

## Action Plan: Women's Studies

**Date Self-Study was submitted to AQA:** April 2025

**Date of External Review:** January 2026

### Institutional Response

Congratulations on a very thorough and thoughtful program review. In particular, a recognition of the effort and perseverance of Manisha Singh.

Generally, I fully support the departmental initiatives that focus on changing the name of the department to suit current disciplinary trends and transferability, particularly at the second-year level. As well, the department should continue to explore connections with other areas of the College that might enhance their programming and augment the programming of other areas where it might provide practicum-like opportunities for students engaged in Women's Study courses.

Continuing the work of developing more courses should involve other areas where there might be duplication or the possibilities of aligned programming. In particular, examining the viability of lecture series courses and other resource-heavy offerings and activities to ensure that the program aligns with Ministry guidelines for Associate of Arts Concentrations.

In doing all the work needed to fulfill the goals for the Action Plan, the department is encouraged to fully utilize the non-instructional duty time of all its members. This is particularly important because the College is unable to provide the material supports in terms of FTEs or section increases at this time.

The Dean and Provost are very supportive of areas of instruction such as the Women's Studies department that hold space for valuable and sometimes difficult conversations for our students where they can explore opportunities to push their critical thinking and social awareness.

Signed



\_\_\_\_\_  
Dean

\_\_\_\_\_  
Date

Signed



\_\_\_\_\_  
Provost and Vice-President

April 23, 2026

\_\_\_\_\_  
Date

## Goal 1: Create a plan to expand recruitment of prospective students

This goal supports the following [Future Forward Strategic Priority or Priorities](#) and/or [Academic Plan 2025 Lens or Lenses](#):

- Student Success, Recruitment, and Retention
- Social Responsibility / Community Relationships

The following [Self-Study](#) and/or [External Review Recommendations](#) support the Goal:

Recommendation	Self-Study or External Review (specify page #)	Estimated Start (AY25/26, AY26/27, AY27/28, AY28/29, AY29/30)	Led by	Support from* (if required)	Notes (include near-term planned actions, etc.)
Expand high school outreach in collaboration with Interdisciplinary Studies.	Self-Study, page 49	AY26/27	Manisha Singh	IDS department, Langara Global, Strategic Communications & Marketing	The plan will explore high school outreach, community outreach, and the potential of different media platforms, as part of our outreach strategy.
Explore offering targeted info sessions to high schools to increase awareness of WMST topics, curriculum, pedagogy, university transfer pathways and career pathways (specific focus on: NOC 41403 -Social Policy Researchers, Consultants and Program Officers; NOC 42201 - Social and community service workers; NOC 41405 - Education policy researchers.)	Self-Study, page 49				
We recommend that the program make every effort to reach high schoolers, as these represent a significant body of potential students.	External Review, Page 5				
Providing material support to the program through the provision of more FTEs (2 FTEs recommended) would allow the program to further invest in outreach, which would not only with the mission of gender studies programs, but also enable it to reach new potential students.	External Review, Page 5	Fall 2026	Manisha Singh	Dean	The coordinator requests .25 sections of additional ADT to carry out planned actions when resources are available.

## Goal 2: Strengthen the program's identity by updating its name to reflect its gender and justice-orientated curriculum to support student enrolment, clarity, and transfer.

**This goal supports the following [Future Forward Strategic Priority or Priorities](#) and/or [Academic Plan 2025 Lens or Lenses](#):**

- Student Success, Recruitment, and Retention
- Excellence in Programs, Teaching, and Learning

