

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Roy Dobson, Chair, Academic Programs Committee of Council

**DATE OF MEETING:** January 23, 2013

**SUBJECT:** College of Graduate Studies and Research – MA in Women’s,  
Gender and Sexualities Studies

**DECISION REQUESTED:**

*It is recommended:*

That Council approve the Master of Arts degree program in the field of Women’s, Gender and Sexualities Studies from the College of Graduate Studies and Research.

**PURPOSE:**

The proposal is for a new academic program at the University of Saskatchewan. New programs require approval by University Council.

**SUMMARY:**

The graduate program in Women’s, Gender and Sexualities Studies is a 15 credit unit thesis based program which explores three areas of specialization: 1) Indigenous/ transnational/ international gender justice; 2) queer and sexualities studies; 3) gender, representation and cultural studies. Because intake of students occurs every second year, the faculty intend to offer the specialized course on gender, representation and cultural studies with each intake. The remaining core courses will be offered on an alternating basis.

**New courses:**

**WGST 800.3 Feminist Theories**

**WGST 810.3 Gender, Representation And Cultural Studies**

**WGST 811.3 Queer And Sexualities Studies**

**WGST 812.3 Indigenous/Transnational/International Gender Justice**

**WGST 990.0 Research Development Seminar**

**WGST 994.0 Master's Thesis**

**REVIEW:**

The Academic Programs Committee discussed this program with CGSR Associate Dean Trevor Crowe and professor Marie Lovrod at its meeting on December 4, 2013. The Committee noted that the Women’s and Gender Studies faculty have undertaken extensive consultation in developing this program and in organizing resources for it. The program will be a smaller one, but a majority of committee agreed that the intention to intake a cohort of students in alternate years will provide sufficient enrolment in the required courses, and that continuing to offer

special case degrees was more resource-intensive than regularizing the program. The committee agreed to recommend Council approve this certificate.

The College requested that the program be deferred from the December Council agenda until further discussions could take place regarding the need to broaden entrance requirements to the program. While partly due to the uncertainty about whether the College of Arts and Science would be continuing to offer an undergraduate honours degree in Women's and Gender Studies, these discussions were also based on the need for all new interdisciplinary programs to ensure that their entrance requirements are not unduly restrictive. The entrance requirements of the program have now been revised to indicate that an undergraduate degree in women's and gender studies is only one of several options to qualify for entrance to this program, rather than the preferred option.

**ATTACHMENTS:** Proposal documents; Letters of support

Proposal for an  
Interdisciplinary Master's Program in  
Women's, Gender and Sexualities Studies

**Proposal for Curriculum Change  
to be approved by Council or by Academic Programs  
Committee**

**1. PROPOSAL IDENTIFICATION**

**Title of proposal: The Establishment of an  
interdisciplinary M.A. Program in Women's, Gender  
and Sexualities Studies**

Degree(s): M.A

Field(s) of Specialization: Women's, Gender and  
Sexualities Studies

Degree College: College of Graduate Studies and  
Research

Unit: Women's, Gender and Sexualities Studies in the  
Interdisciplinary Centre for Culture and Creativity

Home College: Arts and Science

Contact person(s) (name, telephone, fax, e-mail):

Joan Borsa, Graduate Chair

Phone: 966-1289

Fax: 966-4559

Email: Joan.Borsa@usask.ca

Date: November 29, 2012

Approved by the degree college and/or home college:  
November 28<sup>th</sup>, 2012, Divisional Meeting of Humanities and  
Fine Arts. Please see letters of support from Vice-Dean  
David Parkinson and Director of the ICCC, Keith Carlson.  
These have been provided separately.

Proposed date of implementation: September 2014

A number of students have expressed interest in the program; we will offer two specialized classes in the first year.

## **2. Type of change**

### **Requiring approval by Council**

- X A new Degree-Level program or template for program.
- A new Field of Specialization at the Major or Honours Level of Concentration or template for a major or honours program
- Conversion of an existing program from regular to special tuition program.
- A change in the requirements for admission to a program
- A change in quota for a college
- Program revisions that will use new resources
- A replacement program, including program deletion
- A program deletion (consult Program Termination Procedures, approved by Council in May 2001)

### **Requiring approval by Academic Programs Committee**

- Addition of a higher Level of Concentration to an existing Field of Specialization.
- Addition of a new Field of Specialization at the Minor Level of Concentration.
- A change in program options
- A change in the name of a Degree-level Program or Field of Specialization.
- A change in the total number of credit units required for an approved degree program.

## **3. A PROPOSAL FOR THE ESTABLISHMENT OF AN INTERDISCIPLINARY M.A. PROGRAM IN WOMEN'S, GENDER AND SEXUALITIES STUDIES**

## **A. Rationale for the Creation of a Master's Program in Women's, Gender and Sexualities Studies at the University of Saskatchewan**

The interdisciplinary WGST Master's program represents a critically engaged response to present and future needs for leadership in schools, colleges, universities, non-governmental organizations, and the cultural, public and private sectors. Skilled employees and researchers trained in the theories, methodologies and applications of Women's, Gender and Sexualities Studies are in increasing demand in local, regional, national and international contexts, both rural and urban. The interdisciplinary nature of Women's, Gender and Sexualities Studies provides a strong foundation for collaborating among academic units and for creating new research synergies, creative impacts and equity opportunities across a variety of groups and contexts. In content, pedagogy and research directions, the proposed Master's program will advance the University's stated goals of education and employment equity, as well as those of internationalization, interdisciplinarity, Indigenous and community engagement.

Increasing interest in Women's, Gender and Sexualities Studies is evident in the number of theses both at the M.A. and Ph.D. levels that have been or are being pursued in many units across campus. Between 2001 and 2010, there were 182 theses that had WGST content at the U of S compared to 146 between 1990-2000. In the last five years, the number of theses in WGST related topics has remained steady—with an average of 21 produced per year. See table below for more detail.

Year	Number of WGST-related Theses at the U of S <sup>1</sup>
2001	14
2002	15
2003	14

<sup>1</sup> This data was collected by Donna Canevari de Paredes, Librarian responsible for the WGST collection.

2004	21
2005	13
2006	19
2007	20
2008	25
2009	19
2010	22

There has also been a steady increase in theses produced with LGBTQ content in the province, with the majority from the University of Saskatchewan.<sup>2</sup> Please see table below.

Year	University of Saskatchewan	University of Regina	Number of LGBTQ Theses
1977		1	1
1981	1		1
1982	1		1
1984	1		1
1987	1		1
1992		1	1
1997	3		3
2001		1	1
2002	2		2
2003	1		1
2004		1	1
2005	1		1
2007	5	1	6
2008	4	1	5
2010	1		1

The demand for expertise in gender and sexualities studies is also evident in the number of WGST faculty who have served as supervisors, co-supervisors, members, and external examiners for numerous M.A. and Ph.D. committees across campus. In addition, a number of

<sup>2</sup> Data compiled by Donna Canevari de Paredes, Librarian responsible for the WGST collection.

scholars from other units at the university have indicated their willingness to serve as supervisors and on graduate committees, as well as to teach graduate courses for the proposed WGST program. These letters of support and curriculum vitae have been provided in a separate file. In addition, confirmation of unit support has been documented. Support for the proposal as a whole is assumed to indicate support for individual courses.

Finally, WGST faculty at the University of Saskatchewan have been in contact with our colleagues at the University of Regina regarding collaborative graduate programming (see Section A.1d below). Since the U of R is currently not admitting graduate students in this field, our proposed program will become a focal point for graduate Women's, Gender and Sexualities Studies in the province, while supporting and expanding graduate capacities at both institutions, over time. Students from U of S and U of R will be eligible to take courses at either institution, per the Western Dean's agreement. Given the wealth of institutional, and community resources in the Arts, Indigenous, Queer, Transnational and Cultural Studies, we anticipate attracting students from across the prairies and beyond, as well.

## **A.1 Women's, Gender and Sexualities Studies at the University of Saskatchewan.**

### **A.1a Introduction**

Women's Studies emerged as an academic discipline in the 1970s in response to, and as part of women's rights movements across the globe. Since that time, the field has undergone many transformations, to become more specific and inclusive of gender and sexual diversity, masculinities and queer studies, racialization and ethnicization, transnational and Aboriginal feminisms.

The University of Saskatchewan is uniquely poised to contribute to vital discussions in this knowledge area, locally, nationally and globally. Interdisciplinary gender

inquiry is germane to all of the university's signature areas of research, as identified in our Strategic Directions documents<sup>3</sup>. Given the importance of Indigenous-centered scholarship at this institution, the university's focus on Internationalization, the Human Rights Chair in the Faculty of Law, the nationally significant Neil Richards Archive in Queer and Sexualities Studies, the Humanities Digital Media Resource Centre, and the diverse art galleries and museums both on and off campus, the University of Saskatchewan can provide graduate-level Women's, Gender and Sexualities Studies that move beyond the general programs offered in most other Canadian institutions of similar size. The capacity of the Interdisciplinary Centre for Culture and Creativity to host visiting scholars and create additional programming in support of this project is also an attractive asset.

In the following sections, we provide a brief history of Women's, Gender and Sexualities Studies at the U of S and the processes that we undertook that led to the current graduate program structure. We then situate our proposal within the national landscape of WGST graduate programs. An overview of Canadian graduate programs in the field has been provided in the appendices.

### **A.1b History**

Initial interest in Women's and Gender Studies at the University of Saskatchewan was spearheaded by an Ad Hoc Subcommittee of the Committee on Academic Affairs on the Status of Women's Studies.

