

S.03-31

SIMON FRASER UNIVERSITY
Senate Committee on University Priorities
Memorandum

TO: Senate

FROM: John Waterhouse
Chair, SCUP
Vice President, Academic

RE: PhD in Women's Studies
Program Proposal

DATE: February 6, 2003

At its February 5, 2003 meeting SCUP recommended the following motion:

Motion

That Senate approve and recommend to the Board of Governors the proposal for a PhD in Women's Studies program in the Faculty of Arts as outlined in S.03-31

Attached is the proposal from the Faculty of Arts for the establishment of a PhD in Women's Studies. In April 2001, the Senate Committee on University Priorities (SCUP) approved in principle the PhD in Women's Studies program and development of the program proposal commenced. Subsequently, the proposal has been reviewed by a number of constituencies/groups including the Faculty of Arts, the Assessment Committee for New Graduate Programs, five external reviewers and finally, the Senate Graduate Studies Committee.

SCUP reviewed the full program proposal and relevant documentation at its February 5, 2003 meeting. The following documentation is provided here to Senate in support of the proposal:

- Memorandums from the Dean of Graduate Studies
- Timeline summary of the development of the proposal
- Full Program Proposal
- Library Report regarding the program
- New Graduate Course Proposal Forms for WS 899, WS 997 & WS 998 *
- Reports of the five external reviewers

SCUP unanimously approved the PhD in Women's Studies program proposal.

encl.

c: J. Driver, Dean of Graduate Studies
M. Kimball, Chair, Department of Women's Studies
J. Pierce, Dean of Arts
S. Wendell, Graduate Chair, Department of Women's Studies

* Any Senator wishing to consult the full details of the new courses should contact Bobbie Grant, Senate Assistant at 291-3168 or email bgrant@sfu.ca

SIMON FRASER UNIVERSITY
DEAN OF GRADUATE STUDIES
MEMORANDUM

TO: SCUP
FROM: Jonathan Driver, Dean of Graduate Studies
SUBJECT: Ph.D. in Women's Studies
DATE: 23rd January 2003
cc:

At its meeting of 13th January 2003 Senate Graduate Studies Committee passed the following motion:

“that the proposed Ph.D. program in Women's Studies be approved and be forwarded to SCUP for approval”

This proposal was reviewed in detail by the Assessment Committee for New Graduate Programs before evaluation by SGSC. Documents forwarded to SCUP include the proposal from the Department of Women's Studies, external reviews, and relevant memos concerning the program.

A handwritten signature in black ink, appearing to read "Jonathan Driver", with a long horizontal flourish extending to the right.

SIMON FRASER UNIVERSITY
 DEAN OF GRADUATE STUDIES
 MEMORANDUM

TO: Senate Graduate Studies Committee
 FROM: Jonathan Driver, Dean of Graduate Studies
 SUBJECT: Ph.D. in Women's Studies
 DATE: 5th December 2002
 cc: Dr. S. Wendell, Chair, Graduate Program Committee, Women's Studies

I am pleased to forward a proposal for a Ph.D. in Women's Studies for your consideration. This proposal has been approved by the Assessment Committee for New Graduate Programs, and now requires SGSC approval before it moves on to SCUP, Senate and the Ministry.

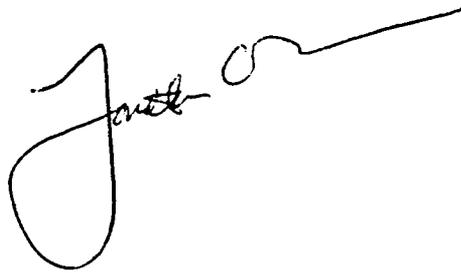
The package consists of the proposal, the reports of external assessors, and the department's response to the assessors. Faculty cv's will be included as this proposal moves forward, but I have not included them for individual SGSC members, in order to reduce paperwork. These items can be inspected in the Dean of Graduate Studies office.

One issue raised by a number of reviewers concerns course offerings for Ph.D. students. ACNGP examined these comments in some detail, and considered the Department's response to the comments. ACNGP concluded as follows:

- a. the course requirements are similar to other Ph.D. programs at SFU, to the Ph.D. in Women's Studies at UBC, and to other Ph.D. programs across the country;
- b. it is common practice at SFU and other universities for M.A. and Ph.D. students to enroll in the same classes;
- c. for students who have already completed an M.A. at SFU there will be plenty of opportunity for new courses at the Ph.D. level. These opportunities include: taking courses at UBC (under a cooperative arrangement between the two programs), taking relevant courses in other SFU departments, and taking

advantage of special topics courses (e.g. such as might be offered by the Ruth Wynn Woodward professor).

In summary, ACNGP regards this as a well conceptualized program that has received strong support from the external assessors.

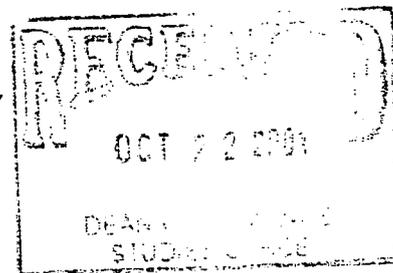
A handwritten signature in black ink, appearing to read "John", written in a cursive style.

PROPOSAL FOR PH.D. PROGRAM IN WOMEN'S STUDIES

11 April	2001	Approved "in-principle" by Senate Committee on University Priorities
11 October	2001	Approved by Faculty of Arts
22 October	2001	Received by Dean of Graduate Studies
09 January	2002	Reviewed by Assessment Committee for New Graduate Programs
23 April	2002	Sent proposal to five external reviewers by Dean of Graduate Studies
12 August	2002	Received external reviewers' reports by Dean of Graduate Studies
04 September	2002	Sent external reviewers' reports to Women's Studies by Dean of Graduate Studies
04 December	2002	Reviewed and approved by Assessment Committee for New Graduate Programs

4.

SIMON FRASER UNIVERSITY
Office of the Dean, Faculty of Arts
MEMORANDUM



To: Jon Driver, Dean
Graduate Studies

From: Roger Blackman, Chair
Faculty of Arts Graduate
Studies Committee

Subject: New Ph.D. Program
Department of Women's Studies Date: 15 October, 2001

The Faculty of Arts Graduate Studies Committee, at its meeting of October 11, 2001, approved the attached items, submitted by the Department of Women's Studies.

- the full proposal for a new Ph.D. Program in Women's Studies;
- new course proposal WS 899 (to accommodate students choosing the M.A. Extended Essay Option);
- the two new course proposals: WS 997 and WS 998 (to accommodate the Comprehensive Examination and Thesis requirements of the new Ph.D. Program).

Would you please place these items on the agenda of the next ACNGP Committee meeting?

Thank you.

A handwritten signature in cursive script that reads "R Blackman".

Roger Blackman, Chair
Faculty of Arts Graduate
Studies Committee

RB:dgg

cc: Marian McGinn

SIMON FRASER UNIVERSITY
Department of Women's Studies
FACULTY OF ARTS
M E M O R A N D U M

To: Roger Blackman, Chair
Faculty of Arts Graduate
Studies Committee

From: Susan Wendell, Graduate Chair
Women's Studies

Subject: New program proposal

Date: September 7, 2001

At its meeting of July 25, 2001, the Department of Women's Studies approved the attached Full Program Proposal for a Ph.D. in Women's Studies. There are also 3 new course proposals: two for the new Ph.D. and one for the existing MA.

Would you please place this on the agenda of the next meeting of the Faculty of Arts Graduate Studies Committee.


Susan Wendell, Graduate Chair
Women's Studies

October 15, 2001

001 17 2001

**FULL PROGRAM PROPOSAL FOR A Ph.D. IN WOMEN'S STUDIES
AT SIMON FRASER UNIVERSITY**

1. EXECUTIVE SUMMARY

General Information and Background:

This document is the full proposal for a new PhD in Women's Studies at Simon Fraser University, to start in September 2002. The program will be located within and administered by the Department of Women's Studies. This proposal has been developed in consultation with colleagues from the Centre for Research in Women's Studies and Gender Relations at the University of British Columbia, with the understanding that they have submitted and received approval for a similar proposal, for a PhD in Women's Studies and Gender Relations, which began there in September 2001. We are proposing two independent degrees, each of which could function separately, that will co-operate to share resources (faculty and courses) where appropriate, to the benefit of students and faculty at both universities.

The Department of Women's Studies at SFU has 26 years experience in interdisciplinary research and teaching. Our MA program, which began in 1985, offered one of the first graduate degrees in Women's Studies in North America; it continues to attract excellent Canadian and international students, and 37 students have now completed the degree. The development of a PhD is a logical and timely extension of graduate education in Women's Studies at SFU. Like our MA program, the proposed PhD will be interdisciplinary in nature, taking advantage of the diverse expertise of our eight regular faculty, our Ruth Wynn Woodward endowed professor, and our eight Associate faculty from other departments at SFU. The Letter of Intent for the proposed PhD has received approval from Simon Fraser University and the provincial Degree Program Review Committee, as well as strong support from other BC institutions.

The new program will fill a need for doctoral level instruction in Women's Studies in BC, the rest of Canada, and internationally. Although many Canadian universities and colleges now have undergraduate and Masters programs in Women's Studies, and therefore need qualified interdisciplinary professors with PhDs to teach in them, only York

University in Ontario currently offers a PhD in Women's Studies. Three BC universities now offer Masters programs in Women's Studies and/or Gender Studies (SFU, UBC and UNBC), and some students graduating from those programs would like to pursue their studies to a PhD without leaving the province. Moreover, we know from articulation meetings with college instructors of Women's Studies in BC that some of them are eager to improve their academic qualifications in Women's Studies without having to leave their jobs at the colleges to study in Ontario. Of course, a PhD in Women's Studies will also be relevant to other professions in which interdisciplinary analyses of women's and gender issues are of increasing importance, such as Law, Social Services, Health Sciences and International Development; this relevance is demonstrated by the fact that some of our MA graduates are now working in these fields. In addition, SFU's MA program in Women's Studies has always attracted talented international students seeking to improve their qualifications to work on women's issues in government, non-governmental organizations and the private sector, and we expect international students to be equally attracted to the PhD. The co-operative PhD will give students access to the combined expertise and experience of faculty at SFU and UBC, creating a centre in Western Canada for the training of scholars of women's studies and gender.

The Program: Description and Requirements

Students must fulfill all general Graduate Studies requirements, including registration, residence requirements and time limits for the completion of the degree. It is expected that students normally will complete the PhD in Women's Studies in four years. However, we intend our PhD program, like our current MA program, to allow part-time study and to be sufficiently flexible to accommodate students who have diverse responsibilities.

Normally, students will be required to complete three courses. However, the Graduate Committee, in consultation with the student's supervisory committee, may require a student to take additional courses, either to obtain breadth of background in Women's Studies or to acquire specific preparation in the topic of the student's proposed thesis. Two of a student's required courses may be from Women's Studies at UBC or relevant offerings in other departments, at SFU or UBC, with the approval of the student's supervisory committee. Students who have completed the SFU or UBC MA program before admission to the PhD will not be permitted to duplicate courses they completed during their MA programs. Given that there are ten courses now available in our MA program, it will not be necessary to add new courses for the PhD, other than Comprehensive

Examination and PhD Thesis.

Students will also be required to complete comprehensive examinations and a doctoral thesis. Comprehensive examinations, which will be set by the student's supervisory committee in consultation with the student and subject to the approval of the departmental Graduate Committee, will be relevant to the student's thesis plans and professional goals. Students will present and defend a PhD thesis proposal to the department as a whole after completion of the comprehensive examinations. There are eight regular faculty and eight associate faculty in Women's Studies available to supervise doctoral students, and, where appropriate, colleagues from other departments at SFU or from UBC may be invited to serve on supervisory committees.

For admission, applicants must fulfill all the general Graduate Studies admission requirements, including high academic standing, and demonstrate adequate preparation in Women's Studies to undertake doctoral work. Normally, a Master's degree will be required. They must provide a sample of written scholarly work, a statement of their research interests in Women's Studies, a description of previous relevant coursework and/or employment, and three letters of reference commenting on their ability to undertake substantial original research. They will be admitted only if a suitable Senior Supervisor is available. We expect to admit 2 to 4 PhD students per year.

Resources:

The SFU library collection in Women's Studies, built over 26 years and kept up-to-date with a departmental budget for new acquisitions, is excellent, and there is now on-line access to many other collections and relevant journals. Moreover, we anticipate that, as part of our co-operative program, students will make use of the full resources of the UBC library. Women's Studies at SFU has the space provided to a university department, which includes a graduate students' office, a teaching assistants' office, a student computer room, a staff office for the graduate secretary, and a departmental lounge. Because our department has been running an MA program for 16 years, we already have the administrative structures to implement and run a PhD program. No new resources would be needed.

PhD applicants and students would be eligible for the SFU Entrance Scholarships, which offer a full year's support, and for the 3-4 Graduate Fellowships our department

receives every year, each of which supports a student for one semester. There are also seven smaller bursaries and scholarships (ranging in value from \$500 to \$1500) that are available to Women's Studies graduate students. In each academic year, we have four Teaching Assistantships and three Tutor Marker positions; each position supports one graduate student for a semester. There is one Research Assistantship attached to the endowed professor position in the department, and faculty who are successful in major grant competitions hire Women's Studies graduate students as research assistants. Graduate students who meet the financial qualifications are eligible for work-study positions, and regular faculty often apply for work study grants for small research projects. In addition, the department employs sessional instructors to teach several undergraduate courses each term. PhD students who have completed all degree requirements except their theses (ABDs) would be eligible for sessional instructor positions in Women's Studies. This could be a significant source of support for PhD students working on their theses, and their teaching would be a valuable resource for the department as well as important professional training for them.

At SFU, as at UBC, there is a climate of intellectual challenge and exchange, and an ongoing effort to link academic research to social policy and community involvement in women's issues. The proposed PhD program will enable more scholars to benefit from our existing resources and to participate in research development, teaching and community outreach.

2. LETTER OF INTENT AND COMMENTS FROM OTHER INSTITUTIONS

Letter of Intent: Ph.D. in Women's Studies at SFU

JANUARY 2001

NOTE: This proposal is for a free-standing doctoral degree at SFU. A parallel programme has been proposed at UBC and is proceeding according to the UBC internal time lines. We are proposing two degrees (each of which could function separately) that will co-operate to share resources (faculty, courses) where appropriate to the benefit of students and faculty at both universities. We would like the SFU programme to begin in September 2002, which coincides with our normal annual intake of graduate students.

A. INSTITUTIONAL AND PROGRAMME IDENTIFICATION

1. Simon Fraser University

2. Department of Women's Studies

Web-site: www.sfu.ca/womens-studies

Fax: 604-291-5518

Dr. Meredith Kimball, Chair

Professor of Women's Studies and Psychology

Phone: 604-291-5526

email: kimball@sfu.ca

Dr. Susan Wendell, Chair, Graduate Studies Committee

Professor of Women's Studies

Phone: 604-291-5525

email: wendell@sfu.ca

3. Doctor of Philosophy (Ph.D.) in Women's Studies

4. Contribution to SFU's mandate and strategic plan

Women's Studies was founded at SFU in 1975 as an interdisciplinary programme. Since that time we have grown from a programme to a department with 4 full time faculty, 4 jointly appointed faculty, an endowed professor position, and 8 associate faculty. The faculty represent training in a wide range of humanities, social science and science disciplines, and all have had extensive experience with interdisciplinary research and teaching at both the undergraduate and graduate level. At the undergraduate level, we offer a major, seven joint majors, a minor, an extended minor, and a certificate. More than 300 students have graduated with an undergraduate Women's Studies degree in the 25 years that the programme has been offered at SFU. A number of these students have gone on to graduate work; for example, in 1999 one of our graduates was awarded an NSERC to pursue graduate studies in primatology.

In 1985 we initiated an M.A. degree in Women's Studies at SFU. Over the past 15 years, 31 students have completed an M.A. in Women's Studies. Of these, five students have gone on to a Ph.D., either through Special Arrangements at SFU or in disciplinary-

based programmes at other universities in Eastern Canada or Britain.

Recently, we introduced a course-based M.A. in addition to our thesis and extended essays options. Currently, 10 students are enrolled in the thesis/extended essays options, and three students are taking the course-based option. We have in place 10 graduate courses which we have been offering for 15 years. Because we were one of the first programmes to offer a graduate degree in Women's Studies in North America, we now have extensive experience in graduate education. This experience will serve us well in the implementation of a Ph.D. which is designed as a logical extension of our M.A. programme. The institution of a Ph.D. programme in Women's Studies is one of the primary initiatives in our current three-year plan for the department.

5. Intended schedule for implementation

We expect to admit students in September 2002. Some of the current first-year M.A. students have expressed interest in continuing their studies in the new Ph.D. programme. UBC plans to admit their first students in September 2001. Because we already have regularly offered graduate courses in place, UBC students who begin in September 2001 will have access to graduate courses at SFU through the Western Deans Agreement as soon as they begin their studies.

B. PROGRAMME DESCRIPTION

1. Economic/industrial/social-cultural goals of the programme, relation to market niches or societal needs

Over the past 30 years, the growth and influence of Women's Studies as an interdisciplinary field of study have been phenomenal. Academic journals of Women's Studies have been established internationally and are flourishing. In addition, Women's Studies research is published in an impressive number of interdisciplinary monographs and anthologies, and in articles in traditional disciplinary journals and newer cross-disciplinary journals. This research is both pure and applied and has had an impact on thinking and practice in public and private institutions. Many universities and colleges throughout the world offer courses and degrees in Women's Studies at the undergraduate level. In Canada as elsewhere, there is a growing need for programmes to train scholars to teach Women's Studies and to conduct interdisciplinary analyses of women's and gender issues in government and the private sector. Because of our long history conducting research

and teaching as an interdisciplinary department, Women's Studies at SFU is particularly well-placed to offer interdisciplinary training at the doctoral level. Although many Canadian universities and colleges have undergraduate programmes in Women's Studies, only York University currently offers a Ph.D. in Women's Studies. The creation of a Ph.D. in B.C. would provide more opportunities for students, and the combined resources of SFU and UBC would create for British Columbia a Western Canadian centre for the training of the next generation of scholars in Women's Studies and the study of gender.

The demand for doctoral studies in an interdisciplinary Women's Studies programme is strong. York University currently has about 100 applications per year for graduate study (M.A. and Ph.D. combined). And as long as our M.A. programme has existed at SFU, we have received 5 to 10 inquiries per year asking if we offer a Ph.D. programme.

2. Employment destination for graduates/research and development/job creation

A Ph.D. in Women's Studies is a desirable option for those planning academic careers as university teachers in Women's Studies programmes, both in Canada and abroad. Because of the strong interdisciplinary training that would be offered in the SFU Ph.D. in Women's Studies, many graduates would be qualified to apply for positions in professional faculties, such as law and education, in traditional disciplines that are branching into interdisciplinary work, such as sociology and political science, and in some of the many interdisciplinary programmes, such as humanities and Canadian Studies, that are growing in our universities. Moreover, provincial and federal agencies, as well as international governmental programmes, private industry and nongovernmental organizations, are increasingly focusing on issues that affect women and gender equity. Scholars trained in interdisciplinary research skills in a Women's Studies Ph.D. programme would find jobs open to them in these sectors as well.

Two of the graduates of our M.A. programme who have gone on to complete Ph.D.s have obtained academic employment. One is a faculty member in Communications at SFU, and another is a recent Canadian Research Chair appointee in Political Science at York University. Those students who completed their education with an M.A. in Women's Studies have found diverse sources of employment, including policy analysis for Health Canada, research for provincial governments, community college teaching, social work, counselling, student services in universities, running small businesses, and

union advocacy. One of our recent M.A. graduates is now in medical school. Thus, our M.A. graduates, several of whom were international students, have found a wide range of employment open to them, and we expect that, although Ph.D. graduates may be more likely to take academic appointments, they will also be in demand for other jobs in Canada and internationally.

3. Expected time required for programme completion

It is expected that students will complete the programme in four years, meeting the SFU residency requirements for Ph.D. students.

