KING'S
WESTERN UNIVERSITY · CANADA

ACADEMIC COUNCIL AGENDA
Wednesday, November 19, 2:30 p.m. to 4:30 p.m.
Labatt Hall, Room 103 / Zoom

> 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 Acknowledgement

2.0   Opening Prayer

3.0   Minutes of the Meeting of October 22, 2025

4.0   Committee Reports
      4.1   Educational Policy Committee   Decision
      4.2   Scholarship and Bursary Committee   Decision
      4.3   Governance and Nominating Committee   Discussion

5.0   Executive Reports
      5.1   President (Interim)   Information
      5.2   Vice-President Academic Dean (Interim)   Decision

6.0   Report from the Chair of Presidential Selection Advisory Committee   Information

7.0   The Unanimous Consent Agenda
      7.1   Report from the Cardinal Carter Library Committee   Information
      7.2   Report from the Strategic Enrolment Management Committee   Information

8.0   Items Removed from the Consent Agenda   Discussion

9.0   New Business

10.0   Adjournment

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Paul Wilton

KING'S
Western University · Canada

ACADEMIC COUNCIL
MINUTES OF MEETING
October 22, 2025

The meeting was held in Labatt Hall, Room 103, and via Zoom.

COUNCILORS:

Aidan Bobkowicz	Liam Kennedy	Jennifer Silcox
Graham Broad	Allyson Larkin	Derek Silva
Arashdeep Chahal	Miriam Love	Natalie Spruce
Adrienne Co-Dyre	Braedan Lovie	Karen Thomson
John Dool	Krista Lysack	Renfang Tian *
Russell Duvernoy	Donna Maynard	Thomas Tieku
Jordan Fairbairn	Alison Meek	Paul Tufts
Josephine Gemson	Laura Melnyk Gribble	Joseph Turnbull 🌐
Eunice Gorman	Brian Patton	Robert Ventresca
John Grant	Marcie Penner	Corinne Walsh *
Tom Gray	Jeff Preston	Ruth Wilson 🌐
Chaya Halberstam	Felipe Rodrigues *	Paul Wilton
Erin Hannah 🌐	Patrick Ryan	Mark Yenson *
Joe Henry	Jane Sanders	
Peter Ibbott		

* Regrets

🌐 Zoom

INVITED GUEST: Christy Bressette, Vice-Provost & Associate Vice-President Indigenous Initiatives, Western University

OBSERVERS: Ramanpreet Grewal, Abby Kaspersma, Cynthia Lessard, Sonya Lobsinger, Wendy O'Toole, Rodney Parker, Carri Rodgers-Rowley, Emma Swiatek, Erin Wilson.

MINUTE TAKER: Ann Hoffer

R. Ventresca, Chair, called the meeting to order at 2:37 p.m.

1.0 Land Acknowledgment

N. Spruce offered a traditional land acknowledgment.

2.0 Opening Prayer

W. O'Toole delivered the opening prayer.

3.0 Affirming Declarations of Indigenous Citizenship or Membership at Western University (Policy 1.58)

C. Bressette, Vice-Provost & Associate Vice-President Indigenous Initiatives, Western University, expressed appreciation for the Anishinabek Nation flag displayed in the meeting room and the traditional gift of tobacco. Following Indigenous protocol, she introduced herself by spirit name "Hard Working Woman," identifying as a member of the Turtle Clan from Kettle and Stony Point First Nation.

Christy presented Western's Indigenous Citizenship Affirmation Policy, which applies to all individuals—students, faculty, staff, and community members—in both academic and service roles, as well as in funding contexts such as scholarships. The policy is framed around citizenship and community connection rather than self-identification, helping to safeguard Indigenous-designated opportunities and prevent ethnic fraud.

In consultation with Indigenous communities, the affirmation process is Indigenous-led and grounded in the principle: *Nothing about us without us*. Citizenship must be affirmed through documentation and recognition by the community, which must claim the individual and confirm lineal connection. An Indigenous Affirmation Committee reviews all applications.

