

Women's Studies Program

Memorial University of Newfoundland

Academic Program Review

Self-Study

March 2005

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INTRODUCTION

An impetus for our request for an Academic Program Review was the recent loss of a whole cohort of faculty who were key to the Women's Studies program and most of whom had been involved since it was initiated, and therefore represent a depth of experience and historical memory that will be difficult to replace. Key examples include Drs. Linda Kealey and Elizabeth Church who have moved to positions in other universities; Drs. Joan Scott, Roberta Buchanan and Phyllis Artiss who have retired; Dr. Barbara Neis who is now located in the Newfoundland and Labrador Centre for Applied Health Research; and Dr. Noreen Golfman who has taken on an administrative position in the School of Graduate Studies. This APR comes at a transitional moment for Women's Studies as we reflect both on our place within Memorial in the past and on future directions.

A BRIEF HISTORY

This very brief historical account is intended to situate the current position of the Women's Studies program in the context of our original aims and value, and of the events of the last few years.

A Chronology

| | |
|--------|---|
| 1982 | First Women's Studies courses offered |
| 1983 | Establishment of Women's Studies Council & Women's Studies Minor |
| 1985 | Establishment of Women's Studies Speakers' Series |
| 1986 | Joint appointment in Biology (Dr. Joan Scott) |
| 1991 | First full time tenure-track Women's Studies faculty member (Dr. Ellen Balka). Dr. Balka was also Coordinator. |
| 1991 | First full time Administrative Assistant |
| 1992 | Establishment of links with Indonesia |
| 1993 | Establishment of Master of Women's Studies |
| 1993 | Full time faculty member resigned as Coordinator and replaced by part time Coordinator |
| 1995 | Full time tenure-track faculty member resigned from Memorial |
| c.1997 | First Master of Women's Studies Graduate |
| 1998 | De-classification of Administrative Secretary to Intermediate Secretary |
| 1999 | Administrative position split with Humanities |
| 2001 | Retirement of Dr. Joan Scott (This joint appointment was not readvertised) |
| 2001 | Sociology appointment with half-time teaching duties in Women's Studies (Dr. Linda Cullum) |
| 2001 | Addition of new Master of Women's Studies options (project and internship) |
| 2003 | Dedication of Sally Davis Seminar Room |
| c2003 | First Master of Women's Studies Internship Graduate |

Historical Overview

Work on the proposed Women's Studies program began some time before its inauguration as a Minor program in January 1983. Prior to 1983 faculty had been pioneering Women's Studies courses in their own departments or introducing Women's Studies material into the standard curriculum, sometimes against stiff opposition. New faculty coming from other universities contributed their experience of teaching Women's Studies in different contexts.

This process led to the formation of the Women's Studies Council and committees, the structure we use today, including the heavy reliance on the cooperation of the home departments and the contribution of 'overload' work by participating faculty. (Appendix A) The decision to design a Minor Program (rather than a Major or a Department) was made partly because of administrative difficulties and opposition (both feared and actual) but also because of an ideological commitment to avoid 'ghettoising' Women's Studies. For this reason, also, it was accepted that faculty (including the Coordinator) would remain in their home departments, but would be cross-appointed to the Women's Studies program. As a result the program has never had dedicated staffing. Dr. Joan Scott was joint appointed with Biology (1986-2001), which led to a strength in the area of women and science. She was joined by our only full time appointment, Dr. Ellen Balka (1991-1995). Now Dr. Linda Cullum is the sole faculty member with teaching responsibilities in Women's Studies; she is appointed to Sociology (2001).

Pedagogically, the program initiated one new interdisciplinary course, WSTD 2000, with a curriculum designed by the Women's Studies Council. In the first years of the program WSTD 2000 was usually taught without credit and cooperatively, with several faculty participating, usually co-teaching in class at the same time. In the first instance there were thirteen other courses that received approval. This pattern, of relatively few dedicated WSTD courses, supported by a range of department-based courses continues today.

We talked to several long-serving faculty when preparing this self-study. In looking back on the early days of the program, they reflected on features that were important then, and have implications for us today. They mentioned the spirit of collegiality and excitement at being involved in something important. They also noticed the variety of skills involved in getting a program off the ground – administrative, political, intellectual and creative – all held together by a clear commitment to feminist knowledge. Many names were mentioned of women who contributed to the making of the program whose lives have since taken them away from Newfoundland. Each brought a strong and distinctive influence to the program. One particularly positive aspect was the number of faculty who emphasized the importance of a broad understanding of cultural diversity and an attention to development issues. This is reflected today in research projects and in the successful recruitment of international students. We are particularly proud of the efforts we make to support international students living and working far from their homes and families, although far more could be done. In spite of some opposition to the program, throughout its history some administrators and units have provided necessary support at key junctures.

When the program began in 1983 it was the first such program in Atlantic Canada. Ten years later, the MWS was also the first graduate Women's Studies program in Atlantic Canada. It was instituted in much the same way as the original program had been. A small group of faculty, with the support of the Council, created the rationale and structure for the new program and pushed it through the bureaucratic steps to acceptance. The MWS, unlike the Women's Studies Minor, was built on the strong foundation of a ten year old undergraduate program, with plenty of experience on which to draw. Several students who had completed the Women's Studies Minor were eager to move on to our MWS. Another impetus was supplied by two scholarships in Women's Studies for Indonesian graduate students as part of a research project. The graduate program continues to attract fine students even now that there are many other options to choose from (especially the inter-university Women's Studies Masters program in Halifax). However, the graduate program does impose ongoing, long-term responsibilities and a heavy workload on an already stretched faculty and administrative staff and accentuates our structural problems.

Reflection on our history provides satisfaction that we have not only survived but prospered over the last twenty years. It also brings a realization that many of our core problems have been with us from the beginning. A lack of institutional autonomy, sufficient faculty and other resources, and a failure to have our growth in Minors and graduate students, reflected by a corresponding shift in our structural location in the university, have become a far more evident problem in recent years; we now find ourselves at what many on Council have termed a "point of crisis." It is this situation that has led us to the process of re-thinking our internal organization and also our overall place in the university. It is time for us to build on our strengths and experience and work with the university to see if there are ways to overcome the roadblocks and contradictions caused by our structural situation.

STRATEGIC OBJECTIVES

What are the strategic objectives of the unit/program?

Women's Studies program objectives support the university's goals laid out in Memorial's Strategic Framework: "Memorial University is committed to excellence in teaching, research and scholarship, and service to the general public. Memorial University recognizes a special obligation to educate the citizens of Newfoundland and Labrador, to undertake research on the challenges this province faces and to share its expertise with the community." The university is "egalitarian in outlook and action" and is "responsive to Newfoundland and Labrador's unique geographical, cultural and economic milieu and to the diverse needs of the student population of the province." [Strategic Framework] (Appendix B)

The objectives of the Women's Studies programs and Women's Studies practices fit well with those of Memorial's Strategic Framework. Based on the current university calendar and the 1993 MSW proposal (Appendix C), objectives of the Women's Studies program include: the

delivery of curriculum and research efforts that take as their focus women's lives and use gender as an organizing concept, the delivery of courses and a program that is interdisciplinary, the forging of links between the academy and the community, a commitment to social action, and the delivery of skills applicable to career outcomes. More specifically, the objectives for the undergraduate program as outlined in the 2004-2005 University Calendar are "to explore the experience and contributions of women from the perspective of different academic disciplines and to compare the situation of women in society with that of men. Assumptions about women and gender differences and the social implications of these assumptions will be explored. While consideration will be given to socially relevant issues, attention will also be paid to the implications for academic disciplines of research on women and their contributions to society." (Appendix D)

These objectives set out in the 1993 proposal of the MWS are:

"... to integrate knowledge from a number of disciplines and add to the existing body of knowledge, but to examine old and new knowledge from fresh perspectives and to reevaluate fundamental concepts and practices in many fields. However, unlike the aim of other interdisciplinary programs such as the Master of Philosophy in the Humanities, the particular aim of the Master of Women's Studies at Memorial University is to provide opportunities for students and faculty to examine the experiences, roles, and contributions of women in various cultures and times (including their own), to understand women's subordination, and to examine the theoretical explanations for and debates that surround these issues. Furthermore, by reaching beyond students and faculty in the program itself to increase an awareness of such problems, and thereby contribute to their solution." (7)

The 1993 MWS proposal understood Women's Studies scholarship as critical and "directed at increasing knowledge about women's lives and the social structure and institutions that frame them. Research and teaching in Women's Studies raises awareness of the need for social change, promotes the dignity and well-being of women, and results in a body of scholarship with an integrated approach to issues of race and class as well as gender." Finally, it proposed a MWS program in response to increasing demand for specialized knowledge of women's issues for positions in government, medicine, law, teaching, counselling, archival and museum work, heritage and tourism, communications and human resources management.

While still important to the program, the general objectives described above reflect, in part, the particular historical moments out of which Women's Studies at Memorial emerged – moments where a focus on women was the goal because of their historical exclusion from the academy particularly and the wider public social, political and economic institutions more generally. Discussion with Council members in the preparation of this self-study indicate that over the life of the program there has been a shift from stated strategic objectives. For example, results of two recent surveys (January 2004 & December 2004) show that most Women's

Studies Council members believe that course curricula, internships, practice and research are or should be feminist in orientation. One faculty member succinctly summarized what seems to be the more currently held, but informal, program objectives “[t]o provide undergraduate and graduate students with a foundation appropriate to their academic level in the theory, practice and research methods of feminisms and their application across disciplines and in the community.” Council members point out that it is possible to use feminist perspectives to examine topics outside of a strict focus on women and that indeed, there is groundbreaking feminist work on the environment, men and so forth. While not explicit in our written objectives then, feminism is an underlying principle of the program. For example, we no longer – if we ever did – assume that courses with a gender component are necessarily well suited for inclusion into the Women’s Studies program. Over the past decade in response in part to student concerns, evidence of feminist perspectives is used as a criterion when considering a course for inclusion in our list of undergraduate electives.

To what extent are the stated unit/program objectives being met? What is the evidence for these achievements? How does the unit program support the mission and objectives of the University and other programs within the University? How are the efforts of the unit/program focused upon achieving the level of excellence (provincial, national, international) to which the unit/program aspires?

These questions are addressed throughout this report. Here, we limit ourselves to some of the dominant themes found in this report so as to minimise repetition.

Examination of the program, as well as its Council members’ teaching, research, and community-based activities, demonstrates a commitment, albeit one that is at times constrained, to the explicit and implicit objectives defined earlier and a consistency with Memorial’s Strategic Framework.

In line with Part 3, Section 1, Action 1.2 of Memorial’s Strategic Framework – expanding and improving course delivery through the use of distance methods – WSTD 2000 is offered as web-based, correspondence and in-class; WSTD 3000 and 4000 are web-based and in-class offerings. A review of the syllabi of core undergraduate courses clearly demonstrates that the stated objectives are met, meaning that all of the core courses take women as their focus using varied and critical approaches. The core courses also take an explicitly feminist perspective, which is in keeping with the implied objectives.

It is much more difficult to assess how well elective courses keep to the stated and assumed objectives. In keeping with the interdisciplinary approach, elective courses are delivered and administered through home departments and units. The Women’s Studies Council in effect has no control over their content or availability. The Undergraduate Committee of the Women’s Studies Council has received numerous complaints over the years from Women’s Studies Minor students regarding the lack of feminist content in some of the elective courses.

