



**Senate Committee on Academic Development**  
Report to Senate – Meeting of October 23, 2008

**Proposal to introduce a Master of Gender Studies  
in the School of Graduate Studies and Research**

**Introduction**

The proposal to introduce a Master of Gender Studies in the School of Graduate Studies and Research (SGSR) was reviewed by the Senate Committee on Academic Development (SCAD) at its meeting of September 3, 2008. D. Rappaport, Associate Dean of SGSR, and B. Baines, Head of the Department of Women's Studies, attended the SCAD meeting to speak to the proposal and answer questions from members of SCAD. Members of SCAD were also provided with the Program Approval Submission Form, which outlines the major components of the proposal. A copy of the proposal is attached to this report.

**Analysis and Discussion**

The following should be noted:

- the proposed Master in Gender Studies has been developed in response to the increased student demand for this type of program and to address the growth of this discipline in Canada;
- the proposed program meets Queen's strategic goals of increasing graduate enrolment and providing an exciting new interdisciplinary program to attract graduate students;
- the proposed program is a thesis-based degree with research-oriented coursework and a practicum course;
- with a targeted, initial enrolment of approximately five full-time students and two part-time students, the proposed program can be operational with no additional resources and is supported by a dedicated group of faculty and cross-appointed faculty members;
- this new initiative represents an opportunity for graduates to work in the areas of health care, government, education, community activist work, non-profit, law, social work, media, business, human right, publishing and counseling.

## **Conclusions/Recommendation**

Recommendation:

On academic grounds, SCAD recommends that Senate approve the establishment of a Master of Gender Studies in the School of Graduate Studies and Research.

Respectfully submitted,



Patrick Deane  
Chair, Senate Committee on Academic Development

### **Committee Members:**

#### **Members**

C. Baker  
J. Coates  
P. Deane (Chair)  
M. Lombardi  
D. McKeown  
K. O'Brien (Secretary)  
P. Oosthuizen  
M. Roberts  
D. Stockley  
M. Whitehead



## **Senate Budget Review Committee**

Report to Senate – September 23, 2008

### **Proposal to establish the program MA in Gender Studies.**

#### **Introduction**

On September 23, 2008, the Senate Budget Review Committee (SBRC) met to discuss the Proposal to establish the program MA in Gender Studies.

#### **Analysis and Discussion**

The Faculty of Arts & Science has agreed to provide additional base funding to support 2 term adjunct position to teach 2 (0.5) undergraduate courses. This is required as these courses are currently being taught by core faculty who will need to teach the new graduate courses. The funding needed for student assistance will flow through the School of Graduate Studies under the existing graduate growth funding model.

#### **Conclusions/Recommendation**

The committee saw no major resource implications with the proposed program and agreed to recommend to Senate that it approve the program MA in Gender Studies.

Respectfully submitted,



J. Medves,  
Chair, Senate Budget Review Committee

Committee Members:

H. Aaverns  
K. Brock  
O. Cardoso  
F. Davis  
D. Hallett  
J. Helland  
D. Janiec  
M. Lombardi  
J. Medves (Chair)  
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# Memo

TO Patrick Deane, Chair, SCAD  
Jennifer Medves, Chair SBRC  
FROM Georgina Moore, Secretary of the Senate  
DATE August 25, 2008  
SUBJECT Proposed MA Program in Gender Studies

The attached proposal has been submitted to the Senate by the School of Graduate Studies and Research and is referred to SCAD and Budget Review for approval. The proposed new MA program in Gender Studies was approved by the Council of the School of Graduate Studies and Research on January 9, 2008 and is submitted to the Senate for approval.

Please review the proposal and report back to Senate with your committee's recommendation. Professors Bev Baines and/or Katherine McKittrick, Department of Women's Studies, should be contacted if you have any questions or if you would like them to attend a committee meeting. Their contact information is listed on the front-page of the *Program Approval Submission* form.

This item will appear as a Matter Referred to Standing Committees on the September 25, 2008 Senate Agenda. Senators will receive a copy of the front-page and the *Objectives: Overview and Rationale of Program*.

Thank you for your attention to this matter.

Georgina Moore  
Secretary of the Senate

copy: Kathy O'Brien, Secretary, SCAD + copy of Proposal  
Bob Cooke, Secretary, SBRC + copy of Proposal  
Janice Deakin, Associate Vice-Principal and Dean of Graduate Studies & Research  
Alistair MacLean, Dean, Faculty of Arts and Science  
Sue Blake, Faculty of Arts and Science  
Bev Baines, Head, Department of Women's Studies  
Katherine McKittrick, Department of Women's Studies

Senate Referral File  
ATT:

Senate Committee on Academic Development  
and  
Senate Budget Review Committee

Program Approval Submission

*This form is to be used when seeking approval for all new or substantially revised programs of study leading to a degree, diploma or certificate*

Faculty/School: School of Graduate Studies

Proposed New Program: Graduate Program in Gender Studies

Proposed Implementation Date: Fall 2009

Date of Faculty Board Approval (Faculty of Arts & Science Committee of Departments):  
May 23, 2008

