



University of Colorado **Boulder**

2020 Program Review

Department of Women and Gender Studies

Academic Review and Planning Advisory Committee Report

Approved

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Contents	AY 2020-21 ARPAC Members – 3
	Process Overview – 4
	Unit Overview – 4
	Past Reviews – 14
	Analysis – 15
	Recommendations – 21
	Required Follow-Up – 25

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Process Overview

The Academic Review and Planning Advisory Committee (ARPAC) review of the Department of Women and Gender Studies (WGST) was conducted in accordance with the 2020 program review guidelines. Self-study responses were prepared by the unit and checked by an internal review committee composed of two University of Colorado Boulder (CU Boulder) faculty members outside of the unit. The internal reviewers submitted a summary of findings derived from the self-study and from interviews and surveys with faculty, staff, and student unit members. An external review committee, consisting of two experts from outside of CU Boulder, submitted a report based upon a review of relevant documents and interviews with faculty, staff, and student unit members and university administrators. Owing to the COVID-19 emergency, ARPAC staff facilitated the external review as a remote visit over April 2 and 3, 2020, using web conferencing tools. Internal and external reviewer comments and recommendations are shared when relevant throughout this report.

Unit Overview

The campus' standardized description of the Department of Women and Gender Studies is available on the website of [the Office of Data Analytics \(ODA\)](#). ODA updates the profile annually in the fall semester. This report cites data posted in October 2019, reflecting the state of the Department of Women and Gender Studies as of the academic year (AY) 2018-2019.

Additional information about the department was also obtained from the Campus and Workplace Culture (CWC) Survey administered in September 2019 by ODA and the Office of Institutional Equity and Compliance (OIEC) as well as an online conversation on September 3, 2020 with the College of Arts and Sciences' divisional dean for social sciences.

Disciplinary Context

The Department of Women and Gender Studies was established at CU Boulder in 1974 as the Program in Women's Studies. Beginning in 1983, the unit began to confer an undergraduate degree in American Studies. Even dating back to its first decades, the unit placed a strong emphasis on transnational and global scholarship. The department's graduate certificate

program started in 2006. In that same year, the unit changed its name from Women's Studies to Women and Gender Studies to reflect the increasingly expansive nature of the field.

The Department of Women and Gender Studies is focused on opportunities that emerge from its interdisciplinary orientation. The department's recent hiring successes have resulted in an equal balance between scholars with humanities backgrounds and those trained as social scientists, allowing it to apply greater breadth to shared scholarly interests. The department's faculty members are especially engaged with global issues. Their transnational focus has raised the unit's profile and impact, especially considering the "global turn" of the field. Indeed, the external reviewers indicate that the department is poised to become one of the best in the country, based especially on the caliber of its scholarship. Their evaluation suggests that the department is well positioned to lead its graduates toward careers in academia, public service, private industry, and non-governmental organizations.

Research and Scholarship

The department's scholarship is impressive in its breadth and depth. The self-study provides a map of each faculty member's disciplinary training and research areas. Their expertise covers topics such as gender and race in Cuba and the United States; crime, gender, and sexuality in Mexico and Latin America; feminist, queer, and trans studies of gender; sexuality, labor, globalization, AIDS, and masculinity; ethnic and religious violence; gender, mass trauma, and collective memory; the politics of family life and reproduction in the United States; South Asian literary and cultural production, etc.

The external reviewers note that the department's faculty members are "publishing in strong journals and have publications that are well-received across the academy" and are "advancing the discipline through their scholarly contributions." Indeed, the department's faculty members appear productive, especially in publishing refereed books/monographs and edited books. According to the AY 2018-2019 ODA unit profile, the department is ranked second among social science units and second among all CU Boulder units in the publication of refereed books/monographs, third among social science units and 11th among all CU Boulder units in the publication of edited books. The department attributes its publication output to the department's five humanities faculty members who come from "book disciplines"—although two are untenured professors who have yet to publish their books and its six social science

faculty members actively publish books as well as articles. This book “bias” also explains the department’s lower rank among social science units in terms of refereed articles and chapters (ranking ninth out of the ten social science units, and 48th across all units on campus).