This certainly compromises both the integrity and the interdisciplinarity of the program – a problem exacerbated by a lack of resources for effective co-ordination and faculty appointments. Teaching resources are slim – with only one half-appointment – which means an overwhelming reliance on contract or sessional appointments. Such reliance is in stark contrast to Memorial's commitment to Faculty Renewal as outlined in the Strategic Framework. According to this report, "The high proportion of undergraduate courses taught by tenured faculty and the serious attention devoted to teaching are recognised strengths of Memorial." These obstacles no doubt impact on the continuity and rigour in the overall program and, in turn, affect our ability to fulfil some of Memorial's key goals: increasing retention rates [Strategic Framework, Part 2; Part 3, Section 2, Action 2.2]; expanding the size of the student body [Recommendation 2 of the Senior Executive Committee's submission to the provincial government's recent white paper on Public Post-Secondary Education; see: www.mun.ca/whitepaper]; attracting even more international students [Recommendation 9d of the Senior Executive's submission to the provincial government's recent white paper]; and increasing the number of partnerships between Memorial and external agencies and organizations [Recommendation 3 of the Senior Executive's submission to the provincial government's recent white paper.]

The course "Feminism as Community" WSTD 6300 and the graduate Internship option are offered to MWS students, providing students with opportunities to work in equity-seeking community based organisations where they gain valuable and practical experience and are able to put feminist theory into action. These options no doubt aid in the transition from university to work. Indeed, alumni more generally have articulated a sense of preparation for the real world of work. Feedback from Graduate Alumni in surveys conducted in 2003 and 2004 suggest that Women's Studies prepares students for the workplace and that employers value this training. This is consistent with Part 3, Sections 1 and 2 of Memorial's Strategic Framework. It lists as one of the areas for strategic development student recruitment and retention and to that end suggests the following action, "Recognise that students have reasonable expectations of employment or graduate studies, and provide better preparation for and assistance with their transition from Memorial to the world of work or further education. Expanded co-operative and experiential learning programs, academic counselling, and career placement services will be an important part of this strategy." [Part 3, Section 2, Action 2.3] These community-academy links have also served to support Part 3, Section 2, Action 2.4 of the Strategic Plan, to "promote the continued growth of graduate studies."

Our Women's Studies graduates go on to have varied and successful careers. This surely is linked, in part, to their success as students. Our undergraduate and graduate students have been recognised for academic excellence – as demonstrated the number of Women' Studies Minor undergraduate students who regularly make the Dean's List and by the awards earned by graduate students. (Appendix E)

Likewise, our Council members have been formally recognized as effective teachers: two are recipients of the President's Award for Distinguished Teaching; two are winners of MacLean's most popular professor award; and two others are recipients of prestigious teaching

awards from academic associations. CEQ results for Council members also reveal a strong commitment to teaching. It needs mentioning, however, that the Coordinator of the program cannot always avail of such talent. Council members who are regular faculty often have heavy loads in home departments. According to Article 3 of the Collective Agreement between the University and the Memorial University of Newfoundland Faculty Association, faculty members' workload is assigned by administrative heads who must take into account the needs and resources of their unit.

As with the assignment of teaching, neither the Coordinator nor the Council has an explicit role in co-ordinating or funding scholarly research or community-based projects. Yet, membership on Council in the past has provided crucial access to intellectual networks that have been the impetus for important feminist research and community activism. A shared interest in feminism and a commitment to equity politics means that ironically we have a coherence lacking in some home units. Indeed, many Council members have been formally recognized by specific university, community and international awards. Others have achieved success in the performing and visual arts at a scholarly level. Council members have produced a long list of scholarly works, and great success in bringing in external research moneys – \$6,870,00 in the last 10 years – which is all the more impressive given the high percentage of faculty in the junior ranks. A review of Council members' CVs reveals a long list of relevant professional communities, locally, nationally, and internationally, to which they belong. In some cases members have served as chairs or presidents on association boards or executive committees; others have served on journal editorial boards.

STUDENT ENROLLMENT/PROGRAM OUTCOMES

What Are Student Enrollment Trends (In Terms of Full Time Enrollment) at Each Level?

This question is addressed on the basis of enrollments, which include declared and undeclared Women's Studies Minors and students taking courses as electives. Thus enrollment figures represent a range of students. (Appendix F) For example, Women's Studies 2000 (An Interdisciplinary Introduction) has had a range of 0 - 24.8% of the class who were registered Women's Studies Minors, Psychology 2540 (Psychology of Sex and Gender Roles) has had a range of 0 – 15.2%, Sociology 3314 (Gender and Society) has had between three and 28.2 %, and Sociology 4092 (Gender and Social Theory) has had between 10 and 50% registered minors.

The data indicating the number of declared minors over the past several years and those students graduating with a Women's Studies Minor are shown below. We speculate that the decline in numbers of declared minors since the inception of the program may be due to a number of causes. Three primary ones seem to be an overall decline in the numbers of students majoring in Arts; an initially high take up when the program was first introduced; and the program's inability to do long-term planning based on a lack of faculty resources (see below).

Registrations for Women's Studies Minors (Undergraduate)

| | | | |
|-----------|----|-----------|----|
| Fall 1990 | 52 | Fall 1998 | 56 |
| Fall 1991 | 51 | Fall 1999 | 50 |
| Fall 1992 | 46 | Fall 2000 | 44 |
| Fall 1993 | 52 | Fall 2001 | 45 |
| Fall 1994 | 63 | Fall 2002 | 48 |
| Fall 1995 | 80 | Fall 2003 | 40 |
| Fall 1996 | 71 | Fall 2004 | 37 |
| Fall 1997 | 77 | | |

Source: CIAP, MUN

Graduates with Women's Studies Minor (Undergraduate)

| | | | |
|------|----|------|----|
| 1995 | 0 | 2000 | 18 |
| 1996 | 21 | 2001 | 21 |
| 1997 | 26 | 2002 | 20 |
| 1998 | 41 | 2003 | 19 |
| 1999 | 23 | 2004 | 18 |

Source: CIAP, MUN

According to the registrar's office, WSTD 2000 was put on the electives list for Social Sciences and Humanities effective Fall 1998, the year the new BA regulations were introduced at Memorial. This course was also added to the list of electives for Social Work in Fall 1992. This may be reflected in a jump in WSTD 2000 enrollments in or after 1998.

In summary, despite some decline in the number of declared minors in recent years, our current enrollment trends do reflect a strong program especially when measured against the declared minors in the eight other programs at Memorial University. (Appendix G)

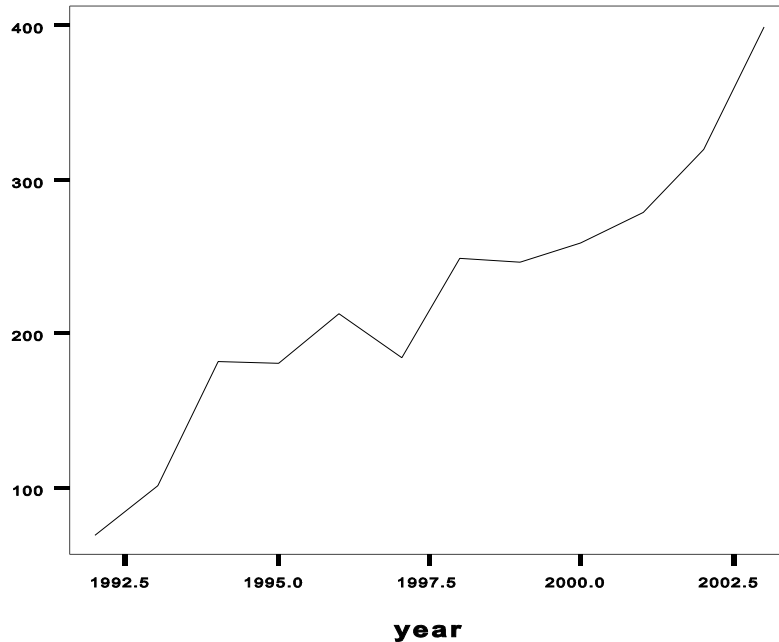
WOMEN'S STUDIES CORE COURSES

Undergraduate

In the Women's Studies Undergraduate program, we offer three core courses: Introduction to Women's Studies 2000; Feminist Research Methods 3000; Feminist Theory 4000. Annual enrollment trends for Women's Studies 2000 between 1992-2003 indicate a steady increase in student enrollments between 1992-1997, a slight dip in 1997, and then a steady rise up to 2003. (See Chart A and Appendix H, Table 1)

CHART A

Women's Studies 2000
Annual absolute number of students enrolled



w.s.2000 enrollment #

Women's Studies 2000 is an interdisciplinary introduction to the concerns and knowledge base of Women's Studies. In general, this course addresses the major concepts, issues and debates of the field. The first offerings of WSTD 2000 in 1992-93 enrolled 70 students in two sections over two terms, and culminated in 2003-2004 with an enrollment of 399 students in 11 sections over three terms. These numbers include both in-class and distance education students who are enrolling in web-based or correspondence oriented courses. This is in keeping with Memorial University's strategic objectives of expanding and improving course delivery through the use of distance methods. [Strategic Framework, Part 3, Section 1, Action 1.2]

Most students in the Women's Studies Minor program have declared majors in Sociology or Sociology/Anthropology. Students majoring in English, Political Science and Folklore also register for the courses but in lower numbers. Increasingly, Women's Studies 2000 is taken by

students from other disciplines such as Social Work and Education. Anecdotal evidence from instructors indicates that students from Engineering and Business are also enrolling in WSTD 2000. The enrollment figures for 1999 onward might reflect the inclusion of WSTD 2000 as an option in the pre-Social Work curriculum.

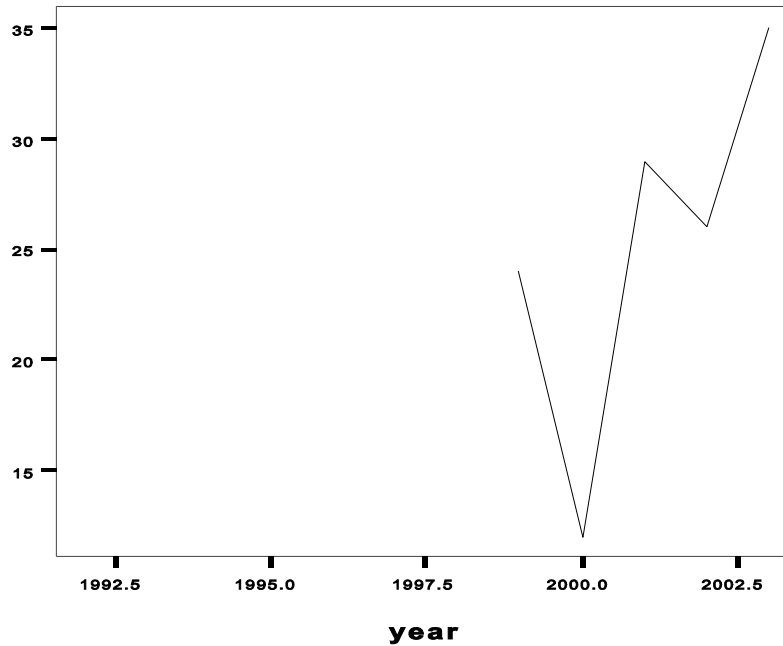
High enrollment in Women's Studies 2000 is notable as little of the content of this course is familiar to students emerging from the high school system in the province. Unlike some other disciplines, such as History or English for example, the high school curriculum does not include specific discussion of gender issues as a central focus. Thus most students entering Memorial University have little knowledge of Women's Studies as a field or a knowledge base, nor do they have a sense of the potential links between critical gender analysis and the broader work world or other educational programs. The broad knowledge and capacity for critical thinking they gain in Women's Studies courses support the stated strategic objective of providing better preparation for and assistance with the transition to work or further education. [Strategic Framework, Part 3, Section 2, Action 2]

Women's Studies 3000, Feminist Research Methods, is an introduction to feminist methodologies and approaches to the formal construction of knowledge, framing of research questions and gathering of data. The course provides an interdisciplinary survey of major research methods used by feminist scholars. Women's Studies 3000 was first offered in the 1999-2000 academic year, and now includes both in-class and web-based offerings. Unfortunately, in order to deliver WSTD 3000 to our students, we rely solely on the instruction of a non-permanent faculty member. His good will and commitment to Women's Studies have ensured the continuous delivery of this key component in our students' training. The course averages about 30 students per offering, 60%-80% of whom are declared Women's Studies Minors. As Chart B indicates, despite a dip in enrollment in 2000, the enrollment has continued to climb for this course.