Submission Contact: Katherine McKittrick  
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[k.mckittrick@queensu.ca](mailto:k.mckittrick@queensu.ca)

OR Bev Baines  
613.533.6000 ext. 75030  
[bainesb@queensu.ca](mailto:bainesb@queensu.ca)

Signature of Dean \_\_\_\_\_

Date \_\_\_\_\_

*Signatures*  
Date *Sept 18/08*

Please note that program proposals must receive the approval of Faculty Board prior to being submitted to the Senate Office for referral to the Senate Committee on Academic Development (SCAD) and the Senate Budget Review Committee (SBRC), which will then make their recommendations to Senate.

The criteria requested in PART A should be regarded as the minimum criteria for the assessment of academic programs. Any unit planning a new program should show how not only the criteria listed below but also, where appropriate, those required by the Undergraduate Program Review Audit Committee and those of the Ministry of Training, Colleges & Universities have been taken into account. For further information, please refer to the Senate Policy "Policies and Procedures for Establishing New Undergraduate Programs" (<http://www.queensu.ca/secretariat/senate/policies/newprog/index.html>)

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## PART A

### *Part A: Objectives—Overview and Rationale of the Program*

The MA Program in Gender Studies will emphasize the ways in which women, gender and politics are informed by questions of racism, colonialism, and globalization. Key areas will focus on the intersections of:

- gender, sexualities and feminist politics
- migratory and (post)colonial cultures (indigenous, transnational, global and diasporic)
- labour, class, and location
- cultural representation.

The program will be both cutting-edge and attendant to the traditional scholarly strengths of gender studies and women's studies. It will encourage interdisciplinarity, and support new ways of looking at issues of sex/gender. The dynamic and diverse nature of our program suits the social, cultural and educational needs of highly mobile local/global societies that are becoming increasingly fragmented and complex. Our emphasis on gender, migratory communities, colonialism, labour and representation also reflect perennial scholarly preoccupations: who we are, how we live and how we affect and are affected by our environments.

The proposed Masters of Arts degree in Gender Studies draws on the strengths of the Department to offer students a unique choice in terms of academic environments within a small, focused program at a highly regarded research-intensive university. The development of a graduate program in Gender Studies as proposed here is timely and relevant for the following reasons:

- First, gender studies is concerned for rapidly changing relations among women and between women and men in society, as well as the ways in which these changes are compounded for women by race, class, and sexuality. Students seek knowledge within this area both to understand better the society in which they live and work and the context of their society within a broader global community. In so doing, they will develop and expand their own powers of critical thinking. In the process students become better participants in society and are better equipped to function in a dynamic, evolving world.
- Second, the Department of Women's Studies and the School of Graduate Studies and Research receive every year a number of inquiries about graduate studies, even though we do not yet have a graduate program. There is an interest in and a market for the new program, both generally speaking and with specific regard to Queen's University.
- Third, the members of the Department of Women's Studies are excited about the possibilities that our proposed program offers, both to the students who participate



and to the faculty who will teach in the program. Our faculty are well suited to the proposed program as they do their research precisely on the intersection of women, cultures, and histories within the developing context of a global society.

- Fourth, and related to the previous point, is the fact that the graduate program would provide an opportunity to extend the work of the undergraduate curriculum in much more depth.
- Fifth, Queen's has continued to demonstrate strong support of its Women's Studies Department. This continued support, from both Queen's administration and a large, committed body of cross-appointed faculty members, has been matched by student enrolment in women's studies which is currently experiencing a period of growth as evidenced by higher than anticipated registration figures.
- Finally, the uniqueness of the program—in terms of the location of Queen's, faculty expertise, and the transnational focus—will draw students who are interested in studying questions of gender, location, culture, and activism in a smaller city and in a medium sized institution that offers smaller classes and greater opportunity for faculty-student mentorship.

*Part A—Objectives: Mission Statement*

In keeping with the Queen's commitment to global engagement, the MA program in Gender Studies will emphasize the ways in which women, gender and politics are informed by questions of racism, colonialism, and globalization.

Within this context of global engagement, the MA in Gender Studies will provide a meaningful intellectual environment that encourages interdisciplinary research, excellent graduate level instruction and supervision, and community based activism.

*Part A—Objectives: Administration*

The Master of Arts degree in Gender Studies will be administered by the Department of Women's Studies at Queen's University. The Master of Arts Program in Gender Studies will be supervised by a Graduate Program Committee comprised of core faculty members within the department with the addition of a student representative, under the guidance of the Head of the Department of Women's Studies. The Graduate Program Committee will, in conjunction with other committees within the department, be responsible for the development and maintenance of all facets of the Masters program, including admissions and funding, within the limits of the General Regulations of the School of Graduate Studies and Research.