4. Specialties offered and relation to M.A. Programme at SFU

There are eight regular faculty in the Women's Studies Department, four full time and four joint appointments. Their interdisciplinary expertise covers a wide range of areas, including Feminist Literary Studies, Feminist Critiques of Science, Feminist Ethics, Women and Disability, Women and Development, Feminist Economics, Public Policy, Labour Studies, Theories of Gender, History of Women in Psychology and Psychoanalysis, Women and Film, Popular Culture, and the History of Women in France. In addition, the department has an endowed professor who is hired for a two year term. Although the endowed professor does not supervise graduate students, s/he is qualified to offer graduate courses, which enriches considerably our graduate curriculum. A diverse group of scholars has held the Ruth Wynn Woodward Professorship, including a psychiatrist, a politician, a literary critic, an economist, a biologist, a sociologist, and a novelist and poet. In addition to the regular faculty and the endowed professor, eight faculty who are appointed in other SFU departments hold Associate Faculty positions in our department. They have served as supervisors and committee members for several of our M.A. students and will continue to do so for Ph.D. students. Their areas of expertise include Criminology, Midwifery, History of Women in the Arts, Anthropology of Migration and Diaspora, Medical Anthropology, Women and the Criminal Justice System, History and Philosophy of Science, Feminist Sociology, Feminist Literary Theory, and Feminist Geography.

The Ph.D. programme will consist of the course work, examinations, and a dissertation. Our M.A. programme allows part-time study and flexibility to accommodate students who have diverse responsibilities. We expect that our Ph.D. will allow similar flexibility. Given the ten courses that are already available in our M.A. programme, it will

not be necessary to develop new courses for the Ph.D. Co-operation with UBC through the Western Deans' Agreement will enable students registered in either programme to take some courses, as appropriate, at the other university. Students may also include faculty members from the other university on their supervisory committees, where the faculty members' expertise is relevant. Efforts will be made to maximize available resources by sharing them, and to broaden the students' experience by bringing faculty and students from both universities into contact with one another.

5. Programmes at other B.C. institutions with similar content or objectives

No university in B.C. currently offers a doctoral programme in this area. Co-operation between UBC and SFU has been discussed from the start of each institution's consideration of the Ph.D., and we hope that eventually UNBC and UVIC may join us in a province-wide co-operative effort at the doctoral level. There are now three M.A. programmes in Women's Studies in B.C. (at SFU, UNBC, and UBC), which will provide candidates for the Ph.D. The University of Victoria also hopes to propose an M.A. in the near future. At annual Women's Studies articulation meetings, representatives of all the B.C. universities and colleges have expressed strong support for a Ph.D. Programme. Some college instructors are particularly eager to up-grade their qualifications without leaving the province, but the only free-standing Ph.D. programme in Women's Studies is currently at York University in Ontario. The co-operative nature of the two Ph.D. programmes at SFU and UBC and the different expertise of their faculty will differentiate the offerings in B.C. from those of York University. Both our universities have the distinguished faculty to attract excellent students. By implementing a co-operative arrangement between the universities that highlights the strength of each institution, we will be able to offer students access to a wide range of faculty expertise at two of Canada's leading universities. Another advantage of the co-operative nature of the SFU and UBC proposals is that it will encourage and increase intellectual exchanges among students and faculty at both universities.

6. Relation of programme to other programmes at SFU

Through 15 years of experience in graduate studies at SFU, the Women's Studies Department has developed a network of relationships with many other SFU departments. Our graduate students take courses in other departments, and we usually have both Ph.D. and M.A. students from other departments and programmes at SFU, and from UBC, in

our regularly offered graduate courses.

7. Will any other programmes be eliminated or reduced because of the new programme?

While we might attract some students who would otherwise complete their degree in another programme, the majority of our students will be those who would otherwise have had to leave the province or the country in order to pursue their Ph.D. degrees.

C. ADMISSION AND TRANSFER

1. Who are the intended students?

The programme will accept students with high academic standing and a relevant masters degree or equivalent preparation to undertake a Ph.D. in this field. Since several of our own M.A. students have gone on to pursue a Ph.D. elsewhere, we expect that some students will complete both an M.A. and a Ph.D. at SFU. However, given the range of inquiries we receive about the possibility of doing doctoral work in Women's Studies at SFU, we expect that some students will come into the programme from other departments at SFU, some will come from other Canadian universities, and some will be international students.

2. What enrolments are anticipated?

We expect to admit 2-4 doctoral students per year, beginning in September 2002. We expect a good proportion to come from outside B.C. and that a number will be international students.

D: WHAT RESOURCES, EXISTING OR NEW, WILL BE REQUIRED FOR THIS PROGRAMME?

Courses: The Women's Studies M.A. curriculum consists of 10 graduate courses, some of which have fixed and others variable content. Thanks to our networks with other departments at SFU through our Associate Faculty, our students also have access to a number of graduate cognate courses. Because of the richness of these graduate offerings, it will not be necessary to develop new graduate courses for the Ph.D.

Faculty: We currently have four full-time faculty, four faculty jointly appointed with

other departments, one endowed professorship, and eight associate faculty members. One regular Women's Studies faculty member serves as the Chair of our Graduate Committee, and all regular and associate faculty are involved in serving as supervisors and committee members for M.A. students. Given the small number of Ph.D. students that is expected, the faculty resources are fully adequate to meet the teaching and supervisory needs of the programme.

Administration: In addition to an ongoing Graduate Studies Committee with a regular faculty member who chairs the committee, we have a part-time graduate secretary who keeps records, helps with admissions, and communicates with graduate students about scholarship deadlines, etc. Hence, the administrative structures already exist that are necessary to implement and run a Ph.D. programme.

Library Resources: Students will have access to the combined resources of the SFU and UBC libraries. The SFU library already has a substantial collection of material related to Women's Studies, including the key journals, archival resources, and access to networked indices. In addition, the department has a budget for new acquisitions, a regular faculty member who serves as the departmental library liaison, and the assistance of a librarian who, as part of her duties, is responsible for the Women's Studies collection. As with any field, adding new monographs will be necessary to keep the Women's Studies collection up to date, but this already takes place. Thus, no special library resources will be necessary to implement the Ph.D. programme.

Funding for graduate students:

Scholarships: Our M.A. students have been very successful over the years in obtaining SFU graduate entrance scholarships such as the C.D. Nelson. At least two of our M.A. students who have gone on to Ph.D. programmes elsewhere have received SSHRC doctoral fellowships. As a department, we receive 3-4 Graduate Fellowships per year, each of which supports a student for one semester. There are also seven smaller bursaries and scholarships (ranging in value from 500 to 1500) that are available to Women's Studies graduate students.

Teaching Assistantships: In each academic year, we have four Teaching Assistantships and three Tutor Marker positions. Each position supports one graduate student for a semester.

Research Assistantships: There is one Research Assistantship attached to the endowed professor position in the department, and faculty who are successful in major grant competitions hire Women's Studies graduate students as R.A.s.

Sessional Teaching: The department employs sessional instructors to teach several undergraduate courses each term. Ph.D. students who have completed all degree requirements, except their dissertations (ABDs), would be eligible for sessional instructor positions in Women's Studies. They would be a valuable teaching resource for the department.

Work-Study Positions: Graduate students who meet the financial qualifications are eligible for work-study positions, and regular faculty often apply for work study grants for small research projects.

Bursaries and other Funding Sources: Through our part-time graduate secretary and our graduate brochure, information about scholarships and bursaries is regularly provided to students. Other possible sources of support that come to the attention of the Graduate Chair are also regularly communicated to students.

Space: As an established department, we have the space provided to a department. For the use of graduate students, we have one graduate office, one T.A. office, a student computer room, a staff office for the graduate secretary, and a departmental lounge. Although it would be helpful to have one more office, so that the M.A. students could have one office and the Ph.D. students another office, this is not essential for the establishment of a Ph.D. in Women's Studies at SFU.

(NO NEW RESOURCES NEEDED)

Comments from other institutions on the Letter of Intent are appended to this document.

3. CURRICULUM

3.1 Goals of the Curriculum:

The PhD in Women's Studies will offer advanced training in interdisciplinary research and analysis of issues affecting women worldwide and in gender analysis of issues affecting both women and men. Graduates will be prepared to teach Women's Studies at the university level and to conduct advanced research and analysis in both the public and

private sectors. They will have gained a solid general knowledge of the field and its methods as well as experience in completing substantial, specific and focussed research on a PhD thesis topic. To this end, students will have access to the wide range of interdisciplinary expertise of the SFU Women's Studies faculty and Associate faculty as well as the UBC faculty. The PhD program will build upon the SFU department's 16 years experience of teaching MA students in Women's Studies, enabling students and professors to work together on the most intellectually challenging projects.

3.2 Requirements for the PhD in Women's Studies:

Normally, PhD students will be required to complete three graduate courses, pass comprehensive examinations, present a PhD thesis proposal to the department, and complete and defend a PhD thesis. However, the Graduate Committee, in consultation with the student's supervisory committee, may require a student to take additional courses, either to obtain breadth of background in Women's Studies or to acquire specific preparation in the topic of the student's proposed thesis. Two of any student's required courses may be from Women's Studies at UBC or relevant offerings in other departments, at SFU or UBC, with the approval of the student's supervisory committee. Students who have completed the SFU or UBC MA program before admission to the PhD will not be permitted to duplicate graduate courses they completed during their MA programs. Normally, students will complete their coursework before taking their comprehensive examinations, and complete the comprehensive examinations before presenting and defending a PhD thesis proposal. They will be expected to complete their coursework and comprehensive examinations within two years.

The following ten graduate courses presently existing in the Women's Studies Department at SFU will be part of the PhD program:

WS 800-5, Methodology in Women's Studies Research

WS 820-5, Graduate Seminar in Women's History

WS 821-5, Graduate Seminar in Psychology of Women

WS 822-5, Graduate Seminar in Feminist Theory

WS 823-5, Graduate Seminar in Feminist Art/Literary Criticism

WS 824-5, Graduate Seminar on Women and Social Policy

WS 825-5, Graduate Seminar in Women, Technology and Social Change

WS 830-5, Selected Topics Graduate Seminar I

WS 831-5, Selected Topics Graduate Seminar II

WS 840-5, Directed Studies

The only additional courses required for the PhD program will be WS 997, Comprehensive Examinations, and WS 998, PhD Thesis.

Comprehensive examinations will consist of three major scholarly/professional tasks to be set by the student's supervisory committee in consultation with the student, approved by the Women's Studies Graduate Committee, and completed to the satisfaction of the supervisory committee. These may include, but are not limited to: writing reviews of the literature; taking exams on specific areas of Women's Studies research; preparing a research paper for publication in a scholarly book or journal; preparing a substantial grant proposal for the student's PhD thesis research; developing a detailed course outline (with reading list, lecture schedule, assignment descriptions) for an undergraduate course in Women's Studies; preparing a suitable non-print media project, such as a video documentary. One of the three tasks must be an exam or a review of the literature.

All PhD students will prepare a PhD thesis proposal and defend it in a presentation open to the department as a whole. Students will also complete a PhD thesis giving evidence of independent research and critical abilities in the interdisciplinary study of women and gender.

3.3 Course Structure, Class Size and Student/Faculty Ratios:

Like virtually all other small graduate programs at SFU, Women's Studies currently offers graduate courses in three ways:

1) Students may take graduate seminars. Since the implementation of our course option MA degree, there have been enough MA students to have graduate seminars with 5 to 12 students (frequently including graduate students from other departments). We are now offering one of these seminars in each of the Fall and Spring semesters and hope to

increase this number, as the Graduate Committee considers these seminars the preferred form of instruction. With the addition of Women's Studies PhD students at both SFU and UBC, we expect the class size of graduate seminars to be 10 to 20 students.

2) Students may take upper-levels undergraduate courses, doing extra work and having additional seminar meetings with the course instructor, for graduate credit; this arrangement is made only in courses taught by permanent faculty or the Woodward endowed professor. These courses will continue to be available to MA students, but to them only. PhD students will *NOT* be permitted to take combined undergraduate/graduate courses to fulfill their course requirements, because the Graduate Committee does not consider them suitable for instruction at the PhD level.

3) Students may take graduate courses on a tutorial or directed-studies basis with a Women's Studies faculty member. Such courses frequently have 2 to 3 students meeting regularly together with the instructor. This method of instruction will be available to both MA and PhD students.

Women's Studies faculty teach graduate seminars as part of their normal course load. They teach graduate students in joint undergraduate/graduate courses and graduate tutorial or directed-studies courses (2 and 3 above) on overload. The department recognizes the importance of faculty overload teaching to the graduate program and attempts, wherever possible, to compensate accumulated overload teaching with release time from undergraduate teaching, according to a formula decided upon by the Women's Studies Coordinating Committee. This system will apply to teaching PhD students as well as MA students.

Women's Studies PhD students may also take up to two of the required number of courses in other departments at SFU and at UBC (under the Western Deans' Agreement), with their graduate committees' approval, for Women's Studies PhD credit. This arrangement will be reciprocated, as it is in our MA program, with students from other departments at SFU and UBC taking Women's Studies graduate seminars and sometimes joining directed-studies courses with Women's Studies graduate students. Although this creates more work for faculty, we consider having graduate students with a variety of academic backgrounds in a course, as well as being able to reciprocate with other departments at SFU and UBC, very desirable.

SFU has eight regular Women's Studies faculty and eight Associate faculty available to supervise PhD students and/or serve on their supervisory committees. Where appropriate, faculty from UBC or faculty from other departments at SFU will be invited to serve on supervisory committees. With an intake of 2 to 4 PhD students per year and a completion time of 4 years, each regular faculty member would be supervising a maximum of 2 PhD students at any given time.

3.4 Research Expectations and Implications:

PhD candidates will be expected to make original contributions to research in Women's Studies. They will work on their own projects and, in some cases, join a collaborative effort with faculty and/or other students. Their presence will strengthen our faculty's research grant applications. The PhD program will help to create a larger pool of researchers in Women's Studies and Gender Relations in BC. Moreover, PhD students will be expected to attend and contribute papers, panel presentations and/or workshops to conferences in Canada and abroad, enhancing our department's and SFU's connection to national and international research efforts and the reputation of Women's Studies research at SFU and UBC.

4. LEARNING METHODOLOGIES

4.1 Learning Environment:

PhD students will be part of lively feminist research communities at SFU and UBC, where ideas are exchanged both formally and informally. The SFU Women's Studies Department, especially through the Ruth Wynn Woodward Professorship, sponsors many guest speakers from whom graduate students can benefit and community outreach programs in which they can participate. There is also an active Graduate Caucus in Women's Studies at SFU, where students form work groups to discuss their own projects and writing, and an on-line graduate student Women's Studies journal, begun by the UBC Graduate Research Network in 2000, in which SFU graduate students are encouraged to participate. Our graduate students are also encouraged from the first year to develop papers for presentation at conferences, and they often attend national conferences in groups, sometimes making presentations together.

The SFU Instructional Development Centre (formerly the Centre for University Teaching) and the Teaching Support Staff Union offer many workshops for graduate students

and teaching assistants on pedagogical issues, and the department encourages students to attend them. The department will expect PhD students to obtain experience as teaching assistants or tutor/markers for undergraduate courses while completing their coursework and comprehensive examinations, and, where possible, to teach sessional undergraduate courses in the department while working on their theses. These three kinds of pedagogical experience will help prepare them for university and college teaching and develop leadership abilities applicable in both the public and private sectors.

4.2 Use of Alternative Methods of Instruction and Promotion of Employability Skills:

Graduate students are, of course, encouraged to use all legitimate on-line resources for their own research, to publish on-line where appropriate, and to establish internet connections with researchers interested in similar topics across Canada and internationally. The Women's Studies department does not currently have plans to offer graduate education in any distance education format.

The presence of a professor specializing in filmmaking among our regular faculty (Jacqueline Levitin) creates the possibility of including a film or video component in some PhD students' thesis work.

WS 800, our research methodology course, has for several years included a component on academic life and professional skills, including such topics as submitting and revising papers, presenting at conferences, job searching, tenure, etc. Most PhD students (except for those entering from the SFU WSMA program, who will have had WS 800 already) will take this course, as it is the first graduate seminar offered each September. We find that discussion of these issues early in a student's graduate career fosters her/his continuing effort to acquire professional skills and experience. In addition, supervisory committees will encourage students to present papers at conferences, to publish, to gain teaching experience, and to participate in community outreach programs.

5. FACULTY

No new faculty positions will be required to offer a PhD in Women's Studies. There are eight regular faculty in the Women's Studies Department, four fully in Women's Studies and four joint appointments. (One full Women's Studies position is currently vacant due to retirement, but the faculty search for this position has been authorized,

and we expect it to be filled at the Assistant Professor level by September 2002.) The faculty's interdisciplinary expertise covers a wide range of areas, including Feminist Economics, Public Policy, Labour Studies, Women and Development, Globalization and the Feminization of Migration, Feminist Critiques of Science, Feminist Ethics, Women and Disability, Theories of Gender, History of Women in Psychology and Psychoanalysis, Women and Film, Popular Culture, and the History of Women. In addition, the department has an endowed professor who is hired for a two year term. Although the endowed professor does not supervise graduate students, s/he is qualified to offer graduate courses, which enriches considerably our graduate curriculum. A diverse group of scholars has held the Ruth Wynn Woodward Professorship, including a psychiatrist, a politician, a literary critic, an economist, a biologist, a sociologist, and a novelist and poet.

In addition to the regular faculty and the endowed professor, eight faculty who are appointed in other SFU departments hold Associate Faculty positions in our department. They have served as supervisors and committee members for several of our M.A. students and will continue to do so for PhD students. Their areas of expertise include Criminology, Midwifery, History of Women in the Arts, Anthropology of Migration and Diaspora, Medical Anthropology, Women and the Criminal Justice System, History and Philosophy of Science, Feminist Sociology, Feminist Literary Theory, and Feminist Geography. Short versions of the *curricula vitae* of the regular Women's Studies faculty and the Associate faculty are appended to this proposal.

6. PROGRAM CONSULTATIONS AND EVALUATION

6.1 Consultations:

This proposal was developed in consultation with our colleagues at the UBC Centre for Research in Women's Studies and Gender Relations, the University of Victoria, the University of Northern BC and the BC colleges. All Women's Studies programs at these institutions have expressed support for our proposed PhD in Women's Studies. Formal letters of response to our Letter of Intent are appended to this document.

6.2 Other Consultations:

We consulted the Director of the Graduate Programme in Women's Studies at York University, Professor Meg Luxton, early in the development of our proposed PhD and have asked her for an evaluation of the full PhD program proposal. A copy of her

evaluation is appended to this proposal.

6.3 Procedures for Evaluation:

The Department of Women's Studies, like other departments at SFU, undergoes an external review by senior scholars in Women's Studies, including a review of the graduate program, every seven years. The next review is scheduled for 2001-2002.

6.4 Committee Guiding and Evaluating the Program in Future Years:

The Women's Studies Graduate Committee oversees the development and operation of graduate programs in Women's Studies at SFU. It is responsible for ensuring that our graduate programs remain current. The Graduate Committee consists of all faculty members and Associate faculty members, two graduate student representatives, a staff representative, the Graduate Secretary and the Departmental Assistant. All are voting members, except that the student representatives absent themselves for decisions concerning individual students. The Graduate Student Caucus raises concerns and makes suggestions through the graduate representatives. All policy decisions are brought by the Graduate Chair to the Graduate Committee as a whole.

7. ADMISSION AND TRANSFER

For admission, applicants must fulfill all the general Graduate Studies requirements for admission to a doctoral program at SFU and demonstrate adequate preparation in Women's Studies to undertake doctoral work. Normally, a Master's degree will be required. Applicants must provide a sample of written scholarly work, a statement of their research interests in Women's Studies, a description of previous relevant coursework and/or employment, and three letters of reference commenting on their ability to undertake substantial original research. Students will be admitted only if a suitable Senior Supervisor is available, and a Senior Supervisor will be assigned to each student upon admission.

The Women's Studies Graduate Committee may request that the Dean of Graduate Studies grant transfer credit for relevant graduate courses to students entering the PhD program from another PhD program at SFU or at another university. This will be done on a case-by-case basis, so that the Graduate Committee, in consultation with the student's supervisory committee, can assess the relevance of course content to the student's current

program of study. We have found that this method works well for students with previous graduate work coming into our MA program.

Students must fulfill all general Graduate Studies requirements, including registration, residence requirements and time limits for the completion of the degree. It is expected that students normally will complete the PhD in Women's Studies in four years.

Appendices:

1. Responses to the SFU Letter of Intent.
2. Professor Meg Luxton's Evaluation of the Full Program Proposal.
3. SFU Library Report.
4. *Curricula vitae* of regular faculty and Associate faculty.



June 21, 2001

File: 60555-20/IDPRC/LOI

Dr. Michael Stevenson
President and Vice-Chancellor
Simon Fraser University
8888 University Dr
Burnaby BC V5A 1S6

Dear Dr. Stevenson:

On June 18, 2001, the Ministry's Internal Degree Program Review Committee reviewed Simon Fraser University's (SFU) Letter of Intent for a Doctor of Philosophy in Women's Studies, and I am pleased to advise you that SFU is invited to proceed to the Full Program Proposal (FPP) stage.

