

# University of Toronto

## New Graduate Program Proposal

<b>Program Proposed:</b>	<b>Ph.D. in Women and Gender Studies</b>
<b>Graduate Unit where the program will reside:</b>	Women and Gender Studies Institute
<b>Faculty / Academic Division:</b>	Arts and Science
<b>Anticipated start date of new program:</b>	September 2012
<b>Version Date:</b>	March 28, 2011

**New Graduate Program Proposal  
Ph.D. in Women and Gender Studies  
Women and Gender Studies Institute, Faculty of Arts and Science**

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# **Ph.D. in Women and Gender Studies**

## **Women and Gender Studies Institute, Faculty of Arts and Science**

### **1. Executive Summary**

The Women and Gender Studies Institute proposes the creation of a new Ph.D. degree program in Women and Gender Studies. The normal program length will be four years in duration. A successful M.A. program that regularly admits about 12 students has been operating since 2007. The M.A. program is a doctoral stream program, thus the development of the Ph.D. program is a natural extension of this institutional and intellectual structure. The target start date for the program is September 2012.

Women and Gender Studies scholarship has developed rapidly over the last 30 years and free-standing M.A. and Ph.D. programs are increasing yearly in, Canada, the U.S. and Europe. Women and Gender Studies has articulated its own canon as evidenced in a variety of scholarly domains such as dedicated journals and press series, research institutes and curricula. The Women and Gender Studies Institute (WGSi) at the University of Toronto currently houses a successful Collaborative Program in Women and Gender Studies for close to 85 graduate students enrolled in 34 academic units, as well as a successful M.A. in Women and Gender Studies that admits about 12 students, on average each year. (Information about existing programs is available at the WGSi program web-site at [www.wgsi.utoronto.ca](http://www.wgsi.utoronto.ca).)

One of the societal needs defined as pressing by public institutions has been understanding, and redressing, inequitable social differentiation along the interacting dimensions of gender, race, sexuality, ability, class, nationality and citizenship. Questions generated by social needs rather than disciplinary discussions are generally best-answered by drawing on a range of analytic resources. Not surprisingly, one of the most compelling and central sites for the regular and thoughtful discussion of the benefits of interdisciplinary investigation has been Women and Gender Studies. Innovative scholarship in Women and Gender Studies thus requires a systematic and rigorous training in multidisciplinary and interdisciplinary approaches to the solution of social problems. Program requirements (coursework, methodological/analytic training, examinations on areas of strength, the dissertation proposal, and the dissertation) have been designed to provide precisely this training.

The proposed Ph.D. program responds to the increasing incorporation of gender and feminist insights into municipal, provincial, national, international, and transnational government settings, non-profit settings, workplaces, grassroots social movements, and sites and forms of cultural production (whether musical, literary, visual, or performance). The development of the program has arisen in part from comments of the 2008 External Review report of the M.A. program. The external reviewers advised that the most important step U of T could take to consolidate its position of leadership in women and gender studies would be to develop a Ph.D. program. Admission of five Ph.D. students annually in Women and Gender Studies will be covered by the University of Toronto graduate funding package. These students will each receive funding for up to four years (up to five years each for direct entry students), according to the principles set out in the Guidelines for Graduate Funding and Enrolment Management in the Faculty of Arts and Science.

Students will have access to all facilities and services available to graduate students at the

University of Toronto on the same terms and conditions, and will be subject to all the applicable University policies and procedures relating to graduate students.

The program was developed in the course of extensive consultation with all WGSJ faculty and students, with affiliate faculty, with departments participating in our collaborative program, with graduate programs on all three U of T campuses, with FAS, SGS and the provost's office.

Ph.D. programs in women and gender studies in Canada can be found at the University of Ottawa, Simon Fraser University, the University of Western Ontario, the University of British Columbia, and York University. Key peer U.S. universities include Ohio State University, Emory University, Rutgers University, the University of California, Los Angeles, the University of Maryland, College Park, the University of Washington, the University of Michigan, the University of Iowa, and the University of Minnesota. It shares with Ph.D. programs at peer institutions a focus on feminist theory and methods, narrative, cultural representations and production, sexuality and public policy; it is intellectually distinct from virtually all other programs in Canada and the U.S. in its explicit focus on political economy and critical development studies, and on science and biomedical studies. In addition, while two other North American Ph.D. programs (Ottawa and Ohio State) have an optional focus on global issues, we have integrated transnational, postcolonial and comparative analysis throughout our discussions of feminist and gender theory and methods. The integration of these scholarly commitment is reflected in the unique relationship of faculty in WGSJ to areas studies programs (two faculty are cross-appointed to Caribbean Studies and African studies, while other faculty participate actively in South Asian Studies, the Southeast Asian Program, East Asian Studies, Middle Eastern and Islamic Studies, and American Studies).

Programs in Women and Gender Studies in Canada adopt two different organizational models: a department-like model (Ottawa, Simon Fraser, Western Ontario, and our proposed program) and a school structure (York and UBC). The school structure groups together faculty in other departments with interests in women and gender studies. This offers students maximum flexibility, but perhaps less structure. Our department-oriented program offers students the advantage of a core group of faculty with sole or partial budgetary appointments in women and gender studies, plus the advantages of a large group of affiliate faculty in other departments and units. At York, the one course required of all students is feminist methodologies, while at Western Ontario the required courses are feminist theories and methods. Our program is distinguished from these in having these emphases, plus a required course on feminist transnational and postcolonial thought.

## 2. Program Rationale

### **Program overview and description**

The Women and Gender Studies Institute (WGSi) proposes the creation of a new doctoral program in Women and Gender Studies that leads to the degree of Ph.D. The name of the program (Ph.D. Program in Women and Gender Studies) is chosen to align the program with our existing academic programs, which all also have the designation Women and Gender Studies. The normal program length will be four years.

The objective of the program is to prepare students for a career in teaching and/or research, or as policy analysts, activists or research-based artists. Graduates are expected to have acquired autonomy in conducting research, preparing scholarly publications, and feminist pedagogy. The program is designed to provide both a broad knowledge of contemporary feminist theories and methodologies and training in basic research. These objectives are achieved through a combination of formal coursework, comprehensive exams, independent research, teaching and/or research assistantships and the completion of a dissertation.

The program will have as a defining analytic *feminist colonial, post-colonial, diasporic and transnational studies* which examine the various histories of the colonial encounter and their legacies for gender, race and ethnic relations and the organization of social and economic power in both nation states and the global economy. At issue are patterns of migration and settlement and population flows across borders; the creation and destruction of indigenous communities and practices; the histories and political economy of labour markets; and the institutional framework and organization of political and economic power across borders. Within this defining rubric, research at WGSi concerns a range of emphases, from disciplinarily central questions about the formation of gendered, sexual, and queer subjects; to the pasts and presents of forms of cultural productions from literature to visual arts; to the politics of knowledge production in areas such as environmental politics, science, and medicine; to how interactions between states, societies and markets impinge on questions of justice, identity and citizenship.

In sum, the objective of this Ph.D. program is to prepare gender and feminist analysts who can systematically bring together scholarship across disciplines to address on-going and emergent concerns in innovative and boundary-breaking ways. This is achieved through a combination of coursework and research training leading to a doctoral dissertation embodying original research.

### **Rationale for proposal**

WGSi has pioneered a transnational approach to women and gender studies throughout its curriculum over the last five years, an approach which speaks both to the distinctively global character of the City of Toronto, but also to postcolonial and transnational contexts throughout the world. The transnational perspective explores the global processes in which women's and men's lives, gender relations, gendered subjectivities and sexualities are situated. Central themes of the program include critical examination of global capitalism and labour movements, nation and state formation, citizenship, diaspora and cultural flows, all of which are examined through the lenses of gender, race, class, sexuality and disability. In particular, WGSi has distinctive strengths in the following four areas of strength: (1) gender, sexuality and queer studies; (2) feminist cultural studies; (3) feminist studies of technology, science, environment and biomedicine; and (4) transnational political economy and critical development studies.

The proposed Ph.D. program will build on these strengths, as it further develops an approach to

educating students in interdisciplinary and multidisciplinary feminist inquiry. Indeed, problem-based questions, generated by social needs rather than disciplinary discussions, are generally best-answered by drawing on a range of analytic resources. Feminist research, as we document in more detail below, is increasingly required and developed in a variety of organizations and workplaces. The proposed Ph.D. program will be the second largest in Canada (after York University) and will take the lead in educating advanced scholars for academic and other settings, and in expanding the academic field of women and gender studies.

In this section, we describe two intertwined rationales for the timeliness of a Ph.D. program in Women and Gender Studies. These include (1) intellectual developments in the study of women and gender studies, as they respond to broad societal needs; and, (2) the growing recognition and formalization of women and gender studies at the University of Toronto, and elsewhere.

(1) *Intellectual Developments in the Study of Women and Gender Studies.*

In its recent long-range planning document, the University of Toronto notes that "[p]ublicly assisted universities, more than their privately financed counterparts, are shaped by their social and political contexts", including transactions with governments, alignments of universities with long-term social trends, and definition of societal needs (p. 4).<sup>1</sup> One of the societal needs defined as pressing by public institutions has been understanding, and redressing, inequitable social differentiation along the interacting dimensions of gender, race, sexuality, ability, class, nationality and citizenship. Feminist analysis is increasingly required and developed in a variety of sites, including municipal, provincial, national, international, and transnational government settings, non-profit settings, workplaces, grassroots social movements, and in sites and forms of cultural production (whether musical, literary, visual, or performance). Not surprisingly, therefore, public research universities have generally taken the lead in expanding these fields of inquiry, including via programs in women and gender studies. Furthermore, though many universities have undergraduate programs in women and gender studies, an increasing number are offering graduate level instruction. Key Canadian universities which currently field Ph.D. programs in women and gender studies include University of Ottawa, Simon Fraser University, University of Western Ontario, University of British Columbia, and York University. In the U.S., Ohio State University, Emory University, Rutgers University, University of SUNY-Buffalo, the University of California, Los Angeles, University of Maryland-College Park, University of Washington, University of Michigan, University of Iowa, University of Minnesota, and several other universities now offer a Ph.D. program. The distinctive strengths of the program proposed here are discussed later in this section.

*Towards 2030* notes that a key criterion in the activation of new programs should be broad societal needs (p. 19), and the need to train people to address these needs. The research of our faculty reflects just a few of the kinds of deep and broad social needs that scholarship at WGSJ currently addresses—and begins to suggest some of the questions that still must be answered by future scholars. How do or should organizations like the World Bank, the IMF, the ILO and the UN try to secure gender justice through labour market regulation? What kinds of progressive political responses to conflict and war in the Middle East and elsewhere can one develop by reading aesthetic cultural texts to listen to the voices of those who have suffered the

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<sup>1</sup> *Towards 2030: A Third Century of Excellence at the University of Toronto (Synthesis Report)*, University of Toronto, September 2008.

consequence of colonial pasts, globalization, diaspora, and regimes of terror and security? How do corporations co-opt feminist movement ideologies? How do migration and displacement affect the indigenous spiritual practices of Aboriginal and African women and women of African descent? When Caribbean and Filipino women outnumber men in overseas flows, what kinds of transnational networks are formed to undertake the upkeep of households and children left behind, what shapes do migrant organizations take, and how are places and connections between them imagined, or ruptured? How can we design innovative educational programs that will prevent the growing rate of female HIV infection in Canada and South Africa?

These kinds of questions, generated by social needs rather than disciplinary discussions, are generally best-answered by drawing on a range of analytic resources. Not surprisingly, one of the most compelling and central sites for the regular and thoughtful discussion of the benefits of interdisciplinary investigation has been women and gender studies. Although interdisciplinary studies can risk a superficial approach, in the words of Frederick Cooper, "[t]he remedy for these difficulties of interdisciplinary work, however, is not disciplinarity but discipline: a more thorough and critical engagement with other fields, a more rigorous and wider reading of social theory that both reconfigures and deepens methodological understandings" (pp. 5-6).<sup>2</sup> The Ph.D. in Women and Gender Studies proposed here is precisely such a rigorous and disciplined approach to training in interdisciplinary discussion, bred by the recognition that consideration of issues linked to social justice, representation and differentiation, and of solutions to problems linked to inequitable social differentiation, are not neatly bound by, or solved within, any single discipline. To be sure, as women and gender studies, too, approaches disciplinary status, it may face some of the same dilemmas faced by traditional disciplines. The program proposed here, however, proposes an in-depth training in feminist theory and methods with core courses which specifically educate students in thinking about questions in an interdisciplinary way; it also, however, guards against the pitfalls of superficial interdisciplinarity with rigorous requirements for in-depth study in particular modes of inquiry in the form of comprehensive exams.