WGST faculty members have received numerous awards recognizing their contributions. These include a College of Arts and Sciences College Scholar Award, a grant from CU Boulder’s Center for the Humanities and the Arts, a Best Should Teach Gold Award, a Eugene M. Kayden Book Award, a Provost’s Faculty Achievement Award, an Outstanding Book Award from the American Studies Association, a David B. Larson Fellowship from the Library of Congress, and the appointment of a faculty member to the position of professor of distinction in the College of Arts and Sciences.

Campus Context

The Department of Women and Gender Studies (WGST) offers students a rigorous but flexible program of study that examines gender and sexuality in relation to other intersectional identities such as race, class, national identity, and ability. The internal reviewers foreground this contribution, observing: “The unit provides essential intellectual and curricular service to the campus.”

Some of the department’s faculty members hold appointments with other academic units, including with the Program in Jewish Studies and the International Affairs Program. The department’s new chair is also rostered in the Department of Anthropology.

In a period in which many humanities and social science majors have declined, WGST majors have doubled. Further, 87% of all undergraduate student credit hours were taken by non-majors, demonstrating that the department is providing significant service to other academic units. The major also has the highest percentage of student credit hours offered by tenure-track faculty members in the current cohort of social science units under review (65% of the total student credit hours).

Additionally, although the department does not offer graduate degrees, the value of its work and contributions to graduate students is considerable. The department’s graduate certificate

program is appreciated by students, and WGST faculty members serve on other departments' graduate thesis and dissertation committees.

Over the last several decades, since the 1990s especially, the discipline has embraced gender and sexuality studies as an area for both research and teaching alongside women's studies. The department has likewise embraced this shift and is a core contributor to the LGBTQ Studies Certificate Program. A highlight of this work is the leading contribution of one WGST faculty member to a series of popular LGBTQ-focused classes.

Faculty and Research Personnel

According to the AY 2018-2019 ODA unit profile, the department employs 10 tenured and tenure-track (TTT) faculty members and two lecturers. The department's faculty salaries compare favorably with those offered by the Association of American Universities (AAU) peer institutions, with full professors earning 103% of the AAU peer average, associate professors 106%, and assistant professors 107%.

Since the 2013 program review, the department has added five faculty lines. Of these five new hires, three self-identify as both women and faculty of color. The department has expressed interest in having more faculty members who provide instruction on matters related to LGBTQ identity.

Staff

According to the AY 2018-2019 ODA unit profile, the department employs two classified staff members on part-time appointments (70% and 80%). To better address student needs, the department recently gained permission to increase the 80% staff line to 90% (nearly full-time). There are also nine hourly student employees. The self-study notes that in addition to departmental administration, the department's staff are responsible for many aspects of administering the LGBT Studies Program, including course scheduling, tracking student progress, and managing details related to lavender graduation.

Notably, the department has successfully retained all its staff employees since the last review. According to the external reviewers, both staff members report feeling well-treated and respected, and express a commitment to helping the department build community. The

external review report states: “The staff took pride in the work they did to make students feel welcomed in the space. Though the staff acknowledges they could earn higher wages by seeking professional opportunities in other departments, they are committed to the work and mission of the department and see their roles as vital to the department’s success.”

Undergraduate Education

The department offers a Bachelor of Arts (BA) degree and a minor in women and gender studies. As of fall 2018, the department had 72 majors, a 106% increase over the previous five years, and 52 minors, a 58% five-year increase. During academic year (AY) 2018-2019, the department awarded 17 undergraduate degrees, a 13% increase from five years prior. Among these 17 graduates, none graduated with honors. According to the AY 2018-2019 ODA unit profile, the department taught 5,116 student credit hours, a 43% increase over five years. Non-majors took 87% of these credit hours, demonstrating that the department is providing significant service to other academic units on campus. Of the 5,116 student credit hours, 65% were taught by tenured and tenure-track (TTT) faculty, 5% by instructors, and 30% by lecturers and others. While the department offers an honors program, there seem to be no recent participants, according to the ODA unit profile. The out-of-classroom pedagogy of WGST faculty is notable for its community focus, including to offer an internship program and a program to award department students for success in establishing community-based projects.