*Part A: Objectives—Teaching and Research Strengths*

There are currently 3 full-time core professors, 4 jointly-appointed professors (one 60% in the department), one non-renewable, plus an external Head of Department. This

represents an increase of 2.5 since the Internal Academic Review of 2003-04. In addition to feminist studies and gender studies, core faculty specialize in one or more of the following areas: environmental studies and transnationalism; critical race theory; law; women, labour rights and work; cultural production; women's literature; art history; queer studies.

There are 27 full-time cross-appointed professors in the Faculty of Arts and Science who may contribute to the program by offering spaces in their graduate seminar. In addition there are 7 cross-appointed professors from other academic units (Applied Science, Law, SURP, Education and Medicine).

*Part A—Objectives: Educational Goals*

The program will be both cutting-edge and attendant to the traditional scholarly strengths of gender studies and women's studies. Due to the diverse core and cross-appointed faculty, and the history of Women's Studies in general, the proposed program will be interdisciplinary, allowing students to engage with multiple fields of knowledge as these perspectives are underwritten by transnationalism. While the core courses will be taught by core faculty, there are relevant courses that will be available in art, education, geography, history, law, political studies, sociology, religious studies and philosophy, thus expanding even further the cross-disciplinary approaches and research questions.

Through seminar based courses, students will be provided with the tools to develop original research questions and will be given guidance in terms of writing scholarly publications and preparing for academic conferences. Courses will also attend to feminist methodology and interdisciplinarity.

Our practicum course will encourage outreach to local and marginalized communities, allowing students to couple their research questions and projects with activist work.

Due to the small size of the MA program, the environment will allow students to develop close relationships with their colleagues, faculty and staff thus fostering a community of scholars and activists who are committed to addressing issues of equity, globalization, and gender studies.

Women's Studies core faculty and cross-appointed faculty are pedagogically committed to providing incoming students with:

- an opportunity to develop a theoretically sophisticated and practically useful understanding of women, cultures, and histories, with emphases on work, environments, marginalization, migrations and construction of identities.
- interdisciplinary approaches and critiques in theory and practice
- producing a high level of academic scholarship

- seminar based core courses that attend to historical and contemporary debates in gender studies
- annual conferences and/or keynotes that attend to feminist debates in Canada

These educational goals and objectives, as well as core and cross-listed courses will be published in a graduate handbook that outlines student expectations.

*Part A—Admissions: Student Demand*

As noted below, enrolments at the undergraduate level have greatly increased between 2000 and the present, and student inquiries about a possible graduate program are frequent. Furthermore, faculty members have indicated an increasing number of students who have applied to do graduate work elsewhere in Women's and Gender Studies. Student requests for graduate school referees have increased (some faculty wrote between 20-25 in 2007-08) with about ¾ of these letters geared towards gender studies, feminist studies, sexuality studies and ethnic studies in Canada, the USA, and the UK. Indeed, patterns indicate that excellent undergraduate students, who would apply to the MA Program, are choosing different institutions.

*Part A—Admissions: Requirements & Procedures*

Normally, the minimum qualifications for admission to the Master of Arts Program in Gender Studies will be upper second-class standing in a four-year Honours undergraduate degree, with a 75% or B+ average in the last two years of undergraduate study, as awarded by a recognized university and in an area deemed relevant to gender studies. Applicants will thus need an undergraduate degree in Women's Studies/Gender Studies or demonstrate adequate preparation in feminist theory and methodology. Applicants must also submit a statement of interest in which they discuss their reasons for pursuing a graduate degree in gender studies as well as outline their proposed research (200 - 300 words). Two letters of reference will be required. A writing sample and, if appropriate, a TOEFL score of at least 580 (or equivalent) complete the application.

*Part A—Admissions: Enrolments*

We expect to target five full-time and two part-time students a year into the MA program. Thus by year 2 we expect 14 students in the program. The following table represents a possible timetable and enrolment projections

Courses Offerings and Expected Student Enrolments for MA Program			
Course	Faculty member (s) responsible	Expected Enrolment for 2009-10 <sup>^</sup>	Expected Enrolment for 2010-11 <sup>^</sup>
Gender Studies - 801*	Jane Tolmie; Susan Wilcox	5-8	5-8

Gender Studies - 802*	Allison Goebel	5-8	5-8
Gender Studies - 810*	Margaret Little	7	
Gender Studies - 811*	Katherine McKittrick	7	
Gender Studies - 820*	Janice Helland		5-8
Gender Studies- 850*	Sarita Srivastava		7

^Gender Studies MA students must take Gender Studies-801\* and Gender Studies-802\* and in addition, we anticipate attracting graduate students from Cultural Studies, Global Development Studies and Environmental Studies.

