

Implementation Report on the 2016-2017 Cyclical Review of the Women and Gender Studies Program

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INTRODUCTION

This is the first implementation report for the Women and Gender Studies cyclical review that took place in 2016-2017. For each recommendation, the full language from the External Reviewers' Report has been included, along with the corresponding information about implementation from the Final Assessment Report. For each recommendation, the unit has provided an update on the progress or action made toward the implementation of that recommendation, followed by comments from the relevant dean(s) and the Program Review Sub-Committee. Taking into account the updates provided by the unit and the comments from the dean(s), the Program Review Sub-Committee will review the report and determine if all recommendations have been implemented satisfactorily or if a subsequent report will be required.

RECOMMENDATIONS PRIORITIZED FOR IMPLEMENTATION IN FINAL ASSESSMENT REPORT

<p>Full Recommendation from External Reviewers' Report: In an effort to highlight its distinctive features at WLU and in the Faculty of Arts and to position itself as a destination program in the region, the review team recommends that the Women and Gender Studies program undertake an initiative that would involve a profile-enhancing branding exercise; the development of a refreshed mission statement that highlights the program's unique strengths (for example, interdisciplinarity, exploratory pedagogies, engaged and experiential learning, etc.); the clustering of courses that could serve as a marketing tool and would be a way to organize the course offerings thematically for students; and the enhancement of its communications plan and promotional materials in line with this overall initiative. These materials should be shared with relevant student recruitment and advising units.</p>		
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
Recommendation #1: That the Program undertake a profile-enhancing branding exercise and enhance its communication plan and promotional materials.	Coordinator and Coordinating Committee	September 2018

Unit Update: The program coordinator consulted with staff in recruitment at annual meetings scheduled in August 2017 and 2018 to discuss the Women and Gender Studies Program's strengths and appeal to incoming

first year students. These meetings were intended to ensure that the recruitment team was up to date on general trends in the field of women and gender studies and in the program, in particular. Highlights included the emphasis on diversity and equity issues covered in WGS curriculum and the relevance of this learning for students for students in a combined honours degree. Another highlight was the relevance of WGS for students with interests in post degree studies for careers with significant emphasis on equity and diversity such as law, social work and education. Another initiative pursued was the prospect of making another WGS promotional video to replace the initial one made by Memory Tree Productions, which featured a previous coordinator. Budgetary constraints however meant this was unfeasible. Instead, promotional materials such as the overview printed pamphlet, bookmark and online information were reviewed and updated annually to ensure accuracy about course offerings. The WGS program believes that the above mentioned initiatives fulfill this recommendation.

Decanal Comments: I concur that this recommendation has been met.

Program Review Sub-Committee Comments: The committee concurs with the program and the Dean of Arts that this recommendation has been satisfied by the actions outlined above.

Full Recommendation from External Reviewers' Report: Wherever possible, the review team recommends that the WGS program intensify student recruitment and retention efforts especially at the 100 and 200 levels. For example, the Women and Gender Studies program has already instituted the practice of developing a power point that instructors present to classes (Self-Study Report, p. 67); however, a power point could be specifically tailored to 100- and 200-level students. The latter would not only include information about what courses will be offered the following term or the next academic year and program degree requirements (combined honours and minor), but also the benefits of a combined honours program or minor.		
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
Recommendation #2: That the Program intensify student recruitment and retention efforts especially at the 100 and 200 levels.	Coordinator and Coordinating Committee	September 2018

Unit Update: The WGS program continued its ongoing efforts at student recruitment through participation in university-wide (Ontario University Fair) and Faculty of Arts open houses. It enhanced its social media profile through regular updates to its Facebook page. A WGS faculty member updated this page to reflect public events organized by WGS such as guest speakers and International Women's Week activities. In fact, a 2017/2018 Google Analytics report concerning Laurier's Faculty of Arts academic unit webpage access noted that Women and Gender Studies had the most improved access of all units at the university. The document captured data from Sept 1, 2017 to January 31, 2018, the prime period of Fall term recruitment efforts. Although the WGS program considers recruitment to be an ongoing initiative, we believe that the above examples satisfy the intent of this recommendation.

