UNLV

UNIVERSITY OF NEVADA, LAS VEGAS

Program Review Self-Study

Program Reviewed: Bachelor of Arts in: African American and African Diaspora Studies, Asian Studies, Gender and Sexuality Studies, and Latin American Studies

Degrees: B.A.

Program Chair or Director: Dr. Anne Stevens

Dean: Dr. Jennifer Keene

Date of Report: December 14, 2018

I. Program Description

A. College/Department/Program
1. College or School: Liberal Arts
2. Unit: Web Address: Department of Interdisciplinary, Gender, and Ethnic Studies
(https://www.unlv.edu/interdisciplinary)
3. Program being reviewed:
a) Degrees and their abbreviations: Gender and Sexuality Studies BA (GSS/WMST), African American and African Diaspora Studies BA (AAS), Asian Studies BA (AIS), Latin American Studies BA (LAS)

B. Primary individual completing this worksheet
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C. Other faculty involved in writing this report:
Anita Revilla, Director of Gender and Ethnic Studies; Mark Padoongpatt, Director of Asian and Asian American Studies; Javon Johnson, Director of African American and African Diaspora Studies; Alicia Rico, Director of Latin American Studies

D. Catalog Description
Please insert the most recent catalog description(s) of the program(s). Due to display complications, the description must be typed into this form and not pasted from the catalog.

Gender and Sexuality Studies is a relatively new field of study that seeks to correct institutional neglect, denial, and devaluation of the study of women and gender in higher education. For students, this means learning how assumptions and policies regarding gender, race, class, sexuality, ethnicity, physical ability, nationality, and other social dimensions shape the material conditions of men's and women's lives all over the world. The curriculum is designed to focus students on the relationship between feminist theories and women's activism throughout history. Gender and Sexuality Studies graduates are equipped to work in any field or profession where analysis and action are integrated.

The *Asian and Asian American Studies Program* focuses on the dynamic social, cultural, political, linguistic, literary, artistic, and historical aspects of Asian and Asian American life. The

program's transnational emphasis and research-intensive curriculum trains students in the diverse areas of Asian, Pacific Islander, and Asian American communities, especially the historical experiences and contemporary practices and lifeways of Chinese, Filipino, Indian, Japanese, Korean, Pakistani, Sri Lankan, Thai, Vietnamese, indigenous Hawaiian, and other Asian/Pacific Islanders. The degree prepares students for careers in government and teaching, as well as in areas of international business, law, consulting, tourism, and media.

The ***African American and African Diaspora Studies Program*** is a vibrant program in the Department of Interdisciplinary, Gender, and Ethnic Studies, a unit of the College of Liberal Arts. Students may major or minor in African American and African Diaspora Studies. The program is designed to provide students with the social, cultural, literary, and historical knowledge for a critical understanding of the effects of local and global anti-blackness and black people's response to it. The program is built around a core of courses that systematically document critical aspects of the African American experience from its antecedents in antiquity to the prominent issues of the present day. Engaging both past and contemporary aspects of this experience provides students access to materials and events that have historically not been given adequate treatment and allows students to contextualize current issues related to black people in an academically critical way. The program is also designed to effectively prepare students who desire to continue on to graduate work in Africana Studies.

Latinx and Latin American Studies is an interdisciplinary major that covers the important region of Mexico, Central and South America, and the Caribbean and of Latinx people in the United States. The program promotes intercultural understanding and offers students an opportunity to acquire a comprehensive knowledge of Latin America in its many aspects and from many different points of view. Participating faculty specialize in political economy, border studies, anthropological approaches, exile studies, as well as Latinx and Latin American history, literature, and film. Coursework in the program offers students a solid foundation in the history, politics, economics, culture, and literature of Latin America and the Caribbean and of Latinx communities in the United States.

1. Is this description correct? If not, what needs to be changed?

Asian Studies is in the process of requesting a name change to become Asian and Asian American Studies, while Latin American Studies is requesting a similar change to become Latinx and Latin American Studies. The catalog descriptions corresponding to these name changes have received official curriculum approval but will not be implemented until the 2019-20 catalog. The official name change requests have been approved at the college and university level and are on the docket for the next Nevada System of Higher Education Academic Affairs committee meeting, to be held in spring 2019.

II. Centrality to Mission
A. Department/Program Mission
What is the program's mission statement (or the department's if the program does not have one)?

The programs within the Department of Interdisciplinary, Gender, and Ethnic Studies share a commitment to interdisciplinary scholarship and teaching, critical cultural and social analysis, intersectionality, transnational perspectives, and public engagement. The unit dedicates itself to crossing boundaries and integrating insights from a range of fields, engaging faculty in an exchange of learning and service in local communities and abroad. IGES seeks opportunities for collaborative work with partners in the university community and beyond by co-sponsoring

events and projects based on a shared vision of social justice, global awareness, and the power of critical analysis linked to social action.

B. Department/Program Mission Alignment

Briefly describe how this program is aligned to the mission of the University as described in the most recent mission statement, UNLV Mission https://www.unlv.edu/toptier/vision, and how it supports achievement of the institution's mission:

> The four programs under review (AAS, AIS, GSS, and LAS) all contribute to UNLV's Top Tier mission through the production of high-quality interdisciplinary research (see section IX below for a list of faculty publications), student achievement, and a robust set of community partnerships.

> IGES fosters and promotes a commitment to a holistic plan of success, one that prioritizes all members of our university community (faculty, students, and staff), while also working actively in the community to share our work, provide services, and enable students to take on the charge of economic development, innovation, health promotion, and cultural enrichment. Our students are trained and have become business owners and leaders; creating organizations, businesses and community resources that have never existed before in Nevada; pursuing fields in public and community health; and becoming educators, political leaders, and philanthropy directors. Due to the interdisciplinary and social justice nature of our work, we offer students a strong foundation in human and sociopolitical power relationships, with the skills to enter any area of study and/or work. The outcome and variety of work engaged in is remarkable.

C. Core Themes

Briefly describe how this program supports UNLV's Core Themes (the core themes can be found at: https://www.unlv.edu/provost/nwccu/core-themes):

> As detailed below, the four programs under review all support UNLV's Core Themes of Student Achievement; Research, Scholarship, and Creative Activity; and Community Partnerships.

> - Student Achievement: The four programs under review are student-centered and guided by the goal of supporting students through individualized plans of study. All of the programs have similar course sequences, including introductory classes, milestone courses, and a final capstone course. Students take an introductory course that gives them a sense of the field and the possibilities that are available to them. They proceed to engage in theories in the field, as well as cutting edge interdisciplinary research methods, and they use these early courses to design a specialized curriculum that meets their academic and professional needs. This course sequence then culminates with a capstone project or internship in which students put the theory and research into practice with a focus of their choice. The capstone project provides students with a clear understanding and articulation of their research when applying for jobs and graduate or professional schools to discuss the value of the degree they have earned. Students are often in small classes, facilitating and leading discussions, delivering academic presentations, conducting intensive research projects, and writing sophisticated research papers. Students are trained intensively to hone critical thinking, writing, analysis, and speaking skills. Students are effectively trained to enter their careers and/or graduate and law programs immediately after graduation.

- Research, Scholarship, and Creative Activity: In the area of research and scholarship, our department thrives. Faculty have earned several research and scholarship awards on and off campus. We are leading scholars in the areas of interdisciplinary social sciences and humanities, as well as race/ethnic, gender, sexuality, and area studies. In particular, there are few faculty on campus trained to do interdisciplinary gender/sexuality and race/ethnicity research; therefore the faculty in the department have a huge presence cross-campus, as they are called upon to fill in gaps where these expertise do not exist. Although IGES does not yet have a graduate program, all of the senior faculty and most of the junior faculty have graduate faculty status because graduate students throughout campus seek the expertise and mentorship the faculty offer.