Christy noted that under the Indian Act, First Nations, Métis, and Inuit each maintain their own registries, and many global Indigenous nations have similar systems. Recognizing that some individuals may have lost familial ties due to historical trauma (e.g., residential schools, adoption), the policy allows for a written explanation to support their application. Mental health services are available to support applicants through this potentially triggering process.

The policy has been piloted for two years and was formally adopted by Western's Senate in June 2025. It is a relational and respectful process that prioritizes integrity and healing. It is aligned with the Truth and Reconciliation Commission, the UN Declaration on the Rights of Indigenous Peoples, Western's Strategic Plan, and Indigenous Plan.

Resources such as *A Guide Towards Indigenous Allyship* and *Guide Towards Allyship in Indigenous Research* are available on Western's Office of Indigenous Initiatives website. Local Indigenous communities include:
- **Anishinabek**: Chippewas of the Thames First Nation
- **Haudenosaunee**: Oneida Nation of the Thames
- **Lunaapéewak**: Delaware Nation at Moraviantown

Christy emphasized that Indigenous people are leading this work and offered support in developing a similar policy at King's. Members applauded Christy for her leadership and generous sharing of knowledge.

C. Bressette departed the meeting at 3:01 p.m.

4.0   Committee Reports

4.1   Scholarship and Bursary Committee

Josephine provided context for two motions returned to the Scholarship and Bursary Committee by Academic Council on June 18, 2025, for further research. The motions were presented for vote and proposed to be considered together.

Motion 1: That Academic Council approve a revision to the International Experiential Learning Awards for full-time students, reducing it from $1500 to $1000, effective September 2025

Motion 2: That Academic Council approve a revision to the International Experiential Learning Awards for part-time students, reducing it from $1000 to $500, effective September 2025
Moved and seconded by the Scholarship and Bursary Committee
DEFEATED (13 in favour, 18 opposed)

Highlights from 23-mniute discussion:
- Members expressed concern about reduced student funding and the retroactive impact on students admitted under previous award expectations.
- It was noted that Western registers students in experiential learning courses as full-term, allowing them to avoid additional intersession fees.
- Some members emphasized the importance of equity and accessibility, citing the high cost of international programs and the need for additional bursary support.
- Clarification was provided that bursaries are funded through operations, though departments may seek donor support through the Foundation.
- Members were reminded that rejecting these motions would require identifying alternative areas for budget reductions.

4.2 **Governance and Nominations Committee**

R. Ventresca, on M. Yenson' behalf, presented the motions for vote and recommended they be considered separately.

Motion: To recommend to the Board and Corporate Members that the number of student seats on Academic Council be increased from three (3) to five (5), with the two (2) additional seats to be elected at-large through the King's University College Students' Council (KUCSC), in accordance with section 2.2 of the Academic Council Bylaws regarding elected membership.
Moved/seconded by the Governance and Nominations Committee
CARRIED (one abstention)

Highlights from 5-minute discussion:
- Members discussed a proposed increase in student representation on Academic Council from 7% to 11%, noting that this would bring it closer to the 19% representation seen on Western's Senate. It was emphasized that faculty would remain the majority and that adding "at large" student seats would help amplify student voices.
- Some members referenced the original design of Academic Council, which had limited student seats due to concerns about workload. Others noted strong student interest in participating, with many attending meetings as observers, and highlighted the value of the experience in learning institutional processes.
- Support was expressed for the increase in principle, though questions were raised about the appropriate mechanism for electing "at large" student members outside of Academic Council.

Motion: That the membership of the Planning and Priorities Committee be amended to include an *ex officio* voting seat for the President of the King's University College Students' Council (KUCSC), in addition to the existing elected student representative.

Moved/seconded by the Governance and Nominations Committee
CARRIED (one opposition, one abstention)

Highlights from 1-minute discussion:
- The rationale for the motion was to increase student agency in budget planning
- In response to a question about including PAOA and KUCSA representatives, it was clarified that the proposal focused solely on student constituents. The

Interim President noted that PAOA members are already represented on the committee.

It was noted that the report included a "For Information" item, which required a mover and seconder to be brought forward for discussion.