<sup>3</sup> Strategic Directions document: Aboriginal Peoples: Engagement and Scholarship; Agriculture: Food and Bioproducts for a Sustainable Future; Energy and Mineral Resources: Technology and Public Policy for a Sustainable Environment; One Health: Solutions at the Animal-Human-Environment Interface; Synchrotron Sciences: Innovation in Health, Environment and Advanced Technologies; Water Security: Stewardship of the World's Freshwater Resources



- In its final report (1989), this committee recommended the development of a Women's and Gender Studies Department.
- In 1991, the Dean of Arts & Science Special Committee on Women's Studies also recommended that a Department of Women's and Gender Studies be established.
- In December 1996, Faculty Council of Arts and Science approved the creation of the Department.

For the next ten years, the Department of WGST was able to offer a high quality undergraduate program. In 2004, the department underwent Systematic Program Review which recommended the establishment of a M.A. degree. In 2007, the Associate Dean (HUMFA) began discussions with the department regarding moving WGST programs into the newly created Interdisciplinary Center for Culture and Creativity—in part, to foster graduate studies in WGST. The transition of the department to a program was completed in September 2010.

From 1999 to 2006, WGST also offered a Special Case graduate program. Eight theses were completed during that time.<sup>4</sup> The development of a WGST graduate program was placed on hold during the transformation of the department into a program in the ICCC.

### **A.1c Women's, Gender, and Sexualities Studies Beyond the University of Saskatchewan.**

Over the years, the content of national and international WGST programming has changed, in keeping with developments in the field. Although the methodologies and theoretical bases of Women's, Gender and Sexualities Studies are multidisciplinary and multivalent, having potential links to every academic arena (humanities, social sciences, fine arts, professions, natural, biomedical & applied sciences), it stands as a discipline of its own and provides opportunities for specific kinds of study.

<sup>4</sup> One student had to withdraw for health reasons; another student was asked to withdraw for academic reasons.

The national Women's and Gender Studies et Recherches Féministes (formerly the Canadian Women's Studies Association / l'association canadienne des études sur les femmes) has existed for more than two decades. It holds annual meetings and is recognized as a distinct academic discipline by the Social Sciences and Humanities Research Council of Canada, the Aid to Scholarly Publications Program, and the Humanities and Social Sciences Federation of Canada. For more than two decades the federal government has encouraged expansion by funding five regional chairs in Women's Studies (the Margaret Laurence Chair for the prairies is co-administered by the Universities of Manitoba, Winnipeg and Brandon). There are many peer-reviewed scholarly journals and national and international conferences in Canada and abroad devoted to Women's, Gender and Sexualities Studies research.

In 2009, WGST conducted a survey of relevant graduate programs offered at other Canadian universities. At that time, there were thirteen graduate programs in WGST across the country; all of these programs offer M.A. degrees, with seven offering a Ph.D. The structures of the programs are wide-ranging: some operate through an institute or center; some offer a stand-alone program; one offers an individualized multidisciplinary M.A.; several offer a collaborative program with other units; in one case, the program is offered jointly between two universities. Options range from course to project or thesis-based programs, or some combination. All of the programs have required courses in Feminist Theory and/or Methodologies.

The graduate program that has been developed at the University of Saskatchewan would distinguish itself nationally by offering courses in three areas of specialization, all growth areas in the discipline, as well as on campus and in the province: Gender, Representation and Cultural Studies; Indigenous/Transnational/International Gender Justice; Queer and Sexualities Studies. Our program will engage the unique histories and cultures of gender

relations in diverse local, regional, national and international processes, institutions, and structures.

### **A.Id Working with WGST faculty from the University of Regina**

Early on, we recognized that a strong, viable WGST program could be offered in Saskatchewan if we pooled our resources with faculty from the University of Regina.

Although the U of R has offered MAs in WGST on a special case basis, it is not currently accepting students into graduate studies in the field. U of R faculty, however, are keenly interested in collaborating to secure a province-wide program.

As a result, over the last two years, the WGST graduate chair and undergraduate coordinator have met with representatives from Regina and they, in turn, have attended workshops and meetings here in Saskatoon. A very positive relationship between U of S and U of R WGST faculty has emerged, and the latter have agreed to serve as external examiners and/or committee members, as well as offering to deliver intensive (1, 2, or 3cu) courses in the spring and summer, as required, on either campus. Cooperation with U of R strengthens our program. Cooperation with other units on our local campus also strengthens our program. The collaboration with U of R improves potentials for delivery of varied courses and contributes to graduate student success at both institutions.

One of the exciting possibilities to emerge from our collaboration with the U of R is that we believe that we can offer the required theory class through the web-based platform “Fusebox,” which enables a real-time virtual classroom for up to 100 participants, twelve of whom can be on-screen simultaneously. In addition, over the past four years, we have been exploring research collaborations with colleagues at Lanzhou University in China, through IDRC-sponsored exchange visits and projects. Virtual course delivery thus enables the potential for an international partnership in the future.

### **A.1c The Process of Developing a WGST Graduate Program at the U of S**

Based on wide consultation across the University of Saskatchewan and strong positive feedback, the Women's and Gender Studies program is seeking to establish an M.A. in Women's, Gender and Sexualities Studies (WGST). In September 2009, we conducted a survey of faculty members across campus known to be interested in the field. The survey questions asked about: the faculty member's interest in participating in the program as supervisor, co-supervisor, committee member, or a member of the advisory committee; whether they had primary or secondary interests in WGST; and whether they offered courses with significant relevant content, taught at the 400/800 level.

Of the 130 faculty surveyed, 60 indicated an interest in participating in a Women's, Gender and Sexualities Studies graduate program. The data given by the faculty was coded and major areas or clusters of interest were identified and presented to participating faculty at two sets of meetings in October and November 2009. In January 2010, twelve members, representing the Colleges of Arts and Science (English, Philosophy, Sociology, Drama, History, and WGST), Nursing, Engineering, Law, as well as the School of Public Policy and the Library, and representatives from the University of Regina, volunteered to serve on an advisory committee to oversee the development of the graduate program.

The Advisory Committee identified core strengths based on faculty interests and sought to differentiate our model from WGST graduate programs offered elsewhere in Canada. We found that most other programs do not have identified theme areas; rather they offer a number of courses from which students can choose to fulfill their M.A. or Ph.D. requirements.

In 2011, WGST was awarded matching funds from the President's Advisory Council on the Status of Women to

provide release time for two external faculty members to help us lead the development of three core WGST graduate courses. This involved three working groups (consisting of 4 to 6 members each, with expertise in the designated specialty areas. Copies of the course proposals follow (see Appendix 1). The composition of these groups were as follows:

*Indigenous/Transnational/International Gender Justice:*

Beginning with a focus on Indigenous cultures in local, regional and international contexts, this course examines potentials for and challenges to achieving gender justice across borders and within communities. Centered on women's contextual relationships with the land, each other, the nation state, identity systems and other resources, the course provides a spotlight on world views that emerge at sites of resistance to colonial/imperialisms and racialization processes. Emphasizing women's self-determination in social movements ranging from the interpersonal to the international, this class will introduce students to intersecting gendered struggles involving: environmental sustainability, food and water sovereignty, the feminization of poverty and migration, women in politics, anti-militarization and conflict resolution, reproductive, labour, human and children's rights.

- (Patience Elabor-Idemudia, co-chair, [Sociology] Priscilla Settee [Native Studies], Ronke Odumosu [Law], Marie Lovrod co-chair, [English/WGST/ICCC]).

*Queer and Sexualities Studies:* Rooted in philosophy, literary theory and other humanities projects, queer theory can trace important elements of its genealogy to postmodern feminism, lesbian and gay studies, as well as queer activist practices. Sexualities studies is rooted in developments in sociology, anthropology, psychology and other social and human sciences, and exists in critical dialogue with queer theory. The use of the term 'queer and sexualities' studies is intended to include recent developments in trans studies. Students will explore the intersections of queer and

sexualities theories with critical race, disabilities, intersex and transnational perspectives, in preparation for an activist-centered practicum that engages with everyday struggles for actualization in evolving constructions of community.

- (Paul McDermid, chair [Languages and Linguistics], Todd Morrison [Psychology], Melanie Morrison [Psychology], Heidi Epstein [STM], Max Kramer [Languages and Linguistics], Trish Salah [WGST/ICCC])

*Gender, Representation and Cultural Studies* explores the intersections among feminist theory, cultural studies and cultural production. Recognizing culture as a dynamic arena of social struggle and possibility, the course introduces students to key critical frameworks in order to illuminate how meaning is generated and mediated through various cultural practices, products, archives and phenomena, which may include digital and social media, film and television, art, advertising, visual and popular culture, print culture and literature, performance, material culture and archives.

- Joan Borsa, chair [Art and Art History/WGST/ICCC], Wendy Roy [English], Donna Canevari de Paredes [Library], Jeanette Lynes [English/ICCC], Mona Holmlund [Art and Art History], Anne-Marie Wheeler [Languages and Linguistics], in consultation with Troni Grande [University of Regina, English])

Each of the groups also contributed to the development of WGST 820.3, a seminar in Feminist Theories which will provide foundational content in each of the theme areas. The University of Regina has agreed to offer an intensive qualitative methods course, with the option of substituting an alternate disciplinary methods class, if better suited to the student's project (See Appendix 1 for the course outline.) We are also able to provide a 400/800 split feminist qualitative research methods course, as needed.