- Community Partnerships: Community partnerships are key to all of the programs in IGES. For the successful engagement of interdisciplinary research and practice, faculty must cultivate strong relationships with both academic and community stakeholders. We work diligently with every college on campus, the administrative leadership, every department in our college, community members representing businesses, non-profit organizations, and community organizations. Both Gender and Sexuality Studies and our race/ethnic studies-focused programs have learning outcomes directly connected to local and global activism, which again necessitates community partnerships and engagement. In fact, many of our courses include service learning projects that draw upon the community in the region and beyond to introduce students to a variety of ways of putting their education into practice. Recent service learning community partners include ClexaCon (a female LGBTQ fan convention), the Nevada Minority Health Equity Coalition, and the Rape Crisis Center of Las Vegas African American Youth Rape Prevention and Education project.

D. Excellence

List and briefly describe five highlights or areas of excellence of the program:

- The Gender and Sexuality Studies Department in 2011 merged with Interdisciplinary Programs (which included the programs in Asian Studies, Latin American Studies, and African American Studies) as a result of system-wide budget challenges and rebuilt an interconnected unit with a common mission and vision that drew on all of our strengths.
- These combined programs then lobbied and successfully received approval to become a department in the College of Liberal Arts.
- The number of students entering graduate and professional programs continues to rise, and the percentage of graduates who enter graduate and professional programs is extremely high.
- Both faculty and students are receiving a wealth of recognition and awards for their research and creative activity.
- The numbers of students enrolling in our classes continues to increase, as we offer the most options in the areas of multiculturalism and diversity.

III. External Demand for Program

A. Stakeholders

1. Who are the main local and regional stakeholders of your educational programs, i.e., employers and entities benefiting from these programs, hiring the graduates, or admitting them to graduate and/or professional programs?

Given the wide scope of interdisciplinary options within GSS and our ethnic studies programs, the range of potential stakeholders is equally wide. Students who have graduated with a B.A. in any of our programs go on to a variety of careers in the local community and the region. Faculty members work closely with students in determining their academic and/or professional goals in order to help them mold their degree accordingly. Graduates have obtained employment and/or academic placement in a variety of positions, institutions, and organizations, including:

Doctoral Student, Feminist Studies, University of Minnesota
Graduate Student, MSW, University of Minnesota
Doctoral Student, Indiana University, Department of Gender Studies
Doctoral Student, Arizona State University, Department of Gender Studies
Doctoral Student, Indiana University School of Public Health-Bloomington
Assistant Professor, John Jay College of Criminal Justice
Assistant Professor, ASU educational leadership at Mary Lou Fulton Teachers College
Assistant Professor, University of Texas, San Antonio, Kinesiology, Health, and Nutrition
Graduate, Public Administration at NYU Robert F. Wagner Graduate School of Public Service
Co-Founder at SAGE Consulting: Change Makers
J.D. Student, University of California, Berkeley Boalt School of Law
Transfer Student, Columbia University
Graduate, MA in Community and Administrative Leadership Concentration at The University of Texas at Austin
JD Graduate, Thomas M. Cooley Law School
Associate Director, State Policy & Partnerships, Long Beach, California
Graduate, MA in Public Policy/Women's Studies at George Washington University
Teacher, Clark County School District
Graduate, Sustainable Public Administration and Policy at Presidio Graduate School
Director of Mission Advancement at Zawadisha
Philanthropy Programs, MGM Resorts Foundation
Purchasing Manager, Wynn Design and Development
Wellness Consultant, Wildtree Natural Foods
Director, JN Women's Center
Women's Research Institute of Nevada
Center for Women's Policy Studies
Yoga Therapist and business owner

2. What are specific stakeholder needs for graduates?

Stakeholders needs are also wide and varied. Fundamental needs include critical thinking, writing and speaking skills. Furthermore, stakeholders need students to master UNLV's Undergraduate Learning Outcomes (UULOs), which include intellectual breadth and lifelong learning, inquiry and critical thinking, communication, global/multicultural knowledge and awareness, and citizenship/ethics—all of which are thoroughly aligned with the learning outcomes of our program majors and minors.

B. Needs for Graduates and Future Plans
1. What are the anticipated needs for program graduates over the next 3-5 years? Please cite sources of information.

We do not anticipate any change in terms of the stakeholder needs. Graduates of the four programs under review receive a well-rounded Liberal Arts education that equips them for graduate and professional school, teaching, work in industry or nonprofits, and a variety of other fields.

2. What changes to the program will those require?

   We do not anticipate requiring any changes to respond to stakeholder needs.

C. Success of Graduates
1. What steps does the department take to facilitate the success of graduates (e.g., internships, career fairs, employment talks, etc.)?

   The four programs under review all offer students the opportunity to enroll in internship for credit. Students regularly receive information regarding career panels, job fairs, graduate and law school fairs, and other programming sponsored by Career Services, the College of Liberal Arts, and other entities.

2. Discuss the placements of recent graduates:

   See above, section III, A, 1 for a list of placements.

3. If the department or program does not have placement information on graduates, what is the plan to implement gathering that information?
   NA
4. Do placements match stakeholder needs as identified above in A of this section?

   Yes.

5. If not, please explain:

6. Does the program assess whether the graduates are meeting employer's needs?

   The programs assess whether graduates are meeting employers' needs through our regular program assessment. Because our graduates go on to such a wide range of career paths, gauging their skills in writing, critical thinking, and research is the best way to ensure graduates' success.

7. If not, what will the program do to place this NSHE-required assessment in place and by what date?

8. Additional comments:

IV.   Program Resources
A. Faculty Time
1. Faculty and GA Resources

AAS	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Number of Full Time Faculty	2	1	1.5	1	2	2
Number of State-Supported GA lines	0	0	0	0	0	0
Number of PTIs	0	0	2	2	3	4

Number of FIRS & Visiting Faculty	0	0	0	0	0	0
AIS	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Number of Full Time Faculty	0	0	0	0	.5	.5
Number of State-Supported GA lines	0	0	0	0	0	0
Number of PTIs	2	2	1	3	3	3
Number of FIRS & Visiting Faculty	0	0	0	0	0	0
GSS	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Number of Full Time Faculty	2	3	2	2	2	2
Number of State-Supported GA lines	0	0	0	0	0	0
Number of PTIs	9	9	7	10	12	12
Number of FIRS & Visiting Faculty	1	1	1.5	1.5	1.5	1.5
LAS	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Number of Full Time Faculty	0	0	0	0	0	0
Number of State-Supported GA lines	0	0	0	0	0	0
Number of PTIs	1	2	2	2	2	2
Number of FIRS & Visiting Faculty	0	0	0	0	0	0

Note: for the purposes of this table faculty positions are counted at 50% if their teaching assignment was split between two programs. Many faculty in IGES teach for multiple programs, including the interdisciplinary programs not under review in this document. The PTI counts include numbers of individual part-time instructors teaching in each program and did not factor in the number of courses each instructor was teaching each semester.

AAS	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Percent of Classes Taught by Full Time Faculty	100	100	40	50	14	25
Percent of Classes Taught by Number of State-Supported GA lines	0	0	0	0	0	0
Percent of Classes Taught by Number of PTIs	0	0	60	50	86	75
Percent of Classes Taught by Number of FIRS & Visiting Faculty	0	0	0	0	0	0
AIS	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018

Percent of Classes Taught by Full Time Faculty	0	0	0	0	17	25
Percent of Classes Taught by Number of State-Supported GA lines	0	0	0	0	0	0
Percent of Classes Taught by Number of PTIs	100	100	100	75	83	75
Percent of Classes Taught by Number of FIRS & Visiting Faculty	0	0	0	0	0	0
GSS	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Percent of Classes Taught by Full Time Faculty	5	20	9	17	15	23
Percent of Classes Taught by Number of State-Supported GA lines	0	0	0	0	0	0
Percent of Classes Taught by Number of PTIs	84	69	84	66	67	61
Percent of Classes Taught by Number of FIRS & Visiting Faculty	12	11	23	17	18	16
LAS	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Percent of Classes Taught by Full`Time Faculty	50	0	0	0	0	0
Percent of Classes Taught by Number of State-Supported GA lines	0	0	0	0	0	0
Percent of Classes Taught by Number of PTIs	50	100	100	100	100	100
Percent of Classes Taught by Number of FIRS & Visiting Faculty	0	0	0	0	0	0