*Part A—Curriculum: Calendar Description*

The primary aim of the MA in Gender Studies is to make the diversity of women's experiences, ideas, and values visible in all areas of human inquiry and to create structures, theories, and methodologies that make such visibility possible. Gender Studies encourages the incorporation of these primary aims (including intersections of race, class, sexuality, accessibility/ability, and sex/gender) into feminist teaching and scholarship. The MA in Gender Studies will focus on:

- An emphasis on the global, the transnational and the diasporic
- A concern for gender identity within specific geographies
- Interactions of theory and practice
- A critical approach to research and the changing field of gender studies

*Part A—Curriculum: Required Courses^*

**Gender Studies -801\*/0.5 Issues and Theories in Gender and Sexuality**

This course explores the development and application of contemporary theories, as well as historical and contemporary debates surrounding them.

**Gender Studies -802\*/0.5 Feminist Methodologies**

Methodologies employed in feminist social sciences, humanities and interdisciplinary research are the focus of this course, and will be explored through exemplary texts. Epistemologies, research strategies and the practical step by step development of research projects will be discussed. Students will develop methods and methodological statements for their own research.

Gender Studies -801\* and -802\* will be appropriate for both social science- and humanities- based students. For example, -801\* will be taught by one of our faculty members in the humanities area; however, for 3 weeks of the 12 week term, the faculty member (social sciences) who will be scheduled to teach -802\* in the winter term will teach social science methods to the humanities students. -802\* will be taught by one of our faculty members in the social science area; for 3 weeks of that term the faculty member who taught -801\* in the autumn term will teach humanities methods/theories to social science students.

Gender Studies -899 Master's Thesis Research

*Part A—Curriculum: Elective Courses<sup>^</sup>*

Gender Studies -810\*/0.5 Topics in Gendered Social and Physical Environments  
This course is offered as a faculty seminar and considers the intersections of social (including political, economic and cultural) and physical environments with women's experiences, analyses and activisms. Specific foci will vary from year to year.

Gender Studies -811\*/0.5 Topics in Gendered Identities and Difference  
This course examines the concept and embodiment of gendered identities through the multiple lenses of difference (race, class, sexuality, ethnicity, (dis)ability, etc.).

Gender Studies -820\*/0.5, 825\*/0.5, 830\*/0.5 Special Topics in Gender Studies  
At least one special topics course will be offered as a seminar each academic year; the topic will be decided upon by the instructor assigned to the course. Subject matter in Special Topics courses varies from year to year.

Gender Studies -840\*/0.5 Directed Reading course  
This course will be made available to students wishing to pursue in-depth studies in an area not covered by our course offerings. The frequency at which it will be offered will depend on student interest and availability of appropriate faculty supervisors.

Gender Studies -850\*/0.5 Practicum  
This course will address contemporary issues in activism, research, and methodologies with a specific focus on local community work. In addition to critically analysing interdisciplinary and feminist approaches to activist work, students will work with a local organization and integrate their research of and work with this organization into their MA thesis.

<sup>^</sup>SGSR approval for new Gender Studies MA required and elective courses, with full syllabi, will be sought in the 2008-09 academic year.

*Relevant graduate-level elective courses offered by other departments:*

In addition to courses offered within the Department of Women's Studies our students will be allowed to follow up to one course (1.0) outside of their home department. The

following courses are taught by cross-appointed faculty and therefore represent courses of possible interest to our students. Students must obtain special permission from the instructor prior to the beginning of term.

ARTH-813\*/0.5 Topics in Visual and Material Culture II  
EDUC-857\*/0.5 Feminist Theories and their Applications to Education  
FRAN-887\*/0.5 L'Écriture des femmes du Québec  
GRMN-888\*/0.5 Contemporary Women's Literature in German  
GPHY-889\*/0.5 The Geography of Citizenship  
HIST-865/1.0 Identities in Historical Perspective  
HIST-885/1.0 The History of Sexuality  
LAW-822\*/0.5 Human Rights  
LAW-833\*/0.5 Law, Gender, Equality  
LAW-834\*/0.5 Feminist Jurisprudence  
POLS-843\*/0.5 Women and International Political Economy  
POLS-880\*/0.5 Advanced Feminist Theory and the State  
POLS-883\*/0.5 Feminist Theory and Political Science  
RELS-884\*/0.5 Feminist Studies and Religious Studies  
SOCY-831\*/0.5 Special Topics in Gender Relations  
SOCY-925\*/0.5 Feminist Sociological Theory  
SOCY-926\*/0.5 Feminist Research Methodologies  
SOCY 927\*/0.5 Feminist Historical Sociology  
SOCY-928\*/0.5 Gender and the Law  
SOCY-929\*/0.5 Feminism, Science and Technology  
SURP-885\*/0.5 Feminist Approaches to Planning

*Part A—Teaching: Courses*

Two full (1.0) or four half (0.5) credit graduate courses. Selection of courses is subject to departmental approval. The student must obtain satisfactory standings in the courses. Core courses will be seminar based (evaluation will be based on research papers, writing assignments, oral presentations, participation).

*Part A—Teaching: Thesis*

The student must prepare a satisfactory thesis and successfully defend it. The MA thesis will be written under the supervision of core faculty.