The department’s faculty course questionnaire (FCQ) ratings average 89% by course and 83% by instructor, ranking WGST first out of nine social science units. A 2016 senior survey administered by ODA to the department’s graduating class provides additional evidence of student satisfaction. On the question of whether the program met their educational goals, 89% of the department’s seniors agreed this was the case; this was the highest satisfaction level recorded among the nine social science units. The department’s seniors also recorded high levels of satisfaction with the major as a whole (93% of the maximum possible rating), and with the effectiveness of courses (90% of the maximum possible rating). Students rated advising on academics and on career counseling lower, however. On questions related to advising on course selection and academics, and on advising on careers and the future, WGST seniors ranked the department at 60% and 55%, respectively, of the maximum possible rating. The response on academic advising is especially concerning since it places WGST toward the bottom of CU Boulder’s academic units on this measure, whereas the response on career

advising is slightly above the mean for all CU Boulder academic units. In fact, the department is ranked second highest among social science units for students who feel “well prepared for the job market” (69%). In a survey administered to WGST students in spring 2020, the internal reviewers identified similar enthusiasm; roughly 80% of the department’s undergraduates reported being either “satisfied” or “very satisfied” with their access to courses, faculty, and staff. Many respondents said the faculty were the best part of their experience.

Graduate Education

The Department of Women and Gender Studies offers a graduate certificate program that serves to train graduate students from across the university in methodologies for women, gender, and sexuality studies. The certificate is so heavily subscribed that the department now offers two graduate courses per semester. The self-study notes an average total enrollment in the certificate program of 42 students per year. Certificate graduates have grown from 15 in 2012 to 27 in 2019. All told, despite having no master’s program or PhD program, the department’s faculty members taught 117 graduate student credit hours in AY 2018-2019, representing a five-year 86% increase.

The self-study also highlights the department’s contributions to interdisciplinary graduate work, specifically to train graduate students research in methods that are not taught in their home disciplines. To accomplish this, WGST faculty members keep up-to-date not only with their particular areas of expertise, but also in how their disciplines inform related subject areas. According to the Faculty Report of Professional Activities (FRPA), since 2013, the department’s faculty members have served on 105 graduate committees for 89 students. These students come from 21 different academic units, including Sociology (22), Spanish and Portuguese (9), Philosophy (8), Political Science (8), History (6), various departments in the College of Media, Communication, and Information (6), Anthropology (4), Communication (3), Germanic and Slavic Languages and Literatures (3), and Geography (2). During this time, the department’s faculty members also served as readers on six graduate committees at other universities.

Budget

The department receives its funding from a variety of sources. According to the self-study, funding for personnel salaries and benefits come from the College of Arts and Sciences. The department gains additional monies from the university’s leaves and replacements request

process, which generated enough in recent years to cover the costs of six adjunct faculty or lecturer lines, and two teaching assistantships each semester (at 25% and 33% appointments, respectively). The department's operating expenses (which include hourly student assistant wages), have gone up an average of 5.6% a year since 2015. Recently, the college awarded the department an additional \$8,000 a year in the form of a development grant. WGST has employed these funds for faculty startup and retention packages, faculty travel expenses to attend conferences for professional development and departmental networking purposes, and book manuscript workshops for pre-tenure faculty. Another supplementary source of funding is the academic allocation program (which replaces what was previously known as "course and program fees"), providing the department about \$5,000 a year in support. Additionally, the department has worked with the Office of Advancement to establish two endowed scholarships, a program fund, and a student professional development fund. The self-study reports that these funding channels have "provided sufficient resources for [the department], even with significant increases in the number of faculty and undergraduate majors and minors."

The department chair, in consultation with the staff program coordinator, makes budgeting decisions. Beyond this, faculty members are consulted about the budget only in cases that deviate from normal expenditures. In such instances, the chair either consults the department's executive committee, or more rarely, the entire faculty.