AAS	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Student Credit Hours Taught by Full Time Faculty	9	6	6	9	3	6
Student Credit Hours Taught by Number of State-Supported GA lines	0	0	0	0	0	0
Student Credit Hours Taught by Number of PTIs	0	0	9	9	18	18
Student Credit Hours Taught by Number of FIRS & Visiting Faculty	0	0	0	0	0	0
AIS	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018

Student Credit Hours Taught by Full Time Faculty	0	0	0	0	3	3
Student Credit Hours Taught by Number of State-Supported GA lines	0	0	0	0	0	0
Student Credit Hours Taught by Number of PTIs	0	6	6	9	18	9
Student Credit Hours Taught by Number of FIRS & Visiting Faculty	0	0	0	3	0	0
GSS	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Student Credit Hours Taught by Full Time Faculty	6	21	9	18	15	21
Student Credit Hours Taught by Number of State-Supported GA lines	0	0	0	0	0	0
Student Credit Hours Taught by Number of PTIs	93	72	72	69	66	57
Student Credit Hours Taught by Number of FIRS & Visiting Faculty	12	12	24	18	18	15
LAS	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Student Credit Hours Taught by Full Time Faculty	3	0	0	0	0	0
Student Credit Hours Taught by Number of State-Supported GA lines	0	0	0	0	0	0
Student Credit Hours Taught by Number of PTIs	3	6	12	12	12	9
Student Credit Hours Taught by Number of FIRS & Visiting Faculty	0	0	0	0	0	0

2. For other non-major courses – e .g., upper division for the college or university, estimate the unit's resources allocated to them:

> Generally IGES offers few if any upper-division courses that are not required or elective courses for one of its six majors.

B. Budget
1. Please fill in the table with three years of financial expenditures to be used to respond to questions 2 and 3 below.

Budget category	FY 15–16	FY 16–17	FY 17–18
State Operating (2101)	$ 886,981.44	$ 848,654.62	$ 1,052,928.29
Student Fees	$ 0	$ 0	$ 0
Indirect Cost Recovery	$ 0	$ 0	$ 0

Self-supporting	$ unavailable	$ 39,022	$ 56,038.74
Total Allocations	$	$ 887,676.62	$ 1,108.967.03

Please note: This table includes information on the operating budget for the entire Department of Interdisciplinary, Gender, and Ethnic Studies. The four programs under review do not have separate operating budgets. The operating and self-supporting budgets also include expenditures for the interdisciplinary programs housed in IGES that are not under review in this self-study.

2. Are these resources sufficient to meet the degree program's instructional and scholarship needs?

The amounts of operating and self-supporting funds are sufficient for the programs at their current sizes. However, program growth would require additional expenditures in terms of faculty positions and concomitant growth in operations expenses.

3. If not, approximately what line items and amounts would be needed?

Currently the department does not have any faculty lines in Latin American Studies. Growth in that program would require full or half-time appointments in that area, particularly to include a faculty member within IGES who could direct the program. Similarly, Asian Studies and African American and African Diaspora Studies currently each have two faculty members with full or half-time teaching responsibilities in those programs. Growth in these programs would require additional half or full-time positions.

C. General Education
1. If your program or unit offers General Education courses, please estimate what portion of the unit's resources are allocated to this area:

For all four programs under review, 90-100% of courses scheduled are lower-division general education courses, mostly courses that fulfill the university's multicultural or international requirement and sometimes also courses that fulfill distribution requirements in the humanities or social sciences. For Fall 2018, for example, 100% of AIS and LAS courses scheduled are introductory 100-level general education courses. For GSS typically 90% of the courses scheduled each semester, including in Fall 2018, are sections of WMST 101 Introduction to Women's Studies and WMST 113 Gender, Race, and Class, both popular general education multicultural courses. The AAS program offers multiple sections of its introductory survey course each semester alongside a handful of upper-division courses.

2. Does the combined load from A and B above affect your unit's ability to offer courses for its major? If so, please describe:

Currently the unit has insufficient faculty to offer enough courses that majors need to graduate. We rely on partnerships with other departments within the College of Liberal Arts and beyond to offer cross-listed courses so that students can find the courses they need to fulfill requirements for these interdisciplinary degree programs. Most of these courses originate and are taught by faculty in other units such as History and Sociology. Moving forward these programs would have a better chance to grow and to allow faculty to teach upper-division courses if these partnerships operated both ways. That is, right now AAS, AIS, GSS, and LAS majors take courses from faculty in other units that are cross-listed or that satisfy program and elective requirements. If IGES faculty were able to offer courses under these prefixes that also satisfied requirements for other undergraduate

majors (e.g. an African American or Asian American history course that could also count for History majors) this could help strengthen these partnerships and help to raise the visibility of the IGES programs.

D. Other Funding and Resources

1. Is funding from other sources sufficient to assist the program in achieving its outcomes? Other sources to be considered include: differential tuition, grants and contracts, endowment income, and one-time gifts for student scholarships, other one-time gifts.

   Currently the programs do not have significant additional revenue in the form of gifts, endowments, grants, or differential tuition. Fundraising to support student scholarships could help the majors in these programs, who are often low-income and/or first-generation students, to complete their degrees.

2. If not, which funding streams could most reasonably be increased to help the program attain its outcomes?

   Besides one-time gifts, one area of funding that the department could explore would be grant funding for Minority-Serving Institutions (MSIs) and Hispanic-Serving Institutions (HSIs). UNLV is both an MSI and an HSI, and demographics of both the faculty and students in the four programs under review reflect the diversity of UNLV and of the Las Vegas Valley.

3. Has any new donor revenue been generated since the last program review?

   Yes, the funds raised in the Day of Giving as mentioned below.

4. Has the unit engaged in fundraising activities to support the program over the last 5 years? If no, please explain why not:

   In October 2018 the department participated in the first-ever UNLV Day of Giving.

5. What has been the result of these fundraising activities?

   Final fundraising totals are still pending, but we appear to have raised nearly $2,500 in student scholarship money, including a nearly $2,000 gift from a Women's Studies alumna.

6. Review the space data for your department and comment on its amount and quality. These data will need to be accessed by an individual with Archibus® access.

   Currently the department has insufficient space for its needs, and we will certainly require more space if we intend to grow. Right now our 19 part-time instructors and 1 visiting scholar must share four offices. Additionally, our visiting assistant professor of African American and African Diaspora Studies is housed in an office that we had to convert from a storeroom/work study office – this space has a temporary separator dividing it from the Department of Psychology conference room. In addition to office space we have a shared conference room on another floor of the building, a mailroom/workroom, and a small kitchen/break room.

7. Is the quality and quantity of available consumable materials and supplies (e.g., office supplies or lab supplies) adequate and if not, explain why not:

Yes, materials and supplies are adequate.

8. Is the quality and quantity of available technology resources, such as computers adequate and if not, explain why not:

Yes, technology resources are adequate.

9. Is the quality and quantity of available equipment (other than computing) adequate and if not, explain why not:

Yes, equipment is adequate.

10. Is the quality and quantity of available library and information resources adequate and if not, explain why not:

Yes, library resources are adequate.

11. Staffing
   a) Are available department staff resources sufficient to attain the program's outcomes?

   The department currently has one full-time administrative assistant, who is supported by two part-time student workers. At the moment one AA is sufficient for the program. However, the program has had significant turnover in this position over the last few years. Because one AA supports the entire program, the individual holding that position must perform a wide variety of tasks including managing budgets, scheduling, reception, travel reimbursement, and so forth.

   b) If not, what additional staff resources are needed and how would they be funded?

   In the future if the department expands in size, a second administrative assistant could be needed. In this way the tasks currently performed by one staff member could be split between two, thus reducing the number of different responsibilities for each. This in turn could help prevent staff turnover.

12. Additional comments:

V.   Size of Program

1. Below are headcount, course enrollment, and degrees conferred data from Decision Support.

Academic Level Key	
Undergraduate (UGRD):	Graduate (GRAD):
10 – Freshman	GR - Graduate
20 – Sophomore	PHD – PhD
30 – Junior	
40 – Senior	
50 – Post Bacc Undergrad	

See appendices A-D for information on the programs' headcounts.