Decanal Comments: I concur that this recommendation has been met under previous conditions. However, given the fundamental shift in recruitment (and retention) caused by the COVID-19 pandemic, WGS like all the

departments/programs in the Faculty of Arts will have to consider new methods of attracting and retaining students.

Program Review Sub-Committee Comments: The committee agrees that student recruitment and retention are ongoing initiatives, rather than one-off actions. The actions described by the program all demonstrate a commitment to student recruitment and retention. Since this recommendation relates to ongoing work that has and will continue to be undertaken by the program, no further reporting on this recommendation is necessary.

Full Recommendation from External Reviewers' Report: The review team recommends that the WGS program enhance its promotion of the benefits of a combined honours or an honours/minor program on the website, in promotional materials, and in discussions with relevant advising units.		
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
Recommendation #3: That the Program enhance its promotion of the benefits of combined honours or an honours/minor program on the website, in promotional materials, and in discussions with relevant advising units.	Coordinator, Coordinating Committee, other relevant administrative and academic units	September 2018

Unit Update: The Women and Gender Studies program can only be pursued as a linked double major with another program within the Faculty of Arts. As such, WGS promotional materials note the benefit of interdisciplinary study. To enhance the interdisciplinary aspect of the program, WGS specifically pursued collaborative initiatives such as the activities planned for International Women's Week. An example of one such activity were the lectures and performance of musician and lawyer, Danielle Ponder, on February 28, 2018 co-sponsored by WGS with the support of the Faculty of Arts, the then Diversity and Equity Office, The Student Life Levy, the Campus Experience Enhancement Fund and the Student's Union. They included "Citizenship in Name Only: Stories from the Criminal Justice System," and "For the Love of Justice." The program will continue to promote the advantages of combining Women and Gender Studies with another complementary Arts discipline in its marketing and advising materials.

Decanal Comments: I concur that this recommendation has been met.

Program Review Sub-Committee Comments: Like the previous recommendation, Recommendation #3 relates to promotional work about the program that should be ongoing. The committee will take its cue from the Dean of Arts and agree that the ongoing efforts documented by the program satisfy this recommendation for reporting purposes.

Full Recommendation from External Reviewers' Report: Given the diversity of Women and Gender Studies students' interdisciplinary interests and their future career or educational goals, it would be beneficial if students could combine their honours program with programs outside of the Faculty of Arts (see <i>Self-Study Report</i> , pp. 36 for restrictions in this regard) and the review team recommends that this possibility be explored with the relevant administrative units.		
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
Recommendation #4: That the Program explore combining with programs outside of the Faculty of Arts.	Coordinator, Coordinating Committee, Dean of Arts	January 2019

Unit Update: This initiative is considered, in principle, to be a very good idea. In fact, the composition of the WGS Coordinating Committee to include members from other faculties (Science, Music and Social Work) came out of a vision of WGS as being relevant beyond Arts for students in other faculties. Indeed, students from other faculties take WGS courses as electives. The WGS program regards this recommendation as having been met.

Decanal Comments: I am not clear that this recommendation has been met, but I am also not sure that the External Reviewers were aware of institutional restrictions that inhibit students from combining honours programs across Faculties. I would concur that this recommendation has been met to the extent possible by the program.

Program Review Sub-Committee Comments: Based on the comments provided by the program and the Dean of Arts, no further reporting on this recommendation is required. In their discussion of this recommendation and its responses however, the committee noted that combining majors across faculties may not be as much of a barrier as is presented here, and would encourage the program to continue to explore this possibility going forward.