By the end of first year, each student must choose a thesis supervisor and submit an M.A. proposal, including an annotated bibliography of works relevant to the research project. If doing interviews or working with the local community for their MA thesis, students must justify their choice of participants given the theoretical, political, and methodological contexts of their thesis work in addition to following the guidelines outlined by the General Research Ethics Board. Students who are not doing interviews or working directly with participants will be required to demonstrate a strong working knowledge of the key debates that attend to their thesis questions.

In consultation with the supervisor, the student will select a second reader for the thesis. Students are expected to complete and defend their M.A. thesis within 2 years of starting the program. The student's oral examining committee will be comprised of the student's thesis supervisor, the second reader, the Coordinator (or delegate) and an internal/examiner from another department or program at Queen's University.

General procedures concerning the Master's thesis required of all candidates for the M.A. are defined in the Graduate Calendar of the University, and are included in Appendix 1 of this document.

*Part A—Teaching: Evaluation of Student Progress*

In addition to meeting with course directors, advisors and supervisors, students will complete a progress report at the end of each term. The progress report will be submitted to their advisor and/or supervisor, and will include information on courses taken, research papers, and thesis progress.

Time Period	Expectations
End of Term 1	<ul style="list-style-type: none"> <li>• complete 2 courses (0.5) (at least one core course)</li> <li>• choose a supervisor and begin work on proposal</li> </ul>
End of Year 1	<ul style="list-style-type: none"> <li>• complete additional 2 courses (0.5) (if needed, complete core course requirements)</li> <li>• establish full thesis committee membership</li> </ul>
Middle of Year 2	<ul style="list-style-type: none"> <li>• Carry out research</li> </ul>
End of Year 2	<ul style="list-style-type: none"> <li>• Write analytic component and defend the thesis</li> </ul>

*Part A—Teaching: Equity*

The MA in Gender Studies offers students the opportunity to explore questions of equity in various ways. In addition to faculty research interests, our mandate is to provide courses that necessarily attend to different kinds and types of social justice in relation to marginalized communities. Related, our practicum course will allow students and faculty to take up questions of social justice and equity outside the classroom.

All faculty and staff have equity training. The MA in Gender Studies, like the Department of Women's Studies, will follow the mandate outlined by the Queen's University Advisor on Equity in terms of hiring, admissions, and faculty, staff and student life:

- Identifying equity matters throughout the University and within the undergraduate and proposed graduate program

- Identifying throughout the University those structures, practices and policies which create inequity
- Facilitating the development of new policies, procedures and programs that remove barriers to equity and ensure greater and equal participation of marginalized groups and individuals in the University
- Identifying those individuals and offices with whom particular responsibility for implementing equity rests or should rest
- Taking steps necessary to ensure those responsibilities are met and to coordinate University equity resources
- Providing initiative in effecting cultural change throughout the institution so that equity becomes everyone's concern and responsibility.

*Part A—Human Resources: Staff and Faculty Expertise*

The Undergraduate Program in Women's Studies has two excellent administrative staff members who will assist with the MA in Gender Studies. Due to the small size of the Program, we do not anticipate needing additional administrative support. Core faculty have been working in areas such as feminist studies and/or women's studies with their research focusing on areas such as activism, art history, labour, literature, law, and critical race studies. One full-time core faculty member has her PhD in Women's Studies and all core faculty members are well-suited to address key areas of globalization, colonialism, migrating cultures, and cultural production due to their research interests and pedagogical goals.

**Terrie Easter Sheen**, Administrative Assistant

**Danielle Gugler**, Senior Secretary/Receptionist

**Beverley Baines** is Head of Department and Professor in the Faculty of Law.

**Allison Goebel** is an Associate Professor and Queen's National Scholar jointly appointed with the School of Environmental Studies. (Gender and Urban/Rural Environments in Southern Africa, Interdisciplinary Methodologies)

**Janice Helland** is a Professor and Queen's National Scholar jointly appointed with the Department of Art. (Textile History, Craft History)

**Margaret Little** is a Professor jointly appointed with the Department of Political Studies. (Gender and Poverty, Gender and the State)

**Katherine McKittrick** is an Assistant Professor in the Department of Women's Studies. (Black Diaspora Studies, Cultural Geographies, the Arts)

**Dana Olwan** is a Lecturer (term) in the Department of Women's Studies. (Gender and Feminist Theory, Postcolonial Arab Literature and Language, Transnationalism).

**Sarita Srivastava** is an Assistant Professor jointly appointed in the Department of Sociology. (Anti-racist Feminism, Social Movements, Sociology of Emotion)

**Jane Tolmie** is an Assistant Professor in the Department of Women's Studies. (Women's Literature, Medieval Studies, Feminist and Gender Theory)



Susan Wilcox is an Associate Professor in the Department of Women's Studies. (Transformative Adult Learning, Professional Education and Development, Equity and Access in Education).

Cross-appointed faculty have also shown a strong commitment to gender studies, with their courses and areas of expertise addressing different facets of women's lives, thus strengthening interdisciplinary opportunities and expanding students' approaches to gender studies.