2. Discuss the headcounts from the last five years, i.e., are the trends in line with projections in your unit's strategic plan?

> The headcounts for the four programs under review (AAS, AIS, GSS, and LAS) are not where we would like them to be. AAS has had between one and 10 majors during the period under review, AIS between 16 and 26, GSS between 13 and 26, and LAS no more than eight declared majors in a semester. The headcounts fluctuate but the numbers are too small to discern a pattern. In our unit's strategic plan we focus on increasing the number of majors in all our programs through recruitment, outreach, and strategic partnerships.

> Additionally, the headcounts in the appendices do not include numbers of minors and may not be capturing the data on all double majors. The Fall 2018 headcounts of majors and minors are as follows: AAS 6 majors and 10 minors, AIS 29 majors and 3 minors, LAS 4 majors and 5 minors, GSS 24 majors and 10 minors.

3. If not, why not?

> A number of factors have contributed to the small number of majors in each of these programs. One of the most significant of these has to do with the long-term effects of the recession and Nevada's cuts to higher education. Prior to this time, Women's Studies had been an independent department within the College of Liberal Arts. While the university was grappling with the projected budget cuts, Women's Studies was put on a list of programs slated for elimination. In the end, Women's Studies lost half its faculty and its departmental status and became folded into Interdisciplinary Degree Programs. IDP received departmental status becoming the Department of Interdisciplinary, Gender, and Ethnic Studies just three years ago, and the programs within it have been struggling to reestablish themselves. Similarly, the Afro-American Studies program was placed on "moratorium" in 2012 and was no longer accepting new majors for a number of years. The program is currently in a rebuilding phase as we work to update the curriculum and requirements, to build cross-listed courses and affiliate faculty lists, and to strengthen outreach and recruiting procedures.

4. Does your program's enrollment trend differ from national trends?

> Yes, at a university as large and diverse as UNLV we would expect a larger number of majors for each program.

5. If yes, please discuss the reasons why:

> See answer to question 3 above. Another challenge with building interdisciplinary programs at UNLV has to do with institutional constraints. The scheduling system that we use makes cross-listing courses challenging, so it's not always easy for students to identify the courses within each of these programs. At many comparable institutions, faculty have joint appointments, whereas UNLV has not routinely offered joint appointments. Because of the lack of joint appointments, the faculty in areas like History, English, Political Science, World Languages and Cultures, and other areas who teach courses in African American studies, Latin American studies, Asian studies, and gender and sexuality studies have not always had their courses cross-listed or made their students aware of the programs within IGES. Having some jointly appointed faculty would help build these programs.

6. Additional comments:

VI. Retention, Progression, Completion

A. Major Course Offerings

1. Are enough courses offered to meet enrollment demands?

Within the majors the issue has not been enrollment demands as much as staffing concerns. Because the number of majors in each program is small, course enrollments are often low for upper division courses, leading to course cancelations. That in turn leads to students not being able to find enough upper division courses to complete their degrees. It's a vicious circle of scheduling – not enough enrollment leads to not enough courses being offered for students to complete degrees leads to fewer numbers of majors, which then exacerbates the low enrollment problems. Strengthening cross-listing protocols will help to relieve this problem by using existing courses already being offered for other majors to also serve as major requirements for these IGES programs. With more offerings through cross-listed courses, we hope to see more students being able to complete major requirements, which in time could help strengthen the number of majors.

2. How many major courses have been added or eliminated in the last 5 years?

__4__ Added	_5___Eliminated	AAS
_17__Added	__0__Eliminated	AIS
_3___Added	_7___Eliminated	GSS
__15_Added	__0__Eliminated	LAS

3. Why were the actions taken?

For the most part the added courses consist of new cross-listed prefixes for courses offered in other departments. For example, only three courses are currently offered under the LAS prefix: two introductory general education courses and an independent study. The newly created LAS prefixes are for courses offered in History, World Languages, Political Science, and English that satisfy major requirements. Creating these cross-listings will allow students and advisors to more easily identify the courses offered in these areas each semester. GSS and AAS already had a healthy number of cross-listed courses, so the additions reflect an updating of the cross-listed offerings to reflect newly developed courses. In contrast, LAS and AIS had few or no cross-listed courses so those have been or are currently being developed.

The course deletions in GSS and AAS consist of courses that have not been offered in at least six years and sometimes in more than twenty years. The courses that were deleted were unlikely to be offered again. Eliminating them from the catalog provides students and advisors with a clearer picture of the courses that are being scheduled or will likely be scheduled in the future.

4. After reviewing the program, what additional actions should be taken to improve retention, progression and completion?

In each program we have an enthusiastic and dedicated core of majors and minors. The most crucial thing towards improving RPC would be to expand upon that core to have larger numbers of majors for each program. In a university as large and diverse as UNLV having 50-100 majors in each of these four programs is not unreasonable. Larger cohorts would contribute to the sense of community among these students. Equally as important, it would allow the department to offer

more sections of required courses for each major so that students could complete degree requirements in a timely fashion.

5. Are there any courses that students routinely have difficulty getting enrolled in, that slow progression and/or graduation? If so, please identify them:

As mentioned above, AAS 102 was a required course that was no longer being offered. We have received approval to eliminate the course as a requirement. That requirement was impeding students' progress towards graduation. For LAS and AIS the curriculum requirements are fairly open-ended so as long as there are upper-division options students will be able to progress. Creating cross-listings for existing courses will enable students and advisors to locate those courses more easily. AAS and GSS have a more codified sequence of required courses, and because of low numbers of majors and faculty it has been difficult to offer all the courses students need to graduate each semester.

6. If last question was answered yes, what steps can be taken to reduce "bottle-necks" in these courses. Please indicate *both* financially-based and non-financially-based solutions.

The issue of bottlenecks in these courses has to do with small numbers of students and faculty. Increasing the number of majors through better outreach, recruitment, and advising will provide the best path forward towards offering the classes students need to graduate. Until we see significant increases in numbers of students and faculty the best solution is through advisement and course substitutions.

7. Can any changes in sequencing of courses be made to facilitate graduations?

The sequencing of courses does not appear to be a significant problem for any of the programs.

B. Curriculum
1. Is the program's curriculum aligned with current developments in the field?

The AAS curriculum is not fully aligned with developments in the field, though steps are being taken in that direction. In November we received approval for the program name officially to change from "Afro-American Studies" to "African American and African Diaspora Studies," and are making changes to course titles and descriptions to reflect that modernization of the program name. We have also eliminated a number of courses from the catalog that did not reflect the state of the discipline and have plans to develop new courses as we hire new faculty.

The AIS and LAS programs are awaiting approval for program name changes to Asian and Asian American Studies and to Latinx and Latin American Studies. These changes will better align with the fields as constituted in the twenty-first century, and once approved we plan to make changes to courses and requirements to further update the curriculum.

GSS underwent a name change from "Women's Studies" to "Gender and Sexuality Studies" a number of years ago in an effort to keep pace with current disciplinary understandings. The curriculum and requirements have been updated to stay current, with new courses and emphases in queer studies, intersectional feminism, and masculinity studies. The "WMST" course prefix remains as a residual trace of the former program name.

2. If not, what needs to be done to make the curriculum current?

The changes in process described above will go a long way towards making the curriculum current, and the faculty are all extremely research active and connected to the state of their fields, so discussions of curriculum and requirements will remain current.

C. Graduation Rates
Program graduation numbers and rates are summarized below.

Appendices A-D contain what information there is regarding graduation rates. Because the size of each program is small and few first-time full-time college students enter UNLV with a declared major in one of these areas, there is no useable data regarding graduation rates. As of right now we are unaware of any way to capture other sorts of graduation rates for transfer students, students who switch over to one of our majors, etc.

Using the data in the tables above, please answer the following questions:

1. Are trends in 6-year cohort graduation close to the University's goals (UNLV's undergrad goal is 50%)?

We do not have enough data points to discern a trend.

2. If not, what is being done to reach the goal?

Though we don't have data regarding graduation rates we are working to improve retention, progression, and completion through advising and outreach to students, making more course choices available through cross-listing of courses, and identifying and eliminating advising obstacles.

