



ACADEMIC COUNCIL AGENDA
Wednesday, October 23, 2024, 2:30 p.m. to 4:30 p.m.
South Annex Building, Room 060

MISSION: An engaged liberal arts university community in which our Catholic character, Catholic intellectual tradition, and commitment to reconciliation and equity inform unique learning experiences that promote critical thought, creativity, and articulate expression.

- 1.0 Land Acknowledgment (Volunteer)
- 2.0 Opening Prayer (Volunteer)
- 3.0 Reports
 - 3.1 President (Interim) Information
 - 3.2 Vice-President and Academic Dean Information
 - 3.3 President, King's University College Students Council Information
- 4.0 Consultation Items from the Board of Directors
 - 4.1 Governance Policy 1.2.7 - Search and Appointment of the President Advice
 - 4.2 Draft Governance Policy 1.2.8 - Search and Appointment of the Vice-President and Academic Dean Advice
 - 4.3 Draft Governance Policy 1.2.10 - Search and Appointment of Vice-Presidents (non-academic) Advice
- 5.0 Committee Reports
 - 5.1 Governance and Nominations Committee (*Chair, M. Yenson*) Decision
 - 5.2 Educational Policy Committee (*Chair, M. Yenson*) Decision
 - 5.3 Scholarships and Bursaries Committee (*Chair, M. Yenson*) Decision
- 6.0 The Unanimous Consent Agenda
 - 6.1 Strategic Enrolment Management Committee (*M. Yenson*) Information
 - 6.2 Library Committee (*Chair, A. Co-Dyre*) Information
- 7.0 Items removed from Consent Agenda Discussion
- 8.0 Discussion and Question Period Discussion
- 9.0 New Business
- 10.0 Adjournment

Paul Wilton

TO: Members of Academic Council

FROM: Robert Ventresca, President (Interim)

DATE: October 16, 2024

RE: Monthly Report for October 2024

Dear Colleagues,

'Speaking about Mission'

I believe that university presidents, whatever the nature of their terms, have a special responsibility to speak about mission. They should have a concern for how the distinctive mission of the university is preserved and promoted in all the varied dimensions of university life, from educational policy to organizational culture to external relations. I am honoured to serve King's, its mission and its people, as your Interim President. You have heard me say before that King's is a special kind of university, which is to say that it exists for a unique purpose: to provide access to a differentiated, well-rounded liberal arts education that prepares students from diverse backgrounds and perspectives to lead lives and careers of meaning and purpose. As we inaugurate the new Academic Council and initiate a new era in bicameralism, I encourage us as a learning community to recenter and renew our mission, with academic governance as a key driver of the university's strategic priorities.

In that spirit, I welcome the opportunity to provide Council with an update on several matters of shared concern. I also want to offer my vision for sustaining the promise of a King's education for many years to come.

Since the start of September, I have had numerous opportunities to witness the Mission of King's in action. Participating in Welcome and Orientation activities on the eve of the start of classes, I witnessed firsthand the dedication of our student leaders and staff in welcoming incoming students, their families and supporters – a visible sign of our commitment to caring for the whole person, and to genuine inclusion. I want to thank the KUCSC for their leadership and mission-enabling engagement.

The solemn commemoration of the National Day for Truth and Reconciliation and the National Day of Action for Missing and Murdered Indigenous Women and Girls were meaningful occasions of remembrance and education to acknowledge and redress historical and ongoing systemic injustices. Through such events as the Veritas lecture series, EDIDA Awareness Month and in many of our classes, King's furnished spaces for encounter, dialogue and learning about Indigenous ways of knowing and expressions of cultural resurgence.

Homecoming events provided another opportunity to see the mission and legacy of a King's education in action. The Alumni Awards Ceremony and Homecoming Dinner on Friday, September 27 were especially memorable. I had the privilege of presenting reunion pins to a diverse group of alumni whose

graduation years spanned 60 years! Learning about the impactful work of alumni award recipients underscored for me the enduring legacies of a King's education.

Affiliation Agreement

Discussions with Western on a new affiliation agreement continue to make steady progress. We have presented a complete working draft of a revised affiliation agreement. There is substantive agreement on all major matters, with a few unresolved matters where we continue to explore opportunities, such as student fees and enhanced access to Western resources. The premise of our strategy has been to affirm the unique value proposition of the affiliation framework as a model of collaboration and cooperation in higher education. I believe this strategy has been highly effective, conducive to constructive, detailed and collaborative discussions. To that end, we have affirmed consistently the core principles of affiliation, especially mutuality of benefit, premised on respective autonomy and complementary differentiation between King's and Western programs.

Planning and Budgeting

The 2024-2025 budget presented to College Council and the Board of Directors last academic year, forecasted a surplus of \$88,416 for the current fiscal year. However, we have missed international enrollment targets, resulting in an expected revenue shortfall of three to four percent. Similarly, projected ancillary and residence revenue targets will not be met. Additional analysis is being conducted to verify these revised projections. I will be keeping Academic Council up to date on developments. We are working presently with an experienced fractional CFO on a part-time basis to ensure continuity of operations, providing additional support as needed to Finance and also to advise the President's Office during this transition period. Pending approval of policies and procedures on senior administrative appointments, I intend to engage a process to fill the position on a permanent basis.

I want to assure everyone that King's is in a fundamentally sound financial position. However, like all post-secondary institutions in Ontario, we face significant headwinds related to such external factors as tuition freeze, caps on international student permits and increased competition across the sector. We also face basic structural constraints arising from our status as an affiliated university college offering almost exclusively undergraduate degrees in the arts, social sciences and business. These headwinds are expected to grow stronger in the short to medium term.

Put simply, the planning and budgeting assumptions on which we have operated for the past decade or so must be reevaluated to ensure our long-term sustainability. This is arguably the most pressing adaptive challenge we face as an institution. We are entering a planning environment that must consider sustained challenges directly related to uncertainty and increased competition around international enrollments on which we have relied as a disproportionate source of operating revenue.

Adapting to these challenges offers us an opportunity to prepare King's for 2030, and beyond. Accordingly, in addition to preparation of the revised operating budget for the current fiscal year, I intend to establish a Task Force on Planning and Budgeting to review our current budget models as well as explore alternative budget models. Working collegially, the Task Force would seek input from members of the King's community, in consultation with the Board of Directors, and prepare a final report with recommendations on a new multi-year planning and budget model to support the strategic

academic priorities and mission of King's. The assumptions and guidelines of this new model should guide planning for a three- or five-year period starting in 2025-2026. I remain confident that, as in the past and with your engagement in transparent and collegial processes, we will meet these challenges successfully.

Campus Development Plan

King's was awarded a \$1.05 million Canadian Foundation for Innovation (CFI) grant, initially predicated on construction of a new building on campus to house the Research Institute with Children (RIC) as well as other support services. However, given continued uncertainty in enrollment-related revenue and forecasted budget deficits, this plan is on hold pending a comprehensive review of campus development strategy in fiscal-year 2025-2026

Before this review, I recommend that we complete the Strategic Enrolment Management (SEM) plan to identify King's future growth trajectory, in tandem with the Academic Plan which identifies our pedagogical and research priorities. Informed by the new Strategic Plan, the SEM and Academic Plans should guide a comprehensive and integrated review of the Campus Development Master Plan to identify space needs and prioritization that align with strategic academic priorities.

Most urgently, to avoid forfeiting the \$843,408 in CFI and Ontario Research Fund contributions, construction or renovations must begin by December 12, 2024. We will propose an alternative strategy to the Board in the coming weeks that considers leasing temporary space at Western Research Parks. The leased space requires minimal renovations and would enable the RIC to launch on schedule while also housing other King's research groups like Neuroscience for the Common Good, which also have immediate space needs. To be clear, we view this as a temporary solution to ensure that King's meets its grant obligations with the expectation that all research groups will be repatriated so to speak within three to five years. We anticipate that any future campus development will provide adequate infrastructure to support King's research. I am confident that this temporary solution, while imperfect, is a viable and fiscally responsible option that will allow King's to remain at the forefront of social innovation and applied research in alignment with our mission.

Another critical strategic priority is to ensure that King's integrates advanced technology with diverse pedagogical approaches in modern, flexible learning spaces. For further information on classroom modernization and its place in campus development, please see the **attached** report from **Dominique Perreault**, Director of Information Technology Services and Chair of the Classroom Modernization Advisory Group. The Advisory Group will submit its final report and any recommendations through me to the **Planning and Priorities Committee** of Academic Council.

Report from the Board of Directors

Pursuant to Academic Council bylaws, I report that the Board of Directors met on September 25, 2024, as did the Members of the Corporation in their Annual General Meeting. I provided a comprehensive summary of developments pursuant to the Board mandate to me to discharge the responsibilities of the Office of the President to advance the Mission of King's and the strategic plan; and to address specific priorities including organizational design and performance, bicameralism, working with faculty leaders to ensure transparent communication and build trust, and developing a plan for multi-year operating and capital budgets.

Given the increased demands and complexity of issues that require the President's attention, there is an urgent need to promote a high-functioning President's Office while also providing expert support to both branches of bicameral governance. To that end, I have undertaken the following measures:

- I have reclassified the position of Manager, President's Office to become Executive Director and University Secretary.
 - This is an Association-exempt position with dual reporting lines to the President and the Board Chair respectively. It entails expanded authorities and responsibilities to support the President and thereby enhance the President's capacity to manage Board, Academic Council, faculty and stakeholder relations.
 - In the capacity of University Secretary, the position has expanded responsibilities to support both the Board and Academic Council in matters related to bicameral governance and internal governance management of each branch of governance.
- In the management of senior administration, I have disbanded the King's Executive Team and established in its place a broader and more representative strategic management group comprised of select management portfolios chaired by the President to discuss strategic goals and time-sensitive matters. All members of senior administration meet monthly in an operational management meeting to coordinate inter-departmental planning and implementation of strategic goals and operational demands.
- The Operational Review continues apace across operational units. The review should help to determine how we can achieve a greater degree of functional collaboration across all units to collect, share and analyze data in a way that integrates information and supports strategic institutional planning and implementation. The final phase of the project is expected to end in December, with a report of findings to be provided by January 2025.

Achievements and Awards

In closing, I want to acknowledge and congratulate the following members of the King's community:

Global Undergraduate Awards

- **Megan Hathaway Scrivens** (Hons. BA '24, Social Justice and Peace Studies, and Politics and International Relations with a Certificate in the Study of Law and Public Policy) whose paper on housing models to combat homelessness in London received Highly Commended recognition at the 2024 Global Undergraduate Awards.
- **Ian McKenzie** (fourth-year King's Scholar and History Honors Specialization) whose paper on Cuban-Canadian relations also received Highly Commended recognition at the 2024 Global Undergraduate Awards.

The Global Undergraduate Awards is an internationally recognized program that celebrates creativity and innovative thinking in student coursework. Highly Commended papers were ranked in the top 10% of submissions in their respective categories. Congratulations again to Megan and Ian, and a word of gratitude as well to their faculty mentors and sponsors.

Faculty Distinctions

- **Dr. Don Kerr** (Professor of Sociology) has been honoured with the 2024 Lifetime Achievement Award from the Canadian Population society. This award recognizes Don's outstanding

contributions to the field of population studies, as well as his commitment to teaching, research, and public commentary.

- **Dr. Tom Malleson** (Associate Professor of Social Justice and Peace Studies) has been awarded the 2024 American Political Science Association Michael Harrington Award for their book *Against Inequality*. The award recognizes an exceptional book that demonstrates the impact of scholarship on building a more democratic and egalitarian society.

SSHRC Insight Grants

- **Dr. Jinette Comeau** (Associate Professor of Sociology, Applicant) *The Intergenerational Reproduction of Mental Health Inequalities: Breaking the Cycle of Disadvantage*, \$79,264
- **Dr. Jane Sanders** (Associate Professor, School of Social Work, Applicant) with **M.K. Arundel** (Manager, Professional Practicum Education, School of Social Work, Collaborator) *Childhood exposure to violence, maltreatment and adversity: Piloting a self-report study*, \$80,286
- **Dr. Erin Hannah** (Associate Dean of Research and Professor of Politics and International Relations, Co-applicant) with Dr. Andrea Lawlor (McMaster University, Applicant) *Building trust in trade: Measuring the differentiated effects of physical and digital trade on marginalized communities*, \$85,790
- **Dr. Erika Katzman** (Assistant Professor of Disability Studies, Co-applicant) with Dr. Olga Smoliak (University of Guelph, Applicant) *Capturing care work: Making visible women's emotional work in families through participatory video*, \$310,356
- **Dr. Kathleen Lyons** (Assistant Professor of Psychology, Co-applicant) with Dr. Ryan Stevenson (Western University, Applicant) *The impact of sensory processing on social abilities and communication in Autism*, \$323,139
- **Dr. Corina Sandu** (Associate Professor of French, Collaborator) with Dr. Guillaume Pinson (Université Laval, Applicant) *Une histoire littéraire mondiale de la presse en français (1830-1930)*, \$126,414

SSHRC Insight Development Grants

- **Dr. Kofi Antwi-Boasiako** (Assistant Professor, School of Social Work, Applicant) *Child maltreatment reporting experiences of school personnel and police officers involving Black children and families in Ontario, Canada*, \$48,276
- **Dr. Lesley Bikos** (Assistant Professor of Sociology, Applicant) with **Dr. Jess Notwell** (Assistant Professor, of Sociology, Co-applicant) *ACT UP: Disrupting colonial carceral systems by co-creating beloved community as co-liberation*, \$70,001
- **Dr. Jingjing Xu** (Assistant Professor, School of MEM, Applicant) with **Dr. Felipe Rodrigues** (Associate Professor, School of MEM, Co-applicant), **Dr. Renfang Tian** (Assistant Professor, School of MEM, Co-applicant), **Dr. Daniella Bendo** (Associate Professor of Childhood and Youth Studies, Collaborator) & **Dr. Rachel Birnbaum** (Professor Emerita, School of Social Work, Collaborator) *Economic Burden of Families with Children with Autism in Canada*, \$66,702
- **Dr. Amanjot Singh** (Assistant Professor, School of MEM, Co-applicant) with Dr. Madhu Kalimipalli (Wilfred Laurier University, Applicant) *Does Employee Whistleblowing Impact Corporate Environmental Performance?*, \$71,147

SSHRC Connection Grants

- **Dr. Ian Rae** (Associate Professor of English, Co-applicant) with Dr. M.J. Kidnie (Western University, Applicant) *Shakespeare After Werstine: Editing Shakespeare Now*, \$19,281
- **Dr. Thomas Tieku** (Professor of Politics and International Relations, Co-applicant) with Dr. J. Andrew Grant (Queen's University, Applicant) *African Systems of Political Thought in International Relations*, \$24,020

Department of Foreign Affairs, Trade and Development (Global Affairs Canada), Faculty Mobility Partnership Building Program

- **Dr. Kristin Lozanski** (Associate Professor of Sociology, Applicant) *Eat Jamaican, Eat Canadian: Food In/Security across Borders*, \$7,000

Sinai Health System

- **Dr. Lori Murray** (Assistant Professor, School of MEM, Site investigator) *Predictors of Workload in the Emergency Room (POWER) III Study*, \$7,500

Sincerely,



R. Ventresca, Ph.D.

President (Interim) and Professor

Encl. report from Dominique Perreault, Director of Information Technology Services and Chair of the Classroom Modernization Advisory Group.

Academic Council Report: Classroom Modernization Advisory Group

October, 15th, 2024

Summary:

This report provides an update on the progress of the Classroom Modernization Advisory Group at King's, a key initiative aimed at transforming our learning environments to meet modern educational needs. The project focuses on integrating advanced technology, flexible learning spaces, and inclusive design to foster innovation and enhance the student and faculty experience.

1. Overview of the Project: The Classroom Modernization Project is part of King's University's broader strategic goal of improving the quality of education through state-of-the-art learning environments. The objective is to modernize classrooms with technology-driven tools, adaptable designs, and inclusive learning spaces that support diverse pedagogical approaches and student engagement.

Key project components include:

- Equipping classrooms with the latest educational technology.
- Redesigning classroom layouts to support flexible learning, collaboration, and varied teaching methods.
- Ensuring classrooms are fully accessible and inclusive, following industry standards and best practices.
- Developing environmentally sustainable classrooms with energy-efficient technologies and eco-friendly materials.

2. Progress to Date:

- **Inventory of Current State:**
A comprehensive inventory of all classrooms has been completed. This inventory includes a detailed assessment of existing classroom infrastructure, technology, and layout. The inventory identified key areas where upgrades are most needed and provided a foundation for the modernization plan.
- **Tours of Partner Institutions:**
As part of the research and planning phase, members of the advisory team conducted tours of modernized classrooms at three partner universities and colleges. These tours offered valuable insights into best practices for technology integration, classroom design, and sustainable solutions. Key lessons from these visits will inform our design and implementation strategy.
- **Selection of a Proof of Concept (POC) Classroom:**
A Proof of Concept (POC) classroom will soon be selected to serve as a pilot space for the modernization initiative. This classroom will be the first to undergo a full upgrade, including the integration of cutting-edge technology and a flexible, student-centered design. Feedback from the POC classroom will guide the broader implementation across campus.

3. Upcoming Milestones:

- **POC Classroom Modernization:**

The POC classroom will be renovated and equipped with modern technology and flexible learning furniture during the summer of 2025. This will allow faculty and students to experience the new environment and provide valuable feedback.

- **Data Collection and Classroom Design Guide Creation:**

After the POC classroom is in use, data will be collected on its impact on student engagement, teaching methods, and overall functionality. This feedback will help develop and refine the Classroom Design Guide for all future classrooms.

- **Development of a Phased Rollout Plan:**

Based on the success of the POC classroom, a phased rollout plan will be developed for modernizing the remaining classrooms. This plan will prioritize high-use and high-need spaces, ensuring that the upgrades deliver maximum impact.

This project is a vital part of King's University's commitment to providing an innovative and inclusive learning environment, and we look forward to its continued progress.

Submitted by:

Dominique Perreault

Chair of the Classroom Modernization Advisory Group

Director of Information Technology Services

King's University



Western University · Canada

Office of the Vice-President
and Academic Dean

King's University College
266 Epworth Avenue
London, ON
Canada N6A 2M3

TO: Members of Academic Council
FROM: Mark Yenson, Interim Vice President and Academic Dean
DATE: October 16, 2024
SUBJECT: Report for October 2024

This report will be brief and will serve as an addendum to the President's report. The President's report already notes developments of broad institutional import, such as updates on the Canada Fund for Innovation, and faculty achievements, honours, and grants.

Associate Academic Dean (Interim)

As announced to the community on October 9, Dr. Josephine Gemson has been appointed Interim Associate Academic Dean. In addition to her research and teaching in the areas of finance, professionalism, and ethics, Josephine brings ample experience of international education, interdisciplinary initiatives, and experiential learning. Josephine and I will represent King's on various academic committees at Western; Josephine will oversee IQAP processes, chair the new EPC Subcommittee on Teaching and Learning, and support programs in educational policy updates and implementation.

Strategic Framework, Academic Plan, Strategic Enrolment Management Plan

The Strategic Framework Implementation Plan calls for the development of an academic plan and a strategic enrolment management plan this year. A separate report has been submitted for the Strategic Enrolment Management Committee, which will oversee the strategic enrolment management plan (SEM). The academic plan will take into consideration the fruits of prior consultations, and align with the strategic framework and strategic enrolment plan. Further updates on the academic plan will be forthcoming.

A Note of Thanks

The past few months have brought significant change, which has challenged our community. As we inaugurate this new governance structure, I echo the President's acknowledgement of all those at King's—faculty, staff, students, administrators—who continue to carry out our shared educational mission, often in ways that go unnoticed. By way of example, the Academic Advising Office has operated continuously since the spring to support students through adjudication, course and program registration, and academic considerations and appeals. And a couple of weeks ago, I had the opportunity to witness our Enrolment Services team connecting with prospective students at the Ontario Universities Fair: they have been working strenuously and unceasingly in an enormously challenging time for university recruitment. My thanks to these offices, and to all the offices at King's that not only support but are in fact integral to who we are and what we do as a university community.

Respectfully submitted,

Mark Yenson
Interim Vice President and Academic Dean

Policy # 1.2.7

Appointment Guidelines for the President of Kings University College

Policy Statement

- 1.1 The President is appointed by the Board of Directors.
- 1.2 The President shall normally hold office for an initial term not to exceed five years, and may be renewed once for a period not to exceed five years.
- 1.3 The term may be extended for one-year periods, for extenuating circumstances as determined by the Board.
- 1.4 These guidelines shall apply both to the search for and initial appointment of a new President, and the consideration of an incumbent President for renewal of the initial term.
- 1.5 For the purposes of these guidelines, "Special Circumstances" shall mean a situation in which either for whatever reason, the President is unable or unwilling to finish their current term, or a recommendation is not made within the time allowed, as contemplated by these guidelines. Should Special Circumstances occur, then these guidelines shall apply to the review or selection process (as appropriate) undertaken, except with respect to limitations of time as they appear in these guidelines.
- 1.6 The Board of Directors will identify the required qualifications, skills, and attributes for the role of President, and the University will, on the recommendation of the Executive Committee, engage the services of a highly qualified executive search consultant, specializing in senior-level institutional searches to assist the Appointment Advisory Committee in its work.

Appointment Advisory Committee Process

- 2.1 The Board will request the Committee to provide two candidates both of whom have been fully vetted by the Committee and have been deemed by the Committee to be qualified and able to provide strong leadership. The elected directors are then able to compare and contrast the candidates with respect to qualifications, vision and fit for the institution and select the best leader for Kings unique requirements. If the Board decides neither candidate is acceptable, it will begin a new search.
- 2.2 The Executive Committee of the Board shall have responsibility for establishing the Committee. The Committee shall remain active until the successful candidate has taken office or until such time as it is discharged by an action of the Board, whichever shall occur first.

- 2.3 In carrying out its duties pursuant to these guidelines, the Committee shall at all times observe and respect the highest equitable standards, including standards with respect to bias, the appearance of bias, and the fairness of its deliberations and investigations to all parties concerned.
- 2.4 The Executive Committee of the Board shall have the responsibility of ensuring that the Committee's work is undertaken and completed in accordance with such standards, and shall have the power, acting reasonably, to take whatever corrective action it feels necessary should circumstances warrant, including (without limitation) the removal of members of the Committee. Without limiting the generality of the foregoing, the activities of the Committee will reflect the values represented in the University's Human Rights Policies and Procedures and the Board's Employment Equity Policy.
- 2.5 Except in Special Circumstances, the Executive Committee of the Board shall use its best efforts to establish the Committee not later than twelve months prior to the end of the incumbent President's term. Any recommendation on renewal will generally be made no later than nine months prior to the end of the incumbent's term.
- 2.6 **The Committee shall ordinarily be composed of the following as members:**
- a. The Chair of the Board, as chair of the Committee ex officio;
 - b. The Vice-Chair of the Board ex officio;
 - c. Two voting members of the Board, elected by the Board;
 - d. One professional officer member of the Board, who was nominated to the Board by Academic Council;
 - e. One non-academic staff member of the Board, who was nominated to the Board by Academic Council;
 - f. Three persons to be elected by the Academic Council from among full-time faculty (at least one of whom shall hold the rank of Full Professor);
 - g. One senior administrator or Dean to be elected by the Academic Council;
 - h. One student to be elected by the Academic Council;
 - i. One representative of the Voting Members of the Corporation;
 - j. One additional individual to be appointed by the Board who has preferably served as a university president.
- 2.7 The University Secretary shall oversee the appointment process and the University Secretary will serve as the non-voting secretary of the Committee and together with the Director of Human Resources shall be a resource to the Committee. In its discretion, the Executive Committee of the Board may adjust the composition of the Committee.

