospitable and stimulating place without the intersectional gender standpoint providing a critical lens on past, present, and future, the local and the global, and on all the labors of cultures and societies.

Our recommendations are:

- A. Make joint appointments to expand the interdisciplinary character of the program with units in the Humanities and Arts, Sciences and Engineering, and Professional School, To accomplish this goal, gain clarification on the nature of such appointments and invite CGS to respond to FTE calls.
- B. Use joint appointments to reach new student constituencies while keeping the distinctive character of the program. Build upon UCSD strengths, such as Science Studies, and develop better ties with such units as Public Health.
- C. Clarify Merit Review process for joint FTEs; include evaluation of scholarship as well as teaching by CGS.
- D. Develop a graduate certificate (cognate) program as a mechanism to improve undergraduate education through trained teaching assistants and associates.
- E. Support the community building and retention efforts that serve underrepresented groups on campus engaged in by CGS.
- F. Provide for an 80% staff FTE for a period of three years to broaden the outreach and recruitment to the Major and Minor.
- G. Have greater number of CGS courses fulfill DEI requirements throughout the university as both a service to providing critical gender perspectives to students no matter their major and for exposure needed to recruit majors and minors.

August 29, 2014

**PROFESSOR PATRICK ANDERSON, Director
Critical Gender Studies Program**

SUBJECT: Undergraduate Program Review for the Critical Gender Studies Program

Dear Professor Anderson,

The Undergraduate Council has discussed the Critical Gender Studies (CGS) Program's 2014 Undergraduate Program Review. The Council supports the findings and recommendations of the review subcommittee and would like to congratulate the Program on an overwhelmingly positive review. In addition, we would like to comment on the following:

- **Predictable Course Offerings:** The Council was concerned with the unpredictability of CGS course offerings. This may lead to extended time to degree and confusion for students. We encourage the Program to seek agreements with the home departments of the CGS faculty in order for the expectation of regular course offerings to be met. A more formal teaching commitment may also strengthen faculty engagement with the Program.

The Undergraduate Council will conduct its follow-up review of the Program during or after Fall Quarter 2015. At that time, our goal is to learn about the Program's progress in implementing the recommendations of the program review subcommittee and the Undergraduate Council. The Council extends its thanks to the Program for its engagement in this process and we look forward to the continued discussion.

Sincerely,



James Nieh, Chair
Undergraduate Council

cc: G. Boss L. Carver J. Elman K. Pogliano R. Rodriguez B. Sawrey M. Sidney