The Committee understands that SFU already offers a Master of Arts degree in this program area and that the doctoral program is a logical extension of offerings in this subject area.

Once the FPP has been finalized, please forward 16 copies to the Ministry so that it may be scheduled for review at a subsequent meeting of the Degree Program Review Committee.

I look forward to receiving the FPP.

Sincerely,


Bill Parker
A/Director

pc: Dr. John Waterhouse, Vice-President, Academic and Provost
Simon Fraser University

Degree Program Review Committee Secretariat

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Ministry of Advanced Education

Universities and Institutes Branch
Post Secondary Education Division
PO Box 9177 Stn Prov Govt
Victoria BC V8W 9H8

Telephone: (250) 387-6166
Facsimile: (250) 358-8851

THE UNIVERSITY OF BRITISH COLUMBIA



Vice President Academic and Provost
6328 Memorial Road
Vancouver, B.C. Canada V6T 1Z2
Tel: (604) 822-4948
Fax: (604) 822-3134

BY FAX TO: 250-356-8851

June 8, 2001

Ms Vicki Hocking
DPRC Secretariat
Ministry of Advanced Education, Training and Technology

Dear Ms Hocking:

Thank you for the opportunity to comment on the Letters of Intent for (1) PhD in Women's Studies, and (2) Masters of Public Policy and Management from Simon Fraser University. I forwarded the proposals to the Faculties of, Arts, Commerce and Business Administration, and Graduate Studies, for review and I have received the following comments.

PHD IN WOMEN'S STUDIES

Professor Dawn Currie, Chair of the Women's Studies program in the Faculty of Arts:

We are pleased to see that SFU is proposing a PhD program in WS. With an undergraduate program established in 1975 and MA in 1985, Simon Fraser University has a strong history of leadership in women's studies. This leadership was acknowledged by receipt of the Ruth Wynn Woodward Chair in Women's Studies.

Since the inception of their programs, SFU has graduated more than 300 students with a BA in women studies, and 31 students with a Masters. Currently, the Women's Studies Department has 4 full-time appointments, 4 joint appointments, an endowed professorship, and 8 associate professors. This level of staffing has enabled the Department to develop and offer 10 graduate courses; clearly, SFU has the both the expertise and human resources for this important undertaking.

Given the dearth of doctoral programs in Women's Studies in Canada, the current demand for this initiative is strong. It is "ironic" that our undergraduate students have such little access to the level of training required for an academic career in Women's Studies. This initiative will not compete with the introduction of the new PhD in Women's Studies and Gender Relations at UBC; on the contrary, there has been discussion over the past few years about the possibility of a co-operative venture between SFU and UBC, perhaps extending to the University of Victoria in the future. While I would like to see more detailed discussion on both the governance and the content of a collaborative program, approval for a PhD program at SFU is a first necessary step. We give this initiative our strongest support.

Ms Vicki Hocking
DPRC Secretariat
June 8, 2001
SFU PhD in Women's Studies and Master of Public Policy and Management

page 2

Professor Sneja Gunew, Acting Director, Centre for Research in Women's Studies and Gender Relations:

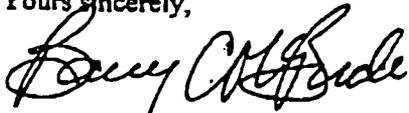
We welcome this proposal. We have been consulting with Professors Sue Wendell and Meredith Kimball over the past year on both of our PhD programs. While both programs are free-standing, we anticipate considerable interaction and sharing of expertise via the Western Deans agreement. For example, students will be encouraged to avail themselves of the resources of both universities in relation to graduate seminars and in composing their graduate committees.

While UBC has only recently begun its MA program and will launch its PhD program in September 2001, its network of over fifty faculty associates who are engaged in work relevant to women's studies has established a substantial tradition of expertise over many years. Together with SFU's own graduate tradition and network of researchers and teachers we expect to consolidate British Columbia as a center for excellence in this field over the coming years. We hope to articulate our programs with University of Northern British Columbia and the University of Victoria in the future to strengthen this expertise even further.

(...)

As requested, I am forwarding a copy of my letter to SFU.

Yours sincerely,



Barry C. McBride
Vice President Academic and Provost

/cp

c: Alison Watt, Director, Secretariat Services, SFU, fax 604-291-4860

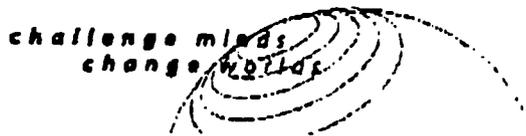
05/25/01 FRI 18:32 FAX 250 721 7218

Provost-Gerri Laundry



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**Office of the
Vice-President
Academic &
Provost**



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Telephone: 250/721-7012

May 24, 2001

Ms. Vicki Hocking
DFRC Secretariat
Ministry of Advanced Education, Training and Technology **By Fax: 356-8851**
1st Floor, 835 Humboldt Street
Victoria, BC V8W 9H8

Dear Ms. Hocking:

**Re: Letter of Intent - Simon Fraser University -
Ph.D. Program in Women's Studies**

Thank you for the opportunity to comment on the proposed Ph.D. program in Women's Studies at Simon Fraser University. My comments are based on consultation with the Department of Women's Studies.

It is a well thought plan and Simon Fraser University has the resources to mount this program. Cooperation with the University of British Columbia's new interdisciplinary Ph.D. in Women's Studies enriches this plan, and the connections with other departments at Simon Fraser University via associate faculty create good, varied possibilities for prospective students.

The Department of Women's Studies at the University of Victoria is eager to see the development of the larger alliance of Simon Fraser University, the University of British Columbia, the University of Victoria and the University of Northern British Columbia in an inter-university, interdisciplinary Ph.D., as it would be an innovative, resource-rich approach to provincial graduate education in Women's Studies.

I hope that these comments prove helpful to the Ministry and colleagues at the University of British Columbia.

Sincerely,

Valerie S. Kuhne
Associate Vice-President Academic

cc: Allison Watt, Director, Secretariat Services, SFU [604/291-4860]

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CANADA V5Y 2Z6

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LANGARA
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June 1, 2001

Vicki Hocking
DPRC Secretariat
Ministry of Advanced Education, Training & Technology
Box 9177 Stn Prov Govt
Victoria, BC
V8W 9H8

Dear Ms. Hocking,

Thank you for circulating the letter of Intent submitted by **Simon Fraser University** for *Ph.D. in Women's Studies* and *Master of Public Policy & Management* for review and comment by Langara College. We have reviewed the proposals and, in principle, have no objections.

Sincerely,

Martin Gerson
Dean of Instruction

Copy to: Dr. Meredith Kimball, Chair
Professor of Women's Studies & Psychology

Dr. Susan Wendell
Chair, Graduate Studies Committee
Professor of Women's Studies

Dr. John Pierce
Dean, Faculty of Arts
Simon Fraser University

TECHBC

June 7, 2001

Ms. Vicki Hocking
DPRC Secretariat
Ministry of Advanced Education, Training & Technology
PO Box 9177 Stn Prov Govt
Victoria, BC
V8W 9H8

Dear Ms. Hocking:

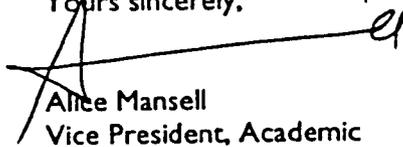
I am writing to inform you that we have reviewed the Letter of Intent submitted by Simon Fraser University for their PhD in Women's Studies degree program.

During our review of the proposal an issue of concern arose with respect to the course requirements for the doctoral degree. In the proposal it is stated that no new courses will be developed for the PhD degree. This raises a concern as to what will a student study in the PhD program if they completed their Master's degree at SFU in the same program?

We thank you for the opportunity to provide our feedback and wish SFU well in the continued development of their program.

Thank you.

Yours sincerely,


Alice Mansell
Vice President, Academic

✓ c: Alison Watt, Director, Secretariat Services, SFU



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FACULTY OF GRADUATE STUDIES

4700 KEELE STREET • NORTH YORK • ONTARIO • CANADA • M3J 1P3

19 September 2001

Professor Susan Wendell
Graduate Chair
Department of Women's Studies
8888 University Drive
Burnaby, British Columbia
V5A 1S6

Dear Susan Wendell:

You have asked me to write a letter of support for your proposed new PhD programme in Women's Studies. This proposed PhD in Women's Studies will be a free standing degree but has been developed in consultation with the Centre for Research in Women's Studies and Gender relations at the University of British Columbia which will offer a PhD in Women's Studies and gender relations starting in September 2001. The programmes are independent but will co-operate to share resources (faculty and courses) where appropriate.

As the Director of the Graduate programme in Women's Studies at York, currently the only university in Canada to offer a PhD, I am deeply aware of how necessary other programmes are. There is huge student demand that we cannot meet. This year we received about 50 applications for 9 places. More importantly, graduates of PhD programmes will become the next generation of professors. To have the field dominated by graduates from one programme diminishes the diversity of debate in the discipline. Once these new programmes are established, each university can specialize in key areas; this will create greater diversity and enliven the academic networks of scholarship and teaching.

The proposed PhD at Simon Fraser is, for the most part, well designed and the Department of Women's Studies appears to have the resources to handle the proposed number of students. Based on the information provided in the proposal, the PhD programme has the following:

1. faculty: If they accept four students each year, and students typically take four years to complete the degree, they could have about 20-25 students in five or six years (assuming not all students graduate in four years). As the department has eight regular faculty, it would be possible for those faculty alone to supervise the maximum number of students likely to be in the

programme at that time. As the department also has eight Associate faculty and can draw on other faculty from Simon Fraser and U.B.C., the proposed supervisory load is manageable.

2. course offerings: With an existing programme of ten course offerings and the possibility for students to take up to half of their courses elsewhere., PhD students should be able to meet their course requirements of three courses. The department should monitor what actually happens over the first few years to make sure this is the case. It may be difficult for part time students to find enough courses in their area. In some years, given sabbaticals and release time for research, the department may have to rely heavily on directed reading courses which impose an increased workload on faculty.

3. requirements: The admission and degree requirements are appropriate and conform to those at other universities. The proposed comprehensive examination format is innovative and invites exciting creative work on the part of students while ensuring students are prepared both to teach and do research. My one concern is that the course load, of three 13 week courses, seems comparatively light. If it conforms to S.F.U. or general B.C. practices, then it is appropriate. The typical graduate course load in most Ontario universities is twice as many ie. six half course equivalents (where a half course is 12-13 weeks at 3 hours each week).

4. administrative support: The proposal says that Simon Fraser University and the Women's Studies Department both have appropriate institutional support to make this proposal viable. It identifies excellent library resources and appropriate administrative resources at the departmental level. It also identifies various other resources for graduate students such as a graduate students' office, a teaching assistant's office, a student computer room and a lounge. These resources are adequate to support a PhD programme.

5. financial support: I gather from the report that while S.F.U. cannot guarantee graduate student funding throughout their years of study, Women's Studies does have a variety of scholarships, teaching assistant ships and other sources of funding to offer some support to some students.

In conclusion, I welcome this proposal for a PhD programme in Women's Studies at Simon Fraser University. It will strengthen scholarship activities and development in the field and I congratulate the faculty, staff and administrators at the university whose vision, hard work, and dedication have put in place the resources needed to make this graduate programme a major centre for Women's Studies in Canada. I wish you every success in this endeavour.

Sincerely yours,



Dr. Meg Luxton
Professor, Director, Graduate Programme in Women's Studies

W.A.C. Bennett Library
Simon Fraser University
Memorandum

To: Susan Wendell, Graduate Chair
Department of Women's Studies

From: Todd M. Mundle TM
Head, Collections Management
tmundle@sfu.ca

Subject: Library Report for the proposed
Ph.D. in Women's Studies

Date: August 27, 2001

Cc: Lynn Copeland, University Librarian
Carole Goldsmith, Liaison Librarian for
Women's Studies

Here is the Library Report regarding the proposed Ph.D. in Women's Studies.

According to the report the proposed Ph.D. program appears to be an extension of the existing MA in Women's Studies. The existing 10 courses will form the content along with new course proposals for the associated Comprehensive Exam and Ph.D. thesis. On page 11 of the proposal the author states that "Students will have access to combined resources of the SFU and UBC libraries." The SFU Library collection has been supporting the MA program since 1985. Carole Goldsmith, Liaison Librarian for Women's Studies has built a strong collection over the recent years and more materials get added yearly.

Given that the proposed Ph.D. program is an extension of the existing MA program and that only 2-4 new students will be added each year, I see no reason why the Library's current resources are not adequate to support the Ph.D. program.

Future requests for materials to support this program will be borne by the existing Library book and periodical budgets assigned to the various subject areas that make up the support for Women's Studies. Any request for materials will be handled under existing procedures.

As with all programs, the addition of each new course is subject to review by the Library for the adequacy of the SFU collection to support the new course. This letter can serve as the required report on library resources for WS 997 Ph.D. Comprehensive Examination and WS 998 Ph.D. Thesis.

Costs:

THERE ARE NO ADDITIONAL LIBRARY COSTS ASSOCIATED WITH STARTING THIS PROGRAM.

If you have any questions regarding this report, please don't hesitate to contact me by phone (3263) or by email, tmundle@sfu.ca.

DEPARTMENT OF WOMEN'S STUDIES

PhD Program

Admission Requirements

Applicants must satisfy the women's studies graduate program committee that they are prepared academically to undertake doctoral level work in women's studies. Normally, a Master's Degree will be required. Applicants are required to submit three letters of reference.

In addition to University requirements for admission to a doctoral level program, listed in *the Graduate General Regulations* section, the program requires:

- a sample of scholarly work in the form of a substantial essay which is scholarly in format and approach.
- a short statement of research interests and goals in women's studies; normally students will be expected to present a definite proposal for their research.
- a short description of previous relevant course work and/or employment. Previous work should include both specialized disciplinary training and broader interdisciplinary work concerned with women and/or gender.

Degree Requirements

Normally, the student will complete the following requirements:

- Three graduate courses. The Graduate Committee, in consultation with the student's supervisory committee, may require a student to take additional courses, either to obtain breadth of background in Women's Studies or to acquire specific preparation in the topic of the student's proposed thesis. Two of any student's required courses may be from Women's Studies at the University of British Columbia or relevant offerings in other departments, at SFU or UBC, with the approval of the student's supervisory committee. Students who have completed the SFU or UBC MA program before admission to the PhD will not be permitted to duplicate graduate courses they completed during their MA programs.
- Pass comprehensive examinations. Comprehensive examinations will consist of three major scholarly/professional tasks to be set by the student's supervisory committee in consultation with the student, approved by the Women's Studies Graduate Committee and completed to the satisfaction of the supervisory committee. One of the three tasks must be an exam or a review of the literature.
- Prepare a PhD thesis proposal and defend it in a presentation open to the department as a whole.
- Submit a PhD thesis giving evidence of independent research and critical abilities in the interdisciplinary study of women and/or gender. The student will be examined on her or his thesis in accordance with *Graduate General Regulations*.

Normally, students will complete their coursework before taking their comprehensive examinations, and complete the comprehensive examinations before presenting and defending a PhD thesis proposal. They will be expected to complete their coursework and comprehensive examinations within two years.

For further information concerning requirements, consult the departmental graduate handbook.

EXTERNAL REVIEW FOR PH.D. PROGRAM IN WOMEN'S STUDIES

**Dr. Dawn Currie
Department of Anthropology & Sociology
University of British Columbia
6303 N. W. Marine Drive
Vancouver, BC V6T 1Z1**

DEPARTMENT OF ANTHROPOLOGY AND SOCIOLOGY

Department of Anthropology and Sociology
6303 N.W. Marine Drive
Vancouver, B.C. Canada V6T 1Z1
Tel: (604) 822-2878
Fax: (604) 822-6161
<http://www.arts.ubc.ca/anso/anso.htm>



Dr. Jonathan Driver
Dean of Graduate Studies
Professor of Archaeology
Simon Fraser University
8888 University Drive
Burnaby, British Columbia
V5A 1S6

April 28th, 2002

Dear Dr. Driver:

Thank you for giving me the opportunity to review the proposal for a new doctoral programme in Women's Studies at Simon Fraser University. Please find my comments in the attached report. As you will see, I strongly support the proposed initiative. I can be contacted at <Dhcurrie@aol.com> should you have further queries; I will be away from my email, however, from May 4th until May 15th.

Sincerely,

A handwritten signature in cursive script, appearing to read 'D Currie'.

Dawn H. Currie
Professor of Sociology
Past Chair, Women's Studies

**Ph.D. in Women's Studies
Simon Fraser University**

May 5th, 2002

**Reviewer: Dr. Dawn Currie
Professor of Sociology
Past Chair of Women's Studies
University of British Columbia**

History of Women's Studies at Simon Fraser University:

Simon Fraser University was among the first Canadian universities to offer Women's Studies as a distinct programme. Established in 1975, as an undergraduate programme SFU currently offers a major, seven joint majors, a minor, an extended minor, and a certificate. During the past 25 years more than 300 students have graduated from the undergraduate programme. In 1985, an M. A. in Women's Studies was established. The result is a current offering of 10 graduate-level courses. During the past 15 years, 31 students have completed an M.A. in Women's Studies.

Since its inception, Women's Studies has remained committed to SFU's mandate of linking the university to its local communities and of ensuring community accessibility to post secondary education. Establishment of the Harbour Centre downtown embodies this commitment. One result is that SFU was able to offer an originating 'home' for FREDa, one output of a SSHRCC initiative to foster excellence in research and advocacy on violence against women.

Reflecting regional leadership in Women's Studies, SFU houses the Ruth Wynn Woodward Chair in Women's Studies. In short, Women's Studies has a lengthy and successful history at SFU. The basis for the current proposal is 30 years of experience in Women's Studies, reflected in SFU's reputation, both nationally and internationally, for excellence in feminist teaching. Establishment of a Doctoral programme is a logical extension of the history of Women's Studies at SFU.

Need for a Doctoral Programme in Women's Studies:

Currently, two Doctoral Programmes in Women's Studies are offered at Canadian universities: York University and the University of British Columbia. York University currently has far more applications a year than it can accept. For example, Professor Luxton indicates that of 50 applications received last year, 9 students were accepted. The programme at UBC had its first intake of students in September 2001; it similarly accepted fewer students than had applied. It is clear that these two programme cannot meet the present demand for Doctoral Studies. Moreover, this demand is likely to grow in the foreseeable future.

The demand for Women's Studies Ph.D.s reflects the establishment of Women's Studies Programme, Departments, and Institutes across Canada and elsewhere.

In the past, faculty positions were filled by scholars with degrees in cognate disciplines; very few of the early 'pioneers' in Women's Studies have specifically Women's Studies credentials. While these appointments have served Women's Studies very well in the past, the growing complexity of feminist scholarship demands specialized training and specific credentials. Recognition of this requirement underlies the demand by current college instructors across BC for an opportunity to complete a terminal degree in Women's Studies. However, the demand for Women's Studies is not limited to candidates seeking academic employment. As governmental agencies recognize the need for gender-specific policies and services, training in Women's Studies will increasingly become an asset. Trained graduates in Women's Studies are particularly needed in the field of overseas aid and development work. The private sector likewise recognizes the extent to which gender issues impact on workplace productivity; as a consequence, many firms require employees with Women's Studies training.

As well as teaching, Women's Studies doctoral programmes act as centres for research and innovation. My professional experience in SE Asia has sensitized me to the extent of international interest in distinctly *Canadian* Women's Studies (contrasted favourably to US feminism). This reputation is reflected in high regard for CIDA, a visible expression of Canadian Foreign Aid. Such a positive international profile can only be maintained through the strengthening of current WS Programmes across Canada; while scholars trained abroad are always an asset to any programme, Canadian-trained feminists are needed if a distinctly Canadian Women's Studies is to continue to flourish.

Resources to Mount a Ph.D. Programme:

Reflecting the lengthy history of Women's Studies at SFU, the Women's Studies Department currently has 4 full time faculty, 4 jointly appointed faculty, an endowed professor position, and 8 associate faculty. This number of faculty compares favourably to UBC, for example, where Women's Studies currently holds 7 permanent faculty positions, only one of which is full time in Women's Studies. The current proposal indicates that 2-4 doctoral students will be admitted each year; as noted by Dr. Luxton, this number of admissions appears suitable for a department of eight regular faculty.