- 2.8 The Committee shall elect its Vice-Chair from among its members.
- 2.9 Quorum for Committee meetings shall consist of one-half of the members of the Committee plus one being present in person, by teleconference, or by videoconference, and must include the Chair and the Vice-Chair of the Board.

Appointment Advisory Committee Procedures

- 3.1. The Committee shall determine its own procedures, subject to the following conditions:
- 3.1.1. The Committee shall undertake a search for a new President in accordance with the following process:
- a. The Committee shall use its best efforts to consult widely with the University community concerning the profile for the next President, and shall respect the requirement to communicate with the University community as it proceeds toward a recommendation.
 - b. The position shall be widely advertised through such media and at such times as the Committee may decide in its discretion, inviting applications and nominations. The Committee shall be free to approach individuals to request that they allow their names to stand for the position.
 - c. The Committee shall establish its own procedures for assessing candidates consistent with the issues, challenges and desired characteristics and attributes that have been identified in the profile.
 - d. The Committee shall use its best efforts to provide a recommendation to the Board for approval no later than three months before expiration of the incumbent's term of office. In the event that the Committee cannot reach a recommendation within the time allowed, then the Board shall be advised, and the Board may either grant an extension of time or strike a new committee pursuant to these guidelines.
- 3.1.2. Proceedings of the Committee shall be *in camera*. Members of the Committee shall hold in confidence all information discussed by the Committee. The requirement for confidentiality shall survive the discharge of the Committee. All committee members will sign a confidentiality agreement at the outset of the committee's work.
- 3.1.3. When the Committee is discharged all records associated with the work of the Committee shall be the responsibility of the University Secretariat. Each Committee member shall provide all such records to the University Secretariat at the earliest opportunity, and no copies shall be made or retained. The University Secretary shall ensure that all confidential records associated with the work of the Committee are destroyed immediately after the successful candidate takes office.

- 3.1.4. In the event that a Committee member ceases to serve for any reason, a replacement shall be elected by the same process and from the same constituency as the member withdrawing, except in the case where the work of the Committee has progressed to the point where the Committee decides, in its discretion acting reasonably, that the election of a replacement is inappropriate.

Reappointment Committee Process

- 4.1 The Chair of the Board shall communicate with the incumbent to determine if they wish to be considered for reappointment.
- 4.2 If the incumbent wishes to be considered for reappointment, the following process shall be undertaken:
- a. The Board of Directors will mandate the Executive Committee to lead the reappointment process.
 - b. The Chair of the Reappointment Committee shall begin the process by meeting with the President approximately twenty-four (24) months prior to the expiry of the President's term and no later than seventeen (17) months to discuss the review process.
 - c. The Committee shall proceed to evaluate the performance of the incumbent, using the criteria employed in the appointment of the incumbent, the President's self-assessment, the outcome of annual performance reviews conducted by or on behalf of the Board, undertake a comprehensive review, and input from members of the University community, all as deemed appropriate by the Committee.
 - d. The Committee shall meet with the incumbent to review their performance and to discuss the incumbent's plans if they were to be reappointed.
 - e. After the Committee has formulated its recommendation to the Board, the Chair of the Board shall meet in confidence with the President to review the general findings of the Committee and the nature of the recommendation to be made to the Board.
 - f. The Committee shall use its best efforts to recommend to the Board no later than fourteen (14) months before expiration of the President's term of office, either that the incumbent be reappointed or that a search for a new President be conducted. In the event that the Committee cannot reach a recommendation within the time allowed, then the Board shall be advised, and the Board may either grant an extension of time or strike a new committee pursuant to these guidelines.
 - g. In the event that either the incumbent does not seek reappointment, the incumbent is not eligible for reappointment, or the Board decides against reappointment, then on the recommendation of the Executive Committee of the Board, an Appointment Advisory Committee will be established consistent with the appointment guidelines.

Policy # 1.2.8

Appointment Guidelines for the Vice-President and Academic Dean

Policy Statement

- 1.1. The Vice-President and Academic Dean (referred to in this policy as the VPAD, or the “incumbent”) are appointed by the Board of Governors (the “Board”).
- 1.2. The VPAD shall normally hold office for an initial term not to exceed five years, and shall also hold a tenured appointment in the University. The term of the incumbent VPAD may be renewed once for a period not to exceed five years.
- 1.3. The term of office of the VPAD may be extended for one-year periods, for extenuating circumstances as determined by the Board. If exigencies require, the Board may appoint an Acting VPAD for a period of up to one year and, in extenuating circumstances, such appointment may be renewed by the Board for such term as the Board deems expedient, acting reasonably.
- 1.4. These guidelines shall apply both in the case of the search for a new VPAD, and in the case of consideration of an incumbent VPAD for renewal of the initial term.
- 1.5. For the purposes of these guidelines, “Special Circumstances” shall mean a situation in which either for whatever reason, the VPAD is unable or unwilling to finish their current term, or a recommendation is not made within the time allowed, as contemplated by Articles 4.2 and 5.1 of these guidelines. Should Special Circumstances occur, then these guidelines shall apply mutatis mutandis to the review or selection process (as appropriate) undertaken, except with respect to limitations of time as they appear in these guidelines. In the event of the occurrence of Special Circumstances, the review or selection process (as appropriate) will proceed with all reasonable dispatch, bearing in mind the significance of the appointment to the University.

Advisory Committee

- 2.1 The Board shall make the appointment or re-appointment of the VPAD on the recommendation of an Advisory Committee on the VPAD (the “Committee”). The Executive Committee of the Board shall instruct the President to establish the Committee. The Committee shall remain active until the successful candidate has taken office or until such time as it is discharged by an action of the Board, whichever shall occur first.

- 2.2 In carrying out its duties pursuant to these guidelines, the Committee shall at all times observe and respect the highest equitable standards, including standards with respect to bias, the appearance of bias, and the fairness of its deliberations and investigations to all parties concerned. The Executive Committee of the Board shall have the responsibility of ensuring that the Committee's work is undertaken and completed in accordance with such standards, and shall have the power, acting reasonably, to take whatever corrective action it feels necessary should circumstances warrant, including (without limitation) the removal of members of the Committee. Without limiting the generality of the foregoing, the activities of the Committee will reflect the values represented in the University's Policies and Procedures.
- 2.3 Except in Special Circumstances, the President shall use their best efforts to establish the Committee not later than 12 months prior to the end of the incumbent VPAD's term. Any recommendation on renewal will generally be made no later than nine months prior to the end of the incumbent's term.
- 2.4 Committee shall ordinarily be composed of the following as members:
- a. The President, as chair of the Committee ex officio;
 - b. One Voting Member of the Board, elected by the Board;
 - c. One member of the non-academic staff, selected by the President;
 - d. One professional officer, selected by the President;
 - e. Three full-time faculty elected by Academic Council;
 - f. One Vice-President, selected by the President; and
 - g. One student elected by Academic Council.
- 2.5 The University Secretary shall oversee the appointment process and the University Secretary or designate will serve as the non-voting secretary of the Committee and together with the Director of Human Resources shall be a resource to the Committee
- 2.6 Quorum for Committee meetings shall consist of one-half of the members of the Committee plus one being present in person, by teleconference, or by videoconference, at least one of whom must be the President.

Procedures

- 3.1. The Committee shall determine its own procedures, subject to the following conditions:
- a. The Committee shall use its best efforts to consult widely with the University community and shall respect the requirement to communicate with the University community as it proceeds toward a recommendation.

- b. Proceedings of the Committee shall be in camera. Members of the Committee shall hold in confidence all information discussed by the Committee. The requirement for confidentiality shall survive the discharge of the Committee.
- c. When the Committee is discharged, all records associated with the work of the Committee shall be the responsibility of the University Secretariat. Each Committee member shall provide all such records to the University Secretariat at the earliest opportunity, and no copies shall be made or retained. The University Secretary shall ensure that all confidential records associated with the work of the Committee are destroyed immediately after the successful candidate takes office.
- d. In the event that a Committee member ceases to serve for any reason, a replacement shall be elected or selected (as the case may be) by the same process and from the same constituency as the member withdrawing, except in the case where the work of the Committee has progressed to the point where the Committee decides, in its discretion acting reasonably, that the election or selection of a replacement is inappropriate.

Reappointment Process

- 4.1. The President shall communicate with the incumbent to determine if they wish to be considered for reappointment.
- 4.2. If the incumbent wishes to be considered for reappointment, the following process shall be undertaken:
 - a. The President shall begin the process by meeting with the VPAD to discuss the review process.
 - b. The Committee shall proceed to evaluate the performance of the incumbent, using the criteria employed in the appointment of the incumbent, the outcome of annual performance reviews conducted by the President, and input from members of the University community, all as deemed appropriate by the Committee.
 - c. The Committee shall meet with the incumbent to review their performance and to discuss the incumbent's plans if they were to be reappointed.
 - d. After the Committee has formulated its recommendation to the Board, the President shall meet in confidence with the V-P to review the general findings of the Committee and the nature of the recommendation to be made to the Board.
 - e. The Committee shall use its best efforts to provide a recommendation on reappointment to the President no later than nine months before expiration of the incumbent's term of office. The President shall carry the Committee's recommendation forward to the Board. In the event that the Committee cannot reach a recommendation within the time

allowed, then the Board shall be advised, and the Board may either grant an extension of time or strike a new committee pursuant to these guidelines.

Search Process

- 5.1. In the event that either the incumbent does not seek reappointment, the incumbent is not eligible for reappointment, or the Board decides against reappointment, then acting on the recommendation of the President, the Executive Committee of the Board shall determine if the search is to be comprehensive (external), or whether it should be limited to an internal search.
- 5.2. In the case of a comprehensive search and on the recommendation of the Executive Committee of the Board, the University shall engage the services of a highly qualified executive search consultant, specializing in senior-level institutional searches to assist the Committee in its work.
- 5.3. The Committee shall undertake a search for a new VPAD in accordance with the following process:
 - a. The Committee shall solicit input from the University community concerning the profile for the next VPAD
 - b. The position shall be widely advertised through such media and at such times as the committee may decide in its discretion, inviting applications and nominations. The Committee shall be free to approach individuals to request that they allow their names to stand for the position.
 - c. The Committee shall establish its own procedures for assessing candidates consistent with the issues, challenges and desired characteristics and attributes that have been identified in the profile and shall interview selected candidates.
 - d. The Board will request the Committee to provide two candidates both of whom have been fully vetted by the Committee and have been deemed by the Committee to be qualified and able to provide strong leadership. The elected directors are then able to compare and contrast the candidates with respect to qualifications, vision and fit for the institution and select the best leader
 - e. In the event that the Committee cannot reach a recommendation within the time allowed, then the Board shall be advised, and the Board may either grant an extension of time or strike a new committee pursuant to these guidelines.

Policy # 1.2.10

Appointment Guidelines for Vice-President Positions Other than Vice-President and Academic Dean

Policy Statement

- 1.1 Vice-Presidents referred to in this policy as the VP are appointed by the Board of Governors (the “Board”).
- 1.2 Any new Vice-President position or position above the Director level must be approved by the Board.
- 1.3 If exigencies require, the Board may appoint an Acting or Interim VP for a period of up to one year and, in extenuating circumstances, such appointment may be renewed by the Board for such term as the Board deems expedient, acting reasonably.
- 1.4 These guidelines shall apply in the case of the search for a new VP.

Advisory Committee

- 2.1 The Board shall make the appointment or re-appointment of the VP on the recommendation of an Advisory Committee on the VP (the “Committee”). The Executive Committee of the Board shall instruct the President to establish the Committee. The Committee shall remain active until the successful candidate has taken office or until such time as it is discharged by an action of the Board, whichever shall occur first.
- 2.2 In carrying out its duties pursuant to these guidelines, the Committee shall at all times observe and respect the highest equitable standards, including standards with respect to bias, the appearance of bias, and the fairness of its deliberations and investigations to all parties concerned. The Executive Committee of the Board shall have the responsibility of ensuring that the Committee’s work is undertaken and completed in accordance with such standards, and shall have the power, acting reasonably, to take whatever corrective action it feels necessary should circumstances warrant, including (without limitation) the removal of members of the Committee. Without limiting the generality of the foregoing, the activities of the Committee will reflect the values represented in the University’s Policies and Procedures.
- 2.3 Except in Special Circumstances, the President shall use their best efforts to establish the Committee not later than 12 months prior to the end of the incumbent VP’s term. Any recommendation on renewal will generally be made no later than nine months prior to the end of the incumbent’s term.

2.4 The Committee shall ordinarily be composed of the following as members:

- a. The President, as chair of the Committee ex officio;
- b. Three voting members of the Board, elected by the Board;
- c. One member of the non-academic staff, selected by the President;
- d. One professional officer, selected by the President
- e. Two full-time faculty elected by Academic Council;
- f. One senior administrator, selected by the President; and
- g. One student elected by Academic Council.

The University Secretary shall oversee the appointment process and the University Secretary or designate will serve as the non-voting secretary of the Committee and together with the Director of Human Resources shall be a resource to the Committee

2.5 Quorum for Committee meetings shall consist of one-half of the members of the Committee plus one being present in person, by teleconference, or by videoconference, at least one of whom must be the President.

Procedures

3.1 The Committee shall determine its own procedures, subject to the following conditions:

- a. The Committee shall use its best efforts to consult widely with the University community and shall respect the requirement to communicate with the University community as it proceeds toward a recommendation.
- b. Proceedings of the Committee shall be in camera. Members of the Committee shall hold in confidence all information discussed by the Committee. The requirement for confidentiality shall survive the discharge of the Committee.
- c. When the Committee is discharged, all records associated with the work of the Committee shall be the responsibility of the University Secretariat. Each Committee member shall provide all such records to the University Secretariat at the earliest opportunity, and no copies shall be made or retained. The University Secretary shall ensure that all confidential records associated with the work of the Committee are destroyed immediately after the successful candidate takes office.
- d. In the event that a Committee member ceases to serve for any reason, a replacement shall be elected or selected (as the case may be) by the same process and from the same constituency as the member withdrawing, except in the case where the work of the Committee has progressed to the point where the Committee decides, in its discretion acting reasonably, that the election or selection of a replacement is inappropriate.

Search Process

- 4.1 In the event that either the incumbent does not seek reappointment, the incumbent is not eligible for reappointment, or the Board decides against reappointment, then acting on the recommendation of the President, the Executive Committee of the Board shall determine if the search is to be comprehensive (external), or whether it should be limited to an internal search.
- 4.2 In the case of a comprehensive search and on the recommendation of the Executive Committee of the Board, the University shall engage the services of a highly qualified executive search consultant, specializing in senior-level institutional searches to assist the Committee in its work.
- 4.3 The Committee shall undertake a search for a new VP in accordance with the following process:
 - a. The Committee shall solicit input from the University community concerning the profile for the next VP
 - b. The position shall be widely advertised through such media and at such times as the committee may decide in its discretion, inviting applications and nominations. The Committee shall be free to approach individuals to request that they allow their names to stand for the position.
 - c. The Committee shall establish its own procedures for assessing candidates consistent with the issues, challenges and desired characteristics and attributes that have been identified in the profile and shall interview selected candidates.
 - d. The Board will request the Committee to provide two candidates both of whom have been fully vetted by the Committee and have been deemed by the Committee to be qualified and able to provide strong leadership. The elected directors are then able to compare and contrast the candidates with respect to qualifications', vision and fit for the institution and select the best leader for Kings unique requirements.
 - e. In the event that the Committee cannot reach a recommendation within the time allowed, then the Board shall be advised, and the Board may either grant an extension of time or strike a new committee pursuant to these guidelines.



Report to: Academic Council
From: Academic Council's Governance and Nominations Committee
Re: Report of the Meeting October 16, 2024
Date: October 23, 2024

For Information:

The Academic Council's Governance and Nominating Committee convened on October 7, 2024 and discussed the following items:

Committee Nominations

The committee reviewed the slate of Academic Council nominees attached to this report. Some committees carried forward from the previous Academic Council with mid-term incumbents carrying on in their roles. Ex-Officio members serve on the Council by nature of their positions. The individuals in **bold** on the slate were nominated by members of the King's community to serve on Academic Council committees. The Academic Council is responsible for approving the slate of committee nominees.

Draft Motion: To approve the slate of Academic Council committee nominees for 2024-2025.

Rules of Order

For the sake of continuity, the Governance Committee has determined that the Academic Council shall proceed with [Bourinot's](#) Rules of Order. Academic Council will have the opportunity to review suitability of the Rules of Order in the future.

Academic Council's September Agenda

The committee members approved and provided feedback on Academic Council's draft agenda which was incorporated in the meeting package provided to Academic Council members. Regarding the executive search policies items in the agenda, the committee asked that a motion be voted upon which would include advice to the Board, within the by-laws of Academic Council.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "M. Yenson".

M. Yenson (Chair)

King's Academic Council Committees

| Committee | Term | Name |
|---|-------------------------|--|
| Appointments, Promotion & Tenure | | |
| Vice-President and Academic Dean (Chair) | Ex-Officio | Mark Yenson (Interim) |
| Faculty Member from English, French, and Writing; Philosophy and Religious Studies; History; and Political Sciences | 2023-2025 | Corina Sandu |
| Faculty Member from English, French, and Writing; Philosophy and Religious Studies; History; and Political Sciences | 2022-2025 | Krista Lysack |
| Faculty Member from Sociology; Economics; Economics; Business; Mathematics; and Psychology | 2022-2025 | Ben Muller |
| Faculty Member from Sociology; Economics; Economics; Business; Mathematics; and Psychology | 2023-2026 | Wendy Ellis (Sabb TI) <i>Laura Melnyk Gribble</i> |
| Faculty Member from DS, CYS, SJPS, or Than | 2024-2027 | Carrie Traher |
| Faculty Member from Social Work | 2024-2027 | Stephanie Baird |
| Cardinal Carter Library Committee | | |
| Director of Libraries (Chair) | Ex-Officio | Adrienne Co-Dyre |
| Vice-President and Academic Dean | Ex-Officio | Mark Yenson (Interim) |
| Associate Librarian, Acquisitions and Collection Strategies | Ex-Officio | Linda Whidden |
| Associate Librarian, Research and User Services | Ex-Officio | Emma Swiatek |
| Faculty Member from Social Sciences | 2024-2026 | Lisa McLean |
| Faculty Member from Social Sciences | 2023-2025 | Pam Cushing |
| Faculty Member from Arts | 2024-2026 | Julius Kai-Kato |
| Faculty Member from Arts | 2023-2025 | Adam Bohnet |
| Faculty Member from Social Work | 2024-2026 | Rosemary Vito |
| One undergraduate student chosen by KUCSC | 2024-2025 | To Be Determined (TBD) |
| One graduate student representative | 2024-2025 | Mackenzie McIntosh |
| Educational Policy Committee | | |
| Vice-President and Academic Dean (Chair) | Ex-Officio | Mark Yenson (Interim) |
| Associate Academic Dean | Ex-Officio | Josephine Gemson (Interim) |
| Director of Enrolment Services and Registrar | Ex-Officio | Tracy Cunningham |
| Director of Libraries | Ex-Officio | Adrienne Co-Dyre |
| Chairs and Directors of Each Academic Unit | Ex-Officio | Various |
| President of Students' Council | Ex-Officio | Ricardo Soto |
| Dean of Students, St. Peter's Seminary | Ex-Officio | John Dool |
| Dean of Students, King's | Ex-Officio | Joe Henry |
| Director of Equity, Diversity, Inclusion, and Decolonization | Ex-Officio (Not-voting) | Jennifer Slay |
| Manager of Academic Planning and Analysis | Ex-Officio (Not-voting) | Julia Eastabrook |
| Manager, Academic Advising | Ex-Officio (Not-voting) | Miriam Love |

| Committee | Term | Name |
|--|-------------------------|----------------------------|
| Governance and Nominating Committee | | |
| Vice-President and Academic Dean (Chair) | Ex-Officio | Mark Yenson (Interim) |
| Faculty Member who is a member of Academic Council | One-year term | Kristin Lozanski |
| Faculty Member who is a member of Academic Council | Two-year term | Chaya Halberstram |
| Faculty Member who is a member of Academic Council | Three-year term | Pat Ryan |
| Student Member of Academic Council | Ex-Officio | TBD |
| President | Ex-Officio | Robert Ventresca (Interim) |
| Board Member | Ex-Officio (Not-voting) | Paul Tufts |
| University Secretary | Ex-Officio (Not-voting) | Paul Wilton |
| Research Committee | | |
| Associate Dean Research (Chair) | Ex-Officio | Erin Hannah |
| Faculty Member from Academic Council <i>* Each faculty member must be from a different discipline</i> | 2024-2025 | Graham Broad |
| Faculty Member from Academic Council | 2024-2026 | Jennifer Silcox |
| Faculty Member from Academic Council | 2024-2027 | Jane Sanders |
| Faculty Member | 2024-2025 | Kathleen Lyons |
| Faculty Member | 2024-2026 | Jingjing Xu |
| Faculty Member | 2024-2027 | Luisa Liboni |
| Mission Integration and Inclusion Committee | | |
| Faculty member of Academic Council as elected by Faculty | One-year term | Jacquie Newman |
| Faculty member elected by Faculty | Two-Year term | Allyson Larkin |
| Professional Officer elected by Academic Council | Three-year term | Emily Carrothers |
| Non-Academic Staff elected by Academic Council | One-year term | Lauren Timmers |
| Student appointed by KUCSC | 2024-2025 | TBD |
| President | Ex-Officio | Robert Ventresca (Interim) |
| Director of Office of Equity, Diversity, Inclusion and Decolonization or designate | Ex-Officio | Jennifer Slay |
| Director, Campus Ministry or designate | Ex-Officio | Jim Panchaud |
| Vice-President and Academic Dean or designate | Ex-Officio (Not-voting) | Mark Yenson (Interim) |
| Dean of Students or designate | Ex-Officio (Not-voting) | Joe Henry |