3. Discuss how and why the graduation rate is changing.

n/a

4. Additional comments:

VII. Relationship to Other Programs
1. What relationship does your program have to other programs (e.g. articulation, transfers, collaborations, partnerships) in the NSHE system?

The AAS and AIS programs are unique to UNLV in the NSHE system. There is an articulation agreement with the College of Southern Nevada for LAS 100 Introduction to Latino/a Studies and LAS 101 Introduction to Latin American Studies. For Gender and Sexuality Studies, the WMST 101 Introduction to Women's Studies course is offered at six NSHE institutions: UNLV, University of Nevada Reno, Nevada State College, the College of Southern Nevada, Great Basin College, and Truckee Meadows Community College. In total there are 82 WMST courses listed in the NSHE Common Course Numbering database.

2. What the relationship does this program have to other programs at UNLV (e.g., collaborations, partnerships, affiliated faculty, General Education requirements, etc.)?

Because of the interdisciplinary nature of these programs, each program has numerous collaborations, partnerships, and affiliations across the university.

AAS has a list of twelve affiliate faculty from across the university: professors in Law, Education, Fine Arts, and in the Liberal Arts (History, Sociology, Political Science, and English). There are cross-listed courses in many of these areas, with more being developed.

AIS has fourteen affiliate faculty in Anthropology, World Languages, English, History, Art, Social Work, and Political Science, and offers cross-listed courses in most of these areas.

GSS as the oldest and most established program has the largest number of affiliates and cross-listed courses. Forty faculty serve as affiliates from all corners of the university, and there is a robust list of cross-listed courses.

LAS has thirteen affiliate faculty, and that number has been strengthened in the last two years with new hires specializing in Latinx and Latin American Studies in History, Anthropology, Philosophy, and English. We have or hope to develop cross-listed courses in those areas and others.

All four programs offer large numbers of general education courses, particularly those that fulfill the university's international and multicultural requirements.

3. Additional comments:

VIII. Impact

1. What impact has this program had or will have in the following areas:

a) University

All four programs under review help the university meet its vision to become a top tier public university in research and education. The programs' core and affiliate faculty have published books and journal articles in top tier academic presses and journals, earned prestigious outside fellowships (such as the UCLA Visiting Scholar Award), and presented research at national conferences. IGES faculty also serve on Ph.D. and M.A. committees for other colleges and departments across the university, including in the School of Public Health, History, Sociology, Communication Studies, English and Creative Writing, and Education. Inside the classroom, our courses fulfill the university's mission as a Minority Serving Institution (MSI), a Hispanic Serving Institution (HIS), and an Asian American, Native American, and Pacific Islander-Serving Institution (AANAPISI). These classes (which fulfill multicultural and foreign culture requirements) offer rigorous curriculum and content that reflect, center, and value the experiences of students of color as a window to the human condition. The programs have had and will continue to have a positive impact on UNLV's Retention, Progression, and Completion goals. We are especially strong in engaging first-year students, for instance, as our faculty teach First-Year Seminar classes, advise student organizations, and have participated as speakers for the orientation week welcome event UNLV Creates (Mark Padoongpatt, 2018 and Anita Revilla, 2017).

b) Community

In terms of community impact, faculty in all four programs are involved in community engaged research that is collaborative rather than extractive. For example, the AIS program's flagship community-based research project is a podcast—Neon Pacific—about Las Vegas as told through the lives and experiences of Asian Americans and Pacific Islanders who call this place home. The podcast is driven by a team of undergraduate researchers, all of whom are either AIS majors or minors, working under the direction of Dr. Mark Padoongpatt. AIS has also built relationships with local Asian American community organizations, including the Asian American Community Development Council (ACDC), Organizing for Action-Nevada, and other organizations and civic leaders. Moreover, AIS is also a creative partner for an upcoming $100 million "Southeast Asian-themed" virtual reality attraction at the Linq Promenade on the Las Vegas Strip (Kind Heaven, Caesars Entertainment). In this role, we offer our expertise in the politics of Asian American representation and research on histories and mythologies of Southeast Asian cultures and societies.

Within African American studies, the study of the Black West is relatively slim next to the Black South, Midwest, and East Coast. We have had, and continue to have, some impact in critical race fields in pushing for more scholarship centering on Blacks in the West. As we grow our program, we continually position UNLV, given its obvious proximity to Black Las Vegas, as an important institution to help lead this growing subfield.

c) Field

The core faculty in IGES who contribute to the four programs under review are all active and reputable voices in their fields. Their research and teaching interests include gender & sexuality, popular culture, sports, food culture, public health, performance studies, and other areas that contribute to emerging bodies of scholarship. Faculty publish in top-tier academic presses and journals in their fields and have also earned prestigious research awards. In terms of service to the profession, our faculty serve on editorial boards for leading journals, such as the *Journal of Asian American Studies*, and have held key positions in a number of professional organizations.

2. What are the benefits to the institution of offering this program?

The four programs directly align with the university's vision to become a top-tier public university in research, education, and community impact. We place a high emphasis on research and production—our faculty have published books, earned prestigious fellowships, deliver conference presentations, and serve on professional organizations in the field. Our faculty also serve on dissertation and Master's committees for other colleges and departments across the university because of our expertise.

In terms of education, our courses—in line with ethnic studies program—reflect the shifting demographics of not only the campus, but also the entire state of Nevada. In 2018, *U.S. News & World Report* ranked UNLV the most racially and ethnically diverse university in the country. UNLV is also a Minority-Serving Institution (MSI), a Hispanic Serving Institution (HIS), and an Asian American, Native American, and Pacific Islander-Serving Institution (AANAPISI). Thus, having a program with research interests and a curriculum that reflects this demographic shift demonstrates acute awareness of the racial and ethnic diversity of not only our city, but also our

student body. Almost all MSI's have Critical Ethnic Studies programs or some version of a CES degree (e.g. Mexican American Studies, African-American Studies, Native American Studies, Asian American Studies), many of which are Tier 1 institutions with diverse student populations.

3. Provide examples of the integration of teaching, research, and service (e.g., faculty mentoring leading to student presentations at conferences, service learning classes, community service activities involving students, or other student activities and/or achievements that you think are noteworthy).

> Part-time instructor Valerie Taylor, who teaches for both AAS and GSS, provides a good example of the integration of teaching, research, and service. Her courses in Fall 2018 have involved service learning projects, visits from prospective high school students, and a visit from a group of African American senior citizens who discussed the Civil Rights era with students. Two other GSS faculty are teaching service learning courses this year: Danielle Roth-Johnson and Erika Abad.

4. Additional comments:

IX.   Productivity

1. Please provide an indication of faculty productivity appropriate for your unit (lists of publications by type, grants by type, performances by type, installations by type, etc.):

2018

Comella, Lynn. "When Is a Dildo Just a Dildo?" *Contexts Magazine*, Winter.

Comella, Lynn and Ryan Olbrysh. "Sexual Representation and Visual Communication in the Editorial Design Space." In *Interventions: Communication Research and Practice*, edited by Adrienne Shaw and D. Travers Scott, 265-271. New York: Peter Lang.

Johnson, Javon and Kevin Coval, eds. *Towards the End of Chiraq: A Literary Mixtape*. Northwestern University Press.

Padoongpatt, Mark. "Post-World War II Asian American Suburban Culture." *Oxford Research Encyclopedia of American History*. Oxford University Press.

2017

Abad, E. "Their story is our story." Sounding Out. soundstudiesblog.com

Comella, Lynn. *Vibrator Nation: How Feminist Sex-Toy Stores Changed the Business of Pleasure.* Durham, NC: Duke University Press.

Jelen, Ted G., Danielle Roth-Johnson, and John P. Tuman. "Culture Wars in Latin America: Religion and Attitudes Toward Homosexuality and Abortion in Four Countries." Journal of Religion and Theology, 1(1):1-7.

Johnson, Javon. *Killing Poetry: Performance, Blackness, and the Making of Slam and Spoken Word Communities*. Rutgers University Press.