#### *Part A—Physical and Information Services*

**Computer Facilities:** All faculty and graduate students are provided with an account on the university mainframe computer. This account gives them access to electronic mail facilities, internet, and various software packages. There are 3 microcomputers currently available to students. The Department of Women's Studies also shares a semi-public computing site with other units (Geography, Political Studies and Sociology); it houses 46 computers.

**Space:** The Department of Women's Studies is located in the D Wing of the 5<sup>th</sup> floor of the Mackintosh-Corry building. The space includes 9 offices as well as one large administrative office, one meeting room and one lounge. The department has also transformed part of the hallway into an open-concept lounge area with comfortable seating. The department uses classrooms that are allocated centrally by Queen's University. A total of 28 m<sup>2</sup> is assigned to research and research support activities, faculty and graduate student offices. Faculty members have access to private offices with telephone and computer lines to the University mainframe. Graduate students have access to shared office facilities and study space.

Existing office space totaling 13.61 m<sup>2</sup> will be allocated exclusively to the graduate students.

**Library:** The Library system at Queen's University has a considerable collection of Women's Studies monographs, periodicals, and other materials. The department itself houses a video library as well as a collection of materials donated by graduates, staff and other individuals. The Chief Librarian at Queen's University has provided a Discipline Assessment for Women's Studies. This report includes data for the financial support of the Women's Studies collection over the past seven years.

#### *Part A—Financial Resources*

Due to the size of the program, we will utilize existing faculty and administrative support.

In 2008-2009 the departmental TA budget is \$80,384. To date our Teaching Assistants have been graduate students completing their degrees in cognate departments. Once we have our own program our Teaching Assistant funding will be used first to fund our own

graduate students and should monies be available to fund students from cognate programs (for example, the new MA programs in Cultural Studies and Development Studies). We anticipate a typical funding package for a student without external funding to look as follows: \$5,000 (QGA money) + app. \$8,000 (approx. 110 hours per term of TA money) = \$13,000.

Although there is no guaranteed funding for graduate students at the MA level at Queen's University, we may be able to offer all incoming MA students a minimum funding package of \$13,000 if there are no further changes to the QGA and TA figures noted above. In addition to this, we expect to attract high quality students who are competitive for all external and internal funding awards. Graduate students must apply for external awards such as SSHRC and OGS; those who are awarded external funding will be considered for additional funding from the Faculty of Graduate Studies. The department will nominate students for internal awards. Finally, when faculty hold research grants, additional funding may be added during the spring-summer term.

#### *Part A—Societal Context*

**Societal Needs:** Our proposed MA program, comprising research-oriented coursework and thesis, and complemented by the opportunity to participate in a practicum, will provide a foundation for work at the doctoral level or in social services, business or government. The MA program will meet current societal needs, complement extant programs in Ontario, and fit well within the context of graduate studies at Queen's.

**Student Demand:** Between 2000 and the present, student demand in our undergraduate program has increased. For example, in 2000, the Department of Women's Studies had a total of 55 Full Time Equivalent Enrolments (FTE's), by 2004 this had risen to 86 FTE's. In 2007, we had 115.7 FTE's. In 2000 the department had a total of 66 concentrators. By 2007 we had 119. In terms of graduate study in Ontario, there are at this time seven programs, enrolments are healthy and many qualified students are turned away. Additionally, student requests for graduate school referees have increased (some faculty wrote between 20-25 in 2007-08) with about ¾ of these letters geared towards gender studies, feminist studies, sexuality studies and ethnic studies in Canada, the USA, and the UK.

**Other Programs and Distinguished Aspects of MA in Gender Studies:** The area in which we propose to work is not a specific focus in existing graduate programs in Ontario. Four of the seven existing programs, in fact, do not presently offer a master's degree in gender studies as such, but rather offer a "collaborative" program: the master's is taken in another discipline, with a specialization in either gender studies or women's studies. The range of disciplines may be very limited (Carleton offers the collaborative MA in Canadian Studies only) or very broad (the University of Toronto offers the collaborative MA or M. Ed—through OISE—in some forty disciplines), but in all of these programs the work in gender studies or women's studies must be filtered through the lens of a specific discipline. Only at York University, the University of Ottawa, and in the MA in Women's and Gender Studies at University of Toronto, can the student take a more

interdisciplinary approach. The existing programs at York and Ottawa however, do not offer the student the transnational focus and practicum we propose. While Women's and Gender Studies at University of Toronto does attend to questions of transnationalism, based on the areas of expertise within our department, the MA in Gender Studies at Queen's University will consider the complexities of transnationalism without eschewing local struggles and resistances. This is most obviously evidenced in the practicum, but also in particular faculty interests which range from labour rights and poverty, cultural production and anti-racist activism, to the local workings of global development. Additionally, our program is offered in a geographically and demographically different setting from these two metropolitan Toronto programs, one we believe will be attractive to students across Ontario, across Canada, and around the globe. In addition to being able to retain some of our own fine undergraduate students, our MA program will provide opportunities for others in eastern Ontario who are not able to move to other locations to undertake graduate work, and to students looking for options for study outside highly urban areas. At the same time, our smaller program will offer an option for those seeking a more personalized and intense experience.