Full Recommendation from External Reviewers' Report: The review team recommends that the WGS program further adjust the program learning outcomes to align more directly with faculty resources and capacity and current course offerings (as suggested in section 2c).		
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
Recommendation #5: That the Program adjust its learning outcomes to align more directly with faculty resources and capacity and current course offerings.	Coordinator, Coordinating Committee, Dean of Arts	September 2018

Unit Update: The program learning outcomes were explored and revised program overview and promotional materials now more accurately reflect the program's alignment with faculty resources and current course offerings. Relatedly, this incorporated the research and teaching specializations of new faculty member Dr. Karen Stote in a tenure track position beginning July 1, 2018.

Decanal Comments: I concur that this recommendation has been met.

Program Review Sub-Committee Comments: The committee agrees that it is essential that program learning outcomes reflect the current program curriculum, and was pleased to hear that this work had been undertaken since the external review took place. No further reporting on this recommendation is required.

Full Recommendation from External Reviewers' Report: Given that WS 100 (in class and online) is a critical foundational course in the program where students are first introduced to Women's and Gender Studies as a discipline, to key concepts, histories, and relevant contemporary issues, and to library resources and basic research skills, the review team strongly recommends that the program initiate a collaborative process with instructors to develop greater standardization of curriculum and consistent learning outcomes to be presented in the course syllabi. The revision of the online version will require working with the Centre for Teaching Innovation and Excellence in Online Learning, but the learning outcomes and course content should be as consistent as possible with the in class version.		
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
Recommendation #6: That the Program develop greater standardization of curriculum and learning outcomes in WS 100	Coordinator, Coordinating Committee	September 2018

Unit Update: This recommendation was discussed at length by the coordinating committee. Instructors who regularly taught WS100 noted that they were in contact with each other and collaborated much more than a review of syllabi would reveal. Energy should also be directed towards ensuring the standardization of the online version of the WS100 course. Financial resources are required to conduct the review and implement any necessary changes to bring core aspects of the online and intramural versions of WS100 into alignment with each other. This is an ongoing endeavour, which would require periodic attention to reflect curricular and pedagogical changes in the field of women and gender studies. The WGS program considers these efforts to have satisfied the recommendation.

Decanal Comments: The question of whether the kinds of standardization suggested by the External Reviewers is necessary is open to discussion. Consistency of learning outcomes may be achieved without imposed shared curriculums, and an instructor's right to select course material and decide on the way it is delivered needs to be considered. To the extent that the program believes this should be achieved it is worthwhile to attempt the recommendation, but the current method of collaboration already achieves a positive result. I concur that the program has sufficiently addressed this recommendation.

Program Review Sub-Committee Comments: The committee agrees with Dean of Arts that shared learning outcomes across course sections of a large course such as WS100 has value, and that using the same learning outcomes in each course section does not prevent individual faculty members from teaching and assessing the learning outcomes in different way. The committee encourages the program to focus its efforts on aligning the learning outcomes of the online version of WS100 with the intramural versions, such as is suggested above.

Based on the Dean of Arts' assessment of the actions taken, the committee is not requesting further reporting on this recommendation.

<p>Full Recommendation from External Reviewers' Report: The review team recommends that, if a required methodologies course for majors were developed, it would be best positioned at the 300 level in conjunction with WS 303: Feminist Theory and in preparation for a potentially newly envisioned 400-level capstone course. The methodologies course could also incorporate a professional development component with a focus on academic and non-academic writing, digital communication, etc. One strategy to address the program's limited faculty resources would be to offer the methodologies and feminist theory courses in alternate years and thereby build up enrollment demand.</p>		
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
<p>Recommendation #7: That if a required methodologies course for majors was developed it be positioned at the 300 level in conjunction with WS 303 and in preparation for a potential new capstone 400-level course.</p>	<p>Coordinator, Coordinating Committee</p>	<p>January 2019</p>

Unit Update: This recommendation was considered an excellent suggestion for future consideration. At present, feminist methodologies are covered in other course offerings in WGS. Given other pressing matters for WGS, namely maintaining faculty complement, it was decided not to pursue this course as a top priority but it should be given further attention when there are more resources available.