Johnson, Javon. "Training Day" and "Menace II Society." *Race in American Film: The Complete Resource*, edited by Daniel Bernardi and Michael Green, ABC-CLIO Greenwood,

Padoongpatt, Mark. *Flavors of Empire: Food and the Making of Thai America*. Berkeley: University of California Press.

Padoongpatt, Mark. "Chasing the Yum: Food Procurement and Thai American Community Formation in an Era before Free Trade." In *Food Across Borders*, edited by Matt Garcia, Don Mitchell, and Melanie DuPuis, 79-104. New Brunswick: Rutgers University Press.

2016

Arnaldo, C. "'I'm Thankful for Manny': Manny Pacquiao, Pugilistic Nationalism, and the Filipina/o Body." In S. Davé, L. Nishime, & T. G. Oren (Eds.), *Global Asian American Popular Cultures*. New York University Press.

Johnson, Javon. "The Politics of Grace: Black, Friends, and Forensics, or BFF." *Texas Speech Communication Journal*. 40.1 (2016): 17-20.

Padoongpatt, Mark. "Food and the Everyday Life of the American Empire." In *Routledge History of American Foodways*, edited by Jennifer J. Wallach, Lindsey R. Swindall, and Michael D. Wise, 353-369. New York: Routledge Press.

Padoongpatt, Mark. "Sitting at the Table: Food History as American History." *Journal of American History*, Vol. 103, Issue 3: 686-689.

S. Thangaraj, C. Arnaldo & C. Chin (Eds.). *Asian American Sporting Cultures*. New York University Press.

2015

Comella, Lynn. "Navigating Campus Controversy: An Interview with Adult Performer Conner Habib." *Porn Studies* 2, no. 2-3: 283-285.

Comella, Lynn. "Porn Goes to College: An Introduction." *Porn Studies* 2, no. 2-3: 263-64.

Comella, Lynn. "Revisiting the Feminist Sex Wars." *Feminist Studies* 41, no. 2: 437-462.

Comella, Lynn and Shira Tarrant, eds. *New Views on Pornography: Sexuality, Politics, and the Law*. Santa Barbara, CA: Praeger.

Comella, Lynn. "You're Taking a Class on What? Studying Pornography in College." In *Sex, Gender, and Politics: In the Streets and Between the Sheets in the 21st Century*, edited by Shira Tarrant, 85-96. New York: Routledge.

Comella, Lynn. "Positively Fat and Queer: An Interview with Indie Porn Insider Courtney Trouble." In *New Views on Pornography: Sexuality, Politics, and the Law*, edited by Lynn Comella and Shira Tarrant, 371 – 380. Santa Barbara, CA: Praeger Press.

Comella, Lynn and Tarrant, Shira. "Introduction." In *New Views on Pornography: Sexuality, Politics, and the Law*, edited by Lynn Comella and Shira Tarrant, 3-7. Santa Barbara, CA: Praeger Press.

Comella, Lynn. "Sex, Lies, and Public Education." In *Best Sex Writing of the Year*, edited by Jon Pressick, 62-67. Berkeley, CA: Cleis Press.

Johnson, Javon. Teagle Foundation Grant, San Francisco State University, to fund curriculum redesign.

Johnson, Javon. "Blasphemously Black: Reflections on Performance and Pedagogy." *Liminalities*. 11.4: 1-13.

Johnson, Javon. "Black Joy in the Time of Ferguson." *QED: A Journal in GLBTQ Worldmaking*. 2.2: 177-183.

Padoongpatt, Mark. "A Landmark For Sun Valley: Wat Thai of Los Angeles and Thai American Suburban Culture." *Journal of American Ethnic History* Vol. 34 No. 2: 83-114.

2014

Comella, Lynn. "Studying Porn Cultures." *Porn Studies* 1, no. 1-2: 64-70.

Padoongpatt, Mark. "Thai Americans." In *Asian American Society: An Encyclopedia*, edited by Mary Yu Danico and Anthony C. Ocampo, 893-897. Thousand Oaks: Sage Publishers.

Revilla, A. "The Association for Jotería Arts, Activism and Scholarship." *Aztlan: A Journal for Chicano Studies*.

Revilla, A. "Feminism and Citizenism." In M. Tracy Berger and C. Radeloff (Eds.), *Transforming Scholarship: Why Women's and Gender Studies Students Are Changing Themselves and the World*. NY: Routledge Press.

Roth-Johnson, Danielle with Celeste T. G. Tuman. 2014. "Neurodiversity (overview article)." Encyclopedia of Human Services and Diversity (Linwood H. Cousins and Geoffrey J. Golson, Eds.), Sage.

Roth-Johnson, Danielle. "National Database for Autism Research." Encyclopedia of Human Services and Diversity (Linwood H. Cousins and Geoffrey J. Golson, Eds.), Sage.

Santillana, J. M. and Revilla, A. "Jotería Identity and Consciousness: The Formation of a Collective Identity." *Aztlan: A Journal for Chicano Studies*. (Reprinted 2017)

S. Thangaraj, Arnaldo, C. "Asian American Sporting Cultures" and "Asian American Athletes." In Mary Danico et al. (Eds.), *Encyclopedia of Asian American Society*. Sage Publications.

2013

Comella, Lynn and Katherine Sender. "Doing It: Methodological Challenges of Communication Research on Sexuality." *International Journal of Communication* 7: 2560-2574.
http://ijoc.org/index.php/ijoc/issue/view/9

Comella, Lynn. "Putting the 'Sexual' in 'Public Intellectual.'" *International Journal of Communication*: 2457-2467. http://ijoc.org/index.php/ijoc/issue/view/9

Comella, Lynn. "Fifty Shades of Erotic Stimulus." *Feminist Media Studies* 13, no. 3: 553-556. DOI:10.1080/14680777.2013.786269.

Comella, Lynn. "From Text to Context: Feminist Pornography and the Making of a Market." In *The Feminist Porn Book: The Politics of Producing Pleasure*, edited by Tristan Taormino, Celine Parrenas Shimizu, Constance Penley and Mireille Miller-Young, 79-93. New York: The Feminist Press.

Padoongpatt, Mark. "Oriental Cookery: Devouring Asian Cuisine in the Cold War." In *Eating Asian America: A Food Studies Reader*, edited by Robert Ku, Martin F. Manalansan, and Anita Mannur, 186-207. New York: NYU Press.

Revilla, A. "Prologue." In Anthony, A., Foxx, D. and Herrera y Lozano, Lorenzo. *Tragic Bitches: An Experiment in Queer Xicana & Xicano Performance Poetry*. CA: Korima Press.

Roth-Johnson, Danielle. "Back to the Future: Françoise d'Eaubonne, Ecofeminism and Ecological Crisis." The International Journal of Literary Humanities, 10(3):51-61.

2. Additional comments:

> This list of publications and grants only includes the IGES faculty who teach in one of the four programs being reviewed. It also does not include the publications of the affiliated faculty who teach in these programs but whose tenure home is in another department. Additional publication information can be provided upon request.

X. Quality
A. Admission and graduation requirements

1. Please insert program admission requirements from the current UNLV catalog. Due to display complications, this description must be typed into this form and **not** pasted from the Catalog.

> There are no specific admission requirements for the BA in Gender and Sexuality Studies, Asian Studies, African American and African Diaspora Studies, or Latin American Studies.

2. Are there any updates that need to be made to the catalog and if so, what are they?

> We are in the process of doing a number of revisions to the catalog, including deleting courses that are no longer taught, adding cross-listed course numbers for all four programs, and revising course titles and descriptions. When the name changes are approved for Latinx and Latin American Studies and for Asian and Asian American Studies we will do further catalog and curriculum changes.

3. How many full-time advisors are available at the college level?

> The College of Liberal Arts advising center (the Wilson Advising Center) employs six full-time advisors.

B. Outcomes and Assessment

1. Student Learning Outcomes and Program Assessment Plans and Reports by program concentration are listed at http://provost.unlv.edu/Assessment/plans.html. Please attach the most recent assessment report in the Appendix.

   The most recent assessment reports (2016_Report_COLA_IDS.pdf and IGES 2017 assessment.docx) contain assessments of AAS, AIS, GSS, and LAS and are included as appendices.