As well as 'quantity,' however, the 'quality' of faculty is to be considered. The faculty of Women's Studies at SFU includes internationally renown scholars. They bring to the new programme an impressive range of expertise. Areas of specialization range from poetry and literary criticism to film studies and psychology, from political science, philosophy and history to biology. Associate faculty bring with them additional expertise in law, criminology and sociology. The Ruth Wynn Woodward Chair adds to this diversity. Missing from this list, however, is expertise in aboriginal / First Nations issues. Given the importance of this field, I recommend that a position in aboriginal / First Nations studies be prioritized for the near future. Importantly, the current faculty includes both senior and junior scholars. Overall, the research and publication history of the

faculty, as a whole, is impressive. Each faculty member has extensive history of successful supervision of Graduate Students.

In addition to faculty, students of the Doctoral programme will have access to a substantial library collection of materials relevant to Women's Studies. Moreover, the Department has a budget for new acquisitions. This budget is supervised by a regular faculty member who serves as departmental liaison, working with a librarian whose duties include responsibility specifically for the Women's Studies collection.

It appears that the necessary administrative structure for a doctoral programme is already in place. Women's Studies governance includes an ongoing Graduate Studies Committee comprised of regular faculty members, and the department has a part-time graduate secretary. No mention is made in the proposal of Graduate Student representation on this Committee; it is my suggestion that (at least) one MA and one Ph.D. student serve on the Graduate Studies Committee in order to facilitate and maintain a regular channel of communication between faculty and students. Also absent in the proposal is mention of an 'equity committee' or its equivalent. I further suggest that a mechanism for timely and equitable adjudication of faculty / student conflict be included in the governance of the new programme.

Graduate students at SFU have access to a variety of sources of financial assistance. The department receives 3-4 Graduate Fellowships each year. Seven smaller bursaries and scholarships are available to Women's Studies graduate students. It appears that the Women's Studies students have been very successful in the past in obtaining entrance scholarships. In addition to scholarships, the department has four Teaching Assistantships and three Tutor Marker positions. One Research Assistantship is attached to the endowed professor position; additional RA positions are regularly available through individual faculty grants. Graduate students who meet financial qualifications are eligible for Work Study positions. Ph.D. students who have been advanced to Candidacy will be eligible and encouraged to teach as sessional lecturers, in order to gain teaching experience as part of their training. In conclusion, it is my impression that the range of sources of financial assistance available to Doctoral students at SFU exceeds that available at UBC.

Reflecting the history of the MA Programme, SFU currently offers 10 graduate-level courses that will be available to doctoral students (see comments below). I also consider the extensive linkages which Women's Studies has forged with its local communities to be an asset for a doctoral programme.

In conclusion, SFU is rich in the resources needed to mount a lively, innovative Doctoral Programme in Women's Studies. Moreover, the collaborative nature of the programme will give students access to the resources of UBC and, it appears, in the future those of the University of Victoria and the University of Northern British Columbia.

Merit and Integrity of Ph.D. Proposal:

The stated focus of the proposed programme is advanced training in interdisciplinary research. Programme requirements include completion of three graduate courses and comprehensive examinations, followed by a departmental Ph.D. proposal defense and successful completion of a Ph.D. Thesis. Additional coursework can be required by the student's supervising committee. Applicants to the Doctoral Programme must fulfill all the general Graduate Studies requirements for admission to SFU, and demonstrate adequate preparation in Women's Studies to undertake advanced work. Applicants will only be admitted if a suitable senior supervisor is available. In the final analysis, while innovative in many respects the doctoral requirements outlined in the proposal conform to those set by SFU Senate. Students will be expected to complete their coursework and comprehensive examinations within two years, and their entire programme within four years, with provisions for part-time study. Below I discuss the key elements of the proposed programme.

Coursework:

Coursework can be pursued through regular graduate seminars or tutorials and/or directed studies. Doctoral students will be able to complete up to two of the required number of courses in other departments at SFU and at UBC. I share Dr. Luxton's concern that the course load - three 13-week courses - is comparatively light. One stated goal of the proposal is preparation for a teaching career in Women's Studies. In my view, research training must be central to this preparation, as graduates of the doctoral programme will be responsible for teaching upcoming generations of Women's Studies scholars. Moreover, research is central to the production (rather than simply reproduction) of feminist knowledge. During the 'early years' of Women's Studies scholarly debate surrounded the search for a distinctly feminist methodology. Today, the notion of a singular, uniquely feminist way of conducting research has been replaced with agreement that feminist research is characterized by distinct principles of conduct, and that methods of data collection and data analysis are those best suited to the research question(s). As a consequence, during the past several years I have supervised Women's Studies students working with a broad range of research methodologies, including life histories, focus groups, unstructured interviewing, participant observation, content analysis, discourse analysis and quantitative surveys.

In the past, Women's Studies students have been supervised by non-WS faculty such as myself, who hold degrees in relevant disciplines. One consequence of moving to a situation where Women's Studies appointments will hold terminal, specialized Women's Studies degrees is the need for WS faculty to undertake this type of teaching. While doctoral students should be encouraged to take methodology courses outside the WS Department, at the same time they should graduate with the ability to teach 'overview' courses which introduce students to a diverse and broad range of methodologies. I am doubtful that 13 weeks of WS 800-5 (Methodology in Women's Studies Research) is sufficient training for this task, although it is possible (but not specified) that the Selected Topics are used

for this type of training. In my teaching experience, 13 weeks is a MINIMAL amount of time to train students in basic skills of fieldwork, let alone the skills needed to work with other sources of data, such as archival documents and other texts. While I agree that training on 'academic life and professional skills, including such topics as submitting and revising papers, presenting at conferences, job searching, tenure, etc.' (page 17) is important (but often neglected) aspect of graduate training, I recommend that this type of training be offered as non-credit. More time could then be devoted in WS 800 to the preparation of a research programme, an overview of various methods of data collection and data analysis, and strategies that link research to social change. I am also therefore surprised that WS 800 is not a required course, and that 2 out of 3 courses can be taken outside the Women's Studies Department. Is it really possible that a Women's Studies teacher, who will go on to supervise graduate students, can graduate without completing required, comprehensive courses in feminist research (or feminist theory)?

Comprehensive Examinations

Normally, students will complete coursework before taking comprehensive examinations and preparation of their research proposal. Comprehensive examinations will consist of three major scholarly/professional tasks to be set by the student's supervisory committee, in consultation with the student and the WS Graduate Committee. One innovative aspect of the proposal includes the opportunity for students to gain practical skills as part of their comprehensive training. For example, tasks for their Comprehensive Examinations can include preparation of a scholarly publication, preparation of a substantial grant proposal, development of a detailed course outline for an undergraduate course in WS, and preparation of a suitable non-print media project, in addition to either an examination in a substantive area of WS research or a critical review of literature.

Thesis

The Ph.D. Thesis must give evidence of independent research and critical abilities in the interdisciplinary study of women and gender. As in the case of all/most doctoral programmes, Ph.D. candidates in Women's Studies will be expected to make original contributions to their field. Page 16 of the proposal, however, indicates that 'In some cases they may join a collaborative effort with faculty or other students.' While skill in collaborative research is integral to the training of Women's Studies scholars, it is not clearly indicated in the proposal how such collaboration will be assessed as meeting the requirement for *evidence of independent research*.

Learning Environment

Given the diverse backgrounds of faculty appointments in WS and an extensive feminist network across campus, SFU will provide a lively intellectual community for doctoral students. Importantly, this community extends beyond the SFU campus, as the WS Department has a history of community outreach. As

well, the department sponsors internationally renowned guests through a well-established speakers series. The Ruth Wynn Woodward Professorship provides a further opportunity for students to work with outstanding Canadian feminists not normally holding academic appointments. The university's Instructional Development Centre and Teaching Support Staff will be an important resource for the new programme as, noted above, doctoral students will be provided with both the encouragement and opportunity to gain teaching experience before graduation. There is also an active Graduate Caucus in Women's Studies at SFU.

The unique aspect of this proposal is the collaborative nature of the new programme. While the doctoral programme at SFU will be free-standing, through the Western Deans' Agreement there will be considerable interaction and sharing of expertise with the WS Doctoral Programme at UBC. It is expected that this collaboration will extend to a Doctoral programme in Women's Studies at the Universities of Victoria and Northern British Columbia in the future. This type of collaboration not only broadens the resources available to students, it provides a unique opportunity for students to participate in a collaborative, inter-institutional project. Such experience is relevant for future employment, whether in the academic or private sector.

Potential Contribution of the Proposed Programme:

The Women's Studies Department at SFU has a long history of feminist teaching and research. Underlying this initiative is a strong Women's Studies faculty and a vibrant feminist community. Given the dearth of doctoral programmes in Women's Studies in Canada, the current demand for the proposal initiative is strong. Doctoral programmes in Women's Studies are overdue, and the proposed programme has the potential to meet student demand. Given the collaborative nature of Women's Studies research, the new programme will enhance inter-disciplinary scholarship at Simon Fraser University. Because this collaboration extends beyond the university, the new programme will enhance the presence of SFU in its local communities. The proposed programme does not 'compete' with existing programmes in the region; on the contrary, the collaborative linkage to UBC, together with future linkages to U Vic and UNBC, has the potential to consolidate British Columbia as a centre for excellence in Women's Studies and Gender Relations during the upcoming years. Such a centre has the potential to train both Canadian and international scholars, enhancing the profile of Women's Studies not only nationally, but abroad. In conclusion, I give this important initiative my strongest recommendation.

The End

EXTERNAL REVIEW FOR PH.D. PROGRAM IN WOMEN'S STUDIES

**Dr. Margrit Eichler
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GRADUATE
STUDIES OFFICE

Assessment of the Proposed Ph.D. Program in Women's Studies
at Simon Fraser University

by

Margrit Eichler
Director

Institute for Women's Studies and Gender Studies
University of Toronto

To
Dr. Jonathon C. Driver
Dean of Graduate Studies

June 5, 2002

Dear Professor Driver:

This is in response to your request of April 23 to provide you with a review of the proposed program in Women's Studies at your university. I have read the proposal carefully. I have organized my assessment around the questions you identified as important in your letter to me.

The academic merit and structural integrity of the proposed program:

The department has a considerable amount of experience in administering a graduate program through its longstanding MA program. The proposed Ph.D. program builds on the current MA program. There will be two new courses added, otherwise the same courses that are currently in place will serve the Ph.D. program. This might raise the question whether there a sufficient number of higher level courses available. Given that there will be the possibility of independent reading courses, of courses taken at UBC and

the requirement that courses taken during the MA will not count toward the Ph.D. degree, I believe that the course offerings are sufficient.

I am impressed by the fact that the program will admit only students for whom a supervisor is available. This will ensure that students will not be floating unsupervised through the program. I am furthermore impressed by the modest scope of the program. It is a reasonable start that will allow close supervision of the students.

Looking at the nature of the courses, I have no question about the integrity and worthiness of the proposed program.

The adequacy of the faculty and other resources available to the proposed program

(a) Faculty resources:

Looking at the vitae, all of the core faculty, with the exception of Prof. Brand, i.e. Prof.s Cohen, Kimball, Levitin, MacDonald, Stewart, Wendell and Zaman have considerable experience in supervising graduate students. Their areas of expertise are sufficiently diverse to allow for a range of topics to be studied by the students. Given that these faculty members will be supplemented by the associated faculty and by the UBC Women's Studies faculty, I consider the faculty resources sufficient. Prof. Brand is a nationally known poet and intellectual whose work is relevant for Women's Studies. Her presence will enrich the program and the students' learning experience in other ways than via thesis supervision.

(b) Other resources

The library resources, space and financial resources seem adequate, although more financial support for students would – I am sure – be welcome.

Demand for the program among prospective students:

The proposal makes a convincing case that there will be students within BC who will want to apply to the Ph.D. program. I have no doubt that this is highly likely, particularly given the small number of students who will be admitted. In addition, I know from my position as Director of the Institute for Women's Studies and Gender Studies at the University of Toronto that

there are many international students who are looking towards Canada for a Ph.D. in Women's Studies, particularly from Asia. Overall, looking at the availability of graduate degrees in Women's Studies in Canada as a whole, we are clearly underserved in this particular area.

Demand for graduate of the proposed program

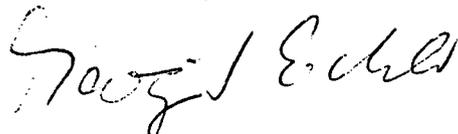
This is a difficult question to assess in the abstract – the future will tell. However, all indications are that there will be a demand for Ph.D.s in Women's Studies. The number and range of Ph.D. programs internationally is expanding, and universities with such programs will be looking for faculty actually trained in that area. There is a relatively large number of research institutes on women's issues who regularly look for employees. In addition, governments and NGOs will be interested in graduates of this program. Overall, I would expect that there will be a considerable demand for these Ph.D.s

Summary assessment:

Overall, I consider this a well-thought through and developed proposal for a Ph.D. program, with realistic aims.

Please contact me if you wish to to expand or elaborate on any of the issues touched upon.

Yours sincerely,



Margrit Eichler

Director

Institute for Women's Studies and Gender Studies

EXTERNAL REVIEW FOR PH.D. PROGRAM IN WOMEN'S STUDIES

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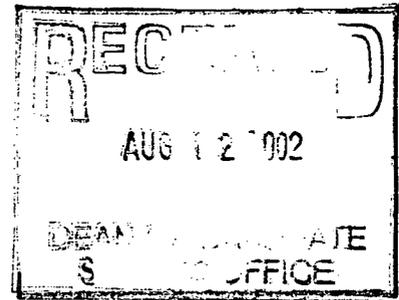
Université d'Ottawa • University of Ottawa

Faculté des études supérieures
et postdoctorales

Faculty of Graduate and
Postdoctoral Studies

August 6, 2002

Prof. Jonathan C. Driver
Dean of Graduate Studies
Professor of Archaeology
Burnaby, British Columbia
Canada V5A 1S6



Dear Prof. Driver:

You will find enclosed my report on the proposed Ph.D. program in Women's Studies at Simon Fraser University. I hope you will find my comments useful. It was a pleasure to review this proposal and hope this new program will be established soon.

As I indicated to Ms Blaker, I sent my report by attachment in a e-mail dated May 28th. All seems to indicate that the message didn't get to her, as I had serious problems with the university server during that period of time. I do apologize, then, for this late submission. I hope this will not cause too much inconvenience.

Sincerely yours,

Ruby Heap
Doyenne associée / Associate Dean
Études interdisciplinaires /
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REVIEW OF PROPOSED DOCTORAL PROGRAM IN WOMEN'S STUDIES AT SIMON FRASER UNIVERSITY

Ruby Heap

1. Introduction

This proposed Ph.D. in Women's Studies at Simon Fraser University (SFU) is more than timely, and I am pleased to offer it my full support. It is a highly marketable program. It will respond to a growing demand that needs to be met soon if we want to retain the best students in Women's Studies who have completed or are about to complete in Canada a master's degree in the field. In fact, the number of programs has increased over the last decade. Two models have developed: the free-standing master's in Women's Studies, such as the one offered at York University, and collaborative programs which lead to a master's in a discipline, with a specialization in Women's Studies, like the one offered by the University of Ottawa's Institute of Women's Studies. Based on my own experience, many graduates from both types of programs are eager to pursue doctoral studies in Women's Studies in Canada. At the present, there are very few options opened to these students: York University offers the only free-standing Ph.D. in Women's Studies in this country, and many applicants are turned down each year. The University of Toronto offers a collaborative program at the doctoral level which leads to a specialization in Women's Studies. Many students decide to pursue feminist research on women within a discipline-based doctoral program, while others choose to study abroad. The proposed PhD program at SFU, and the proposed Ph.D. in Women's Studies and Gender Relations at the University of British Columbia, will train a growing body of qualified individuals who will meet an important demand for their services both in the private and public sectors.

It is also imperative that we train a sufficient number of professors/researchers for the various Women's Studies Departments, Institutes and Centres that are offering both undergraduate and graduate programs, or are considering establishing graduate programs in the near future. Some Women's Studies programs already have regular, full-time professors on staff, and it is more than likely that other programs will benefit from regular full-time appointments in the near future.

In sum, if the field of Women's Studies is to continue to expand as a legitimate academic and scholarly field in Canada, it will need to rely on the pool of graduates from Ph.D. programmes. This new generation of scholars will also play a key role in the promotion of Women's Studies abroad, and they will help attract international students

This report is divided in two parts. I will first identify the strengths and innovative aspects of the proposed program. I will then review various aspects of the proposal and submit some of my main questions and concerns for your consideration.

✓

2. Strengths and innovative features of proposed program

The proposed program presents many strengths and innovative features, which can be summarized as follows:

- A. The program will be located within a Department of Women's Studies, which has 26 years of experience in interdisciplinary teaching and research. The Department has also been offering a free-standing master's degree since 1985, which has since produced more than 37 graduates. The new program will thus be supported by a sound institutional infrastructure (office space, lounge, computer room, administrative support, etc). Students will also benefit from the existing system of financial support currently offered to master's students (scholarships, teaching assistanships, sessional teaching, etc) at SFU.
- B. The Department of WS will cooperate with UBC's Centre for Research in Women's Studies and Gender Relations, which will soon be offering a free-standing Ph.D. in Women's Studies and Gender Relations. Although each program will function independently, they will co-operate to share faculty and courses, as well as library resources.
- C. Ultimately, a larger consortium could be established, with the inclusion of UNBC and the University of Victoria. It could form the basis of a strong and dynamic regional graduate teaching and research Center in Women's Studies.
- D. The Department is well served with respect to faculty (four full-time, four jointly-appointed, eight associate professors and one endowed professorship), and course offerings (ten WS courses are offered).
- E. The proposed format for the comprehensive examination is pedagogically innovative and stimulating, with its combination of applied and theoretical work.

3. Questions and Areas of Concern

A. Co-operation between SFU and UBC doctoral programs

The document is rather vague on this important matter. It is not clear how this "co-operative" PhD will function in practice if the two new doctoral programs are independant. Will this be a "loose" cooperation, as opposed to a well articulated cooperation involving the Senate of both universities? Will a joint administrative structure be established to set uniform guidelines with respect to program requirements? How will the sharing of faculty operate? For example, will professors from UBC act as supervisors for students from SFU? (There is mention of a Western Deans Agreement; however, there should be some preliminary discussion about the various issues related to the establishment of a collaborative framework between two universities).

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B. Comparisons with other doctoral programs:

The document should explain more clearly how the proposed program will differ from the one offered at York University and from the other program to be established at UBC. Has the Department of Women's Studies identified specific "areas of strength", "clusters" or "fields" that will distinguish its PhD program from the others with respect to teaching and research activities? It is important to identify these fields very soon to make the program more attractive and marketable, and to be able to attract the best possible students and faculty members.

C. Funding for students

With the arrival of doctoral students, how will the Department of Women's Studies divide up the existing Graduate Fellowships (3-4 at the present time), Teaching Assistships and Tutor Marker positions between them and the master's students? Will seniority be an issue? Will doctoral students be able to cumulate fellowships and assistships? Are there any collective agreement issues that need to be addressed beforehand or that will require special funding arrangements? (I do not know if there is a Graduate Student Association or a Part-Time Professors Association at SFU).

D. Faculty workload

For obvious reasons, it would be wise to set a maximum limit of thesis supervision for each regular professor in the Department of WS. Some thought should also be given to the volume of supervisory work performed by associate faculty members. I presume that some agreement has already been made with their respective home department with regards to the recognition of their overall contribution to the new doctoral program. The increased size of the graduate seminars (possibly between 10 and 20 students) and the probable demand for more directed-studies course by the new doctoral students are also a source of concern.

E. Curriculum and Program Requirements:

This is the area where I have the most concerns. I will thus divide my comments according to the following themes: 1. Number of required courses; 2. Course format; and 3. Course requirements.

1. Number of required courses

The course requirements (3 half-courses) appear quite light for a doctoral program. For example, the PhD program offered at York requires three full-courses, while the collaborative Master's program at the University of Ottawa requires 2 compulsory half-courses in Women's Studies. A source of concern, in fact, is that students are not required to complete identified core courses within the existing ten graduate courses. It is stated that most PhD students (except those MA graduates who have already taken it) will take the research methodology course, WS800, because it is the first graduate seminar offered each September (p. 17). I would recommend that this course be

mandatory for all and that another core course, such as WS822: Graduate Seminar in Feminist Theory, be required.

At issue also are the two half-courses courses that can be completed in other departments. Is there any effective system to monitor the offering of these courses as well as their content?