Decanal Comments: I concur that the implementation of this recommendation may be deferred to a future date.

Program Review Sub-Committee Comments: The committee believes that there is value in the external reviewers' recommendation that professional development skills such as academic and non-academic writing be incorporated into program curriculum. The comments above suggest that creating a methodologies course is not a priority for the program at this time, and since the Dean of Arts supports this action, no further reporting is required on this recommendation.

<p>Full Recommendation from External Reviewers' Report: While the review team fully supports the development of a 300-level experiential learning course, they also suggest that the program consider another strategy to allow for the creation of an experiential learning component without stretching limited faculty resources even farther by re-envisioning majors' 400-level capstone experience. For example, rather than building WS 490 around specialized thematic content, the WS 490 capstone seminar could provide majors with an opportunity to pursue their particular interests as aligned with their future educational or professional goals and to master the program learning outcomes in one of two ways; for example, they would be given the choice between engaging in independent research (having completed the methodologies course at the 300 level) and producing a major graduating project; or engaging in a university-based experiential learning practicum and producing a major graduating project which would incorporate critical reflections on and analysis of their service</p>
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learning experience, which would be grounded relevant research.		
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
Recommendation #8: That the Program consider creating an experiential learning opportunity by re-envisioning majors' 400-level capstone experience.	Coordinator, Coordinating Committee	January 2019

Unit Update: This is an excellent suggestion. The program agrees that the experiential dimensions of already existing WGS courses should be supported and has already taken the initiative to do so. These include, for instance, opportunities for students in WS490 to meet with former program graduates who are engaged, successfully, in different career paths and the inclusion of CIL (Career Integrated Learning) as a component of WS490.

Decanal Comments: Efforts at experiential learning (through practicums or otherwise) have been seriously affected by the COVID-19 pandemic. The activities described in the Unit Update do not directly meet the usual criteria for experiential learning, but at this point engagement in such activities will need to be paused until the health and safety of participants can be ensured.

Program Review Sub-Committee Comments: The committee sees great value in this recommendation by the review committee, particularly the idea that the “WS 490 capstone seminar could provide majors with an opportunity to pursue their particular interests as aligned with their future educational or professional goals.” The steps taken thus far by the program relate to the recommendation, but do not represent a complete and purposeful examination of how WS490 could ensure students meet program learning outcomes and feel prepared for their future academic and professional goals. While the committee concurs with the Dean of Arts that many experiential learning activities have had to be re-visioned during the pandemic, they would encourage the program not to lose sight of this recommendation and to give it seriously consideration in advance of the program’s next cyclical review.

Full Recommendation from External Reviewers’ Report: In relation to recommendations 2. and 3. above, the review team recommends that the WGS program implement strategies to encourage minors to consider a combined honours degree program as a way to enhance the number of majors.		
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
Recommendation #9: That the Program implement strategies to encourage minors to consider a combined honours degree as a way to enhance the number of majors.	Coordinator, Coordinating Committee	September 2018

Unit Response: Minors were encouraged during advising consultation with the coordinator and faculty and through recruitment activities such as open houses to pursue a major in WGS. Many majors enter the program

through participation in the minor or through taking electives. This has been an ongoing strategy of program recruitment.

Decanal Comments: I concur that this recommendation has been met.

Program Review Sub-Committee Comments: This recommendation represents an ongoing initiative that the program must continually be undertaking to try to recruit majors into Women and Gender Studies. The comments provided suggest that the program is aware of this and using the advising process to try to encourage students to pursue a combined major. No further reporting on this recommendation is required.