*Part A—Learning and Program Outcomes*

**Graduation Rate and Prospects:** Students in the MA program will be able to complete their degree in 2 years (with the exception of part-time students). We anticipate that some students will continue their studies, and apply to do their PhD in Women's/Gender Studies or a related field. Due to the interdisciplinary and global underpinnings of the course offerings, faculty interests, and overall identity of the program, students will be well suited to work—with or without supplemental degrees—in areas such as: health care, government politics, education, community activist work, non-profit organization, law, social work, media, business, human rights, publishing, and counseling. Furthermore, our pedagogical and philosophical goals of the program attend to questions of diversity, leadership, creativity, team building, organization and critical thinking—all of which shape the candidates experience in the program and their future prospects. Furthermore, for those who will pursue a PhD in Gender Studies or a related area, the MA program will prepare them for conferences, writing scholarly articles and research grants, and working in an intellectually rigorous environment.

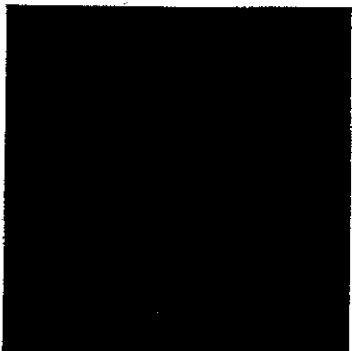
**Scholarships and Awards:** We will encourage our students to apply for scholarships such as OGS and SSHRC during their candidacy and if they are preparing to pursue a PhD. We will also encourage students to research and apply for internal awards.

*Part A—Other Issues*

None noted.

**PART B: RESOURCE IMPLICATIONS**

**1. SUMMARY OF RESOURCES REQUIRED**



Please summarize the *additional* resources needed to implement the program:

- a) FACULTY: 2 term adjunct faculty for 2 (0.5) undergraduate courses currently taught by core faculty who will teach the new graduate courses.
- b) STAFF: no additional staff will be required
- c) TEACHING ASSISTANTS: no additional TAs will be required
- d) STUDENT ASSISTANCE: QGA funding/student.

**d) PHYSICAL FACILITIES:**

Please describe the space resource implications of the proposal in terms of the following (include both size (in terms of # of students) and frequency (number of hours per week required))

- 1. Classrooms: 1 seminar classroom @ 6 hours per week (5-8 students)
- 2. Laboratories: not applicable, students will use existing computer labs
- 3. Offices: we will use our existing TA and administrative offices. If there is significant growth in graduate enrolments beyond that proposed, or growth in faculty FTE, additional space will be negotiated with the Faculty.

*For number d) 3 above, please reallocation or reconfiguration of space is required. If so, appropriate approval must be appended.*

No additional space is needed.

**e) INFORMATION FACILITIES**

Please indicate the ITS resource implications for the proposal in terms of requirement for

- 1. Hardware \_\_\_\_\_
- 2. Software / Internet successful application through faculty office for wireless access point
- 3. Audio-Visual \_\_\_\_\_
- 4. Telecommunications \_\_\_\_\_

**NOTE:** We will use existing ITS resources

f) LIBRARY SERVICES

Please indicate which of following new library resources will be needed:

- journals
- print monographs
- audio visual material
- historical documents
- electronic databases
- statistical / geospatial data

Indicate the likelihood of the program having an impact on Library staffing?

NOTE: No new resources will be needed and no additional library staff will be required.

g) UNIVERSITY REGISTRAR

Please indicate the resource implications for the proposal in terms of requirement for:

1. Scholarships / Bursaries: all incoming students in the program will potentially be eligible: 5 students (year 1); 10 students (year 2)
2. Registration / SIS Programming: all students will be registered
3. Timetable: 2 new courses (0.5) per term to schedule
4. Admission (Graduate / Undergraduate): 5 new full-time and 2 part-time MA students per year admitted
5. Convocation: 5 students graduating per year starting in year two; 7 in year four.

h) OTHER UNIVERSITY SERVICES

Please indicate the resource implications for the proposal in terms of requirement for:

1. Financial Services: minimal
2. Human Resources: minimal
3. Advancement: minimal
4. Student Services: minimal
5. Residences: minimal
6. Other: No impact other than usual for 7 students per year

## 2. NEW EXPENDITURES

What new funds will be needed for each of the following? One-time \$ are monies that will only be required once for startup. Base \$ are funds that will continue to be needed year after year. Please attach some backup to show how the numbers were calculated.