(2) *The Institutionalization of Women and Gender Studies at the University of Toronto.*

The University of Toronto holds the distinction of having one of the oldest programs in Women and Gender Studies in Canada. Women's Studies has been part of the curriculum at the University of Toronto since 1971-1972, when Jill Ker Conway and Natalie Zemon Davis offered HIS348H "The History of Women" at the same time that a teaching collective developed the first introductory interdisciplinary course. (Conway discusses the development of feminist inquiry at UT in her best-selling autobiography, *True North*; Kay Armatage also describes our early history in "Blood on the Chapel Floor: Adventures in Women's Studies," *Minds of Our Own: Inventing Feminist Scholarship and Women's Studies in Canada and Quebec, 1966-76*, edited by M. Eichler, F. Descarries, M. Luxton, and W. Robbins (Wilfrid Laurier Press, 2008). Key milestones in the development of women and gender studies at U of T include the following:

1974-5	Minor in Women's Studies was approved.
1980-81	Minor, major and specialist degrees in Women's Studies became available on the St. George campus.
1994-5	Launch of Graduate Collaborative Program in Women's Studies (now has a larger number of collaborating units (34, across 7 faculties) than any other collaborative

<sup>2</sup> *Colonialism in Question: Theory, Knowledge, History*, University of California Press, 2005.

- program in the University, and one of the largest student enrolments (currently 84 Ph.D. students and 18 M.A. students).
- 1999 The Institute for Women's Studies and Gender Studies (IWSGS) was launched in 1999 as an Extra Departmental Unit (EDU) B unit with a mandate to consolidate undergraduate and graduate teaching programs on the St. George campus and to become a research institute serving the entire university.
- 2005 IWGS became an EDU-A, that is, an autonomous self-governing body with full appointment powers.
- 2005 IWSGS became the Women and Gender Studies Institute (WGSI). The programs were re-named as the Undergraduate Program in Women and Gender Studies, and the Graduate Collaborative Program in Women and Gender Studies.
- 2007 WGSI launched a free-standing M.A. program in Women and Gender Studies. It has admitted an average of 12 students in each of the past four years.

Our most recent external reviewers (2007-8) offered a thoughtful, comprehensive and positive review of the current strengths of WGSI, and the kinds of support needed to maintain the position they describe as *"a top ranking women's and gender studies department in North America and internationally"* (p. 2) at the moment of this historic transformation in the field.

The external reviewers argued that WGSI at U of T is a leader in the field, but they also offered several recommendations for consolidating this leadership position. One of the most important of these was the suggestion that U of T develop a Ph.D. program.

*Comparison with Other Programs in Women and Gender Studies.*

Other Ph.D. programs in women and gender studies in Canada can be found at University of Ottawa, Simon Fraser, Western Ontario, UBC, and York. Key peer U.S. universities include Ohio State, Emory, Rutgers, UCLA, Maryland-College Park, Washington, Michigan, Iowa, and Minnesota.

Our program includes training in interdisciplinarity in general, and a focus on feminist methodologies, cultural studies and gender and sexuality, with peer institutions.

The program proposed is, however, intellectually distinctive from virtually all other programs in Canada and the U.S. in its explicit focus on political economy and critical development studies and science and biomedical studies. In addition, while two other Ph.D. programs (Ottawa and Ohio State) have an optional focus on global issues, we have integrated transnational, postcolonial and comparative analysis throughout our discussions of feminist and gender theory and methods, in part because of the unique relationship of many faculty in WGSI to areas studies programs (two faculty are cross-appointed to Caribbean Studies and African studies, while other faculty participate actively in South Asian Studies, the Southeast Asian Program, East Asian Studies, New and Middle Eastern Civilizations, and American Studies).

The proposed program is distinguished from two well-established Ph.D. programs in Canada at the University of British Columbia and York University in that those programs draw from faculty appointments throughout the university (collected, respectively, under the institutional rubric of a Centre for Women's and Gender Studies and a School of Women's Studies) rather than having core faculty. The school/centre model groups together faculty in other departments



with interests in women and gender studies. This offers students maximum flexibility, but perhaps less structure. Our program offers students the advantage of a core group of faculty with sole or partial budgetary appointments in women and gender studies, plus the advantages of a large group of affiliate faculty in other departments and units. At York, the one course required of all students is feminist methodologies, while at Western Ontario the required courses are feminist theories and methods. Our program is distinguished from these in also requiring courses in feminist theory and methods, plus a required course on feminist transnational and postcolonial thought.

### **3. Need and Demand**

There are a variety of reasons to assume there will be steady, and increasing, student demand for a Ph.D. program in women and gender studies.

First, academic jobs in this area remain robust with the rapid expansion of women and gender studies programs beyond undergraduate programs to master's programs and Ph.D. programs, in Canada, the U.S. and elsewhere. The U.S. National Women's Studies Associations reports that institutional membership rose from 388 in 2008 to 408 in 2009, and that individual membership rose from 1929 in 2008 to 2011 in 2009. (No similar statistics are currently available for Canadian Women's Studies programs.)

Second, feminist analysis is also critical to a range of different forms of cultural production, including literature, drama, dance, music, many forms of art and architecture and other forms of performance. In 2008-9, WGSJ drew on a Student Experience Fund provided by the Faculty of Arts and Science to showcase a series of such careers in a series entitled "What We Create." In 2010, the WGSJ co-sponsored a conference on "Gender, Material Culture and Cultural Diplomacy."

Third, skills in feminist analysis are central to a variety of public policy arenas, including NGOs, human rights organizations, development agencies, grassroots groups, and different levels of government from the municipal to the international. The assessment and monitoring of national and international mandates are priority concerns for scholars, activists, and policy makers and the teaching of the substantive content of such policies is central to the Women and Gender Studies' curriculum. In Canada, the Federal Government is responsible to, and responsible for, a series of mandates and commitments to perform gender-based analysis, and enforce gender equity in and across federal departments such as the Department of Finance Canada, the Department of Justice Canada, Health Canada, Human Resources and Skills Development Canada, Indian and Northern Affairs Canada, Transport Canada, and Veterans Affairs Canada. Implementing gender-based analysis is central to helping the government meet its legal obligations under the Canadian Charter of Rights and Freedoms. These mandates are also embodied in the Status of Women Canada (SWC), a federal government organization "that promotes the full participation of women in the economic, social and democratic life of Canada." Its mandate also is "to advance equality for women." As such SWC works with federal departments and agencies, public and private institutions "to ensure that the gender dimensions are taken into account in the development of policies and programs - by conducting gender-based analysis and supporting research."

A number of international agreements incorporate statutory obligations and binding agreements

that also require expertise in women and gender studies, including the United Nations Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), since ratified by Canada in 1981, and the 1995 Beijing Declaration and Platform for Action. Institutions such as the United Nations and the Canadian International Development Research Center (IRDC) require gender expertise as they grapple with long-standing issues of gender equality, social justice, and exclusion, nationally and internationally. For instance, positions at the United Nations in the social and economic, governance, environmental and human rights sectors all require an understanding of gender equality norms, standards and practice, with particular emphasis on gender mainstreaming and violence against women. They also underscore knowledge and practical application of theories and concepts related to social development and social policy especially with respect to gender issues. Strong analytical skills, research competencies, and gender analysis have become prerequisite for most senior level positions since they must incorporate gender-based perspectives into policies, programs and operational activities, and developing corresponding methodologies. In Canada, senior level positions with research and development agencies, such as IRDC, require competencies and “awareness of and sensitivity to individual, gender and cultural differences.”

In addition to academic positions in Women and Gender Studies, the proposed Ph.D. program will thus contribute to the labor force development of graduates who can provide expertise in cutting edge research and analytical competencies that are in demand nationally and internationally.

Over the past three years, there have been 3 applicants for each position available in our master's program. We also have more applicants to our M.A. and Ph.D. Collaborative program that we can currently accommodate. We anticipate similar demand for our Ph.D. program. We also note that about 84% of the 102 students in the collaborative program in women and gender studies are Ph.D. students, and a number of these students have told us that they would opt for a Ph.D. program at U of T if one was available. We receive about one query each week about possible admission to a Ph.D. program.

In the four years of experience with the M.A. program, we have also found that approximately 25% of our M.A. class immediately goes on to further graduate study (with the Ph.D. program in Women and Gender Studies at York being the program to which most apply and/or are admitted). Others will likely also pursue further graduate studies after a year or two. Some of these students have flagged that they would have preferred to apply to a Ph.D. program that would allow them to continue to work with the faculty they have already developed relationships with at U of T.

We anticipate admitting 5 new Ph.D.s each year, leading to an overall annual enrolment of 20 in steady-state. (These numbers of Ph.D. admissions are slightly larger than peer programs in Canada at UBC, Simon Fraser and Western Ontario).

Our M.A. Program currently has an in-take capacity of up to 11 students (10 domestic and 1 international). In order to accommodate incoming Ph.D. students, we plan to reduce our master's intake to reduce pressure on physical space, course size, and supervisors' time. The table below displays projected intake and enrolments for the programs. Actual figures may, of course, vary according to the strength of applicant pools, and the rapidity with which students move through the Ph.D. program. If we assume that Ph.D. students graduate in year 4 of their program, at a rate

of 5/year, the program will have reached its steady-state by 2015-6.

**Table 1: Graduate Enrolment Projections**

Year in Program	2012-13	2013-4	2014-5	2015-6	2016-7
1	5	5	5	5	5
2	0	10	10	10	10
3	0	0	15	15	15
4	0	0	20	20	20

#### **4. Admission Requirements**

Admission requirements are aligned with the learning outcomes by ensuring that students have attained or displayed the appropriate breadth and depth of background, professional capacity and autonomy, communication skills in undergraduate and/or master's studies to undertake coursework and other degree requirements at the Ph.D. level, in ways that will ultimately allow them to undertake advanced research. WGSJ also requires that faculty members are available in the student's area of interest, in order to ensure that the student can be fully trained in appropriate theories, analytics and methods.

WGSJ has chosen to offer a direct-entry option, because many of our competitor programs in the U.S. allow students to be admitted to the Ph.D. directly from an undergraduate degree. In order to be able to attract the strongest Canadian students (who will also be considering these programs), as well as occasionally attract the very strongest international students, we also will offer this option, to be elected in exceptional cases of outstanding students.

Admission to the Ph.D. program is offered to excellent students under the general and degree regulations of the School of Graduate Studies via one of two routes:

**From a master's degree.** Completion of master's degree in Women and Gender Studies (or a cognate subject with significant focus on women and gender studies), or its equivalent from a recognized university, with an average grade of at least an A- in the applicant's overall program.

**From a bachelor's degree.** In exceptional cases, direct-entry admission is also offered to outstanding students with well-defined projects who have completed a bachelor's degree with a concentration in Women and Gender Studies, or a cognate subject from a recognized university. Admission as a direct-entry student will require 6.0 full-course equivalents (FCEs) in women and gender studies, with a cumulative average of A and an average of at least A- in the final year of undergraduate study. Applicants are encouraged to identify Institute faculty with whom they want to conduct Ph.D. research. Students will be assigned an advisor upon admission to the Ph.D. program. The Institute cannot admit students to the Ph.D. program, regardless of their qualifications, unless an advisor is available.

The program is available on a full-time basis only.

## 5. Program Requirements

### **Proposed Calendar Entry**

**Women and Gender Studies**

### **Faculty Affiliation**

Arts and Science

### **Degree Programs Offered**

**Women and Gender Studies – M.A., Ph.D.**

#### **Overview.**

The Women and Gender Studies Institute (WGSi) offers a program leading to the M.A. and to the Ph.D. degree in Women and Gender Studies.

The Master's Program in Women and Gender Studies (MWGS) focuses on feminist colonial, post-colonialism, diasporic and transnational studies as rubrics for studying gender, sex and feminism. This perspective explores the temporal and geographic processes through which women's and men's lives, sexed relations, gendered subjectivities and sexualities are situated.

The Ph.D. has four emphases: (1) gender, sexuality and queer studies; (2) feminist cultural studies; (3) feminist studies of technology, science, environment and biomedicine; and (4) transnational political economy and development studies. Our offerings bring feminist scholarship to the tasks of challenging and investigating colonial, postcolonial, and transnational contexts. Central themes of the program include global capitalism, nation and state formation, empire, citizenship, diaspora and cultural flows, all of which are examined through the lenses of diverse feminist scholarship.

The program welcomes applications from international students.

### **Contact and Address**

*Web:* [www.wgsi.utoronto.ca](http://www.wgsi.utoronto.ca)

*E-mail:* [grad.womenstudies@utoronto.ca](mailto:grad.womenstudies@utoronto.ca)

*Telephone:* 416-978-3668

*Fax:* 416-946-5561

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Canada

## **Degree Program**

### **Doctor of Philosophy**

#### **Minimum Admission Requirements**

- Students are accepted under the general regulations of the School of Graduate Studies.
- A master's degree in women and gender studies, or a master's degree in a related discipline from a recognized university.. Applicants must have obtained an average of A- or better in the master's program.
- Direct entry: In exceptional cases, direct-entry admission is also offered to outstanding students with a bachelor's degree in women and gender studies or a related area, from a recognized university. Direct entry students must have a cumulative average of A or above. Applicants must also have obtained an average equivalent to an A- or better in their final year of undergraduate study.
- Letter of intent outlining the academic goals the applicant wishes to pursue in the program, two letters of recommendation, a writing sample and transcripts from all post-secondary institutions.