CHART B

Women's Studies 3000

Annual absolute number of students enrolled

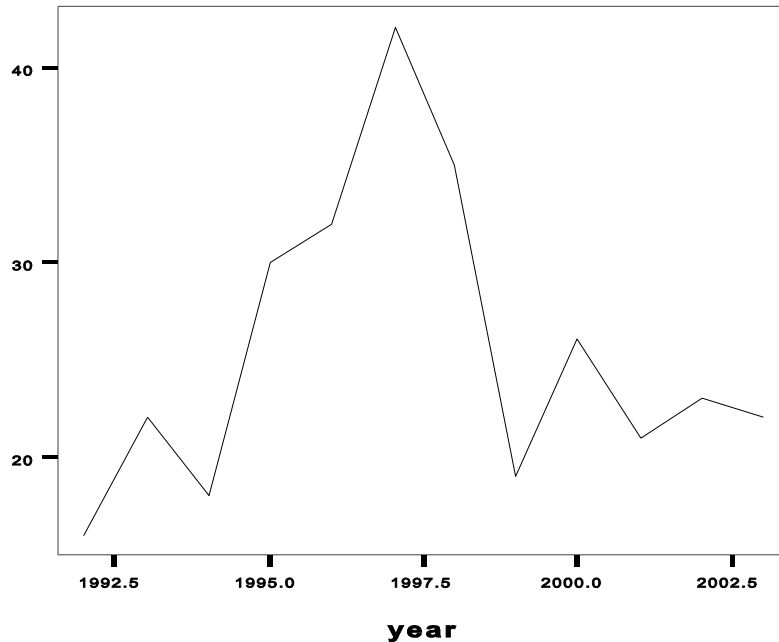


w.s.3000 enrollment #

Women's Studies 4000, Seminar in Women's Studies, focuses on the application of theories to women's issues. The further development of critical thinking about gender analysis and transformative social actions underscores this course, which was first offered in the 1992-93 session. As an intensive interactive seminar, it averages an enrollment of 12 students per section, almost all of whom are declared minors. We routinely offer two and sometimes three sections of this course over two terms, by in-class and web-based formats. Chart C shows the enrollments for this course as peaking in 1997 and eventually leveling off at around 22 per year.

CHART C

Women's Studies 4000
Annual absolute number of students enrolled



w.s.4000 enrollment #

All three core Women's Studies courses (2000, 3000, 4000) meet the stated mandate of the Strategic Framework, especially Part 3, Section 1, Action 1.2 and 1.3; Part 3, Section 2, Action 2.1 and 2.2.

The Women's Studies Program compares very favorably with the eight of the other interdisciplinary programs offered at Memorial. The number of declared minors for all eight programs totals 49; Women's Studies **alone** totals approximately 44 declared minors for Fall 2004. (Appendix G) We believe that, in order to deliver our program effectively, we need both some additional resources and a restructuring of how resources allocated to Women's Studies are spent.

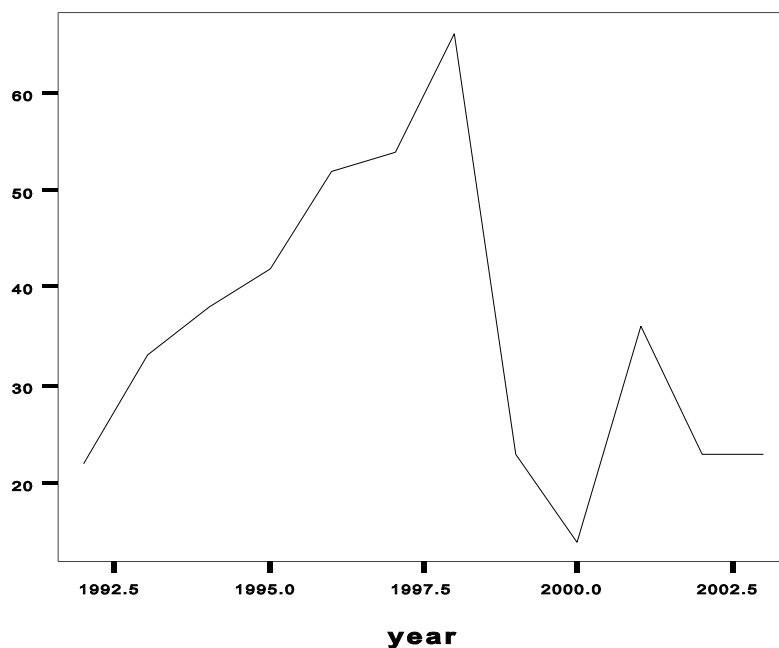
WOMEN'S STUDIES ELECTIVE COURSES

As in most departments and programs, Women's Studies offers a wide range of electives in many disciplines from which students may choose to complete their minor programs.

(Appendix F and H) It should be noted that the structure of electives and core courses has undergone several name changes. Chart D shows the annual number of students enrolled in electives. The program periodically re-evaluates the elective offerings for consistent content addressing gender analysis, and adjusts the elective offerings when needed on this basis. The declining enrollments in Women's Studies 1998-2000 may be due to a number of factors, including the departure of faculty who used to offer such electives, and the inability of some departments to offer electives consistently due to overall shifts in faculty strengths in their units.

CHART D

Women's Studies electives
Annual absolute number of students enrolled



W.S. electives: # enrolled

Graduate

As noted above, when the MWS was created in 1993 all students were required to complete a thesis to graduate. In 2001 Women's Studies expanded the Master's options to include a Project based or Internship based Master in Women's Studies. This was in response to a range of stimuli: the shifting academic climate across the country; the desire of students to apply their critical gender analysis in support of the efforts of equality-seeking organizations in the province, Canada and internationally; and the expressed goal of examining the work of other

groups internationally as they struggle toward gender equality. The first Internship was completed in 2003 and others taking up one of these two new options are nearing completion. This work supports the goals of Memorial University as a whole and in particular those addressing the academy-community linkage and the developing educational needs of the province. [Strategic Framework, Part 3, Section 1, Action 1.3 and 1.4 as well as Part 3, Section 2, Action 2.3 and 2.4]

Students enrolled in the Master in Women's Studies are required to register for four to six courses, depending on the Master's option they have chosen: Thesis, Project, or Internship. (Appendix H, Table 2) While students may opt for part time study, most are full time. The MWS has attracted students from a broad range of disciplinary and cultural backgrounds as well as varied life experiences.

Since the Master in Women Studies was introduced in 1993, 50 students have enrolled, with 20 graduating. Currently we have 21 of these 50 students active at various stages of the graduate program: 11 completing course work; eight working on their Thesis proposals, research or writing; four working on the Project option and three on the Internship option. We anticipate several will complete their studies in the coming year. Nine students have transferred to other programs or withdrawn from graduate school since 1996. (Appendix I) For a comparison of enrollments in Master programs at Memorial, see Appendix G.

Are the Numbers of Students in the Program Appropriate Given the Resources That Are Committed to the Program?

We prefer to consider this question in reverse – are the resources appropriate given the total enrollment in our courses, the number of minors declaring by 3rd year and the number of graduate students. In light of this question and the lack of resources of all kinds as we detail below, we must respond no!

Notably, Women' Studies operates on the basis of limited resources of all kinds:

Teaching

Dedicated teaching resources are limited to a sole assistant professor (not yet tenured) assigned to the program. Only 50% of her salary and academic commitment is allocated to the Women's Studies Program. All other teaching and administrative responsibilities fall on professors and contractuales/sessionals from other faculties, disciplines and programs. We rely almost exclusively on sessional and contract instructors to accomplish our program goals. (Appendix H) The implications of this are the loss of continuity in the overall program and between courses and an inability to engage in appropriate long-term planning. This therefore affects our ability to fulfill one aspect of the Strategic Framework for Memorial University (Part 3, Section 2, Action 2.2).

Supervision

In Women's Studies, co-supervision is the model for the graduate program but not all Women's Studies Council members, the pool from which we draw supervisors, are able to supervise Women's Studies students. An additional complication is that the two supervisors must come from different disciplinary backgrounds yet both have expertise in the student's topic area. Between 1993-2004, an impressive (given our lack of dedicated faculty) figure of 21 faculty members provided supervision to graduate students. Currently 12 Council members and three off campus academics are supervising students. Not surprisingly, our one faculty member assigned to Women's Studies is supervising a disproportionate number of these students (Appendix I). If we consider the recent loss of a number of experienced members of Council, we anticipate an increasing stress on the system of supervision.

Funding Support

Support for our graduate program comes mainly from internal sources. As a result, from 1994-2002, we averaged about \$50,000 per annum in internal support, composed almost entirely of fellowship money from the School of Graduate Studies. Since then we have seen Graduate Student Fellowship Support and Graduate Assistantship separate with Baseline Fellowship funding being decreased to \$27,500 per annum and governed by the School of Graduate Studies and Assistantship funding being governed by the Dean of Arts budget. (Appendix I) Six of seven incoming graduate students in Fall 2004 had no funding; now in January 2005 those incoming students have assistantships but six are still without fellowship support. Yet they persevere in pursuit of their academic goals in Women's Studies.

Council members experience systemic barriers to supporting graduate students. Pressure is on to secure external grant money and student support for home schools and departments rather than for Women's Studies. In the last few years students have benefited from small research monies from Women's Studies Council members (for example, Porter 2004; Cullum 2004; Tye 2001) but overall the program's interdisciplinary nature disadvantages our graduate students in this regard.

Are the Number of Degrees Being Awarded Appropriate Given the Resources That Are Committed to the Program?

As noted throughout this report, we feel that it is crucial for us to have access to additional permanent, full time personnel who are allocated to support the teaching, supervisory, and academic service needs of Women's Studies.

Undergraduate

We judge that the present number of Women's Studies Minors graduating from Memorial University is not unsatisfactory. The number of Women's Studies Minors graduating between 1996-2004 is 207. The graduation number peaked in 1998 at 41 students. In 2004, it is 18 students. We believe that with a modified structure and additional dedicated teaching resources we could substantially increase these numbers.

Graduate

We are proud of our track record of graduating Master of Women's Studies students, especially given the extra challenges we face in the provision of rigorous, integrated course work and thesis/project and internship supervision.

Master in Women's Studies (MWS) Program

| | <u>Registered</u> | | <u>Graduated</u> |
|-----------|-------------------|------|------------------|
| Fall 1995 | 9 | 1995 | 0 |
| Fall 1996 | 11 | 1996 | 2 |
| Fall 1997 | 13 | 1997 | 2 |
| Fall 1998 | 12 | 1998 | 2 |
| Fall 1999 | 15 | 1999 | 1 |
| Fall 2000 | 14 | 2000 | 2 |
| Fall 2001 | 15 | 2001 | 2 |
| Fall 2002 | 13 | 2002 | 3 |
| Fall 2003 | 10 | 2003 | 3 |
| Fall 2004 | 20 | 2004 | 3 |

Source: CIAP, MUN

Are Retention Rates Satisfactory for the Program?

Undergraduate

The graduation numbers peaked in 1998 at 41 students and in 2004 stands at 18 students. Declining graduation numbers is a reflection of declining declared minors. In the Women's Studies program in 1995 the average over three semesters of registered and non-registered declared minors was about 94. As of the last full year, 2003-04, the average is 44 registered and non-registered declared minors. This points clearly to a steady decline in declared minors over the nine years, despite the fact that enrollments in WSTD 2000 have increased tremendously.