Space and Infrastructure

The department's faculty members generally express satisfaction with their space in the Hazel Gates Woodruff Cottage, and all but one faculty member has an office there. The self-study describes the space as adequate for basic needs, including for faculty offices, staff workspaces, and a shared office space for teaching assistants and lecturers. The cottage also includes a seminar room and a reading room that is also employed as a meeting room, classroom space, a venue for public talks and receptions, and a student study space. The building was extensively remodeled and updated in 1996–1997, but the self-study notes that the first and second floor still pose accessibility challenges for individuals with disabilities. Nevertheless, the building provides a welcoming space for WGST's faculty, staff, and for students; this lovely passage from the external review report is worthy of reproducing here: "The physical space which houses the department, The Cottage, is an incredible department

asset... Students remarked that the space provided them a safe location of respite on the campus, and they described ‘camping out’ in the space for the whole day.”

Governance

The department’s most recent update of its bylaws was pending approval from the College of Arts and Sciences as of December 2019, when the self-study was submitted. The bylaws describe procedures that allow the department’s executive committee to serve as the body that makes merit and evaluation decisions. The bylaws also describe the work of other standing committees, including those assigned to undergraduate and graduate matters. Additionally, WGST employs ad hoc committees, including for personnel cases and faculty searches. The department’s current decision-making formula assumes a top-down approach, with many—if not most—major decisions, for example about budgeting, being made with little to no input from the faculty as a whole.

Inclusive Excellence

The department offers programs and resources that enhance campus inclusive excellence. WGST faculty members serve as permanent or temporary trustees of student resources designed to foster an inclusive and welcoming campus climate. Among these is the Dr. Elisa Facio Excellence in Creative Activism Award, which recognizes outstanding student research or creative works focused on issues pertaining to diversity and inclusion at CU Boulder or in the U.S. more generally. Students of all backgrounds are encouraged to apply, including first-generation students, and students who identify as Black, Indigenous, or people of color, as women, as LGBTQ, or with other historically underrepresented groups.

Additionally, one of the department’s faculty members manages the Miramontes Arts and Sciences Program, which is dedicated to enhancing student success, retention, and persistence through identity-conscious community building. The department also contributes to skill development and community education and outreach to students at Front Range Community College, and hosts an activist-in-residence program, aimed at helping students prepare for a career in community service as well as teaching students about making a difference in the world.

Unit Culture

Climate and culture are complicated issues for the department. By way of an introduction to these concerns, the internal reviewers note in their report: “[WGST’s] interdisciplinarity is a strength which both faculty and students praised. However, it can also contribute to tensions over hiring decisions, equity across fields, and stretch faculty who need to serve both a home unit and their own professional development as disciplinary scholars for tenure or promotion.” In addition, the Campus and Workplace Culture (CWC) Survey administered by the Office of Data Analytics (ODA) and the Office of Institutional Equity and Compliance (OIEC) in September 2019 reveals that WGST’s faculty and staff feel “a diminished sense of community, marked by a disconnection from the university at large.”

The culture survey administered by ODA and OIEC received responses from 12 out of 13 of department faculty members and staff (a 92% response rate). The survey found that a modest majority of respondents think well of their workplace; at least two thirds of the department’s faculty and staff “agree” or “strongly agree” that they feel welcome in their department (67%), are proud to work in the department (67%), are treated with respect by colleagues (67%), and that the norms of the department are positive (67%). However, their responses also suggest that the department lacks a sense of community; only 25% of WGST faculty and staff felt a sense of community at CU Boulder, and just 50% in their own department. In addition, only half (50%) of the department’s faculty and staff feel that their comments and ideas are taken seriously by colleagues, senior faculty, supervisors, or department leaders; and less than half (40%) feel comfortable expressing concerns to senior faculty or their supervisor.

The department’s faculty members and leadership expressed awareness about these concerns in the self-study, writing:

“Preliminary faculty discussions in the wake of the culture survey revealed strong differences of opinion about what community building might look like and serious reservations about the additional service demands it might entail, including for faculty with split appointments. These differences suggest that building a stronger sense of community in the department will take some time and a lot of work. Rather than offer contentious solutions at this early stage, WGST will need to consider its community building options as it addresses the larger departmental culture issues [...] possibly in consultation with the

Office of Faculty Affairs or Ombuds Office which provides trainings and mediation services designed to foster ‘a positive and productive working environment’ for faculty and administrative staff.”