#### **Program Requirements**

- The student's program of study must be approved by the Women and Gender Studies Institute.
- For Students with a master's degree:* 3.5 full-course equivalents (FCE) as follows:
  - o 1.5 FCEs in Women and Gender Studies (WGS 1000H, WGS 1001H, WGS 1002H). Students who have already taken these courses, or their equivalent, will be required to enroll in alternate course selections, with Institute approval.
  - o 0.5 elective FCE in Women and Gender Studies;
  - o 1.5 FCEs (1 year-long or two half-year courses) offered in Women and Gender Studies or by other graduate units and chosen in consultation with your faculty advisorAll coursework should normally be completed by the end of the first year of Ph.D. study.

- For Direct-entry students:* 5.5 full-course equivalents (FCE) as follows:
  - o 1.5 FCEs in Women and Gender Studies (WGS 1000H, WGS 1001H, WGS 1002H)
  - o 2.0 elective FCEs in Women and Gender Studies;
  - o 2.0 FCEs (one full course or two half courses) offered in Women and Gender Studies or by other graduate units and chosen in consultation with your faculty advisorAll coursework should normally be completed by the end of the second year of Ph.D. study.

The other program requirements for all Ph.D. students are:

- (1) Completion of WGS 2000H, a credit/non-credit course, requiring participation in the WGS Research Seminar Series. Normally students will enrol in WGS 2000H in the first year of their Ph.D. program. After completion of this course, we recommend that students regularly attend this seminar, as a crucial part of their graduate education.
- (2) Completion of two comprehensive exams, one in a major and one in a minor field of study, defined in consultation with the advisor and at least one other faculty member. Examinations are marked on a pass/fail basis. Candidates are allowed two attempts to pass a comprehensive examination. A failure to pass on the second attempt results either in the student's voluntary withdrawal from the program, or a recommendation by the Institute for

termination of the student's registration in the program. Comprehensives should be completed by March of the 2nd year of Ph.D. studies, for students admitted with an M.A. degree. They should be completed by December of the third year of Ph.D. studies, for direct-entry students.

- (3) Display in-depth command of analytic strategies required for the dissertation research, by taking at least one half-year course in analytic methods (this course may be taken as part of the course requirements listed above) or by demonstrating this competence in a minor field in the comprehensive exams.
- (4) Completion of a Ph.D. dissertation based on original research conducted by the candidate on an approved topic in women and gender studies, and successful defence at the SGS Final Oral Examination The dissertation proposal should be accepted no later than May of the 2nd year of Ph.D. studies, for students admitted with an M.A. degree. It should be accepted no later than March of the third year of Ph.D. studies, for direct-entry students.
- (5) Each student will meet at least annually with a committee which includes the supervisor and two faculty members, to review academic progress, and to consult about future directions.

Normal Program Length: 4 years (full-time PhD); 5 years (full-time, direct-entry PhD)

## 6. Program Description

Program requirements are designed to ensure that Ph.D. students receive a shared, advanced overview of some crucial questions in interdisciplinary feminist studies, and to develop a rigorous and in-depth background in the theories, methods and themes chosen by the individual student. The program requirements include: (1) coursework, (2) comprehensive exams, (3) a dissertation proposal, (4) a dissertation, and (5) active participation in WGSI seminars. The program also requires display of competence in relevant modes of inquiry, either with coursework or a comprehensive exam. Each student's program of study must be approved by the graduate coordinator.

### (1) Course Requirements.

**For students admitted from a Master's Degree.** Students admitted to the program from an M.A. must complete a total of 3.5 full course equivalents (FCES) as follows: 1.5 FCEs required courses: WGS 1000H (Theories, Histories, Feminisms); WGS 1001H (Feminism, Transnationalism, and Postcolonialism); and WGS 1002H (Feminist Methodologies and Epistemologies). Students who have already taken these courses, or their equivalent, will be required to enroll in alternate course selections, with Institute approval. .5 FCE elective in Women and Gender Studies 1.5 FCES elective courses offered in Women and Gender Studies or by other departments and chosen in consultation with your faculty advisor. All coursework should normally be completed in the first year of Ph.D. study.

**For students admitted from a bachelor's degree ("direct-entry" students).** Students admitted to the program from a bachelor's degree must complete a total of 5.5 full course equivalents (FCES) as follows: 1.5 FCEs required courses: WGS 1000H (Theories, Histories, Feminisms); WGS 1001H (Feminism, Transnationalism, and Postcolonialism); and WGS 1002H (Feminist Methodologies and Epistemologies). Students who have already taken these courses, or their equivalent, will be required to enroll in alternate course selections, with Institute approval. 2.0

FCE elective courses in Women and Gender Studies 2.0 FCE elective courses offered in Women and Gender Studies or by other departments and chosen in consultation with your faculty advisor. All coursework should be completed by the end of the second year of Ph.D. study.

**(2) Modes of Inquiry.**

Each student must display in-depth command of the analytic strategies required for the dissertation project, whether these are analyses of historical sources, literary analyses, cultural studies (literary or media representation, visual culture, discourse analysis), qualitative social science methods and/or quantitative methods. This may be fulfilled by taking at least one half-year course in analytic methods (this course may be taken as part of the course requirements listed above) or by demonstrating this competence in a minor field in the comprehensive exams. Certain research projects may require additional or advanced expertise in specialized areas (e.g. fluency in another language, advanced statistical analysis, command of techniques for the production of non-print media—film, art work, music, etc.); the Supervisory Committee may recommend the acquisition of such skills as necessary.

**(3) Comprehensives.** Students will complete one major and one minor comprehensive examination, each in a field of scholarship defined in consultation with their advisor and at least one other faculty members. Students may define the fields of these exams so as to display competence in the ways that a range of disciplines address a given topic; they may also use these fields display an in-depth mastery of a single conventional discipline (e.g. English or anthropology). The major examination will be based on a comprehensive list of 60-100 sources; it will help situate a student's dissertation project within the relevant literature. The minor exam will be based on a comprehensive list of 30-50 sources. Lists for the two exams will be developed in consultation with the advisor and at least one other assessor. The sources may be books or articles, primary or secondary sources. Other works (e.g. films) may be useful and appropriate within a given list. Comprehensives should be completed by March of the 2nd year of Ph.D. studies, for students admitted with an M.A. degree. They should be completed by December of the third year of Ph.D. studies, for direct-entry students. All requirements except the dissertation must be completed by the end of Year 3 for students admitted with a master's degree, and by the end of year 4 for direct entry students in order to remain in Good Standing.

**(4) Thesis Proposal.**

A student's research formally begins with the submission of a dissertation proposal to the dissertation committee. The dissertation proposal is normally about 20-30 pages (not including references); it should draw in significant part on the work done for the comprehensive exams. The student will submit a proposal to all committee members. The committee will approve the proposal after a student's satisfactory completion of the written submission, and oral exam. The dissertation proposal will be accepted no later than May of the 2nd year of Ph.D. studies, for students admitted with an M.A. degree. It should be accepted no later than March of the third year of Ph.D. studies, for direct-entry students. Students whose projects require human subjects' approval will submit protocols along with the proposal.

**(5) Thesis.**

Each student will complete a dissertation based on original research conducted by the candidate on topic in women and gender studies, approved by the supervisory committee. The dissertation must constitute a significant contribution to the knowledge of the field, and be based on research conducted while registered for the Ph.D. program. It will be submitted and evaluated according

to the procedures specified by the School of Graduate Studies.

**(6) Regular Participation, and a Presentation, in the WGS Research Seminar Series.**

All Ph.D. students will be required to enroll in a WGS 2000H (Research Seminar in Women and Gender Studies), a credit/non-credit course. Normally students will enroll in the first year of their Ph.D. program. After completion of this course, we recommend that students regularly attend this seminar, as a crucial part of their graduate education. All students are invited to present their dissertation research in the seminar at least once before graduating.

**(7) Time-line for Completion.**

Students Admitted with an Master's Degree.

Year 1: Completion of coursework

Year 2: Completion of comprehensive exams; submission & approval of thesis proposal

Year 3: Doctoral Research

Year 4: Doctoral Research; Submission & defense of completed dissertation

Direct-Entry Students.

Year 1: Completion of 3.0 FCES of coursework

Year 2: Completion of 2.0 FCEs of coursework; completion of at least 1 comprehensive exam

Year 3: Completion of 2nd comprehensive exam; submission & approval of dissertation proposal

Year 4: Doctoral Research

Year 5: Doctoral Research; Submission & oral defense of completed dissertation

Ph.D. students in Women and Gender Studies will be registered in the School according to the standard registration and enrolment procedures for graduate students at the University of Toronto.

Whereas the Province's Quality Assurance framework requires that students complete a minimum of 2/3 courses at the graduate level, the University of Toronto requires graduate students to complete all of their course requirements from amongst graduate level courses. The proposed program is in conformity with this requirement.

No more than 1.0 FCE in courses in which undergraduates are also enrolled may be applied towards graduate degree requirements.

Please see *Appendix A* for a full list of WGS course numbers and titles, with annotations as to which courses are new and which already exist. Three of the courses that will be required of Ph.D. students (WGS 1000H, 1001H, 1002H already exist annually) are already offered annually. The only new course that the Institute will be mounting is the credit/non-credit seminar (WGS 2000) associated with attendance at the WGS seminar series. Students will choose from amongst existing courses for their electives. A complete list of 150 regularly offered electives is available at: <http://www.wgsi.utoronto.ca/graduate/collaborative-courses/cross-listed-courses>.

University regulations will govern student conduct, both academic and non-academic, for this program. There will be no off-site locations, or joint endeavors outside of the University of Toronto's purview.



## 7. Fields [Optional]

The proposed program will not have any fields.

## 8. Degree Level Expectations, Program Learning Outcomes and Program Structure

The University of Toronto Degree Level Expectations for graduate programs are included in Appendix B. This Ph.D. Program extends the skills associated with the Master's degree and is awarded to students who have demonstrated:

### **1. Depth and Breadth of Knowledge.**

Depth and breadth of knowledge is defined in the Ph.D. Program in Women and Gender Studies as: a knowledge of the history of the development of, and contemporary approaches to, feminist theories and methodologies; knowledge of contemporary debates about approaches to analyzing and redressing gender inequities, as they interact with other forms of differentiation and inequity such as race, sexuality, disability, age, and migration status; and knowledge of key theoretical debates in transnational and postcolonial feminism. This is reflected in students who are able to:

- display expertise in at least one key mode of inquiry (methodology or analytic); and display expertise in at least two self-defined fields of inquiry;
- critically review existing research literatures to identify key areas for research;
- complete a major original research project.

The program design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are:

- course requirements
- participation in the WGS research seminar
- the requirement to display in-depth command of analytic strategies required for the dissertation (modes of inquiry requirement)
- comprehensive exams in one major and one minor field
- the dissertation proposal
- the dissertation.

### **2. Research and Scholarship**

Research and Scholarship is defined in the Ph.D. Program in Women and Gender Studies as: the ability to conceptualize, design, and implement research for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust research approaches, analytics and methodologies in the light of unforeseen problems, the ability to make informed judgments on complex issues, the ability to produce original research, or other advanced scholarship, or a quality to satisfy peer review, and to merit publication. This is reflected in students who are able to:

- review relevant literatures;
- identify original research questions and appropriate methodologies/analytics for addressing these questions;

- identify where and when ethical review is appropriate;
- undertake an independent research project.

The program design and requirement elements that ensure these student outcomes for research and scholarship are:

- course requirements
- participation in the WGS research seminar
- the requirement to display in-depth command of analytic strategies required for the dissertation (modes of inquiry requirement)
- comprehensive exams in one major and one minor field
- the dissertation proposal
- the dissertation.

### **3. Level of Application of Knowledge**

Level of application of knowledge is defined in the Ph.D. Program in Women and Gender Studies as: the ability to undertake advanced research and contribute to the development of academic or professional skills, tools, practices, ideas, theories, materials, and approaches. This is reflected in students who are able to:

- critically review existing research literatures to identify key areas for research (tested through the dissertation proposal);
- complete a major original research project (tested through the dissertation requirement).

The program design and requirement elements that ensure these student outcomes for level of application of knowledge are:

- the dissertation proposal
- the dissertation

### **4. Professional Capacity/Autonomy**

Professional capacity/autonomy is defined in the Ph.D. Program in Women and Gender Studies as: the ability to exercise personal responsibility and take largely autonomous initiatives in complex situations, intellectual independence to be academically and professionally engaged and current, ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research, the ability to evaluate the broader implications of applying knowledge to particular contexts. This is reflected in students who are able to:

- complete degree requirements in a timely fashion
- display knowledge of relevant academic literatures in oral and written discourse
- identify where and when ethical review is appropriate
- undertake original research.

The program design and requirement elements that ensure these student outcomes for professional capacity/autonomy are:

- course requirements

- participation in the WGS research seminar
- the requirement to display in-depth command of analytic strategies required for the dissertation (modes of inquiry requirement)
- comprehensive exams in one major and one minor field
- the dissertation proposal
- the dissertation
- completion of human subjects ethical review, if appropriate.