Due to enrollment in Women's Studies 2000 from other areas of the university, Social Work, MPhil, this might indicate a need to focus on retaining those initial registrants and getting them to declare a Women's Studies Minor. One possible way to do this is to develop links between the usefulness of Women's Studies and work in the community. [Strategic Framework, Part 3, Section 2, Action 2.3]

Graduate

Nine of a total of 50 (18%) graduate students since the program's inception have transferred to programs elsewhere or have withdrawn. This is not an unusually high number in a graduate studies program.

What Is the Level of Satisfaction among Graduates of the Program?

In preparation for this self-study, Women's Studies sent out an e-mail survey to Graduate Alumni. In 2003, another survey collected data for different purposes but some of the questions were applicable to our self-study. (Responses to both surveys are available in the Women's Studies office.) In summing these up, we found that overall graduate satisfaction with our program was high and positive. When asked to describe the relevancy of our program to their employment or subsequent academic programs, all who responded found it extremely useful. For example,

forming and participating in a thesis-working group was a great learning experience/built my confidence that I could find ways to counter some of the isolationist/individualistic tendencies of the academy if I do decide to stay in academia. Doing a thesis, for me, was also about learning to communicate/work with a committee/supervisors. This taught me a lot about different working styles/ways to find my own working style/importance of working across and learning from differences. My feminist analysis developed from attending speakers' series, guest visits, sitting in on different classes, talking to profs on the side/over coffee and connecting with other grad students.

On the relevance of our program for their "personal growth", our graduate alumni universally mentioned how stimulating the experience had been. Again, an example provides support for our optimism:

The best thing about the program was that I think it challenged some of my beliefs and thoughts. I found some discussions thought-provoking and interesting and others way too abstract for me to make any sense of! I met some wonderful people who I believe will be lifelong friends. I met others who I probably won't be friends with, but with whom I feel I share some connection. The effect this

experience/education has had on me is hard to measure, but I am really glad that I decided to pursue a Master's in WS at Memorial, even if just for the great feminists that I met.

When asked to identify the strengths of our program (question 7a of the survey), our graduate alumni referred to supervising professors and classmates in terms of both their academic challenges and support and friendship. They also applauded the “semi-structured” and “flexible” character of the program. When addressing weaknesses (question 7b of the survey), a few students identified problems with their specific supervisors and their inability to change supervisors (again, an indication of our need for greater resources in this area). They also mentioned the lack of resources and funding for graduate students as key, and the need for more focus in the graduate seminar course as it was taught by some (but not all). When asked how we might improve the program, one student summed up our weaknesses by relating these back to the lack of resources again:

I think that one of the problems was a lack of community. Because of its interdisciplinary nature, there was no cohesive body of profs that were always around and available. I was there for five years and there are still profs whose names I've heard but I've never actually met them.

How Successful Are Students Gaining Admission to Graduate Programs or Finding Post-graduate Opportunities in or Related to Their Field of Study?

Undergraduate

In our review of student enrollment for the Women's Studies Minor program, we found that, between 1995-2004, 15 of our declared minors have been recognized for academic excellence by the Faculty of Arts Dean's List. This bodes well for further academic opportunities for our students. (Appendix E)

Graduate

Master of Women's Studies Graduate students have received recognition for their writing and research and have been awarded significant scholarships and other awards. Since 1999, the list of awards won by Master of Women's Studies students includes:

- nine designations of Fellow of the School of Graduate Studies, Memorial University
- University Medal for Excellence in Thesis Research
- study award for a term at the City of London Polytechnic
- Canadian International Development Agency (CIDA) Innovative Research Award
- Dalton Camp Essay Award

- Memorial University Burke's Gold Medal
- Canadian Centre for Disabilities Studies Research Grant

Women's Studies Graduate students can be found in many walks of life: several are enrolled in PhD programs in other provinces (OISE/UT, Dalhousie, UT) and also do sessional teaching in Women's Studies (for example, at the University of Indonesia, the University of Calgary, and in Labour Studies at McMaster University); others are published authors. Still others have graduated from a second graduate degree or professional school such as Faculty of Law, University of British Columbia, Journalism at Ryerson and so forth. (Appendix J)

How Many Non-traditional Students Are Enrolling in Courses and Programs?

It has been demonstrated by Malkin and Stake (2004) that Women's Studies courses are "successful in helping students to develop more egalitarian gender role attitudes, appreciation and acceptance of diversity, awareness of sexism and other social inequalities, and agentic self-confidence in both women and men." In our program we have worked toward these and other goals by encouraging admission for "non-traditional" students. What others define as "non-traditional" we define as our core student body. In our terms, "non-traditional" is a wider category than one simply based on age or sex. Rather we count as part of our minors, students from a wide range of cultures, social classes, sexual orientations, ages, family forms, and disabilities.

How Are Program Outcomes Made Known to Students?

Undergraduate

The objective of the Women's Studies Program is to explore the experience and contributions of women from the perspective of different academic disciplines and to compare the situation of women in society with that of men. Assumptions about women and gender differences and the social implications of these assumptions are explored. These emphases are the foundation for our program.

Graduate

The Master of Women's Studies is interdisciplinary and is thus open to students from other disciplines. Unlike the aims of other interdisciplinary programs such as the M Phil in the Humanities, the particular aim of the Master of Women's Studies at Memorial is to provide opportunities for students and faculty to examine the experiences, roles and contributions of women in various cultures and times (including their own), to understand women's subordination, and to examine the theoretical explanations for and the debates that surround

these issues. By reaching beyond students and faculty in the Program itself, the MWS increases awareness of such problems and encourages and facilitates the linkages between academic study and community activism with the goal of contributing solutions to the issues. Our Women's Studies 6300 course, "Feminism As Community," is a prime example of this and can be linked to the Strategic Framework For Memorial University (Part 3, Section 1, Actions 1.3 and 1.4). Many of our graduate alumni expressed satisfaction with this aspect of our program. (Survey responses are available in the Women's Studies office.) For example,

WSTD has changed my way to see the world especially how I see and appreciate the diversity of people, their opinion, beliefs, and way of living. I become more careful with the sexist practices in my life which I've never realized and questioned before.

And

... now that I am a mother, my roots in Women's Studies and feminism have become more important to me. As a mother, I want to make this a better world for my child. As a teacher, I want to improve the lives of the women I work with through education. As a feminist and activist, I want to improve my life and the life of those whom I share a community.

And

What I learned in the qualitative research methodologies course ... was valuable to me in conducting my thesis research and continues to be valuable to me in my current job as an Ethics Review Co-ordinator for Research Services at University of Toronto.

How Are These Outcomes Used to Revise and Strengthen the Program?

We frequently examine our focus and delivery in Women's Studies and we have volunteered to enter this APR process to that end. We have undertaken many actions to improve our program already, such as checking its relevance to students' needs and its connection to community programs and organizations. These actions include offering Women's Studies 6300, a community-academy linkage program, using CEQs on an ongoing basis for individual course refinement, and using student surveys when reviewing our programs.

CURRICULA AND TEACHING

Is the curriculum, as delivered, consistent with stated objectives?

A review of the syllabi of core undergraduate courses clearly demonstrates that the stated objectives are met, meaning all of the core courses take women as their focus using varied and critical approaches. The core courses also take an explicitly feminist perspective, which is in keeping with the implied objectives.

It is much more difficult to assess how well elective courses keep to the stated and assumed objectives. Part of the problem may be that a feminist perspective has not been an explicit criterion for inclusion onto the elective list. Indeed, the Undergraduate Committee of the Women's Studies Council has received complaints over the years from Women's Studies Minor students regarding the lack of feminist content in some of the elective courses. In the 1999 Undergraduate Survey, 23.1% of respondents disagreed or strongly disagreed with the statement that feminist perspectives were clearly incorporated into elective courses. In this survey, students also recommended a number of elective courses to drop from the list. These results prompted the Undergraduate Committee to evaluate the electives and to remove courses that lacked feminist content from the list. Results from the 2004 December survey of 119 undergraduate students may positively reflect this monitoring. In this survey just under 2% of respondents were able to list courses they thought were inappropriate for the Women's Studies elective list. (Surveys are available in the Women's Studies office.)

Is the current structure of the program the best way of meeting its objectives? In the 1999 Undergraduate Survey, 96% of those surveyed said Women's Studies should become a department and 46.2% said they would have majored in Women's Studies had the option been available. In the 2004 December survey of undergraduate students, 101 out of 119 or 84.9% agreed that a Women's Studies major should be available at Memorial. When Minors were asked to identify some of the weaknesses of the program, their responses reflected this structural issue. Some indicated that there is a lack of presence of Women's Studies at Memorial. Others suggested that being a program rather than a "real department" is problematic. Some students complained about the small selection of courses from which to choose and the lack of cohesion in the program. Similar issues were echoed in the Graduate Student Survey carried out in December 2004. Overall, however, Minors and MWS students and respondents generally assessed the program positively – some doing so while recognizing many of its constraints – especially its interactive, interdisciplinary, and practical dimensions, as well as its instructors.

Is the curriculum, as delivered, consistent with calendar descriptions, course requirements and degree requirements? Is it delivered effectively?

A review of the most recent syllabi for core courses reveals consistency between calendar descriptions of courses and content delivered. Home departments, faculties and schools handle descriptions for elective courses.

In each year documented since 1994, WSTD 2000 and WSTD 4000 – required courses in the undergraduate minor program – have been offered, often in several sections and nearly always in both Fall and Winter semesters. An average of 13-15 additional “A list” courses were offered each year. The “A list” has sometimes included specialty WSTD courses including WSTD 2001, Women and Science, WSTD 4107 Women and Technological Change and WSTD 3001 Women Writers in the Middle Ages. “B list” courses have been offered on a more variable basis, but there have always been at least five from which students could choose. In 1997 the A and B lists were dropped and replaced by Required WSTD courses, Core courses and Elective courses. In 1998, a total of 10 required sections were offered, with 25 Core courses and 12 Elective courses. The addition of Women's Studies 3000 (Feminist Research Methods) in 1999 was in part to bring our core course offerings more in line with those offered through Women's Studies departments and programs across Canada. In 2001, the curriculum was further simplified into Core courses (WSTD 2000, 3000 and 4000) with a total of 13 sections offered, and 21 combined Core and Elective courses, now called Electives. In the academic year 2003-2004 there were 14 sections of the Core courses offered and 21 Elective courses. In the current year, there are 13 Core courses and 17 Elective courses offered. Currently there are two inactive undergraduate courses listed in the calendar with no descriptions (in accordance with Senate's Policy Regarding Inactive Courses). These are WSTD 2001, Women and Science and WSTD 4107, Women and Technological Change. The inactive status of these particular courses reflects, in part, recent attrition of faculty.

While it is obvious that the program has increasing difficulty in providing an adequate number of courses to enable Women's Studies Minor students to have sufficient choice – a fact that is reiterated the December 2004 survey, it is also clear that to provide this number of courses with only one faculty member obliged to teach in Women's Studies demonstrates a substantial commitment to our programs by members of Council from a wide range of units. This is under circumstances where, for various reasons, the pool of available and qualified faculty to teach Women's Studies courses is diminishing. Demand for Women's Studies courses, especially Women's Studies 2000, has increased. Indeed, there have been long wait lists for Women's Studies 2000 courses in recent years. We certainly interpret this interest positively. We note that our program is currently servicing the degree requirements of other units outside of Arts, such as the School of Social Work. In addition, Women's Studies Minors may have difficulties registering for elective courses where there are prerequisites in home departments or spaces secured for majors and minors of home departments – a problem that is currently beyond the control of the Council or the Coordinator.

