

Senate Committee on University Planning Academic
Review Summary: Women’s and Gender Studies Program

Site Visit	October 22, 2021 (virtual via MS Teams)
Informal Response to Planning	February 7, 2022
Formal Response Received	March 11, 2022
Implementation Update	fall 2023
Midterm Review	winter 2026

Review Team Members:

- Dr. Ann Braithwaite, Professor, Diversity and Social Justice Studies, University of Prince Edward Island
- Dr. Shawna Ferris, Associate Professor/Program Coordinator response.

Recommendations of the Academic Program Review

1. That a new cross-appointed position in WGST and INDG be created in the very near future, and that the faculty members in both units work closely together to ensure as many cross-listed courses as possible (page 5).
2. Even if only part-time, we recommend that the admin assistant to WGST be present in and work from the dedicated WGST space in Avard Dixon, where the offices and seminar room are located. Students need to see a public “face” of the program for questions and concerns, connected to the physical location of the program (page 6).
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located elsewhere than the physical space of the program, be addressed in the near future. While many of these awkward arrangements seem like—and are, right now—small irritants, streamlining these arrangements will result in much smoother daily operations for the program (page 7).

5. That policies and practices be strengthened and clarified around cross-appointed positions, to ensure adequate recognition of faculty teaching and service work—in all departments and programs affected, in the tenure and promotion process, and in any other ways in which such metrics are important to faculty members' academic performance and progression (page 8).
6. We make a series of related recommendations around curriculum and programming to the faculty of the program especially, as they look forward to a period of growth. See pages 10-13 of the External Review Report. These recommendations include:
 - i) attention to ensuring flexibility in the content and topics of current course offerings;
 - ii) thinking about other possibilities for the large WGST 1001 introductory class—including team teaching and/or alternating topics, all of which would contribute to faculty sustainability; iii) ensuring ease of registration into elective courses located in other units—which might include, in some cases, negotiating WGST-specific prerequisites (pages 9-12).
7. As the program grows, and looks to add to its elective courses from other departments/units, we recommend embarking on a process of communication and development with these other faculty members. Such a process can work to build a larger community of teachers/scholars in this inter/discipline, clarify how other units address key concepts and approaches, and create connections (sometimes in unlikely ways) with others fields (page 11).