### **5. Level of Communication Skills**

Level of communication skills is defined in the Ph.D. Program in Women and Gender Studies as: the ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively. This is reflected in students who are able to:

- communicate ideas in a variety of written formats, including short position papers, course papers (in courses and in the comprehensive requirement), dissertation proposals (which are akin to a grant proposal and critical literature review), written exams (in courses or in comprehensives), and theses;
- communicate ideas in a variety of spoken formats, including class discussions and presentations, lectures, oral defense of ideas (in comprehensives and dissertation defense), and research presentations (in e.g. the WGS research seminar).

The program design and requirement elements that ensure these student outcomes for level of communication skills are:

- course requirements
- participation in the WGS research seminar
- the requirement to display in-depth command of analytic strategies required for the dissertation (modes of inquiry requirement)
- comprehensive exams in one major and one minor field
- the dissertation proposal
- the dissertation
- invitation to present research in research seminar series (optional).

### **6. Awareness of Limits of Knowledge.**

Awareness of limits of knowledge is defined in the Ph.D. Program in Women and Gender Studies as: appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contribution of other interpretations, methods, and disciplines, and competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.

This is reflected in students who are able to:

- compare/contrast the contributions to knowledge from different disciplinary sites
- identify the methods/analytics needed for their research projects
- undertake original research.

The program design and requirement elements that ensure these student outcomes for awareness of limits of knowledge:

- course requirements

- participation in the WGS research seminar
- the requirement to display in-depth command of analytic strategies required for the dissertation (modes of inquiry requirement)
- comprehensive exams in one major and one minor field
- the dissertation proposal
- the dissertation.

## 9. Assessment of Learning

**Course Requirements**—students will be assessed on oral and written performance, as well as regular participation; students will receive marks for their performance in courses.

Will satisfy depth/breadth of knowledge, research and scholarship, professional capacity and autonomy, level of communication skills and awareness of limits of knowledge.

**Participation in WGS Research Seminar**—students will be assessed on participation; all students are invited to give a presentation on their dissertation research.

Will satisfy depth/breadth of knowledge, research and scholarship, professional capacity and autonomy, level of communication skills and awareness of limits of knowledge.

**Modes of Inquiry**—students must either successfully complete a relevant course, or successfully demonstrate competence in their comprehensive exams (in a minor field).

Will satisfy depth/breadth of knowledge, research and scholarship, professional capacity and autonomy, level of communication skills and awareness of limits of knowledge.

**Comprehensives--** Students will complete comprehensive examinations in one major field and one minor field. Fields are defined in consultation with the advisor and two other faculty members. The major comprehensive examination may be satisfied in one of the following ways: (a) submission of a paper which serves as a literature review, followed by an oral exam; (b) submission of a research paper for publication, followed by an oral exam; (c) a take-home written exam followed by an oral exam. Satisfactory completion of the major field comprehensive requirement will be assessed by the advisor and one other faculty member on the Supervisory Committee with the relevant area of expertise. The minor comprehensive examination may be satisfied in one of the following ways: (a) submission of a paper which serves as a literature review; (b) submission of a research paper for publication; (c) a take-home written exam; or (d) the submission of a teaching dossier. Satisfactory completion of the minor field will be assessed by one faculty member, normally the advisor. Examinations are marked on a pass/fail basis. Candidates are allowed two attempts to pass a comprehensive examination. A failure to pass on the second attempt results either in the student's voluntary withdrawal from the program, or a recommendation by the Institute for termination of the student's registration in the program.

Will satisfy depth/breadth of knowledge, research and scholarship, professional capacity and autonomy, level of communication skills and awareness of limits of knowledge.

**Thesis Proposal.** The dissertation committee will approve the proposal after a student's

satisfactory completion of the written submission, and oral exam based upon it.

Will satisfy depth/breadth of knowledge, research and scholarship, level of application of knowledge, professional capacity and autonomy, level of communication skills, and awareness of limits of knowledge.

**Thesis.** The dissertation will be submitted and evaluated at a final oral examination according to the procedures specified by the School of Graduate Studies at the University of Toronto.

Will satisfy depth/breadth of knowledge, research and scholarship, level of application of knowledge, professional capacity and autonomy, level of communication skills, and awareness of limits of knowledge.

## 10. Consultation

WGSJ currently administers and oversees three academic programs: an undergraduate degree program in women and gender studies, an M.A. degree program, and a graduate Collaborative Program in Women and Gender Studies. As of November 2010, the undergraduate program enrolled 436 students (31 specialists, 220 majors, and 185 minors). As of Sept. 2010, the M.A. program enrolled 10 students. As of Feb. 2011, the collaborative program enrolled 12 master's students and 80 Ph.D. students, from 34 programs across 7 Faculties.

Undergraduates benefit from having graduate students trained in their own field available to work as teaching assistants and mentors. By 2016-7, we will have more than doubled the number of graduate students we currently have; since most will receive a teaching assistantship as a part of their funding package, this also means that we will have a larger number of teaching assistants with detailed and in-depth training in women and gender studies, and we will be able to explore a variety of ways to further enhance undergraduate experiences. These resources may also benefit other undergraduate academic programs at New College, especially those (African Studies, Caribbean Studies, and Equity Studies) with the closest academic affinities to, and with cross-listed faculty in, WGSJ.

We plan to modestly reduce the size of the M.A. program in order to accommodate the Ph.D. program. We do not anticipate any change in the size of the collaborative program (CP) with the start of a Ph.D. program. (We do however anticipate that the enrollment numbers for the collaborative program will experience a slow decrease, because of some of the ways that we restructured and strengthened admissions and program requirements for the collaborative program in 2007-8.) We believe that both M.A. and CP students will benefit in a variety of ways from having Ph.D. students who are pursuing advanced topics in the field of women and gender studies participating actively in the life of the department, whether in classroom discussions, the WGSJ research seminar, working groups and events organized by the students, or in having role models and interlocutors for professional development.

The proposed Ph.D., like the existing M.A. program, is interdisciplinary. A number of courses in the Ph.D. program for these students will be cross-listed courses, or courses in other units will be available. Faculty, and departments, will of course retain the ability to enroll students according to changing needs. We have on file letters of support from the department chairs of our cross-listed faculty, noting their awareness and support of this initiative, and of their faculty members'

potential involvement.

We have undertaken the following forms of consultation in developing this proposal:

- (1) The Ad Hoc Committee on Ph.D. planning which drafted the proposal included faculty members at WGSJ who are cross-appointed to the Faculty of Law and to OISE, a faculty member at WGSJ member cross-appointed to African Studies (another program at New College), a faculty member at WGSJ cross-appointed to anthropology, and one faculty member who holds a 100% appointment in WGSJ, with cross-appointments to drama, Near and Middle Eastern Studies, and Sociology and Equity Studies, at OISE. The committee approved this proposal on October 26, 2009.
- (2) All WGSJ core faculty and all WGSJ staff reviewed the proposal at multiple monthly program meetings. The proposal was formally approved by faculty at WGSJ on November 11, 2009. Revisions were reviewed, and approved, on October 13, 2010.
- (3) Students in all three of our existing programs (undergraduate, M.A., and Collaborative Program) met with our undergraduate and graduate coordinators in open sessions to review the proposal in the fall of 2009. Students were uniformly enthusiastic about the possibility for a new Ph.D. program.
- (4) Academic heads of the 34 units (across 7 Faculties) which participate in the Collaborative Program were sent copies of the proposal, for comment in November of 2009. Approximately 10 academic heads provided helpful feedback on how to further develop the program. None expressed any significant reservations.
- (5) All cross-appointed faculty, the chairs of their departments and their deans, were sent copies of the proposal, for comment. We requested letters of support from the chairs of cross-appointed faculty, and all of these chairs submitted letters of support. These letters of support are currently on file in WGSJ.
- (6) The proposal has been reviewed and is supported by the Dean of the Faculty of Arts and Science, the Principal of New College, the Dean of the School of Graduate Studies.
- (7) A draft of the proposal was reviewed by the Tri-campus Graduate Council at its February 2011 meeting. Suggestions for the proposal were incorporated into the proposal.

## **11. Resources:**

### ***a. Faculty Complement***

WGSJ has a total of 48 faculty members to support the proposed program: 14 core faculty, and 34 cross-appointed faculty.

*Core faculty.* WGSJ currently has 13 faculty with budgetary cross-appointments ranging from 25% to 100%, for a total of 7.01 FTE at the St. George campus. All core faculty are available to serve as course instructors, committee members, and dissertation supervisors. In 2009-10, we were also pleased to move to being a bi-campus graduate faculty, with the graduate faculty appointment of Dr. Park from the University of Toronto Scarborough (Dr. Park's appointment is not a budgetary cross-appointment, but her home graduate unit is WGSJ). Dr. Park's appointment brings our total complement of core graduate faculty to 14. Five of the St. George faculty have majority appointments in WGSJ, and are likely to do the bulk of their graduate supervision in WGSJ. Two faculty have made phased retirement agreements; their appointments

together account for .82 FTE. The 2010 Faculty of Arts and Science Academic Plan allocated 75% of an opportunity hire in cultural studies to WGS. This faculty member will begin teaching in 2011-12. WGS was also allocated a 40% position contingent upon a faculty member's retirement in the 2010-2015 period.

*Cross-appointed faculty.* There are 34 cross-appointed Graduate Faculty members who are available to serve as course instructors, committee members, and/or dissertation supervisors for admitted students. Normally, cross-appointed faculty are likely to co-supervise, rather than serve as solo supervisors, though they may also serve as solo supervisors. Cross-appointed faculty will not, in general, teach the core courses required of Ph.D. students or electives in WGS. Instead, their courses will be among the courses students will take to satisfy the elective requirement (Students admitted from the M.A. will take 1.5 electives outside of WGS; direct-entry students will take 2.0 electives outside of WGS.) Cross-appointed faculty are, in general, and subject to needs in their own units, agreeing to admit WGS students to their classes. A complete list of 150 regularly offered electives cross-listed with WGS is available at: <http://www.wgsi.utoronto.ca/graduate/collaborative-courses/cross-listed-courses>. Since we are admitting a cohort of 5 students each year, the impact on any given course, instructor, or unit will be minimal.

*Table 2: Faculty Complement for the Ph.D. Program in Women and Gender Studies*

<i>Name</i>	<i>Home Department / Unit</i>	<i>Rank</i>	<i>SGS Status (eg, Associate / Full privileges)</i>	<i>Commitment to other programs**</i>	<i>Nature of contribution to this program (CI, TS, C/PS)*</i>
<b>Core Faculty</b>					
<i>Tenured</i>					
<i>Jacqui Alexander</i>	<i>WGS (100%)</i>	<i>Full</i>	<i>Full</i>		<i>CI, TS</i>
<i>Kay Armatage</i>	<i>Cinema Studies (67%)/WGS (33%)-phased retirement began 1-7-08</i>	<i>Full</i>	<i>Full</i>		<i>CI, TS</i>
<i>Bonnie McElhinny</i>	<i>Anthropology (75%)/WGS (25%)*</i>	<i>Associate</i>	<i>Full</i>		<i>CI, TS</i>
<i>Kathryn Morgan</i>	<i>Philosophy (51%)/WGS (49%) -phased retirement began 1-7-10</i>	<i>Full</i>	<i>Full</i>		<i>CI, TS</i>
<i>Michelle Murphy</i>	<i>History (60%)/WGS (40%)</i>	<i>Associate</i>	<i>Full</i>		<i>CI, TS</i>
<i>Mary Nyquist</i>	<i>English (60%)/WGS (40%)</i>	<i>Full</i>	<i>Full</i>		<i>CI, TS</i>
<i>Kerry Rittich</i>	<i>Law (67%) /WGS (33%)</i>	<i>Full</i>	<i>Full</i>		<i>CI, TS</i>
<i>Judith Taylor</i>	<i>Sociology (60%)/WGS (40%)</i>	<i>Associate</i>	<i>Full</i>		<i>CI, TS</i>
<i>Ashwini Tambe</i>	<i>WGS (51%)/History (40%)</i>	<i>Associate</i>	<i>Full</i>		<i>CI, TS</i>
<i>Alissa Trotz</i>	<i>WGS (70%)/New College (30%)</i>	<i>Associate</i>	<i>Full</i>		<i>CI, TS</i>
<i>Tenure-Stream</i>					
<i>Dina Georgis</i>	<i>WGS (100%)</i>	<i>Assistant</i>	<i>Full</i>		<i>CI, TS</i>
<i>Marieme Lo</i>	<i>WGS (70%)/New College (30%)</i>	<i>Assistant</i>	<i>Full</i>		<i>CI, TS</i>
<i>Jin-kyung Park</i>	<i>UTSC Global Asian Studies (60%)/ UTSC WGS (40%) (Grad. Appt. in WGS)</i>	<i>Assistant</i>	<i>Full</i>		<i>CI, TS</i>
<b>Teaching Stream</b>					
<i>June Larkin</i>	<i>New College (50%)/WGS (50%)</i>	<i>Senior Lecturer</i>	<i>Full</i>		<i>CI, TS</i>
<b>Affiliate Faculty</b>					
<i>Tenured</i>					
<i>Sandra Bamford</i>	<i>Anthropology</i>	<i>Associate</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Janice Boddy</i>	<i>Anthropology</i>	<i>Professor</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Elsbeth Brown</i>	<i>History &amp; Director, Centre for the studies of the United States</i>	<i>Associate</i>	<i>Full</i>		<i>CI, co-TS</i>

