



## GRI Program Review 2023-24

Closing MOU

Date: June 24, 2024

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### Overview

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**Degree/Certificate Programs Reviewed:** B.A. in Gender, Race, and Identity  
M.A. in Gender, Race, and Identity  
Graduate Certificate in Gender, Race, and Identity

**Department Chair & Dean:** Dr. Katherine Fusco Department Chair & Dr. Casilde Isabelli Dean

**External Reviewers & Affiliation:** Dr. Annie Fukushima, Associate Dean and Director Undergraduate Studies & Associate Professor, University of Utah  
Dr. Karma Chavez, Professor and Chair Mexican American and Latina/o Studies, The University of Texas, Austin

**Date of External Visit:** April 23-24, 2024

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### Review Process Summary

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The Gender, Race and Identity program was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall of 2023 for GRI programs. These respective reports were provided to the reviewers before they conducted a visit on April 23-24, 2024. The external reviewers reviewed the program and met with relevant faculty, staff, students and administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the review team shortly after the review visit. In accordance with institution practice, responses to the review were solicited from the department and the dean. A final meeting took place on August 19<sup>th</sup>, 2024. This document represents the final MOU of recommendations and findings from the review.

## Signatures

Executive Vice President &  
Provost:



Jeffrey S. Thompson

Date: 10/16/2024

Vice Provost, Undergraduate  
Education:



David Shintani

Date: 10.16.24

Vice Provost, Graduate Education  
& Dean, Graduate School



Markus Kemmelmeier

Date: 10/16/2024

Dean, College of Liberal Arts:



Casilde Isabeli

Date: 26 September 2024

Chair, GRI Department



Katherine Fusco

Date: 9/19/24

## Major Findings and Conclusions

The Department of Gender, Race, and Identity (GRI) pursues the interdisciplinary and intersectional study of gender, race, and related constructions of identity, injustice, and difference that have structured and today continue to comprise our social world. GRI's research, teaching, and departmental programming are guided by principles of social justice and the goal of understanding and ending systemic oppression in all its forms. Faculty in GRI pursue interdisciplinary, innovative, and bold research and are dedicated to extending and applying scholarship through public engagement. GRI advances historically nuanced, methodologically rigorous and conceptually brave scholarship, and our curricular offerings are supported by faculty research addressing a number of local, national, and global issues of import, including human rights, decolonizing scholarship and activism, Indigenous sovereignty, racism, incarceration, HIV/AIDS, gendered violence, immigration, detention, and deportation, transnationality and diaspora, borderlands, and social justice movements, among other topics. Our department is grounded by the work of our core and jointly appointed faculty and extends across the university through a network of GRI faculty associates. We work within and beyond UNR to build a community dedicated to critical scholarship and its application, informed by decolonial, feminist, and other liberatory praxis. We situate our work in connection to and through collaboration with multiple regional, national, and transnational communities. Likewise, GRI prepares students for work in a wide variety of fields, including politics and law, education social services, community health, the arts, sciences, and public advocacy, among others.

The reviewers felt the GRI department has a strong investment from faculty who represent potential to support the University with growing its research mission through award-recognition, grant acquisition, and publications. They felt that there are robust course offerings for majors and minors, caring faculty and a feeling of community, creating a strong environment for recruitment and retention of students. Lastly the reviewers felt that GRI is vital to the university's mission to support diverse populations across the disciplines and for the state of Nevada

The areas that the reviewers thought should be addressed are as follows:

- Change how advising is structured from a traditional undergraduate advisor to a Director of Undergraduate Studies who would also be charged with the greater responsibilities for "student recruitment and troubleshooting with faculty."
- Standardize teaching loads, should be equitable with criteria
- Revisit and revise Memorandum of Understanding for the responsibilities of associated

- faculty – in particular courses that support GRI and service expectations.
- Streamline multiple course prefixes, which cause confusion for students.
- Strengthen pathways to major acquisition through data-informed decision-making processes that are supported by university-wide infrastructure. In particular, build on the strong pipeline of minors, by creating opportunities and information sharing for minors to transition to a major.
- Create an alumni network to foster future donors and ongoing investment in the program.
- Strengthen communications. This includes working with campus leadership to create timely information sharing from administration to the department; facilitate efficiencies in campus communication through newsletter or other general announcements; and rework the website to make opportunities with GRI (i.e., funding, events, and curriculum) more accessible.
- Grow the number of faculty in GRI to grow priority areas for the department. GRI offers 8 minors and it is unclear how there is enough faculty for this as well as significant course offerings.