In sum, the absence of compulsory core courses and the option to take two of the three required courses in other departments leads me to ask: what is the specific body of knowledge which students enrolled in the doctoral program are expected to acquire at SFU? What are the specific intellectual and professional goals linked to this program? The approach outlined in this proposal is likely to lead to a "pot-pourri" of research initiatives, with little or no focus. Again, I would recommend that the program committee try to identify clusters of research and/or fields that will give it more focus.

2. Course format

The proposal indicates that the graduate seminars will potentially include students from the MA and PhD programs and from other departments, as well as PhD students from UBC. Has consideration been given to the pedagogical implications of this diverse student body, especially with regards to their background preparation? There is a risk that such diversity could undermine the quality of the doctoral program.

The proposal also suggests that tutorials or directed-studies will be available to both MA and PhD students. Will professors admit students from both programmes in these courses?

It is stated that the comprehensive examination will include, on a mandatory basis, an exam or a review of the literature (p. 14) More details on what is meant by "the literature" would be necessary.

3. Course requirements

Following the comments made above in 2., I am concerned about the course requirements for doctoral students enrolled in the graduate seminars and, possibly, in the tutorials or directed-studies courses. Will the assignments be the same for both MA and PhD students? Will the latter be required to do additional readings and write a more elaborate paper?

4. Conclusion

The proposed PhD program illustrates clearly the impressive growth of women's studies in the Canadian academic landscape over the past 25 years and its rapid institutionalization in our universities. The establishment of doctoral programs in this country will play a critical role in the continuing (re)definition of the field and in the transformation of bodies of knowledge both within and outside Women's Studies. It will also help provide answers to the many questions

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raised by the expansion of interdisciplinary programs in universities, including those linked to governance, to research and pedagogical methods, and to curriculum types and content. As the comments I have outlined above suggest, I am particularly concerned with issues of academic standards and regulations. These issues must be explored carefully to ensure the effective delivery of a high-quality program. I hope these comments and the suggestions which accompany them will help strengthen this much-needed new PhD program. I congratulate all those who have devoted time and energy to the drafting of this proposal, and I wish them the best of luck in the implementation of this exciting new academic initiative.

EXTERNAL REVIEW FOR PH.D. PROGRAM IN WOMEN'S STUDIES

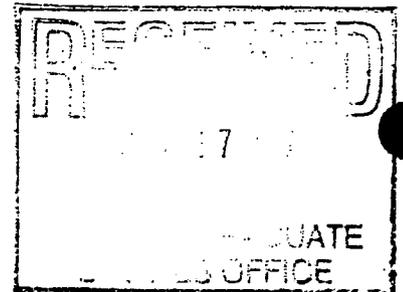
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University of Newfoundland

Department of Sociology



Review of Proposed Ph.D. programme in Women's Studies:

I have read the submitted material carefully and will frame my comments under the four heads suggested in the letter of request.

The academic merit and structural integrity of the proposed program

The main rationale for the introduction of a Ph.D. in Women's Studies at Simon Fraser University is the long and substantial commitment to Women's Studies teaching and research to that 'the development of a Ph. D. is a logical and timely extension of graduate education in Women's Studies at SFU.' By and large, both the claim and the rationale are well founded. The Department of Women's Studies and the university are well able to support such a programme and its introduction would be of benefit not only to the intended students but to the health of Women's Studies across Canada. I do have some queries and concerns but these should be read in the spirit of constructive criticism to enable this programme to be of maximum benefit.

SFU instituted undergraduate Women's Studies in 1975, graduating 300 students in the last 25 years. They have a variety of programmes, including a full major and various minor joint programmes. Since the introduction of an M.A. in 1985, they have graduated 31 students, 5 of whom have gone on to do Ph.Ds at SFU or elsewhere. This M.A. can be carried out by either a thesis option or a course based option. Apart from the distinguished endowed Ruth Wynn Woodward Professorship in Women's Studies (one of 5 such chairs across Canada) the department has 8 faculty (4 full time and 4 joint appointed) with a further 8 associate faculty members. It is a full department with appropriate administrative support.

UBC has already initiated a Ph.D. in Women's Studies and Gender Relations, which took its first students in 2001. The organisers of the two programmes have worked closely together and it is intended that students and faculty in the two programmes will be able to share resources, courses and supervisors. This plan will clearly maximise the use of resources in the two universities and across Vancouver. There are suggestions (as yet unformulated) of further cooperation with U.Vic and UNBC, possibly moving towards a fully integrated, inter-university programme. I am interested in the very different name selected by UBC - Women's Studies and Gender Relations. It indicates a somewhat different approach and ideological stance. These issues may not be divisive but it is suggestive of the amount of consultation and work needed to put in place a fully integrated inter-university programme.

It is intended that the proposed Ph.D. will be grafted onto the current arrangements for the M.A., with minimum disruption and minimum demands for new resources. It is not intended

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to increase the the faculty resources, the administrative support or the financial support for graduate students. The 2-4 entrants to the Ph.D. programme per year will, essentially, follow the same programme (with additional requirements and courses) and share the same resources as the existing M.A. entrants (there are no numbers given for the size of the M.A. cohort, although simple division suggests that it is around 4 entrants per year).

Admission to the programme will be competitive and the standard will be in keeping with other SFU programmes. Those without adequate background in Women's Studies will be required to take supplementary courses. Ph.D. students are expected to complete 3 graduate courses (selected with the approval of the student's supervisory committee) from the 10 listed Women's Studies graduate courses at SFU or from courses available from other SFU departments or from the UBC Women's Studies offerings. In addition, the Ph.D. candidates will complete a Comprehensive examination and a thesis. Both the form of the Comprehensive examination and the use of alternative methods of instruction point to a flexible and innovative approach to teaching and includes a focus on preparing the student for the 'real world' as well as providing challenging and enriching tasks and experiences.

As the proposal points out, the Ph.D. students will contribute to Women's Studies research across the province, either in their own work or in collaboration with other researchers. It will also greatly improve applications for research money and for participation in large scale research projects. I suspect that applicants to the programme will come from across Canada and will include some strong applicants from overseas. This should make for a diverse and strong student body.

My concerns with this section of the proposal are as follows:

1. As noted by Dr. Luxton, Director of the only other Ph.D. programme in Women's Studies in Canada, the requirement of only 3 graduate courses seems a little light - really only allowing for a course in Theory, Methods, some kind of graduate seminar and one other in the student's area of interest. While this may be standard for doctoral programmes, it may leave the students somewhat unprepared as they enter the second and most demanding phase of their programme in the research for and writing of their thesis.
2. I am concerned that there are no courses **specifically earmarked** for the Ph.D. students. Ph.D. study is not only more advanced, but qualitatively different to study in a Master's programme. If this programme is not to simply be 'more of the same' then, in my view, it is imperative that the Ph.D. students are provided with at least one (and preferably more) opportunities to study as a cohort and separate from the Master's cohort. I would like to see Theory and Methods, in particular treated in this way.
3. This concern is intensified by the suggestion that some of the courses taken by Ph.D. students will also include undergraduate students. While Women's Studies is not a 'cumulative' discipline in the same way that some of the 'hard sciences' are, there are (or should) be real maturation in background knowledge of the literature and analytic skills. Care should be taken that Ph.D. students are sufficiently challenged in their

- course work.
4. There is a suggestion that some of the Ph.D. students will be drawn from graduates of the M.A. in Women's Studies at SFU. If this is the case, then the 'doubling' up of so many courses may make it difficult to avoid repetition of material for some of these students. I note that they will not be allowed to take the same courses for Ph.D. that they took for M.A., but in the case of theory and methods, that will lead to them not studying these topics in the requisite depth and in other cases may lead to them having to select course that they are not especially interested in.
 5. I will deal below with the issue of faculty resources, but I should note here that while the regular and joint appointed faculty are of a high standard, and between them, cover a number of areas of expertise, they cannot cover all possible topics students might select for their research. The assumption is that if a student needs expertise outside that which is available in the Women's Studies department they will be able to advice or supervision from the faculty at UBC. This is true but it might be better for this programme to lay out a number of well developed 'specialities' or 'concentrations' that the existing faculty can address particularly well. The UBC programme might do likewise. This would not preclude admitting students with different interest, but it would attract a concentration of students in particular areas. This, in turn, would lead to more fruitful interactions with faculty, greater opportunities for grant proposals and the creation of a series of intellectual fulcrums within Women's Studies at SFU.

The adequacy of the faculty and other resources available to the proposed program for achieving its intended goals

The proposal states that there are 4 full time faculty in the department of Women's Studies, with 4 more faculty joint appointed and 8 more 'associated' with the programme. There is also a research professor who could also provide some teaching although she is not available for supervision. The existing faculty cover a wide range of interests and areas of expertise, including Feminist Economics, Public Policy, Labour Studies, Women and Development, Globalisation, Feminisation of Migration, Feminist Critiques of Science, Feminist Ethics, Women and Disability, Theories of Gender, History of Women in Psychology and Psychoanalysis, Women and Film, Popular Culture and the History of Women. The full C.V.s of all faculty associated with the programme are provided, and present an impressive picture of both reseach and publication and academic service. While it is not an overlarge group, the quality is outstanding.

It is not stated how the Supervisory team is made up, but I am working on the assumption that there will be a 1st or senior supervisor and two other committee members. It is estimated that each faculty member will have a maximum of 2 Ph.D. students at any one time - although presumably they will sit as committee members on several more committees, in addition to their supervisory load of M.A. students. I think the calculation of the extra load of supervision is somewhat optimistic, especially if students do not move through the programme and graduate exactly on schedule.

While there is no detail provided in the proposal, the existence of a strong programme in Women's Studies for so long indicates that the library holdings will be more than adequate. In addition there is evidence of creative use of internet resources and of visual and audio material - all of which will help to support the programme.

Funding for Ph.D. students is available in a number of forms including SSHRC doctoral fellowships, 3-4 SFU graduate fellowships, other smaller bursaries and scholarships, 4 teaching assistantships, research assistantships, work-study positions and sessional teaching positions. The proposal does not ask for additional funding, so that all these financial resources will have to be shared with the M.A.s in the programme.

The existing administration, including a faculty Chair of the Graduate Committee and part-time secretary would seem to be able to absorb the extra students. There seems to be a reasonable space allocation, including several offices and lounges and a computer room. The proposal suggests that an office dedicated to the Ph.D. students would be useful, and I would strongly support this request. It would go a long way towards helping the cohort of Ph.D. students develop an identity and provide mutual support for each other.

My concerns with this section of the proposal are as follows:

1. The proposal is at pains to stress that no new resources of any kind are needed to launch this programme. I would suggest that while this is true, if no extra resources are made available, the resulting strain on the existing faculty will be too great, and the programme will suffer accordingly. An excellent programme does need resources, and money spent ensuring that a programme of this kind is fully supported will pay off in the long run. For reasons I point out below, I think the additional load of the Ph.D. programme may be too much without the prospect of at least one additional appointment.
2. The faculty are all talented and productive and cover a wide range of interests. But their very success and involvement in research, writing and other activities draws time and energy from teaching and administration. Dionne Brand, for example, is a stellar addition to any department - but, she is very prolific and she also travels widely to present her work as well as giving writing workshops and so on. She even provides a Toronto address, rather than a Vancouver one. I wonder how available she will be, on a day to day, basis for teaching, supervision and all the myriad forms of support needed by graduate students. Other faculty, such as Marjorie Cohen, are involved in multi-researcher, multi-year, large scale research projects. If there is no release time for these activities, there should be, and that, too, will reduce the faculty resources available to the programme. Virtually all the faculty whose C.V.s are provided are actively engaged in fieldwork, writing, other forms of intellectual production or presentations of their work. While much of this can be balanced with teaching commitments, there is not much room for extra involvement with Ph.D. students.
3. Even without these kinds of activities and the possible release time accompanying them, the proposal does describe a large part of the teaching (joint UG and Graduate courses

and graduate tutorial and directed studies courses) as being done on overload. Overload teaching is compensated with release time, which inevitably produces stresses somewhere in the system. In this case, the release comes from undergraduate teaching, but if there is a considerable increase in overload teaching, then the undergraduate programme will have to be strengthened to compensate.

4. I find the prospect that the incoming Ph.D. students will share the existing funding with the M.A. students alarming. In any event, it does not appear that existing students are fully funded, which makes it more likely that Ph.D. students will receive partial funding at best. In my experience, if a student is not fully funded for at least 3 years, the likelihood of them completing their thesis drops dramatically. Of course, some funding, such as the possibility of sessional teaching, will only be available to Ph.D. students. Learning to teach is a valuable part of graduate training, but it has to be used with caution and awareness of how much time teaching takes from research and writing and how much stress it puts on the students.

The demand for the proposed program among prospective students

Women's Studies programmes at all levels and across the country have been well subscribed since their inception. As the stature and scope of Women's Studies increases, the demand will continue to grow. This means that the demand for graduate programmes at both the masters' and doctoral levels will also grow. As we graduate more Masters in Women's Studies, the demand for Ph.D. programmes is increasing. At the moment, the York University programme is the only one in Canada providing Women's Studies training at the Ph.D. level. To have a strong programme (two programmes, in fact) on the West coast will provide choice for Canadian applicants and will prove extremely attractive for overseas students as well. Thus, the inception of a Ph.D. programme in Women's Studies at SFU and UBC will strengthen the overall position of Women's Studies in Canada, not just in BC.

The increase in Women's Studies programmes also has the effect of increasing the demand for faculty fully trained in Women's Studies. The older generation of Women's Studies teachers came from a variety of disciplinary backgrounds, but increasingly there is a demand for teachers thoroughly grounded in and prepared in all aspects of Women's Studies.

The figures provided in the proposal are indicative. York University receives 100 applications a year. SFU has received 5-10 enquiries a year for a Ph.D. programme.

SFU Women's Studies are already well known throughout Canada as an excellent programme with a strong faculty. This reputation will ensure committed and able students will apply for the programme as soon as it is open. Many Master's graduates from the East coast and central Canada will see it as an advantage to continue their education in the different environment of BC.

The demand for graduates of the proposed program:

Women's Studies graduates at all levels have always proved to be remarkably employable,

finding positions not only in the obvious fields of gender related research, teaching and community work but in a wide variety of other sectors, especially those which are looking to strengthen their understanding of gender in society. As the proposal points out, a major demand for Ph.D.s in Women's Studies will be as academics, teachers and researchers. With so few opportunities for obtaining Ph.D.s in Women's Studies in Canada, there is every chance that graduates from the SFU programme will enter the workforce with a strong advantage. As Dr. Luxton pointed out in her letter, the fact that York has been the only source of Women's Studies Ph.D.s has meant a very narrow pool of Ph.D.s. The introduction of two more programmes at SFU and UBC will go a long way towards broadening and enriching the pool of Ph.D.s.

As well as academic posts, graduates from a Women's Studies doctoral programme would be well placed to apply for positions in professional schools, such as Law and Education and in interdisciplinary programmes. They will also be attractive to federal and provincial agencies, the non-profit sector and private industry. They will also be sought after in international development, especially as Canadian overseas aid assumes gender sensitivity and awareness and insists on gender as a key factor in its projects. Many other sectors are becoming aware of the need to include gender considerations in their work, and Ph.D.s in Women's Studies will be well prepared to rewrite and institute new policies.

Conclusion:

While I have raised a number of concerns, especially under the first two heads, I am broadly supportive of the proposal to establish a Ph.D. in Women's Studies at SFU. It is high time we saw more Ph.D. programmes in Women's Studies in Canada and SFU (as well as UBC) are well qualified to deliver such a programme. The faculty are able and productive and clearly at the cutting edge of the discipline. The undergraduate and master's programmes are well established and smooth running. The infrastructure is in place and university and departmental experience is more than adequate for the task. I do think that to make the programme the success it should be, they should be supported in any further resources (financial, faculty and space) that, on reflection, the programme organisers feel would strengthen the programme.

I wish the organisers well and hope that we soon see students entering the proposed programme at SFU.

Marilyn Porter
Professor: Sociology and Women's Studies
Memorial University of Newfoundland

6th May 2002

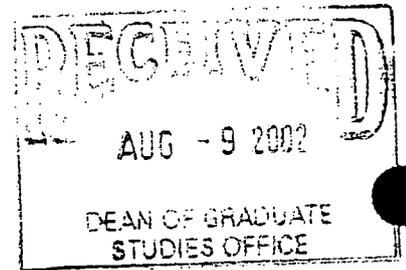


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EXTERNAL REVIEW FOR PH.D. PROGRAM IN WOMEN'S STUDIES

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August 7, 2002

Jonathan C. Driver
Dean of Graduate Studies
Simon Fraser University
Burnaby, British Columbia
V5A 1S6

Dear Dean Driver:

Attached is my review of the proposed PhD program in Women's Studies at Simon Fraser University.

1. Academic merit and structural integrity of the proposed program

The proposal demonstrates substantial academic merit. It would be only the second PhD program in Canada in Women's Studies and meet substantial demands from Canadian students in British Columbia, in Western Canada, in the rest of Canada, and internationally. The faculty's curriculum vitae reveal a highly accomplished and, in many cases, internationally recognized faculty complement. The broad range of fields and disciplines represented by core faculty members and associated faculty offers students opportunities to study within an interdisciplinary programme. The collaborative arrangements made with UBC so that students from both universities may take courses at either and the opportunity students at Simon Fraser have to include faculty from UBC on committees enriches the programme. Further, the strong support from other universities in British Columbia for this programme, and the potential to expand the programme to involve these other universities, is an exciting future scenario which could build on the nucleus of the PhD in Women's Studies at SFU. The proposed programme promises to strengthen the research profile of the university as a whole, as well as contributing to a larger pool of researchers in British Columbia.

The requirements are appropriate. I noticed that Professor Luxton, Director of York University's Graduate Program in Women's Studies, raises a question about requirements. Although the proposed program requires less course work than is required in York University's PhD in Women's Studies, in the Faculty of Environmental Studies, York University, which also grants an interdisciplinary PhD, the requirement is only one full year course. I found the comprehensive options particularly appropriate as they address the diversity of fields and learning styles that are represented in an interdisciplinary PhD in Women's Studies. Also, the review of dissertation proposals by the whole department promises to provide students with diverse frameworks, while fostering a collective commitment to the progress of each student in the programme.

My only query is the expectation that students will take four years to complete the PhD. This expectation is not framed within a discussion of the length of time to completion within other programmes at Simon Fraser University, within interdisciplinary programmes, or within other Women's Studies programmes. The experience at York University has been that some students take longer than four years to complete the programme. The experience in Environmental Studies at York, is that four years represents the minimum rather than a mean length of completion. This has implications for student funding and faculty workloads.

2. Adequacy of faculty and resources

The size of the existing programme of 8 core faculty members and 8 associate faculty members from other parts of the university is adequate to meet the needs of 2-4 PhD students per year. In particular, the agreements between SFU and UBC which allow students to take courses at each university and to draw supervisors from each creates a very rich array of courses and potential supervisors. In addition, this proposed interdisciplinary programme draws upon courses in the rest of the university at SFU.

PhD students in this proposed programme can benefit from an existing and well-developed research infrastructure and learning communities, including a lively feminist research community both within the university and in the Greater Vancouver Area, activities associated with the endowed chair, and a graduate caucus in Women's Studies. From the proposal, it is clear that faculty have given thought to support for student conference participation, and will include professional development issues and skills in a required course. In addition, since faculty in the proposed programme have demonstrated skills in research, publication, and community service, these networks will serve as a resource for PhD students.

PhD students will also be able to develop skills in teaching by drawing upon the Instructional Development Center and gain apprenticeship training in teaching through opportunities as Teaching Assistants and Sessional instructors.

I am impressed by the very strong support from administration and other units at UBC and the letters of support from other universities in British Columbia and from York University.

3. Demand for proposed programme and for graduates

I can only reiterate the experience of Professor Meg Luxton, Director of the Graduate Programme in Women's Studies at York University. There is a substantial demand among students for a PhD programme in Women's Studies. York can admit less than 10% of the applicants to its programme each year. Students also turn to other interdisciplinary programmes to meet their needs. For instance, the PhD programme in Environmental Studies at York attracts applicants whose primary interest is women's studies. As a past member of the admissions committee in Women's Studies at York, I can attest to the exceptionally high academic quality of applicants to the programme. Applicants are from all over Canada, many of them from British Columbia. There are also a substantial number of applications from the United States, where there are a very small number of PhD programmes in Women's Studies, from Europe, the UK, China, South Asia, India, Africa, Latin America and South America. In many parts of the world, women's studies is a newly emerging field of study and there are no opportunities for graduate work. For instance, this is the case in China. Applicants to a PhD programme in Women's Studies tend to include students who are interested in pursuing an academic career, in addition to students deeply interested in making change through government service or the non-profit sector. This proposal for a PhD in Women's Studies at SFU addresses these multiple objectives and provides courses and faculty that will meet such a range of demands.