Despite these problems of availability and access, results of the CEQ questionnaires and the program surveys suggest that core curriculum is both delivered effectively and consistently with course requirements. CEQ data indicate that students enrolled in core Women's Studies courses generally feel that the course requirements are clear and that instructors respond to students' questions effectively. In the 1999 Undergraduate Survey, when asked to rate the content and subject matter in WSTD 2000, 80.8% of respondents indicated very appropriate or appropriate. When asked to rate the content and subject matter in WSTD 4000, 94.4% of

respondents indicated very appropriate or appropriate. There was also a strong tendency among respondents in both courses to favourably rate (as appropriate or very appropriate) the particular evaluation methods used in their respective courses. Consistent with feminist pedagogy and the interdisciplinary character of the program, multiple methods of evaluation and curricular delivery are used in Women's Studies core courses. Methods include writing assignments, issues posters, web postings, personal narrative writing, class discussion, group work, and media assignments. Curricular delivery methods include lectures, class discussions, videos, readings, presentations, web-based work, and hands-on community based work.

The curriculum is consistent with university standards for admission. According to the 2004-2005 calendar: "The Minor program is an alternative to a Minor offered by a single department and satisfies the degree requirement for a Minor." A review of the core course syllabi demonstrates that instructors assume no prior knowledge of feminist theory or methods.

Admission into the graduate program is limited and competitive, requiring an honours degree or equivalent and a demonstration of knowledge in Women's Studies. Where this background is weak, entrants are required to complete WSTD 4000 or equivalent with a grade of 75% or higher.

If there is curricular overlap between departments, disciplines, and/or programs, how is such overlap justified or appropriate?

There does not seem to be a problem with overlap in either the graduate or undergraduate program.

Women's Studies programming supports the emphasis on collegiality and cross-faculty collaboration found in Memorial's Strategic Framework. As an interdisciplinary program, the Women's Studies Minor hopes to create some overlap and make connections among courses on its menu of electives from across the Faculty of Arts and from across the university. (Appendix K) When asked if Women's Studies courses repeat material learned in other courses, 42.5% of the 119 students who participated in the December 2004 survey answered, "sometimes." Another 41.6% replied "seldom" (8.3% said "never," 6.6% answered "often" and 1% replied "always"). Narrative comments elaborated, explaining that Women's Studies courses frequently explore subjects introduced in other courses in greater depth. Some commented on the integrative quality of Women's Studies courses; for example one student reflected that Women's Studies courses allowed her "to look at all the material from other courses and be able to look at them from a different perspective." In addition to mentioning gaining an increased knowledge of women and women's issues, students talk of ways in which Women's Studies courses enrich their Major programs in Psychology; Sociology; Political Science; English; and Folklore as well as in Schools and Facilities outside the Faculty of Arts, including Business, Education, Social Work and Nursing. Graduate students spoke even more clearly about the benefits of overlap in clarifying ideas and theories and "cementing many fundamental aspects of the course."

Is the curriculum relevant to the needs of students and is it sufficiently rigorous and cohesive?

Graduate students currently enrolled in the program are satisfied with its rigour. Their experience is supported by the fact that requirements for the Master of Women's Studies (all three options of thesis, project and internship) are comparable to those of other graduate programs in the Faculty of Arts. (Appendix L)

Among the undergraduates there is less unanimity. In a survey of 119 undergraduates currently registered in Women's Studies core or elective courses, 61.3% felt that the level of difficulty of Women's Studies courses was "about the same" as their other courses. That said, nearly one quarter (24.3%) of the respondents in this December 2004 survey reported that Women's Studies courses are "slightly easier" (In comparison, close to 2% described them as "much more difficult"; 7.5% said they were "more difficult" than other courses and 5% described Women's Studies courses as "much easier").

Narrative comments on the surveys provide suggestions for why Women's Studies courses are sometimes regarded as "slightly easier." The minority of students who qualified Women's Studies courses as "slightly easier" than other offerings might not equate this either with lack of rigour or disengagement. Regularly students described Women's Studies courses as among the most interesting they encounter so that the remarks of one respondent may well reflect the experience of many others: "Talks about issues that are relevant to the students' current lives. Personal material is easier to identify with and learn." Many of the students also commented favourably on aspects of feminist pedagogy, such as discussion, group work, journaling and so on. They positively noted the tendency for instructors to rely on forms of evaluation other than examinations (for example, "rather than have you study and write tests you learn much more through assigned work" or "gets you to think more, no final [good thing]"; and "The course is not a regurgitation course where you memorize but not really learn"). Such comments suggest that feminist pedagogical practices may be experienced as "slightly easier" than more traditional/standard teaching methods but this is a good thing; students generally find them more relevant to their needs.

It should be noted that, unlike the case of other units, consistency is difficult to ensure when Women's Studies relies almost totally on sessional instructors to offer core courses. The pool of available instructors changes from semester to semester and as does their depth of teaching experience and/or background in Women's Studies. That there is no PhD program in Women's Studies in close geographic proximity limits the pool of available sessional instructors. It is also possible that other units can attract potential Women's Studies instructors more easily than us because individuals seeking eventual tenure stream positions find it more strategic to work for units that have had permanent, full time positions advertised in recent years. Despite a rebuilding effort that has begun to occur in some other units at Memorial, in response to a retirement bulge, Women's Studies has not secured any permanent faculty positions beyond the one 50% position filled in 2001. While we have been fortunate thus far in the quality of instructors we have been able to secure, we are sometimes forced to approach instructors at the

last minute (because the number of sections we offer is determined by enrollments and waiting lists), giving them little or no time to prepare their courses. This approach reflects the fact that instructors are hired on a per course basis. Term appointments and the addition of regular positions would likely solve some of these problems. Often we could offer more sections of Women's Studies 2000 if we could find instructors.

While graduate students in the program are pleased with the ways in which required courses build on one another and make links, they raised several points concerning the cohesion of the graduate program as well as individual courses. These centre on the order of courses offered; course selection; and team teaching.

Normally students begin the program in September. In January 2004 two students entered (one international student had delays in getting her student visa). This meant that they began taking the Women's Studies Seminar and elective courses, followed by Feminist Theory (WSTD 6000) and Epistemological and Methodological Approaches in Women's Studies (WSTD 6100) the next fall. Both now stress the importance of students beginning their graduate study with the theory and methodology courses as these core courses provide the foundation for the rest. One of the students described beginning the program without these courses as "jumping to the tenth floor instead of climbing stairs."

Several students in the Fall 2004 MWS incoming class report being attracted to the Master in Women's Studies program by courses listed in the calendar – courses that have not been offered in years. Because of financial restraints and limited human resources only the required courses have been offered since 2000. Appropriate and available electives can sometimes be difficult to locate and often do not have any feminist content. Repeatedly students request additional course selection.

While students identify positive things about co-taught courses, they also find that they often lack cohesion. Most graduate courses are co-taught by two or more instructors. While this supports the goal of interdisciplinarity, it is also rooted in practicality. Instructors, who already have teaching responsibilities elsewhere, may not have time to design an entire integrated course based on feminist theory, for example, but they can be persuaded to present for a few weeks on their theoretical specialty. In the last few years in an attempt to create more continuity without substantially increasing workload for faculty, the same team of three instructors has taught WSTD 6000 in the fall and then further developed key points in the Women's Studies Seminar (WSTD 6200) during the following semester. This arrangement has reportedly worked better than having two separate sets of instructors. Nonetheless, the three instructors who shared the load this fall were not completely satisfied with the result. The students experienced the course as fragmented, "disjointed" and "choppy." One student commented, "I didn't feel like it was building. It was like three separate courses."

While undergraduate students do not explicitly identify a lack of cohesion among core courses, as discussed earlier the 1999 survey of 26 undergraduate Women's Studies Minors and

graduates showed that nearly one quarter of the respondents did have concerns about the feminist perspectives being clearly enough incorporated in some elective courses. As a result of this survey, several courses were reevaluated and subsequently dropped from the elective menu. While courses on the menu have not been formally reviewed for their feminist content since 1999, the appropriateness of elective courses is monitored by the Women's Studies Undergraduate Studies committee as courses often shift depending on their instructors. This issue emphasizes the limited control a program exerts over its components.

Isolation is a complaint from students at both the undergraduate and graduate level. Undergraduate minors enrolled in elective courses often do not even know which other students in the class are minors. This was highlighted in the 1999 survey when several respondents requested more opportunities for Women's Studies Minors to meet informally. Graduate students feel that the appointment of a full time Coordinator or "one faculty person who cites Women's Studies as first and only area of concern" would provide more continuity as a whole. Note that not only does the Coordinator have major responsibilities in the unit to which she is appointed, but the person holding the key position of Graduate Coordinator is also normally located in an office at some physical distance from the Women's Studies space. Graduate students' very positive comments about the program are couched in the frustration that "it is obvious that all profs/instructors/staff are grossly overworked and stretched too thin."

Overall, the graduate students currently in the program speak very warmly of their experience. One woman who joined the program in September 2004, commented: "The people are incredible. Every instructor I have had up to this point has contributed to my academic and personal growth substantially." Their written responses to the questionnaire circulated in December 2004 are encouraging as they speak of "great classes," "amazing professors," challenging course work and diversity among the student cohort. Graduate and undergraduate students who completed the December 2004 questionnaire indicate that they find opportunities for transformation in some Women's Studies courses. For example, one student writes that her experience in Women's Studies has "changed the way I view society." Students frequently make the connection between the course curriculum and personal growth; they describe developing self confidence and becoming more open-minded. One student reflects that "Women's Studies 4000 is probably the best course I've taken throughout my entire university career. Women's Studies challenges things I've grown up my entire life with, Women's Studies has really made me more aware of the things going on in the world. It has forced me to think and really re-evaluate my life." One student in the survey felt that Women's Studies 2000 should be a required course for all students in the Faculty of Arts, if not all students at Memorial.

Is the curriculum responsive to the needs of students and employers?

As some of the student responses above indicate, Women's Studies curriculum is relevant to students in that it teaches them to think critically and to question the values perpetuated by dominant and hegemonic ideologies (patriarchy, capitalism) that many in our society simply take

for granted. In keeping with Memorial's commitment to community as outlined in the Strategic Framework, the Women's Studies program tries to offer both graduate and undergraduate students opportunities to apply their knowledge of gender and feminism in practical ways. Students in the MWS are required to complete WSTD 6300: Feminism as Community, a course that makes concrete links between the academy and the community. (Appendix N) As well, graduate students see the internship and project routes as exciting options. Some undergraduate core and elective courses also make explicit the connections between theory and praxis. For example, Dr. Nicole Power's Sociology 4230 (formerly 4204), Women and Development, has an optional Service Learning component. 4230 students have volunteered with such community organisations as Oxfam, The Regional Coordinating Coalition Against Violence, Public Legal Information Association of Newfoundland and Labrador, Kids Eat Smart Foundation, Naomi Centre and the DayBreak East End Downtown Family Resource Initiative. Students participating in service-learning gain hands-on experience volunteering with community-based development agencies and hone analytical skills through writing assignments including term papers and journal entries that require reflexivity and critical thinking. In the classroom, students' experiences are used to connect ideas to action, theory to practice. Despite the great value of this course to the Women's Studies program, it is not offered regularly as Dr. Power does not have permanent employment at Memorial. While there has been discussion of introducing an undergraduate internship option, this possibility has never been fully explored due to limited resources.

A review of the employment and volunteer service of our current and past MWS graduates indicates that the program has supported employment and volunteer choices and opportunities. Graduates reported careers and community work in academia, film-making, NGOs, law, counseling, and lesbian rights groups. Some reported an explicit positive recognition on the part of employers of a background in Women's Studies:

It was only after I moved back to Atlantic Canada that my work in the fishing industry became important to further employment as two employers were interested in that level of research. One of these employers told me that he liked me for the job because "I got it"; in other words, I understood biases and minority groups and social issues and he didn't have to worry about "explaining it to me". For this reason, he liked my Women's Studies background.

