

Graduate program in Gender, Feminist and Women’s Studies (PhD, MA), Gender and Women’s Studies (BA, IBA_LAPS and Glendon) Sexuality Studies (BA, IBA_LAPS) School of Gender, Sexuality, and Women’s Studies

Cyclical Program Review – 2005 - 2014

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: April 18, 2016

Program Description

The School of Gender, Sexuality, and Women’s Studies houses a range of programs and faculty research projects. At the undergraduate level students may pursue Gender and Women’s Studies or Sexuality Studies as a major or minor through the Faculty of Liberal Arts and Professional studies or Glendon College. The School also offers a concurrent or standalone bilingual cross-disciplinary certificate - Sexuality Studies / Études sur la sexualité.

At the graduate level the following areas of specialization are offered: Cultural and Literary Studies; Performance and Fine Arts; Diaspora, Transnational and Global Studies; Histories; Politics, Economies and Societies; Race; Sexualities; Theories and Methods.

The Faculty in the School also supports the Bridging Course for Women, offered through the School of Continuing Studies at York University.

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
Gender & Women’s Studies Glendon – BA/IBA	13	30	3 – Hons; 2 – 90-credit
Gender & Women’s Studies LAPS - BA	30	97	15 – Hons; 17 – 90-credit; 2 certificates
Sexuality Studies – LAPS - BA	128	40	4 – Hons; 8 – 90-credit; 2 certificates
Master’s	7	10	6
Doctorate	7	53	5

Reviewers appointed by the Vice-Provost Academic:

- Dr. Caroline Andrew, Professor, School of Political Studies, University of Ottawa, Ontario
- Dr. Annalee Lepp, Associate Professor and Chair, Department of Women’s Studies University of Victoria, British Columbia
- Dr. Brian Singer, Chair. Department of Sociology, Glendon College, York University

Site Visit: May 11 and 12, 2015

The reviewers met with the following individuals: Alice Pitt, Vice Provost Academic, Kim Michasiw, Vice Dean, Liberal Arts and Professional Studies, Donald Ipperciel, Principal, Glendon College, Barbara Crow, Associate Vice-President, Faculty of Graduate Studies,



Gertrude Mianda, Chair, Gender, Sexuality, and Women's Studies, Sandra Whitworth, Graduate Program Director, Bobby Noble, Undergraduate Program Director, Alison Crosby, Director, Centre for Feminist Research, Allyson Mitchell, Coordinator, Sexuality Studies, Ruby Newman, Coordinator, Bridging Program for Women, Gertrude Mianda, Director, Gender, Sexuality, and Women's Studies at Glendon, Jacinthe Michaud, Coordinator, Gender and Women's Studies, Glendon. The Reviewers also met with full and part-time faculty in the undergraduate and graduate programs, the associate university librarian and a librarian from Glendon, administrative staff from both the Keele and Glendon campuses, undergraduate students from both campuses, and graduate students.

Outcome: The Joint-Committee on Quality Assurance concluded that the Principal's and Dean's; Implementation Plans adequately addressed the review recommendations. JCQA recommends that future reviews of the programs housed in the School provide a jointly-developed agenda of concern and implementation plan to better represent Glendon's and LAPS' shared responsibility for the School. Progress on the recommendations will be included in the Follow-up Report due October 31, 2017. The next Cyclical Program Review will begin in Fall term of 2021.

Strengths:

- Faculty teaching in programs offered by the School of Gender, Sexuality are nationally and internationally recognized researchers, theorists, and scholarly activists.
- The review report commented extensively on the strength of the School's articulation of program expectations and curricular mapping, noting that "At each level, students are given the opportunity to cumulatively deepen their intellectual, theoretical, and practical capacities in the following areas: depth and breadth of knowledge; understanding of the interdisciplinary nature of feminist/sexuality studies methodologies and scholarship; effective application of knowledge; critical reading, reasoning, research, writing, listening, and oral communication skills; assessing priorities as citizens in the contemporary world; and autonomy and professional capacity. These degree-level learning outcomes are also very useful for future curriculum development, especially in terms of distinguishing between 2000-, 3000-, and 4000-level courses and in assessing the relevance of GWST and SXST core or non-core courses taught outside of the School."