Past Reviews

The Department of Women and Gender Studies successfully implemented several recommendations that ARPAC made in its 2013 report. This work included revising the bylaws to more clearly define leadership responsibilities, navigating the transition from program to department, and expanding faculty hiring. The external reviewers sum up the unit's recent efforts, saying:

“WGST has made tremendous progress... more than doubling the size of the faculty. Whereas in 2012 WGST had five faculty with lines fully in WGST plus an additional 0.5 FTE, currently WGST has 11 tenure-track faculty, including eight with lines fully in WGST plus three with joint appointments with other units. Along with this tremendous growth in faculty, the department has enriched its racial [and] ethnic diversity, which is an important attribute that women and gender studies departments across the country aspire to attain. As expected, the department is reaping many of the key benefits of increased faculty diversity so critical to women and gender studies including enriched perspectives on the field, the ability to offer women of color courses taught by women of color.”

Previous reports also emphasized the importance of continuing to pursue graduate programming beyond the department's successful certificate. This last point remains a work in progress.

Analysis

Strategic Vision and Planning

In addition to its hiring successes, strategic visioning has been at the forefront of the department's recent accomplishments. The internal reviewers describe this trajectory as "accomplishments across the spectrum, from growth in faculty hiring, research visibility, curriculum offerings, and student credit hour production." ARPAC likewise commends the department and acknowledges that these successes follow from years of hard work.

The department continues to envision its future and has crafted a thoughtful strategic plan, organized around eight laudable initiatives. These are:

- Reducing academic year teaching loads by one course
- Increasing teaching assistantship support for large lecture classes
- Adding a full-time instructor
- Prioritizing faculty hiring
- Integrating undergraduate research and community outreach into the undergraduate curriculum
- Enhancing course offerings in race/ethnicity
- Improving recruitment, retention, and departmental governance
- Adding a Master of Arts (MA) degree program with a fast-track MA for WGST majors and minors

As of fall 2020, following a decision by the college's leadership, the department realized a reduction in faculty teaching loads to three courses per year. This initiative, intended to give faculty members bandwidth to dedicate to research and publication, paves the way for greater integration of research and community outreach into the undergraduate curriculum, as faculty members' time is freed up to pursue such endeavors.

Initiatives to increase teaching assistantship support for large lecture classes and adding a master's (MA) and bachelor's-accelerated-master's (BAM) degree offering, strike ARPAC as being especially important. The committee feels these initiatives can be successfully realized in tandem, as discussed further below.

In considering options to expand its faculty, the department has indicated a wish to gain one instructor-track and one tenure-stream position. The external reviewers also call out the pending retirement of a senior faculty member as an opportunity for the department to strategically define a replacement hire. Identifying the department's successful LGBTQ studies certificate as a bridge to emerging women and gender studies research, and a hire in support of the certificate as a bridge to CU Boulder's IDEA Plan, the external reviewers urge WGST to prioritize hiring a scholar who specializes in queer of color critique, saying this would allow students to experience an additional and urgently needed perspective in LGBTQ studies. This would also serve as a valuable opportunity for the campus to commit to diversity-enhancing support around faculty hiring.

Undergraduate Education

The Department of Women and Gender Studies is in a great position to take advantage of increased demand among undergraduate students. Students recognize questions about equality in regard to gender and sexual identity as foundational to a just society. As this review shows, the department is ready to meet undergraduates' questions about past and contemporary inequality with robust scholarship and insightful teaching. Indeed, students give enthusiastic evaluations for the courses in women and gender studies and the major overall.

One shortcoming, however, seems to be in the area of advising—both course advising and career advising. Another difficulty, noted by both the self-study and by ARPAC, is the near absence of any meaningful honors program. While such a program is officially “on the books”, undergraduates do not seem to be taking advantage of it. The self-study reports few honors graduates in the last ten years, and the ODA unit profile shows no WGST honors graduates over the five years preceding fall 2018. The self-study expresses the department's belief that adding a 3000-level research course into the curriculum would also build a pipeline to more honors projects, and ARPAC encourages this effort. ARPAC also feels that growing an honors program would help make a future transition to a bachelor's-accelerated-master's (BAM) program more natural and sustainable.