<i>Name</i>	<i>Home Department / Unit</i>	<i>Rank</i>	<i>SGS Status (eg, Associate / Full privileges)</i>	<i>Commitment to other programs**</i>	<i>Nature of contribution to this program (CI, TS, C/PS)*</i>
<i>Corinn Columpar</i>	<i>English &amp; Cinema Studies</i>	<i>Associate</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Rebecca Cook</i>	<i>Law</i>	<i>Professor</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Brenda Cossman</i>	<i>Law &amp; Director, Sexual Diversity Studies</i>	<i>Professor</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Kari Dehli</i>	<i>Sociology &amp; Equity Studies in Education, OISE</i>	<i>Professor</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Margrit Eichler</i>	<i>Sociology &amp; Equity Studies in Education, OISE</i>	<i>Professor</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Bonnie Fox</i>	<i>Sociology</i>	<i>Full</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Alison Keith</i>	<i>Chair, Classics</i>	<i>Professor</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Pamela Klassen</i>	<i>Religion</i>	<i>Full</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Jamie-Lynn Magnusson</i>	<i>Higher Education, OISE</i>	<i>Associate</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Angela Miles</i>	<i>Adult Education &amp; Counselling Psychology, OISE</i>	<i>Professor</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Kiran Mirchandani</i>	<i>Adult Education &amp; Counselling Psychology, OISE</i>	<i>Associate</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Shahzad Mojab</i>	<i>Adult Education &amp; Counselling Psychology, OISE</i>	<i>Professor</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Heather Murray</i>	<i>English</i>	<i>Professor</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Melanie Newton</i>	<i>History</i>	<i>Associate</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Roxana Ng</i>	<i>Adult Education &amp; Counselling Psychology, OISE</i>	<i>Professor</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Katharine Rankin</i>	<i>Geography</i>	<i>Associate</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Sherene Razack</i>	<i>Sociology &amp; Equity Studies in Education, OISE</i>	<i>Professor</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Sue Ruddick</i>	<i>Geography</i>	<i>Associate</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Sara Salih</i>	<i>English</i>	<i>Associate</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Jesook Song</i>	<i>East Asian Studies</i>	<i>Associate</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Heather Sykes</i>	<i>Curriculum, Teaching &amp; Learning, OISE</i>	<i>Associate</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Mariana Valverde</i>	<i>Chair, Criminology</i>	<i>Professor</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Rinaldo Walcott</i>	<i>Chair, Sociology &amp; Equity Studies in Education, OISE</i>	<i>Associate</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Njoke Nathani Wane</i>	<i>Sociology &amp; Equity Studies in Education, OISE</i>	<i>Associate</i>	<i>Full</i>		<i>CI, co-TS</i>
<b>Tenure-Stream</b>					
<i>Rupaleem Bhuyan</i>	<i>Social Work</i>	<i>Assistant</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Michael Cobb</i>	<i>English</i>	<i>Assistant</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Roland Coloma</i>	<i>Sociology &amp; Equity Studies in Education, OISE</i>	<i>Assistant</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Deborah Cowen</i>	<i>Geography</i>	<i>Assistant</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Naisargi Dave</i>	<i>Anthropology</i>	<i>Assistant</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Katie Larson</i>	<i>English, UTSC</i>	<i>Assistant</i>	<i>Full</i>		<i>CI, co-TS</i>
<i>Tanya Titchkosky</i>	<i>Sociology &amp; Equity Studies in Education, OISE</i>	<i>Assistant</i>	<i>Full</i>		<i>CI, co-TS</i>

\*Dr. McElhinny is currently Director of WGS. For the duration of her term (which ends June 30, 2014), her appointment is 75% WGS and 25% Anthropology.

\*\* See column two.

As noted in section 6, the proposed program requires the mounting of one new course (WGS 2000) each year, a course which will be taught by our graduate coordinator. Required courses will be taught by our core faculty, as will WGS electives; in general, these courses will be taught in the first instance by those faculty with majority appointments in WGS who do not teach graduate courses in other units. A table of provisional teaching assignments for the first four years of the program is included below:



Table 3: *Teaching Assignments for Ph.D. Courses, 2012-2016*

	2012-3	2013-4	2014-5	2015-6
<i>Required Courses</i>				
WGS 1000H	Georgis	Tambe	Georgis	Tambe
WGS 1001H	Alexander	Park	Alexander	Park
WGS 1002H	Lo	Trotz	Lo	Trotz
WGS 2000H	grad. coord.	grad. coord.	grad. coord.	grad. coord.
<i>Electives</i>				
WGS 1003H	Tambe	Lo	Trotz	Georgis
WGS 1004H	Park	Alexander	Park	Alexander

***b. Learning Resources***

In addition to the program requirements, students will be offered other regular opportunities for feedback and support, for the development of intellectual community, and opportunities to meet a wider community of scholars in the discipline.

The *WGS Research Seminar* is designed for the presentation of work-in-progress by those engaged in interdisciplinary research in feminist studies and the fields with which it engages. A key part of the intellectual life of the M.A. and Ph.D. program and the Graduate Collaborative program at WGS, the seminar's goal is to foster open, critically engaged conversation about emerging issues related to feminism, gender and sexuality by featuring excellent scholarship by both emerging and established scholars among the faculty and advanced graduate students of the University of Toronto; the Seminar will also occasionally feature the work of those in the broader community of feminist scholars in Toronto and beyond. The Research Seminar's objectives are twofold. The first is to create opportunities for both faculty and students for regular participation in the intellectual life of interdisciplinary feminist studies research on campus. The second is to continuously draw together graduate students at all levels as an intellectual community.

The Institute also regularly organizes *15-20 talks, conferences and events each year with community groups and other units/programs at the university*, including Diaspora/Transnational Studies, Sociology, Anthropology, Sexual Diversity Studies, Sociology and Equity Studies, Adult Education and Counselling Psychology, Southeast Asian Studies Group, Asian Institute, Caribbean Studies, South Asian Studies, RACE, New College, and Sociology and Equity Studies in Education (SESE). In the past 5 years, conferences have included Women, War and Learning; the Biopolitics and Technosciences Salon; South-South Encounters; Language, Gender and Neoliberalism; Interdisciplinary State Theory; Violent Contradictions & Feminist Responses; and Transnational Domesticity. Four conferences were specifically for graduate students, on themes such as Violence, Memory and Power, and Patriotism and Patriarchy. Complete details of events sponsored by WGS are available in a web-archive of our newsletters: <http://www.wgsi.utoronto.ca/about/newsletter>. Other units also regularly sponsor relevant events which are advertised on the WGS listserv.

Other opportunities for intellectual development and exchange include, most notably:

- (1) **Annual Mentoring Meetings and Progress Reports.** Each student will meet at least

annually with a committee which includes the supervisor and two faculty members, to review academic progress, and to consult about future directions.

- (2) **Visiting Scholars and Post-Doctoral Fellows.** The Institute regularly provides office space for visiting scholars and post-doctoral fellows, who typically give talks or sponsor other events for WGSJ.
- (3) **Funds for Conference Organization.** WGSJ regularly provides funds for students to organize conferences based on themes of their own choosing.
- (4) **Community-Knowledge Alliance.** All members of the Institute are eligible to apply for funds to sponsor community-academy exchanges in women and gender studies. In 2008-9, WGSJ sponsored 7 events: *Mpenzi Black Women's Film Festival*, *Philippine Women's Centre community-sponsored research*, *Palestinian film festival*, *World Aids Day Events with Aboriginal Youth*, *Filmmaker Deepa Mehta (UTSC)*, *Black Female Images of Beauty*, and *Gender Inequity in Nonprofits/Volunteer Organizations*. (The FAS Academic Plan allocated \$5000/year for these events, starting in May 2011.)
- (5) **Professional Development Workshops.** WGSJ sponsors regular professional development workshops on such issues as obtaining grants, academic publication, careers in women and gender studies, feminist pedagogy, the tenure process, the academic job market, the relationship between academia and the wider world, public intellectualism, and non-academic career trajectories, including how skills and experiences from graduate school can contribute to policy deliberations, activism, artistic creation, government and non-profit work, etc. These workshops are open to all graduate students.
- (6) **The Hammed Shahidian Legacy Award.** This endowment funds, in alternate years, a conference at WGSJ and graduate student fellowship. Ph.D. students are welcome to help organize, and present at, the conference.
- (7) **Women and Gender Studies Student Union.** Students in the M.A. and Ph.D. Program are elected to act as representatives of the Graduate Student Union (GSU). The union is eligible to receive modest funds from the GSU to sponsor unit events. GSU Representatives work with the Graduate Administrator to plan academic events and act as a source of information and support for students. The WGSJ Lounge is often available for informal academic meetings and events. Graduate students may book the lounge in advance through the Women and Gender Studies Institute Program Office.

Please see the following Appendices for additional information:

- \* *Appendix C: Librarian's Statement*
- \* *Appendix D: Student Support Services*

### ***c. Financial Support for Graduate Students***

The WGSJ funded cohort will be defined such that M.A. students will receive one year of the graduate funding package, and Ph.D. students admitted from an M.A. will receive four years of funding. Direct-entry Ph.D. students will receive five years of funding. Funding is subject to Good Standing regulations.

In 2010-11, the minimum financial support for students in the Master's program in WGSJ is \$15,000 per year plus tuition and fees. The 2010-11 financial package is thus worth a total of \$22,738.18 for domestic students and \$32,153.18 for international students. The funding "package" will consist of a combination of external scholarships, University of Toronto Fellowships (UTF), teaching assistantships and/or research assistantships, with the value

attached to each of these decided by the university.<sup>3</sup>

The funding package is provided for four years of the Ph.D. program (five years for students admitted directly from bachelor's degrees), with the provision that the student remains in Good Standing through the program and that those without external funding apply for CIHR, NSERC, OGS, or SSHRC. Failure to apply for external scholarships normally results in reduction or interruption of the UTF portion of funding.

In addition, we offer the following awards:

*City of Toronto Graduate Women's Studies Scholarship.*

This scholarship is awarded on the basis of financial need and academic merit to the student deemed most likely to contribute to studies on the status of women, community studies and public policy. It is available to students in all three of our graduate programs (collaborative program, M. A., and Ph.D.).

*The Hamed Shahidian Legacy Award.* This endowment funds, in alternate years, a conference and graduate student fellowship. The fellowship supports students working on feminist issues, with preference given to students working on the Middle East.

*Vida Heydarian Gender Justice Award.* Awarded to graduate students who demonstrate a commitment to social justice scholarship and regional, international and transnational community-based themes. Further preference will be given to students working on the Middle East.

Finally, faculty in WGSJ have been extremely active and successful in obtaining outside grants. WGSJ faculty obtained \$1,665,292 in grants, or about \$118,949/faculty member over the past five years. All WGSJ faculty, with the exception of one person appointed in the past 2 year, have held SSHRC grants in the past five-year period, and some have held more than one. Between 1999 and 2009, WGSJ faculty received a total of 21 SSHRC grants. WGSJ faculty have also held grants from other sources, including the Ford Foundation and the World's University Network. We anticipate that RA positions will thus also be regularly available for Ph.D. students.

***d. Space/Infrastructure***

The Women and Gender Studies Institute is located in Wilson Hall at New College. (The current Memorandum of Agreement with New College is on file at WGSJ.) A total of 240 m<sup>2</sup> is assigned to research and research support activities, faculty and graduate student offices. Faculty with majority appointments in WGSJ have private offices with telephone and computer lines to the University mainframe. Faculty with minority appointments and sessional lecturers in WGSJ have shared offices with telephone and computer lines to the University mainframe. There are 3 offices for administrative staff (business officer, graduate/undergraduate administrator, office assistant). Graduate students currently have access to 3 shared offices, each of which has a computer with internet connections, word processing software and printers. WGSJ offices are supported by the New College computing technician, under a memorandum of agreement with WGSJ, that provides timely computer support.

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<sup>3</sup> For detailed information on the U of T guaranteed funding package, see University of Toronto "Graduate Student Funding Guarantee", <http://www.artsci.utoronto.ca/current/graduate/funding>.

All faculty and graduate students are provided with an account on the university-wide network. This account gives them access to electronic mail facilities, internet, the latest versions of statistical software packages such as SPSS, scientific graphics, etc. In total the Institute has twenty-two computers at its disposal.

The Graduate Women's Studies Student Association has office space and a computer for the use of their constituents.

There are also computer labs and computing facilities available for student use at the Information Commons at Robarts Library, and other campus locations.

## **12. Quality and other indicators**

WGSJ has been at the forefront of North American efforts to redesign the interdisciplinary study of gender and feminism in ways attentive to transnational contexts, in way engendered by, and contributing to, theorizing our location in one of the world's most multicultural cities.