| Committee | Term | Name |
|---|-------------------------|----------------------------|
| Planning and Priorities Committee | | |
| Vice-President and Academic Dean (Chair) | Ex-Officio | Mark Yenson (Interim) |
| Faculty Member from Academic Council | One-year term | Corinne Walsh |
| Faculty Member from Academic Council | Two-year term | Thomas Tieku |
| Faculty Member | Three-year term | Election Required |
| Faculty Member | One-year term | Election Required |
| Student elected by KUCSC | 2024-2025 | TBD |
| Vice-President Finance and Support Services (or designate) | Ex-Officio | Vacant |
| Dean of Students (or designate) | Ex-Officio | Joe Henry |
| Director of Information Technology Services (or designate) | Ex-Officio | Dom Perrault |
| President | Ex-Officio (Not-voting) | Robert Ventresca (Interim) |
| Manager, Academic Planning and Analysis | Ex-Officio (Not-voting) | Julia Eastabrook |
| Associate Director- Enrolment Services | Ex-Officio (Not-voting) | Thomas Gray |
| University Secretary | Ex-Officio (Not-voting) | Paul Wilton |
| Scholarship and Bursary Committee | | |
| Associate Academic Dean (Chair) | Ex-Officio | Josephine Gemson (Interim) |
| Faculty Member | 2022-2025 | Kathryn Irvine |
| Faculty Member | 2022-2025 | Jingjing Xu |
| Faculty Member | 2021-2024 | Jane Sanders |
| Faculty Member | 2023-2026 | Joshua Wyman |
| Student elected by KUCSC | 2024-2025 | TBD |
| Dean of Students (or designate) | Ex-Officio | Doreen Vautour |
| Director of Enrolment Services and Registrar (or designate) | Ex-Officio | Tracy Cunningham |
| One member appointed by Foundation, Alumni, and Development | Ex-Officio | Kim Malcolm |
| One member appointed by Foundation, Alumni, and Development | Ex-Officio (Not-voting) | Sydney Phillips |
| One member appointed from Student Financial Services | Ex-Officio (Not-voting) | Amber Patrick |

| Committee | Term | Name |
|--|-------------------------|----------------------------|
| Strategic Enrolment Management Committee | | |
| Vice-President and Academic Dean (Chair) | Ex-Officio | Mark Yenson (Interim) |
| Faculty Member of Academic Council * Faculty members must be from different disciplines | 2023-2026 | Joseph Turnbull |
| Faculty Member of Academic Council | One-year term | Claudia Clausius |
| Faculty Member of Academic Council | Two-year term | TBD |
| Faculty Member | Three-year term | Hui Feng |
| Director of Enrolment Services and Registrar | Ex-Officio | Tracy Cunningham |
| Vice-President Finance and Support Services (or designate) | Ex-Officio | Vacant |
| Dean of Students (or designate) | Ex-Officio | Emily Carrothers |
| President | Ex-Officio | Robert Ventresca (Interim) |
| Associate Director- Enrolment Services | Ex-Officio (Not-voting) | Thomas Gray |
| Manager, Academic Planning and Analysis | Ex-Officio (Not-voting) | Julia Eastabrook |
| Associate Director of Finance | Ex-Officio (Not-voting) | Vishal Kothari |
| Teaching Excellence Awards Committee | | |
| Associate Academic Dean (Chair) | Ex-Officio | Josephine Gemson (Interim) |
| Professor Emeritus/a | 2024-2027 | Sauro Camiletti |
| Faculty Member preferably part recipient of award | 2024-2026 | Brian Patton |
| Faculty Member | 2024-2026 | Trevor Hunter |
| Student Member of Academic Council | 2024-2025 | TBD |
| Professional Officer who is an Alum | Two-year term | Aziz Sayegh |
| Non-Academic Staff who is an Alum | Three-year term | Samantha Hurren |
| Research Ethics Review Committee | | |
| Faculty member from Social Work | 2023-2026 | Andrew Mantulak (Chair) |
| Faculty member from Psychology | 2024-2027 | Laura Rosen |
| Faculty member from Psychology | 2022-2025 | Mike Morrison |
| Faculty member from the Social Sciences | 2022-2025 | Lori Murray |
| Faculty member from the Social Sciences | 2022-2025 | Vacant |
| Faculty member from the Social Sciences | 2024-2027 | Josh Wyman |
| Faculty member from the Arts | 2024-2027 | Corina Sandu |
| Undergraduate student appointed by KUCSC | 2024-2025 | TBD |
| Non-academic representative from the King's Community | 2023-2026 | Emma Swiatek |
| Expert community volunteer consultant | 2023-2026 | A. Van Deven |



Report to: Academic Council
From: Educational Policy Committee
Re: Report of Meetings on September 11 and October 4, 2024
Date: October 23, 2024

For Approval

1. EPC reviewed and discussed the following proposals from the Department of Disability Studies.

MOTION: That Academic Council approve the following proposals from the Department of Disability Studies (see Appendix 1)

- a) [Disability Studies 1010A/B Exploring Disability](#)
- b) [Disability Studies 3325F/G Law and Bioethics](#)
- c) [Disability Studies 3339F/G Disability Cross-Culturally](#)
- d) [Disability Studies Major and Minor](#)

M/S

EPC

2. EPC reviewed and discussed the following proposals from the Department of English, French, and Writing.

MOTION: That Academic Council approve the following proposals from the Department of English, French, and Writing (see Appendix 1)

- a) [English 1901E Foundations in the New Liberal Arts](#)
- b) [English 2102 and 3556E Twentieth-Century Drama](#)
- c) [Writing 2240F/G Intro and Revision to Minor and Certificate](#)

M/S

EPC

3. EPC reviewed and discussed the following proposals from the Department of History.

MOTION: That Academic Council approve the following proposals from the Department of History (see Appendix 1)

- a) [History 3710F/G and 4710F/G The World Wars in History, Memory and Reconciliation](#)

- b) [History 1901E Foundations in the New Liberal Arts](#)

M/S

EPC

4. EPC reviewed and discussed the following proposals from the School of Management, Economics, and Mathematics.

MOTION: That Academic Council approve the following proposals from the School of Management, Economics, and Mathematics (see Appendix 1)

- a) [MOS 2220F/G Cross-Cultural Commercial Relationships](#)
b) [MOS 2227A/B, 2228A/B, 3310A/B, 3312A/B](#)

M/S

EPC

5. EPC reviewed and discussed the following proposals from the Department of Philosophy.

MOTION: That Academic Council approve the following proposals from the Department of Philosophy (see Appendix 1)

- a) [Philosophy 1901E Foundations in the New Liberal Arts](#)
b) [Philosophy 2206W/X Modern and Contemporary Philosophy](#)
c) [Philosophy 3244F/G Planetary Ethics and Social Transformation](#)

M/S

EPC

6. EPC reviewed and discussed the following proposals from the Department of Politics and International Relations.

MOTION: That Academic Council approve the following proposals from the Department of Politics and International Relations (see Appendix 1)

- a) [Politics and International Relations Major in Law, Politics and Policy](#)

M/S

EPC

7. EPC reviewed and discussed the following proposals from the School of Social Work

MOTION: That Academic Council approve the following proposals from the School of Social Work (see Appendix 1)

- a) [Bachelor of Social Work \(Honors\) – Honours Specialization in Social Work](#)

M/S

EPC

8. EPC reviewed and discussed the following proposals from the Department of Sociology.

MOTION: That Academic Council approve the following proposals from the Department of Sociology (see Appendix 1)

- a) [Sociology 3342F/G, 3351F/G, 4480E](#)
- b) [Sociology 1020W/X Introduction to Sociology](#)
- c) [Sociology 3310F/G Qualitative Research Methodologies](#)

M/S

EPC

Respectfully submitted,

M. Yenson (Chair)

Disability Studies 1010A/B Exploring Disability

This Submission is for (please check all that apply):

- ☐ New Course(s) ☒ Revision to Course(s) ☐ Withdrawal of Course(s)
- ☐ Module/Program Revision

If this is a module/program revision involving the addition of new courses (please check one):

- ☐ New courses being added to the module/program have been approved
- ☐ New courses added to the module/program will be submitted to SOC in a concurrent proposal

Subject: Revision of Disability Studies 1010A/B at King's University College.

Motion: That effective September 1, 2025, [Disability Studies 1010A/B](#) the extra information section be revised to remove the word "lecture".

Rationale:

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_025764_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

**Disability Studies 1010A/B
EXPLORING DISABILITY**

Course Description

Explores provocative ethical and practical Disability Studies topics using a Liberal Arts framework. Students actively engage both sides of cases with legal, medical, and recreational significance. Examines how disability, mental health and neuro-diversity intersect with modern culture and social institutions.

Extra Information: 3 ~~lecture~~ hours.

Course Weight: 0.5

Associate Dean – Academic (or Equivalent) Contact: Mark Yenson, Interim Vice-President and Academic Dean, King's University College, associate.dean@kings.uwo.ca

Department/Program Contact: Prof. Jeffrey Preston, Department Chair for Disability Studies, King's University College, jeff.preston@uwo.ca

Disability Studies 3325F/G Law and Bioethics

This Submission is for (please check all that apply):

☐ New Course(s) ☒ Revision to Course(s) ☐ Withdrawal of Course(s)

☐ Module/Program Revision

If this is a module/program revision involving the addition of new courses (please check one):

☐ New courses being added to the module/program have been approved

☐ New courses added to the module/program will be submitted to SOC in a concurrent proposal

Subject: Revision of [Disability Studies 3325F/G](#) at King's University College.

Motion: That effective September 1, 2025, Disability Studies 3325F/G be revised at King's University College to include Disability Studies 3326F/G as an antirequisite.

Rationale: Disability Studies 3326F/G has Disability Studies 3325F/G listed as an anti-requisite but not vice-versa; the two courses are antirequisite to each other.

These are two courses that are predominantly distinct but *can* have some overlap. DS3325F/G is intended as an evolution of DS2272F/G, exploring specifically the intersection of bioethics and the law, exploring philosophies of bioethics and how they interface with current/future legal outcomes. DS3326F/G does something similar except instead of bioethics it engages with human rights discourses and the ways the law can (and sometimes doesn't) enshrine fundamental human rights. For 3326F/G that can include human rights perspectives on issues that bioethics also engages with directly, such as medical assistance in dying, but also things like the legal obligations to accommodate, rights to education, UNCRPD and other regulatory systems. As a result, we feel both classes are necessary and important, depending on student's focus, but there is sufficient overlap that it warrants the courses being antirequisite to one another.

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_027779_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

**Disability Studies 3325F/G
LAW AND BIOETHICS**

Course Description

Learn about the intersection of Law and Bioethics through actual cases involving disability, mental health and chronic illness. Examine such topics through a Disability Studies lens: rights, workplace injury and accommodation, competence assessments, personhood, end-of-life, ethics of care, and the disabling role legal, healthcare, education and job systems can play.

Pre or Corequisites

Prerequisite(s): [Disability Studies 2201F/G](#)

Antirequisite(s): **Disability Studies 3326F/G**

Extra Information: 3 hours.

Course Weight: 0.50

Associate Dean – Academic (or Equivalent) Contact: Mark Yenson, Interim Vice-President and Academic Dean, King's University College, associate.dean@kings.uwo.ca

Department/Program Contact: Prof. Jeffrey Preston, Department Chair for Disability Studies, King's University College, jeff.preston@uwo.ca

Disability Studies 3339F/G Disability Cross-Culturally

This Submission is for (please check all that apply):

- ☐ New Course(s) ☒ Revision to Course(s) ☐ Withdrawal of Course(s)
- ☐ Module/Program Revision

If this is a module/program revision involving the addition of new courses (please check one):

- ☐ New courses being added to the module/program have been approved
- ☐ New courses added to the module/program will be submitted to SOC in a concurrent proposal

Subject: [Disability Studies 3339F/G](#) at King's University College.

Motion: That effective September 1, 2025, Disability Studies 3339F/G be revised to be consistent with those of Sociology 3339F/G, with which it is cross-listed.

Rationale: To have consistency between the cross-listed courses. Currently, second year students are able to register in Disability Studies 3339F/G.

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_027995_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Disability Studies 3339F/G
DISABILITY CROSS-CULTURALLY

Course Description

Explores how different cultures construct disability. Uses cases to examine the way diverse sociocultural norms inform definitions, policies, practices and attitudes towards people with disability and how this varies internationally.

Antirequisite(s)

Antirequisite(s): [Sociology 3339F/G](#).

Pre or Corequisites

Prerequisite(s): [Disability Studies 1010A/B](#), ~~or~~ **and** 3rd or 4th year standing in a Sociology or Criminology or Disability Studies module, or with permission of the instructor.

Extra Information

Extra Information: 3 lecture hours.

Course Weight: 0.50

Associate Dean – Academic (or Equivalent) Contact: Mark Yenson, Interim Vice-President and Academic Dean, King's University College, associate.dean@kings.uwo.ca

Department/Program Contact: Prof. Jeffrey Preston, Department Chair for Disability Studies, King's University College, jeff.preston@uwo.ca

Disability Studies Major and Minor

This Submission is for (please check all that apply):

- ☐ New Course(s) ☐ Revision to Course(s) ☐ Withdrawal of Course(s)
- ☒ Module/Program Revision

If this is a module/program revision involving the addition of new courses (please check one):

- ☐ New courses being added to the module/program have been approved
- ☐ New courses added to the module/program will be submitted to SOC in a concurrent proposal

Subject: Revision to Disability Studies modules at King's University College.

Motion: That effective September 1, 2025, Disability Studies modules at King's University College be revised

Rationale: These revisions will reflect current courses offerings and remove courses that are no longer offered.

Link to Current Calendar Copy (if applicable):

MAJOR:

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20702&SelectedCalendar=Live&ArchiveID=>

MINOR:

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20703&SelectedCalendar=Live&ArchiveID=>

Proposed Calendar Copy (for approval):

MAJOR IN DISABILITY STUDIES

Module

6.0 courses:

1.0 course: [Disability Studies 2201F/G](#) (or the former Disability Studies 2201A/B) and [Disability Studies 2202A/B](#), or the former Interdisciplinary Studies 2246.

0.5 course from: [Disability Studies 2272F/G](#), [Disability Studies 2214F/G](#) (or the former Disability Studies 2214A/B), [Disability Studies 2224A/B](#).

0.5 course from: [Disability Studies 3311F/G](#), [Disability Studies 3312F/G](#), [Disability Studies 3325F/G](#), [Disability Studies 3326F/G](#).

~~**4.0 courses:** from Groups A and B as listed below. Students must take at least 1.5 courses from Group A, and must complete a total of 1.0 course at the 3000 level in the module.~~

1.5 course from: Disability Studies at the 2000 level or above (Group A)

2.0 course from: either Disability Studies or the Approved List (Group B) at the 2000 level or above

0.5 course from: either Disability Studies or the Approved List (Group B) at the 3000 level or above

Group A: Any Disability Studies course level 2000 or above.

Group B: [Anthropology 3354F/G](#), ~~Childhood and Social Institutions 2210F/G~~, [GSWS 2223F/G](#), [History of Science 2220](#), ~~Interdisciplinary Studies 2252F/G~~, [Philosophy 2203](#), [Philosophy 2208E](#), [Political Science 3307F/G](#), [Political Science 3312F/G](#), [Psychology 3310F/G](#), [Psychology 3311](#), [Psychology 3320F/G](#), [Psychology 3725F/G](#), [Psychology 4303F/G](#), [Sociology 2206A/B](#), [Sociology 2245](#), [Sociology 3304F/G](#), [Sociology 3305F/G](#), [Sociology 3371F/G](#), [Social Work 2206A/B](#), [Social Work 2216A/B](#), [Social Work 3344A/B](#), [Thanatology 2225A/B](#), [Thanatology 2230F/G](#), [Thanatology 2234F/G](#), [Thanatology 3355F/G](#), the former [Interdisciplinary Studies 2252F/G](#), the former [Childhood and Social Institutions 2210F/G](#), the former [Childhood and Social Institutions 3300F/G](#), the former [Childhood and Social Institutions 3364F/G](#), the former [Childhood and Social Institutions 3360F/G](#), the former [Political Science 3309E](#), the former [Thanatology 2200](#).

MINOR IN DISABILITY STUDIES

Module

4.0 courses:

1.0 course: [Disability Studies 2201F/G](#) (or the former [Disability Studies 2201A/B](#)) and [Disability Studies 2202A/B](#), or the former [Interdisciplinary Studies 2246](#).

~~3.0 courses from Groups A and B as listed below. Students must take at least 1.5 from Group A, up to 1.5 can be taken from Group B.~~

1.5 course from: Disability Studies at the 2000 level or above.

1.5 course from: Disability Studies or the Approved Course list (Group B)

Group A: Any Disability Studies Course level 2000 or above.

Group B: [Anthropology 3354F/G](#), ~~Childhood and Social Institutions 2210F/G~~, [GSWS 2223F/G](#), [History of Science 2220](#), ~~Interdisciplinary Studies 2252F/G~~, [Philosophy 2203](#), [Philosophy 2208E](#), [Political Science 2208E](#), [Political Science 3307F/G](#), [Political Science 3312F/G](#), [Psychology 3310F/G](#), [Psychology 3311](#), [Psychology 3320F/G](#), [Psychology 3725F/G](#), [Psychology 4303F/G](#), [Sociology 2206A/B](#), [Sociology 2245](#), [Sociology 3304F/G](#), [Sociology 3305F/G](#), [Sociology 3371F/G](#), [Social Work 2206A/B](#), [Social Work 2216A/B](#), [Social Work 3344A/B](#), [Thanatology 2225A/B](#), [Thanatology 2230F/G](#), [Thanatology 2234F/G](#), [Thanatology 3355F/G](#), the former [Interdisciplinary Studies 2252F/G](#), the former [Childhood and Social Institutions 2210F/G](#), the former [Childhood and Social Institutions 3300F/G](#), the former [Childhood and Social Institutions 3364F/G](#), the former [Childhood and Social Institutions 3360F/G](#), the former [Political Science 3309E](#), the former [Thanatology 2200](#).

Associate Dean – Academic (or Equivalent) Contact: Mark Yenson, Interim Vice-President and Academic Dean, King's University College, associate.dean@kings.uwo.ca

Department/Program Contact: Prof. Jeffrey Preston, Department Chair for Disability Studies, King's University College, jeff.preston@uwo.ca

English 1901E Foundations in the New Liberal Arts

This Submission is for (please check all that apply):

- ☐ New Course(s) ☒ Revision to Course(s) ☐ Withdrawal of Course(s)
- ☐ Module/Program Revision

If this is a module/program revision involving the addition of new courses (please check one):

- ☐ New courses being added to the module/program have been approved
- ☐ New courses added to the module/program will be submitted to SOC in a concurrent proposal

Subject: Revision to English 1901E at King's University College.

Motion: That effective September 1, 2025, the course description for English 1901E will be revised.

Rationale: The program wishes the full name of the program to be properly represented in the body of the course description. The definite article ("the") in the "The NEW Liberal Arts" needs to be capitalized because it is part of the name of the program.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_023751_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

ENGLISH 1901E
Foundations in The New Liberal Arts

Course Description

The English Literature unit of the King's Foundations in ~~the~~ The New Liberal Arts is supplemented by the study of art and music. It investigates influential works of literature from ancient to modern times through an interdisciplinary perspective, with special focus on innovations in literary form and cultural contexts.

Pre or Corequisites

Prerequisite(s): Must be registered in ~~the~~ The New Liberal Arts, or the former Western Thought and Civilization. **Corequisite(s):** History 1901E and Philosophy 1901E.

Extra Information

Extra Information: 3 hours. There may be additional costs associated with field trips.
Capstone conference at end of term.

Associate Dean – Academic (or Equivalent) Contact: Dr. Mark Yenson, Associate Academic Dean, King's University College, associate.dean@kings.uwo.ca

Department/Program Contact: Dr. Ian Rae, Department Chair for English, French, and Writing, King's University College, irae@uwo.ca

English 2102 and 3556E Twentieth-Century Drama

This Submission is for (please check all that apply):

- ☐ New Course(s) ☒ Revision to Course(s) ☐ Withdrawal of Course(s)
- ☐ Module/Program Revision

If this is a module/program revision involving the addition of new courses (please check one):

- ☐ New courses being added to the module/program have been approved
- ☐ New courses added to the module/program will be submitted to SOC in a concurrent proposal

Subject: Revision to the titles of English 2102 and English 3556E at King's University College.

Motion: That effective September 1, 2025, the titles for English 2102 and English 3556E will be revised at King's University College.

Rationale: The changes to the titles of the drama courses below recognize that, in practice, these courses trace critical patterns from 20th century dramatic activity into the 21st century. Hence both ENG 2012 and 3556E propose in the calendar copy to track dramatic activity from "1890 to the present day." The Department considers it crucial to emphasize that drama is a living art and to emphasize the vibrancy of contemporary dramatic productions in the 21st century.

"20TH" has replaced "TWENTIETH" in the title to accommodate the character limit.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_027997_1&SelectedCalendar=Live&ArchiveID=

ENGLISH 2102

~~Twentieth~~ 20th And 21st Century Drama

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_024427_2&SelectedCalendar=Live&ArchiveID=

ENGLISH 3556E

~~Twentieth~~ 20th And 21st Century Drama

Associate Dean – Academic (or Equivalent) Contact: Dr. Mark Yenson, Associate Academic Dean, King's University College, associate.dean@kings.uwo.ca

Department/Program Contact: Dr. Ian Rae, Department Chair for English, French, and Writing, King's University College, irae@uwo.ca

Writing 2240F/G Intro and Revisions to Minor and Certificate

This Submission is for (please check all that apply):

- ☒ New Course(s) ☐ Revision to Course(s) ☐ Withdrawal of Course(s)
- ☒ Module/Program Revision

If this is a module/program revision involving the addition of new courses (please check one):

- ☐ New courses being added to the module/program have been approved
- ☐ New courses added to the module/program will be submitted to SOC in a concurrent proposal

Subject: Introduction of Writing 2240F/G, and revisions to the Minor in Writing and Social Change, and Certificate in the Teaching of Practice of Writing at King's University College.

Motion: That effective September 1, 2025, Writing 2240F/G be introduced, and the Minor in Writing and Social Change, and the Certificate in the Teaching and Practice of Writing be revised at King's University College.

Rationale:

Introduction of Writing 2240F/G: Drawing on Writing Across the Curriculum (WAC) and Writing in the Disciplines (WID) frameworks, Writing 2240F/G (Writing for Thanatology) meets the need expressed by the Thanatology department for writing instruction that focuses on the genres, frameworks, and research literacies required within that specific discipline. It will help King's students build a rigorous and critical understanding of academic literacies required for successful scholarly communication in Thanatology, as well as career-enhancing practical communication skills.

Revision to Minor in Writing and Social Change: (1) The admission requirements for the Minor in Writing and Social Change are being revised to ensure consistency with most other Minor module admission requirements across the disciplines. (2) The module requirements are being revised to reflect the introduction of Writing 2240F/G Writing for Thanatology.

Revision to the Certificate in the Teaching and Practice of Writing: (1) The admission requirements for the Minor in Writing and Social Change are being revised to ensure consistency with most other Certificate admission requirements across the disciplines. (2) The module requirements are being revised to reflect the introduction of Writing 2240F/G Writing for Thanatology.