FACULTY CONTRIBUTIONS

In addressing Faculty contributions, it is important to emphasize what should already be clear: most of the Women's Studies faculty discussed in this section do not exist – or at least do not exist as Women's Studies faculty. With the exception of Dr. Linda Cullum, whose appointment to Sociology includes teaching duties in Women's Studies, and two course remissions for the Coordinator (Dr. Diane Tye), all other faculty are appointed to other departments, or are contracted sessionally, and serve on the Women's Studies Council

voluntarily. (Appendix M) Their teaching in Women's Studies, either core or elective undergraduate courses (which are mostly courses provided by other departments that count for the Women's Studies Minor) or graduate courses is dependent on agreement of their home departments. Women's Studies teaching is sometimes accommodated by Department Heads (meaning that the faculty member's teaching load in their home department is reduced by a course that is then taught by a sessional) but more usually it is taken on in addition to a faculty member's regular departmental teaching responsibilities. This system depends heavily on the good will of individual Department Heads who face their own difficult and competing demands. It has its frustrations as in the recent exchange with one Department Head who refused "to lose teaching capacity to an interdisciplinary program that has never been given adequate resources." Women's Studies has no control over which undergraduate courses are offered on the elective menu or which faculty will be available to teach at any time, including for the core courses.

This situation has existed since the inception of the Women's Studies Minor Program in 1983. Indeed, in the early years, no credit was given for any teaching in Women's Studies and faculty not only taught without credit but held to the feminist pedagogical principle that all courses should be co-taught by at least two instructors. As noted at the beginning of this report, the only time the program had more than a half appointment was the period when Dr. Joan Scott held a half appointment (1986-2001) (jointly with Biology) at the same time as our only full time appointment, Dr. Ellen Balka (1991-1995) was Women's Studies Coordinator.

It is important to acknowledge the enormous amount of both energy and time that has gone into the program over the years that has been completely uncredited and unrecognised. The program was born out of a passionate commitment shared by a group of faculty members at Memorial to Women's Studies as a discipline and a scholarly area. It has been sustained by that commitment since.

The following section is taken from the details provided by 33 members of Women's Studies Council. (Full CVs are available in the Women's Studies Office.) These members, drawn from varied academic units including English, Social Work, Community Health, Political Science, Education, History, Linguistics, Sociology, Anthropology, Human Kinetics, Nursing, Folklore, Library, French and Spanish and Psychology, contribute in various ways to the work of the program. This diversity is also reflected in their CVs: they have taught numbers of core and other courses to undergraduate and graduate Women's Studies students; supervised and examined graduate theses in their own departments and in Women's Studies; obtained large amounts of external funding; carried out large and small research projects; published in numerous formats; presented papers at conferences all over the world; edited journals and served as reviewers; served on international, national, regional and local professional committees, often as presidents or executive officers; and been active in innumerable local community groups. We will try to quantify some of this activity in the sections below, but it is impossible to do full justice to the sheer energy, achievement and commitment demonstrated in the CVs of this remarkable group of women (and some supportive men). The diversity and range of the Women's Studies Council members also makes it difficult to reduce their achievements to easily

quantifiable measures. We have indicated the arbitrary cut-off points we have used in the appropriate sections.

How effective are the faculty as teachers?

Women's Studies Council members include two faculty who hold the President's Award for Distinguished Teaching; two recipients of Macleans most popular professor award; a recipient of the Outstanding Experiential Educator of the Year Award from the Association of Experiential Education and a teaching award from the Association of Atlantic Universities. The range of teaching areas is shown in the Appendix O. Student evaluations testify to consistently high teaching standards in both the core Women's Studies courses and in the courses taught in other departments.

Graduate teaching and supervision constitutes an important part of the teaching responsibilities of university faculty. Women's Studies Council members supervise undergraduate honours students, graduates and post-graduates. They also sit on supervisory committees, act as internal and external examiners on theses and review programs at other universities. They do all this both in their home departments and for Women's Studies, even though supervisory work in Women's Studies may not be considered as relevant as disciplinary supervision by Promotion and Tenure committees. Often the supervisions in their home department are on topics related to women or are done from a feminist perspective. The following figures are rough but do indicate a very high level of activity in this area.

Between them the members of the Women's Studies Council have:

- supervised 150 completed Master degrees. These include 56 supervisions of Women's Studies Master students and 27 nursing students supervised by a single faculty member in Nursing.
- sat on supervisory committees for 15 completed PhDs and been principal supervisor for a further nine completed PhDs
- supervised two completed postdoctoral studies and are currently supervising two more,
- acted as internal examiner for all the completed Master in Women's Studies degrees, many other MA, MN and MSc degrees as well as 17 PhD degrees
- acted as external examiner for 21 PhD degrees
- carried out four reviews of academic programs
- are currently supervising 37 Master level students, sitting on 23 PhD supervisory committees, and acting as main supervisor for a further 11

Graduate Program in Teaching

Women's Studies faculty and students have contributed substantially to the Graduate Program in Teaching at Memorial. This interdisciplinary program was introduced in 1993 to teach graduate students to teach, a pioneering development at that time among Canadian Universities. Each student in the program works with and observes a teaching supervisor (faculty member in her or his own discipline); gains experience and feedback in teaching and teaching-related activities in this discipline; attends weekly sessions that include lectures, seminars and interactive activities; reads widely in pedagogical theories and practices; responds to and discusses these readings in seminars and journals or online discussions; is instructed in compiling a teaching dossier and encouraged to start one; and is presented with a certificate and reference letters on successfully completing the program.

The GPT was initiated and developed primarily by Dr. Phyllis Artiss, in collaboration with faculty from across the university. Dr. Artiss also acted as Coordinator and active participant in the program until her retirement in 2003. Most Women's Studies faculty participated in the GPT: in its initial development; as lecturers and leaders of weekly seminars and interactive workshops, and as teaching supervisors to graduate students in the MWS and other programs: for example, Dr. Diane Tye, Dr. Elizabeth Yeoman, Dr. Nicole Power, Dr. Linda Kealey, Dr. Linda Cullum, Dr. Sharon Roseman, Dr. Mary Power, Professor Jean Guthrie (who acted as joint Coordinator with Dr. Artiss and continuing after Dr. Artiss's retirement), to mention only a few.

The introduction of this program in 1993 at Memorial coincided with the withdrawing of funds to pay two faculty members a full course stipend each for co-teaching each WSTD core course (at that time only WSTD 2000 and WSTD 4000). Co-teaching these interdisciplinary courses by faculty from different disciplines, as mentioned elsewhere in this report, was fundamental to the principles on which the WS program was founded. WSTD faculty made the best of the situation by encouraging all MWS student to complete the GPT either before or during the period when they were assigned TAs in the program. In spite of the hardship of fewer funds for faculty in the program, there were significant benefits for all: for the MWS grad students enrolled in the GPT; for faculty who were assigned graduate assistants trained (or in training) as university teachers; for undergraduate students in WSTD core classes, who continued to enjoy the advantage of instructors from more than one discipline in each core WSTD class; and for GPT participants from many disciplines, most of them aspiring university teachers, who gained from the opportunity to learn about gender perspectives from MWS students enrolled in the GPT, often in the most lively and challenging debates of the semester.

The large numbers of MWS graduates who have gone on to teach in universities, and who aspire to careers that include post-secondary teaching, does not seem coincidental. Most grad students in our program have had strong mentoring by Women's Studies faculty in feminist teaching as well as in feminist research,.

How productive are the faculty as researchers/ scholars? What is the quality and impact of the scholarly contributions of faculty and professional staff?

The Council has no direct role in co-ordinating or funding scholarly research or community-based projects. Even so belonging to the Council gives its members access to intellectual networks and to non-material sources of support. Our shared interest in the furtherance of feminist scholarship and our practical commitment to equity politics and social action means we have a coherence which other units and departments in the university would find hard to match. While our members are active on many fronts and pursue research interests elsewhere, the Council also plays a part in our lives and careers as a focus for our scholarship.

Specific examples include collaborative research, which has resulted from Council members discovering and developing common interests. One instance is the highly successful IDRC funded community outreach project in nursing and women's health in Indonesia, which itself arose out of a CIDA funded linkage project with the graduate program in Women's Studies at the University of Indonesia. (This project funded two of our completed MWS who have since returned to teach in their program in Indonesia). Several Council members have been actively involved in major collaborative research projects focusing on Newfoundland and Labrador. Dr. Barbara Neis, in particular, has not only led projects on 'Marine and Coastal Workplace Health', 'Re-structuring and Women's Health in Newfoundland', 'Eastern Canada Consortium on Workplace Health and Safety' among many others, but has also provided research and employment opportunities to junior members of the Council as well as other researchers.

At the other end of the scale the Council Speakers' Series provides an opening for Council members and for graduate students to speak about their work. (Appendix P) It is a place to try out new ideas with a sympathetic audience at an early stage in research. During the past semester the seminar series started with a Women's Studies MA students' paper analyzing dress and gender in the business environment. It continued with a presentation on how music and photography can be inspired by landscape from a Council member based in the Education faculty. A new member of the Anthropology department spoke about field work in Bolivia concerning women and development policy. The series ended with lively discussion led by the Associate Dean of Education concerning what women can do to change management practices in schools and in higher education. Amongst invited speakers in the previous year were distinguished feminist scholars, Natalie Zemon Davis, Liz Stanley and Caroline Merchant. Women's Studies hosted the latter two as Henrietta Harvey professors after successfully nominating them. Davis gave a well-attended public lecture on men in seventeenth-century Europe and adjourned to the Sally Davis seminar room for a smaller group discussion. Stanley spoke to interested audiences about her recent work in South Africa. Thus the Council and, more particularly its seminar series, provides a meeting ground for students, junior and senior faculty and occasional visitors in contexts where ideas find ready synergy.

Standard if somewhat crude measures of research productivity attest to our energy as scholars. During the past decade the 33 members of Council have delivered some 620

presentations at conferences; contributed 174 papers to journals and published 202 chapters in books. They have published 17 monographs or books. These figures should be considered in the light of the employment circumstances and career stages of this group of scholars. A decade ago only six of the 33 were in possession of a PhD and held tenure-track employment. This indicates a significantly small proportion, just 19% of the group, are in the middle or more senior stages of their careers and this might explain why monograph publications are fewer than one might expect. It speaks, however, to the creativity of newly qualified faculty and Council members that a number of books are at an advanced stage of preparation.

From the titles of books forthcoming one gets a sense that local initiatives and their global implications are important in our current scholarly interests: *What Do they Call a Fisherman? Men, Gender and Restructuring in the Newfoundland Fishery* and *Identities, Power and Place on the Atlantic Borders of Two Continents* are key examples. A number of our members work in fields where the short paper is the accepted mode of scholarly communication. Papers published in periodicals dedicated to health research, to the social sciences and to minority groups as well as in feminist journals are numerous reported in our CVs. Furthermore as individuals and groups we have been involved in publishing policy reports and manuals. One example of this kind is an Environmental Bill of Rights kit, which was prepared for the Speakers' Bureau of the Environmental Council of Ontario. Any listing of the areas we publish in is bound to be incomplete. Nevertheless, a purpose is served by pointing to both the policy-based research and the scholarly contributions of our members. Amongst the former, Council members have contributed literature to debates on migration and diversity in Africa, homelessness in developing countries, women's body perceptions and strategies for health in Quebec, and health and safety in marine and coastal environments. Amongst the latter are the projects of two current SSRC-grant holders concerning, respectively, women during the Franco-dictatorship in Galicia, Spain (Dr. Sharon Roseman) and the production of a scholarly edition of a fourteenth century play 'La Passion du Rouergue' (Dr. Aileen MacDonald). Council members publish in the gender history of men as well as women and have augmented theoretical literature on masculinity in the fields of folklore, history, anthropology and sociology.