## **A.2 Objectives of WGST Program**

In the spring of 2012 and in response to the Curriculum Renewal project of the College of Arts and Science, the WGST Advisory Committee developed strategic program goals for the undergraduate program. The graduate program builds upon this vision by providing research opportunities to students in the three designated theme areas. Drawing on scholars working in different disciplines, the WGST graduate program reaches beyond traditional academic and campus boundaries to establish multidisciplinary and interdisciplinary, local, national and international links in research and creative work.

The goals of the Interdisciplinary Women's, Gender and Sexualities Studies Graduate Program are to:

- create new knowledge, concepts, and theories, particularly as they relate to the understanding of gendered and sexual identities as informed by diverse communities, cultural institutions, places, and public cultures.
- provide a sophisticated analysis of gender and sexualities through feminist theory, masculinities studies, queer and sexualities studies, cultural studies, and human rights theory.
- provide the critical tools for the analysis of social and cultural relations and cultural production through the lens of gender and its intersections with class, racism/whiteness, heterosexism, sexuality, identity, disability and age within political, economic, local, national and international contexts.
- provide an understanding of Indigenous cultures, the complexity of colonial relations both in the past and their ongoing legacy, and the contribution of Aboriginal feminisms to feminist theorizing, practice, and cultural production.

- provide an understanding of feminist methodologies so that students can translate these ideas into their research and scholarly work, thereby bridging theory and practice.

### **A.3 The Unique and Innovative Features of the WGST Graduate Program**

- Provides students with research opportunities that are situated uniquely in Saskatchewan while connecting them simultaneously with a global sense of place.
- Draws on the expertise of a wide range of faculty at the U of S and U of R who have indicated a willingness to participate in the WGST graduate program.
- Allows students to develop interdisciplinary skills through the synthesis, application, and integration of knowledge within and across disciplines.
- Includes Aboriginal perspectives as they intersect with Women's, Gender and Sexualities Studies.
- Involves inter-university collaboration between Women's/Gender/Sexualities Studies programs at the University of Saskatchewan and the University of Regina.
- Fulfills the University of Saskatchewan's goal of internationalizing the curriculum.
- Offers opportunities for experiential and community-based learning in its core courses.

### **A.3 The Objectives of the Proposed interdisciplinary Master's Program are in Harmony with the Objectives of the College of Arts & Science and the University**

The establishment of a graduate program in WGST fulfills



the goals outlined in the U of S Integrated Plan, 2012-16,<sup>5</sup> to expand the quality and size of graduate programs with four areas of focus: Knowledge Creation; Innovation and Impact; Aboriginal Engagement; and Culture and Community.

The establishment of a WGST graduate program also aligns with several of the goals of the College of Arts and Science:<sup>6</sup>

- Recogniz[e] and build upon [the College's] unique interdisciplinary knowledge creation potential (p. 5);
- Rais[e] graduate student enrollments strategically in selected disciplines (p. 6);
- Foster Aboriginal engagement (p. 8-10);
- Internationalize the learning and research environment (p.11);
- Strengthen international research and graduate training (p. 15);
- Build academic relationships (p. 20);
- Community-engaged scholarship (p. 21).

The establishment of a WGST graduate program aligns with the Division of Humanities and Fine Arts Integrated Plan, 2012-2016<sup>7</sup> by

- building upon HUMFA's Second Integrated Plan to improve the graduate student experience by offering innovative programs (p. 1)
- fostering Aboriginal engagement among graduate students (p. 7)
- helping the ICCC become a site for the approval of graduate interdisciplinary programs in the Humanities and Fine Arts (p. 8)

<sup>5</sup> Melis, Pauline. "Integrated Planning at the University of Saskatchewan: A Work in Progress as of March 2011." Available

[http://www.usask.ca/ipa/integrated\\_planning/third\\_intplan/index.php](http://www.usask.ca/ipa/integrated_planning/third_intplan/index.php)

<sup>6</sup> College of Arts and Science Plan For the Third Planning Cycle, 2012-2016. Available at

[http://www.usask.ca/ipa/integrated\\_planning/third\\_intplan/index.php](http://www.usask.ca/ipa/integrated_planning/third_intplan/index.php)

<sup>7</sup> Division of Humanities and Fine Arts Plan for the Third Planning Cycle, 2012-2016. Available at:

[http://www.usask.ca/ipa/integrated\\_planning/third\\_intplan/index.php](http://www.usask.ca/ipa/integrated_planning/third_intplan/index.php)

- developing collaborative relationships with the Digital Research Center (p.20)

WGST's graduate program consolidates feminist research and interdisciplinary scholarship within and beyond the Division of Humanities and Fine Arts. As such, within the context of the ICCC, it integrates existing resources, and generates and intensifies new opportunities for scholarship, outreach and engagement. As indicated in Vice-Dean David Parkinson's support letter, the College remains committed to the potentials enabled by the WGST graduate program.

## **B. DESCRIPTION OF PROGRAM CHARACTERISTICS**

### **B.1 Calendar Entry (No previous template available)**

The interdisciplinary graduate program in Women's, Gender and Sexualities Studies explores three areas of specialization: 1) Indigenous/transnational/international gender justice; 2) queer and sexualities studies; 3) gender, representation and cultural studies. Participating students are provided with opportunities to examine how knowledge production and power relations unfold through social, political, cultural and economic interactions that condition possibilities in relation to each of the areas of specialization, and to complete an advanced research thesis that contributes to this growing field of inter/disciplinary knowledge.

Because intake of students occurs every second year, we will offer the specialized course on gender, representation and cultural studies with each intake. The remaining two core courses will be offered on an alternating basis, as indicated in the table below. If a student wishes to pursue the area of specialization offered in the alternating intake cycle, we will provide two options: a reading course with a core faculty member or a cognate opportunity. Please see table below.

<b>Intake Year 2014</b>	<b>Thesis Year 2015</b>	<b>Intake Year 2016</b>	<b>Thesis Year 2017</b>
Theory		Theory	
Methods		Methods	
Gender, Representation & Cultural Studies	Queer & Sexualities	Gender, Representation & Cultural Studies	Indigenous Transnational International Gender Justice
WGST 990.0		WGST 990.0	
CGSR 960/1.0		CGSR 960/1.0	

Participating students are provided with opportunities to pursue advanced interdisciplinary work in the theories, methods, practices and scholarship of Women's, Gender and Sexualities Studies. The cross-disciplinary structure and the focus on three areas of specialization allows students to prepare for leadership roles and careers in areas as diverse as public policy, law, social service, education, journalism, the cultural sector, psychology, public health, and social entrepreneurship.

Focusing on an area of specialization, students will complete an advanced research thesis that contributes to this expanding field of inter/disciplinary knowledge. Students will normally complete this program over two years.

### **Degree Offered:**

M.A. WGST

### **Admission Qualifications:**

M.A. Thesis requires a B.A. (Hon.) in WGST or a 4-year (120 cu) undergraduate degree in WGST or a related field (see below)

**Total Minimum Credit Units Required:**

15cu (thesis based)

**Residency Requirements:**

One calendar year

**Website Address:**

<http://artsandscience.usask.ca/iccc/graduate/gender/>

**B.2 Program Requirements**

In order to complete a thesis based program, students will be required to complete a minimum of 15 credit units of courses including:

- i. WGST 800.3: Seminar in Feminist Theories
- ii. Area of specialization: At least 3cu from the following list
  - WGST 811.3 Queer and Sexualities Studies
  - WGST 812.3  
Indigenous/Transnational/International Gender Justice
  - WGST 810.3 Gender, Representation and Cultural Studies
- iii. Methods: At least 3 cu from the following :
  - WGST 804.3 Feminist Research Methods (U of R intensive) or
  - Anth.802.3 Community-Based Research: Ethnography and Engagement or
  - Eng. 801.3 An Introduction to Textual Scholarship or
  - Hist. 881.3 Historiography or
  - Psy. 805.3 Statistics 1 or

- Psy 810.3 Methods of Applied Social Research or
  - Soc. 841.6 Advanced Methodologies
  - Or suitable research methods class germane to student project, approved on a case-by-case basis
- iv. WGST 994.0 Master's Thesis
- v. WGST 990.0 Seminar in Professional Development
- vi. CGSR 960.0; 961.0 Seminar in Research Ethics, if involving human subjects
- vii. An additional 6 cu of elective course work. These courses must be approved by the WGST Graduate Chair, and access to courses offered by cognate units must be confirmed by contributing units. Consistent with college policy, students may select up to 3 cus of senior undergraduate courses.

### **B.3 Course Descriptions (See Appendix 1)**

### **B.4 Thesis**

The topic must propose an original study and critical discussion of a meaningful question in Women's, Gender and Sexualities Studies. The proposed research will include a critical review of the literature and, depending on the subject matter and focus of the thesis, is likely to require some combination of the following:

- analysis of a range of possible texts or other media (literature/s, cultural representations or practices, popular culture, archives, etc.)
- critical analysis of a theoretical problem
- empirical research
- cultural production (example: feminist documentary film, exhibition, interactive digital theoretical model, performance)

Each student will produce a substantive written thesis<sup>8</sup> which critically engages historical and/or contemporary socio-cultural issues and/or knowledge production.

## **B.5 WGST 990.0 Research Development Seminar**

This interdisciplinary seminar includes discussions on research projects, papers, and professional development activities in Women's, Gender and Sexualities Studies. We remain open to working with other units to create a sustainable shared interdisciplinary research development seminar operating through the ICCC. There are three aspects to this seminar.

1. Students will attend and participate in seminars on current developments, research, and methodologies in the field of Women's, Gender and Sexualities Studies.
2. Sessions will be organized for graduate students on each of the following topics:
  - preparation and presentation of a conference paper
  - preparation and submission of articles for publication
  - preparation of a resume, CV, teaching portfolio
  - use of information technologies in teaching and research
  - ethics in WGST research
  - instructional development
  - collaborative research practices
  - applications for funding support.