Link to Current Calendar Copy (if applicable):

Proposed Calendar Copy (for approval):

Writing 2240F/G: Writing for Thanatology (23 characters)

An introduction to writing techniques and conventions required for success in the field of Thanatology. Using thanatological discourse, concepts, and issues, this course helps students build the academic and cultural literacies needed for effective scholarly and public-facing communication, including critical thinking, application of theory, research, argumentation, revision, editing, and citation. (50 words)

Prerequisites: Any 0.5 from [Writing 1002F/G](#), [Writing 1020F/G](#), [Writing 1021F/G](#), [Writing 1022F/G](#), [Writing 1025F/G](#), [Writing 1030F/G](#), [Writing 1031F/G](#), [Writing 1032F/G](#), [Writing 2101F/G](#), or permission of the Department.

Extra Information: 3 hours, 0.5 course.
(King's)

Module/program revisions:

Link to Current Calendar Copy (if applicable):

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21672&Keywords=Minor%20in%20Writing%20and%20social%20change&SelectedCalendar=Live&ArchiveID=>

Proposed Calendar Copy (for approval):

MINOR IN WRITING AND SOCIAL CHANGE
English, French and Writing

Admission Requirements

Restricted to students enrolled at the Affiliated University Colleges. Completion of first year requirements, including 0.5 from [Writing 1020F/G](#), [Writing 1022F/G](#), or [Writing 1032F/G](#) with a ~~minimum grade of 65%~~ or [Writing 2101F/G](#) with a minimum grade of 60%. ~~, or with~~ **With** permission of the Department, **other Writing courses may be used.**

Module

4.0 courses:

2.5 courses from: [Writing 2202F/G](#), [Writing 2230F/G](#), [Writing 2240F/G](#), [Writing 2260F/G](#), [Writing 2262F/G](#), [Writing 2301F/G/Z](#), [Writing 2208F/G](#), [Writing 3100F/G](#), [Writing 3700F/G](#), [Writing 4700F/G](#).

1.5 courses from: Writing at the 2200 level or above, [Speech 2001](#), [English 2299F/G](#), [English 3998E](#), [English 3999F/G](#). Students may substitute a maximum of 1.0 approved non-Writing

essay course toward this requirement, and should contact the Assistant **Writing** Coordinator, ~~Writing~~ (Department of English, French and Writing at King's), for further information and specific course approvals.

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21649&Keywords=Certificate%20in%20the%20teaching%20and%20practice%20of%20writing&SelectedCalendar=Live&ArchiveID=>

Proposed Calendar Copy (for approval):

CERTIFICATE IN THE TEACHING AND PRACTICE OF WRITING English, French and Writing

The Certificate in the Teaching and Practice of Writing, restricted to students currently enrolled at the Affiliate Colleges, is designed to support and complement King's programs such as Social Work, Social Justice and Peace Studies, Thanatology, Catholic Studies for Teachers, Childhood and **Youth Studies** ~~Social Institutions~~, and Disability Studies. It aims to provide students with theoretical frameworks and practical experiences related to rhetoric and composition, with a view to improving both their own communication skills and their ability to provide pedagogic, critical, and editorial feedback to others. The courses will include both lectures and practice. All degree courses may be credited toward other undergraduate programs. Undergraduate students from the Affiliate Colleges may apply for admission, subject to prerequisites and general admission requirements.

Admission Requirements

Restricted to students enrolled at the Affiliate Colleges. Completion of first year requirements, including **0.5 from** [Writing 1020F/G](#), [Writing 1022F/G](#), [Writing 1032F/G](#), or [Writing 2101F/G](#) with a minimum grade of 60% ~~with a minimum grade of 65%~~ **With** permission of the Department, **other Writing courses may be used.**

~~This is a limited enrolment program and possession of the minimum admission requirements does not guarantee admission.~~

Module/Program Information

To qualify for the Certificate in the Teaching and Practice of Writing, students must achieve an overall average of 65% in the following **3.0 courses**:

2.0 courses from: [Writing 2260F/G](#), [Writing 2262F/G](#), [Writing 2301F/G/Z](#), [Writing 2240F/G](#), [Writing 2208F/G](#), [Writing 3100F/G](#), [Writing 3700F/G](#).

1.0 course from: Any Writing **course** at the 2000 level or higher, [Speech 2001](#), [English 3998E](#), [English 3999F/G](#) and any 0.5 English course at the 2200 level or higher.

Students may substitute a maximum of 1.0 approved non-Writing essay course toward this requirement, and should contact the Writing ~~Program~~-Coordinator (Department of English, French and Writing) for further information and specific course approvals.

Writing 2240F/G Course Summary (for information):

1. The course fulfils Writing program outcomes, including the following:
After taking Writing courses, students should be able to:
 - identify the goals, discursive features, and methodologies of academic and professional writing, both generic and discipline-specific or profession-specific
 - understand specific genres of writing ... and judiciously deploy various rhetorical modes and strategies
 - demonstrate critical awareness of disciplinary discourse communities, social contexts, the politics of language, ethical debates, and technological change, and the positioning of their writing selves within these contexts
2. It fits into the Minor in Writing and Social Change as well as the Certificate in the Teaching and Practice of Writing; and will be added to Thanatology modules as an accepted course.
3. is consonant with King's' mission in that it involves high impact learning with peer-to-peer contacts and facilitation of scholarly pathways for students, is founded on interdisciplinarity and collaboration between departments, supports students from across social groups in raising the quality of their research and writing through culturally responsive and critical pedagogy, and in pursuing graduate pathways.
4. fulfils essay requirements by requiring between 2000 and 3500 words of writing in multiple genres, while also supporting oral communication and presentation skills.
5. would ideally be taught by full-time faculty but can also be taught by well-qualified part-time faculty. An ideal team-teaching opportunity for Writing/Thanatology instructors.

Associate Dean – Academic (or Equivalent) Contact Dr. Mark Yenson, Interim Vice-President and Academic Dean, King's University College, VPAcademic@kings.uwo.ca.

Department/Program Contact: Dr. Ian Rae, Department Chair for English, French, and Writing, King's University College, irae@uwo.ca

History 3710F/G and 4710F/G The World Wars in History, Memory and Reconciliation

This Submission is for (please check all that apply):

☐ New Course(s) ☒ Revision to Course(s) ☐ Withdrawal of Course(s)

☐ Module/Program Revision

If this is a module/program revision involving the addition of new courses (please check one):

☐ New courses being added to the module/program have been approved

☐ New courses added to the module/program will be submitted to SOC in a concurrent proposal

Subject: Revision of the course description of History 3710F/G and History 4710F/G at King's University College.

Motion: That effective September 1, 2025, the course descriptions of History 3710F/G and History 4710F/G be revised at King's University College.

Rationale: Revising the description to reflect the changing nature of the overseas program. Future versions of the course may involve travel to the Netherlands.

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_028882_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

History 3710F/G

THE WORLD WARS IN HISTORY, MEMORY AND RECONCILIATION

Course Description

~~This course, which concludes with a 10-day program in Belgium and France, explores commemorative practices that emerged after the World Wars. Topics include the presentation of history through monumental architecture, the preservation of battlefields, and museums, and how these sites have informed identity and efforts to reconcile former enemies.~~ This course concludes with a 1-2 week overseas program in Belgium, France, and/or the Netherlands, exploring commemorative practices after the World Wars. Topics include the presentation of history through monumental architecture, the preservation of battlefields, and museums, and how these sites have informed identity and efforts to reconcile former enemies.

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_028885_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

History 4710F/G

THE WORLD WARS IN HISTORY, MEMORY AND RECONCILIATION

Course Description

~~This course, which concludes with a 10-day program in Belgium and France, explores commemorative practices that emerged after the World Wars. Topics include the presentation of history through monumental architecture, the preservation of battlefields, and museums, and how these sites have informed identity and efforts to reconcile former enemies.~~ This course concludes with a 1-2 week overseas program in Belgium, France, and/or the Netherlands, exploring commemorative practices after the World Wars. Topics include the presentation of history through monumental architecture, the preservation of battlefields, and museums, and how these sites have informed identity and efforts to reconcile former enemies.

Associate Dean – Academic (or Equivalent) Contact: Dr. Mark Yenson, Associate Academic Dean, King's University College, associate.dean@kings.uwo.ca

Department/Program Contact: Dr. Graham Broad, Chair, Department of History, King's University College, gbroad@uwo.ca

History 1901E Foundations in the New Liberal Arts

This Submission is for (please check all that apply):

- ☐ New Course(s) ☒ Revision to Course(s) ☐ Withdrawal of Course(s)
- ☐ Module/Program Revision

If this is a module/program revision involving the addition of new courses (please check one):

- ☐ New courses being added to the module/program have been approved
- ☐ New courses added to the module/program will be submitted to SOC in a concurrent proposal

Subject: History 1901E at King's University College.

Motion: That effective September 1, 2025 the History 1901E will have be revised at King's University College.

Rationale: The New Liberal Arts program wishes the full name of the program to be properly represented in the body of the course description. The definite article ("the") in the "The New Liberal Arts" needs to be capitalized because it is part of the name of the program.

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_023750_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

History 1901E
FOUNDATIONS IN THE NEW LIBERAL ARTS

Course Description

The History unit of the King's Foundations in ~~the~~ **The** New Liberal Arts introduces students to major processes, personalities, and events in the historical development of the modern world and what is described as "the West", while developing and refining students' fundamental skills in historical methodology.

Pre or Corequisites

Prerequisite(s): Must be registered in ~~the King's Foundations in the~~ **The** New Liberal Arts, or the former Western Thought and Civilization.

Corequisite(s): English 1901E and Philosophy 1901E

Must be registered in ~~the~~ **The** New Liberal Arts, or the former Western Thought and Civilization.

Corequisite(s): English 1901E and Philosophy 1901E

Extra Information

Extra Information: 3 hours. There may be additional costs associated with field trips.

Capstone conference at end of term.

Associate Dean – Academic (or Equivalent) Contact: Dr. Mark Yenson, Associate Academic Dean, King's University College, associate.dean@kings.uwo.ca

Department/Program Contact: Dr. Graham Broad, Chair, Department of History, King's University College, gbroad@uwo.ca

MOS 2220F/G Cross-Cultural Commercial Relationships

This Submission is for (please check all that apply):

- ☐ New Course(s) ☒ Revision to Course(s) ☐ Withdrawal of Course(s)
- ☐ Module/Program Revision

If this is a module/program revision involving the addition of new courses (please check one):

- ☐ New courses being added to the module/program have been approved
- ☐ New courses added to the module/program will be submitted to SOC in a concurrent proposal

Subject: Revision of Management and Organizational Studies MOS2220F/G at King's University College.

Motion: Effective September 1, 2025, Management and Organizational Studies 2220F/G be revised as shown at King's University College.

Rationale: It is a house-keeping item to revise the prerequisite(s) since many MOS modules don't have this course listed as a required modular course except Global Commerce modules. This revision also provides more accessibility to students who want to study cross-cultural relations in a global business context.

Link to Current Calendar Copy (if applicable): [Management and Organizational Studies 2220F/G: Cross-Cultural Commercial Relationships](#)

Proposed Calendar Copy (for approval):

Management and Organizational Studies 2220F/G: Cross-Cultural Commercial Relationships (39 characters)

Short title for use by the Office of the Registrar **CROSS-CULT COMMERCL RELTNSHPS** (29 characters)

This course introduces students to the study of management and organizations based on best available evidence. Topics covered may include consumer behavior, human resource management, business processes, intercultural relations, and multinational corporations in a globalized economy. These topics are fundamental to understanding managing people, consumer choice, and global commerce.

Prerequisite(s): ~~Business Administration 1220E plus one of Sociology 1020, Sociology 1021E, Enrollment in MOS,~~ and Management and Organizational Studies 2181A/B, ~~Management and Organizational Studies 2155A/B, Management and Organizational Studies~~

~~2280F/G, Psychology 1000, Psychology 2060, Psychology 2660A/B,~~ or permission of the Department School.

Extra information: 3 seminar hours.

Course Weight: 0.5

Associate Dean – Undergraduate (or Equivalent) Contact:

Dr. Mark Yenson, Interim Vice-President and Academic Dean, King's University College,
Mark.Yenson@kings.uwo.ca

Department/Program Contact:

Dr. Jennifer Jeffrey, Director of the School of Management, Economics, and Mathematics,
King's University College, MEMDirector@kings.uwo.ca

MOS 2227A/B, 2228A/B, 3310A/B, 3312A/B

This Submission is for (please check all that apply):

- ☐ New Course(s) ☒ Revision to Course(s) ☐ Withdrawal of Course(s)
- ☐ Module/Program Revision

If this is a module/program revision involving the addition of new courses (please check one):

- ☐ New courses being added to the module/program have been approved
- ☐ New courses added to the module/program will be submitted to SOC in a concurrent proposal

Subject: Revision of Management and Organizational Studies 2227A/B: Introduction to Financial Accounting, Management and Organizational Studies 2228A/B: Introduction to Managerial Accounting, Management and Organizational Studies 3310A/B: Finance for Management and Organizational Studies, and Management and Organizational Studies 3312A/B: Derivative Securities Markets.

Motion: Effective September 1, 2025, Management and Organizational Studies 2227A/B, Management and Organizational Studies 2228A/B, Management and Organizational Studies 3310A/B, and Management and Organizational Studies 3312A/B be revised as shown at King's University College.

Rationale: This is a house-keeping proposal to include the recently approved module: Honours Specialization in Financial Economics in the prerequisites of the above-mentioned MOS courses, as these MOS courses are listed as required modular courses in the Honours Specialization in Financial Economics.

Link to Current Calendar Copy (if applicable): [Management and Organizational Studies 2227A/B: Introduction to Financial Accounting](#)

Proposed Calendar Copy (for approval):

Management and Organizational Studies 2227A/B: Introduction to Financial Accounting
(36 characters)

Short title for use by the Office of the Registrar **INTRO TO FINANCIAL ACCOUNTING** (29 characters)

This course is an integrated introduction to accounting principles and practices. It is designed to help students begin to understand accounting information, along with its uses and limitations. This course is to provide students with an integrated framework for preparing, analyzing and interpreting the financial statements.

Antirequisite(s): Business Administration 2257.

Prerequisite(s): 5.0 courses at University level, and enrollment in the Honours Specialization in Financial Economics, Specialization in Financial Economics, Major in Finance, Minor in Finance, or BMOS program.

Extra information: 3 lecture hours. Note: Students interested in pursuing an HBA Degree at the Richard Ivey School of Business should not take this course in second year as Ivey does not recognize this course as part of the HBA degree. Instead, students should take Business Administration 2257 as required by Ivey.

Course Weight: 0.5

Link to Current Calendar Copy (if applicable): [Management and Organizational Studies 2228A/B: Introduction to Managerial Accounting](#)

Proposed Calendar Copy (for approval):

Management and Organizational Studies 2228A/B: Introduction to Managerial Accounting (37 characters)

Short title for use by the Office of the Registrar **INTRO TO MANAGERIAL ACCOUNTING** (30 characters)

Students will examine how accounting information is used within organizations to plan, monitor and control. The purpose of this course is to ensure students have a basic understanding of how such management accounting systems and controls operate, the language they use and their limitations.

Antirequisite(s): Business Administration 2257.

Prerequisite(s): 5.0 courses at University level, and enrollment in ~~second-year~~ BMOS program, or Honours Specialization in Financial Economics.

Extra information: 3 lecture hours. Note: Students interested in pursuing an HBA Degree at the Richard Ivey School of Business should not take this course in second year as Ivey does not recognize this course as part of the HBA degree. Instead, students should take Business Administration 2257 as required by Ivey.

Course Weight: 0.5

Link to Current Calendar Copy (if applicable): [Management and Organizational Studies 3310A/B: Finance for Management and Organizational Studies](#)

Proposed Calendar Copy (for approval):

Management and Organizational Studies 3310A/B: Finance for Management and Organizational Studies (49 characters)

Short title for use by the Office of the Registrar **FINANCE FOR MOS** (15 characters)

An introduction to the role of financial management including financial markets and analysis, working capital management, capital budgeting and long-term financing.

Antirequisite(s): Financial Modelling 2555A/B, MOS 2310A/B.

Prerequisite(s): Business Administration 2257, or MOS 2227A/B, and enrolment in BMOS, or Honours Specialization in Financial Economics, or Major in Finance, or Specialization in Financial Economics, or Minor in Finance.

Extra information: 3 lecture hours.

Course Weight: 0.5

Link to Current Calendar Copy (if applicable): [Management and Organizational Studies 3312A/B: Derivative Securities Markets](#)

Proposed Calendar Copy (for approval):

Management and Organizational Studies 3312A/B: Derivative Securities Markets (29 characters)

Short title for use by the Office of the Registrar **DERIVATIVE SECURITIES MARKETS** (29 characters)

This course studies derivative securities such as Forwards, Futures, Options, and SWAPs. Topics include an introduction to the institutions and pricing of derivative securities in commodity, interest rate, and foreign exchange markets, the use of derivative securities for hedging, speculation, and arbitrage, and their role as a stabilizing mechanism in the economy.

Antirequisite(s): Management and Organizational Studies 4312A/B.

Prerequisite(s): Economics 2300A/B, Management and Organizational Studies 3310A/B, and enrolment in BMOS, or Honours Specialization in Financial Economics, or Major in Finance.

Extra information: 3 lecture hours.

Course Weight: 0.5

Associate Dean – Undergraduate (or Equivalent) Contact:

Dr. Mark Yenson, Interim Vice-President and Academic Dean, King's University College,
Mark.Yenson@kings.uwo.ca

Department/Program Contact:

Dr. Jennifer Jeffrey, Director of the School of Management, Economics, and Mathematics,
King's University College, MEMDirector@kings.uwo.ca

Philosophy 1901E Foundations in the New Liberal Arts

This Submission is for (please check all that apply):

- ☐ New Course(s) ☒ Revision to Course(s) ☐ Withdrawal of Course(s)
- ☐ Module/Program Revision

If this is a module/program revision involving the addition of new courses (please check one):

- ☐ New courses being added to the module/program have been approved
- ☐ New courses added to the module/program will be submitted to SOC in a concurrent proposal

Subject: Philosophy 1901E to be revised at King's University College.

Motion: That effective September 1, 2025, Philosophy 1901E will be revised to indicate "The" New Liberal Arts, rather than "the" New Liberal Arts.

Rationale: The New Liberal Arts program wishes the full name of the program to be properly represented in the body of the course description. The definite article ('the') in 'the New Liberal Arts' needs to be capitalized because it is part of the name of the program. Also, additional information is provided to students regarding the opportunity to participate in a capstone conference at the end of the course.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_023752_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

PHILOSOPHY 1901E
FOUNDATIONS IN THE NEW LIBERAL ARTS

Course Description

The Philosophy unit of the King's Foundations in **T**he New Liberal Arts is an interdisciplinary historical survey of some of the most important philosophers (Plato, Aristotle, Descartes, Marx, Nietzsche, Derrida) and artists (da Vinci, Michelangelo, Rembrandt, Dali) that have shaped the course of Western thought and our contemporary world.

Pre or Corequisites

Prerequisite(s): Must be registered in **T**he New Liberal Arts, or the former Western Thought and Civilization. **Corequisite(s):** History 1901E and English 1901E.

Extra Information

Extra Information: 3 hours. There may be additional costs associated with field trips. Capstone conference at end of term.

Associate Dean – Academic (or Equivalent) Contact: Mark Yenson, Interim Vice-President and Academic Dean, King's University College, associate.dean@kings.uwo.ca

Department/Program Contact: Dr. John Heng, Department Chair for Philosophy, King's University College, jheng@uwo.ca

Philosophy 2206W/X Modern and Contemporary Philosophy

This Submission is for (please check all that apply):

- ☐ New Course(s) ☒ Revision to Course(s) ☐ Withdrawal of Course(s)
- ☐ Module/Program Revision

If this is a module/program revision involving the addition of new courses (please check one):

- ☐ New courses being added to the module/program have been approved
- ☐ New courses added to the module/program will be submitted to SOC in a concurrent proposal

Subject: Revision to [Philosophy 2206W/X](#) at King's University College.

Motion: That effective September 1, 2025, the prerequisites of [Philosophy 2206W/X](#) will be revised at King's University College.

Rationale: Students in the Social and Political Thought modules do not require [Philosophy 2205W/X](#) to register in [Philosophy 2206W/X](#).

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_022187_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Philosophy 2206W/X
MODERN AND CONTEMPORARY PHILOSOPHY

Course Description

A survey of the great philosophers from the Renaissance, through Modern philosophy to contemporary Post-modern thought, focusing on the systematic unity of their thought, the influence of their ideas and their importance for us today. Themes include: the nature of reality, human existence, truth, God, political agency, and ethics.

Antirequisite(s): [Philosophy 2202F/G](#).

Pre or Corequisites

Prerequisite(s): [Philosophy 2205W/X](#) or registration in a Social and Political Thought module

Extra Information

Extra Information: 6 lecture hours.

Course Weight: 1.00

Breadth: CATEGORY B

Subject Code: PHILOSOP

Associate Dean – Academic (or Equivalent) Contact: Mark Yenson, Interim Vice-President and Academic Dean, King's University College, associate.dean@kings.uwo.ca

Department/Program Contact: Dr. John Heng, Department Chair for Philosophy, King's University College, jheng@uwo.ca

Philosophy 3244F/G Planetary Ethics and Social Transformation

This Submission is for (please check all that apply):

- ☐ New Course(s) ☒ Revision to Course(s) ☐ Withdrawal of Course(s)
- ☐ Module/Program Revision

If this is a module/program revision involving the addition of new courses (please check one):

- ☐ New courses being added to the module/program have been approved
- ☐ New courses added to the module/program will be submitted to SOC in a concurrent proposal

Subject: [Philosophy 3244F/G](#) to be revised at King's University College.

Motion: That effective September 1, 2025, [Philosophy 2242F/G](#) will no longer be a prerequisite for [Philosophy 3244F/G](#).

Rationale: The curriculum of [Philosophy 3244F/G](#) focuses on planetary ethics. Philosophy 2242 F/G addresses broader philosophical issues regarding the relationships of humans with the rest of the planetary ecosystem. While related, these areas of study can be undertaken separately without disadvantage to students. This change also enables Philosophy Majors and others who are primarily interested in planetary ethics or social transformation, or both, to enrol.

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_022187_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Philosophy 3244F/G
PLANETARY ETHICS AND SOCIAL TRANSFORMATION

Course Description

This class considers the intersection of ethical and political issues regarding global socioeconomic systems, ecological imbalance, and planetary change. It follows a pluralist methodology drawing from various world philosophical traditions and contemporary scholarship and explores issues of climate change and climate justice, decoloniality, social transformation and cultural pluralism.

Antirequisites: The former Philosophy 2244F/G.

~~Pre or Corequisites~~

Prerequisite(s): [Philosophy 2242F/G](#).

Extra Information

Extra Information: 3 lecture hours. Students are encouraged to take [Philosophy 2242F/G](#) Philosophy of the Earth concurrently with or prior to this course to broaden their understanding of the ethical and social issues discussed in this course.