ARPAC is also encouraged that the recent reduction in faculty teaching loads creates an opportunity for the department to pursue its proposed undergraduate research course. This is

a chance for WGST tenure-stream faculty members to make unique research and volunteer opportunities available for its students.

Graduate Education

The possibility of a WGST graduate degree has been the subject of review discussions going back to at least 2013, when both the internal and external reviewers supported launching a master's (MA) program. With a graduate certificate program in place that attracts many enthusiastic graduate students, the department seems well-poised to stand up an MA.

Indeed, ARPAC is impressed by the department's logic of CU Boulder offering a master's degree in women and gender studies. Courses that support the department's successful graduate certificate provide a useful baseline for exploring what the MA degree should require. A proposal for the master's degree program would need to establish sufficient demand for such a degree in this particular field, either as a credential for the job market or as a springboard to a PhD program. In this regard, it is notable that all graduate students who spoke with the internal reviewers expressed interest in pursuing an MA.

The committee also observes how the department's hopes for increased teaching support for undergraduate classes directly aligns with this proposal. A master's program would open opportunities for teaching assistantships, which in turn creates a funding path for possible future WGST master's students, while concurrently making it possible for the department to better support its heavily enrolled undergraduate courses. As the self-study points out: "WGST is the only department in the College of Arts and Sciences that doesn't offer a graduate degree... [The lack] of a graduate degree program puts WGST at a severe disadvantage vis-à-vis other departments whose graduate students rely on our faculty for supplementary training but aren't available as research assistants or teaching assistants to staff our large undergraduate classes."

Governance

There are substantial transparency issues in the department, including a top-down governance model that gets in the way of efforts to improve trust and climate. In addition to improving transparency, WGST must update its annual merit and reappointment, promotion, and tenure evaluation criteria to adequately reflect the increasingly interdisciplinary nature of faculty

research. The change in teaching course load makes a re-evaluation of faculty research evaluation criteria especially important.

Unit Culture

The department appears to have a complicated culture. Taken together, the self-study and the results of the previously described September 2019 Campus and Workplace Culture (CWC) Survey reveal some of this complexity, noting “feelings of alienation” as well as a need for a “departmental norm reset.” That said, the survey’s high response rate (92% of the department’s faculty and staff responded) suggests that WGST personnel are engaged and committed to the unit and its prospects. ARPAC is persuaded that WGST faculty and staff can make the changes necessary to see their department improve. WGST personnel should be encouraged to employ available campus resources, including those within the Office of Institutional Equity and Compliance (OIEC), the Ombuds Office, and the Office of Faculty Affairs, among others, to undertake a careful articulation of problems, to analyze prior fixes, and to pursue interventions, as needed.

Looked at more closely, the culture survey identifies tensions between senior faculty members (including the chair) and other WGST personnel, especially newer and untenured faculty members. The survey also reveals an interconnected issue whereby some department members express feeling undervalued or feeling like they don’t belong in WGST. While it is useful to acknowledge that the department’s small faculty size—coupled with large teaching loads and a pressing stream of service requests—likely exaggerate tensions, a deeper study is advisable. A recent change in department leadership offers a good and timely opportunity to explore and untangle these feelings. For example, the department’s interdisciplinary mix may increase the likelihood of divergent perspectives, including to generate perceptions of a lack of equity and transparency in the department. The exercise of updating merit review criteria, as well as the existence of updated criteria for reappointment, promotion, and tenure, may help dispel these perceptions. In interdisciplinary units, it is especially important for individual faculty members to feel heard and to be recognized for their particular kinds of work.

While the department has already taken steps to promote comity, including to establish an early career faculty of color writing group, and various works-in-progress groups, ARPAC recommends that more be done. To begin this work, it is useful for the department to first take

a deep dive to identify which of its practices exacerbate feelings of isolation and discontent. Addressing these factors will help the unit to ensure its personnel feel listened to, valued, and included. To that end, ARPAC endorses the external reviewers' recommendation that the department hold a facilitated retreat to allow faculty members to discuss their thoughts about the department's vision, mission, and governance structure.