There is a high demand for graduates with a PhD in Women's Studies. As the proposal argues, this includes teaching in women's studies programmes in universities in Canada, the US and UK, in addition to disciplinary programmes such as geography, political science, and economics which may hire graduates with a PhD in women's studies. Graduates have also been hired by international agencies such as the UN or CIDA, by research institutes, by the non-profit sector, and by governments at all three levels. Outside of Canada, where women's studies is gaining more visibility and momentum, there may be even more future potential for the employment of graduates.

In summary, the proposal for a PhD program in Women's Studies at Simon Fraser University promises to make a contribution to teaching at the university and to the university's research profile; it will attract and serve to build a critical mass of researchers in the region; there is a potential for building upon this initiative to enhance collaboration among several BC universities. There is a substantial deficit in the number of spaces for students to study in a PhD program in Women's Studies in Canada. This programme, if approved, will be a net gain.

I very much support the proposal.

Yours sincerely,



Gerda R. Wekerle

Professor in Environmental Studies and
Graduate Programmes in Women's Studies, Sociology, and Geography

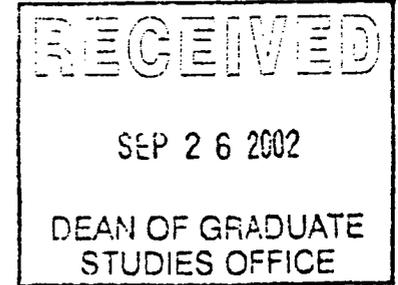
**EXTERNAL REVIEW
FOR PH.D. PROGRAM IN WOMEN'S STUDIES**

Response of the Department of Women's Studies

Simon Fraser University

Memorandum

To: Jonathan Driver, Dean of Graduate Studies
From: Susan Wendell, Graduate Chair, Women's Studies
Subject: Doctoral Program Proposal
Date: September 30, 2002



.....

Here is the Women's Studies Department's response to issues raised by the five external reviewers of the full proposal for a new Ph.D. Program in Women's Studies. We will summarize the reviewers' views on each of the major areas they were asked to cover, and we will respond to concerns and criticisms they raised in each of these areas.

The academic merit and structural integrity of the proposed program:

Dr. Eichler points out that the proposed program builds on the current MA program and states that she is "impressed by the modest scope of the program. It is a reasonable start that will allow close supervision of the students." Dr. Wekerle says that the proposal "demonstrates substantial academic merit" and "the proposed programme promises to strengthen the research profile of the university as a whole, as well as contributing to a larger pool of researchers in British Columbia."

Dr. Heap suggests that our proposal should explain more clearly how the proposed program will differ from those offered at York University and UBC in order to make our program more attractive and marketable. Other reviewers state that the PhD programs in Women's Studies at York and UBC, the only WS PhD programs in Canada, cannot handle all the qualified applicants from Canada and other countries that they attract. We will hardly be entering into fierce competition with these two programs; indeed, at this stage, competition seems unnecessary, given the scarcity of PhD programs in Women's Studies. We expect to attract PhD students who want to work with our faculty.

It is the faculty who make a PhD program unique and give it areas of strength in research and teaching. The research areas of our faculty and Associate faculty are described in the PhD proposal, on our departmental websites, and in our Graduate Program Booklet, which is sent to all students inquiring about graduate studies in our department.

COURSES:

Dr. Eichler says she believes that the course offerings are sufficient, and "looking at the nature of the courses, I have no question about the integrity and worthiness of the

proposed program." Dr. Heap remarks that the department is well served with respect to course offerings.

Dr. Currie, Dr. Heap and Dr. Porter express concern that the required courseload of three 13-week courses of five credit-hours each is *comparatively* light. Let us compare it to the course requirements of the new UBC PhD program in Women's Studies:

UBC requires a minimum of 12 graduate course credits, and the proposed SFU PhD in Women's Studies requires a minimum of 15 graduate credit-hours. UBC requires three 13-week courses of three credit-hours each, plus one year-long course which consists of attendance at a weekly public lecture series and completion of some assignments on a Pass/Fail basis (for three credits). This does not seem like a significant difference in the course requirements for the two programs. Indeed, the SFU proposal was designed to be comparable to the UBC proposal, to minimize any disadvantage to either university in attracting students and to maximize the potential for cooperation between the two programs.

Dr. Wekerle calls our proposed course requirements "appropriate" and points out that York University's PhD program in the Faculty of Environmental Studies, where she teaches, requires only one full year course, the equivalent of two SFU graduate courses. Moreover, our PhD proposal stipulates that the Graduate Committee, in consultation with a student's supervisory committee, may require a student to take more than three courses, either to obtain breadth of background in Women's Studies or to acquire specific preparation in the topic of the student's proposed thesis.

Dr. Currie makes some very specific recommendations for required training in social science research methods. However, since past MA students have used *humanities* research methods to work with texts, films, or photographs, and at least half of our current MA students intend to use humanities methods, we anticipate that a significant percentage of our PhD applicants will not need or want intensive training in social science research methods. Our current graduate methodology course deals with research issues in both humanities and social sciences (giving approximately equal time to each), so that all graduate students acquire some knowledge of the problems and advantages of a wide range of research methods. When a student needs additional training in a method, such as interviewing, to carry on research for her/his thesis, the senior supervisor may send the student to a course in another department or accomplish this training in directed studies or in the process of preparing the thesis proposal. In the case of some methods, such as ethnological fieldwork, a student would have to have some previous training or experience in fieldwork, or a plan to acquire training in fieldwork, to be admitted to the PhD program with a proposal to do fieldwork. This way of approaching interdisciplinary training in research methods has worked well for the department in the MA program. If it does not work as well in the PhD program, we will modify the course offerings or requirements.

Dr. Heap expresses concern that there are no required courses in our proposal and recommends that WS 800 and one other course, perhaps WS 822, be required for the

PhD. We did not require specific courses for completion of the proposed PhD in part because we expect that a significant percentage of applicants to the PhD program will have been through our MA program. (Dr. Porter draws attention to this possibility as a potential problem.) Nearly all of the applicants from our MA program will have taken our graduate course in methodology (WS 800) and/or our graduate course in feminist theory (WS 822). Students who have not taken those courses, or equivalent courses in MA programs at other universities, will be required by the Graduate Committee and their supervisory committees to take them, but we want to maintain the flexibility of the program so that we can accommodate a diversity of students. Some will have degrees from our own MA program, some will have degrees from other Women's Studies MA programs, and a few will have graduate or professional degrees in other subject areas. We will need to plan an appropriate program of courses for each student in order to guarantee that they all have sufficient background preparation to teach an adequate range of Women's Studies courses and to complete their thesis research. It is intended that the comprehensive examinations will contribute to the effort to guarantee good preparation, because supervisory committees can require students to complete literature reviews or write examinations in areas of Women's Studies where the students still lack sufficient background to teach or do research.

Dr. Porter is concerned that PhD students will be in courses which will also include undergraduate students. Our proposal states emphatically that PhD students will *NOT* be permitted to take combined undergraduate/graduate courses to fulfill their course requirements. Joint undergraduate/graduate WS courses will continue to be available to MA students, but to them only.

Dr. Heap also asks whether there is any effective system for monitoring the content of graduate courses in other departments that might be taken for credit by our PhD students. The answer is that students need the approval of their supervisory committees to have coursework outside the department count toward completion of their PhD in Women's Studies. Normally, they would be expected to submit a course outline to their senior supervisor and committee members for approval before enrolling in a course outside the department.

Dr. Heap also expresses concern that MA and PhD students from Women's Studies at SFU and UBC, and possibly from other departments, might be too diverse a group for a graduate course. Dr. Porter is concerned that there are no courses specifically earmarked for the PhD students. We must point out that only large graduate programs can afford to offer separate courses for MA and PhD students. We intend to admit 2 to 4 PhD students per year, not enough to constitute a viable graduate course by themselves. Typically, at SFU, MA and PhD students take the same courses, even in large departments, and students from other departments and UBC may take graduate courses. It is our experience in the MA program that a diversity of graduate students in a course (including MA and PhD students from other programs) enriches the intellectual atmosphere and challenges all the students to better performance. Whether individual professors will require different assignments for MA and PhD students in the same course would, as is customary,

be left to their decision. Moreover, coursework is not usually regarded as the primary component of a PhD program; the major hurdles are the comprehensive examinations and the PhD thesis.

COMPREHENSIVE EXAMINATIONS:

Dr. Currie calls our proposal for comprehensive examinations innovative, in that it allows a student's supervisory committee, with the approval of the departmental Graduate Committee, to set some tasks that will help the student prepare for teaching, writing grant applications and publishing scholarly research. Dr. Wekerle says she found the comprehensive options "particularly appropriate, as they address the diversity of fields and learning styles that are represented in an interdisciplinary PhD in Women's Studies." Please note that every PhD student will be required to write at least one exam or review of the literature as part of the comprehensive examinations. In answer to Dr. Heap's question about what literature will be covered, it is intended that an exam or literature review will cover a major area of Women's Studies scholarship in which the student needs more preparation, and will be used to increase the student's range of knowledge and competency to do research and teach in Women's Studies.

DOCTORAL THESIS:

Dr. Wekerle remarks that the defense of PhD thesis proposals in a presentation open to the whole department "promises to provide students with diverse frameworks, while fostering a collective commitment to the progress of each student in the program."

Dr. Currie expresses some concern about the possibility, expressed on page 16 of the proposal, that doctoral students "will work on their own projects and, in some cases, join a collaborative effort with faculty and/or other students." Ironically, this reference to participation in collaborative projects also occurs in the UBC PhD Proposal, with which Dr. Currie was associated. The intent here is simply to acknowledge that sometimes, usually in large, well-funded research projects in the social or natural sciences, it is possible for PhD students to gain access to research venues or funding that would not otherwise be available to them, and to use that access or funding to carry on the research for their own doctoral theses. Indeed, Dr. Porter remarks that a WS PhD program at SFU will "greatly improve applications for research money and for participation in large-scale research projects." For example, a group of faculty members studying health care for women in Northern BC might gain access to interview participants or data sources that could also be used by one or more doctoral students for thesis research. I believe this kind of collaboration is common practice, and it is understood that the faculty take responsibility for ensuring that the PhD students' research is sufficiently original, independent and substantial to warrant the degree.

Dr. Porter expresses concern that the faculty cannot cover all the possible thesis topics that students might select for their research. Our department requires all applicants for graduate study to submit a short statement of research interests and goals, and normally a definite proposal for their research. We do not admit students for whom there is no

suitable senior supervisor available, because we are a small department. The statements of faculty and Associate faculty research areas (referred to above) attract students who want to work in those areas; this occurs now among applicants to the MA program.

Dr. Wekerle points out that most students at York University take more than four years to complete the PhD, and four years represents the minimum rather than the mean. We are aware the four years is an optimistic estimate of completion time; at SFU, the lack of financial support for graduate students in the humanities and social sciences tends to increase completion times. Nevertheless, we thought it was best to commit faculty to making it possible for students to complete the PhD in four years and to signal our expectation of prompt completion to applicants.

The adequacy of the faculty and other resources available to the proposed program for achieving its intended goals:

FACULTY:

Dr. Currie says that the proposed admission of 2 to 4 doctoral students per year seems suitable for the number of faculty. She comments that the faculty have "an impressive range of expertise," that our research and publication history are impressive, and that each faculty member has "extensive history of successful supervision of graduate students." Dr. Porter remarks that the faculty *c.v.s* "present an impressive picture of research, publication and academic service" and calls the quality of the faculty "outstanding." Dr. Wekerle judges the number of faculty to be adequate to meet the needs of 2 to 4 PhD students per year.

Dr. Heap remarks that the department is well served with respect to faculty. However, she recommends that the department set a maximum limit of thesis supervision for each regular professor in Women's Studies. This seems to us to be an unnecessary and unacceptable level of maternalism. At SFU, faculty customarily set their own limits and decide the proportions of their own commitments, in consultation with department chairs and Deans, to undergraduate teaching, graduate teaching, research and service. Typically, these limits and commitments change over a faculty member's career. We do not want to reduce this flexibility or the autonomy of faculty.

Dr. Heap also expresses concern that the increased size of graduate seminars and the increased demand for directed studies will increase faculty workload. Dr. Porter worries that the increased workload for faculty may be too much without additional resources. The faculty discussed this issue at length before proposing the PhD program. Our plan to admit 2 to 4 PhD students per year will limit the increases in graduate course enrollment. The graduate teaching of the Ruth Wynn Woodward Professor (see below) and a new joint-appointed Canada Research Chair will help to alleviate the increased demand for graduate courses. With regard to graduate supervision, it should be noted that supervision of PhD students often overlaps with and enhances the research of faculty.

The Women's Studies department is in the final stages of making a joint Canada Re-

search Chair appointment with Sociology/Anthropology. The appointment has received University approval, and we await approval by the government. The proposed CRC, Dr. Cindy Patton, will be teaching one graduate seminar per year, which will be cross-listed in Women's Studies and Sociology/Anthropology. In addition, she has considerable experience in successful supervision of PhD students and has already expressed a desire to supervise PhD students in Women's Studies. (This information was not available to the external reviewers of the PhD proposal, because the appointment was still being negotiated with the Dean's office when the proposal was sent for review.)

Dr. Currie recommends that a faculty position in aboriginal/First Nations studies be prioritized. In the department's current three-year plan, First Nations women/Canadian women's history is one of three areas of expertise prioritized for hiring. It should also be noted that Women's Studies has pursued every opportunity to make a joint appointment with First Nations Studies, but without success so far.

There appears to be some confusion among the referees concerning the Ruth Wynn Woodward Professor of Women's Studies and her role in the proposed PhD program. This position is an endowed chair. Currently, the RWWP is a two-year appointment. Dionne Brand completed her two year appointment in August 2002, and the new RWWP is Dr. Susan Wilkinson, an eminent psychologist, who began her appointment in September, 2002.

By SFU regulations, the RWWP cannot be the senior supervisor of a PhD student, since the RWWP appointment at SFU is temporary. S/he could be a member of a PhD supervisory committee, provided that s/he will be available to work with the student throughout the student's career in the PhD program. However, the RWWP will normally teach one graduate seminar a year. There has been a recent emphasis on candidates' potential contribution to the graduate program in the department's search to fill the RWWP appointment. The graduate teaching of the RWWP is a significant addition to our department's capacity to offer graduate courses and to the intellectual resources available to graduate students.

STRUCTURE:

Dr. Currie says that the necessary administrative structure for a doctoral programs appears to be already in place.

Dr. Currie asks about graduate student representation on the Graduate Committee. In accordance with our departmental Constitution, there are two voting graduate student representatives on the Women's Studies Graduate Committee. The student representatives absent themselves for decisions involving confidential information about other students, including graduate admissions, scholarship decisions and teaching assistant assignments. They are present and eligible to vote on all policy decisions involving graduate studies in the department. In addition, all graduate students are eligible to attend department meetings, and two graduate student representatives are eligible to vote at department meetings. The Graduate Caucus has its own Constitution, which provides

for the election of the graduate representatives to the department. The faculty are not in a position to require them to elect a PhD student every year, but if representation of PhD students becomes a problem, either the Graduate Caucus or the department could change its Constitution to require it.

Dr. Currie recommends that we include "a mechanism for timely and equitable adjudication of faculty/student conflict" in the governance of the new program. The Women's Studies department has long-standing procedures for grade appeals and student complaints, copies of which are made available to all students and attached here. In addition, the SFU Graduate Studies Handbook describes appeals procedures involving admissions, evaluation of progress and other matters of academic standing, and offers detailed guidelines for supervisory relationships. The department has found these procedures and guidelines adequate for handling faculty/student conflict since the inception of our MA program in 1985.

FINANCIAL ASSISTANCE:

Dr. Currie says "it is my impression that the range of sources of financial assistance available to Doctoral students at SFU exceeds that at UBC," where a new PhD program in Women's Studies was begun in 2001.

Dr. Heap asks how graduate fellowships, teaching assistantships and tutor/marker positions will be allocated between MA and PhD students. MA and PhD students will compete for funding from these sources on the basis of existing criteria for their allocation; these criteria are published by the department, and I can provide copies to anyone who is interested. Only PhD students will be eligible for sessional instructor positions, so this will be a unique source of support for them, along with external scholarship support (e.g., from SSHRC) that is available only to PhD students.

Dr. Porter is alarmed by the prospect that WS PhD students may not be fully funded for four years. This is the case in many PhD programs in the social sciences and humanities at SFU and elsewhere in British Columbia. It is unfortunate, but it is not, we think, a sufficient reason to postpone creating a PhD program. Our MA students have never been fully funded; most still manage to complete the program successfully. We warn applicants very clearly that full funding is unlikely, and they come prepared to deal with financial difficulties, as they do in entering other graduate programs at SFU.

COOPERATION BETWEEN SFU AND UBC DOCTORAL PROGRAMS:

Dr. Currie praises the collaborative nature of the proposed PhD in Women's Studies at SFU, which not only broadens the resources available to students, but provides them with unique opportunities for participating in collaborative, inter-institutional projects.

Dr. Heap expresses concern about how the cooperative arrangement with UBC will work in practice, so I will summarize the plan here: Informal cooperation between the SFU and UBC departments has been agreed upon. Under the Western Dean's Agreement,

students from each department can take graduate courses in the other department for credit toward their degrees, provided that they have permission of their senior supervisors and their Graduate Chairs (thus ensuring that the courses will be appropriate to the students' programs). SFU graduate courses are currently open to UBC students, and vice versa; this situation has worked well for SFU Master's students, and it will simply be extended to PhD students. UBC professors can be on SFU PhD committees, but they cannot be senior supervisors to SFU students. By SFU Senate regulations, the senior supervisor must hold the rank of assistant professor or above at SFU, and one other supervisory committee member must be a faculty member, an adjunct professor or a research associate at SFU; other supervisory committee members could be from UBC.

The demand for the proposed program among prospective students:

Dr Currie says: "It is clear that these two programs (at York and UBC) cannot meet the present demand for Doctoral Studies. Moreover, this demand is likely to grow in the foreseeable future."

Dr. Eichler says that there will be students within BC who will want to apply to the PhD program and that she knows, from her position as Director of the Institute for Women's and Gender Studies at the University of Toronto, that there are many international students, particularly from Asia, who are looking for an opportunity to obtain a PhD in Women's Studies in Canada.

Dr. Heap says: "It is a highly marketable program. It will respond to a growing demand that needs to be met soon if we want to retain the best students in Women's Studies who have completed or are about to complete in Canada a Master's degree in the field."

Dr. Porter says: "I suspect that applicants to the programme will come from across Canada and will include some strong applicants from overseas. This should make for a diverse and strong student body." She also remarks that SFU Women's Studies is known throughout Canada as an excellent department with strong faculty, and this reputation ensures that committed and able students will apply as soon as the PhD program is available.

Dr. Wekerle asserts, on the basis of her experience on the admissions committee in Women's Studies at York University, that there is a substantial unmet demand among students for a PhD program in Women's Studies, and that the applicants to the WS PhD at York are of exceptionally high academic quality.

The demand for graduates of the proposed program:

Dr. Eichler says: "All indications are that there will be a demand for PhDs in Women's Studies."

Commenting on the need for PhDs in Women's Studies trained in Canada, Dr. Currie remarks that there is considerable international interest in a distinctly *Canadian* Women's

Studies.

Dr. Heap says that there will be an important demand for the services of PhDs in Women's Studies in both the public and private sectors.

Dr. Porter says: "Women's Studies graduates at all levels have always proved to be remarkably employable."

Dr. Wekerle says: "There is a high demand for graduates with a PhD in Women's Studies."

Conclusions:

I have summarized here the overall assessments of the reviewers.

Dr. Dawn Currie concludes: "I give this important initiative my strongest recommendation."

Dr. Margaret Eichler says: "Overall, I consider this a well-thought through and developed proposal for a PhD program, with realistic aims."

Dr. Ruby Heap says: "This proposed PhD in Women's Studies at Simon Fraser University is more than timely, and I am pleased to offer it my full support."

Dr. Marilyn Porter says: "I am broadly supportive of the proposal to establish a PhD in Women's Studies at SFU."