	ONE TIME \$	BASE BUDGET \$
FACULTY: 2 term adjunct adjunct faculty for 2 (0.5) undergraduate courses (currently taught by core faculty who will teach graduate courses)		15,170
STAFF		n/a
TEACHING ASSISTANTS		
STUDENT ASSISTANCE (Grad) (see note 1)		\$50,000
OTHER NON-SALARY		
<b>TOTAL</b>		<b>\$65,170</b>

## 3. FUNDING SOURCES

Please show the source of the **additional and/or re-allocated** funds needed for the proposal. What amount will be re-allocated from within the department's budget, from within the faculty's budget, from within the University's budget and how much will come from tuition or other sources. One-time \$ are monies that will only be required once for startup. Base \$ are funds that will continue to be needed year after year. The total costs in section 2 (Cost Breakdown) must match the total costs in section 3 (funding sources)

	ONE TIME \$	BASE BUDGET \$
DEPARTMENT BUDGET		
FACULTY BUDGET (see note 2)		2 term adjuncts: \$15,170
UNIVERSITY BUDGET (see note 1)		QGA \$50,000
TUITION REVENUE		
OTHER SOURCES (see note 2)		
<b>TOTAL</b>		<b>\$65,170</b>

Notes:

1. QGA budget will absorb incremental growth through 2009 -10 as per Reaching Higher program. The remaining QGA of \$25,000 for the proposed additional 5 students in 2010-11 will be subject to Note 2 below.

2. Growth beyond 2009-10 will be mitigated by available government funding and will be subject to assignment from SGSR – in which case all projects beyond 2010 will be subject to the availability of FTE funding – or through an internal re-allocation of graduate students across programs. Possible incremental 'Reaching Higher' program funding assuming 5 students in 2009-10 are net new to the Faculty @ \$7,500 each = \$37,500. This funding would be used to fortify (not increase) the existing partially soft-funded TA balance noted above. Similar to the SGSR funding above, note that existing TA budget balances are also conditional upon Faculty budget circumstances.

If other sources are used, please list the sources and indicate if the funds have been applied for and if they have been secured.

#### 4. IMPACT ON ENROLMENT

- a) How many students are expected in the program? 5 full-time and 2 part-time students in year one, with 7 each following year. 14 at full capacity.
- b) How many new students will the program attract to Queen's University? 7 in year one, with 7 each following year; we anticipate, however, 30-40 applications per year. (i.e. students in the program that are not transfers from existing program currently being offered at Queen's)
- c) How many students must be accommodated by other departments / units? 0/zero (Please indicate which departments / units will be affected and how)

NOTE: Students are welcome to take courses in other departments such as Sociology, Politics, Religious Studies, Geography, and so forth—but this is not a requirement. We expect students from other departments to enroll in Gender Studies MA courses.

#### 5. NET IMPACT OF THE PROPOSAL

Please summarize any other resource or funding implications of the proposal.

Not applicable.

**6. SIGN-OFF**

Following Faculty Board approval, signatures from the following individuals listed below must be obtained to verify that they have reviewed this proposal. Supplementary comments may be appended and so indicated by checking the box beside the appropriate signature.

Title	Comments Appended	Signature
Department Head	p	<i>B. Barnes</i>
Dean or Associate Dean	<input checked="" type="checkbox"/>	<i>Review Required</i>
Dean of Student Affairs	p	<i>Copy of OK, AUP 10</i>
University Librarian	p	<i>Paul Lib...</i>
Director, Information Technology Services	p	<i>[Signature]</i>
University Registrar	p	<i>[Signature]</i>
Associate VP (Operations & Facilities)	p	<i>[Signature]</i>
Vice-Principal (Operations & Finance)	p	<i>[Signature]</i>
Vice-Principal (Academic)	p	<i>[Signature] P. Deane</i>





**Queen's**  
UNIVERSITY

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# Memo

TO: Janice Deakin, Associate VP and Dean  
Graduate Studies and Research  
FROM: Laurene Ratcliffe, Associate Dean (Research)  
DATE July 4, 2008  
SUBJECT: MA in Gender Studies

Attached is the SCAD Program Approval submission document for the proposed MA in Gender Studies which has been reviewed by the Dean (I have signed on his behalf).

Please note the following comments which should be self-explanatory.

Best wishes

1) page 1: Date of Faculty Board Approval - change to COD approval? (this happened May 23, 2008)

2) page 4 bottom: as of July 1 WMNS will still have 3 full-time core faculty (Susan Wilcox replaces Dina Georgis) and 1 Non-renewable ( Dana Olwan, who starts a 3 year NR)

3) page 5 line 8: cut "1 clinical professor in CTL" (refers to Susan Wilcox, now gone from CTL)

4) page 5 paragraph 7 typo: " Women's Studies core faculty.....pedagogically committed "(not commented)

5) page 11 Part A: remove Dina Georgis and replace with:

**Susan Wilcox is a Professor in Women's Studies. (Transformative Adult Learning, Professional Education and Development, Equity and Access in Education)**

**IF Dana Olwan (3 yr NR) is to be included on the list, she is:**

**Dana Olwan is an Assistant Professor (term) in Women's Studies. (Gender and Feminist Theory, Postcolonial Arab Literature and Language, Transnationalism)**

Cc Alistair MacLean, Dean, Faculty of Arts & Science