Undergraduate programs

- The undergraduate programs demonstrate a strong commitment to intersectional and transnational analyses, to addressing pressing contemporary equity and social justice issues not covered by traditional disciplines.
- The modes of course delivery are multiple and varied, combining conventional and experiential pedagogies.
- Sexuality Studies is the only interdisciplinary program of its kind in Canada and the program is committed to excellence in research, teaching, and community engagement.
- The Gender and Women's Studies interdisciplinary program at Glendon is the only bilingual undergraduate program of its kind offered in Southern Ontario.
- The School has established multi-year learning objectives for courses taught in the programs; courses and assessment methods have been mapped to these objectives.

Graduate programs

The university's profile in the areas of research, teaching, and career preparation are significantly enhanced by the national and international scholarly reputation of GFWS core and affiliate faculty members and the successful employment placements of many of the program's MA and PhD graduates.

Opportunities for Enhancement identified by the Reviewers:

Undergraduate Program – Gender and Women's Studies;

- The 2000-level offerings should be enhanced to include a mix of courses with broad appeal (such as new media studies taught from an intersectional approach) and these courses should be rotated on a regular basis to generate interest in the program.
- Glendon students should have the right to submit work in French in the 4000-level capstone course when taken through LAPS.
- 3000- level courses should be rotated to ensure robust enrolments and free up faculty to focus on 2000 level course development.
- The requirement to take 12 credits in outside teaching units should be reviewed to ensure it is necessary to meet program level expectations and learning outcomes.
- The program should consider offering a French-language Bridging Program for Women as a means to attract Toronto-based, French-language mature and non-traditional students to the Glendon GWST program.

Undergraduate Program – Sexuality Studies;

- The curriculum should be reviewed to ensure alignment of courses with program learning outcomes and to avoid excessive overlap in course materials
- Experiential learning course options should be created to enhance the development of students' practical and transferable skills

Graduate Program – Gender, Feminist and Women's Studies;

- The program should review the 'core' course requirement consider introducing greater flexibility to align course selection with students' interests.
- The program should consider a rotation of teaching assignments for required MA and PhD theory and methodology courses to ensure faculty can avoid overlap in content.
- In order to ensure collaboration between graduate instructors to prevent possible duplication in non-core courses and to ensure overall program goals are met, the program should encourage participation in regular course review as well as review of cross-listed courses.
- Streamline the comprehensive examination process for consistency and to enhance time to completion for doctoral students.
- Opportunities to develop professional skills within the scope of the program would be welcomed by students.

Governance and Faculty Resources

- The School should establish a succession plan for administrative positions in the School and confirm what compensation options are available for these positions.
- The School should explore options for ensuring that Glendon's voice in School governance is strong and the Glendon programs are supported effectively.
- The School should develop a three- to five-year plan to map curriculum and preparation time, supervisory responsibilities and undergraduate student support against faculty resources.
- There should be a hiring plan for a faculty member with expertise in Indigenous Studies.

Implementation Plan

The Principal at Glendon College and the Vice-Dean of Liberal Arts and Professional Studies have provided collegially developed implementation plans that address the recommendations for which each of their offices have oversight.

Many of the recommendations for both the undergraduate and graduate programs (highlighted above in the Opportunities for Enhancement section) concern curriculum development, which is the responsibility of the program. Both the Dean and the Principal noted that many of these recommendations have already been undertaken and in some cases are almost completed. The

Principal at Glendon applauds the School's efforts to enhance communication between faculty members, referring to the "Queering Curriculum & Pedagogy" workshop as an example. The Principal at Glendon notes that staff support for the development of experiential education opportunities is now available to assist the program. Improved website development supports have also been provided by Glendon and are available to help programs enhance their visibility.

The Principal acknowledges the benefits of the suggested French-language Women's Bridging Course; however, budgetary constraints do not permit this endeavor at this time.

Both the Principal and the Vice-Dean applaud the efforts to streamline governance of the School; however, the Vice-Dean of Liberal Arts and Professional Studies notes levels of administrative release for program coordination are governed by the collective agreement between the University and the Faculty Association. At this time the enrolment in Sexuality Studies does not meet the established threshold.

The Dean's Office in Liberal Arts and Professional Studies notes that the desire to hire faculty with indigenous expertise is a priority of the university and the possibility of a cross-appointment in indigenous studies with an emphasis on gender and sexuality is one that should be discussed and which the Dean's Office can facilitate. Other cross-appointments are not in line with the Faculty's current practices; however, Dean's Office welcomes discussion and encourages the School to support outstanding candidates for conversions should these present themselves.

Progress on all initiatives will be included in an 18-month report.

Alice J. Pitt
Vice-Provost Academic
York University