It is hard to estimate the full impact of the scholarly work done by members of Women's Studies Council. Clearly it contributes to a lively and serious climate of scholarship in the Women's Studies program and has led to the creation of some interdisciplinary teams. Our present structure (or lack of it) does not provide sufficient opportunity for spending time together and forging even closer research links. A more appropriate structure would lead to much more creative research and publication synergy. It is clear from the listings under participation in national and international forums and associations that Women's Studies Council members disseminate their research and skills in a wide variety of contexts. They present at conferences nationally and internationally as well as publishing in a wide variety of scholarly journals. Dr. Elena Hannah, for example, is co-editor of the recent book *Women in the Canadian Academic Tundra: Challenging the Chill*. After its publication, several universities held colloquia and fora of women faculty to discuss issues raised by the contributors. As Co-editor, Dr. Hannah received numerous letters from faculty and students telling them how much this book had contributed to

their understanding of the chilly climate. Indeed, the scholarly works written by Women's Studies Council are frequently cited by other researchers and are used in undergraduate and graduate courses. Their leadership on national and international bodies, together with their editorial positions also enables this group to have a significant impact.

Are the faculty appropriately engaged with relevant professional communities locally, regionally and nationally? Are the faculty and professional staff active, and recognised, participants in regional, national and international professional organisations?

Our professional society memberships are many and varied. Council members have served as members or chairs/ presidents of Association boards or executive committees such as the following:

- Canadian Research Institute for the Advancement of Women
- Canadian Women's Studies Association
- Canadian Association for the Study of Women and Education
- Canadian Society for Studies in Education
- International Conference on Methods in Dialectology
- Society for the Study of Musical Traditions
- Association of Canadian College and University teachers of English (President)
- Atlantic Provinces Linguistic Association (President)
- Canadian Linguistics Association (President)
- Folklore Studies Association of Canada (President)
- Canadian Sociology and Anthropology Association (President)
- International Sociological Association (Board member of RC38 and RC32)
- Atlantic Provinces Library Association
- Society for the Study of Architecture in Canada
- Society for the Anthropology of Europe
- Women in Planning Network of the Commonwealth Association of Planners
- Film Studies Association of Canada (Vice President)
- Canadian Federation of Humanities and Social Sciences (VP Research)

Council members have also taken up many editorial responsibilities on a wide variety of publications. Apart from serving as readers and assessors of manuscripts for both publishers and journals, they have served on the editorial boards of journals, including the following:

- Canadian Journal of Linguistics
- Gender Issues
- Journal of Planning Theory and Practice
- International Journal of Maritime History
- Labour/Le Travail
- Newfoundland Studies

- Ethnologies
- Studies in Political Economy
- Atlantis: A Women's Studies Journal (Editor)
- Canadian Review of Sociology and Anthropology (Editor)
- Sociological Research OnLine
- Asian Journal of Women's Studies
- Review of Women's Studies
- Stri: Jurnal Studi Wanita
- Anthropologica
- TOPIA
- Cdn Journal of Film Studies
- Essays on Canadian Writing
- Cinemas

The exceptional achievement of some Council members have been recognised by specific university, community and international awards. For example, Sandra Clarke held a Killam Fellowship (2001) and was awarded a Canada Council Molson Prize the following year. Dr. Sandra Clarke and Dr. Marilyn Porter both were awarded University Research Professorships; Dr. Sharon Roseman and Dr. Barbara Neis received the President's Award for Outstanding Research (1998 & 2002); and Dr. Shirley Solberg received an Award of Excellence for Nursing Research from the Association of Registered Nurses in Newfoundland and Labrador (2002).

Lest the creative accomplishments of the Council members be underplayed in this account of research activities, we should stress that many members pursue interests in the performing and visual arts at a scholarly level. Dr. Noreen Golfman was the founding (and continuing) chair of the St. John's Women's International Film and Video Festival. She was also the monthly film columnist for *Canadian Forum* and appears on CBC regularly as a current events commentator. Dr. Kathy Browning's artworks attract increasing attention, with shows in St. John's, Thunder Bay, Philadelphia, Indiana and Toronto, as do those of Dr. Natalie Beausoleil. Dr. T.A. Loeffler's interests in outward-bound activities have led her into film-making. Dr. Roberta Buchanan (now retired) is a well known and published poet. Indeed, the CVs alone show that many Council members transcend the conventional ontologies that often confine academics to one sphere of activity.

Where applicable, are the faculty effectively engaged in relationships with business, government, cultural and other relevant communities?

Since its inception, Women's Studies has recognised its roots in political and community activism. Perhaps more than any other academic field, Women's Studies has always been committed to serving its community, remaining in touch with its needs and working to improve the lives of women outside as well as inside the academy. In addition to the scholarly and creative activity described above, Women's Studies Council members share expertise with

community groups, act as consultants for a wide range of projects and make appearances on local, regional and national media. Women's Studies members make very practical contributions as in our fundraising efforts a few years ago for the Women's Centre in Sheshashit, Labrador.

The Speakers' Series has always attracted audiences from outside the university. The introduction of the Internship option for the Women's Studies graduate degree recognised and built upon the expertise in the community to train Women's Studies specialists. The "Feminism as Community" graduate course ensures that all graduates in the program have exposure to and experience of the wider women's community in St. John's. Our success in this area is demonstrated by the feminist perspectives our graduates bring to paid or voluntary work in many institutions such as schools, health services, government, churches, business, law, as well as by their strong leadership in women's groups and women's services throughout the province.

Our own Council members, in addition to their heavy workloads, are nearly all active members of community groups or serving on voluntary committees. It is hard to document this aspect thoroughly, so here we simply list some of the community groups that members of Women's Studies Council have contributed to either as members, or more often, as executive officers.

Community groups focused on women:

- Provincial Advisory Council on the Status of Women
- St. John's Status of Women Council and the Women's Centre
- Newfoundland and Labrador Organisation of Women (NDP)
- CRIAW Newfoundland
- Women's Health Network
- Women's Resource Development Committee
- Newfoundland and Labrador Fishnet
- Innu Women's Centre
- Women's Walk Through St. John's
- St. John's Women's International Film Festival
- Women in Housing Policy Working Group
- Childbirth Education Association
- La Leche League

Other Community groups:

- St. John's Oxfam local committee
- Community Board for Brighter Futures
- Newfoundland and Labrador NDP Executive
- Newfoundland Writers' Guild
- Writers' Alliance of Newfoundland and Labrador

- Newfoundland Historical Society
- St. John's Coalition against the War in Iraq
- Resource Centre for the Arts
- Georgetown Neighborhood Association
- East Coast Trail Association
- Latin American Community Association
- Atlantic Health Promotion Research Centre
- Food Security Network of Newfoundland and Labrador

Students also have an impressive list of associations that include:

- Memorial University's Women's Resource Centre
- 2005 Feminist Coalition of Atlantic Canada
- Association for Registered Nurses of Newfoundland and Labrador (ARNN)
- Canadian Association for Independent Living Centres (CALIC)
- December 6th Vigil Planning Committee and Performance Cast
- Independent Living Resource Centre (ILC)
- MUNSU LBGT
- Newfoundland and Labrador Respiratory Nurses Society (NLNRS)
- Oxfam Canada
- Provincial Advisory Council on the Status of Women
- Sexual Assault and Crisis Prevent Centre
- St. John's Coalition for Persons with Disabilities (COD)
- St. John's International Women's Day Committee
- St. John's International Women's Film Festival
- The Helen Fogwill Porter Fund (NLNDP)
- Vagina Monologue Planning Committee and Performance Cast
- Women's Centre, St. John's Status of Women

Are the faculty generating a level of external grants and contracts appropriate to the discipline?

At a conservative estimate, members of the Women's Studies Council have generated a total of approximately \$6,870,000 in external grants in the last 10 years. These figures are hard to calculate accurately because many grants, especially the major ones are shared between large teams, often based in different universities. If we simply total the amount of grants money with which Council members were involved, the total would be much greater. So, for this exercise we arbitrarily divided the grants obtained by all small teams (two people) by two, and all grants obtained by large teams by four (the average size of a team). We tried to 'weigh' the score by increasing the 'share' of the PI or project director, but also tried to avoid 'double counting' where two (or more) members of Council were involved in the same research grant. This total should, therefore, be treated with caution.

Nevertheless, it is an impressive amount for a Council with a disproportionate number of junior and untenured faculty and sessionals among its number. It is noticeable that only three members did not report any external funding, and one of those was the librarian, who would not be expected to apply for such funding for individual research. The amounts obviously varied enormously, according to length of service and seniority most obviously, but also according to discipline. Faculty in pure Arts subjects, whose research is mainly individual research in specialised libraries cannot be expected to generate large external grants, nor would it be appropriate to their research contribution. The two largest generators of external funds – Dr. Barbara Neis and Dr. Marilyn Porter – do so because in Dr. Neis's case, she has been closely connected (often in a leadership role) with very large interdisciplinary projects focusing on environmental or health and safety issues; in Dr. Marilyn Porter's case because her work is international, which tends to be more expensive, and attracts funds for institutional linkage work.

Women's Studies Council members have been successful in attracting funds from a wide variety of external funding sources. SSHRC is obviously a main source of funds, but grants, sometimes large, have also been obtained from CIDA, IDRC, CFI, CIHR, Health Canada, Canadian Centre on Disability Studies, DFO, Population Health Fund and NSERC. Whichever way you look at it, Women's Studies Council members are successful not only in obtaining substantial external grants but doing so in a way that reflects the diversity of Women's Studies as a discipline. Internally, they have won grants from SSHRC; Smallwood Foundation and ISER.

Are the contracts and grants received by faculty consistent with the strategic goals of the unit?

The problem with answering this question is that the Women's Studies program is not really a unit in the conventional sense. As we have indicated, members of the Women's Studies Council do generate an impressive amount of research money, certainly sufficient for a full department – but while the members of Council work together on an informal basis, and while some grants are administered through Women's Studies, the majority are applied for and administered through the Council members' home departments. If we understand the strategic objectives of the Women's Studies program to include the carrying out and furthering of Women's Studies scholarship and research and the dissemination of feminist knowledge in a variety of contexts and forms, then clearly the work of the Council members, collectively, adds up to a significant contribution to feminist scholarship in many forms and venues.

Is there a suitable balance of teaching, research or creative work, and service in the workloads of faculty and professional staff? How are the faculty integrating teaching, research and service?

As with other questions, these two questions cannot be answered separately. Again, the main problem is structural. Almost every Council member has no explicit obligation to teach, do committee work or conduct research under the aegis of Women's Studies. It is therefore

impossible to assess balance or integration issues in terms of the program as a whole. Members of Women's Studies Council contribute to all three areas in Women's Studies – teaching, research/ creative work and service, although the levels of contributions are extremely varied, and also change across time. Unlike the case of other units, there is no way to gauge whether any Council member's contributions will be continued or increased over the long term. For many individuals, their sheer activity in their home units means that they cannot contribute to Women's Studies as fully as they would like. Many have very full loads and responsibilities in other units, or are directing large research projects. Others are in junior and insecure positions or may not be released by their own department heads to contribute to Women's Studies.

If we examine the balance and integration within each CV, the overwhelming conclusion is that while there is great diversity in the strengths and foci of the Council members as a group they contribute astonishing amounts of both energy and skill in all three areas. It is also clear that most of the members are over working, and part of this is due to their contributions to Women's Studies on top of their other obligations and their enthusiastic commitment to feminist scholarship in a range of ways. These contributions to Women's Studies are often unrecognised by their home unit. Council members make choices about where to put their major energies over the course of their careers at Memorial. It is clear, however, that Council members are productive at a higher than average rate in all three areas.