Problematic interpersonal behavior poses another concern the department must address. The culture survey's analysis cites "incivility and negative group norms" as a notable issue for WGST, along with a widespread perception of a "lack of respect and support." Strikingly, when shown the culture survey data, all faculty members said that this issue was much deeper than the results indicate, in part because of what they called the department's culture of consensus and courtesy. WGST should closely examine and clearly define possible causes of incivility. The department should clearly articulate how remediation will occur. In addition, the department should encourage and support its personnel facing problematic experiences and hostile behaviors to pursue campus reporting channels and support systems (such as those facilitated by the OIEC, the Ombuds Office, and the Office of Faculty Affairs).

There also appears to be a general feeling within the department that the broader campus community has abandoned WGST. The self-study reports: "There is a clear disconnect from the university at large, where [WGST personnel] lack a sense of community, do not feel valued, and are targeted by problematic experiences connected to their identity/identities." As detailed by the internal reviewers: "Faculty of all ranks reported not feeling fully safe given the polarized political climate, including being intimidated by combative students and put on national watch lists. Department leadership has taken laudable concrete steps to secure the building with additional locks and cameras, but we still sense that faculty experience hostility in and out of the classroom." The external reviewers note that the department's faculty members of color "are called upon to address university climate issues, in particular helping the campus community navigate instances of racism, homophobia and other forms of hate" and that this is "emotionally taxing labor that has the potential to impact health, wellbeing and overall productivity."

ARPAC finds this sense of faculty alienation from the campus quite alarming, since it not only increases the likelihood for WGST faculty members to despair (and subsequently leave the university), but also deprives the rest of the campus of their enthusiasm, expertise, and

contributions. It is critical for the campus to mobilize itself around these issues, and ensure that WGST faculty feel welcome, safe, and supported. In particular, WGST faculty need to feel comfortable and empowered to bring these issues to the attention of appropriate university groups, including the IDEA Council, the Office of Diversity, Equity, and Community Engagement, the Office of Institutional Equity and Compliance, the Office of Faculty Affairs, the Ombuds Office, etc. The provost, the dean of College of Arts and Sciences, and the divisional dean for social sciences should urgently attend to this need. ARPAC agrees with the internal reviewers' suggestion that "demonstrations of university support for [WGST faculty members'] work would boost morale." The committee also urges the provost to address the campus-wide burden placed on faculty of color to speak to and teach the university community about racism and anti-racist practices.

Recommendations

The members of the Academic Review and Planning Advisory Committee (ARPAC) address the following recommendations to the Department of Women and Gender Studies and to the offices of responsible administrators. ARPAC notes that some of its recommendations require resources, and the committee wishes to acknowledge that this report is being written during the COVID-19 pandemic when CU Boulder's financial outlook is uncertain. Committee members understand that recommendations requiring monetary resources might not be actionable in the near term. However, it is a part of ARPAC's responsibility to record these recommendations in its report in order to describe and document the department's needs at the point of its 2020 academic review.

To the Unit:

1. Building on the successful transition from program to department, recenter the principle of shared governance in departmental leadership:
 - a. Focus on building trust in leadership and a positive climate among the faculty.
 - b. Develop ways of fostering more transparency and communication between department leadership, faculty, and other community members.
 - c. Consider a more collaborative model of decision-making within the departmental leadership and governance structure, including, for example, the chair, associate chairs, executive and other relevant committees, as it pertains to shared departmental concerns such as budget and resource allocations.
2. Given the current financial circumstances, consider and decide if an instructor line or a tenure-track faculty hire would best serve the department's immediate needs and priorities. Should the department decide on moving forward with a tenure-track position, consider putting forward the department's hiring proposal via the Faculty Diversity Action Plan (FDAP).
3. Develop a robust undergraduate honors program, and consider it as a potentially valuable gateway to establishing future bachelor's-accelerated-master's (BAM) and MA programs. Consider collaborating with the Undergraduate Research Opportunities Program (UROP) as a part of this venture.