Course Weight: 0.50

Breadth: CATEGORY B

Subject Code: PHILOSOP

Associate Dean – Academic (or Equivalent) Contact: Dr. Mark Yenson, Associate Academic Dean, King's University College, associate.dean@kings.uwo.ca

Department/Program Contact: Dr.. John Heng, Department Chair for Philosophy, King's University College, jheng@uwo.ca

Politics and International Relations Major in Law, Politics and Policy

New Undergraduate Program Proposal Process and Template

Proposals for all new undergraduate modules within approved degrees, and joint programs with other institutions, regardless of whether the University will be applying for provincial funding, require review and approval by Western's Senate and must subsequently be approved by the Quality Council.

As part of the development of a new joint program or inter-institutional programs, the IQAPs of all the participating institutions granting the degree should be followed. See the [Quality Council's guidance](#) for elements to consider in the development and approval of joint programs.

To be done efficiently and effectively, the new program proposal process requires a participatory and transparent approach, involving program faculty, staff, and students (where applicable), documentation of how diverse voices and perspectives were obtained in a consultative phase, and how they were taken into account in the development of the resulting proposal. It is expected that academic units will gather relevant stakeholder data from multiple sources to examine need, demand and program viability. For instance, data sources may include:

- Government or industry reports
- Scholarly literature and environmental scans
- Survey/focus group data (e.g., from workplace partners or prospective students)
- Departmental and institutional data, or data from other externally validated instruments
- A market insight report stemming from analysis provided by [Lightcast](#) and other related tools – this can be initiated by contacting the Office of Academic Quality and Enhancement (OAQE).

Support with the development of the program proposal, and the resulting report can be procured through the OAQE and/or the Centre for Teaching and Learning (CTL).

Following completion of the program proposal, the academic unit will be asked to provide names of prospective external reviewers and undergo an external review. More information about this phase of the process may be shared following the submission and review of the program proposal brief. Similarly, if the module (or series of modules) consist(s) of a new program of study that will necessitate funding approval from the Ministry, a short list of additional items will need to be considered and included with the program proposal submission (see Appendix B).

Any questions can be directed to the OAQE at: OAQE@uwo.ca. For questions about the calendar copy or the governance process for proposals, contact the Secretariat at: academic_submissions@uwo.ca. Please submit the final version of the proposal to the Secretariat in Word format.

New Undergraduate Program Proposal Template

Name of the Program: Major in Law, Politics and Policy (tentative name)

Degree: Undergraduate

Academic Unit: Department of Politics and International Relations

Faculty / School / Affiliate University College: King's University College

Anticipated Year of Introduction (always Sept 1st): 2025

Primary Contact: Dr. John Grant, Chair, Department of Politics and International Relations, King's University College, john.grant@uwo.ca

Education Policy Committee Approval Date (or equivalent committee): *Add here.*

New Courses: Does this proposal contain courses that have not yet been approved by the Senate Subcommittee on Undergraduate Academic Courses (SOC)?

- ☒ No
☐ Yes

Format for Future Cyclical Reviews (check appropriate option)

- ☐ Stand alone – will be reviewed independently of other programs
☒ Incorporated – will be reviewed as part of an existing program

New Calendar Copy (check the box below to confirm)

- ☒ A new calendar copy for the proposed program has been included as part of item 2.7

Consultation Process (check the box below to confirm)

- ☐ Consultation with relevant Department Chairs and Deans has taken place.
☐ A final version of this proposal has been shared with the OAQE ahead of submission.

Signatures: *Please add signatures of Chair/Director of the relevant academic unit and the Dean (or delegate).*

Academic Unit: John Grant, August 28, 2024

A handwritten signature in black ink, appearing to be "J. Hunt", written on a white background.

Faculty: *Name, Signature, Date*

By signing you confirm that budget and resource planning have been completed.

Introduction

1.1 Description and Rationale (please add text below each of the following headings)

1.1.1 Provide a description of the proposed program.

Students who select this module will receive a critical education in the relationships between law, politics and policy, including: core legal concepts such as the rule of law, civil liberties and rights as they are practiced in Canada and internationally; the various political, economic, historical and cultural perspectives that have produced contemporary legal and policy outcomes; the application of legal principles to the study and evaluation of public policy; and the dynamics of political organizing, through parties and civil society groups, as a primary route for enacting change via law and policy. This culminates in providing students with an education in the institutional and social development of the law, politics and policy, along with the tools to evaluate and improve all three. The result for students will be a pathway to professionalization in these fields. Employers can expect highly literate students who can identify whether laws and policies are working effectively and know how change can be achieved through politics. An appreciation of norms and the social good is woven throughout this module. This helps to cap its relevance for society and its commitment to the University's priorities of increasing our graduates' impact on knowledge production in pursuit of an inclusive, sustainable, and just world.

1.1.2 What has led to the proposal of this program (e.g., recommendation from a program review, evolution of the discipline, result of monitoring a new program, change in faculty expertise, student demand, efficiencies, etc.)?

This module is inspired by the success of our Certificate in the Study of Law and Public Policy. Introduced in September 2021, it has become the most popular Certificate at King's, with 69 students enrolled accounting for more than 50% of all Certificate students. While the Certificate is interdisciplinary, our department also has significant expertise in law and policy both domestically and internationally. Our newest full-time hire, Dr. Eleni Nicolaides, is an expert in this field and will teach some of the module's core courses.

1.1.3 Describe what evidence there is of substantial demand or need for a new program in this area at this University (e.g., student demand and career expectations, social need, new opportunity) and what other grounds there are to justify introducing this program.

As mentioned above, our Certificate in the Study of Law and Public Policy is the most popular Certificate program at King's. This is a clear demonstration of student demand that reflects their intellectual interest as well as career expectations. Our graduates consistently obtain employment as government policy analysts. Many also pursue graduate education – especially law school and MA degrees in public policy or administration as well as political science.

1.1.3.1 If appropriate, comment on the relevance of the proposed module to graduate employment prospects, i.e., if there is an established career path for graduates of this module.

Demand is growing for graduates with the knowledge and skill sets that this module will provide. The top five skill areas for this module are: qualitative and quantitative research

skills; written communication; oral communication; autonomous thinking; leadership and engaged citizenship.

We consulted the OAQE in March 2024 to produce an Occupational Overview Report.

We requested that it investigate the following five occupation areas: Legal administrative assistants; government managers – health and social policy development and program administration; lawyers and Quebec notaries; social policy researchers, consultants and program officers; paralegals and related occupations.

Notable findings include the following.

- Ontario's total job postings, median compensation, and job posting activities for these occupations are higher than the national average.
- The job growth rate in Ontario for 2019-2029 is projected at 19.4%.
- The OAQE found that when it filtered out jobs that required further education (e.g., lawyers), students equipped with the skills from the Law, Politics and Policy module would be competitive for "a wide array of jobs, many not linked directly to legal services."

In short, graduates from Law, Politics and Policy will be attractive candidates across a wide variety of growth-area occupations in the public and private sectors.

If not already completed as part of the Letter of Intent, please contact the OAQE for market insight data related to the proposed program's core themes. A summary of which can be integrated as part of the section above.

- 1.1.4 Identify whether there are similar programs at other universities in the province which would duplicate or compete with the proposed program. If applicable, 1) What differentiates the proposed program from other related programs? 2) Are there programs in the disciplinary area that could feed into the proposed program?

There is no equivalent undergraduate program at Western or Huron. Some universities in Ontario offer programs with similar themes (especially those listed with asterisks). We have not listed those that focus exclusively on public policy or legal studies rather than both. A significant differentiation between the proposed program and those listed below – and especially those with asterisks – is that ours offers substantial opportunities to study law and policy from an international perspective, whereas the other programs are almost exclusively domestic in their focus.

- Carleton University: Law (BA) (*Concentration in Law, Policy, Government)
- University of Guelph: Justice and Legal Studies (BA); Criminal Justice and Public Policy (BA)
- McMaster University: Political Science (BA) (Concentration in Public Law and Judicial Studies); Justice, Political Philosophy and Law (BA)
- Redeemer University: Law and Public Policy (Minor)
- University of Windsor: Political Science (HBA) (*Specialization in Law and Politics)
- Wilfrid Laurier University: Law and Society (BA)
- York University: Public Administration (HBA) (*Concentration in Law, Justice, and Public Policy); Law and Society (BA)

1.1.5 Does the program require accreditation by an external body? If so, explain the process by which this accreditation would be performed.

No.

1.1.6 What are the prospective effects of the proposed program on the involved academic units and faculties (e.g., teaching loads)?

The proposed program will have little to no effect on our department and faculty when it comes to teaching loads. This is because the program relies upon existing expertise and courses. Faculty may add new courses in the future if they wish, but doing so is not required for the program to succeed.

1.1.7 What are the prospective effects of the proposed program on other programs (e.g., enrolments, use of resources)?

There may be a drop in enrolments for our existing module in Politics and International Relations. The new program may also result in fewer enrolments in our Certificate in the Study of Law and Public Policy. However, we anticipate that overall enrolments in our department will increase with the introduction of this new program.

1.1.8 Identify unique curriculum, program innovations, creative components, or significant high impact practices both in and outside of the classroom (e.g., experiential or community-engaged learning, work-integrated-learning, internships).

There are many unique curriculum innovations and high impact practices involved in courses belonging to the proposed new module.

Political Science 2230E *Canadian Gov't & Politics*
(Council of the Federation in-class simulation)

Political Science 2237E *Intro to Political Theory*
(constitutions and human rights in-class simulation)

Political Science 3328F/G *Vote with Your Fork: Global Food Politics*
(local experiential learning trip to visit chocolatier)

Political Science 3420F/G *Field School* [previously 3408; being made permanent with new code]
(international experiential learning / community-engaged learning to either Ghana or Ethiopia)

Political Science 3424F/G *Campaign School*
(offered in tandem with federal and provincial elections – students study and work with campaign offices)

Political Science 4418F/G *Trade Law and Negotiation*
(online international trade negotiation simulation with students at Purdue University)

Political Science 4421F/G *Negotiating Peace*
(in-class simulated peace negotiations)

1.2 Method for New Program Proposal

1.2.1 Describe how the new program proposal was developed (e.g., overview of timelines, how the analysis of demand and feasibility took place).

Our Certificate in the Study of Law and Public Policy was introduced in 2021. We watched its rapid growth over the next few years and decided in 2023 that the demand for this Certificate warranted thinking about introducing a new major. Initial development of the program was undertaken by all full-time faculty members in the department with important support from King's academic advising office (especially Colleen Sousa, Academic Program Advisor for our department).

Analysis of student demand for the proposed module is ongoing. In a joint effort between Enrolment Services, the Academic Dean's Office, the Director of Marketing, and the Politics and International Relations department, King's has retained the services of Academica Group to help produce and conduct a survey of existing and potential King's students to determine how likely they are to enrol in the new module. Results should be available by mid-September.

1.2.2 Describe how the consultation process was undertaken and include a list with the names and roles of the persons and/or groups consulted (e.g., program partners, academic leaders, Office of Indigenous Initiatives). Please also indicate who has reviewed or received the completed version of the proposal, as submitted to SUPR-U.

Please see below for a timeline of consultations and names / offices of those involved.

- Consulted OAQE (Jovan Groen and Bryce Evon) in March 2024 and received very positive labour market data.
- Submitted our initial Letter of Intent to the Office of the Vice-Provost Academic Programs on April 18.
- The proposal was submitted to King's EPC for its September 11 meeting.
- The proposal was also sent to the following individuals:

Dr. Mark Yenson, Associate Academic Dean, King's University College,
associate.dean@kings.uwo.ca

Dr. Rob Ventresca, Vice President and Academic Dean (in April 2024), King's
University College, robert.ventresca@kings.uwo.ca

Summarize any feedback, concerns and/or changes that have resulted from the consultations.

- Received a reply from Dr. Susan Lewis (Vice-Provost Academic Programs) on April 24 requesting a list of learning outcomes for the proposed module indicating how they are distinct from our existing module. We replied with that information on June 4.

This proposal will be sent for consultation to the following individuals.

Matthew Lebo, Chair, Department of Political Science, Western University,
matthew.lebo@uwo.ca

Nandita Biswas Mellamphy, Chair, Undergraduate Program, Department of Political
Science, Western University nbiswasm@uwo.ca

David Blair, Chair, Department of Political Science, Huron University College,
dblair@huron.uwo.ca

Vicki Sweeney, Associate Dean, Faculty of Arts and Social Science, Huron University College, vsweeney@huron.uwo.ca

Dan Shrubsole, Associate Dean, Undergraduate Studies, Faculty of Social Science, Western University, dshrubs@uwo.ca

Jan Plug, Associate Dean, Faculty of Arts and Humanities, Western University, jplug@uwo.ca

Chris Sherrin, Associate Dean (Academic), Western Law, csherrin@uwo.ca

Susan Knabe, Associate Dean, Faculty of Information and Media Studies, Western University, sknabe@uwo.ca

Andrew Johnson, Associate Dean, Faculty of Health Science, Western University, ajohnson@uwo.ca

Darren Meister, Associate Dean, Ivey Business School, dmeister@ivey.uwo.ca

Anton Puvirajah, Associate Dean, Teacher Education, apuvira@uwo.ca

Jeff Wood, Associate Dean, Undergraduate Studies, Faculty of Engineering, jtwood@eng.uwo.ca

Brad Urquhart, Associate Dean, Schulich School of Medicine and Dentistry, burquha2@uwo.ca

Sophie Roland, Acting Associate Dean, Don Wright Faculty of Music, sroland2@uwo.ca

Ken Yeung, Associate Dean, Academic, Faculty of Science, kyeung@uwo.ca

Amrit Ahluwalia, Director, Western Continuing Studies, amrit.ahluwalia@uwo.ca

Evaluation Criteria

Objectives of the program (IQAP 2.1.3.1)

Describe:

2.1.1 the program's objectives (see [Definition](#)).

Students who select this program will receive a critical education in the institutional and social developments of law, politics and policy. Their relationships will be studied by way of the following general topics:

- core legal concepts such as the rule of law, civil liberties and rights as they are practiced in Canada and internationally;
- the various political, economic, historical and cultural perspectives that have produced contemporary legal and policy outcomes;
- the application of legal principles to the study and evaluation of public policy;
- the dynamics of political organizing, through parties and civil society groups, as a primary route for enacting change via law and policy.

The program's courses combine theoretical rigour with applied focus. Experiential learning opportunities are available in the classroom (simulations with extensive planning and execution), as well as locally and internationally with community-based learning. These are in

addition to the normal research experience that is involved in acquiring the foundational knowledge of these fields.

This program provides immediate relevance for employers and society. Successful students can expect the following:

- a pathway to professionalization in the overlapping fields of law, politics and policy;
- a high degree of critical literacy along with the tools required so that students can identify whether laws and policies are working effectively and how to improve them;
- an appreciation of norms and the social good that are necessary for promoting the University's priorities of increasing our graduates' impact on knowledge production in pursuit of an inclusive, sustainable and just world.

2.1.2 the degree nomenclature given the program's objectives.

The degree nomenclature is a perfect reflection of its mission to integrate the study of law, politics and policy.

2.1.3 the consistency of the program's objectives with Western's mission, values, strategic priorities (e.g., Towards 150, and the Indigenous Strategic Plan), and academic plans.

Western and King's strive to provide an education that produces graduates capable of making significant contributions to society through knowledge, leadership, and service. The proposed program's emphasis on law, politics, and policy equips students with the tools to critically assess societal structures and enact positive change. Similarly, the university values excellence, integrity, and accountability, alongside a commitment to diversity, inclusion, and sustainability. The program's focus on critical literacy in law and policy, justice, and the design of policies that improve people's lives, aligns closely with these values, fostering an appreciation of the rule of law and social norms essential for building a just society.

The program's objectives are also consistent with the university's commitment to advancing reconciliation, promoting Indigenous perspectives, and supporting social justice. Courses and experiential learning can be tailored to involve Indigenous legal and policy issues, furthering Western's efforts toward inclusivity and respect for Indigenous knowledge and traditions.

Finally, the curriculum is designed to help students critically evaluate laws and policies not just within Canada but internationally, preparing them to contribute to Western's academic vision of shaping global citizens and leaders.


1.1 Program Requirements (IQAP 2.1.3.2)

Describe:

2.2.1 the program's structure and the requirements to meet its objectives and program-level learning outcomes?

2.2.1.1 How many new courses will be developed in support of the proposed program? How many courses in the proposed program are already being offered? What are the implications of the proposed program for the instructional load of the academic unit(s)? Please append to the proposal the descriptions of any new courses to be introduced.

Our proposal contains the introduction of a 3000-level special topics course that will allow faculty to offer one new course in a given year, with the potential to turn it into a permanent course. Certain courses, particularly Political Science 2218F/G Social Policy and the Public Good, and Political Science 4435F/G Canadian Law and Public Policy, have been offered rarely and will need to be put into frequent rotation. However, given that all courses in the proposed program exist already (aside from the special topics course), the only implication for instructional load will be to ensure that an appropriate number of courses that count toward our existing program and the new proposed program are offered each year.

2.2.1.2 Using a curriculum mapping exercise (to be attached as an appendix) , how do the proposed courses map across the proposed program’s learning outcomes?

2.2.1.3 Provide a clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time period.

The number of credits required to complete this module is the same as our existing Major in Politics and International Relations. The structure of that major is a success and we know that duplicating it with our new program will yield the same positive results for students within the normal four-year time period. For example, students will take most or all of their 2000-level required courses in their second year, which provides the necessary foundation for success at the 3000 and 4000-levels. Students also enjoy a high degree of flexibility when it comes to course selection in their final two years. This major will be a very suitable choice for students wishing to pursue a double major option.

2.2.2 the program’s structure, requirements, and program learning outcomes in relation to the [Western Degree Outcomes](#).

2.2.2.1 Use the following Learning Outcome Table to facilitate alignment of program learning outcomes, Western degree outcomes and likely courses addressing each.

| Western Degree Outcomes | Program Learning Outcomes | How does the program support the achievement of each outcome (e.g., via which | How does the program plan to evaluate the achievement of each outcome (e.g., rough sense of |
|-------------------------|---------------------------|---|---|
|-------------------------|---------------------------|---|---|

| | | courses, other learning experiences) | types of assessments, assignments, milestones) |
|---|---|---|---|
| Knowledge | PLO 1, PLO 2, PLO 3, PLO 4, PLO 8 | *see curriculum mapping link in Section 2.2.2.1 for relationship between WDOs and PLOs and individual courses | *see curriculum mapping link in Section 2.2.2.1 for list of assessments and assignments used with each course |
| Literacies and Interdiscipli narity | PLO 1, PLO 2, PLO 3, PLO 4 | | |
| Communica tion | PLO 7, PLO 6 | | |
| Resilience and Life- Long Learning | PLO 5, PLO 7 | | |
| Global and Community Engagemen t | PLO 8 | | |
| Critical Inquiry and Creative Thinking | PLO 2, PLO 3, PLO 4, PLO 5 | | |
| Professiona lism and Ethical Conduct | PLO 5, PLO 6 | | |

2.2.3 the proposed mode(s) of delivery (e.g., classroom format, online, blended, community-engaged learning, problem-based, compressed part-time, multi-

campus, inter-institutional) to facilitate students' successful completion of the program-level learning outcomes.

The vast majority of our courses are in-person, with online asynchronous options for first-year courses in the winter and spring. Our 1000 and 2000-level courses are lecture-based but are supplemented with various active learning opportunities. For example, our 1000-level courses have small group tutorials of no more than 25 students in addition to lectures. Our 2200-level courses have tutorial hours used for skill development and some include extensive simulation exercises incorporating group-based problem-solving. Our 3000 and 4000-level courses use a seminar format and incorporate significant amounts of student participation, active and problem-based research, with experiential components that occur inside and outside of the classroom (see section 1.1.8 above for more details). The engaging formats of our courses mean that students cannot succeed without fulfilling our program learning outcomes. To give one example of how our PLOs fit together, students must use their proficiency at legal research and analysis (PLO 3) and ethical and values-based decision-making (PLO 5) in order to offer convincing public communication and advocacy (PLO 7) - for which they receive much guidance from their professors.

2.2.4 the ways in which the curriculum addresses the current state of the discipline or area of study.

Our curriculum addresses the current state of the discipline in the following ways:

- We integrate law, politics and policy to provide students with a comprehensive understanding of how these fields intersect in shaping modern governance and societal norms. For example, courses explore the legal implications of political decisions and the policy frameworks that influence legal reforms.
- We focus on addressing current and future challenges such as environmental policy, food policy, constitutional challenges at the Supreme Court, trade law, and global governance reform.
- Our courses include practical and applied components in addition to being theoretically rigorous. Our regular use of in-class simulations is a hands-on approach that helps students to apply theoretical knowledge to real-world scenarios, preparing them for careers in law, public service, or advocacy.
- We balance a concern for domestic issues with an emphasis on global awareness so that students understand Canada's positions in the world. This also integrates a comparative perspective with policy approaches in other countries.
- Our curriculum explores the ethical dimensions of legal and policy decisions, encouraging students to critically examine the social impact of laws and policies on marginalized communities, human rights, and justice.
- Our curriculum is sufficiently flexible that students can pursue a greater emphasis on law or policy, domestic or international politics, while maintaining disciplinary integration between all three components of law, politics and policy.

2.2.5 how the program will embed the principles below into its design, learning outcomes, procedures and operations. ?

- Equity, Diversity, Inclusion and Antiracism;
- Decolonization and Indigenization; and

- Accessibility

- **Design and Curriculum**

- Ensure that the curriculum reflects diverse perspectives, histories, and contributions across different communities. This includes incorporating case studies, readings, and examples that highlight issues of equity and racism within legal, political, and policy contexts.
- Incorporate Indigenous perspectives on law, politics, and policy-making, including Indigenous legal traditions, governance systems, and land rights.
- Ensure that course materials are accessible to students with diverse learning needs, including providing alternative formats and accommodating different learning styles

- **Learning Outcomes**

- Expect and provide maximum latitude for faculty to include course-specific content that demonstrates an understanding and application of principles of equity, diversity, and antiracism in legal and policy analysis.
- Expect and provide maximum latitude for faculty to demonstrate knowledge and respect for Indigenous sovereignty, rights, and self-determination.
- Include course content that address accessibility concerns in legal and policy frameworks, such as ensuring equitable access to justice and rights for persons with disabilities.
- Program Learning Outcomes 3, 4, 5, and 6 provide the space and expectations to achieve the previous three points.

- **Procedures and Operations**

- All faculty commit to understanding the ways in which King's Accessibility, Counselling & Student Development (ACSD) Department provides support services students with disabilities, so that students can be referred to that office in the most accurate way possible.
- Encourage ongoing training and professional development for faculty and staff on antiracist practices and inclusive teaching methods. Invite King's EDID office into classes to run anti-racism and anti-bias training sessions.
- Department reviews courses and course outlines prior to the beginning of each semester to ensure that offerings meet accessibility standards and promote an inclusive environment for all members of the university community.

2.2.6 where appropriate, any special missions and mandates, and student populations that are being encouraged by governments, institutions, and others.