Dr. Gerda Wekerle concludes: "I very much support the proposal."

Department of Women's Studies

APPEALS PROCEDURES

Please note that there are different procedures for complaining about a course or instructor on the one hand, and appealing a grade on the other.

A. Procedures for Grade Appeals

Grade appeal procedures shall follow the Policy Guidelines for Grading Practices (T20.01). In Section IV. 4 the Department Chair is responsible for arranging for a re-evaluation of the work on which a disputed grade is based. In the Women's Studies Department:

1. The first step is for the student to discuss the assignment and the grade with the instructor or teaching assistant who marked it. The student may do this alone or with a companion of her/his choice.
2. If the assignment was marked by a teaching assistant, and no resolution satisfactory to the student and the teaching assistant is reached, the second step is for the student to ask the course instructor to review the assignment and the grade. The course instructor shall inform the teaching assistant of the grade appeal and its outcome. If the appeal proceeds beyond this step, the teaching assistant and the course instructor shall be informed at every step of the appeal.
3. If no resolution has been reached at this point, the next step is for the student to consult the Chair of the Women's Studies Department, *or*, if the Chair is the course instructor whose grade is being appealed, the Undergraduate Chair of the department. (Hereafter, "Department Chair" will refer to whichever one is appropriate in the case.) They will first consider possible solutions, short of a formal grade appeal, that would be satisfactory to the student, course instructor and Chair. For example, the Chair might appoint an anonymous reviewer from the faculty in Women's Studies or associated faculty to read the assignment and recommend a grade. If the recommendation were accepted by the student and Chair, it would be brought to the instructor for her/his consent. Any solution at this point must be approved by the student, the Department Chair and the course instructor
4. If no resolution is reached after step 3, the student may ask the Department Chair for a formal grade appeal. In this case the Chair shall appoint a three-person review committee to carry out the re-evaluation.
5. This committee shall consist of:
 - a) one current SFU instructor, with experience teaching Women's Studies courses or courses designated for Women's Studies credit, named by the student;
 - b) one current SFU instructor, with experience teaching Women's Studies courses or courses designated for Women's Studies credit, named by the course instructor; and
 - c) a committee chair appointed by the Women's Studies Department Chair;
 - d) if the student or the instructor wishes, an Ombudsperson may be a fourth non-voting member of the committee.
6. No grade appeal committee member shall be regarded as representing the interests of either the student or the course instructor.
7. Grade appeals will be decided on the basis of:
 - a) copies of all written descriptions of assignments and grading criteria for the course which were given to the students by the instructor(s) and teaching assistants; and
 - b) copies of all written assignments for which grades are being appealed; and/or
 - c) if the grade on an oral assignment or any other non-written assignment is being appealed, the student appealing should provide a written description of the content of the assignment presented, and the instructor or teaching assistant should provide a written assessment of the assignment; and if the grade for class participation is being appealed, the student should provide a written summary of her/his attendance record and participation in class discussions, and the instructor or teaching assistant should provide a written account of the basis for the evaluation of the student's class participation; and

- d) a one-page written explanation by the student of her/his reasons for appealing the grade; and
 - e) a one-page written explanation by the course instructor or teaching assistant of why the grade was given, and
 - f) copies of the instructor's or teaching assistant's grade sheets, showing all the grades that were given for all assignments to all student in the class. The grade sheets will be altered by the committee chair (for confidentiality), so that they identify only the student(s) making an appeal, before they are used by the committee. The grade sheet will enable the committee to determine the range of grades given by the instructor or teaching assistant.
8. The committee chair shall require that all the specified material be provided by students, instructors and teaching assistants in a timely manner, normally within two weeks of its being requested.
 9. The committee chair shall ensure that all the specified material is gathered and reviewed by the committee. If a teaching assistant's grading is being appealed, the committee chair shall ensure the both the course instructor and the teaching assistant are fully informed.
 10. The committee may recommend that a grade be raised or be left the same but not that it be lowered.
 11. The Department Chair shall consult with the course instructor regarding the committee's recommendation.
 12. If the instructor agrees with the recommendation, the Department Chair shall inform the student of the recommendation and process a change of grade where applicable.
 13. If the instructor disagrees with the recommendation, the Department chair may:
 - a) request that the appeal committee reconsider the matter based on a written submission by the instructor and/or
 - b) ask the Dean to make a ruling on the matter. In this event, the Department Chair shall inform the student of the status of her/his appeal, and when a final decision is reached, shall inform the student of that decision.

B. Procedures for Student Complaints

1. Complaints may be initiated by the complainant talking to either a faculty member or the Women's Studies Student Union representative to the Department;
2. All complaints shall be referred to the Department Chair (i.e. if a faculty member or the WSSU representative receives the complaint, she/he shall send the student(s) to the Chair). If the complaint is about the Chair, the complainant shall contact the Undergraduate Curriculum Chair;
3. The Chair shall arrange a private meeting between the student(s) and faculty member even if they have discussed the matter. If the student wishes, the Ombudsperson may attend this meeting;
4. If the student(s) and faculty member feel that a private meeting would be fruitless, the Chair shall refer the matter to the Department;
5. If private meetings fail to resolve the difficulty, the student(s) and faculty should meet separately with the Department or a sub-committee named by the Department. In this event, the Women's Studies Student Union and the Ombudsperson shall be advised of the time and place of the meeting;
6. The parties will be informed of the other policies governing complaints, e.g., grade appeals and the University harassment policy.

PROPOSAL FOR PH.D. PROGRAM IN WOMEN'S STUDIES

CURRICULUM VITAE

- Dionne Brand
 - Marjorie Griffin Cohen
 - Meredith M. Kimball
 - Jacqueline Levitin
 - Marilyn Anne MacDonald
 - Mary Lynn Stewart
 - Susan Wendell
 - Habiba Zaman
 - Brian Eric Burtch
 - Heather May Dawkins
 - Parin A. Dossa
 - Karlene Faith
 - Arlene McLaren
 - Hannah Gay
 - Kathy Mezei
-

ⁱ Available at the Dean of Graduate Studies Office (MBC 1100) for review

SIMON FRASER UNIVERSITY
Office of the Associate Vice-President, Academic

MEMORANDUM

TO: Senate

FROM: B. Krane
Associate VP, Academic and
Chair, SFU Surrey Long Term
Planning Committee

RE: SFU Surrey Long Term Planning
Committee Discussion Paper

DATE: February 13, 2003

On behalf of the SFU Surrey Long Term Planning Committee, I would like to submit the attached discussion paper for Senate's consideration and advice. It provides a series of *preliminary* recommendations regarding the future development, academic programming and pedagogy of the SFU Surrey campus. It should be noted that there are elements of the discussion paper, which have emerged from the Surrey Long Term Planning process, that have wider university application than Surrey alone, such as some of those found in Section 5.

The SSLTPC will use the advice it receives from Senate and from other consultations (see the schedule attached) to determine the specific recommendations which will be incorporated into its *final report* for consideration by Senate at its May meeting.

Thank you.

encl.



SIMON FRASER UNIVERSITY



February 3, 2003

To Members of the SFU Community:

During the Fall 2002 semester, the SFU Surrey Long Term Planning Committee and its three subcommittees (Academic Programming, Campus Development and Pedagogy) met intensively to develop a series of preliminary recommendations on the future of the SFU Surrey campus and its programs. The preliminary recommendations of the Committee are presented in the attached discussion paper.

During the month of February and early March a series of consultation sessions with various SFU committees and stakeholders, as well as three open forums have been scheduled (see attached). The Committee would like to have your input and comments on these recommendations. Your feedback will help to shape a subsequent report containing the Committee's final recommendations, which it is required to produce for Senate in May, 2003.

As you read through the discussion paper, the Committee would particularly like to receive feedback on the following questions:

1. What size do you think the SFU Surrey campus should be in relation to the Burnaby and Harbour Centre campuses?
2. Should the SFU Surrey campus have a particular theme or focus to its programs or should it become a comprehensive campus with a wide array of academic programs?
3. Are there any specific academic programs (undergraduate and/or graduate) that you think should be located at the SFU Surrey campus?
4. Do you support the idea of developing first year cohort programs (similar to the Semester in Dialogue Program at Harbour Centre and the existing TechOne program at SFU Surrey) at SFU Surrey?
5. Do you support the suggestion to develop a strategic plan for developing pedagogical practices and technology tools in teaching and learning at SFU?

We hope to see you at one of the upcoming meetings or forums so that we can have an opportunity to hear your thoughts about the future directions for the SFU Surrey campus. If you are unable to attend any of the sessions, please feel free to provide your comments in writing to either Laurie Summers (lsummers@sfu.ca) or myself (krane@sfu.ca).

Thank you.

Bill Krane, Associate VP Academic

Surrey Long Term Planning Process Consultations

Senate Graduate Studies Committee

Monday, February 10th

2:00 pm – 2:30 pm, room 4100 AQ (in the vicinity of the Math Dept)

Senate Committee on Undergraduate Studies

Tuesday, February 11th

3:00 pm – 4:00 pm, room 3107 MBC (Registrar's Office)

Surrey Forum – Student Session

Wednesday, February 12th

11:45 am – 12:45 pm, SFU Surrey Campus in the "Pool" area

Surrey Forum – Faculty/Staff Session

Wednesday, February 12th

1:00 pm – 2:30 pm, SFU Surrey Campus, "The Bridge" conference room

Senate Committee on University Teaching and Learning

Monday, February 17th

12:30 – 1:15 pm, room 3107 MBC (Registrar's Office)

VPs and Deans

Wednesday, February 19th

8:00 am – 9:00 am, room 7200 Library

Burnaby Forum

Tuesday, February 25th

3:00 – 4:00 pm, Thompson Room, Diamond University Club

Administrators/Chairs and Directors

Thursday, February 27th

9:15 am – 10:15 am, room 126 Halpern Centre

School of Computing Science

Thursday, February 27th

2:30 pm – 3:30 pm

Senate

Monday, March 3rd

7:00 pm

SCUP

Wednesday, March 5th

2:00 pm – 3:00pm, room 3171 Strand Hall

SFU Surrey Advisory Board

Date: TBA

February 3, 2003



SFU Surrey Long Term Planning Committee

DISCUSSION PAPER

Chair: Bill Krane, Associate Vice-President, Academic

Members: Rob Cameron, Applied Sciences
Martin Laba, Applied Sciences
Roger Blackman, Arts
Maureen Fizzell, Business
Phil Winne, Education
Colin Jones, Science
Ann Cowan, Executive Director, Harbour Centre
Colin Yerbury, Dean, Continuing Studies
Lynn Copeland, University Librarian
Tom Calvert, SFU Surrey Program Director
Laurie Summers, Director, Academic Planning
Brett Ziegler, SFU Undergraduate Student
Ted Hamilton, SFU Graduate Student



SFU Surrey Long Term Planning Committee

DISCUSSION PAPER

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SFU Surrey Long Term Planning Committee Discussion Paper

1. Mandate of the Committee

The SFU Surrey Long Term Planning Committee (SSLTPC) was created by a motion of Senate at its March 4, 2002 meeting. The committee was tasked to provide a long-term academic plan for SFU Surrey and was asked to consider the following specific issues:

- Identify program synergies between TechBC and SFU program offerings taking into consideration the work of the Short-term Academic Planning Committee;
- Provide recommendations on the integration of TechBC and SFU program offerings, academic policies and infrastructure taking into consideration the recommendations of the Short-term Academic Planning Committee;
- Develop a strategic plan and timelines for future program offerings at SFU and related research offerings at Surrey;
- Propose a long-term operational and administrative structure for SFU at Surrey;
- Evaluate the use of alternative pedagogical tools and methods.

Three key focus areas were identified for the long term planning process: Academic Programming, Campus Development, and Pedagogy. Subsequently, three subcommittees were formed and asked to produce internal discussion papers during the Fall 2002 term. Through their research as well as consultation and discussion with various members of the university community, the three subcommittees have provided the basis for this discussion paper. Their draft reports and other committee-related information are available at: <http://www.sfu.ca/vpacademic/sfusurreyplanning>.

Due to the preliminary nature of the recommendations of this discussion paper, a strategic plan and timelines for future program and research offerings are not included. It is expected that the final report of the Committee (due in April, 2003) will contain this information as well as specific recommendations. During February and early March, 2003, the SSLTPC will undertake an extensive consultation with members of the university community as well as the external stakeholders. The SSLTPC will take into account the comments and suggestions it receives and then submit its final report to SCUP by April 2003 with the expectation that this report will subsequently go forward to Senate in May, 2003.

2. Introduction

SFU Surrey presents an extraordinary opportunity to identify, for current and future programs, a set of driving principles and values that can extend SFU renown for programmatic distinctiveness in both design and method of approach. Five principles were identified as key to this achievement:

- An interdisciplinary approach to programming;

- Integration;
- Programmatic innovation;
- Ongoing programmatic interaction supported by administrative flexibility;
- A transition from a thematic to a multi-faceted approach to programming and campus development.

During this initial planning process three overlapping but distinct questions have emerged, namely, what should we do now and in the future with a) the Surrey students, b) the Surrey programs, and c) the Surrey campus? The options are clearly constrained by the fact that there are existing students, programs and a campus, but we are not limited to the status quo.

The chief recommendation of the SSLTPC is that SFU should have a continuing presence in Surrey and that we should build upon the legacy of the Technical University of BC by offering high quality programs that are sustainable, relevant and integrated with the overall vision and mission of SFU.

This discussion paper is based on the assumption that SFU will continue to have a campus in Surrey. There are many planning variables that are not yet fixed or determined. During this early stage of collective deliberations, it is crucial to build avenues for change, and mechanisms to facilitate change.

The Surrey initiative represents a major event in the history and progress of Simon Fraser University. There is enormous potential to build new programs, research opportunities and pedagogical approaches and to engage in community development and enhancement. Our approach in this initiative should be open and imaginative. The overarching message of this discussion paper is to proceed with focus and energy to realize the rich potential of a Simon Fraser University campus in Surrey.

3. Academic Programming

The domain of academic programming is typically broad and complex in nature. It must be defined by principles which give substance and direction to the numerous and varied tasks involved in program development. Four programmatic principles are identified as key to this achievement. SFU Surrey programs should be:

- interdisciplinary
- integrated
- innovative
- interactive

Each of these principles requires commitments and concomitant tasks from the university community—administrators, faculty, staff, and students alike—to create programs that nurture and facilitate intellectual breadth and invention, creative and critical thinking, and problem-solving capacities that arise out of a lively, interdisciplinary, integrated, and ambitious program design. Through application of these principles, we should develop

the current technologically-oriented Surrey campus into one that offers a broad spectrum of academic offerings that will serve the needs of local, provincial, national and international students.

Recommendations

Eight recommendations are made for advancing the project of effective and enduring program development:

3.1 The current program at SFU Surrey should be converted to a School in the Faculty of Applied Sciences.

To date, the Faculty of Applied Sciences (FAS) has served as the administrative home for the SFU Surrey program, and its Program Director sits as a member of the FAS Executive. From the moment of its integration into SFU, the program at SFU Surrey has modeled its governance policies and administrative structures on units in the FAS, and has continued to define its curriculum through the administration of the FAS. As well, the program at SFU Surrey has paid keen attention to possible interactions and collaborations within the Faculty. In practice, the FAS has been given the role of interim "host Faculty", and this has allowed it the opportunity to develop programmatic linkages with SFU Surrey faculty and students.

The SFU Surrey faculty members have presented a compelling case for a permanent placement into the FAS with continuing faculty appointments. The working and proposed name of the School, the strong professional and applied dimensions to the program, the vision statement, the degree designation and aspirations of the program all point to the FAS as the most appropriate placement.

The diversity of the FAS which includes the Schools of Communication, Computing Science, Engineering Science, Kinesiology, and Resource and Environmental Management and the range of degrees offered in the FAS, provide an appropriate, highly interdisciplinary academic and administrative environment within which the program (and eventual School) at SFU Surrey can flourish. In particular, the inclusion of science and arts/social science research and teaching within the FAS make it the most beneficial structure for the administration of the programs currently at SFU Surrey.

There is an important point to make with regard to the proposed graduate program and the issue of placement/structure/governance. Graduate programs at SFU are usually associated with departments that also offer undergraduate programs with faculty who teach in both programs. Although there are a few stand-alone graduate programs, the first graduate program at Surrey should be associated with a *bona fide* academic unit whose faculty members are located at the Surrey campus and who also teach undergraduate programs. For this reason, the development of graduate programs at Surrey should be linked to decisions about undergraduate programs and to the establishment of a School at Surrey in the FAS.

3.2 The interactive arts and information technology areas of study should be regarded as inextricable, and together define a unique, integrated, and innovative School and program opportunity for SFU.

Although it is recognized that program planning at SFU Surrey might produce two streams or areas of concentration within a new School, the inextricable relationship between IA and IT is definitive of the program, and widely recognized as an important source of its highly innovative and distinctive approach to curriculum design and development, and to pedagogy. The foundation upon which the program of the previous TechBC was built, and the vision articulated for the future of the program at SFU Surrey, are vital and productive connections between IA and IT at all levels of research and teaching. SFU is fortunate to have the opportunity to utilize the existing opportunities and strengths that exist with the faculty and these programs and to continue to explore and build upon these areas of teaching and research.

3.3 A vigorous project of interactions and collaborations should proceed on the basis of identified synergies between the current program at SFU Surrey and other units and faculties across the university.

The preliminary list of programs and program areas below identifies potential areas for interaction and collaboration. Members of the SFU community are encouraged to submit their own ideas in this area to the Committee for consideration.

Faculty of Arts

School for Contemporary Arts – The Interactive Arts Program at SFU Surrey provides particularly rich opportunities for interaction with Contemporary Arts. The programs have met formally and informally to articulate and map areas for collaborative teaching and research. These areas include choreography, interactive systems, photography, research and presentation of large-scale performances and productions, film narrative studies, technology and the arts, and others.

Department of Geography – Their expertise in geographical information systems provides a natural linkage with existing Surrey programs, and the Certificate in Spatial Information Systems will doubtless be of interest to Surrey students.

Faculty of Applied Sciences – Potential synergies could be realized between the programs at SFU Surrey, the School of Communication, the School of Computing Science, and possibly other units in a number of areas, including: new media/digital media, multimedia, telecommunication policy, human-computer interaction, social user interface, digital literacy, interface design, computer-mediated communication, technology and society, collaborative learning systems, online learning, visual and interactive media.

Faculty of Science – From a research perspective, opportunities for collaboration with SFU Surrey have been identified for faculty and graduate students in the Department of

Molecular Biology and Biochemistry (MBB); in particular, the range of expertise in Informatics at SFU Surrey offers promising research interactions with MBB. A possible joint major or other forms of linkage and collaborative teaching and research among the IT/IA program at Surrey, Computing Science, and MBB has been proposed for consideration.

Faculty of Education – The Faculty of Education's four program areas—Graduate, Field, Professional, and Undergraduate demonstrate rich possibilities for productive interaction in the theoretical and practical dimensions of teaching, curriculum design and delivery, technology and educational innovation, and other areas of educational research.

Learning and Instructional Development Centre (LIDC) – There is a solid foundation to build collaborative initiatives between the LIDC and the current program at SFU Surrey. The Director of LIDC has proposed bringing together the work of LIDC in the area of pedagogical training and practice (particularly online and multimedia applications) with the innovative online design and delivery approaches in teaching at SFU Surrey.

3.4 New program development at SFU Surrey should move forward with a cohort program of integrated studies that facilitates the movement of students among disciplines and programs, and among the university campuses.

The TechOne curriculum of the former Technical University of British Columbia was an integrated, cohort-based foundation year bringing together students with interests in Interactive Arts, Information Technology and Management and Technology. In particular, this program emphasized collaborative learning and the appropriate use of on-line technologies. There appears to be clear support emerging from members of SFU faculty to continue a TechOne type program or some other version of a cohort program that could be used to stream students into Arts, Business and Science programs at SFU.

A semester cohort program is typically a one-semester package of courses offered to students on a cohort basis. Five 3-credit courses may be involved. In a multi-campus SFU, a semester cohort program could provide an opportunity to bring students from their home campus for a semester to participate in a program associated with another campus. Semester cohort programs could be used as mechanisms for broadening exposure for a number of disciplines for SFU students. The opportunities for a semester cohort program at SFU Surrey are numerous. For example, courses from across a number of faculties could be integrated, with IT/IA/technology studies serving as a programmatic fulcrum. Semester cohort programs have the advantage for students of minimizing inter-campus travel.