The goal of these sessions is to assist students in completing their research proposals, as well as to train them to write research grants, give presentations, and generally prepare them for a career in research, public service, organizational

<sup>8</sup> On rare occasions, where the graduate chair, in consultation with the graduate committee, determines that we have access to sufficient expertise to supervise a substantive alternative thesis form, such as a documentary or digital theoretical model, we will consider a non-traditional format.

leadership or for the Ph.D. Once students have completed all components of the course as outlined above, they will be assessed on a pass/fail basis. Evaluation will include the following criteria: attendance, participation, in-class presentations, group projects, successful submission of a conference paper or funding proposal and approval of the thesis proposal and ethics application.

3. All students will be required to make a presentation in the 990 seminar series on their own research project.

The seminar will be team taught and offered on a biweekly basis throughout the academic year.

## **C. GENERAL PROCEDURES**

### **C.1 Admission Requirements**

Students holding a recognized four-year Honours or undergraduate degree (120 cu) in Women's and Gender Studies, or equivalent in a related field, with a breadth of knowledge in Women's and Gender Studies and an average of 70% in the final two years of their major, may be admitted directly to a Master's program. In terms of equivalent preparation, we will consider students with undergraduate degrees that include advanced exposure to feminist theory and research methods, in combination with relevant educational and/or experiential background. Students whose undergraduate program was in an area other than Women's and Gender Studies but cognate to it, and who otherwise meet admission requirements, may be required to take additional preparatory and foundational course work, with a particular focus on feminist research methods. Specific attention and counseling will be given in each individual case.

In selecting candidates, we will consider the following preparation:

- Honours degree in Women's and Gender Studies, or
- Honours degree in another field with at least 18 credits in Women's and Gender Studies or 4-year Women's and Gender Studies Degree, or
- 4-year undergraduate degree with significant background in gender studies, or
- 4-year undergraduate degree requiring further training in feminist methods
- Students who have significant related work experience may provide a statement articulating the relevance of their training if they have only a 3-year undergraduate degree, or if their past GPA does not reflect their current capacities for graduate study.

Students will be admitted to the program only when it has been determined in advance that there is a faculty member who has agreed to serve as the primary supervisor to the student and who is expected to be available throughout the student's program to do so. The graduate committee must also be confident that the student's area of research interests is sufficiently represented in existing faculty research strengths and available library resources. All admissions recommendations for international students made by the WGST Graduate Committee will be subject to requirements for English proficiencies at the University of Saskatchewan. International degrees will be subject to transfer credit review. The Chair of the WGST Graduate Committee, with the support of the Graduate Administrative Assistant in the Humanities and Fine Arts Administrative Commons will respond to all enquiries and will advise potential applicants about admission requirements and how they are expected to meet them. Admission requirements will normally include:

- an undergraduate grade point average in relevant fields of at least 70% or equivalent in WGST courses in the last two years. Students who do not meet the GPA requirement may be required to take a qualifying year in order to be accepted into the M.A. program. (10%)



- submission of a brief written description of previous relevant course work, their grades, school and life experience and employment; (10%)
- submission of a short written statement (about 250 words) of interests and goals in Women's, Gender and Sexualities Studies, including specific information on the research area the student intends to explore, rationale on why this area is of interest, discussions that have taken place with the faculty member who has agreed to serve as chief supervisor; (25%)
- submission of a sample of scholarly work in the form of a substantial essay (at least 10 pages in length; (25%)
- receipt of three supportive and informed letters of reference; (30%)
- proof of an adequate knowledge of oral and written English, in the case of students who received their baccalaureate from a university in which English is not the language of instruction (there are a number of recognized tests, see table below).

Test	Minimum in each area	Overall Score	Remedial Minimum
Test of English as a Foreign Language Internet Based Test (TOEFL IBT)	20	80	18
International English language Testing System (IELTS)	6.5	6.5	6.0
CanTEST *	4.5	4.5	4.0
Pearson Test of English (PTE)	59	59	54

Students may make a case for exceptions to the above requirements based on special circumstances or equivalent experiences and achievement/s. In general, issues of limited academic preparation will be resolved by offering probationary admissions, whereby students may be asked to

take specified courses prior to full admission into the program. Other exceptions may be considered on a case-by-case basis and require the approval of the College of Graduate Studies and Research.

The Graduate Committee has prepared an extensive set of “Guidelines for students and supervisors” to assist students in preparing for examinations and meeting all other requirements of the Master's program. These Guidelines also provide full information on current graduate student policies and procedures, in addition to references to the websites of both the department and the CGSR.

## **C.2 Intake**

Given faculty resources required to maintain our innovative and well-respected undergraduate program, students will be admitted to the graduate program in a cohort model in alternate years. In the year that students are admitted, core WGST graduate faculty will teach 3 credit units of graduate classes and 9 credit units of undergraduate classes. In the year when no intake takes place, core WGST faculty will teach 12 credit units of undergraduate courses and supervise student M.A. theses. Within the Division of Humanities and Fine Arts, faculty contributions will be recognized across programs. The Division is moving toward a model where teaching assignments may serve more than the academic home unit.

<b>Intake Year 2014</b>	<b>Thesis Year 2015</b>	<b>Intake Year 2016</b>	<b>Thesis Year 2017</b>
Theory		Theory	
Methods		Methods	
Gender, Representation & Cultural Studies	Queer & Sexualities	Gender, Representation & Cultural Studies	Indigenous Transnational International Gender Justice
WGST 990.0		WGST 990.0	
CGSR 960/1.0		CGSR 960/1.0	

Normally, in addition to the Feminist Theories course, typically offered in the fall term, students will have the option to take one of two WGST graduate classes offered in a given year, on rotation with program intake. In addition, they will be required to complete WGST 990.0 and CGSR 960.0 during their residency year. CGSR 961.0 will be required if the research project involves human subjects. Cognate courses will be selected, based on availability and interest. The methods course, which will finalize the thesis or project proposal and any relevant ethics application, will be offered as an intensive in May, through the University of Regina.

### **C.3 Thesis (WGST 994.0: Master's Thesis):**

The thesis is broadly defined, and will normally take the form (inter alia) of a written document (approximately 100 pages); under special circumstances an alternative form may be negotiated. On such occasions, the WGST graduate chair, in consultation with the WGST graduate committee, will determine whether we have access to sufficient expertise to supervise a substantive alternative thesis form, such as a feminist documentary, exhibition or digital theoretical model.

The thesis topic is to be selected and approved in consultation with the candidate's Supervisor and Advisory Committee. A formal thesis proposal (3,000-4,000 words) must be submitted and defended with the Advisory committee. The thesis proposal may be submitted to the Advisory Committee at any time after the student has been admitted as a fully qualified student to the College of Graduate Studies and Research, not normally later than the beginning of the third term in the program.

In keeping with the standards of the University of Saskatchewan Research Ethics Office, research involving human subjects will follow approved tri-council procedures. Students will be responsible for preparing behavioural ethics review applications, and must receive approval prior to collecting data about or from human subjects. Their

supervisors will review these applications and make comments or suggestions before the applications are submitted to the University's Research Ethics Board.

Following acceptance of the thesis proposal, including methodological frameworks and ethics approval, students are expected to carry out the proposed research in accordance with CGSR regulations.

Once all program requirements and the thesis have been completed, and have been deemed ready for defense by the committee, the student will be required to undergo an oral examination to defend the research findings. The examination will be focused on the content of the thesis and related areas.

The defense will be conducted by the student's Advisory Committee, an external scholar, and the Graduate Chair, who will normally chair the examination, according to CGSR guidelines. Copies of the thesis must be made available to the external examiner at least three weeks prior to the date of defense. A copy of the thesis should be made available in the ICCO office for review by other faculty members and interested persons. At the end of the defense, the examining board needs to answer whether the thesis is acceptable in form and content and whether the student has demonstrated mastery of the subject area.

#### **C.4 WGST 990.0: Research Development Seminar**

All graduate students are required to register in the 990 course at the time of first registration. This registration must be continuous until students have completed requirements for the program, as outlined in section B.5, item 2. Student's presentation on her/his proposal will normally be done at the beginning of the first term in the second year in their program.

## **C.5 Course Prerequisites**

Since students will come to the WGST program from a variety of backgrounds, they may not have the prerequisites for individual courses offered in disciplinary-based departments. In addition, individual departments may have enrolment quotas for individual courses.

In the first instance, the Chair of the WGST graduate program will write to each of the Heads of Department that offer courses relevant to Women's, Gender and Sexualities Studies programs, and to interested faculty, asking them to keep one or two places for WGST students. In addition, the Chair of the WGST graduate committee would negotiate with individual faculty whether or not students would need a prerequisite waiver for a particular course. It is reasonable to expect that students might be required to complete pre-requisites if they have limited background in the subject matter. These courses and the need for a prerequisite waiver would be listed annually. The primary responsibility for negotiating courses and course waivers should rest with the Chair of the WGST graduate program (or her/his designate), and not the student.

## **C.6 Discontinuation from the Program**

As outlined in CGSR guidelines, students who cease to make progress may be asked to withdraw from the program. Those who do not make satisfactory progress may be required to discontinue.

In the event that a student is deemed to be not making satisfactory progress, the supervisor will first consult with the Advisory committee. If the Advisory committee is in agreement, the supervisor will make a recommendation for the student to discontinue the program to the Chair of the WGST Graduate Committee. The Chair of the Graduate Committee will consult with the student and give her/him the opportunity to comment, before making a recommendation to the Associate Dean of CGSR.