Programs in Women and Gender Studies have always been launched first and developed most broadly in publicly assisted universities, universities which are shaped by social and political contexts more than privately financed ones. UT is no exception: as founders of one of the oldest undergraduate programs in Canada, scholars here have been leaders in the intellectual evolution of women and gender studies in Canada. In 2008, external reviewers described WGSJ as “a top ranking women’s and gender studies department in North America and internationally” (p. 2). In particular, the external reviewers noted (1) the outstanding leadership of the Institute; (2) thoughtful and strong faculty hires, and the regular progress of strong hires through the ranks; (3) the numerous innovations in curriculum in the Institute in recent years, with a particular focus on developing a transnational approach; (4) the strong track record for external funding for our faculty; (5) the popularity and size of our undergraduate program, particularly given the relatively small faculty complement (7.01 FTES) supporting the program; (6) the development of the new M.A. program; and (7) the success and size of the collaborative program.

The U.S.-based National Women's Studies Association notes that approximately 15% of faculty in the U.S. are from under-represented racialized groups, but that 30% of faculty in programs in women and gender studies are hired from such groups. Like these programs in the U.S., WGSJ has been pro-active in developing a faculty which more closely approximates the increasingly diverse population of Toronto and of Canada: about 40% of WGSJ faculty are from under-represented groups.

Half (6/12) of our faculty, and 1 sessional instructor, have received teaching awards from national, university, department or other (OCUFA, APUS) sources; at least three have received multiple awards. Our ambitious and energetic attempts at curriculum renewal (for undergraduates) are reflected in the fact that faculty have successfully acquired support for at least 10 pedagogical initiatives in the past 5 years.

The WGSJ faculty have been very successful at securing grants and awards that both enable and reward research excellence. WGSJ faculty obtained \$1,665,292 in grants, or about \$118,949/faculty member. (University of Toronto’s performance indicator D2, which measures

the proportion of tenure-stream faculty with a Tri-Council grant (SSHRC, CIHR, NSERC), does not fully capture WGSJ faculty achievements, because it omits grants from agencies like the Ford Foundation, and World University Network, and does not count grants administered in cross-appointed departments.) All WGSJ faculty, with the exception of one appointed in the past 2 years, have held SSHRC grants in this five-year period, and some have held more than one. In the past 5 years, faculty have received numerous internal and external awards and prizes for teaching and for research excellence, including an NWSA book award for one of the top 80 books for 21st century girls, the Twain Cultural Foundation of Canada Grant, a Wright Foundation Award, a National Humanities Centre Award, Stanford Gender Research Institute Fellowship, UC-Berkeley Beatrice Bain Research Fellowship, Community Based Research Award of Merit, Fulbright Fellowship, Halbert Faculty Grant, City of Toronto Status of Women Award, CIHR Synapse Award, Ludwig Fleck Prize and Jackman Research Fellowships.

By conventional measures, our faculty output is strong: our faculty have published 14 books in the past 5 years, two of our faculty are founding editors of new journals, 2 serve on journals based on, or for, the global south & its diaspora, faculty serve on 10 editorial boards of journals such as *Meridians*, *Feminist Studies*, the *Canadian Journal of Women and the Law*, as well as on the boards of the Toronto Women's Bookstore and feminist presses like Inanna. WGSJ faculty contributions are also strong, however, in less conventional measures of public intellectual contributions, as befits a program oriented towards experiential practice and interested in modeling community involvement: in the past 5 years, half of our faculty have given media interviews (some numerous times), one writes a weekly newspaper column, a quarter have written popular articles, and a quarter have made arts-based contributions (poetry, dance, installations, curatorial commentary) to public discussions.

## Appendix A: WGSI Course Numbers and Titles

This section lists all courses available to graduate students at WGSI in fulfillment of their graduate program in the past three years, plus one new course that we are proposing for the Ph.D. program. Core courses (i.e., WGS 1000H, WGS 1001H, WGS 1002H, WGS 2000H) are offered on an annual basis, as is WGS 1006H. Other courses are offered on a regular and rotating basis, to ensure that M.A. and Ph.D. students are able to take a stable minimum of courses in WGS. WGSI also cross-lists approximately 100 courses in women and gender studies offered regularly throughout the University of Toronto, from departments which participate in our Collaborative Program in Women and Gender Studies. A complete list of these courses is available on our web-site:

<http://www.wgsi.utoronto.ca/graduate/collaborative-courses>

### **WGS 1000H: Theories, Histories, Feminisms (existing, offered annually)**

What is the context in which we now study histories and theories of feminism? This course will identify some themes and concepts important to feminisms of the past and evaluate them in light of new historical conditions. It will interrogate the status of feminism and examine its place and value in contemporary thought. What, for instance, can be said in the name of women? How do we understand sexual difference? How do we understand feminisms' relationship to race and class beyond simplified analyses of intersectionality? Why the move to transnational feminism?

### **WGS1001H S: Feminism, Transnationalism and Postcolonialism (existing, offered annually)**

Over the past two decades, feminist studies has been defined by a turn towards transnational and postcolonial perspectives. In this course, we will conduct a genealogy of this turn, examining the political and theoretical milieu in which transnational and postcolonial approaches have gained currency, engaging some defining texts and reflecting on their impact. Recognizing that the “transnational” has become shorthand for signifying all kinds of relationships across place, our strategy for reading is not to arrive at a settled understanding by the end of the course, but to carefully consider the work that is brought to bear on the transnational each week and how this interfaces with, to paraphrase historian Antoinette Burton, the politics of what is being studied, the research questions asked, the methodological choices made, and the analytical interventions being staged. Along the way, we will pay especially close attention to spatial metaphors and forms (maps, borders, cartographies, itineraries, locations, travels, journeys, nations, households, workplaces, to name a few) that are often implicit or unreflexively used/taken for granted in discussions of globalization and the transnational. What difference does it make, for the questions we ask and the research we undertake, to think of various forms and relations of territorialization (including ideological investments in disciplinary boundaries) not as given, but rather as the materialization of a set of spatio-temporal processes, in short as effects of power?

### **WGS 1002H: Feminist Methodologies & Epistemologies (existing, offered annually)**

This course provides a theoretical and thematic overview of feminist methodologies and epistemologies, incorporating and assessing competing truth and knowledge claims associated with specific modes of inquiry. Critical questions of concern pertain to the positionality and gaze of the research confronted with intersecting identities, the choice of ideological stances, dilemmas of 'otherness', insider/outsider locations and the ethical and political dimensions of research. We will critically examine how researchers negotiate subject/identity positions,

transcend methodological boundaries and limitations in the construction of knowledge, link theory with practice and challenge assumptions of the epistemic dominance of specific modes of inquiry. Emphasis will be placed on the pragmatics of feminist inquiry in order to encourage reflexive engagement with feminist methodologies and epistemologies, as applied in practice through self-selected research projects.

**WGS1003H Special Topics in Feminist Studies (existing, offered as needed).**

In-depth study of selected themes in Women and Gender Studies.

**WGS1004H Special Topics in Feminist Theory (existing, offered as needed).**

In-depth study of selected theoretical approaches to Women and Gender Studies. Topics vary from year to year.

**WGS1006 H: Women and Gender Studies Practicum (existing, offered annually)**

The WGS Practicum provides students with the opportunity to study, engage directly in, and reflect upon the multiple definitions of feminist social change work outside the university classroom. Students may choose from among many organizations in the Greater Toronto Area to work with, spending approximately 7–10 hours a week, from September through February. Students will develop new understandings of the relationship between academic and activist work, thinking critically about the practice of experiential learning. They will gain exposure to the breadth of tactics organizations use and will think about the politics of scale, neo-liberalism, coalition across groups/movements/borders, intersectionality, and diversity. Students will have scheduled progress meetings with an on-site mentor; they will learn how to conduct feminist social action research and program evaluation; they will gain practical skills in areas such as writing grant applications, press releases, outreach materials, organizational histories; and, they will participate in community organizing. The final project is a written case study that contends with a central organizational problem or contradiction.

**WGS1007H F/S: Independent Research and Reading in Women and Gender Studies (existing)**

Offers students the opportunity to design a reading list, research project and/or writing assignments in their designated area of interest. Students must find a faculty member willing to supervise their project. Time, location and course requirements are decided in consultation with the course instructor.

**WGS1009H S: Special Topics in Feminist Studies (existing, offered as needed).**

In depth study of selected themes in Women and Gender Studies. Topics vary from year to year.

**WGS 2000H: Women and Gender Studies Research Seminar (new course, offered annually)**

Students enrolled in this credit-non-credit course will be asked to regularly attend and participate in the research seminar series in Women and Gender Studies. The course will also feature, as needed, discussion of a number of issues pertaining to what life is like as an academic and some of the related skills and experiences that go along with it.

## Appendix B: Graduate Degree Level Expectations, University of Toronto

	<b>DOCTORAL DEGREE</b>
<b>EXPECTATIONS</b>	<i>This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated:</i>
<b>1. Depth and Breadth of Knowledge</b>	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice;
<b>2. Research and Scholarship</b>	<ul style="list-style-type: none"> <li>a. The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;</li> <li>b. The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and</li> <li>c. The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication;</li> </ul>
<b>3. Level of Application of Knowledge</b>	<p>The capacity to</p> <ul style="list-style-type: none"> <li>i) Undertake pure and/or applied research at an advanced level; and</li> <li>ii) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials;</li> </ul>
<b>4. Professional Capacity/autonomy</b>	<ul style="list-style-type: none"> <li>a. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;</li> <li>b. The intellectual independence to be academically and professionally engaged and current;</li> <li>c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</li> <li>d. The ability to evaluate the broader implications of applying knowledge to particular contexts.</li> </ul>
<b>5. Level of Communication Skills</b>	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively;
<b>6. Awareness of Limits of Knowledge</b>	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.



## Appendix C: Librarian's Statement

### University of Toronto Libraries Report for Women and Gender Studies, Faculty of Arts and Science, University of Toronto, February 2011

**Context:** The University of Toronto Library (UTL) system is the largest academic library in Canada and is currently ranked fourth among academic research libraries in North America, behind Harvard, Yale and Columbia.<sup>4</sup> The research and special collections, together with the undergraduate libraries comprise almost 11.5 million print volumes, nearly 5.5 million microform volumes, more than 17,000 journal subscriptions, in addition to a rich collection of manuscripts, films, and cartographic materials. The system also provides access to approximately 900,000 electronic resources in various forms including e-books, e-journals/journal collections, and indices. It increasingly supports access via personal handheld devices.<sup>5</sup> There are numerous collection strengths in a wide range of disciplines reflecting the breadth of research and instructional programs at the University. The strong collections, facilities and staff expertise attract unique donations of books and manuscripts from around the world, which in turn draw scholars for research and graduate work.

Major North American Research Libraries <sup>6</sup>					
	1998-1999	2005-06	2006-07	2007-08	2008-09
ARL RANK	UNIVERSITY	UNIVERSITY	UNIVERSITY	UNIVERSITY	UNIVERSITY
1	Harvard	Harvard	Harvard	Harvard	Harvard
2	Yale	Yale	Yale	Yale	Yale
3	Stanford	Columbia	Columbia	<b>Toronto (3rd)</b>	Columbia
4	<b>Toronto (4th)</b>	<b>Toronto (4th)</b>	<b>Toronto (4th)</b>	Columbia	<b>Toronto (4th)</b>
5	California, Berkeley	California, Berkeley	California, Berkeley	California, Berkeley	Michigan

Top 5 Canadian Universities in the ARL Ranking of Major North American Research Libraries					
	1998-1999	2005-06	2006-07	2007-08	2008-09
	RANK/ UNIVERSITY	RANK/ UNIVERSITY	RANK/ UNIVERSITY	RANK/ UNIVERSITY	RANK/ UNIVERSITY
	<b>4/Toronto</b>	<b>4/Toronto</b>	<b>4/Toronto</b>	<b>3/Toronto</b>	<b>4/Toronto</b>
	30/Alberta	27/Alberta	19/Alberta	12/Alberta	16/Alberta
	31/British Columbia	29/British Columbia	25/British Columbia	25/British Columbia	26/British Columbia
	57/McGill	34/Montreal	33/Montreal	26/McGill	34/Montreal
	76/York	39/McGill	36/McGill	33/Montreal	40/McGill

**Space and Access Services:** The Library system provides a variety of individual and group study spaces for both undergraduates and graduates in the 10 central and 23 divisional libraries on the St. George, Mississauga, Scarborough and Downsview campuses. Study space and computer facilities are available twenty-four hours, five days per week at one location, Robarts Library. Web-based services and electronic materials are accessible at all times from campus or remote locations, through the U of T based Scholars Portal and other leading edge digital services.

<sup>4</sup> Chronicle of Higher Education, "Library Investment Index at University Research Libraries, 2007 – 2008." In the Almanac of Higher Education, 2009.

<sup>5</sup> Figures as of 2010 taken from UTL's "What's new in E-Resources" page <http://main.library.utoronto.ca/eir/EIRwhatsnew.cfm> and UTL's annual statistics

<http://discover.library.utoronto.ca/general-information/about-the-library/annual-statistics>

<sup>6</sup> Association of Research Libraries Statistics.