4. Build an improved model for undergraduate career and course advising:
 - a. Work with academic advisors in the College of Arts and Sciences to improve course and class advising.
 - b. Consider ways to enhance student career advising, crediting faculty for advising work as part of their teaching and mentoring responsibilities.
5. As the department implements a reduced course load for tenure-stream faculty members, work collectively as a faculty to determine how best to deliver the curriculum in a manner that does not decrease the total student credit hours generated or the impressive percentage of student credit hours taught by tenure-stream faculty members.
6. Work with the Graduate School, the College of Arts and Sciences, and the Senior Vice Provost for Academic Planning and Assessment to determine if the proposed master's program can be brought to fruition, given current resource constraints.
7. As an urgent matter, and in consultation with the divisional dean for social sciences, and the dean of the College of Arts and Sciences, develop an updated and standardized system for annual merit evaluation and reappointment, promotion, and tenure review:
 - a. Seek models from other departments with multi- and interdisciplinary faculty, considering, for example, anthropology, ethnic studies, geography, etc.
 - b. In determining how to appropriately weight and credit the areas of research, teaching, and service, seek advice from other departments in the College of Arts and Sciences that use the 2:1 course load model.
 - c. Consider how the metrics for evaluating teaching might change given the shift in faculty course load and the new emphasis on other kinds of teaching activities.
8. Address issues of incivility within the department:
 - a. Articulate an internal process for communicating concerning behaviors or interactions in the department that includes encouragement and tools to seek help outside the department.
 - b. Develop protocols and options for reporting problematic behaviors and unprofessional conduct, and articulate these clearly to all faculty and staff. Where applicable, refer to and include guidance from the Professional Rights and Duties of Faculty Members (PRD)

policy, the Office of Institutional Equity and Compliance (OIEC), the Ombuds Office, and the Office of Faculty Affairs.

9. Working with the Strategic Relations and Communications staff within the College of Arts and Sciences, assist in establishing a college-based structure for dealing with what are perceived to be abuses and aggressions towards faculty from students and outside entities (e.g., social media), and collaborate with the divisional deans and dean as appropriate.

To the Divisional Dean for Social Sciences and the Dean of the College of Arts and Sciences:

10. Assist with recentering the principle of shared governance in the unit.
11. Consider the department's request for a new instructor or tenure-stream faculty position, including a potential Faculty Diversity Action Plan (FDAP) proposal if the request is for a tenure-stream position.
12. Assist the department in building its undergraduate honors program.
13. Work with the unit to improve the course and career advising provided by academic advisors in the College of Arts and Sciences to the undergraduates of the Department of Women and Gender Studies.
14. Oversee and engage with the department as it determines how best to deliver the curriculum in such a way that does not decrease student credit hour generation.
15. Assist the department in their proposal for a master's program to be presented to the dean of the Graduate School and the Senior Vice Provost for Academic Planning and Assessment.
16. Assist the department with revising their merit review and tenure and promotion documents to ensure it aligns with the criteria and practices of the college.
17. Engage with faculty members about issues of incivility within the department.

18. Develop a communications strategy that assists and supports the department's faculty members when they face aggression and hostility from students and from outside the university (e.g., social media).

To the Dean of the Graduate School and the Senior Vice Provost for Academic Planning and Assessment:

19. Work with and assist the department in their proposal for a master's program.

To the Provost:

20. Consider attacks on the department's faculty members from students, external entities, and social media to be of concern in the context of issues of diversity and inclusion on campus, as well as academic freedom. Provide assistance and support to colleges, schools, and departments in dealing with such attacks.

Required Follow-Up

The chair of the Department of Women and Gender Studies shall report annually on the first of April for a period of three years following the year of the receipt of this report (i.e., April 1st of 2022, 2023, and 2024) to the divisional dean for social sciences and the dean of the College of Arts and Sciences and to the provost on the implementation of these recommendations.

Likewise, the dean of the College of Arts and Sciences shall report annually on the first of May to the provost on the implementation of recommendations addressed to the program.