2. Describe specific program changes made based on the program's evaluation of its assessment reports:

   Because of the small size of the four programs under review, assessment operates mostly at the level of assessment of individual courses and instructors rather than in compiling large data sets. That is, much program assessment happens organically through revision of assignments, faculty collaborating on better scaffolding assignments between classes or on creating rubrics, and through peer mentoring and classroom observation.

   As an example of the kind of organic assessment efforts individual programs have undertaken, what follows will describe the work in recent years on the Asian Studies program. AIS has revamped its vision, mission, curriculum, and learning outcomes after evaluation of the previous assessment report and student feedback. The overhaul is a direct response to three main shortcomings identified in the previous assessment report: 1) lack of coherent vision and mission, 2) lack of course offerings that made program rely entirely on ad hoc independent studies courses created by individual faculty members to help students meet degree requirements, and 3) majors felt unprepared for capstone course. The new AIS program is designed to address these shortcomings.

   To address the lack of coherent vision and mission, AIS is in the process of changing its name from "Asian Studies" to "Asian and Asian American Studies." The name change reflects a desire among AIS faculty and students to move the program in a new, exciting direction with a new cutting-edge vision that focuses not just on Asia and the Pacific region and its peoples and cultures, but also the Asian diaspora, Asian Americans, and Pacific Islanders in the United States. This new configuration brings two traditionally distinct fields of inquiry—Asian Studies and Asian American Studies—together in dynamic conversation. It also captures more precisely our goal of studying the historical and contemporary transnational links between Asia and Asian America, and the dynamic influences they have on each other. Moreover, it best describes our faculty's research interests, teaching, and community-based work. The name change has received college and university approval and is currently awaiting NSHE Academic Affairs approval.

   With new energy from recently hired junior tenure-track faculty (since 2012), part-time instructors, and increased "buy in" from over fifteen affiliate faculty, AIS now offers a range of new courses, especially in Asian American Studies, that will allow majors and minors to complete degree requirements without having to rely on independent study courses. With more course offerings, AIS has also changed its curriculum and major and minor requirements to align with the new Asian and Asian American Studies vision and configuration. More specifically, we decided to create two elective course groups—"Asian Studies" and "Asian American Studies"—so students can choose a concentration to pursue within the major and minor. Yet, we also require students to take credits in the other group because we believe the program's transnational approach must be cultivated and showcased.

Lastly, to address the issue of majors feeling unprepared to complete capstone projects, we have proposed to require majors to take a research methods course as part of their core curriculum. The idea is to not only equip them with research skills and a working knowledge of theories and methods from a wide range of disciplines that can be used to evaluate topics related to Asia and/or Asian America, but to also jumpstart the thinking and research for their capstone projects. Until now, AIS major were often unaware that they even had to complete a capstone project

3. Has the program revised its curriculum such as changing prerequisites, adding or eliminating required or elective courses, or co-curricular experiences for the degree(s) in the last 5 years?

   a) If yes, what changes were made and why?

   The AAS program has received approval to eliminate a degree requirement, AAS 102, that had not been taught for a number of years. Because that course continued to be listed as a requirement after it had ceased to be taught, this led to confusion among advisors and students. We have eliminated it as a requirement and reduced core requirements by three credit hours, which means that now students can find clear pathways to completing all major requirements.

   As noted above, AIS has made major revisions to its curriculum to address previous shortcomings and reflect the new transnational vision and direction of the program. In addition to adding a research methods course (IDS 240 or approved methods course) to the major requirement, we also added new upper-division electives by cross-listing existing courses taught in other departments that examine topics and issues related to Asia and/or Asian America.

   To bolster the Asian American Studies component of the curriculum, we created AIS 102: Introduction to Asian American Studies in Spring 2017 and have since offered it every Fall and Spring semester. We also developed and added brand new upper-division courses: AIS 301: Asian Americans in Sin City (Spring 2019); AIS 499: Asian American Feminisms (Spring 2018). Moving forward, the goal is to create at least four more Asian American Studies courses (for a total of six) to ensure that students have a robust menu of regularly-taught courses in both the Asian Studies group and the Asian American Studies group.

   AIS currently offers AIS 101: Intro to Asian Studies and AIS 102: Intro to Asian American Studies every Fall and Spring semester. We also offer at least one course with AIS prefix in both "Asian" and "Asian American" studies every semester, including summer. In addition, we count Asian language courses and approved study abroad courses. Moreover, we plan to change the prerequisites for upper division AIS courses from "AIS 101" to "AIS 101 or AIS 102." With these new course offerings, we are confident that, with proper advising and planning, AIS majors and minors can complete the degree requirements within a reasonable timeframe—no more than five semesters; minors can finish within four semesters.

   In GSS we have been moving towards offering all the core required courses online (besides the lower-division requirements of WMST 101 and 113 this includes WMST 301 and 302, a sequence of theory and methods courses). While we will continue to offer these courses face to face, occasionally offering them as online courses will allow students more easily to complete all the core requirements for the major, particularly when facing scheduling challenges.

4. Has the program revised course content or instructional approaches (pedagogy, technology) in the last 5 years?

    a) If yes, what changes were made and why?

One significant change that has happened over the last five years is the increasing development of online and hybrid courses. In Gender and Sexuality Studies both lower- and upper-division online courses have been developed over the last several years, including core degree requirements such as the methods course. African American Studies has developed several online courses, including a 300-level Black Cultural Studies course and the introductory survey course. The introductory Latino/a Studies course is also offered online, and we're taking steps towards an online version of AIS 101 Introduction to Asian Studies. Offering more online options will help us to serve majors and minors in their progress towards completion. In addition, a new partnership between the Nevada System of Higher Education and MGM Grand, wherein MGM has offered tuition reimbursement to any employee enrolled in an online degree program, may mean growth in online offerings in the near future.

For AIS, the addition of Asian American Studies courses has introduced students to entirely new content: new course readings, lecture material, films, music, and other content. While content in each course is certainly unique, as a whole we have included more content on social issues and problems inside Asian and Asian American communities as well as the world more broadly (through Asian, Asian American, and Pacific Islander groups). For instance, we focus especially on the formation of racial and ethnic identities, racism (both structural and the everyday), class divisions and tensions, gender and sexuality, imperialism and colonialism, mental and public health, the process and experience of migration, adjustment of immigrant and diasporic populations, and the meaning of citizenship and belonging. In addition, we've also added content that focuses on integrating Asian and Pacific Islander Americans and new arrivals into Las Vegas culturally, socially, economically, and politically (e.g. language programs in schools, access to health care, finding good jobs, voting, etc.); labor and gender exploitation in the service industry; addressing the way Vegas markets or sells "Orientalist," exotic representations of Asians and Asian Americans to tourists; and global trade and transactions between the United States and countries on the other side of the Pacific Rim that impact the city (e.g. real estate, casino and gaming, etc.). On the Asian Studies side, new courses on the history of India, modern China, and the Middle East has generated new content on other areas of Asia and Southeast Asia as well as historical eras, cultures, and societies.

The program has implemented new instructional approaches that center heavily on building student research, writing, and media technology skills. For instance, the "Asian Americans in Sin City" course features a podcast episode assignment in which students will receive hands-on research training. Under the professor's tutelage, students will be required to participate in fieldwork and collaborate with community members to conduct oral interviews in order to write and produce an original podcast episode. To this end, AIS has also brought professional

podcasters inside the classroom to do workshops on narrative podcasting and audio editing. The goal is to increase student engagement via the use of new technology, develop their "real world" skillset, and to enhance our community-engaged research.

5. Describe any other changes made in the last 5 years (for example, advising) based on assessment reports:

Over the last two years, AIS has experienced a resurgence of enthusiasm, engagement, and excitement from affiliate faculty. In Fall 2016, incoming program director Mark Padoongpatt and outgoing director Bill Jankowiak called an AIS meeting with interested faculty across the university to discuss the revamping of the AIS mission statement and curriculum. This meeting effectively reactivated what was a largely dormant AIS program. Since then, AIS now boasts over twenty affiliate faculty who are committed to building the program and, equally importantly, helping to grow a community of scholars that meets face-to-face at least once a semester.