**Instruction and Research Support:** The Library plays an important role in the linking of teaching and research at the University. To this end, information literacy instruction is provided to help students meet the Faculty of Arts and Science's degree level expectations regarding the ability to gather, evaluate and interpret information. These services are aligned with the Association for College and Research Libraries Information Literacy Competency Standards for Higher Education.<sup>7</sup>

**Program Specific Instruction:** Instruction for Women and Gender Studies students is provided at a variety of levels at the University. For example, the liaison librarian for Women and Gender Studies offers library instruction with the input of the head of the Women and Gender Studies Institute (WGSi) and the faculty involved with Women's Studies and Feminist Studies at the Ontario Institute for Studies in Education (OISE) as well as the head of the Centre for Women's Studies in Education (CWSE). Individual information literacy instruction classes/labs are given at the request of faculty. To date, the liaison librarian has done an introductory research lab for WGSi students and several classes, both introductory and course-specific, for students at OISE. The students attending these instruction sessions are drawn from both undergraduate and graduate streams. In addition, a workshop on primary sources in Women's Studies is given at the Robarts Library. Under the heading of 'Women and Gender Studies' ([http://main.library.utoronto.ca/MyUTL/guides/library\\_guides.cfm#W](http://main.library.utoronto.ca/MyUTL/guides/library_guides.cfm#W)), University of Toronto librarians maintain online research guides for both general and course specific Women's Studies (including, for example, JHP440: Gender and International Relations and POL351: Gender, Politics and Public Policy in Comparative Perspective). The faculty liaison librarian from Women and Gender studies has also created an on-line tutorial for the Women's Human Rights Institute which takes place annually at OISE. A best research resource page is maintained, entitled: 'Subjects A – Z: Best Research Resources for Women in Gender Studies' (<http://main.library.utoronto.ca/eir/EIRsubjectresults.cfm?subject=89>).

**Collections:** All college and campus libraries collect materials that may support the Women and Gender Studies program. While the largest collection that supports the program is in Robarts Library, the Ontario Institute for Studies in Education Library and the Donald G. Ivey Library at New College also hold important collections used by faculty and students in this area. Collections are purchased in all formats to meet the variety of preferences and styles of our current students and faculty. The University of Toronto Library is committed to collecting both print and electronic materials in support of Women and Gender Studies at the University of Toronto.

**Journals:** The Library subscribes to 30 of the 31 journals listed in the category "Women's Studies" in the Social Sciences edition of the 2009 Journal Citation Reports<sup>8</sup>. Journals in the "Women's Studies" category cover interdisciplinary topics such as women and health, women's psychology, women and politics, as well as gender studies and feminism.

**Monographs:** The University of Toronto Library maintains 53 book approval plans which ensure that the Library receives academic monographs from publishers worldwide in an efficient manner. In addition, individual librarian selectors order material that fall outside the approval plans. These selections include individual ebooks and ebook packages, contributions to the collections of the Thomas Fisher Rare Book Library, and special requests from faculty. In this way the Library continues to acquire more than 120,000 print monograph volumes per year and an ever growing number of ebooks. Since research material supporting Women and Gender Studies comes from a wide range of subject areas, it is difficult to give a precise figure for the number of titles added that specifically support undergraduate, graduate and faculty working in the department. However, a count of newly acquired English language titles that fall within the Library of Congress classification *HQ*, which, among other subjects, includes the headings "Women," "Sexual Life," and "Sex Roles," may give some indication of the Library's collection in this area. During

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<sup>7</sup> Association of College & Research Libraries. *Information Literacy Standards*, 2006.

<sup>8</sup> *Science Citation Index Journal Citation Reports*, 2009. Philadelphia: Institute for Scientific Information, 2011.

2010 the Library acquired 501 *HQ* class books published in Canada, the United States, and the United Kingdom.

**Preservation and Digitization:** In addition to acquiring materials to support the Women and Gender Studies program the Library is a founding member of the Internet Archive project, and has for several years provided digitized versions of thousands of books from its collection for which copyright has expired. The Library also supports open access to scholarly communication through its institutional research repository (known as T-Space), its open journal and open conference activities, and subscriptions to open access publications.

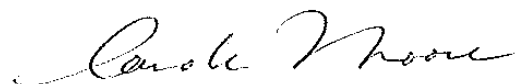
**Key Indexes and Electronic Resources:** The University of Toronto Library has active subscriptions to all the key databases in Women and Gender Studies including the *Gender Studies Database*, *Contemporary Women's Issues*, and *Women and Gender Abstracts*. Other electronic resources of note are the *Encyclopedia of Sex and Gender*, the *Encyclopedia of Gender and Society* and the *Encyclopedia of Feminist Theories*. Further, the Library provides access to several large digitized collections relating to women's history such as *Women Writers Online*, *British and Irish Women's Letters and Diaries (BWLD)*, *Perdita Manuscripts: Women Writers, 1500-1700*, *Defining Gender, 1450-1910*, and the *Gerritsen Collection - Women's History Online*.

**Special Collections:** The Ontario Institute for Studies in Education (OISE) library is one of the largest Education libraries in Canada. Within the OISE library are many collections, among which the Women's Educational Resources Collection (WERC) stands as one of the largest collections of its kind. Founded by Frieda Forman in the mid-70s, the collection has grown to over 9,000 monographs in all areas of women's studies with particular strengths in Women and Education, Feminist Studies, and Women in Development. The collection has a strong Canadian component including French language material. Many feminist periodicals are now catalogued and integrated with the main OISE periodicals collections on the concourse level of the Library. Holdings of older periodicals no longer published and newsletters from women's organizations in Canada and around the world are housed in WERC. Archival material, pamphlets, leaflets, reports from women's groups, as well as governmental and non-governmental sources and other ephemera are also available

The Donald G. Ivey Library at New College contains over 30,000 volumes in circulating and reference collections in the social sciences and other fields. Special collections focus on New College programs including one on Women's Studies. The former librarian of the Ivey Library, Jeanne Guillaume, compiled an extensive electronic database: the Women's Studies Database, consisting of over 133,000 records covering the humanities, social sciences, health, law, grassroots feminism and feminist organizations, is now included in the Gender Studies Database (700,000+ records) which has thousands of links to freely available and indexed full-text articles and documents.

Prepared by: Dan D'Agostino, Social Sciences Selector and Patricia Serafini, Coordinator, Women's Educational Resources Collection OISE Library. February 28<sup>th</sup>, 2011.

Submitted by: Carole Moore, Chief Librarian, University of Toronto Libraries, March 11, 2011



## Appendix D: Student Support Services

All the usual facilities and services available to graduate students will be available to students in the Ph.D. program in Women and Gender Studies.

All students at the University of Toronto have access to a range of services and co-curricular educational opportunities that complement the formal curriculum. Delivered centrally through Student Life and other offices, these services and programs support, engage and challenge students to reach their full potential as learners, leaders and citizens.

Students have access to comprehensive *physical and mental health care* on campus including a medical clinic, travel medicine services, immunization, contraception and sexual health education. Counselling and treatment options for psychological and emotional concerns include psychotherapy, group therapy and pharmacotherapy, as well as specialized assault counseling services.

*Housing* needs, including off-campus housing listings and resources for students living independently, are met through the Student Housing Service.

Coaching and education in the development of key *learning skills* – from time management to overcoming exam anxiety – is provided through the Academic Success Centre. The ASC also partners with faculty to integrate success strategies and support into the curriculum.

Students' career exploration and employment services are provided through a *Career Centre* offering resume and interview coaching, workshops, career resources, on and off-campus employment and volunteer listings, job shadowing, and career counseling.

Specialized services are provided for *international students* (orientation, advising, cross-cultural counselling), students with *disabilities* (academic accommodations, advising), students with *children or other family responsibilities* (advising, resources, subsidized child care), *aboriginal students* (academic support, financial counselling) and *lesbian, gay, bisexual and transgender* students (counselling, referrals).

Participation in *campus life and experiential learning* are facilitated through Hart House (clubs, committees, events), the Centre for Community Partnerships (service learning), the Multifaith Centre (interfaith dialogue, events), and the Office of Student Life (leadership development, orientation, recognition and support for student groups, activities.) *Sport and recreational facilities and programs* are provided to all students through both Hart House and the Faculty of Physical Education and Health.

### School of Graduate Studies, Student Services

All graduate students at the University of Toronto have access to **registrarial** services and co-curricular programs at the School of Graduate Studies (SGS) that assist students in meeting their academic goals. Administrative staff at SGS provide registrarial services to graduate students including but not limited to recruitment, admission, orientation, registration, fees, program progress, awards/financial assistance and graduation.

The **Grad Room** is an accessible space on the St. George campus which provides University of Toronto graduate students with a lounge area and a multi-purpose space for academic, social and professional graduate student programming.

Grad Room is home to the **Graduate Professional Skills Program (GPS)**. GPS is a non-academic program presented by SGS consisting of a variety of offerings that provide doctoral stream students a range of opportunities for professional skills development. The program focuses on skills beyond those conventionally learned within a disciplinary program, skills that may be critical to success in the wide range of careers that graduates enter, both within and outside academe. GPS aims to help students communicate effectively, plan and manage their time, be entrepreneurial, understand and apply ethical practices, and work effectively in teams and as leaders.

The Office of **English Language and Writing Support (ELWS)** provides graduate students with advanced training in academic writing and speaking. By emphasizing professional development rather than remediation, ELWS helps students cultivate the ability to diagnose and address the weaknesses in their oral and written work. ELWS offers four types of instruction designed to target the needs of both native and non-native speakers of English: non-credit courses, single-session workshops, individual writing consultations, and website resources.



## **New Graduate Program Proposal Appraisal Report**

### **Ph.D. in Women and Gender Studies Women and Gender Studies Institute, Faculty of Arts and Science University of Toronto April 2011**

#### **External Appraisers:**

Prof. Audrey Kobayashi, Department of Geography, Queen's University, Canada  
Prof. Maureen McNeil, Centre for Gender and Women's Studies, Lancaster University, UK

#### **Report Summary**

The review committee was deeply impressed by high calibre of the Women and Gender Studies unit, and by their achievements at the undergraduate and MA levels, and in the delivery of a high quality collaborative program. Their efforts thus far have generated synergies across the University in both teaching and research. The proposal for a new PhD program in Women and Gender Studies has been carefully considered and assembled. It builds upon established excellence and promises to deliver an internationally recognized program, with a distinctive, unique profile in this interdisciplinary field. The program will significantly enhance established strengths across a number of disciplines, and will complement established area studies and collaborative programs at the University. There is every reason to be confident that this program will attract high-level applicants and enhance the stature of the University of Toronto as an innovative, diverse, and world-leading higher education institution.

#### **Program evaluation criteria**

##### ***1. Objectives***

###### **a) Consistency of the program with the institution's mission and unit's academic plans.**

The proposed program is strongly consistent with the University of Toronto's commitment "to being an internationally significant research university, with undergraduate and professional programs of excellent quality." The unit's academic plan is remarkable for its focus on transnationalism, which strengthens the university mission, creates a clear and unique identity within the field of Women and Gender studies, establishes coherence for the program, and capitalizes on the well-established teaching and research strengths of the unit.

###### **b) Clarity and appropriateness of the program's requirements and associated learning outcomes in addressing the academic division's undergraduate or graduate Degree Level Expectations.**

The MA program is now well-established and displays a number of significant strengths: it has very high quality students who complete their programs in a timely fashion; it has well-run professional development aspects such as the WIT program; faculty provide strong mentorship that has enabled the students to combine successful timely completion of their degree program with valuable professional experience as teaching assistants.

The PhD program will build upon the established strengths of the MA program, a robust core suite of courses, and a well functioning infrastructure. The structure of the course component is a distinctive feature of the proposed PhD program. The comprehensive examination process is rigorous and well thought out. Expectations for dissertations are high but realistic, and the faculty are eminently qualified to supervise and provide professional mentoring, as well as to provide financial support through their considerable external grants.

**c) Appropriateness of the degree or diploma nomenclature.**

The degree and nomenclature are completely appropriate. This program will play a unique and valuable role within the Ontario graduate education system.

**2. Admission requirements**

**a) Appropriateness of the program's admission requirements for the learning outcomes established for completion of the program.**

The quality of the program will assure high entrance standards and considerable competition for these places is anticipated. The high quality of students should also ensure a good level of tri-council funding. The quality of MA admissions is a positive indicator of the promise of the PhD cohort.

**b) Sufficiency of explanation of any alternative requirements for admission into the program such as minimum grade point average or additional languages or portfolios, along with how the program recognizes prior work or learning experience.**

This program can expect to admit students of high academic calibre who will also have a range of other talents and experiences which should enrich the cohort overall.

**3. Structure**

**a) Appropriateness of the program's structure and regulations to meet specified program learning outcomes and Degree Level Expectations.**

Careful consideration has been given to the structuring, regulation, and scheduling of all aspects of this program, to produce well-qualified graduates who will be equipped to make significant contributions to the intellectual life of the unit (and beyond) and to undertake high quality research in Women and Gender Studies.

**b) Rationale for program length in order to ensure that the program requirements can be reasonably completed within the proposed time period.**

There is no reason not to expect students in this program to complete their studies in a timely manner, especially given the impressive track record of the MA program. The scheduling of student work and development has been carefully planned.