**The following [Self-Study](#) and/or [External Review Recommendations](#) support the Goal:**

Recommendation	Self-Study or External Review (specify page #)	Estimated Start (AY25/26-AY29/30)	Led by	Support from* (if required)	Notes (include near-term planned actions, etc.)
A key priority for WMST is to move forward with a name change for the program—something that better reflects what we already teach and the direction the field has taken. Over the past two decades, many Women's Studies programs have expanded their names to include terms like "Gender," "Gender and Sexuality," or, in UBC's case, "Gender, Race, Sexuality and Social Justice. At Langara, we have taught from an intersectional and justice-oriented perspective for a long time. We recognize this process will require time and collaboration, and we welcome any support to help bring it to fruition.	Self-Study, page 51	Summer NID 2026	Manisha Singh & Itrath Syed	Dean / Division Chair, Registration & Enrolment Services, Education Council	Program faculty will research and propose possible names, ask for feedback at our Articulation meeting in May 2026, and carry out next steps.
[Dean's response] The department has identified the need to update the name and this is supported by the College. Feedback from the external reviewers and a survey of other institutions will support this work	Self-Study, page 2				
We are strongly in favour of the proposed name change for the program, and feel that it could have a positive impact on what are already extremely healthy enrollments across the program's offerings, by making it clear that the curriculum will not just be relevant or of interest to women. One recommendation is to consider the addition of Social Justice in the title, as it highlights the orientation of the course offerings and uniquely situates the program at Langara. Possibilities that reflect current nomenclature in the province include Gender, Sexualities, and Women's Studies or Gender, Women and Social Justice Studies (GWSJ).	External Review, page 2				

Recommendation	Self-Study or External Review (specify page #)	Estimated Start (AY25/26-AY29/30)	Led by	Support from* (if required)	Notes (include near-term planned actions, etc.)
<p>We strongly recommend that the Associate of Arts degree be retained, as it will help promote enrollment and retention by enabling the smoothest possible transition for WMST students to university, for the many who are interested in such a path. Retaining the Associate of Arts credential will help give coherence to the program and the curriculum, ensuring that the program is not just a collection of mostly introductory, service courses. It will enhance student experience by enabling the creation of cohorts whose members enrich each other's learning experience. Additionally, by maintaining the Associate Arts credential, Langara College distinguishes itself amongst a growing sea of micro-certificates/credentials that are unclear and non-descript. The two-year Associate of Arts Degree offers students a firm launching pad, allowing for the greatest clarity for student pathways and transferability to various degree granting programs in both professional areas of study, as well as, academic streams.</p>	<p>External Review, Page 2</p>	<p>AY 26/27</p>	<p>Manisha Singh</p>	<p>Dean</p>	<p>Women's Studies would like to meet with the Dean to discuss the value of the Associate of Arts degree in Women's Studies if changes to existing credentials are being considered.</p>

**Goal 3: [Delivery] Enhance students’ work-related competencies and clearly linking classroom learning to relevant career pathways. Expand experiential learning to provide practical, career-relevant experience. Explore student preferences for course delivery.**

***This goal supports the following [Future Forward Strategic Priority or Priorities](#) and/or [Academic Plan 2025 Lens or Lenses](#):***

- Student Success, Recruitment, and Retention
- Excellence in Programs, Teaching, and Learning
- Holistic student engagement and support

Recommendation	Self-Study or External Review (specify page #)	Estimated Start (AY25/26-AY29/30)	Led by	Support from* (if required)	Notes (include near-term planned actions, etc.)
Clarify and strengthen job related skill development, particularly in collaboration and communication	Self-Study, page 42	AY26/27	Manisha Singh		Will include integrating discussion of related career opportunities into the classroom.
Support students further by connecting a WMST education with career pathways in social policy, research, and consultation (i.e. gender specialist in multiple sectors, employment equity consultant, women’s issues lobbyist...). Our specific focus areas are: NOC 41403 -Social Policy Researchers, Consultants and Program Officers; NOC 42201 - Social and community service workers; NOC 41405 - Education policy researchers.	Self-Study, page 22				
We are exploring providing students with practical experience through a field school and other types of experiential learning opportunities	Self-Study, page 51	AY 28/29	Itrath Syed	Global (if international field school); various departments (if domestic)	Women’s Studies plans to attend Langara info sessions to explore opportunities.
Third, the program may consider developing opportunities, possibly in connection with other institutions and programs such as a Field Study School that might provide valuable opportunities for experiential based learning in the program. Such an experience could prove to be an attractive experience for students both inside and outside of the program.	External Review, page 3				
We recommend adding one more section of in-person instruction for a total of 8 per academic year.	External Review, page 4	AY 28/29	Manisha Singh		Will consult with the Dean when resources are available.