Motion: That the motion introduced and revised by Drs. Meek and Ibbott be brought back for discussion.
Moved by: A. Meek Seconded by: P. Ibbott
CARRIED (1 opposition, 5 abstentions)

The Chair reminded Council that his prior advice had been overridden and clarified that, if passed the motion would be hortative in nature and not directive.

Highlights from 13-minute discussion:
- Members discussed the process and intent behind a proposed governance motion. Concerns were raised about procedural clarity, including the role of the Governance and Nominating Committee, which had advised it provides guidance but not wordsmithing.
- It was noted that the motion's current wording may fall outside the scope of the bylaw, potentially surrendering delegated authority back to the Board or encroaching on the President's role.
- While the intent to improve Council's functioning was broadly supported, members emphasized the need for careful wording and a structured process, including retraction, notice of motion, and consultation. Suggestions included forming an ad hoc committee and considering the development of a constitution to complement the existing bylaw.
- The motion was withdrawn, with agreement that further conversation on governance is needed.

Item Raised from the Floor – Governance Review

Members engaged in a 6-minute discussion regarding the potential creation of a task force to review Academic Council governance. It was noted that the Governance and Nominations Committee would need time to consider the Terms of Reference and explore the formation of an ad hoc committee to examine operating procedures in relation to the bylaw.

One member expressed concern about proceeding without a formal notice of motion and emphasized the importance of allowing existing committee structures to function unless exceptional circumstances arise. The mover clarified that they serve on the relevant committee and viewed the proposal as a way to broaden participation in this work.

Motion: That the Governance and Nominations Committee be referred to develop Terms of Reference for a task force to examine Academic Council governance and bring a recommendation back to Academic Council.
Moved by: C. Halberstam Seconded by: A. Meek
CARRIED (4 abstentions)

Point of Order

A member raised concern that the agenda indicated a 4:00 p.m. end time. The President (Interim) clarified that a motion passed in May 2025 set Academic Council meetings to run for two hours. While an earlier start time was considered, scheduling conflicts led to a 2:30 p.m. start, allowing meetings to extend to 4:30 p.m. He apologized for the typographical error in the agenda.

4.3   Educational Policy Committee Decision

Motion: That proctor ratios for Examination periods be approved as shown below.

# of Students in Room	# of Proctors
December/April Final Exam Proctor Ratios in 2024-25:	
1-24	1
25-99	2
100+	3
Proposed Proctor Ratios for December/April Exams:	
0-35	0
36-60	1
61-100	2
100+	3

Moved/seconded by Committee
DEFEATED (10 in favour, 11 opposed, 8 abstentions)

Highlights from 3-minute discussion:
- Members expressed concern about reducing the number of proctors, citing larger class sizes and the need for adequate supervision. It was noted that the absence of additional proctors could be problematic. In response, it was clarified that the motion aims to ensure prudent use of college resources and outlined how students would be appropriately assigned and divided.

Motion: That effective September 1, 2026, *Certificate - Religious and Cultural Diversity* be offered at King's University College.

Moved/seconded by Committee
CARRIED

Highlight from 1-minute discussion:
- The program is not expected to incur costs and may increase foot traffic from main campus and Huron, offering potential indirect benefits

5.0   Reports

5.1   President (Interim)

In the interest of time, R. Ventresca opted not to provide a high-level overview of his report, which was submitted with the agenda. No questions were raised.

5.2   King's University Council Students' Council Report

B. Lovie, KUCSC President, provided a verbal report on the status of the KUCSC consultation with the London Transit Commission on the King's Transit Plan, noting that

the LTC is open to having a public consultation meeting at King's. Members were invited to share their perspectives.

ACTION: Members to share their perspectives to be included in the plan directly with B. Lovie.

6.0   The Unanimous Consent Agenda

6.1   Strategic Enrolment Management

6.2   Vice-President and Academic Dean (Interim)

Motion: To received the Strategic Enrolment Management Committee Report and the report from the Vice-President and Academic Dean (Interim)
Moved by: L. Melnyk Gribble, B. Lovie
CARRIED

7.0   Items Removed from the Consent Agenda

7.1   Minutes of the Meeting of September 24, 2025 (previously 6.3)

A member proposed that the agenda and minutes should be presented for approval at the meeting. R. Ventresca clarified that agenda approval falls under the purview of the Governance and Nominations Committee and asked if there were concerns with the minutes. The member indicated there were none.