N/A.

1.2 Assessment of teaching and learning (IQAP 2.1.3.4)

NOTE: In this section, the proposal should make a clear distinction between program-level learning outcomes, program objectives, and degree-level expectations. Additionally, programs should ensure that the plans for monitoring and assessing student achievement provide an assessment of students currently enrolled as well as post-graduation metrics. Please [see Guidance on Assessment of Teaching and Learning](#) for advice from the Appraisal Committee on how to satisfy these criteria.

Describe:

2.3.1 the methods for assessing student achievement of the program-level learning outcomes and the Western Degree Outcomes; and

2.3.1.1 Expanding on the curriculum map provided for 2.2.1.2, how do assessment methods map across courses?

2.3.2 the program's plans to monitor and assess:

i. the overall quality and sustainability of the program;

We use the IQAP / cyclical review system to monitor and assess overall quality and sustainability.

ii. whether the program is achieving in practice its proposed objectives;

iii. whether its students are achieving the program-level learning outcomes; and

The first way we assess whether the program is achieving its proposed objectives and program-level learning outcomes is simply by monitoring enrollment patterns, course grade averages, along with student progression and graduation rates. We expect to see students moving through the years at the normal pace and for courses to have grade averages within King's / Western's standard range. As a department, we plan to work more closely with King's to follow our graduates' employment trajectories to see how many students end up working in the fields we think are most likely.

iv. how the resulting information will be documented and subsequently used to inform continuous program improvement.

The department should work with King's to compile findings from student progression, grade averages, and employment data into regular reports or reviews. Any changes to the program should be data-driven as much as possible, whether involving curriculum, teaching strategies or career advising.

1.3 Admission Requirements (IQAP 2.1.3.5)

Describe:

2.4.1 the program's admission, progression, and graduation requirements given the program's objectives and program-level learning outcomes.

Entry into the program requires completion of first-year requirements, including 1.0 Political Science course(s) at the 1000-level with a minimum grade of 60%. As alluded to in section 2.4.1 above, the 3.0 required courses at the 2000-level provides the foundation for student success at the 3000 and 4000-level. 1.5 credits are required at the 3000 and 4000-level, including a minimum of 0.5 credits at the 4000-level, to ensure that every student experiences the maximum intellectual challenge the degree can offer.

- 2.4.2 alternative requirements for admission into the undergraduate program, if applicable (e.g., minimum grade point average, additional languages, or portfolios, and how the program recognizes prior work or learning experience).

There are no alternative requirements for admission.

1.4 Resources (IQAP 2.1.2.6)

Given the program's planned / anticipated class sizes and cohorts as well as its program-level learning outcomes:

- 2.5.1 Describe the projected program enrolment at initial offering and over the next 5 years (full-time/part-time and domestic/international, as applicable). Please use the following table as a starting point. Expand to capture sub-groups as applicable. Describe any forecasted net gains in enrolment.

| Program Year 1 (if applicable) | N / A | N / A | N / A | N / A | N / A |
|--------------------------------|--------|--------|--------|--------|--------|
| Program Year 2 | 1 2 | 1 4 | 1 6 | 1 8 | 2 0 |
| Program Year 3 | 6 | 1 0 | 1 2 | 1 4 | 1 6 |
| Program Year 4 | 1 | 3 | 7 | 9 | 1 1 |
| Annual Ongoing | 1 9 | 2 7 | 3 5 | 4 1 | 4 7 |
| Anticipated # of | 0 | 2 | 5 | 9 | 1 1 |

| | | | | | |
|-------------------------|--|--|--|--|--|
| completion s | | | | | |
|-------------------------|--|--|--|--|--|

The forecasted enrolments gains are a relatively conservative estimate that mirrors the growth in our Certificate.

2.5.1.1 What plans are in place regarding marketing and recruitment?

Marketing and recruitment will present the new program as an exciting addition alongside our existing politics and international relations module, one that emphasizes a clear path to professionalization. Results from the Academics Group survey will assist with understanding why students are attracted to the new program. This will help is to tailor marketing and recruitment efforts.

2.5.2 Provide evidence of participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment (NOTE: *It may be helpful to create a table or map detailing faculty teaching assignments*).

| Course (* required) | Assigned Faculty |
|---|---|
| *2101A/B <i>Introduction to Law and Public Policy</i> | Dr. Eleni Nicolaides |
| *2218F/G <i>Social Policy and the Public Good</i> | Dr. John Grant or Dr. Jacquie Newman |
| *2230E <i>Canadian Gov't & Politics</i> | Dr. Jacquie Newman |
| *2231E <i>International Relations</i> OR *2237E <i>Intro to Political Theory</i> | Part-time Instructor Dr. John Grant |
| *3303F/G <i>Introduction to Canadian Law</i> | Dr. Eleni Nicolaides |
| *3307 F/G <i>Politics and Contemporary Social Policy</i> | Part-time Instructor or Dr. Eleni Nicolaides or Dr. Jacquie Newman |
| *3324F/G <i>Intro to Research Methods in Political Science</i> | Part-time Instructor |
| <u>Elective Courses</u> | |
| 3302F/G <i>Immigration and Multiculturalism</i> | Part-time Instructor |
| 3305F/G <i>Canadian Foreign Policy</i> | Part-time Instructor |

| | |
|--|------------------------------------|
| 3327F/G <i>Representing Diversity: Paths to Power</i> | Dr. Jacquie Newman |
| 3328F/G <i>Vote with Your Fork: Global Food Politics</i> | Dr. Lucy Hinton |
| 3347F/G <i>World on Fire: Governing the Global Environmental Crisis</i> | Dr. Lucy Hinton |
| 3365F/G <i>Contemporary Issues in Global Political Economy</i> | Dr. Erin Hannah |
| 3369F/G <i>Global Diplomacy: Int'l Law and Organizations in Action</i> | Dr. Thomas Tieku |
| 3420F/G <i>Field School</i> [currently a special topics course; being made permanent with this code] | Dr. Thomas Tieku / Dr. Erin Hannah |
| 3424F/G <i>Campaign School</i> | Dr. Jacquie Newman |
| 3XXX <i>Special Topics in Law, Politics and Policy</i> | TBD |
| 4407F/G <i>Body Politics</i> | Dr. Jacquie Newman |
| 4418F/G <i>Trade Law and Negotiation</i> | Dr. Erin Hannah |
| 4421F/G <i>Negotiating Peace</i> | Dr. Thomas Tieku |
| 4435F/G <i>Canadian Law and Public Policy</i> | Dr. Eleni Nicolaidis |
| 4439F/G <i>Elites and Power</i> | Dr. John Grant |

- 2.5.3 If applicable, discuss and/or explain the role and approximate percentage of adjunct/part-time faculty/limited term appointments used in the delivery of the program, including plans to ensure the sustainability of the program and the quality of the student experience.

The ratio of full-time to part-time faculty is excellent. Students are required to take seven required courses from eight options. At least five and possibly six of these courses will be taught by full-time faculty in a typical year. There are 15 possible electives that can be offered. Just two of these courses are regularly assigned to CUPE instructors.

- 2.5.4 If applicable, describe the provision of supervision of experiential learning opportunities (e.g., Internships, community-engaged learning, capstone projects or theses).

Our courses with community-engaged learning opportunities (especially the Field School and the Campaign School) are long-running courses taught by experienced tenured faculty.

- 2.5.5 Describe the administrative unit's planned use of existing human, physical and financial resources, including implications for other existing programs at the university.

The new module can be satisfied by the department's existing complement of human resources (faculty). As indicated in 1.1.7 above, there may be a drop in enrolments for our existing module in Politics and International Relations. The new program may also result in fewer enrolments in our Certificate in the Study of Law and Public Policy. However, we anticipate that overall enrolments in our department will increase with the introduction of this new program.

The impact of the program on administrative support and academic advising will likely be minimal until there is a larger enrollment of students. As more students enroll, there may be an increased demand for administrative support and academic advising to assist with the implementation and utilization of the program. However, at the current stage, the impact on these areas is unlikely to be significant.

The new modules will not have any impact on space. They can be offered in existing space.

- 2.5.6 Provide evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students as well as their wellbeing, including library support, information technology support, laboratory access, and academic counselling.

Our Academic Department Assistant is Zoe Shipp, who provides important assistance with the chair's administrative tasks, although her time is shared with chairs from other departments. Our Academic Program Advisor, Colleen Sousa, provides essential expertise and advice regarding program development and operations. Colleen is the primary point person for our students when it comes to questions regarding their degree progression. In short, Colleen's work is vital to student success and satisfaction. As with Zoe, Colleen is shared with other departments. Along with King's group of Academic Counsellors, our ADA and APA are indispensable to the functioning of our department.

We have a dedicated subject librarian, Linda Whidden, who works with faculty to ensure that library holding meet our course and research needs. Linda also assists students with research projects and provides classroom instructional support when requested.

Our IT unit provides our department and King's generally with the technical support required for our programming. We benefit from working regularly with our E-Learning Coordinator, Craig Mitchell, and our Meeting and Classroom Technology Coordinator, Adam Taylor.

More broadly, the Dean of Students Office, the EDID Office, ACSD and Career Services provide a variety of support services and resources to our students that enrich their experience at King's.

- 2.5.7 Outline the parameters necessary for ongoing program sustainability (e.g., average annual enrolments necessary before consideration of program sunseting). In other words, at what threshold would it no longer be viable to offer this program (e.g., Any fewer than X # of students enrolled in the module over a period of three years)?

The obvious indicator for program sustainability is our course Political Science 2101A/B Introduction to Law and Public Policy. Should it ever drop below the course cancellation threshold of 15 students for more than two years in a row, then reforming or even cancelling of the major should be considered. That said, for 2024-25, this

course already has a maximum of 75 students enrolled for its January start date, along with a waiting list. We may have to run two sections of 60 students next year.

2.5.8 Provide evidence of additional institutional resource commitments to support the program in step with its ongoing implementation, if necessary.

Various offices have been involved with and supportive of the proposed new program. These include: the Academic Dean's Office; Enrolment Services; the Director of Marketing; the Communications Office.

1.5 Quality and other indicators (IQAP 2.1.3.8)

NOTE: As required by the Quality Council, this section is distinguished from Section 2.5.2 in its focus on the quality of the faculty and their capacity to ensure the intellectual quality of the student experience, whereas Section 2.5.2 addresses whether sufficient numbers of core faculty are available to cover the program's teaching/supervision duties.

2.6.1 Provide evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation, and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring).

The department has a small but mighty core of six full-time faculty members. Short CVs have been included as an appendix in addition to the commentary below.

Dr. John Grant (associate professor, current department chair) joined the department in 2014. He is trained as a political theorist and has reinvigorated this field of study at King's (the department did not have a full-time theorist prior to John's arrival). One of the ways he achieved this is by teaching students how political theory and practice intersect. His students know that they must learn to show how theoretical insights can be made concrete by making persuasive knowledge claims about real-life politics. One of his major contributions to the new major will be to teach students about the normative features of law and public policy, along with ethical decision-making. John is the recipient of a SSHRC Insight Grant (2020-2024), the King's Award of Excellence in Teaching (2021), and is a long-standing co-editor of the journal *Contemporary Political Theory*, one of the top-ranked journals in political theory and philosophy. He is the author of two books, and 16 articles and peer-reviewed chapters. He is an enthusiastic supporter of the King's Political Science Students' Association.

Dr. Erin Hannah (full professor, Associate Dean of Research) joined King's in 2008. Erin is an internationally recognized expert on global political economy, particularly gender and trade, which she investigates using a social justice lens to correct long-standing inequities. Governments and international organizations regularly rely on Erin for her policy expertise. She appears regularly before Canadian House of Commons Standing Committees and is an expert member of the World Trade Organization's Gender Research Hub. Erin has received multiple SSHRC Insight Grants and among her many publications, she recently co-edited the 7th edition of Oxford University Press's vital textbook *Global Political Economy*. Erin served as a transformative department chair from 2016-2022, overseeing a significant renewal in curriculum and the expansion of experiential learning offerings. Her commitment to student-centred pedagogies was recognized when she received King's Award for Excellence in Teaching in 2012.

Dr. Lucy Hinton (assistant professor) joined the department in 2023. She received her doctorate in Global Governance from the University of Waterloo the previous year. Lucy fulfilled Waterloo's Certificate in University Teaching during her doctoral studies and has brought multiple progressive pedagogies to the department. Lucy is also the recipient of a SSHRC Institutional Grant (2024) and has multiple inspiring research projects underway. These include studying processes of decolonization in craft cocoa production and trade in Grenada and Trinidad; global food governance actors' approaches to decolonization in food systems; and guidance for lower- and middle-income countries adoption of nutritional warning labels. Not only does Lucy already have six peer-reviewed chapters and articles (with two more forthcoming), she has contributed to multiple policy reports on food systems and security. Her seminar courses on food politics and global environmental governance will be significant contributions to the new program's emphasis on the intersections of law, politics and policy.

Dr. Jacquie Newman (full professor) joined the department in 2005 and is our most senior colleague. She is one of Canada's leading scholars on social movements, and women and public policy, having published the seminal textbook on the subject with Oxford University Press, now in its third edition. Jacquie is an invaluable support to all of us; she served as Chair of the Department for eight years (2005-2010; 2013-2016) and received King's Award for Excellence in Teaching in 2016. She is a leader delivering local experiential learning opportunities for students and in turning those experiences into moments of deep reflection about law and public policy. Jacquie's research and courses have significant Canadian content while also incorporating a comparative lens with other countries. Jacquie is also a public intellectual who contributes regularly to media and social media outlets on issues of pressing public concern.

Dr. Eleni Nicolaides (assistant professor) is the department's newest full-time member, having joined in July 2024 after completing her doctorate in 2023 at the University of Guelph. Eleni specializes in the field of Canadian law and politics as well as public policy and governance, especially legislative policy-making in response to judicial rulings. She has already authored or co-authored six articles and book chapters that have appeared in venues such as *Law, Politics, and the Judicial Process in Canada*, *Constitutional Crossroads: Reflections on Charter Rights, Reconciliation, and Change*, and the *Canadian Journal of Political Science*. Eleni was hired to teach some of the core courses in this new program, including Introduction to Law and Public Policy, and Introduction to Canadian Law. While studying at the University of Guelph, Eleni taught widely including the courses Law from a Political Science Perspective, and The Charter of Rights and Freedoms. We look forward to Eleni adding exciting new courses to our department in the coming years. In the meantime, she will quickly become a cornerstone of the law and policy fields at King's.

Dr. Thomas Tieku (full professor) joined the department in 2013. He is formerly the Director of African Studies at the University of Toronto (UofT), and the Carnegie-Diaspora Scholar in the Legon Centre for International Affairs and Diplomacy at the University of Ghana, Legon. Thomas's current teaching and research focuses on international organizations, international law and policy, diplomacy, peace studies and the politics of development. He is the co-leader of the Department's international field school courses to Ethiopia and Ghana. He has received the Excellence in Teaching Award from UofT, and Ontario Undergraduate Student Alliance

(OUSA), the Hugh Mellon Excellence in Research Award from King's, and the Best Article Prize from the Review of International Studies and the British International Studies Association. He has authored, edited, or co-edited four books and written over 45 refereed book chapters and journal articles. He has consulted for various organizations, including the United Nations, the World Bank Group, the African Union, the government of Canada and the State Department, USA. Currently, Thomas is the project director or contributor to four research projects with funding totalling approximately \$800,000.

2.6.2 Provide any other evidence that the program and faculty will ensure the intellectual quality of the student experience.

Please see the short CVs appended at the bottom of this proposal.

1.6 Provide a new calendar copy for the proposed program.

Major in PIR: Law, Politics and Policy

Admission Requirements:

- ☐ Completion of first-year requirements, including 1.0 Political Science course(s) at the 1000-level with a minimum grade of 60%.

Module: (6.0 courses)

0.5 Political Science 2101A/B *Introduction to Law and Public Policy*

0.5 Political Science 2218F/G *Social Policy and the Public Good*

1.0 Political Science 2230E *Canadian Gov't & Politics*

1.0 Political Science 2231E *International Relations* or Political Science 2237E *Intro to Political Theory*

0.5 Political Science 3303F/G *Introduction to Canadian Law*

0.5 Political Science 3307F/G *Politics and Contemporary Social Policy*

0.5 Political Science 3324F/G* *Intro to Research Methods in Political Science*

- ☐ 1.5 **Political Science** courses at the **3000** level or **4000** level from the following, including minimum 0.5 at the 4000 level.

0.5 Political Science 3302F/G *Immigration and Multiculturalism*

0.5 Political Science 3305F/G *Canadian Foreign Policy*

0.5 Political Science 3327F/G *Representing Diversity: Paths to Power*

0.5 Political Science 3328F/G *Vote with Your Fork: Global Food Politics*

0.5 Political Science 3347F/G *World on Fire: Governing the Global Environmental Crisis*

0.5 Political Science 3365F/G *Contemporary Issues in Global Political Economy*

0.5 Political Science 3369F/G *Global Diplomacy: Int'l Law and Organizations in Action*

0.5 Political Science 3420F/G *Field School* [currently special topics; being made perm]

0.5 Political Science 3424F/G *Campaign School*

0.5 Political Science 3403F/G *Special Topics in Law, Politics and Policy*

0.5 Political Science 4407F/G *Body Politics*

0.5 Political Science 4418F/G *Trade Law and Negotiation*

0.5 Political Science 4421F/G *Negotiating Peace*

0.5 Political Science 4435F/G *Canadian Law and Public Policy*

0.5 Political Science 4439F/G *Elites and Power*

Students cannot be enrolled in both a PIR module and LPP module

The Department of Politics and International Relations does not permit course overlap between any of the HSP or Major modules it offers.

Appendix A

This section offers broad guidelines to aid in providing responses required as part of the self-study. For a “Glossary of Terms” used in section 2.2.5, please visit Western’s Office of EDI website by [click here](#).

2.2 Program Requirements (IQAP 2.1.3.2)

NOTE¹: *Ensure that the proposal makes a clear distinction between program objectives and program-level learning outcomes. Guidance on program objectives and program-level learning outcomes, including examples, is available [here](#). It may be helpful to include a table that maps program requirements (i.e., courses, experiential education requirements, theses or major research projects) to program objectives and program-level learning outcomes.*

2.2.1 Description and Alignment of the Learning Outcomes

Below is a list of the learning outcomes of a program in the context of the [Western Degree Outcomes](#).

- Knowledge
- Literacies and Interdisciplinarity
- Communication
- Resilience and Life-Long Learning
- Global and Community Engagement
- Critical Inquiry and Creative Thinking
- Professionalism and Ethical Conduct

Under each heading above, describe the intended learning outcomes and experiences, giving specific examples, where possible; describe how the program addresses the learning objectives; for example, describe how learning objectives are met through formal course work, independent research, practicum and internship training, teaching and research assistantships, professional development workshops, etc.

| Western Degree Outcomes | Program Learning Outcomes | How does the program support the achievement of each outcome (e.g., via which courses, other learning experiences) | How does the program plan to evaluate the achievement of each outcome (e.g., rough sense of types of assessments, assignments, milestones) |
|--|-------------------------------------|---|---|
| Knowledge | PLO 1, PLO 2, PLO 3, PLO 4 | *see curriculum mapping link in Section 2.2.2.1 for relationship between WDOs and PLOs and individual courses | *see curriculum mapping link in below for list of assessments and assignments used with each course |
| Literacies and Interdisciplinarity | PLO 1, PLO 2, PLO 3, PLO 4 | | |
| Communication | PLO 7, PLO 6 | | |
| Resilience and Life-Long Learning | PLO 5, PLO 7 | | |
| Global and Community Engagement | PLO 8 | | |
| Critical Inquiry and Creative Thinking | PLO 2, PLO 3, PLO 4, PLO 5 | | |
| Professionalism and Ethical Conduct | PLO 5, PLO 6 | | |

Learning Outcomes for King's Department of Politics and International Relations proposed new major in Law, Politics and Policy

| | |
|--|---|
| <p>PLO 1 Disciplinary Integration</p> <p>Successful students will understand ways of investigating the relationship between law, politics and policy, including how political dynamics shape legal decision-making and how legal frameworks constrain or facilitate political action.</p> | <p>PLO 2 Policy Research and Analysis Techniques</p> <p>Successful students will be proficient in using qualitative and quantitative approaches to identifying and assessing the impact of policies on various stakeholders, including individuals, communities, and organizations, as well as understanding the ethical implications of policy choices in the context of legislative history.</p> |
| <p>PLO 3 Legal Research and Analysis Techniques</p> <p>Successful students will be able to engage in legal reasoning and analysis, including the ability to interpret statutes, case law and other legal sources, and apply their knowledge to real-world scenarios.</p> | <p>PLO 4 Policy Design and Implementation</p> <p>Successful students will be able to select from and even propose possible solutions to address complex political, social, economic and environmental problems, taking into account feasibility, stakeholder interests and ethical considerations.</p> |
| <p>PLO 5 Ethical and Values-based Decision-making</p> <p>Successful students will develop ethical reasoning skills based on a normative appreciation of values and principles that can be regarded as contributing to the public good, including fairness, justice, equity, decolonization, and inclusion.</p> | <p>PLO 6 Professionalism and Leadership</p> <p>Successful students will be able to conduct themselves in a professional manner by developing a range of skills including: organizational, self-discipline, time management, networking and practicing the art of respectful interactions in formal and informal settings.</p> <p>Successful students will learn to be leaders through their participation in our diverse, unique and innovative approaches to learning and their active participation in student life on campus</p> |
| <p>PLO 7</p> | <p>PLO 8</p> |

| Public Communication and Advocacy | Global Awareness |
|--|---|
| <p>Successful students will graduate with the ability to communicate complex political and legal concepts to diverse audiences, including policymakers, stakeholders and the public. They will be ready to contribute to effective advocacy strategies aimed at the following: influencing public opinion through inclusive and constructive dialogue; mobilizing support for policy initiatives; and advancing social and legal reforms all within the rule of law.</p> | <p>Successful students will possess a global perspective on public policy issues such as climate change, health, technological innovation, and demographic shifts. Understanding the interconnectedness of global challenges communicates the importance of international cooperation in addressing them.</p> |

2.2.1.1 Curriculum Mapping Support can be procured through the Centre for Teaching and Learning (CTL). The CTL's curriculum team will help set up the mapping process and guide the program through the collection, analysis and interpretation of the resulting data.

***Use the following link to access online curriculum mapping or see separate Excel file.**

[King's PIR - Law, Politics and Policy - Curriculum Mapping.xlsx](#)

Appendix B

If the module (or series of modules) consist(s) of a new program of study that will necessitate funding approval from the Ministry, the following list of additional items will need to be considered and included with the program proposal submission.

To conform with the Ministry of Colleges and Universities' program funding approval processes, the following items are equally to be considered and included as an Appendix to the new program proposal submission. These items (in concert with the content of the proposal in this template) aim to align with the themes examined by the ministry staff in their assessment of each submission.