Full Recommendation from External Reviewers' Report: If additional financial compensation, or course release, for the position of coordinator is not possible, the review team recommends that the service contribution of this position be recognized fully and through the Dean's office. A letter from the Dean to the coordinator's chair acknowledging the expectations of the position and that it constitutes a significant service contribution and suggesting the coordinator be excused from extensive service in their home department would be one way of institutionally recognizing this work.		
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
Recommendation #11: That the service contribution of the Coordinator be recognized through the Dean's office.	Coordinator, Dean of Arts	September 2018

Unit Response: This recommendation was discussed with the Dean of Arts by then coordinator, Dr. Carol Duncan, in September 2017. It was noted by the dean that compensation was already provided as outlined in the Collective Agreement. The issue at hand rests on the fact that the number of majors in WGS is equal to that of some other departments who have a separate role (Undergraduate Advisor) assigned for student consultation. In WGS, as with other programs (as opposed to departments) in Arts, the student advising and coordinating role are held by the same faculty member, the Coordinator, without additional compensation such as earned extra time towards sabbatical leave, for instance. Additionally, service requirements in the home department of a Coordinator from another unit other than WGS may need to be adjusted to take into consideration overlapping commitments (department-in-council or subcommittee meetings for instance).

Decanal Comments: As noted in the Unit Response, this recommendation has been discussed. Collective Agreement articles have established compensation for Program Coordinators, and these may not be modified for particular units. It is appropriate for a Coordinator to negotiate reduced service in their home department, and the holding of a Coordinator position is recognized as significant in all evaluation exercises (Merit Awards, SPAT, etc.)

Program Review Sub-Committee Comments: The comments provided by both the program and Dean of Arts indicate the compensation for administrative service in the program is governed by the Collective Agreement, and therefore, unlikely to be changed through the cyclical review process. No further reporting on this recommendation is required.

Full Recommendation from External Reviewers' Report: The review team recommends that the Women and Gender Studies Coordinating Committee continue to involve interested faculty from additional units across the university. We suggest that the Committee focus on securing the involvement of other faculty in administrative activities and teaching. We recommend that administrative barriers to the offering of joint or cross listed courses and the joint appointment of faculty be lessened as much as possible. We also recommend that administrative barriers to teaching in Women and Gender Studies by members of other units be reduced as much as possible. More specifically, we recommend that the Dean of Arts allow faculty from other departments to teach Women and Gender Studies courses as part of their regular workload through an exchange of stipends. We would emphasize that the Women and Gender Studies program should retain autonomy over who teaches in their program, but would suggest that regularizing exchanges between programs would allow more courses in Women and Gender Studies to be taught by full-time faculty and would, over time, enhance the stability of the program. Since there is only one full-time faculty member associated with the program, stipend exchange is vital. We recommend that the Dean's office take an active role in encouraging this revenue-neutral exchange to occur with as little difficulty as possible.

Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
Recommendation #12: That administrative barriers to cross-listed courses and joint appointments be minimized, and that faculty from other units teach in the Program as part of their workload through an exchange of stipends.	Coordinator, Dean of Arts	January 2019

Unit Response: Arrangements, as per the Collective Agreement, are already in place to allow faculty to teach in WGS. The current and prior coordinator, for instance, hold appointments in other units. Many course offerings in WGS are cross-listed from other units in Arts. WGS appreciates the encouragement to continue to pursue areas of collaboration especially in the event of new course offerings that might enhance the curriculum for majors and minors in the program. In essence, current university and Collective Agreement processes are already in place to allow such participation by faculty members. The program does not view the current arrangements as barriers to participation.

Decanal Comments: As the Unit Response notes, faculty members from other departments/programs in the Faculty of Arts already have the ability to teach in WGS. The Reviewers' suggestion that faculty members from other Faculties achieve the same opportunity is more complicated. If an individual agreement between Faculties and departments could be reached this would be possible, but is a challenge because of workload issues. With that caveat, this recommendation could be achievable in specific cases.

Program Review Sub-Committee Comments: Like the previous recommendation, aspects of this recommendation are governed by the Collective Agreement. The cross-appointments of faculty members in Women and Gender Studies demonstrates that the program has worked collaboratively with other units to staff its courses, and its comments indicate that it will continue to do so, as appropriate. No further reporting on this recommendation is required.