ADMINISTRATIVE SUPPORT/EFFICIENCY

Is the unit/program receiving appropriate direct resources and support from the university?

Even at a time when all units across the university likely report being under resourced, members of Council view the Women's Studies program to be in particular need of both increased support and some reorganisation of how monies are spent. At the moment the financial expenditures for the program are organized in the following way:

- Half-time teaching responsibilities for one position based in Sociology
- Coordinator's Stipend (\$1500) and two course remissions per annum (\$7600)
- Cost of course offerings & supervision per annum (Approximately \$75,000) [Paid to sessional per course instructors/extra teaching payments to regular faculty members]
- An administrative support position (shared with Humanities)
- Graduate student support – fellowships and assistantships – per annum up to December 2004 (Approximately \$35,000 divided among 12 students)
- Three offices, seminar room & mail/photocopy room
- Women's Studies office operating costs: paper supplies, mailing and photocopying etc. (Approximately \$5000 per annum). Women's Studies does not have its own separate budget; rather it is an account that falls under the Dean of Art's budget.

How adequate and effective are infrastructural resources and support (eg, library, promotion and recruitment, media, space) for achieving program goals?

Library Support

Members of the Queen Elizabeth II Library staff have been very supportive of the Women's Studies program. They routinely consult with Women's Studies and endeavour to acquire as many text resources as possible. The current pressure to reduce journals in the QEII is seriously undercutting our efforts to provide current, top-quality academic materials that support course content at all levels. (Appendix Q)

Promotion and Recruitment

Women's Studies has had very few resources to devote to promotion and recruitment. In the past we have introduced junior high students to our program through participation in a week-long Junior High Enrichment program. Most of our promotion is done electronically. For example, we generate an E-Newsletter several times a year and circulate notices via the university's Newslines. We advertise our Speakers' Series through these means and with the circulation of a flyer. In 2003 we produced a brochure outlining the graduate program and in recent years have begun to present introductory sessions about the MSW program in undergraduate classes. However, thus far we have been unable to find resources necessary to update the program's web page, which is increasingly our first point of contact with prospective students.

Space

Women's Studies occupies three offices (Administrative/Coordinator's office; sessional office; and student office) and a seminar room. A lack of space hinders the work of the Women's Studies program.

Administrative/Coordinator's office: The space accommodating the Intermediate Secretary and Coordinator serves our needs adequately. However, demand for the seminar room has led us to rely more and more on the Coordinator's office as a committee meeting space. While this facilitates committee work, it limits potential as a working office for the Coordinator. We worry that in the long term this use of the space might have negative implications if it results in a diminished Coordinator's presence.

Sessional space: This office has had to accommodate from two to six people, (the average is four) per semester. It is furnished with one desk, one computer, one table and a phone. Scheduling office hours can be a challenge.

Student space: Part of the success of a program or department can be measured by the way students feel welcomed and supported. There is no gathering space for Women's Studies undergraduates and in a critical program such as ours, encouraging the development of collegial academic and social support is essential. At present twenty on-campus graduate students use one office furnished with two desks, two computers and a phone (there is a second office at Feild Hall used by those writing theses but less convenient for students completing course work).

Students frequently highlight the need for a common space, especially given their feeling of isolation that results from being in an interdisciplinary program. We are sensitive to this complaint but at a loss to remedy it. This semester, on an experimental basis, we have reserved time four mornings a week in the Sally Davis seminar room for graduate student use. We are not confident that such a well used meeting space will easily double as a social and/or work space, however. We do not want to overly interfere with the already heavy use of the room, contribute to its deterioration (for example, the windows do not close properly and potentially could be left open and result in damage) or add to the workload of the Intermediate Secretary (if the space needs last minute cleaning for incoming meetings, for example). For now, we're trying it. We are also currently exploring ways we might reconfigure our present use of space to allow the students access to the donated second-hand microwave and refrigerator now located in the Coordinator's office but at this point the appliances are still inaccessible to students.

Sally Davis Seminar room: The Sally Davis room is a great resource. It is in almost constant use. We rely on the space for a variety of our own uses: Council meetings; graduate and undergraduate seminars; committee meetings; and speaker series events. We are as generous as possible in our management of this space so that it is used a great deal by several other programs and units, including the Humanities Program for their MPhil Board of Studies meetings and MPhil seminars; English as a Second Language Program; Academic Advising; Department of French and Spanish and the Department of History. While the Sally Davis seminar room remains an attractive meeting space, it is in need of upgrading.

Computers

Gaining access to adequate computers is a perennial struggle. In 2004 the Intermediate Secretary received a new computer so that now for the first time in many years her computer needs are adequately met. Following Faculty of Arts practice, her old computer was passed on to the Coordinator but this machine is unreliable and inadequate for the needs of the Coordinator and the committees who make use of it. Nor is there a working printer available in the Coordinator's office.

Without faculty appointments, Women's Studies is not able to take full advantage of the Faculty of Arts practice of passing down used computer equipment. Our sessionals and students are disadvantaged even more than those throughout the rest of the university. For example, we were unable to alleviate the computer needs of the Coordinator and secretary through a Faculty

of Arts initiative last year that supplied new computers to permanent faculty members. As a result, Women's Studies sessionals share one computer that is now limited pretty much to quick checking of e-mail. For several years students have relied on two computers so old that they could not transfer or print most imported files. We are hopeful this situation will improve since after over two years of searching, two used, but newer, computers have been located in another part of the university and will soon be placed in the student office.

How effectively do the unit and its programs promote new initiatives, plans, collegial spirit and active community involvement?

As indicated throughout this report, notwithstanding limited resources, Women's Studies has undertaken several recent successful community initiatives. For example, the introduction of non-thesis options of internship and project are attracting students to the graduate program and are beginning to yield exciting products and make practical contributions. The development of Women's Studies 6300: Feminism as Community in the last few years has been well received and fosters important links between university and community. The challenge we now face is to find someone to teach this course as Dr. Phyllis Artiss steps down as instructor. For many of us in Women's Studies, the primary concern is with our ability to fulfil our commitments to initiatives already underway. We are in the position where promotion of the program must be secondary and new initiatives feel remote.

Women's Studies continues to contribute to Memorial's intellectual life through the facilitation of lively interdisciplinary discussion. Our long-running Speakers' Series described above is varied and often provocative. (Appendix P) Events attract audience members from across the university and community. Danielle Devereux, in partial fulfilment of her MSW (project option), has conducted a dynamic and well attended noon-hour media series over the past two years. As already mentioned, Women's Studies has been a co-sponsor of several recent Henrietta Harvey distinguished lecturers.

We substantially contribute to raising political awareness on campus. The Women's Studies program helps to organize the annual December 6th vigil and supports other university endeavours, including programs of the Sexual Harassment office and the award of a scholarship for women in Engineering. Graduate students are leaders of Memorial's volunteer Women's Resource Centre and are instrumental to much of its programming. An ambitious initiative for the WRC in 2005 has been the Vagina Monologues.

What major initiatives and improvements should faculty, professional staff and administrators be taking to enhance the program?

Women's Studies Council members are hampered in their ability to move forward, or perhaps even to hold ground. Regular faculty members who feel increasingly stretched by the

demands of their departments find it difficult to consistently contribute to the Women's Studies program to the extent required or often even to the extent that they would like. Untenured faculty and sessionals grapple with the possibility of exploitation and potentially jeopardising their future academic careers if they become too involved. In 2004, in an effort to secure a firmer base for Women's Studies, a proposal was crafted for a Canada Research Chair but unfortunately it was unsuccessful.

How well are administrative and professional support staff contributing to the academic and strategic goals of the unit/program?

Support Staff

We currently share one support staff member with Humanities, Ms. Joan Butler. Originally created in 1992 as an Intermediate Clerk Stenographer, for much of its history, the post was classified at the higher level of Administrative Secretary. Although the job description did not change, following the completion of a CIDA grant for which the Administrative Secretary took major responsibility for finances, the classification was lowered to Intermediate Secretary. In 2002 Women's Studies requested that Human Resources reassess the position. In the end, they refused to re-classify it because of the job's lack of financial/budget responsibility.

Despite Human Resources' refusal to reclassify, the position's responsibilities have grown. Most significantly, administrative responsibility for the Humanities program was added in 1999. Although originally proposed to comprise approximately 20% of the job, in reality Humanities requires much more commitment and the current job description implies division of responsibilities is 50/50. Providing administrative support for interdisciplinary programs demands a degree of independence and initiative not normally required of Intermediate Secretaries in departmental offices.

The job has evolved in other ways as well. Advances in technology have lessened workload in some areas while they have increased it in others. For example, the Intermediate Secretary must operate Banner Finance, act as webmaster for the program's web page and answer most of the online queries. Forms and processes formerly handled by the Registrar's Office or the School of Graduate Studies have been downloaded so that they now fall to units and programs.

We have enjoyed great continuity in terms of administrative support. Through a succession of Coordinators, the Intermediate Secretary, has remained the constant face of Women's Studies. Ms. Butler has been/is heavily relied on by Coordinators, Council members, instructors and students to provide required information on both university and program policies and procedures, offer continuity and supply institutional history. Without her excellent management of the details of the Women's Studies program and her interaction with students our Program would be less successful. However, this is not something we can count on in the future.

COST EFFECTIVENESS

How effectively does the unit deploy its resources?

Given our few direct resources, and that we share our administrative support staff and space with others, we feel that we accomplish much with very little. Women's Studies Council members contribute a great deal, often making personal sacrifices for the students and the program. As this self-study shows, most instruction is done sessionally or by regular faculty members who take on Women's Studies teaching on top of their normal load. (Appendix H) The program also draws heavily on individuals who do not get reimbursed for their committee contributions: sessionals, retired faculty and staff appointments. With retirements and relocations over the last few years, the pool of available regular tenured faculty members has dwindled and they are overtaxed.

At this transitional point, we must say that many Council members are uncertain that Women's Studies will be able to maintain the quality and integrity of its programs into the future. As noted above, many core courses are taught on a sessional basis. We have no assurance that the individuals who contribute so fundamentally to our programs will be willing or able to do so in the future. Similarly, a high percentage of the membership on the standing committees of Women's Studies is insecurely employed faculty. Without their contribution to the administration and governance of our program our sense of being in crisis would deepen even further. We therefore conclude by raising a number of general concerns.

We are concerned about our ability to continue to:

- attract and retain high caliber graduate students, given the lack of student financial support and our inability to comply with a new School of Graduate Studies funding model that demands faculty members contribute to the support of graduate students.
- meet existing commitments to our students. We experience trouble finding enough sessional instructors to meet our needs. For example, on the undergraduate level, we have not been able to offer additional sections of 2000, which for at least the past two semesters has had almost as many students on the waiting list as in the sections offered. A drop in enrollments will contribute to our fragility. We also have difficulty finding instructors for graduate classes and this has led to hiring instructors who do not hold PhDs. While this has worked well for us so far, it is not a position we want to find ourselves in as a matter of course.
- offer first-class supervision and examination of graduate students. Given the growing percentage of untenured and sessional faculty on Council, our pool of supervisors and examiners is limited, resulting in a disproportionate percentage of the load being carried by a small few. For those of us carrying that load, burn out is impending and inevitable.

Changes must take place if we are to do long-term planning for the delivery of our programs and if we are to fully participate in ongoing and new university priorities such as:

- an expansion in university enrollment at both the undergraduate and graduate levels, including the recruitment of increased numbers of international students
- an expansion of research activities, including faculty and student commitments to policy research
- an expansion in partnerships in outside agencies and organizations
- an expanded commitment to the people of the province of Newfoundland and Labrador though building not only on our research and teaching contributions but also on our historical ties to the community.

We welcome the opportunity this APR offers us to identify future directions and to discuss all possibilities that would best help us overcome the challenges we've outlined in this report.