To bolster major/minor recruitment and retention, AIS has ramped up its in-house student advising. Director Mark Padoongpatt and co-director Bill Jankowiak have sat down individually with students to walk them through the major and minor degree requirements and develop plans of study (especially for double-majors). AIS has also updated Wilson Advising Center of the program's new direction, curriculum, and course offerings so they can encourage students to take AIS classes and/or declare a major or minor.

6. List and describe two specific improvements in student learning outcomes and why they represent forward movement.

Both the LAS and AAS programs have overhauled their learning outcomes significantly over the last few years. The AAS program illustrates the extent of this overhaul and how it reflects forward movement for the program.

Old Learning Objectives

- Identify major events in Afro-American history.
- Relate major events in Afro-American history to British North-American and United States history generally.
- Identify and analyze select current issues in contemporary Afro-American life and culture.
- Identify general cultural or sub-cultural aspects of the Afro-American experience vis-à-vis the mainstream American experience.
- Explain how the rapid rise of the United States as a world power in the 19th century was directly related to the forced labor of Africans and Afro-Americans.
- List the major events of the Civil Rights Movement.
- Relate the Black Power Movement to the Civil Rights Movement that preceded it, and to the current era.
- Describe at least one mode of Afro-American literary or artistic achievement, including its major figures.
- Recognize the major political and social figures of Afro-American history and culture.
- Display an ability to produce acceptable, university-level written work.

New Learning Objectives

- Through interdisciplinary study, develop and display university level critical thinking, research, and writing skills, especially as it pertains to Africa, African America, and the larger African Diaspora.
- Identify and explain key political, cultural, and historical moments, forces, and agents that have shaped Africa, African America, and the larger African Diaspora.
- Identify and explain major literary and/or artistic movements, their impacts, goals, and prominent figures that have shaped Africa, African America, and the larger African Diaspora.
- Develop broad knowledge about global and local Black thought at the intersections of race, gender, sexuality, class, and other identity markers.
- Apply the methods and analytical approaches of the humanities, social sciences, and/or the arts to the study of Africa, African America, and the larger African Diaspora.
- Identify and relate historical and contemporary issues, major debates, and key conversations in and about communities throughout Africa, African America, and the larger African Diaspora.
- Understand the historical and cultural importance of activism, especially in relationship to the creation of the field of study.

As you can see from the above example, the old learning objectives were focused on specific content areas related to Black history and culture. The wording of the learning objectives suggests that rote memorization is a key to student success – that is, that being able to "list the major events of the Civil Rights Movement" or "describe at least one…literary or artistic achievement" were sufficient indicators of student success. In contrast, the revised objectives move beyond description and recognition to higher order critical thinking skills and activities of analysis and synthesis. The revised outcomes display a higher level of methodological sophistication and emphasize skills students will need to succeed in graduate work or in a range of different career paths. Other programs have similarly revised their learning outcomes along these lines over the years.

7. Additional comments:

The number of majors in all our programs continues to rise along with student interest. In AIS, for example, from Fall 2013 to Fall 2018, we have increased the number of declared majors from 19 to 29 (6 of these new majors declared after Spring 2017 when we shifted the focus to Asian and Asian American Studies; and we added 3 majors in Fall 2018 alone). In addition, we now offer three sections of AIS 101: Introduction to Asian Studies every semester, and the AIS 102: Introduction to Asian American Studies reaches enrollment capacity (25) every semester since it was offered for the first time in Spring 2017. This is evidence of forward movement and growing momentum.

Faculty are very excited and optimistic about the programs' new vision, development, and growth over the last two years. The new energy and leadership from junior faculty and strong commitment and support from longtime faculty has provided a jolt to the programs and aligned them directly with UNLV's goal to become a top-tier public university in research, education, and community impact.

XI.   Conclusions, Self-Assessment

A. Faculty Review of self-study

1. On what date did the program and/or department faculty review this self-study?

Department faculty received the self-study document for review on December 10, 2018 and discussed it at a faculty meeting on December 14, 2018.

2. What were the results of the faculty review?

The faculty discussion of the self-study was productive and illuminating. Initially faculty voiced concerns that the self-study focused only on certain areas such as numbers of majors in the four programs under review and not enough on other areas such as the cutting-edge research faculty are engaged in. This led to a useful discussion of the audience for and function of the self-study and program review process and how it might both differ from and align with a larger departmental strategic plan. While our recently completed top tier strategic plan focuses on the department as a whole, the goal of expanding the departmental mission through the development of interdisciplinary graduate programs, and seeking recognition and grant funding for faculty research and community engagement projects, the program review is focused more specifically on the four B.A. programs in African American and African Diaspora Studies, Asian Studies, Gender and Sexuality Studies, and Latin American Studies. It was useful to clarify that distinction for the faculty in order to better understand the program review process and what it might achieve as opposed to the top tier strategic planning.

3. What are the top 3 priorities and/or needs for the future development of the program?

Among a number of needs and priorities that this self-study discusses three stand out as most important. First, the programs under review all would like to increase number of majors and to move from having the bulk of the courses offered being "service" courses towards offering more upper-division and graduate courses that draw upon the areas of faculty expertise. To that end, we are developing new courses in areas of faculty research such as African American masculinities, Asian American sporting cultures, and AIDS and activism, but we would like to be able to do more. Second, in line with capitalizing upon the research expertise of our faculty we would like to develop graduate programs in gender and ethnic studies. Having graduate programs would allow faculty to develop the next generation of scholars and to teach to their research areas. It would also allow us to reduce our reliance on part-time instructors and to train graduate instructors in these areas. Thirdly and more specifically, we need a faculty member with a full- or half-time appointment in Latinx and Latin American Studies. Currently the department has no tenure-track faculty who teach courses specifically for the LAS program, and this has hampered efforts to increase the number of students in that area. At a Hispanic-Serving Institution such as UNLV hiring a specialist in Latinx and Latin American Studies should be a priority.

4. What are the strengths of the program?

The strengths of the program, as discussed by the faculty at the December 14th meeting, are many, but the core theme we kept returning to is the notion of "top tier." As evidenced by the list of faculty publications in section IX above, our faculty are publishing in top tier venues consistently. In 2017 alone the six tenure-track faculty in gender and ethnic studies housed in IGES published three single-authored monographs with top presses – Duke University Press, University of California Press, and Rutgers University Press. That's 50% of the faculty publishing monographs

in a single year. Our students, too, are already top tier, as shown in the list of careers and graduate program placements listed in section III.A.1. Our students reflect both the diversity and the excellence of UNLV.

5. What are the challenges facing the program?

> The biggest challenge facing all four of the programs under review is institutional support. As has been stressed throughout this self-study document, these programs have tremendous potential to grow and to help strengthen UNLV's missions of student success, community engagement, and research excellence, but they have struggled with limited resources and institutional obstacles to interdisciplinarity. Women's Studies lost departmental status and has been in a rebuilding phase since moving to Interdisciplinary Programs. African American and African Diaspora Studies has been making steady progress in increasing enrollments and visibility since returning from a lengthy program moratorium. Asian Studies has only recently had a director whose faculty appointment is in the Department of Interdisciplinary, Gender, and Ethnic Studies, while Latin American Studies is still directed by a faculty member in another department. Moving forward we need both broad interdepartmental collaborations and a strong departmental footing for these programs to thrive.

6. What recent additions, corrections, or other changes have been made to the program that reflect changes or developments in the field?

> As discussed above, all four of the programs have changed names or are currently in the process of changing names to better reflect changes in the field. Along with the name changes, curriculum has changed – Asian Studies has added courses in Asian American studies, Latin American Studies now includes courses in Latinx studies, and Gender and Sexuality Studies has widened its scope from the previous Women's Studies. While making these changes we have also added a significant number of online or hybrid course offerings to keep pace with student demand and technological innovations, and we continue to refine these courses through partnerships with the Office of Online Education and the Disability Resource Center. The department has ongoing conversations about scaffolding assignments, refining capstone courses, and how best to advise students.

B. Other comments
1. Is there anything else you would like to discuss about the program?