If the Advisory Committee is not in agreement or if there is otherwise a conflict between the supervisor and student, the supervisor will, in consultation with the Chair of the WGST Graduate Committee, seek a resolution. If there is no satisfactory outcome, another supervisor may be assigned.

## **D. ADMINISTRATIVE STRUCTURE**

### **D.1 Role of the College of Graduate Studies and Research (CGSR)**

The College of Graduate Studies and Research makes all final decisions concerning international admissions, based on recommendations by units and programs.

### **D.2 Role of Graduate Chair**

One faculty member will serve as Graduate Chair for a term of three years. The chair of the Graduate Committee will be responsible for the day-to-day administration of the program including receipt of applications, responding to inquiries, advising applicants of the requirements to enter the Master's program, consulting with faculty regarding their availability to supervise or serve on a graduate committee, dissemination of applications to committee members, holding meetings of the graduate committee to consider potential applicants, making recommendations to the College of Graduate Studies and Research, as well as liaising with the College of Graduate Studies and Research, holding annual progress meetings, and coordinating students' thesis defense.

The graduate chair is ex officio member and chair of all student advisory committees, and reviews all minutes and progress reports from the committees..

In cases of dispute, the chair of the WGST Graduate Committee will consult with the graduate committee and the Director of the ICCC.

In recognition of the work involved, the Graduate Chair will receive Research Assistant support from the ICCC, in order that she/he may fulfill their responsibilities in a timely manner.

### **D.3 Role of WGST Graduate Committee**

The WGST Graduate Committee will review applications regarding acceptance of students into the program, and will consult with the ICCC Director and CGSR in rare cases when a student is asked to discontinue her/his program. In addition, the WGST Graduate Committee will develop policies and procedures for the administration of the program.

The WGST Graduate Committee will be composed of the WGST Graduate Chair and four faculty from the contributing membership who have demonstrated expertise in Women's, Gender and Sexualities Studies; one additional member from the University of Regina WGST faculty; and one graduate student. All members of the WGST Graduate Committee will have voting rights, but will exempt themselves from the discussion of or voting on individual cases where a conflict of interest exists.

### **D.4 Role of Supervisors**

Supervisors meet regularly with students, help them develop their thesis proposals, work with them on drafts of their theses, and convene meetings of the Advisory committee as needed. Although the Graduate Chair is ex officio chair of the Advisory committee, the coordination of Advisory committee meetings is often delegated to the supervisor.

### **D.5 Role of Student Advisory Committees**

Student Advisory committees meet with students, at least twice during the first year of study and at least annually thereafter, to review student progress generally and the development of thesis proposals and theses specifically. The graduate chair is the ex officio member and chair of all

advisory committees and is joined by the supervisor and, at least one other faculty member. When the supervisor and student believe a thesis is complete and ready for examination, the Advisory committee reviews it and makes a recommendation on suitability for examination.

## **D.6 Role of Students**

Students are responsible for maintaining continuous and satisfactory progress with all academic elements of their approved program, and informing their supervisor in the first instance of any difficulties they encounter. Satisfactory progress includes completion of course work in a timely manner, regular attendance at the 990 Seminar, meeting deadlines for the thesis proposal, completion of the research and writing the thesis.

## **E. RESOURCES**

### **E.1 Expected Enrolment**

The expected enrolment of students in the WGST program will be approximately 7 at any one time.

### **E.2 Faculty**

All faculty have earned a Ph.D. and are active, recognized scholars in their areas. Their scholarship is integrated into the learning experience of graduate students in the department.

The strengths of the WGST faculty include a strong commitment to interdisciplinarity, and extensive experience working collaboratively across the disciplines. All faculty members are currently members of the College of Graduate Studies and Research, and are actively involved in graduate teaching serving either as supervisors and/ committee members and external examiners at the M.A. and Ph.D. level in a very wide range of disciplines, as well as in CGSR interdisciplinary programs.



Some have been invited to serve as external examiners for Ph.D. defenses in other universities. All are also called upon to adjudicate applications for research funding by agencies such as SSHRC and CIHR and to evaluate manuscripts for scholarly journals and publishers. In addition, all faculty members have extensive administrative experience at the department, college, and university levels, as with external professional organizations and/or community-based groups.

### **E.2.1 Brief Profiles of WGST Core Faculty, their Scholarly, Professional and Administrative Work**

**Joan Borsa** Ph.D, Department of Art and Art History, specialist in cultural studies, visual and popular culture, feminist theory and curatorial studies

**Lesley Biggs** Ph.D., Department of History, specialist in histories of alternative medicine, processes of professionalization, feminist theories, embodiment

**Marie Lovrod** Ph.D., Department of English, specialist in youth trauma and resiliencies, transnational feminisms, autobiography, feminist theories and queer theory

**New faculty:** Ph.D., Department of History, Gender and Sexualities in Asia (search underway)

### **E.2.2. Cognate Faculty Processes**

Cognate faculty will also contribute to program delivery. Assignment of duties in such cases will be negotiated with cognate units by the Director of the ICCC and the Graduate Chair. The work of contributing faculty will be acknowledged in letters from the ICCC Director and Graduate Chair to their merit, tenure and promotion files. The Division of Humanities and Fine Arts is moving toward a model where teaching assignments may serve more than the academic home unit.

## **E.3 Budget**

The graduate program will be supported through core and cognate faculty resources at the University of Saskatchewan,

our library holdings and the wide range of institutional resources identified above. In addition, Women's and Gender Studies has developed a small reserve fund, drawing on revenues from online and intersession courses, that will be used to augment graduate student funding and visiting scholar opportunities serving both the graduate and undergraduate programs. In a recent example, funds from this reserve were used to create a matching proposal to the President's Advisory Council on the Status of Women to develop courses for the graduate program.

### **E.3.1 Scholarships and Financial Support**

Since the WGST program will be a non-devolved program in the initial stages, it will apply directly to the College of Graduate Studies and Research for graduate scholarships, teaching fellowships, and other sources of financial aid. In addition, it is assumed that some students will be funded through faculty research grants.

The ICCC has worked strategically to secure a new faculty graduate award for the current Coordinator, to be held until graduate student admissions are confirmed, or a special case admission is deemed viable, up to November 2014. The ICCC has also requested additional funding from PCIP for graduate student support. The Vice-Dean of HUMFA has indicated that approximately \$12,000 in graduate funding will be made available to small graduate programs to fund incoming graduate students, and has promised \$15,000 annually to support faculty from cognate units to participate in teaching graduate courses. In cooperation with the ICCC, WGST plans to develop opportunities to share costs with community partners for particular research projects, enabling expanded resources for graduate students.

In the past, the Department of Women's and Gender Studies, although it did not have a regularly assigned UGS, was successful in obtaining major financial support for almost all of its students. In addition to small awards applied for and received for travel, research equipment and other expenses, three students received Graduate Teaching

Fellowships, one received a University Graduate Scholarship, one received a CUISR award, two received a Graduate Service Award, one received the Hantleman Scholarship for the Humanities, and another received financial and research expense support through collaboration with Department of Obstetrics and Gynecology. (This latter student later withdrew from the program.)

**E.4 Library** The Women's and Gender Studies collection at the University of Saskatchewan is one of the most heavily utilized on campus. Donna Canevari de Paredes has guided the development of this rich resource, including online access to all major journals in the fields of Women's, Gender and Sexualities Studies. In addition, library holdings in Queer and Sexualities Studies and the Neil Richards Archives are significant.

## **F. INFRASTRUCTURE**

### **F.1 Administrative Support**

Nadine Penner, who provides administrative support for selected graduate programs in the Division, will be responsible for the administration of the program.

### **F.2 Space**

Space is an important concern for WGST, as contributing faculty are scattered across the campus. The ICCC manages two meeting rooms, able to house approximately 20 individuals for classes and meetings. Shared designated space for ICCC graduate program students has been secured in McLean Hall, and has already been seen as invaluable to the MFA Program in Writing. The ICCC is committed to providing space and appropriate resources to WGST graduate students as well.

The ICCC's seminar rooms will be used for meetings of the Graduate Committee, student advisory meetings, the WGST 990.3 seminar, and guest lecturers.

### **F.3 Materials and Equipment**

Through carefully seizing every opportunity for acquiring capital equipment, the WGST program has managed to put together material that meets most of our basic needs: including a multi-media cart, computers, printers, and recording equipment. Instructional equipment and audio-visual recording devices are also available through EMAP and the Humanities Digital Research Centre.

In addition, the ICCC is willing to provide photocopying services to WGST graduate students on a cost-recovery basis.

### **G. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION**

Implementation of the WGST graduate program is expected to have constructive impacts for the University, College and Division. In addition to precipitating a critical mass of interest in the field from across campus into a cohesive program, the project promises to provide options not only for WGST students, but for cognate units for whom our course offerings will enable program enrichment. Similarly, our students will add an important dimension to courses that they take in other units.

Launching the WGST graduate program in the Interdisciplinary Centre for Culture and Creativity will help to support interdisciplinary collaborations within and beyond Humanities and Fine Arts, and facilitate mechanisms by which interdisciplinary and community-engagement work will be recognized in faculty development. Documentation of individual faculty and unit support, including reference to specific courses to be offered, is provided under separate cover. Endorsement of the graduate program as a whole is taken to provide support for the individual courses.