## Goal 4: [Curriculum] Update Learning Outcomes, revitalize second-year offerings, and implement strategic curricular changes

This goal supports the following [Future Forward Strategic Priority or Priorities](#) and/or [Academic Plan 2025 Lens or Lenses](#):

- Excellence in Programs, Teaching, and Learning

The following Self-Study and/or External Review Recommendations support the Goal:

Recommendation	Self-Study or External Review (specify page #)	Estimated Start (AY25/26-AY29/30)	Led by	Support from* (if required)	Notes (include near-term planned actions, etc.)
<b>LEARNING OUTCOMES</b>					
Add a new program goal that emphasizes job and career preparedness in alignment with current WMST related work opportunities.	Self-Study, page 22	Fall 2026	Manisha Singh	TCDC, EDCO	Develop additional PLO. Submit forms to EDCO for approval.
It is important to add a new program learning outcome that emphasizes support for job and career preparedness in alignment with current WMST related work opportunities. We certainly prepare students for career pathways in social policy, research and consultation (i.e. gender specialists in multiple sectors, employment equity consultant, women's issues lobbyist...). We can always do more to support graduates for an evolving job market (specific focus on: NOC 41403 - Social Policy Researchers, Consultants and Program Officers; NOC 42201 - Social and community service workers; NOC 41405 - Education policy researchers.)	Self-Study, page 51				
[Dean's response] The department is commended for creating Program Learning Outcomes. These need to be brought to Education Council for approval. Before doing so, the department may wish to review the PLOs within the context of the students' desire for more experiential learning. They may information an updated [set of] PLOs.	Self-Study, page 2	Fall 2026	Manisha Singh	Division Chair	Review PLOs and submit forms to EDCO.
In line with the program name change, we recommend a moderate revamp of the curriculum. This should involve, in the first instance, a name change for the two core first-year courses (WMST 1116 and 1216) along with the careful development of distinct learning outcomes and approaches for each.	External Review page 3	Summer 2027 NID	Manisha Singh & Itrath Syed	TCDC, EDCO	Program will begin revamping introductory courses during Summer 2027 NID terms.

Recommendation	Self-Study or External Review (specify page #)	Estimated Start (AY25/26-AY29/30)	Led by	Support from* (if required)	Notes (include near-term planned actions, etc.)
<b>SECOND-YEAR COURSES</b>					
<p>We would like to offer more second-year courses and explore why enrolment drops in the second year. We are exploring what topics are most interesting to students, what they identify with. We are currently developing curriculum for WMST 2272 Women and Social Change (with a focus on gender and the environment). Women of the Global South currently offered as a special topic would be a great second year option. This would allow us to use WMST 1195 special topics as a CRN for a field school.</p>	Self-Study, Page 51	Summer 2026 NID	Itrath Syed & Manisha Singh	Dean & Division Chair, EDCO	Women of the Global South has been taught as a special topic (WMST 1195) for over 17 years. The program would like to offer this course as a second year course option in Spring 2027. We will work with our existing 13 sections.
<p>Second, we recommend the inclusion or development of more second-year courses to promote retention of students in the Associate of Arts and Diploma programs. Existing Langara courses that could be incorporated into the AA requirements are noted above. Possible areas for new course development include Indigenous feminisms, environmental sustainability, intersections of gender and disability justice, and more specialized studies in gender and popular culture, e.g. film and TV (which would build on deep student enthusiasm for the foundation course, women and popular culture studies). A greater breadth of second year courses contributing to an Associate of Arts in Women's Studies would lead to more options for block transfer at BC's universities that offer a BA in this field so that Langara students could enter those programs in the third year. We believe this would expand interest in the program and contribute to retention of students for program completion.</p>	External Review, page 3				
<p>Offer more second-year course options to promote retention</p>	Self-Study, page 16				