3.5 New programs for the SFU Surrey campus should be explored, planned and pursued. These programs can be either “transplanted” from other areas of the university or newly created.

The following list of programs is intended to offer directions and proposals for program development at the SFU Surrey campus in addition to the current programs in Interactive Arts and Information Technology. Members of the SFU community are encouraged to submit their own ideas in this area to the Committee for consideration.

Faculty of Arts

There is a strong sense that entry-level programs of a general nature would be in particularly high demand as the Surrey campus develops, and that liberal arts must be an essential component in such offerings. The Faculty of Arts has expressed a strong interest in providing course offerings designed to achieve a comprehensive academic program at the Surrey campus.

In addition, SFU has an exciting opportunity to design a Bachelor of Applied Arts for delivery to students in its Surrey campus. The program would be targeted at individuals who require specific knowledge bases and skills to prepare them for direct entry into the job market. While current BA programs do this they are also designed to prepare students for graduate training. The difference therefore and emphasis in the BAA is upon practical applications of knowledge to real world problems.

The first three semesters of the degree would commit students to a core curriculum by establishing core competencies in communication/writing skills, analytic/critical thinking skills and liberal arts and science courses. The remaining semesters would be devoted to one of a number of streams each of which would be supported by a number of electives. An important component in this educational process would be required co-op and/or community service training. Possible streams (which may be offered in conjunction with the college system) would include the following:

- Application of GIS and other imaging technology;
- Urban design and planning;
- Criminology/policing/forensics;
- Gerontology/health care
- Community development

Faculty of Business Administration

The Faculty is clear and emphatic in its support of the development of Business and Technology courses for SFU Surrey. This does not mean that the Faculty wishes to reprise the previous TechBC Management and Technology section of the program, but rather to build new programmatic areas at Surrey that would elaborate and enhance the current IA and IT offerings. It is the intent of Business to develop a complete BBA degree program at Surrey with a concentration in Management of Technology using the technology pedagogy already in place in the IA and IT programs. The new MOT program will interact with the IA and IT programs by offering courses of interest to IA and IT

students and by having its students sample courses in the IA and IT programs. If such an initiative were undertaken, the program would be staffed by Faculty of Business Administration faculty members and would operate under a different model from that followed by the Faculty of Applied Sciences at the Surrey campus.

Faculty of Education

Opportunities in local academic programming at SFU Surrey have been identified in the four program areas of the Faculty of Education—Graduate, Field, Professional, and Undergraduate. The Graduate programs area offers a wide array of graduate-level programming leading to M.Ed., M.A., Ph.D., and Ed.D.; and the Field programs area has many and varied programs that lead to a Graduate Diploma.

The Professional Development Programs Group (PDP) has a long and fruitful experience in locating groupings of teacher education students and faculty associates in community settings beyond the Burnaby campus. At present, one grouping is already located in Surrey and, given the projected growth in the Surrey School district, the Faculty of Education is eager to explore with the Surrey district further collaborations that could call SFU Surrey home. As well, certain components of the Undergraduate Programs in Education (courses and minors, and several Certificates and Post Baccalaureate Diplomas) could be located at SFU Surrey.

Health Programs

The SSLTPC recognized that Surrey and the Surrey campus are important and extremely promising contexts for research opportunities for the Institute for Health Research and Education (IHRE) at SFU. The Institute's emphasis on community contributions, and developing research collaborations that bridge biomedical, health systems, health services, and population health research sectors is eminently well suited to, and would benefit considerably from the Surrey location. Certainly the very substantial health sector in Surrey offers attractive opportunities for applied health research.

3.6 Adopt the trimester system for the current programs at SFU Surrey for the benefit of new program development and Co-operative Education planning at SFU Surrey.

Coordination of the programs at SFU Surrey with the SFU trimester system is essential to a successful Co-op program. The module system of the former TechBC and the trimester system do not mesh for the purposes of Co-op, and this incongruity is an obstacle to Co-op development and placement opportunities.

3.7 Identify opportunities for credit and non-credit courses and programs at SFU Surrey in terms of both academic and community needs.

The credit and community outreach activities offered through Continuing Studies at the Surrey campus will both relate to the University's academic programs located at that campus, and also reflect the needs, interests and diversity of the local Surrey/Fraser Valley population. As well, Continuing Studies could provide departmental services at

the Surrey Campus to Harbour Centre and Burnaby campus faculty who are not based in Surrey but teach there.

3.8 Begin the formal implementation of the academic programs at SFU Surrey in the Fall of 2004.

The program for the 2004 cohort would be based on the foundation of the 2003 cohort. The 2003 cohort program is under active development at the moment in the Faculty of Applied Sciences, and should be completed shortly. This development proposes a transformation of the IA/IT program content for wide compatibility with related SFU programs. This proposal calls for an integrated "TECH 1/MEDIA 1/DESIGN 1" (working titles) program that offers a general foundation year for IA, IT, and other related programs at SFU. It is important to note that the proposed development provides for increased interplay between the IA and IT components of the current program while, at the same time, facilitating greater programmatic interaction with other related disciplines in the university - all within the context of a new School in the Faculty of Applied Sciences.

The program proposals being considered for 2003 include a revision to the graduate program for SFU Surrey and a recent initiative related to the "Development of the IA and IT Degree Programs" (undergraduate). Both are moving expeditiously through the various University review and approval processes. The work described here offers assurance to the SFU community that the process for the 2004 cohort is well underway. Indeed, this cohort program will be substantially based on the (soon-to-be-completed) 2003 program.

4. Campus Development

There are some key considerations that can be extrapolated from the existing campus model at SFU Surrey. These include the importance of capitalizing on the significant investments in people, programs, and facilities as well as extensive planning and input from the academic and business communities that worked with TechBC. SFU can benefit from the goodwill that has been created with the Ministry, the City of Surrey, and other stakeholders and enhanced by the smooth transition process. To underestimate the value of this prior investment and goodwill could result in a lost opportunity. As well, there may be short and medium term risks involved leading to the loss of highly qualified faculty and staff and operational methodologies that are part of the current SFU Surrey model.

Research was carried out comparing various campus development models found within ten different institutions across the following variables:

- Size and phasing of growth
- Stated mission
- Type of model
- Structure

- Nature of programs
- Student services
- External links and relationships

What stands out in the analysis is the wide range of growth patterns and approaches to campus development. In some cases, multiple campuses are closely situated within an urban core, and in other examples, the campuses are relatively isolated and serve different regions. There are also varying levels of autonomy with some campuses having their own Senate and others not having a Dean or faculty administration on site. In almost all cases, the newly developed campus has evolved towards distinctive programs and a niche identity allowing it to be clearly differentiated from the original campus and minimizing duplicate offerings. Key lessons from the investigation of campus development models include the importance of initially establishing a number of flagship programs which are known for their high quality and being integrated with the academic activities of the Burnaby campus.

To a large extent, the academic vision and the governance structures of the Surrey campus will be dependent on what kinds of offerings will ultimately be available at that location. It will be particularly important for the development and evolution of this campus to have a focused vision and mandate that on the one hand will help shape its identity and guide its development but on the other will ensure that its direction is congruent with the continued growth and opportunities of the University overall.

Recommendations

- 4.1 A focused vision and mandate for the SFU Surrey campus should be articulated that will help shape its identity and be consistent with SFU's values and commitments. It is recommended that an initial positioning statement be adopted for the SFU Surrey campus with the aim that this would lead to the development of a final vision statement for the campus.**

The initial positioning statement should consider the following:

- SFU Surrey should be positioned as a first rate university campus equipped with up to date technological and building infrastructure and located in the growing and diverse economy of BC's Fraser Valley.
- Credit and non-credit academic programming at the SFU Surrey campus should complement SFU's strengths in liberal arts and sciences by developing a core offering of innovative interdisciplinary and professional programs at the graduate and undergraduate levels.
- The following positioning themes should be reinforced through strategy, investment, and delivery of commitments:
 - nationally and internationally respected research-based programs
 - innovator in undergraduate teaching and e-learning practice

- centre of excellence in student-centered services
 - collaborative and connected to its community
- The new campus should continue SFU's legacy of innovation in higher education and complement and leverage the programs and resources of the Burnaby and Harbour Centre campuses while creating a distinctive identity for SFU Surrey.
 - SFU Surrey should be guided by SFU's Statement of Values and Commitments and develop and expand innovative interdisciplinary and professional programs and creative community outreach and partnership as well as champion the value of curiosity driven, basic research in expanding the foundations of knowledge.
 - There should be a strong focus on building community relationship mechanisms and services such as an external advisory committee, co-op programs, Continuing Studies programs, collaboration with other educational institutions in the Fraser Valley, and industrial liaison to enable the University to meet the needs of the community.
 - The small but growing size of the student population at SFU Surrey, the technology infrastructure, the expertise and service orientation of existing staff, and the location in a commercial venue should be viewed as a major opportunity for SFU to innovate in instructional approaches and student services that can be expanded to other SFU campuses in a staged approach.

4.2 Three possible campus development scenarios are recommended for consideration including:

Zero Growth Campus at the existing site – This scenario involves renegotiating the lease at the existing facility or another Surrey "store front" location, on the assumption that access will be capped near the 860 FTE threshold set out in the three year agreement and there will be no growth beyond 2004-05.

Targeted Campus on an Expanded Site – This option involves negotiating lease and tenant improvements on the existing site with a first phase of approximately 175,000 sq ft, and a right-of-first-refusal on expanding into additional space.

Campus on a Newly Built Site – This scenario would involve negotiating the development of a "green field" site in Surrey to construct a new campus. There will be costs involved with obtaining land and creating a new campus. Typically, the government prefers to provide land that it already owns.

It should be noted that in the current provincial context, the second option would most likely be the most advantageous one for SFU.

4.3 Any campus planning exercise needs to take into consideration the following specific recommendations related to further campus development at SFU Surrey:

- A facilities plan should be driven by an academic plan, not the reverse. Once the academic plan for SFU Surrey has been defined and agreed upon, then a facilities plan can be designed within the context of serving the academic plan.
- It should be recognized that at the end of the next academic year, further growth in student numbers will be constrained and that current leases expire in August 2003 (an extension up to two years is possible).
- It should also be recognized that expansion at SFU Surrey will be required in 2003/04 and 2004/05 to accommodate the funded FTE growth target. If growth is assumed, there are two main options:
 - a. expand at existing location (assumes the landlord is prepared to negotiate a lease extension beyond August 2005)
 - b. move to a new location (preparation time will be required for occupancy in fall 2005; Fall 2004 is not enough time)
- It should be recognized that it would take a minimum of twelve months and realistically about eighteen months to make facilities in an alternative location available for an expanded campus.
- No matter what scenario, it is recommended that we never eliminate the opportunity to own our campus.

Issues to consider for any campus development model include:

- *Pedagogical model options* have both a big range and implications for the other parameters (range includes varying degrees of emphasis on classroom, labs, educational technology, distance modes, needs of different disciplines).
- *Space standard* (how much space to provide per student FTE): 170 sq. ft. is the standard in a conventional university and is an average that takes into consideration differences across disciplines. Relative to current enrollments, leased premises in the transition space at the Surrey Place Mall provide 143 sq. ft. per FTE. This less than standard space allocation is possible because the particular program delivery and open office planning models used in the current facility.
- *Expectations of faculty* will also affect space requirements (i.e. ratio of faculty per student, number of faculty offices, amount of research space).

- *Provision of student services* (gym, cafeteria, library, parking, health/counseling, etc.) also help determine which campus model will be used and how much space will be required.
- *Lease rate* (cost per sq. ft.) will not be known until it is actually negotiated.
- *A growth rate* of 20% is assumed to be reasonable, but realistically it will also depend on policy around the access challenge.

4.4 Governance, administrative, policy and procedural frameworks of the SFU Surrey campus should be organized in accordance with existing SFU structures and subject to the authority of the SFU Senate and Board of Governors.

- The Surrey campus should have representation on SFU committees as appropriate and necessary.
- The Surrey campus may wish to have some advisory councils or committees to be used to develop programs or offerings specific to the Campus. However, any formal reviews or approvals of any proposals that were developed would have to be sent through the regular University governance channels.
- The current position of Campus Director, someone who oversees the day-to-day operations of the campus, its programs and its continued development, should be continued. As the campus expands, this position may need to be advanced to the level of Associate VP, similar to Harbour Centre.
- The Surrey campus should operate in accordance with the same core services and structures as the Burnaby and Harbour Centre campuses with the expectation that as it expands, there would be the need to potentially have "branch" offices available on site for the convenience of faculty, staff and students. There may be the need for some campus specific services or methods of operation in order for SFU Surrey to adapt to or fit in with its eventual location and mandate
- The Surrey Campus should look at obtaining services such as Health Services, Reprographics, Food Services, Central Stores/Purchasing and Athletics/Recreational Services perhaps through existing businesses or services already in place in the community.
- A financial model should be developed early in the campus development process, which is shaped by the types of programming and services envisioned for the campus, the type and amount of space the campus will have at its disposal, its physical location within the community, and the extent and success of fundraising initiatives.

5. Pedagogy

The recommendations put forward in relation to pedagogy are not meant to be specific to the Surrey Campus. The Committee felt that a discussion around pedagogy was critical to the planning process given the technology-oriented nature of the current Surrey programs. However, any actions taken with respect to the recommendations outlined below will need to be collective ones that support pedagogy across all campuses of SFU and sustain the strategic vision of the University.

Models of pedagogy identify and arrange factors which are theorized to affect how learners learn and, thus, what they achieve. There is no universally accepted model of pedagogy, nor is there a full agreement about factors required in models of pedagogy. Five elements common to most models of pedagogy are: goals, curriculum, features intended to guide learning (i.e. instructional design), assessment of students' progress and achievements, and learners' individual differences.

There is scant data about pedagogies in practice or the effects of technological supports for teaching and learning at SFU-Burnaby or SFU Harbour Centre. Technologies used in varying degrees include email, conferencing systems, LON-CAPA, and an enterprise-level course management system, WebCT and First Class.

At SFU Surrey, there are distinct models of pedagogy (delivery models) in practice in the context of 5-week "courses" (modules), each of which is extensively entwined with technological tools. The models and tools are perceived to be useful but not flexible enough. The Surrey course management system is adequate for the near future but likely must be replaced or significantly revamped if adopted for the longer term. A majority committee opinion is that 5-week modules have more disadvantages than advantages although they can be useful in particular situations. In some instances, technology tools increase faculty workload.

Promoting sound pedagogical practices and guiding faculty and students in using technology tools in teaching and learning are, in slightly different ways, goals pursued by the Centre for Distance Education (CDE), the eLearning Innovation Centre (eLINC), and the Learning and Instructional Development Centre (LIDC). All three units are perceived to be effective. Except for SFU Surrey, where all modules are jointly developed by faculty in consultation with eLINC staff, the university community should make more extensive use of these services.

However technologically supported pedagogy may evolve, four factors will return value to the university community: knowledge resources regarding effective pedagogy and appropriate support by technologies, technology resources (infrastructure), effective articulation with the student information management system (SIMS), and sound fiscal planning and management.

Five recommendations are made for advancing pedagogy and making effective use of technologies to support that objective:

Recommendations

5.1 Revise the Terms of Reference for the Senate Committee on University Teaching and Learning (SCUTL)

Terms of reference for SCUTL should include responsibility to:

- develop and update guidelines for prudent use of educational technologies with reference to overarching requirements and constraints.
- recommend priorities for the central allocation of resources to implement, manage, and improve technologies used in university teaching and learning.

Within the broad array of issues under SCUTL's purview, the following areas are particularly important wherein policy needs to be modified or developed in adopting, monitoring, managing, and staying at the leading edge in using educational technologies effectively:

- vision about the roles of educational technologies in teaching and learning;
- a system of incentives so that university faculty will invest effort in learning about and using educationally effective technologies;
- support systems and resources (e.g., training, online manuals) for faculty, staff, members of TSSU, and students who use educational technologies in teaching and learning;
- gathering and examining data on the extent to which teaching and learning with educational technologies are effective and fiscally appropriate;
- copyright, digital rights, and intellectual property in the area of elearning;
- articulation across campuses and among the various units responsible for pedagogy support;
- articulation of pedagogical support services with Academic Computing Services which is responsible for infrastructure underlying technology-enhanced teaching and learning.

5.2 Develop synergies and coordinate activities among the Centre for Distance Education, the eLearning Innovation Centre, and the Learning and Instructional Development Centre.

Each of these units has extensive experience with pedagogical models and educational technologies, and each has substantial infrastructure that supports its respective mission. These talents and resources should be brought together to increase their unique and joint contributions to improving pedagogy across the university. As a first step, a committee

should be struck to identify and propose methods for (a) capitalizing on potential synergies among these units and (b) coordinating their activities.

5.3 Form an Advanced Learning Technologies Institute (ALTI).

The university has too little valid data on the effectiveness and properties of technology-enhanced pedagogies that are or might be practiced at SFU, and the research literature in this area is both unsatisfactory and burgeoning. This lacuna is an opportunity for SFU. By establishing an Advanced Learning Technologies Institute, the university can meet its needs in this area and simultaneously achieve premier position in research on technology-supported pedagogy.

The mission of the ALTI should be to frame, seek funding for, carry out, and disseminate research on technology-supported pedagogy. In addition to base budget staff of a Director and at least one research associate, ALTI should stimulate collaboration among researchers across the SFU campuses who investigate features, effects, and individual and societal consequences of technology-supported pedagogy.

One high priority project for ALTI should be to catalog technology-supplemented pedagogical practices in use throughout the university. Concomitantly, it should plan and carry out evaluations of current technology-supplemented pedagogical practices with respect to educational effectiveness and properties such as fiscal efficiencies, student completion rates, transfer of skills from campus to career settings (e.g., co-op), and so forth.

An equally high priority goal for ALTI should be to develop a protocol by which participants throughout the cycle of technology-supplemented teaching and learning can and will be interested to participate in a "living laboratory." Foci for projects in this context should range widely, for instance, spanning formative evaluations of software systems, experiments on learning, studies of factors affecting access to educational opportunities, the ecology of teaching and learning in the context of the living laboratory, faculty development, and changes to the roles of teaching assistants in technology-supplemented courses.

In addition to these matters, ALTI should seek to strengthen SFU's links with national organizations (e.g., COHERE) and scholarly communities researching learning technologies.

5.4 Develop a process for identifying personal computing system packages for faculty and students.

Considerable costs—financial, attitudinal, and educational—accrue to the university and to users as a result of heterogeneity in software and hardware systems. At the same time, tailored systems must be acknowledged as representing part of what it means to be on the forefront of a field. This tension must be turned to advantage rather than being allowed to constantly erode material progress and community attitude.

In this context, it is prudent to identify a small number of recommended standard computing packages for the university's personnel. Correspondingly, a sound financial plan needs to be created so that existing and new faculty and all students entering the university, new and transferring, can purchase or lease a recommended computing systems package. A package in this model is a configured set of hardware platform, operating system, and a basic toolkit of software applications including, for example: email, word processing, presentation, computational (e.g., spreadsheet, statistics), calendar and personal information management. In selecting components for packages, attention must be paid to these factors:

- Packages must satisfy multiple disciplines, acknowledging that, for example, Education, Engineering and English will have different needs;
- Packages must use interoperable protocols and formats that allow data to be shared across systems for teaching and learning, SIMS, and university-wide bedrock infrastructure;
- Packages must have significant economic advantage;
- The architecture of each package must provide for extensibility or "add ons" at minimal investment so that tailored solutions can be accommodated and promising innovations can be explored;
- Backward compatibility must be, in so far as possible, insured.

Computing technologies change rapidly. Therefore, to maintain a first rank position in educational uses of computing technologies, packages will need to be regularly reviewed.

5.5 Develop a protocol for choosing a course management system or a coordinated set of tools for managing e-learning.

Course management systems are designed to handle a very wide range of tasks relating to technology-supplemented teaching and learning. Because of their complexity, these systems are expensive, can require considerable training to use effectively, and can require considerable resources to maintain. Building on a variety of previous efforts, SFU should establish a process for reviewing and making choices about these systems. A great deal can be learned by thoroughly examining choices, systems, and consequences in the context of SFU-Surrey's development of its own course management system, dubbed CMS.

The process that is developed to select a course management system (or a set of discrete tools that can be effectively coordinated to form the equivalent of a course management system) must satisfy at least three requirements.

- The process must lead to selecting a fiscally viable system or set of tools;
- Scalability and interoperability with other systems, particularly SIMS, must be assured;
- Neither the course management system chosen nor the process for selecting it should curtail research and innovation in pedagogy.