## **H. CONCLUSION**

The Women's, Gender and Sexualities Studies program, under the umbrella of the ICCC, believes that it has the ability to offer a unique and academically rigorous Master's program. The experience of individual faculty members and the Special Case Program in the Department of Women's and Gender Studies have demonstrated that there are many excellent students who wish to bring intersectional gender-based analysis to a variety of projects and questions. Moreover, individual faculty are willing to commit their time to graduate supervision, serving on Advisory committees, and/or to administer the WGST Graduate Program.

## **J. APPENDICES**

### **APPENDIX 1. COURSES**

**University of Saskatchewan  
Women's and Gender Studies MA Program**

#### **GENDER, REPRESENTATION AND CULTURAL STUDIES**

**Instructor : Dr. Joan Borsa; Ph : 966-1289; Email : Joan.Borsa@usask.ca;  
Office : ARTS 909  
Office Hours : T/Th 4:00—5:00**

#### **WGST 810.3**

##### **Course Description**

This course will explore intersections between feminist theory, cultural studies and cultural production. In particular, the course presents culture as a dynamic arena of social struggle and possibility and aims to introduce students to some of the key thinkers and critical frameworks in the field of feminist cultural studies. The course examines how meaning is generated and mediated through various cultural practices, products, archives and phenomena and engages students in the analysis of a range of cultural texts which may include digital and social media, film and television, art, advertising, visual and popular culture, print culture and literature, performance, material culture and archives. The course is divided into four units of study including a foundational unit in cultural studies theory and

## **List of courses**

### **WGST 800.3 Feminist Theories**

**Instructor: Dr. Marie Lovrod**

#### **Course Description**

The body of work which comprises “feminist theory,” confounds disciplinary, linguistic, national, cultural, historical, thematic, and indeed “political” categorization. Therefore, this multi-sited interdisciplinary seminar will foreground “doing theory” as a critical activity and an imaginative mode of thought that questions existing meanings, inheritances and social phenomena, while articulating new possibilities and forms of knowledge. This course introduces students to theoretical approaches, vocabulary and key texts which have influenced feminist research, activism and practice in local and global arenas, in order to prepare them for advanced courses in our areas of specialization

### **WGST 810.3 Gender, Representation and Cultural Studies**

**Instructor : Dr. Joan Borsa**

#### **Course Description**

This course will explore intersections between feminist theory, cultural studies and cultural production. In particular, the course presents culture as a dynamic arena of social struggle and possibility and aims to introduce students to some of the key thinkers and critical frameworks in the field of feminist cultural studies. The course examines how meaning is generated and mediated through various cultural practices, products, archives and phenomena and engages students in the analysis of a range of cultural texts which may include digital and social media, film and television, art, advertising, visual and popular culture, print culture and literature, performance, material culture and archives. The course is divided into four units of study including a foundational unit in cultural studies theory and three additional units each of which focuses on a unique cultural text, product, phenomena, practice or archive. Each unit will examine relationships between cultural texts/ cultural phenomena and their ideological and socio-historical contexts.

### **WGST 811.3 Queer and Sexualities Studies**

**Instructor: Dr. Todd Morrison**

#### **Course Description**

Rooted in philosophy, literary theory and other humanities projects, queer theory can trace important elements of its genealogy to postmodern feminism, lesbian and gay studies, as well as queer activist practices. Sexualities studies is rooted in developments in sociology, anthropology, psychology and other social and human sciences, and exists in critical dialogue with queer theory. The use of the term ‘queer and sexualities’ studies is intended to include recent developments in trans studies. Students will explore the intersections of queer and sexualities theories with critical race, disabilities, intersex and transnational perspectives, in preparation for a community-engagement research project that investigates everyday struggles for actualization in evolving constructions of queer-positive publics.

### **WGST 812.3 Indigenous/Transnational/International Gender Justice**

**Instructor: Dr. Marie Lovrod**

**Course Description:** Beginning with a focus on Indigenous cultures in local, regional and international contexts, this course examines potentials for and challenges to achieving gender justice across borders and within communities. Centered on women's contextual relationships with the land, each other, the nation state, identity systems and other resources, the course provides a spotlight on world views that emerge at sites of resistance to colonial/imperialisms and racialization processes. Emphasizing women's self-determination in social movements ranging from the interpersonal to the international, this class will introduce students to intersecting gendered struggles involving: environmental sustainability, food and water sovereignty, the feminization of poverty and migration, women in politics, anti-militarization and conflict resolution, reproductive, labour, human and children's rights.

### **WGST 990.0 Research Development Seminar**

This interdisciplinary seminar includes discussions on research projects, papers, and professional development activities in Women's, Gender and Sexualities Studies.

### **WGST 994.0 Master's Thesis**

The topic must propose an original study and critical discussion of a meaningful question in Women's, Gender and Sexualities Studies. The proposed research will include a critical review of the literature and, depending on the subject matter and focus of the thesis, is likely to require some combination of the following:

- analysis of a range of possible texts or other media (literature/s, cultural representations or practices, popular culture, archives, etc.)
- critical analysis of a theoretical problem
- empirical research
- cultural production (example: feminist documentary film, exhibition, interactive digital theoretical model, performance)

Each student will produce a substantive written thesis which critically engages historical and/or contemporary socio-cultural issues and/or knowledge production.

MEMORANDUM

**To:** Cathie Fornssler, Committee Coordinator  
Academic Programs Committee of University Council

**From:** Trever Crowe, Associate Dean  
College of Graduate Studies and Research

**Copies:** J. Borsa, R. Deters

**Date:** October 8, 2013

**Re:** Proposal for a new Master of Arts in Women's, Gender and Sexualities Studies

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Consistent with the Curricular Changes – Authority for Approval chart approved by University Council April 2002, attached is a report that describes the review of the proposed new Master of Arts in Women's, Gender and Sexualities Studies.

This report includes three appendices: CGSR committees' recommendations for approval, correspondence associated with the review process (most recent to earliest), and the CGSR approved proposal. The formal review started with the Graduate Programs Committee on December 4, 2012, and the final motion to recommend to the Academic Programs Committee was made by the College Executive Committee on September 19, 2013.

The College of Graduate Studies and Research supports the new Master of Arts in Women's, Gender and Sexualities Studies. If questions or concerns arise during the review by the Academic Programs Committee, I would be happy to respond.



TC/ab



## **Proposal for a new Master of Arts in Women's, Gender and Sexualities Studies**

### **Discussion and Motion passed at College of Graduate Studies and Research Executive Committee – September 19, 2013**

**Master of Arts in Women's, Gender and Sexualities Studies** – The proposal is for a new M.A. in Women's, Gender and Sexualities Studies. The new M.A. would require 15 credit units of course work and a thesis. The program will only admit students every two years in order to accommodate the small size of the faculty component involved in offering the new M.A.

**MOTION:** *"To recommend the Proposal for the new M.A. in Women's, Gender and Sexualities Studies for approval."*

Fulton/ Deters. Carried.

### **Discussion and Motion passed at College of Graduate Studies and Research Graduate Programs Committee – January 10, 2013**

**Master of Arts in Women's, Gender and Sexualities Studies** – The committee noted that the proposal is well supported, and the role of the proposed M.A. in the university as a whole is clearly articulated. ICCC has indicated that they are committed to the program and, if cuts to ICCC offerings are to be made, this program will not be cut. The committee noted the proposal demonstrates a significant commitment to the program on the part of the proponents. The stability of Women's and Gender Studies at an undergraduate level suggests that a graduate program in the same area would also be stable. The committee expressed concern over errors in individual course proposals. These concerns were resolved in a memo received by the Chair of the committee April 16<sup>th</sup>, 2013, and approved by the Chair May 6<sup>th</sup>, 2013. The committee was impressed with the diligence, thoroughness, and overall commitment to the program evident in the proposal.

**MOTION:** *"Subject to approval by the Chair, to recommend the Proposal for the new MA in Women's, Gender, and Sexualities Studies for approval, pending satisfactory response to minor concerns raised about the individual course proposals."*

Cooley/ Epp. Carried.

**MEMORANDUM**

**TO:** Graduate Executive Committee

**FROM:** Dr. Trever Crowe  
Associate Dean, and Acting Chair of the Graduate Programs Committee, College  
of Graduate Studies and Research

**DATE:** August 30, 2013

**RE:** Proposal for a new MA in Women's, Gender and Sexualities Studies

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At its January 10 meeting the Graduate Programs Committee of the College of Graduate Studies and Research considered the proposal for a new MA in Women's, Gender and Sexualities Studies. At its January 10, 2013 meeting, the committee passed the following motion:

“Subject to approval by the Chair, to recommend the Proposal for the new MA in Women's, Gender and Sexualities Studies for approval, pending satisfactory response to minor concerns raised about individual course proposals”. R. Cooley/ T. Epp. All in favour. Carried.

Satisfactory response to the committee's concerns was provided and approved by the Chair May 6, 2013. Please find attached documentation associated with the MA in Women's, Gender and Sexualities Studies proposal considered by the Graduate Programs Committee.