Labour Market Demand:

- Summarize any reports from independent organizations that support the demand for the proposed program and the graduates that it would produce.
- Solicit and include letters of support for the program from industry.
- List the types of occupations that the graduates would likely go into.

The strong labour market demand for graduates of this program is summarized above in section 1.1.3. The types of occupations that graduates would likely go into, either immediately or following further studies if required, include the following: lawyer, law clerk, legal administrative assistant, government program officer, government policy researcher, policy analyst, non-governmental organizations staff, mediator, legislative aid, constituency office aid or manager, advertising and public relations.

Program Impact

- Analyze and report the distribution of, and demand for, similar programs in Ontario.

There are 23 publicly-assisted universities in Ontario. We identified just ten somewhat similar programs located at seven different universities (see section 1.1.4 above). Our combined program of Law, Politics, and Policy is one that is underserved by existing options. So far as we can tell, the programs that appear most similar to ours (at Carleton, Windsor and York) are nonetheless focused almost exclusively on domestic issues and do not share the global perspective of our curriculum. Further, the geographic location of those three programs are outside of King’s typical recruitment boundaries.

Experiential Learning

- Solicit and include letters of support for the program from prospective work-integrated learning, internship and/or placement partners (if applicable).
 - o Provide evidence of sufficient placement opportunities (if applicable).

Although the proposed program includes courses with experiential learning components, it does not include work-integrated learning or internships.

Appendix C: Faculty Members’ Short CVs

Dr. John Grant

Positions at King’s

| | |
|---------------------|-------------|
| Associate Professor | July 2018 - |
| Department Chair | July 2022 - |
| Assistant Professor | 2014-2018 |

Education

| | | |
|---|-------------------------------|------|
| University of London, U.K. (Queen Mary) | Ph.D. Politics | 2007 |
| Queen’s University, Kingston | M.A. Political Studies | |
| 2002 | | |
| Wilfrid Laurier University, Waterloo | B.A. (Hons) Political Science | |
| 2001 | | |

Sample Publications

John Grant. 2018. *Lived Fictions: Unity and Exclusion in Canadian Politics*. Vancouver: University of British Columbia Press.

John Grant. 2011. *Dialectics and Contemporary Politics: Critique and Transformation from Hegel through Post-Marxism*. New York and London: Routledge.

John Grant and Simon Choat. 2024. 'Gaining Power and Using It: The Promise and Limits of Socialism in Mouffe and Piketty.' Forthcoming in *Historical Materialism*.

John Grant and Corey Snelgrove. 2023. 'Returning to Totality? Settler Colonialism, Decolonization, and Struggles for Freedom.' *Philosophy & Social Criticism* Online First December 12, 2023. <https://doi.org/10.1177/01914537231219935>

John Grant and Mallory Dunlop. 2021. 'Seeing Like a Socialist: On Socialist Worldviews from Polanyi to Taylor to Now.' *New Political Science* 43 (4): 403-420. doi.org/10.1080/07393148.2021.2002093

John Grant. 2020. 'Justifying Constituent Power in an Age of Populism.' *Polity* 50 (1): 3-34. <https://doi.org/10.1086/706493>

John Grant and Fiona MacDonald. 2020. 'The 'Alt' Right, Toxic Masculinity, and Violence.' In *Turbulent Times, Transformational Possibilities? Gender and Politics Today and Tomorrow*, edited by Alexandra Dobrowolsky and Fiona MacDonald, 368-387. Toronto: University of Toronto Press.

John Grant. 2014. 'Becoming One: Visions of Political Unity from the Ancients to the Postmoderns.' *Constellations: An International Journal of Critical and Democratic Theory* 21 (4): 575-588. <https://doi.org/10.1111/1467-8675.12121>

John Grant. 2014. 'Canada's Republican Invention? On the Political Theory and Practices of Citizens' Assemblies.' *Political Studies* 62 (3): 539-555. <https://doi.org/10.1111/1467-9248.12059>

John Grant, Nancy Sears and Karen Born. 2008. 'Public Engagement and the Changing Face of Health System Planning.' *Healthcare Management Forum* 21 (4): 22-26. [https://doi.org/10.1016/S0840-4704\(10\)60052-X](https://doi.org/10.1016/S0840-4704(10)60052-X)

Teaching Areas

Modern and contemporary political theory
thought
Canadian politics

History of political
State-economy relations

Courses Taught at King's

People, Power, and the State (POL 1021F/G)
Introduction to Political Science (POL 1020E – first half)
King's One (1100E – one four-week module)
Introduction to Political Theory (POL 2237E)
(In)Equality and Violence (POL 3301F/G)
Freedom, Order and Control (POL 3319F/G)
Independent Study (POL 3399F/G)
Postmodern Political Theory (POL 4438F/G)
Elites and Power (POL 4439F/G)

Relevant Courses at other Universities

The Philosophy of Law, Brock University
The State and Economic Life, Brock University
Federalism in Canada, Brock University

Funding, Awards, Recognition

King's University College Award for Excellence in Teaching, 2021
SSHRC Insight Grant, 'Democratic Socialism in Imagination and Practice,' 2020-2024.
Amount: \$45,190
Lived Fictions named to *Hill Times*' Top 100 Books of 2018
(Category of Politics, Public Policy, History)

Journal Editorships

Co-Editor, *Contemporary Political Theory*, March 2018 – present
English-language Book Review Editor, *Journal of Canadian Studies*, July 2014 – June 2017

Dr. Erin Hannah

Positions at King's

| | |
|----------------------------|-----------|
| Associate Dean of Research | 2023 - |
| Professor | 2023 - |
| Chair | 2016-2022 |
| Associate Professor | 2013-2023 |
| Assistant Professor | 2008-2013 |

Education

- 2008 Doctor of Philosophy, Political Science; University of Toronto
Concentration: International Relations and International Political Economy
- 2001 Master of Arts, Political Science; York University
- 2000 Bachelor of Arts (Honors), with distinction
Political Science and International Development; University of Toronto

Sample Publications

Hannah, Erin (2016) *NGOs and Global Trade: Non-State Voices in EU Trade Policymaking*. Abingdon: Routledge, Global Institutions Series.

Hannah, Erin and John Ravenhill (eds) (2024) *Global Political Economy*, 7th Edition. Oxford: Oxford University Press.

Hannah, Erin, James Scott, and Silke Trommer (eds)(2015) *Expert Knowledge in Global Trade*.
Abingdon: Routledge, Global Institutions Series.

Hannah, Erin, Adrienne Roberts and Silke Trommer (2023) "Feminist Interventions in Trade Governance," in Marian Sawyer, Lee Ann Banaszak, Jacqui True and Johanna Kantola (eds), *Handbook of Feminist Governance*. Edward Elgar.

Hannah, Erin, Adrienne Roberts, and Silke Trommer (2022) "Gender in Global Trade: Transforming or Reproducing Trade Orthodoxy?" *Review of International Political Economy*, 29(4): 1368-1393.

Hannah, Erin, Adrienne Roberts and Silke Trommer (2022) "Canada's Feminist Trade Policy," In David Carment, Jeremy Paltiel, and Laura Macdonald (eds), *Canada and Great Power Competition - Canada Among Nations 2021*. Palgrave MacMillan.

Hannah, Erin, Adrienne Roberts, and Silke Trommer (2021) "Towards a Feminist Global Trade Politics," *Globalizations*, Special Issue 18(1): 70-85.

Hannah, Erin, James Scott, and Rorden Wilkinson (2017) "Reforming WTO-Civil Society Engagement," *World Trade Review* 16(3): 427-448.

Hannah, Erin (2014) "The Quest for Inclusive and Accountable Governance: Embedded NGOs and Demand Driven Advocacy in the International Trade Regime," *Journal of World Trade* 48 (3): 457-479.

Adrienne Roberts, Silke Trommer, and Erin Hannah (2019) "Gender Impacts of Trade and Investment Agreements," Policy Briefing prepared for the UK Women's Budget Group, 20 September. <https://wbg.org.uk/wp-content/uploads/2019/09/FINAL-.pdf>

Hannah, Erin, Silke Trommer, and Adrienne Roberts (2018) "Gendering Global Trade Governance Through Canada-UK Trade Relations," Knowledge Synthesis Grant: Final Report, 30 November.
<https://www.kings.uwo.ca/kings/assets/File/academics/polisci/bios/hannah/KSG-Final-Report.Pdf>

Recent Grants, Awards and Recognition

2022-2025. Social Science and Humanities Research Council of Canada (SSHRC) – Insight Grant, "Gender Mainstreaming in Global Trade Governance", PI (with collaborators Adrienne Roberts and Silke Trommer, University of Manchester, UK), \$134 296

2022-2023. Centre for the Study of Governance and Society (CSGS), King's College London, UK – "Explaining the Evolution of Ideas in Global Trade Governance", Co-Investigator
(with James Scott (PI), King's College London and Tyler Girard (CI), Purdue University), £9 000/\$14 500

2020-2024. Social Sciences and Humanities Research Council of Canada (SSHRC) – Insight Grant, "Coherence and Incoherence in Global Sustainable Development Governance",
Co-Investigator (with Steven Bernstein (PI), University of Toronto), \$147 564

2018-2022. Social Sciences and Humanities Research Council of Canada (SSHRC) – Insight
Development Grant, "She Trades: Gendering Global Trade Governance", PI (with Adrienne Roberts (CI) and Silke Trommer (CI), University of Manchester, UK), \$66 984

King's University College Award for Excellence in Teaching, 2012

Courses Taught at King's

Global Politics (POL 1022F/G)
Introduction to Political Science (POL 1020E – second half)
Introduction to International Relations Political Theory (POL 2231E)
Selected Topics 2021/22: COVID and Public Policy (POL 3315F)
International Political Economy (POL 3357E)
Contemporary Issues in Global Political Economy (POL 3365F/G)

Field School (POL 3408F/G)
Trade Law and Negotiation (POL 4418F/G)

Dr. Lucy Hinton

Positions at King's

Assistant Professor 2023 -

Education

Doctorate in Global Governance 2022
University of Waterloo

Certificate in University Teaching 2021
University of Waterloo

MA International Development 2016
Dalhousie University

Honours Bachelor of Environmental Studies 2013
University of Waterloo
Diploma: Environmental Assessment

Sample Publications

Hannah, E. and **Hinton, L.** (2024). Chapter 4: Ideas, Social Hierarchies and the Everyday. In E. Hannah (Ed.) *Global Political Economy* (7e). Oxford University Press.

(*In Press*) Clarke, M. and **Hinton, L.** (2024). The New International Economic Order. In *The Oxford Handbook of the History of the Global South*.

(*In Press*) Stephens, P. and **Hinton, L.** (2024). Deepening Financialization and Digitalization in Global Governance Responses to Food Crises. *Agriculture and Human Values*.

(*Under submission*) **Hinton, L.** and Carodenuto, S. (De)colonization Ingredients: A Scoping Review of Decolonization and Food Systems Scholarship. *Agriculture and Human Values*.

Hinton, L. (2022). Discursive Power: Trade over Health in CARICOM. *Frontiers in Communication*.

Hinton, L. and Scott, C. (2022). Where sustainable diets fit in global governance. In K. Kelvany and P. Prosperi (Eds.) *Routledge Handbook of Sustainable Diets*.

Stephens, P. and **Hinton, L.** (2021). Post-Secondary Food Studies Pedagogy in Canada. *Canadian Food Studies*.

Hinton, L. and Schnurr, M. (2021). Newcomers and a Sense of Belonging: Community Gardening as a Tool to Ease Transitions. In Konrad, V. *Borders in Globalization*. Oxford, UK: Oxford University Press.

Wagner, J.; **Hinton, L.**; McCordic, C.; Owuor, S.; Capron, G. and Gonzalez Arellano, Salomon. (2019). Do Urban Food Deserts Exist in the Global South? An Analysis of Nairobi and Mexico City. *Sustainability*, 11 (17).

Policy Research Reports

(forthcoming) IPES-Food. The Limits of Consumer Action in Food Systems Transformation. 2024.

Chong, M.; Hinton, L.; Wagner, J. and Zavitz, A. (2017). Literature Review: Urban Food Deserts in the Global North. Hungry Cities Partnership: Cape Town, South Africa and Waterloo, Canada.

Chong, M.; Hinton, L.; Wagner, J. and Zavitz, A. (2018). An Urban Perspective on Food Security in the Global South: The Missing Link Between Rural Farmers and Urban Consumers. CIGI Press: Waterloo, Ontario.

Awards, Funding and Recognition

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|-----------|--|
| 2024 | SSHRC Institutional Grant (\$4,500) |
| 2023 | King's Internal Research Grant (\$4,500) |
| 2023 | Partnership Engage Grant (\$25,000) |
| 2022-2023 | Aspiration 2030 Postdoctoral Fellowship (\$61,000/yr) |
| 2020-2022 | SSHRC Doctoral Fellowship (\$20,000/yr) |
| 2022 | Nominated for University of Waterloo Best Thesis Award |

Courses Taught at King's

Global Politics (POL 1022F/G)
Politics and Pop Culture (POL 2142A/B)

Vote with your Fork: Global Food Politics (POL 3328F/G)

World on Fire: Governing the Global Environmental Crisis (POL 3347F/G)

Dr. Jacquie Newman

Positions at King's

| | |
|---------------------|----------------------|
| Professor | 2022 - |
| Department Chair | 2005-2010, 2013-2016 |
| Associate Professor | |
| Assistant Professor | |

Education

| | |
|--|------|
| Ph.D. Queen's University | 1998 |
| Comparative Politics, Canadian Politics, Gender Politics | |
| Social Movements | |

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| M.A. Wilfrid Laurier University | 1991 |
| Comparative Politics, Civil Society and the State | |

B.A. Carleton University
Political Science

Sample Publications

Jacquetta Newman, Linda White and Tammy Findley. 2020. *Women, Politics and Public Policy: The Political Struggles of Canadian Women 3rd Edition*. Don Mills: Oxford University Press.

Patricia Mockler & Jacquetta Newman. 2024. "Scaling the Pandemic: Women, Social Reproduction, and Crisis Management." Paper presented at the Annual Meetings of the CPSA, Montreal June 10, 3034.

Jacquetta Newman. 2017. "Language Please!: Balancing Privileges and Gender-Sensitive Parliaments." *Journal of Parliamentary Politics and Law*. Vol. 11, pp. 427-442.

Jacquetta Newman. 2016. "Post-Feminism, the Labour Market and Generational Exceptionalism in Canada," in Gérard Gomez and Donna Kesselman (eds.), *Les Femmes dans le Monde du Travail dans les Amériques*. Aix en Provence: Presses universitaires de Provence doi: 10.4000/books.pup.5181.

Jacquetta Newman. 2016. "Back to the Future: Encoding and decoding interest representation outside parties," in Alain-G Gagnon & A. Brian Tanguay (eds.) *Canadian Parties in Transition 4th edition*. Toronto: Broadview Press, pp. 250-276.

Jacquetta Newman. 2013 "No: Say it Five Times Fast, The Pitfalls of Small-P Politics," in Mark Charlton and Paul Barker, eds., *Crosscurrents: Contemporary Political Issues, 7th edition*. Toronto: Nelson Education Ltd.

Jacquetta Newman. 2013 "Yes: Small-p politics: Women Working Outside Formal Political Structures," in Mark Charlton and Paul Barker, eds., *Crosscurrents: Contemporary Political Issues, 7th edition*. Toronto: Nelson Education, Ltd.

Jacquetta Newman and Brian Tanguay. 2001. "Crashing the Party: The Politics of Interest Groups and Social Movements," in Joanna Everitt and Brenda O'Neill (eds.), *Political Behaviour: Theory and Practice in a Canadian Context*. Toronto: Oxford University Press.

Jacquetta Newman. 1999. "Project Ploughshares: Surviving the End of the Cold War," *Peace Research: The Canadian Journal of Peace Studies*. Vol. 31, No. 4., November 1999. pp 44-58.

Teaching Awards

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|---------------|--|
| 2016 | Awarded the Christopher Perrin Beatty Award for Excellence in Teaching |
| 2002- present | Annually listed on the Dean's Honour Roll of Teaching |
| 2007 | King's University College, Students' Council, Teaching Hall of Fame. |
| 2006-2007 | Most Valued Professor Award, Graduating Class 2007 |
| 2004 | Honorary Alumnus of the King's University Graduating Class 2004 |

Courses Taught at King's

Politics 1021F/G *People, Power and the State*

Politics 2101F/G *Introduction to Law and Public Policy*

Politics 2230E *Canadian Government and Politics*

Politics 3311F/G *Civil Society, Community and Democracy*

Politics 3312F/G *Protest: Politics from Below*

Politics 3327F/G *Representing Diversity: Paths to Power*

Politics-SJPS 3320E *Women and Gender in Civic Leadership (Experiential)*

Politics 4407F/G *Body Politics*

Dr. Eleni Nicolaides

Positions at King's

Assistant Professor 2024 -

Education

Ph.D., University of Guelph 2023
Political Science
(Law and Politics, Public Policy and Governance)

M.A., Brock University 2016
Political Science

B.A. (Hons), Brock University 2015
Political Science

Relevant Publications

Nicolaides, Eleni. 2024. "Interventions at the Supreme Court of Canada." In *Law, Politics, and the Judicial Process in Canada*, edited by F.L. Morton and Dave Snow, 5th Edition. Calgary: University of Calgary Press.

Snow, Dave, and Eleni Nicolaides. 2022. "Notwithstanding the Media: Section 33 of the Charter after Toronto v. Ontario." In *Constitutional Crossroads: Reflections on Charter Rights, Reconciliation, and Change*, edited by Emmett Macfarlane and Kate Puddister. Vancouver: UBC Press, 121-139.

Nicolaides, Eleni. 2022. "Carter Compliance: Litigating for Access to Medical Assistance in Dying in Canada." In *Constitutional Crossroads: Reflections on Charter Rights, Reconciliation, and Change*, edited by Emmett Macfarlane and Kate Puddister. Vancouver: UBC Press, 193-213.

Nicolaides, Eleni, and Dave Snow. 2020. "A Paper Tiger No More? The Media Portrayal of the Notwithstanding Clause in Saskatchewan and Ontario," *Canadian Journal of Political Science* 54, no. 1: 60-74.

Nicolaides, Eleni, and Matthew Hennigar. 2018. "Carter Conflicts: The Supreme Court of Canada's Impact on Medical Assistance in Dying Policy." In *Policy Change, Courts, and the Canadian Constitution*, edited by Emmett Macfarlane, 313-334. Toronto: University of Toronto Press.

Jeram, Sanjay, and Eleni Nicolaides. 2018. "Intergovernmental Relations on Immigrant Integration in Canada: Insights from Quebec, Manitoba, and Ontario." *Regional & Federal Studies*, DOI: [https://doi.org.subzero.lib.uoguelph.ca/10.1080/13597566.2018.1491841](https://doi.org/subzero.lib.uoguelph.ca/10.1080/13597566.2018.1491841).

Presentations

Nicolaides, Eleni. 2023. "Legislative Replies and Legal Mobilization." Paper presented at the Canadian Political Science Association Conference, York University.

Nicolaides, Eleni. 2021. "Carter Compliance: Litigating for Access to Medical Assistance in Dying in Canada." Paper presented at The Constitution Act, 1982: 40 Years Later, online workshop.

Nicolaides, Eleni, and Matthew Hennigar. 2016. "Carter Conflicts: The Supreme Court of Canada's Impact on Medical Assistance in Dying Policy." Paper presented at Courts and the Constitution: Policy Impact Conference, Stratford.

Awards, Funding and Recognition

SSHRC Doctoral Scholarship, University of Guelph
September 2020 — August 2022

Distinguished Graduate Student Award – Political Science, Brock University
October 2016

Political Science Department Fall Convocation Book Prize, Brock University
October 2015

Courses Taught at King's

POL 1021F (People, Power and the State) in Fall 2024
POL 3303F (Introduction to Canadian Law) in Fall 2024
POL 2101B (Intro to Law and Public Policy) in Winter 2024

Additional Relevant Teaching

POLS*3140 (The Charter of Rights and Freedoms), University of Guelph
POLS*2350 (Law from a Political Science Perspective), University of Guelph
POLS*4060 (Advanced Lecture in Law and Politics), University of Guelph

Dr. Thomas Tieku

Positions at King's

| | |
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| Professor | 2023 - |
| Associate Professor | 2013 - 2023 |

Education

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|---|------|
| Ph.D., University of Toronto Political Science | 2006 |
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| M.A.(Distinction), Brock University Political Science | 2001 |
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| Advanced Certificate in Teaching in Higher Education Brock University | 2000 |
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| B.A. (First Class Hons), University of Ghana, Legon Political Science and History | 1999 |
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Selected Publications

Tieku, T.K., Coffie, A., Setrana, M.B., & Taiwo, A. (Eds.). (2021). *The Politics of Peacebuilding in Africa*. Routledge.

Coleman, Katharine and Thomas Kwasi Tieku. 2018. *African Actors in International Security: Shaping Contemporary Norms*, Lynne Rienner.

Tieku, Kwasi Thomas. 2017. *Governing Africa: 3D Analysis of the Performance of the African Union*. New York, NY: Roman & Littlefield.

*Tieku, Kwasi Thomas, and Yakohene, A.B., 2023. "Analyzing the African Continental Free Trade Area (the AfCFTA) from an Informality Perspective: A Beautiful House in the Wrong Neighborhood." *Global Studies Quarterly*, 3(3).

Tieku, Kwasi Thomas, Trondal, Jarle, and Gänzle, Stefan., 2023. "The organisational dimension of executive authority in the Global South: Insights from the AU and ECOWAS commissions." *Global Policy*, 14(1), 31-47.

*Tieku, Kwasi Thomas, Trondal, Jarle, and Gänzle, Stefan., 2022. "The behavioural logics of international public servants: the case of African Union Commission staff." *Cambridge Review of International Affairs*.

Tieku, Kwasi Thomas. 2021. "The Legon School of International Relations." *Review of International Studies*.

Tieku, Kwasi Thomas and Megan Payler 2021. *"From Paternalism to the Chambas Formula for Mediation: Conceptualizing Cooperation between the UN and Regional Organizations in Mediating Conflicts," *International Negotiation* 26(1): 1-17.

Tieku, Kwasi Thomas. 2019. "Ruling from the Shadows: The Functions of Informal International Rules in World Politics," *International Studies Review* 21(2): 225-243.

Coleman, Katharine and Thomas Kwasi Tieku. 2018. "African Actors in International Security: Four Pathways to Influence" in Katharine Coleman and Thomas Tieku, (eds.) *African Actors in International Security: Shaping Contemporary Norms*. (Lynne Rienner), 1-20.