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#### Next Steps for this Program/Department (topics will vary)

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- Where appropriate, streamline course offerings to one prefix, GRI, so as to facilitate advising and make our course offerings more transparent and visible to students.
- Since submitting our self-study, we have collaborated with the Pack Teach program to develop a proposal for a GRI Pack Teach option in our major. If approved, we anticipate implementing GRI Pack Teach in 2025-26.
- We will continue to implement curricular updates and revisions periodically to ensure that new course offerings are listed in our major, minor, and graduate programs and ensure that students can easily move from any of our minors to the GRI major; and to minimize our reliance on external departments' course offerings.
- We will clarify the roles and of our GRI Faculty Associates to maximize our effective collaboration.
- We will discuss changing to Director of Undergraduate Studies model which believe that this recommendation aligns with the College goal of departmental faculty mentors. Assuming ongoing course release support for the role, we believe we could implement a Director of Undergraduate Studies in 2025-26.
- In the area of advising and recruitment, we will continue to work with PowerBI, NevadaFIT, and other available university resources to grow our outreach and enrollment, as well as to continue our track record of student retention and progress.
- Address uneven loads by revising tenure-track faculty role statements where heavy graduate advising justifies this adjustment.
- Work with MarCom to improve our website by adding departmental awards, research, and other opportunities for implementation in the 2024-25 academic year.
- Create an alumni list-serv in the 2024-25 academic year and to use this outreach to publicize events, including fundraising opportunities.
- Grow the number of faculty in GRI. Our highest priority new hires are, first, an additional faculty member in Indigenous Studies, so as to enable us to fully implement our Indigenous Studies minor and to serve our public mission; and, second, a hire in queer, trans, or gender and sexuality studies, an area that draws significant student interest and currently is insufficiently staffed. In addition to these two pressing areas, we are eager to plan towards further faculty growth in years to come. We look forward both to hiring faculty in fields as yet unrepresented in the department, and to deepening our existing strengths. We are open to participating in cluster hires and similar initiatives
- Ensure our stability and capacity by regularly reviewing and adjusting faculty salaries as appropriate.

## Vital Statistics on NSHE Reports

### Number of students with declared major in the program area:

2023-2024	BA Gender Race and Identity -----	28
	MA Gender Race and identity -----	10
	Graduate Certificate in Gender, Race, and Identity -----	11

### Number of graduates from the program for the following years:

2021-2022	BA Gender Race and Identity -----	7
	MA Gender Race and identity -----	1
	Graduate Certificate in Gender, Race, and Identity -----	11
2022-2023	BA Gender Race and Identity -----	12
	MA Gender Race and identity -----	3
	Graduate Certificate in Gender, Race, and Identity -----	3
2023-2024	BA Gender Race and Identity -----	8
	MA Gender Race and identity -----	5
	Graduate Certificate in Gender, Race, and Identity -----	6

### Program-level graduation rate using first-time, full-time, degree-seeking cohort at 150 percent completion time:

\*Because GRI became a department in 2020, we do not have the years of data required for this metric

2021-2022	BA Gender Race and Identity -	% n =
	MA Gender Race and identity -	% n =
	Graduate Certificate in Gender, Race, and Identity	100% n = 1
2022-2023	BA Gender Race and Identity -	50% n = 1
	MA Gender Race and identity -	100% n = 1
	Graduate Certificate in Gender, Race, and Identity	N/A
2023-2024	BA Gender Race and Identity -	N/A
	MA Gender Race and identity -	100% n = 1
	Graduate Certificate in Gender, Race, and Identity	100% n = 1

**Headcount of students enrolled in any course related to the program (duplicated):**

2023-2024	BA Gender Race and Identity -----	1,108
	MA Gender Race and identity -----	40
	Graduate Certificate in Gender, Race, and Identity -----	40