Sincerely,

Trever Crowe,  
Acting Chair, Graduate Programs Committee, College of Graduate Studies and Research

ab for TC

# Memorandum

**To:** Keith Carlson, Director of the ICCC  
Joan Borsa, Graduate Chair, Women's and Gender Studies

**From:** Laureen McIntyre, Graduate Programs Committee  
College of Graduate Studies and Research

**Date:** January 17<sup>th</sup>, 2012

**Re:** Proposal for a new MA in Women's and Gender Studies

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This is to advise you that the Graduate Programs Committee of the College of Graduate Studies and Research considered your proposal for a new **MA in Women's and Gender Studies** at a recent meeting. The committee was impressed with the diligence, thoroughness, and overall commitment to the program evident in the proposal. I am pleased to inform you that, pending a favourable response to the following concerns outlined below, the committee approved the proposal for recommendation to the Graduate Executive Committee:

- The committee noted that, for each course, in the corresponding completed GSR 400.1, for question 5.4 it was stated that the course is a prerequisite for WGSR 994.0. However, 994 courses must be taken throughout the entirety of an associated graduate program of study and as such can have no prerequisite.
- CGSR needs signed hard copies of each GSR 400.1 form.
- Each syllabus needs contact information listed on the syllabus, even if just as a placeholder.
- The proposal indicates that other units have been consulted with and support the individual courses being proposed as part of the proposal (as indicated on the included GSR 400.1 New Course Creation documents). While documentation of support for the proposal as a whole has been provided, the claim that other units have been consulted regarding individual courses needs to be substantiated. This could be done through a statement in the proposal indicating that the support for the proposal as a whole is taken to provide support for the individual courses, for example.
- The committee would like to see a clear grading rubric for those courses with a participation grade component (see WGST 812 for an example of a course with a clear participation grade grading rubric). How would a student challenge a received participation grade in those cases where no clear rubric is provided?
- The committee would like to know how the film clips required for WGST 810 are accessed, given the quantity of film clips required and the importance of adhering to copyright legislation.
- The committee would also like some clarification as to how the student presentation required for WGST 810, worth 10% of the student's grade, is distinct from the component of the participation grade for that class which involves leading a discussion.

- The committee recommends that the 'Practicum' component of WGST 811 be retitled, as the majority of the activities involved in this component are more research-oriented in nature than what is commonly associated with a practicum. The options for the component should be clarified as to whether or not they require community involvement, and if so, in what capacity.
- The committee is concerned that the current course proposal for WGST 812 would allow students to gain credit for a single body of work twice by allowing students to develop a thesis chapter as a course project. The Academic Programs Committee has historically objected to allowing students to develop work for one program requirement as part of the completion of another program requirement. The committee recommends that the Final Project component for WGST 812 not be articulated to include a 'draft thesis chapter' option.

Please contact Alex Beldan (#2229) in the College of Graduate Studies and Research if you have any questions.

LM/ab

## Memorandum

**To:** Laureen McIntyre, Graduate Programs Committee  
Keith Carlson, Director of the ICCC  
Marie Lovrod, Coordinator, Women's and Gender Studies Program

**From:** Joan Borsa, Graduate Chair, Women's, Gender and Sexualities Studies,  
new MA Program

**Date:** April 15, 2013

**Re:** Revised Proposal for a new MA in Women's, Gender and Sexualities Studies

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We have carefully reviewed the January 17<sup>th</sup>, 2013 recommendations made by the Graduate Programs Committee of the College of Graduate Studies and Research, which responded to our proposal for a new MA in Women's, Gender and Sexualities Studies. We are pleased to inform you that we have addressed all of your concerns and have revised our proposal accordingly. In response to the concerns outlined in your memo we have made the following changes:

1. In the GSR 400.1 forms and in our proposal we corrected the prerequisite for WGSR 994.0. We acknowledge that as 994 courses must be taken throughout the entirety of a graduate program of study they do not have a prerequisite.
2. We have provided signed hard copies of each GSR 400.1 form.
3. We have provided contact information on each course syllabus.
4. We have provided additional support material which functions as confirmation of unit support. Within the proposal we have also stated that support for the overall proposal indicates support for the individual courses. Signed hard copies of forms entitled "Confirmation of Unit Support for Proposed WGST Graduate Program" have been provided directly to Alex Beldan.
5. In response to your question regarding the ways film clips required for WGST 810 will be accessed, we have consulted with copyright legislation and faculty in the Murray Library. Film clips will be shown and made available in compliance with the University of

Saskatchewan guidelines for using materials protected by copyright:  
<http://www.usask.ca/copyright/basics/copyright-policy/copying-guidelines/index.php>

We will comply with the section which provides guidelines specific to film, video and DVDs.

6. As requested, we have clarified the grading rubric for those courses with a participation grade component. Changes to WGST 812 and WGST 800 were not required; changes to WGST 810 and WGST 811 are as follows:

#### **WGST 810 course**

Regarding the student presentation grade worth 10% in WGST 810, we have clarified how the student presentation grade is distinct from the participation grade. Here is the exact new wording:

#### **Assignments/Evaluation:**

##### **20% Participation (5% attendance; 5% engagement; 10% Student Presentation)**

Attendance and Engagement components of the participation grade require regular attendance and active participation in class discussions and activities. In terms of engagement, students will be graded on the quality and thoughtfulness of their contributions to seminar discussions. Student presentations will be evaluated on the quality of interpretation, analysis and the generation of discussion. Each contributing faculty member will be responsible for assigning the participation grade in their unit or units.

#### **Student Presentations**

In week one, students will sign up for the unit they wish to present in. Student presentations will be evenly distributed among units. Student presentations will explore and animate a critical and/or theoretical reading of one of the cultural texts assigned for that unit, moving the discussion in innovative directions.

#### **WGST 811 course**

#### **Active Participation/Attendance**

**15% Participation/Attendance (5% active engagement in discussions and attendance; 10% leading discussion of one critical reading)**

**Attendance and Active Engagement (5%):** This component of your grade requires regular attendance and active participation in class discussions. Students will be graded on the quality and thoughtfulness of their contributions to seminar discussions.

**Leading Critical Reading Discussion (10%):** Each student will be responsible for leading the discussion of one critical reading during the course. In the week prior to the class

where the presentation will take place, each student will prepare and circulate a 5-page typed single-spaced list including comments, key passages, and 3 – 4 questions about the text/s.

7. Practicum component of WGST 811 course: As recommended the “Practicum” component has been retitled to “Community Engagement Research Project.” We have also clarified the options for this component, particularly as to whether community involvement is required. Here is the exact new wording:

**Community Engagement Research Project:**

For this component of assessment it is acknowledged that queer critiques can be expressed through a range of productive forms and genres, involving diverse constituencies or audiences, including but not limited to those traditionally associated with the academy. Therefore, “community engagement or involvement” is required and broadly defined for this assignment, as follows.

Visual and popular culture, community-based activism (volunteering, mentoring, designing and delivering outreach programs, administrative work), digital humanities (including database creation) and all new media performance-based art (including dramatic and/or musical compositions and productions) and the visual arts are all venues through which queer and sexualities theory can be explored and implemented in powerful and meaningful ways.

Forms for community engagement research projects could include but are not limited to classroom discussions, research papers and conference presentations, interviews, structured observations, case studies and online, artistic or collaborative performances. Projects may be directed toward an academic community or other appropriate audiences.

Each community engagement research project will involve the student and the instructor in selecting an appropriate mentor.

Role of mentor: a project mentor will be chosen from a list offered by the instructor. In consultation with their selected mentor, each student will develop a proposal for community engaged research. The mentor will be consulted in the evaluation of the project’s impact.

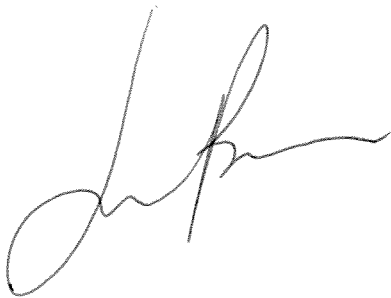
8. WGST 812 course: As recommended we have adjusted the wording surrounding the Final Project component of the course. The Final Project does not allow a “draft thesis chapter” option. Here is the exact new wording:

**Final Project; article-length paper or project (35%)**: Students will develop their research topic in consultation with the course instructor, and any members of the instruction team with whom their interests intersect. Each paper will have two readers,

the course instructor and one of the contributing faculty members. In special cases, and with the approval of the instructor, students may produce a digital project germane to their degree.

We have submitted the signed hard copies of each GSR 400.1 form and the supplemental support material which confirms unit support for the new MA in Women's, Gender and Sexualities Studies to Alex Beldan in the College of Graduate Studies and Research. We have also forwarded an electronic copy of our revised proposal for the new MA Program in Women's, Gender and Sexualities Studies to Alex. For your information, the expected start date for this program (pending final approvals) is September 2014.

Please contact Joan Borsa (966-1289; [joan.borsa@usask.ca](mailto:joan.borsa@usask.ca)) if you have any questions.  
JB/kc &ml

A handwritten signature in black ink, appearing to be 'Joan Borsa', written in a cursive style.



**Women's and Gender Studies MA Program:**  
**Letters of Support from the College of Arts & Science, and The Women's and  
Gender Studies Program, University of Regina**

1. David J. Parkinson, Vice-Dean, Humanities and Fine Arts, College of Arts and Science
2. Keith Carlson, Director, Interdisciplinary Centre for Culture and Creativity, College of Arts and Science
3. Doug Thorpe, Chair, Divisional Faculty Council (Humanities and Fine Arts), College of Arts and Science
4. Darlene Juschka, Coordinator Women's and Gender Studies Program, University of Regina



29 November 2012

Trever Crowe

Associate Dean, College of Graduate Studies and Research

Dear Trever,

Please accept this letter of support toward the consideration by the College of Graduate Studies and Research of the proposal for an M.A. in Women's, Gender, and Sexualities Studies. To locate the particular virtues of this proposal, some context may be valuable. Across the Division of Humanities and Fine Arts, faculty are working to expand opportunities for graduate students. Within the Third Integrated Plan, this expansion is being manifested in new targets for increased graduate enrolments and expanded programmatic opportunities. The larger programs are increasing their recruitment and devoting a rising proportion of their resources to graduate seminars, research, and supervision. As well, a carefully developed array of more specialised small programs are emerging that are designed to appeal to the professional, artistic and scholarly aspirations of clearly defined groups of prospective applicants. The MFA in Writing is one such program, as is the M.Mus. and the M.A. in French. As you know, the Interdisciplinary Centre for Culture and Creativity has been and continues to be a driving force for graduate programming in and beyond the Division of Humanities and Fine Arts. The ICCC is generating new opportunities for research and artistic work by graduate students, as well as new sources of funding. It is providing the administrative base for graduate students' success. The present proposal benefits from having been developed within the ICCC; its interdisciplinary prospects are strengthened by continued support from this Centre.