**4. Program content**

**a) Ways in which the curriculum address the current state of the discipline or area of study.**



This is a well-structured and focused program that will address current debates and issues in Women and Gender Studies, with particular strengths in the areas of: 1) gender, sexuality, and queer studies; 2) feminist cultural studies; 3) feminist studies of technology, science, environment, and biomedicine; and 4) transnational political economy and critical development studies, all through a transnational lens. This program will build upon and enhance established strengths of the university in those four areas, as well as in a range of especially strong area studies (African Studies, Caribbean Studies, East, Southeast, and South Asian Studies, New and Middle Eastern Civilizations, and American Studies), and contribute to other established collaborative graduate programs, including the large and thriving collaborative program in Women and Gender Studies (in 33 units across 7 faculties), Women's Health, Aging, and Sexual Diversity Studies.

**b) Identification of any identified unique curriculum or program innovations or creative components.**

The emphasis on transnationalism as an interpretive lens for interdisciplinary research in Women and Gender Studies is a crucial means of directing synergies established among both core and affiliate faculty, and for allowing convergence of faculty's and students' research around common themes in developing areas of scholarship.

**c) For research-focused graduate programs: Clarity of the nature and suitability of the major research requirements for degree completion.**

The requirements for this program are entirely suitable. The dissertations will benefit from the consistently high quality and scope of faculty research.

**d) Evidence that each graduate student in the program is required to take all of the course requirements from among graduate level courses.**

The course requirements are clearly stipulated. Moreover, there will be requirements for ongoing participation in seminars, workshops, and professional training.

**5. Mode of delivery**

**Appropriateness of the proposed mode(s) of delivery (distance learning, compressed part-time, online, mixed-mode or non-standard forms of delivery, flex-time options) to meet the intended program learning outcomes and Degree Expectations.**

The proposed combination of coursework, comprehensive examination requirements, and phased thesis development will regulate student progress and ensure the acquisition of strong and appropriate training and research skills. Also, the faculty have a strong record of mounting academic conferences and related initiatives, service learning, and participatory action research, which will enrich the students' educational experiences and vocational range.

**6. Assessment of teaching and learning**

**a) Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations.**

Courses on a pass/fail basis, rigorous comprehensives, and a high standard of dissertation proposal, research, writing, and defence all conform to the established and esteemed standards of the university as a whole.

**b) Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the academic division's statement of its Degree Level Expectations.**

The designation of writing requirements for coursework, thesis proposals, and completed dissertations will provide obvious documentation of student achievement. Students are also expected to present their research publicly at the departmental seminar and professional conferences, as well in the comprehensive examinations and the dissertation defence. It would be a good idea for the department to consider the institution of an annual review of student progress.

**7. Resources**

**a) Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources to support the program.**

Overall the proposed program is resource-neutral, and the phased growth of the program should ensure adequate time to mobilize and focus program needs. Some modification in recruitment to the MA and possibly to the collaborative program will ensure a smooth transition towards this innovation.

There are two areas, however, in which adequate continuing resources will need to be assured:

**1) Space.** There will be adequate space at the beginning of the program but as the numbers increase to a full complement of twenty, additional space will be required. Also, the program needs dedicated seminar and meeting space to foster intellectual exchange and to allow the department to function as a vibrant hub for women and gender studies at the University of Toronto. The relationship between Women and Gender Studies and New College seems very positive and mutually beneficial, and there seems to be capacity for growth through careful renovation.

**2) Support staff.** The department runs very well with a small, dedicated staff to administer the undergraduate, masters, and collaborative programs, and to support faculty research. This maintenance of this support depends upon having a fulltime assistant's position, which is currently only guaranteed for the year ahead. It is essential that this position be made permanent.

**b) Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program.**

The program has an adequate number of very highly qualified faculty who have already demonstrated their capacity both to teach and to supervise to a high standard. Their impressive level of publication and research funding attests to their excellence.

**c) Adequacy of resources to sustain the quality of scholarship and research activities of graduate students, including library support, information technology support, and laboratory access.**

The university has one of the finest research libraries in the world with an enviable level of holdings in Women and Gender Studies across a number of sites. Developing training programs utilizing information technology will facilitate student acquisition of high-level research skills.

**e) Faculty recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.**

The core faculty constitutes an excellent group of diverse scholars who have already forged a distinctive and internationally recognized intellectual profile. The cadre of affiliated faculty is also of a very high calibre.

**f) Where appropriate to the program, financial assistance for students will be sufficient to ensure adequate quality and numbers of students.**

The financial package guaranteed at the University of Toronto is generous, and it is to be expected that many, if not most, of the PhD students will exceed the guaranteed amounts through external funding and supervisor support. The high level of funding should also help to attract top students. It will be important to include international students who bring diverse experiences and knowledge to the program within the cohort. This seems particularly important, given the distinctive transnational focus of the program.

**g) Supervisory load distribution and the qualifications and appointment status of supervisors.**

Distribution of supervisory loads will be monitored across the faculty. It will be important for the unit to regulate workload carefully. Faculty members are well-qualified and experienced as PhD supervisors. There is a strong complementarity between PhD supervision and research development.

**9. Quality and other indicators**

**a) Quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).**

As noted above, the qualifications, research, innovative orientation, and scholarly records of members of this unit are world-class. Moreover, the faculty demonstrate a high level of collegiality and of capacity for collaboration, which bodes well for the functioning of the new PhD program.

**b) Program structure and faculty research that will ensure the intellectual quality of the student experience.**

All indications are that the careful construction of the program and the resourcefulness of the faculty will guarantee positive student experiences and excellent professional preparation.





11 April 2011

Professor Cheryl Regehr  
Associate-Provost, Academic Programs  
University of Toronto

Dear Cheryl,

**RE: New Graduate Program Proposal: Ph.D. in Women and Gender Studies  
Divisional Administrative Response to Appraisal Report**

**Response Summary.**

Professor Audrey Kobayashi, Department of Geography, Queen's University, Canada and Professor Maureen McNeil, Centre for Gender and Women's Studies, Lancaster University, UK conducted an external review of the proposed program: PhD in Women and Gender Studies on 5 April 2011. They provided a thoughtful, comprehensive and positive review of the current strengths of WGSI, and the kinds of support needed to establish a top-ranked Ph.D. program. In particular, we appreciate comments which note *the strength of the proposal, the unique profile that the proposed program will contribute* to the overall field of women and gender studies, *the outstanding strengths of core and affiliate faculty,* and *the strong performance of the M.A. program,* all of which contribute to the likely *ability of the program to attract high-caliber students.*

**Proposal Strengths.**

The reviewers noted the proposed program is strongly consistent with the University of Toronto's mission and the unit's academic plan and builds on "the established strengths of the MA program" which has displayed an "impressive track record". On the clarity and appropriateness of the program's requirements and learning outcomes, they stated that: the proposal is "carefully considered and assembled"; the comprehensive examination process is "rigorous and well thought out" and the expectations for the dissertation are "high but realistic". The structure, regulations and length of the program were deemed very well suited to produce "well qualified graduates who will be equipped to make significant contributions to the intellectual life of the unit (and beyond)".

The reviewers found the content of the program was well structured and noted it will address many current debates and issues in Women and Gender Studies. The program was seen as offering a "distinctive, unique profile in this interdisciplinary field" and "the unit's academic plan is remarkable for its focus on transnationalism, which strengthens the university mission, creates a clear and unique identity within the field of Women and Gender Studies, establishes coherence for the program, and capitalized on well-established teaching and research strengths".

We were pleased to learn that the reviewers believed "the program has an adequate number of very highly qualified faculty who have already demonstrated their capacity both to teach and to supervise to a high standard. Their impressive level of publication and research funding attests to their excellence". They also noted "the core faculty constitutes an excellent group of diverse scholars who have already forged a distinctive and internationally recognized profile. The cadre of affiliate faculty is also of a very high caliber".

The reviewer's views can be summarized by their statement that there is "every reason to be confident that this program will attract high-level applicants and enhance the stature of the University of Toronto as an innovative, diverse, and world-leading higher education institution".

### **Reviewer Suggestions.**

The reviewers make several suggestions/comments. We list these below, along with our responses.

(1) that the department institute an annual review of student progress (p. 4)

This is a requirement that was already proposed, on page 15 of the UTQAP submission: "Each student will meet at least annually with a committee which includes the supervisor and two faculty members, to review academic progress, and to consult about future directions."

(2) that the program will need additional space as the Ph.D. program grows to full size (p. 4)

WGSII is working actively with New College to review space needs, and to develop creative and innovative approaches to spatial needs that will benefit other New College programs as well. This year WGSII and New College participated in a spatial audit, to establish WGSII spatial needs over and against provincial norms. That audit helped to establish that the current use of space in WGSII corresponds closely to provincial norms. As the reviewers note, the program has adequate space at the beginning of the program, especially because WGSII plans to shrink the size of the incoming MA cohort as the Ph.D. cohort grows. However, when the Ph.D. program reaches full size, the unit may need 2-3 more graduate offices. One possible way to accommodate this need is for multiple units to provide centralized, shared space for TAs.

The reviewers also note the need for seminar/meeting space. The unit experimented with various venues around campus this had the adverse effect of pulling events away from New College. In 2010-11, WGSII returned to using existing space at New College for its colloquia, and other events. However, the space in question is often not large enough and the unit has proposed that New College may want to consider developing a larger seminar room for use by all New College programs. The Director of WGSII participated actively this year in the New College Priority, Planning and Budget committee, where key initiatives for the renovation of New College space are considered, and ranked and we are confident that these on-going conversations will proceed in good faith, and with positive results. In the short-term, WGSII can continue to use other space around campus, or existing New College space for seminars, colloquia and other events.

(3) that the program will need additional support staff as the Ph.D. program, grows to full size (p. 4)

WGSJ currently has 3.6 administrative staff (a business officer, a graduate/undergraduate administrator, and an office assistant). The faculty/admin staff ratio and the student/admin ratio are high relative to other centres and institutes in the Faculty. For 2011-12, the incoming acting director has arranged for funds often allocated to a research stipend to be directed towards increasing the office assistant's position from 60% to 80%. We have arranged for a review of the position of the graduate/undergraduate administrator in the unit in order consider whether an upgrade is merited in light of the new work associated with the Ph.D. program. We are fully committed to providing the unit with the same level of graduate administrative support as all other graduate programs; also, we plan to find ways to provide support for the large collaborative program.

(4) some modification in recruitment to the MA and possibly to the collaborative program will ensure a smooth transition (p. 4)

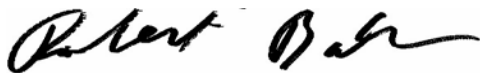
WGSJ has already proposed a smaller entering class of MA students so as to help ensure there are sufficient resources available to accommodate the new PhD program. The collaborative program is less resource intense but, here too, modifications to the size of the incoming class can be fine tuned to ensure the new program is properly supported.

(5) that the program has well-run professional development aspects such as the Writing Instruction for TAs (WIT) program in the Faculty of Arts and Science (p. 1).

We appreciate the reviewers flagging this program, one which the unit did not include in their submission as a potential resource for incoming students. We understand that appreciation for this program emerged in particularly marked form from the reviewers' conversations with M.A. and undergraduate students. WGSJ has participated in the program since its inception and we have recently provided support for them to continue in the program for the next three years. At least the first two cohorts of the incoming Ph.D. students will benefit from the intensive training in writing instruction that the program affords, as well participating in continuing work in WGSJ to develop a more permanent archive of materials for use by a larger number of TAS and faculty in the future.

### Summary.

We are pleased that this exercise has so clearly highlighted the existing strengths of the programs at the Women and Gender Studies Institute. We appreciate the thoughtful comments from the reviewers on how to refine, and further develop, these strengths.



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Robert L. Baker  
Vice Dean, Research and Graduate Programs  
Faculty of Arts and Science



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Yves Roberge  
Principal, New College







April 13, 2011

Meric Gertler Dean Faculty of Arts and Science

Re: Appraisal Report, Proposed new PhD, Women and Gender Studies

Dear Meric,

I am very pleased by the extremely positive appraisal of the proposed PhD, Women and Gender Studies. Your administrative response to the appraisal nicely summarizes the report and highlights the specific suggestions made by the reviewers for consideration. I note that the latter focus largely on the space requirements of the program (graduate offices and seminar / meeting space) and support staff. In both respects, your response emphasizes how the program compares against provincial and university norms which I agree should be our baseline. I am particularly pleased to see that the program has been participating in on-going planning within New College around the use of space, and that in the interim the program has been engaged in a creative process to identify other space across the campus.

The reviewers expressed no concerns about the academic content of the program, noting that it was “carefully considered and constructed.” They concluded that program “builds upon established excellence and promises to deliver an internationally recognized program, with a distinctive, unique profile in this interdisciplinary field.” I will be very happy to recommend this new PhD program to governance for approval following approval at the Divisional level.

Sincerely,

Cheryl Regehr  
Vice-Provost, Academic Programs

cc. Helen Lasthiotakis, Robert Baker, Jane Harrison, Scott Moore, Brian Corman, Elizabeth Smyth, Jane Alderdice