Full Recommendation from External Reviewers' Report: Although perhaps beyond the scope of this review, the review team would also strongly suggest that the Faculty of Arts introduced sustained Faculty level student advising on the benefits, structures, and workings of combined majors and minors. Program coordinators only come into contact with some students, but Faculty academic advisors could be promoting the idea of combined honours majors more rigorously across the entire Faculty of Arts.		
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
Recommendation #13: That sustained Faculty level advising be provided on combined majors and minors.	Coordinator, Dean of Arts	September 2018

Unit Response: This is a great suggestion, which is beyond the scope of the WGS Coordinator and Coordinating Committee; however, effort has been made to liaise with Faculty Arts Advisors. For example, there were a number of student advisory appointments that resulted from students being alerted by Faculty of Arts advisors that they had completed significant portions of the requirements for a minor or major in Women and Gender Studies. An informal follow up by phone call or in person drop by the coordinator to acknowledge the referral is typical. While there is no formal requirement to follow up, it was felt that noting the communication between different forms from the faculty and program level of advising was helpful to ensure proper support for student. Coordinators follow up with students who have been recommended for advising on pursuing WGS as a joint major through Arts advising.

Decanal Comments: Advisors in the Dean's office are available to be consulted by all Faculty of Arts students as required. This recommendation is already available to be implemented.

Program Review Sub-Committee Comments: The comments provided suggest that the intent of this recommendation (faculty level advising for WGS minors and combined majors) represents an already existing practice and therefore no further action is required.

Full Recommendation from External Reviewers' Report: The review team recommends that the Women and Gender Studies program coordinator and the Coordinating Committee continue to actively consider ways of lessening the administrative pressures associated with the program. Whether the solution to this lies in a productive amalgamation with another unit in which the autonomy of the program is maintained, or in another option altogether, we want to stress that the program is in a time of contraction in terms of faculty resources and so should seriously consider all options. We would like to recommend that the Dean work with the program on possible structural administrative changes, but emphasize that any structural, institutional changes should maintain the autonomy of Women and Gender Studies, be arrived at collaboratively, and enhance and benefit all involved.		
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
Recommendation #14: That structural, institutional change be explored for the Program	Coordinator, Coordinating Committee, Dean of Arts, relevant academic units	April 2019

Unit Response: The initial crisis in stable leadership from a lack of coordinator was headed off by two years of service (2017-2019) from a Religion and Culture faculty member in the role, Dr. Carol B. Duncan, followed by a three-year appointment (2019-2022) by Dr. Jenna Hennebry who had sat on the coordinating committee while Dr. Duncan was Coordinator, which maintained continuity throughout the transition.

Structural, institutional change was explored extensively in 2017-2018 and 2018-2019 by Dr. Carol Duncan as one way of lessening the administrative pressures associated with the program, while continuing to grow the program and harness synergies with other units. After extensive exploratory conversations with Global Studies that initially looked like a promising opportunity, this was ultimately not supported by the Global Studies department in council by vote. Additionally, consultations with English and Film Studies and Philosophy revealed that these departments were not a strong fit for forming a new institutional relationship with the program. In 2019, the current coordinator continued to carry out consultations with numerous programs and departments and the Faculty of Arts and beyond (e.g. Sociology and Faculty of Social Work) to discuss forming new institutional relationships - and all units consulted noted the contemporary relevance and importance of the continuation of the program. One unit in particular, Communication Studies, expressed strong interests in working with WGS. Preliminary consultations with faculty members, and discussions with the Communication Studies Department in Council were part of the consultative process and the two units have begun a consultative process discussing the association of Women and Gender Studies with this unit. There are clear synergies with faculty in the unit who teach and research on gender, and with the interdisciplinary and critical pedagogical approach taken in the Department. There is broad support for collaboratively exploring these synergies and to establish a new institutional relationship between WGS and Communication Studies – one that maintains the integrity and autonomy of WGS, and can grow the program.