The allocation of faculty resources to this M.A. will proceed in the scope of expectations overall for faculty provision of 3-credit equivalents, with the benchmark of 150 3cues per faculty member in the Humanities being taken as an average, and no overall negative impact envisioned from the establishment of this program. In its provision of resources, the Division is committed to balancing undergraduate and graduate commitments; this balance is expected in regard to the relation between the B.A. and M.A. in WGSt. With regard to the recognition of team-taught courses, the Division is working toward what might be called a credit union, through which departments share resources by banking and sharing some instructional resources. With regard to the administration of interdisciplinary graduate programs, we recognise that we are not in continuous growth and that coordination of administrative capacities will need to intensify; such coordination is currently underway divisionally.

The Division is currently exploring ways for select programs to co-operate with their counterparts in the Faculties of Arts and Fine Arts at the University of Regina. Particularly where areas of expertise are complementary and where the need exists to provide a suitable range of advanced courses in a subject, the opportunities for partnership are rich. These conditions exist between the two Universities in the area of Women's, Gender, and Sexualities Studies. The sharing of core courses demonstrates the complementarity of faculty strengths and the desire to work across the two campuses.

The Division is also exploring ways to enable faculty from other units to play roles in the delivery of graduate programming in the Humanities and Fine Arts. The provision of some funds is one assurance that such co-operation is valued and will be sustained. I see considerable potential to connect partners across the campus. Through the ICCC and its programs of visiting fellowships, that potential reaches into the community in ways that will, I am sure, produce timely, increasingly distinguished research and scholarship. Indeed, the prospect is clear for international involvement, with interest having already been expressed from Lanzhou University.

The M.A. in Women's, Gender, and Sexualities Studies will thus heighten graduate success in the Humanities and Fine Arts at the University of Saskatchewan. It will increase enrolments while enhancing the engagement of the divisional faculty in graduate programming. By these means it will, I am confident, add to the research intensity of the University as a whole. For these reasons, I encourage the Programs Committee of the College of Graduate Studies and Research to consider this proposal favourably.

With my good wishes,

David J. Parkinson  
Vice-Dean of Humanities and Fine Arts  
College of Arts and Science  
cc: Keith Carlson, Peter Stoicheff



November 29, 2012

Trevor Crowe  
Associate Dean, College of Graduate Studies and Research

Dear Trevor,

As Director of the Interdisciplinary Centre for Culture and Creativity (ICCC), I am pleased to offer my support for the Women's and Gender Studies (WGST) Masters (MA) program proposal. The ICCC is happy to add this program to its growing suite of interdisciplinary graduate programs and courses. The depth and breadth of this program are ideally suited to the mandate of the Centre and the IP3 goals of the Division.

The ICCC is devoted to the creation of engaged interdisciplinary programs that draw on the interest and experience of those within Humanities and Fine Arts and beyond. Not only will this program create a unique learning opportunity for students, but it also builds on existing resources and faculty strengths. For instance, the program takes advantage of the richness of the archival resources of Neil Richards Collection of Sexual and Gender Diversity. The program pools the talents and experience of faculty across the College of Arts and Science, and firmly establishes a connection with the University of Regina. The program also offers numerous opportunities to connect and engage with community partners in our city and our province. The ICCC is proud to support a sustainable program will bring seven new research-based graduate students to our University.

The ICCC is an important feature in the Division's IP3. As such, the Centre is committed to increasing our graduate student numbers in interdisciplinary programs that connect students with real life issues and questions. The Centre is dedicated to supporting innovative teaching methods that bring students together, from across the province and the world, to share in learning opportunities connected with faculty expertise. The WGST MA program has the capacity to achieve these goals, and as such, the ICCC will support this program through dedicated administrative support and financial resources. The ICCC is supporting, in collaboration with the CGSR, an MA student, and has requested additional student support in its grant to PCIP. The ICCC is committed to ensuring that the students have the space they need to succeed, and is exploring options for a shared 990 for all ICCC graduate programs.

I wish the WGST MA program every success and I believe that the ICCC is well-situated to support and maintain this important and exciting initiative.

Sincerely,

Keith Thor Carlson  
Prof. of History  
Director, Interdisciplinary Centre for Culture and Creativity  
Special Advisory, Outreach and Engagement  
University of Saskatchewan

**Subject:** RE: Point of Information for Divisional Faculty Council

**From:** "Thorpe, Doug" <doug.thorpe@usask.ca>

**Date:** 11/30/2012 8:14 AM

**To:** "Lovrod, Marie" <marie.lovrod@usask.ca>, Joan Borsa <joan.borsa@usask.ca>

Marie and Joan:

I have read through the one page summary of your proposal for a WGST Graduate Program. In my view, the proposal is timely and well-argued, and has my full support.

Doug Thorpe  
Department of English

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**From:** Lovrod, Marie

**Sent:** Tuesday, November 27, 2012 8:51 PM

**To:** Weber, Janice

**Cc:** Thorpe, Doug; Joan Borsa

**Subject:** Point of Information for Divisional Faculty Council

Greetings Doug and Janice:

Per consultations with Vice-Dean Parkinson, please find attached a single page document, providing an overview of the WGST graduate program proposal, which is about to be submitted to CGSR. Please circulate to the Divisional Faculty prior to our meeting Wednesday afternoon, November 28<sup>th</sup>, as a point of information.

Many thanks,

Marie Lovrod  
Coordinator, Women's and Gender Studies

Joan Borsa  
WGST Graduate Chair

## *Memorandum*

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Dr. Marie Lovrod  
Women's and Gender Studies  
University of Saskatchewan  
Saskatoon, SK

Oct 22, 2012

Dear Marie,

It was good to talk to you on the phone today and to solidify our plans to share graduate and undergraduate courses and students. As per our conversation, I am happy to confirm that WGST at the University of Regina will develop a Methods course (WGST 804) in order to support the WGST graduate program at the U of S. This course would support and allow for the completion of a MA in WGST at the University of Saskatchewan. We currently have four regular graduate classes on our books: WGST 800 Feminist Theory; WGST 801 Mapping Sexualities (Soon to be renamed Sexualities: Theories and Practices), 802 Women, feminisms and globalization; and 803 Mapping Gender (soon to be renamed Genders: Theories and practices).

I am also pleased that we have furthered our conversation on the linking of our environmental courses in order that they dovetail and support student interest. We expect that WGST 201 Women, the environment and change, will be offered through Distance learning (televised) the winter of 2014 (we will need confirmation from CCE, but I do not see a problem) and taught by Patricia Miller-Schroeder, the developer of the course. The course will be available to all students and has minimal prerequisites (WGST 100, or 15 credit hrs, or permission of instructor).

I look forward to our continued work together on these projects and others we might develop in time.

Regards,

Darlene Juschka, PhD  
Coordinator WGST,  
Associate professor WGST, RLST  
University of Regina,  
[Darlene.Juschka@uregina.ca](mailto:Darlene.Juschka@uregina.ca)  
306-585-5280

## **Women's and Gender Studies MA Program:**

### **Letters of Support from Faculty Participating in Delivery of Graduate Program**

**O@Hhfg'UbX'7 Jg'Uj U]UVYZca 'R Y'CZ[W'cZH Y'I bJj Yfg]miGYWYHnQ**

1. Carolyn Brooks, Department of Sociology (CV attached)
2. Julita Vassileva, Department of Computer Science (CV attached)
3. Sylvia Abonyi, Saskatchewan Population Health and Evaluation Research Unit (SPHERU)
4. Lisa Vargo, Department of English
5. Sarah Hoffman, Department of Philosophy
6. Susan Gingell, Department of English
7. Veronika Makarova, Department of Religion & Culture
8. Jeanette Lynes, Department of English (CV attached)
9. Hilary Clark, Department of English (CV attached)
10. Ann Martin, Department of English (CV attached)
11. Susan Shantz, Department of Art & Art History
12. Mary Ann Beavis, Department of Religion & Culture, STM (CV attached)
13. Heidi Epstein, Department of Religion & Culture, STM
14. Wendy Roy, Department of English (CV attached)
15. Priscilla Settee, Department of Native Studies
16. Louise Racine, College of Nursing
17. Gregory Marion, Department of Music
18. Todd Morrison, Department of Psychology
19. Simonne Horwitz, Department of History
20. Catherine Arnold, School of Physical Therapy (CV attached)
21. Stephanie Madill, School of Physical Therapy (CV attached)
22. Lori Hanson, Department of Community Health & Epidemiology
23. Valerie Korinek, Department of History
24. Jennifer Nicol, College of Education
25. Lucinda Vandervort, College of Law (CV attached)
26. Colleen Dell, School of Public Health
27. Max Kramer, Department of Languages & Linguistics (CV attached)
28. Donna Canevari de Paredes, University Library (CV attached)
29. Moira Day, Department of Drama (CV attached)
30. Darlene Juschka, WGST Program, UofR (CV attached)
31. Wanda Wieggers, College of Law
32. Patience Elabor-Idemudia, Department of Sociology
33. Lou Hammond Ketilson, Centre for the Study of Co-operatives