Awards, Funding and Recognition

Excellence in Teaching Award, University of Toronto
Ontario Undergraduate Student Alliance (OUSA)
Hugh Mellon Excellence in Research Award, King's University College
Best Article Prize from the Review of International Studies and the British International Studies Association

Social Sciences and Humanity Research Council/Insight Grants; 2019-2024/In progress; Project Director; "Behind the Scenes Masters of Global Politics? The Nature and Impacts of Informality in World Politics"; Amount: **\$226060** CAD

Empowering Black Youth in Southwestern Ontario: A Collaborative Project Exploring How Black Youth in Southwestern Ontario Negotiate their Multiple Marginalities
Amount: **\$450,000** CAD

Carnegie Endowment for International Peace, and University of Ghana, Legon - UG-Diaspora Linkage Programme (UG-DLP); 2017/Completed; Project Director; "Diaspora Fellowship" Amount: **\$65000** CAD

One Earth Future Foundation -Journal of Global Governance, and UN University; 2015/Completed; "African Actors in International Security" Project Co-Director **\$52000** CAD

Global Affairs Canada/DFAIT - John Holmes Grant African; 2005/Completed; "Standby Force" Project Co-Director; **\$15000** CAD

Courses Taught at King's

Politics 1022F/G Global Politics

Politics 2226F/G The Politics of Development

Politics 3318F/G Special Topics – Ending Violence in the World

Politics 3369F/G Global Diplomacy: International Law and Organizations in Action

Politics 3408F/G Field Schools (African and European destinations)

Politics 4421F/G Negotiating Peace

Bachelor of Social Work (Honours) – Honours Specialization in Social Work

Undergraduate Academic Modification Submission Template

Proposals are submitted by the Dean's Office as an MS Word document to the Secretariat at academic_submissions@uwo.ca. The Secretariat provides support for determining the appropriate governance pathway. **Please note that only one form per motion may be submitted.**

This submission is for (please select all that apply):

Major Modification:

- ☐ Change to an existing program that affects the learning outcome(s) of the program. Includes a significant change to the learning outcome(s) that changes, broadens or limits the subsequent career or education opportunities of graduates as well as changes to the mode of delivery for all or a significant portion of a program.
- ☐ A merger of two or more existing programs.
- ☐ The introduction of a combined program option.
- ☐ The introduction or deletion of a thesis, laboratory, or work-integrated learning requirement.

Other modification:

- ☐ Modification to module/program admission requirements related to course averages.
- ☐ A change in program/module name and/or degree nomenclature that does not necessitate changes to the learning outcomes.
- ☐ Changes to subject areas as part of Western's breadth requirements for degrees.
- ☒ Other (please specify): Add CASPer to our admission's application process to assess "soft skills" that are a requirement of social work students and social work professionals.

Name of the Module/Program: *Bachelor of Social Work*

Academic Unit: *School of Social Work*

Faculty / School / Affiliate University College: *King's University College*

Primary Contact: *Mark Yenson, Interim Vice-President and Academic Dean*
mark.yenson@kings.uwo.ca

Department/Program Contact: *Dr. Laura Béres, Director, School of Social Work*
laura.beres@kings.uwo.ca

Educational Policy Committee (EPC) Approval Date (or equivalent committee): *List the EPC and approval date. Please also include any other bodies that approved the proposal.*

Motion: *Effective January 1, 2025, CASPer testing will be part of the admissions application for the BSW program at King's University College.*

Calendar Copy:

Is this a change that involves modification to existing calendar copy? If yes, you must provide a link to the existing calendar copy and the revisions.

☐ No

☒ Yes (please provide below)

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21246&SelectedCalendar=Live&ArchiveID=>

Proposed Calendar copy:

Only students who have been formally accepted into the Social Work program may enrol in Social Work courses at the 3000-level and beyond. Prior to admission to the Honours Specialization in Social Work students should register for their alternate degree choice(s).

Students accepted into the professional program (Year 3) must register at King's University College.

Admission to the Social Work program (Year 3) is by formal application by March 1 of the calendar year in which admission is sought. Enrolment in the Social Work program is limited.

The admission of each candidate is determined by the Director on the recommendation of the School's Admissions Committee. In the admissions process, candidates are chosen according to academic and non-academic requirements.

Academic requirements for admission may be completed by July 1 of the year in which admission to the professional program is sought. To be eligible for admission, applicants must complete not less than 10.0 courses or equivalent of university study with an overall average of 70%. These courses must include:

2.0 courses with a minimum grade of 70% in each:

1.5 courses: [Social Work 1025A/B](#), [Social Work 1026A/B](#), [Social Work 2216A/B](#).

0.5 course from: [Writing 1020F/G](#), [Writing 1022F/G](#), [Writing 2101F/G](#).

0.5 course with a minimum grade of 60%: [Social Work 2206A/B](#).

7.5 additional courses:

0.5 course from [Category B](#). (Arts and Humanities)

1.0 course from [Category C](#). (Science)

6.0 additional courses.

Applicants must have a minimum average of 70% in the last 10.0 courses taken prior to admission to the program, with no failures.

In addition, all students must meet first-year requirements as outlined in the Western Academic Calendar.

All applicants will be required to complete the CASPer Assessment test. There is a cost associated with this test that will be borne by the applicant.

Candidates will receive official notification of the acceptance or rejection of their application after official final year grades have been received by the School (generally the end of June of each academic year).

Provide a brief summary of the proposed modification.

We are proposing adding CASPer to our admission's application process to assess "soft skills" that are a requirement of social work students and social work professionals. This is not a new course and does not affect learning outcomes.

Describe the rationale for modifying the existing module/program.

Being socially intelligent and professional, in and out of higher education programs and the workplace, requires various skills and behaviors, which people use every time they find themselves in a new situation. CASPer provides insights about many of these skills that inform professionalism and social intelligence. CASPer specifically assesses 10 different competencies: collaboration, communication, empathy, equity, ethics, motivation, problem solving, professionalism, resilience and self-awareness. We have consulted and reviewed literature which suggests the testing format is sensitive to EDID issues. Our hope is to conduct research on its use in order to further add to the literature on its appropriate use with equity

denied groups. Of course, all appropriate approval processes will be followed in developing a research project of this nature.

Outline the expected impact on students.

This will have a positive impact on students as CASPer provides one additional tool to ensure the quality of their professional readiness for a program like social work. This will improve classroom dynamics because the assessment will help ensure students in the classroom are at the right level in terms of professionalism and social intelligence.

Describe the impact on other modules/programs, if any.

It is anticipated that we will have fewer students in difficulty because the students we admit will be ready to meet the essential requirements of a social work education that CASPer is designed to assess.

Describe how the impact of the changes will be monitored and evaluated.

The social work admissions committee will continue to review our admissions statistics to understand any changes after implementing CASPer. Among other things, this ongoing review will continue or ongoing focus on understanding how potential students from equity-denied communities are impacted by the admissions process and if the addition of CASPer is a barrier or facilitator to applying and admission for any particular group. We will consider not only our acceptance numbers but also application numbers from within priority groups, including Black students, students of colour and French-speaking students. We will also continue to assess the potential that adding CASPer has increased our capacity to ensure a strong and supportive learning environment for incoming students. Social work, as a profession, benefits greatly from a student body that has experience with some of the struggles that those we support are facing. It is anticipated that by increasing our capacity to assess readiness related to professionalism and social intelligence, incoming students will be ready and well-positioned for the demands of a professional social work education, they will be positioned to contribute to each other's learning and will be able to progress into the challenges of practicum education at the appropriate timing in our program. These areas will continue to be assessed internally in our program, and it is anticipated that a formal research component will be added.

Consultation and Results:

Social Work Admissions Committee, April 16, 2024
Social Work School Council, May 8, 2024
King's Educational Policy Committee, **TBD**

Jan Plug, Associate Dean, Academic, Faculty of Arts and Humanities, Western University,
jplug@uwo.ca

Dan Shrubsole, Associate Dean, Undergraduate Studies, Faculty of Social Science, Western University, dashrubs@uwo.ca

Vicki Sweeney, Associate Dean, Faculty of Arts and Social Science, Huron University College,
vsweeney@huron.uwo.ca

Sociology 3342F/G, 3351F/G, 4480E

This Submission is for (please check all that apply):

- ☐ New Course(s) ☒ Revision to Course(s) ☐ Withdrawal of Course(s)
- ☐ Module/Program Revision

If this is a module/program revision involving the addition of new courses (please check one):

- ☐ New courses being added to the module/program have been approved
- ☐ New courses added to the module/program will be submitted to SOC in a concurrent proposal

Subject: Revision of Sociology 3342F/G, Sociology 3351F/G, and Sociology 4480E at King's University College

Motion: That effective September 1, 2025, Sociology 3342F/G, Sociology 3351F/G, and Sociology 4480E be revised.

Rationale: – These are housekeeping proposals as the Political Science courses that were cross-listed with Sociology courses are no longer offered.

Link to Current Calendar Copy (if applicable):

SOC3342F/G: https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_028978_1&SelectedCalendar=Live&ArchiveID=
SOC3351F/G: https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_029324_1&SelectedCalendar=Live&ArchiveID=
SOC4480E: https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_028979_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Sociology 3342F/G: POWER AND RESISTANCE: DISRUPTING RESEARCH

Antirequisite(s): the former Political Science 3342F/G, the former Political Science 4422F/G.
Extra Information: 3 seminar hours. ~~Cross-listed with Political Science 3342F/G.~~

Sociology 3351F/G: AMERICAN BORDERS AND BORDERLANDS

Antirequisite(s): the former Political Science 3361F/G, Social Justice and Peace Studies 3375F/G (if taken after 2017).

Extra Information: 2 hours. Cross-listed with ~~Political Science 3361F/G and~~ Social Justice and Peace Studies 3375F/G.

Sociology 4480E: CRITICAL SECURITY STUDIES

Antirequisite(s): the former Political Science 4480E; the former Political Science 4431F/G.

Extra Information: 3 seminar hours. ~~Cross-listed with Political Science 4480E.~~

Associate Dean – Undergraduate (or Equivalent) Contact: Dr. Mark Yenson, Associate Academic Dean, King's University College, associate.dean@kings.uwo.ca.

Department/Program Contact: Dr. Liam Kennedy, Chair, Department of Sociology, King's University College, lkenne56@uwo.ca.

Sociology 1020W/X Introduction to Sociology

This Submission is for (please check all that apply):

- ☐ New Course(s) ☒ Revision to Course(s) ☐ Withdrawal of Course(s)
- ☐ Module/Program Revision

If this is a module/program revision involving the addition of new courses (please check one):

- ☐ New courses being added to the module/program have been approved
- ☐ New courses added to the module/program will be submitted to SOC in a concurrent proposal

Subject: Revision of Sociology 1020W/X at King's University College.

Motion: That effective September 1, 2025, Sociology 1020W/X anti-requisites be revised at King's University College.

Rationale: Housekeeping - SOC1020W/X is the condensed version of SOC1020. These revisions make the antirequisites the same for each course.

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_026222_3&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Sociology 1020W/X: INTRODUCTION TO SOCIOLOGY

Antirequisite(s): Sociology 1021E, Sociology 1020, Sociology 1025A/B, Sociology 1026F/G, Sociology 1027A/B.

Associate Dean – Undergraduate (or Equivalent) Contact: Dr. Mark Yenson, Associate Academic Dean, King's University College, associate.dean@kings.uwo.ca.

Department/Program Contact: Dr. Liam Kennedy, Chair, Department of Sociology, King's University College, lkenne56@uwo.ca.

Sociology 3310F/G Qualitative Research Methodologies

This Submission is for (please check all that apply):

- ☐ New Course(s) ☒ Revision to Course(s) ☐ Withdrawal of Course(s)
- ☐ Module/Program Revision

If this is a module/program revision involving the addition of new courses (please check one):

- ☐ New courses being added to the module/program have been approved
- ☐ New courses added to the module/program will be submitted to SOC in a concurrent proposal

Subject: Revision of Sociology 3310F/G anti-requisites

Motion: That effective September 1, 2025, Sociology 3310F/G anti-requisites be revised.

Rationale: This is a housekeeping update as Interdisciplinary Studies 2252F/G has been withdrawn and should only be listed as “the former”.

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_004598_3&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Sociology 3310F/G: QUALITATIVE RESEARCH METHODOLOGIES Antirequisite(s): Childhood and Youth Studies 3311F/G, Family Studies and Human Development 3230A/B, Interdisciplinary Studies 2252F/G, Sociology 3307F/G, Thanatology 3330F/G, the former Childhood and Social Institutions 3311F/G, the former Interdisciplinary Studies 2252F/G, the former Thanatology 4401F/G.

Associate Dean – Undergraduate (or Equivalent) Contact: Dr. Mark Yenson, Associate Academic Dean, King’s University College, associate.dean@kings.uwo.ca.

Department/Program Contact: Dr. Liam Kennedy, Chair, Department of Sociology, King’s University College, lkenne56@uwo.ca.



Report to: Academic Council
From: Scholarship and Bursary Committee
Re: Report of the Meeting on September 27, 2024
Date: October 23, 2024

For Approval:

The Scholarship and Bursary Committee met on September 27, 2024, and brings forward to Academic Council the following motion for the introduction of new awards at King's University College:

MOTION: That Academic Council approve the introduction and terms of reference of the following awards:

1. [Foyston, Gordon & Payne Award](#)
2. [Davis Martindale Award in Accounting](#)
3. [Perseverance Award](#)
4. [Crowe Heart-Centred Leadership Award](#)
5. [Charity of Hope Entrance Award](#)

M/S

Scholarship and Bursary Committee

Respectfully submitted,

M. Yenson (Chair)

1. Foyston, Gordon & Payne Award

Establishment: The award was created in 2024 as a result of a \$15,000 pledge from Foyston, Gordon & Payne Inc. (FGP). It was established to support and enable access to education for finance students.

Calendar description:

This award is made possible due to the generosity of Foyston, Gordon & Payne Inc. It was established to support and enable access to education for the next generation of leaders interested in pursuing a career in the financial industry.

This award will be granted to international or domestic, full-time or part-time students entering King's with an average of at least 82%. Students must be registered in the BMOS program. Preference will be given to those who identify as female, or Indigenous (First Nations, Inuit or Métis), and those entering directly from a public high school in a small town. The successful recipients will have made significant contributions to their local community or high school through volunteer work and/or noteworthy extracurricular activity. Preference will be given to students who have finance-based volunteer or leadership experience.

The successful recipients may hold this award with other student awards.

Each candidate must submit the following:

- A completed application, and
- A short paragraph of not more than 250 words outlining their volunteer and extra-curricular contributions, and what they hope to achieve after graduation. Please highlight any finance-based volunteer or leadership experience. Each candidate will also outline their experience living in, and contributing to, a small community.

Amount of Awards: Two annual awards at \$1,500 each.

Application Deadline: September 30. The award is effective Fall 2024.

2. Davis Martindale Award in Accounting

Establishment: This award was established in 2024 by a gift of \$7,500 from Davis Martindale to reward students pursuing an Accounting degree that demonstrate the Core Values of the firm: Make Relationships Matter, Find a Way, Do the Right Thing, Always, and Think Team First.

Calendar description:

Davis Martindale Award in Accounting

This award is made possible by the generosity of Davis Martindale, is granted to a third-year full-time student with academic excellence (at least 80% average in their previous full year of studies) in the Honours Specialization in Accounting programs at King's who demonstrates alignment with the firm's core values. Each candidate must submit a short paragraph of not more than 250 words outlining how they demonstrate contributions/activities that align with the values of: Make Relationships Matter, Find a Way, Do the Right Things, Always, and Think Team First. The names of a reference (i.e. Faculty member/peer/etc.) that would support their contributions to supporting others and doing the right thing.

Domestic and international, full-time students at King's University College may apply for this award.

The successful recipient may hold this award with other student awards.

Amount of Award: \$1,500.00

Application Deadline: September 30

Effective 2024-25 academic year through 2028-29 academic year

3. Perseverance Award

Establishment: The fund was established in 2023 with a pledge of \$5,000 from Ms. Karen Stintz, BA '92. This award will recognize the courage and perseverance of King's students and motivate them to continue their studies.

Calendar description:

Perseverance Award

This award, made possible by Karen Stintz, BA '92 is in honour of her two children, Hailey and Jackson. The award is granted to a full-time or part-time student who has shown resilience and determination to succeed in their education journey despite life circumstances. This award seeks to reward students for their success to-date, and motivate students to believe in themselves and live confidently.

Preference will be given to a student who has been working hard at their academics, but does not necessarily have the highest marks in their classes. The successful recipient will have exhibited enthusiasm and dedication while striving to excel in a well-rounded range of activities within and outside the classroom.

The successful recipient may hold this award with other student awards.

Each candidate must submit the following:

- A short paragraph of not more than 250 words outlining their contributions within and outside of the classroom, examples of perseverance, and their motivation to earn a King's degree.
- The name of a reference (i.e. Faculty member/peer/etc.) that would support their contributions, growth, perseverance, and exhibited enthusiasm and dedication within and outside the classroom.

Instruction to the applicant in application:

Tell us your story. Prepare a written statement detailing your contributions within and outside of the classroom and your motivation to earn a King's degree. Please be specific, use examples and refer to your own experiences where you've shown resilience and determination to succeed in your educational journey. A reference letter is not required, however please provide the name of a faculty member/peer/etc. who recognizes your determination to succeed.

Amount of Award: \$1,000

Application Deadline: September 30. The award is effective Fall 2024.

4. Crowe Heart-Centred Leadership Award

Establishment: The fund was established in 2024 with a donation of \$5,000 from the King's University College Student Council (KUCSC). The award honours the 2023-24 KUCSC President, Laura Crowe, for her unwavering dedication and support to the student body. This award celebrates Laura's legacy and encourages future student leaders to emulate her passion, vision, and commitment to making a positive difference on the campus community.

Calendar description:

Crowe Heart-Centred Leadership Award

This award is made possible by the generosity of the King's University College Student Council (KUCSC) and in honour of the 2023-24 President, Laura Crowe, for her unwavering dedication and support to the student body. Laura's tireless efforts left an indelible mark on the council, inspiring all to strive for excellence. This award celebrates her legacy and encourages future student leaders to emulate her passion, vision, and commitment to making a positive difference on the campus community.

Granted to a 3rd or 4th year part-time or full-time student with a minimum 70% average in the previous Fall/Winter term. The recipient will exemplify servant leadership and a commitment and dedication to the student body at King's. This award exemplifies King's values and recognizes a student's contribution and leadership in building a welcoming, inclusive and supportive student community.

The successful recipient may hold this award with other student awards.

Each candidate must submit the following:

- A short paragraph of not more than 250 words detailing their student volunteer and leadership activity, and the impact of their activities on the student body and/or the King's student experience. The applicant will emphasize achievements that surpassed their role as a student leader, and outline how they've supported the building of community and a welcoming environment on campus.
- The name of a reference (i.e. Faculty member/peer/etc.) that would support their contributions to building community and positively impacting the student experience at King's.

Instruction to the applicant in application:

In answering this question, please be specific, use examples and refer to your own experiences. A reference letter is not required, however please provide the name of a faculty/peer/etc. that believes you have contributed to the community in a positive and impactful way. Tell us your story.

Amount of Awards: \$1,000 annually.

Application Deadline: September 30

The Award is effective Fall 2024.

5. Charity of Hope Entrance Award

Establishment: This award was established in 2024 by a gift of \$5,000 from the Charity of Hope to change the lives of students from Hamilton and surrounding areas who attend King's University College. The Charity of Hope provides funding to help students stay engaged and thrive in their academic journey. The Charity of Hope believes everyone has the right to achieve their hopes and dreams.

Calendar description:

Charity of Hope Entrance Award

This award is made possible by the generosity of the Charity of Hope, is granted to a full-time, first-year student who is entering King's directly from a high-school in the Hamilton and surrounding area. The student must demonstrate financial need.

The successful candidate will have demonstrated compassion and support for others. Each candidate must submit a short paragraph of not more than 250 words outlining how they show compassion and support for others. The name(s) of a reference (teacher/peer/etc.) that would support their contributions to showing compassion and supporting others. The successful recipient may hold this award with other student awards.

Amount of Award: \$1,000.00

Application Deadline: April 30

Effective 2024-25 academic year through 2028-29 academic year



Report to: Academic Council
From: Strategic Enrolment Management Committee
Re: Report of the Meeting October 7, 2024
Date: October 23, 2024

For Information:

The Strategic Enrolment Management (SEM) Committee convened on October 7, 2024. As not all voting members had been elected, this meeting was administrative in nature. The committee reviewed the Strategic Framework Implementation Plan and discussed alignment of academic priorities and strategic enrolment goals, with the goal of submitting a strategic enrolment management plan in April 2025.

Key priorities named:

1. Establish work plan for approval of Academic Council
2. Set enrolment target for 2025–26
3. Set future enrolment directions including balance of international/domestic enrolments
4. Examine data and set strategies for student retention

Action items:

1. Preparation of a comprehensive data package and enrolment history from 2007 for committee review
2. Exploration and evaluation of external consulting options (T. Cunningham and M. Yenson)

Respectfully submitted,

M. Yenson (Chair)



Cardinal Carter Library Committee Summary Report to Academic Council

Present: A. Co-Dyre (Chair), P. Cushing, A. Domingues (recorder), J.K. Kato, Mackenzie McIntosh, L. McLean, E. Swiatek, R. Vito, L. Whidden,

Regrets: A. Bohnet, M. Yenson, Undergraduate Student

The committee met on Tuesday, October 8th, 2024.

- 1. Announcement** - Congratulations to Linda and Emma on being granted faculty status.
- 2. Review of the New Terms of Reference** – The Committee reviewed changes to the Library Committee terms of reference. It was confirmed the committee would meet twice per fiscal year with additional meetings as needed. A. Co-Dyre indicated that a work plan was now required as per the new ToF R. She will create a draft plan to circulate to committee members for review and approval.
- 3. Library Committee Report- key points discussed:**
 - a. Budget** – Budget FY 24-25 spending happening as planned. An October budget revision memo had not yet been released at the time of the meeting. Once received A. Co-Dyre will draft a proposed revision and circulate to committee for approval.
 - b. Author Series** – This Author Series is in its second year in partnership with the EDID office, KUCSC and the Write Place. Two events were held in FY 23-24 that have been combined into one event in FY 24-25. The event is January 14, 2025, with speaker Melissa Schnarr, an Anishinaabe and Haudenosaunee writer, artist and scholar from Deshkan Ziiibii. Promotion is coming soon.
 - c. Rialto** – Introduction of a new Alma module to integrate and streamline acquisitions with our major vendor COUTTS. This should streamline purchasing. We will start ordering through this new system December 2024.

Motion: Library Committee Chair moves that the Library Committee officially receive the Library Committee Report dated October 8th, 2024 for review, discussion, and appropriate action.

Seconded: JK Keto

Resolution: Upon a vote, the Library Committee accepts and receives the report.

4. New Business

- a. Operational Review** – The library is participating in the operational review. A- Co-Dyre has been interviewed by the consultant company.
- b. Library Staffing** – A new staff member is starting in October to replace a previous departure. This role has been revised to focus primarily on library technology outside the scope of King's ITS.
- c. IQAPS** – the Library provided reports for 3 ICAPS this year, Thanatology, Disability Studies and French.

- d. **Open Educational Resources** – This initiative now lives with the Associate Dean: Research and the Research office. We will work with directly with them to help support this initiative.