Decanal Comments: This recommendation was moving towards implementation when it was disrupted by the COVID-19 pandemic. I concur that it should continue to be pursued, and if possible implemented during the 2020-2021 academic year.

Program Review Sub-Committee Comments: During its discussion of this recommendation and its responses, the Dean of Arts (a committee member) reported that the current WGS Program Coordinator has indicated that the program is still actively working towards a merger with the Department of Communication Studies. The committee encourages the program to continue to pursue this merger, but does not require any further reporting on the recommendation.

Full Recommendation from External Reviewers’ Report: The review team recommends that the Women and Gender Studies program highlight the productive interdisciplinary links within the discipline as a way of emphasizing the ways in which the program connects to other programs in the Faculty of Arts (and potentially outside the Faculty of Arts also). We feel that this will help students understand the benefits of combined honours majors and minors without compromising the disciplinary specificity of the WGS program.

Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
Recommendation #17: That the Program highlight its interdisciplinary strengths as a way of connecting with other programs both inside and outside the Faculty of Arts.	Coordinator, Coordinating Committee	September 2018

Unit Update: This recommendation was accomplished through in person meeting updates with recruitment staff, student advising by the coordinator and updates to promotional materials such as the print (WGS ViewBook) and online versions of the program overview. For example, Dr. Carol B. Duncan met with Caley Horsman of Experiential Learning and Career Development on May 31, 2018 to discuss the content of 2018-2019 Experience Guide for Women and Gender Studies which was subsequently produced for use in that upcoming academic year. The program regards this recommendation as completed while recognizing that such highlights are ongoing as units evolve and grow at the university. Additionally, WGS actively sought out opportunities for collaboration with other units in organizing and hosting academic and community based educational events which highlighted the importance of feminist research and analysis. One example was the Zaagi'ldiwin Collective's production of Streeheart on March 6, 2019 at 6:00 p.m. at the Lyle S. Halman Faculty of Social Work Auditorium. This event was coordinated by SIRG (Social Innovation Research Group), MCCHR (Manulife Centre for Community Health Research) in collaboration with WGS. WGS also engaged in community building with other members of the Laurier community including the Library and the Graduate Student Association run cafe, Cafe Veritas by sponsoring 2 fundraisers. These drew in students, faculty and staff from across the university to participate in these events which also raised awareness about the importance of feminist research and analysis for the hurricane relief efforts in the Caribbean and refugee resettlement in Waterloo region.

Decanal Comments: I concur that this recommendation has been implemented.

Program Review Sub-Committee Comments: The committee appreciates the specificity of the examples provided by the program about the ways in which this recommendation has been implemented. The committee agrees with the Dean of Arts that this recommendation has been completed and no further reporting is required.

ADDITIONAL COMMENTS

Unit: The Women and Gender Studies Coordinators and Committee extend thanks to the members of the review committee and senior administrators for their time and attention in suggesting recommendations for the program. This report was submitted later than the usual time due to the impact of COVID19.

Dean: The Women and Gender Studies Program has moved expeditiously to implement the recommendations of the External Reviewers. The disruption caused by the COVID-19 pandemic has affected all operations of the university, and in some instances has likewise had an impact on the unit's ability to pursue the Reviewers' suggestions. I am confident, however, that WGS will fulfill all aspects of the Cyclical Review as directed.

Program Review Sub-Committee: The committee acknowledges that many of the recommendations provided by the review committee represent ongoing work, rather than one-off actions. The responses provided by the program outlining the actions taken since the last cyclical review indicate a commitment to these ongoing issues, as well as completion of all recommendations satisfactorily. The committee determined that no further Implementation Reports would be required in advance of the program's next scheduled cyclical review in 2023-2024.

Subsequent Report Required: No

Next Cyclical Review: 2023-2024