<b>Recommendation</b>	<b>Self-Study or External Review</b> (specify page #)	<b>Estimated Start</b> (AY25/26-AY29/30)	<b>Led by</b>	<b>Support from*</b> (if required)	<b>Notes</b> (include near-term planned actions, etc.)
We recommend the inclusion or creation of more second-year courses, which would help to ensure enough transferable course offerings to support the Associate of Arts credential.	External Review page 2				

## Goal 4: [External Relationships] Explore block transfer opportunities with research universities and expand community partnerships

This goal supports the following [Future Forward Strategic Priority or Priorities](#) and/or [Academic Plan 2025 Lens or Lenses](#):

- Excellence in Programs, Teaching, and Learning

The following **Self-Study and/or External Review Recommendations** support the Goal:

Recommendation	Self-Study or External Review (specify page #)	Estimated Start (AY25/26, AY26/27, AY27/28, AY28/29, AY29/30)	Led by	Support from* (if required)	Notes (include near-term planned actions, etc.)
Consult with external review team and Dean on block transfer possibilities and program growth potential.	Self-Study, page 42	NID Summer 2027	Manisha Singh	External Review Team, Dean/Division Chair, BCCCAT	Will explore further at BCCAT meeting
We plan to explore block transfer possibilities with UBC, SFU and UVIC with institutional support.	Self-Study, page 51				
[Dean's response] Enrolment is generally strong in the Women's Studies courses, so this work needs to be focused on transfer specifically. In the Self-Study, the department identifies block transfer as a priority. Since the Associate Degree framework is set by the Ministry, it would be useful to determine the appropriate credential to support transfer and to continue to focus on securing more assigned course credit where possible. Streamlining the credentials will likely provide clarity for students	Self-Study, page 2				
We strive to create more opportunities for community partnerships (deepen connections with First Nations, NGOs, advocacy groups, and local government).	External Review, page 51	AY26/27	Manisha Singh & Itrath Syed		

**Recommendations from the Self-Study and External Review this Action Plan does NOT Address.**

Recommendation	Self-Study or External Review (include p.#)	Rationale
Enhance experiential learning opportunities through a field school.	Self-Study, page 42	Resources not available at this time (financial or human)
Offering cross-listed courses with other departments' gender-related courses (ex. SOCI 2250 The Sociology of the Family, ANTH 2260 Gender in Cross-Cultural Perspective, CRIM 1213 Women and the Justice System, ENGL 2234 Literature from a Feminist Perspective) would enhance the program offerings to align with similar programs in the Lower Mainland. – Low priority, not addressed.	External Review, page 2	Low priority
[Dean's response] Grade inflation is evident in Chapter 3 of the report. This should be reviewed with the instructors teaching Women's Studies courses as it could have an impact on transferability.	Self-Study, page 2	The external review team did not identify grade inflation as a concern for transferability
[Dean's response] Across the institution, we are seeing a shift in a preference by students for more face-to-face courses versus online delivery. Gathering data to support student course delivery preferences for Women's Studies courses may help address the lowest-rated skills.	Self-Study, page 2	Ongoing work - WMST Faculty regularly review course enrolments by delivery mode and discuss strategies to support students in developing the required skills through both in-person and online delivery.
Adding air filtration systems to all classrooms.	Self-Study, page 46	Out-of-scope for the department
Adding more accessible chairs and tables for students to better support health and accessibility needs.	Self-Study, page 46	Out-of-scope for the department
Providing a common room for WMST students to foster community belonging.	Self-Study, page 46	Low priority