Motion: To approve the Minutes of the Meeting of September 24, 2025, as circulated.
Moved by: J. Preston, seconded by A. Bobkowicz
CARRIED

8.0   New Business

None

9.0   Adjournment

Motion: To adjourn the meeting at 4:16 p.m.
Moved by: P. Ibbott, seconded by B. Lovie
CARRIED

Robert Ventresca, Chair	Paul Wilton, University Secretary

Office of the Vice-President
and Academic Dean

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

Report of the Educational Policy Committee to Academic Council

Special Meeting of EPC, October 29, 2025

MOTION:
The Educational Policy Committee advises Academic Council to recommend that KUC's Board of Directors approve the formation of a School of Policy, Law, and Social Change (SPLSC) constituted by the Departments of CYS, DS, History, PIR, and SJPS according to the specific terms outlined in the "Proposal for a School of Policy, Law, and Social Change," excluding reference to restructuring of Academic Advising and the Office of the VPAD and reference to a Program Manager hire.

Meeting of EPC, November 5, 2025

For Information:
SOC Proposals

1. That effective September 1st, 2026, the Minor in Politics and International Relations be revised at King's University College.

2. (a) That effective September 1, 2026, the program requirements for the Disabilities Studies Major and Minor at King's University College will be revised as to include the courses American Sign Language 1030A/B, American Sign Language 2030A/B, and Sociology 2284A/B in the Group B course list.
(b) That effective September 1, 2026, Disability Studies 3384F/G: Leadership and Intellectual & Developmental Disabilities be introduced into the Department of Disability Studies at King's University College.
(c) That effective September 1, 2026 Disability Studies 2217A/B: Graphics, Comics and Zines be introduced into the Department of Disability Studies at King's University College.

3. That effective September 1, 2026, the French Program in the Department of English, French and Writing at King's University College offer Introduction of French Language (Advanced Level IV) FR 4909A/B (formerly offered as FR4900A/B, Special Topics).

4. That effective September 1, 2026, the above (listed below) modules be revised as shown at King's University College. Revision to modules in Management and Organizational Studies: Honours Specialization in Organizational and Human Resources Specialization in Organizational and Human Resources.

Mark Yenson, Ph.D.

Vice-President and Academic Dean (Interim)

A PROPOSAL FOR A SCHOOL OF POLICY, LAW, AND SOCIAL CHANGE @ KING'S UNIVERSITY COLLEGE

Childhood & Youth Studies

Disability Studies

History

Politics & International Relations

Social Justice & Peace Studies

Submitted: September 15, 2025

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1   EXECUTIVE SUMMARY

After nearly a year of collaborative consultations and deliberations, we are excited to bring forward a proposal to create the **School of Policy, Law, and Social Change** (SPLSC), a thematically coherent school that draws together five existing departments whose "programs are united by critical and structural analyses of law, social justice, policy, politics, culture, history, and theory for the expressed purpose of upholding equity, participation, and dignity for all."

This proposal is one possible solution to longstanding structural challenges faced by small academic units at King's University College, including under-resourcing and limited staff and faculty complement. While small units enabled the launch of innovative and agile programs, we feel that our current administrative and academic fragility can diminish program quality, faculty development, and student experience.

As we explain in the body of our proposal, by bringing together five departments—Childhood & Youth Studies, Disability Studies, History, Politics & International Relations, and Social Justice & Peace Studies—the SPLSC will enable us to improve and strengthen:

1. Academic Standards and Quality
2. Program Integration and Efficiency
3. Administrative Competency and Continuity
4. Student Experience and Identification
5. Scholarly Community

The SPLSC offers an opportunity for our distinctive programs to not only survive but thrive— advancing the College's mission to deliver rigorous, equitable, and innovative education while securing the long-term viability of departments that embody its commitment to social change.

2 UNDERSTANDING THE CONTEXT

The stability, visibility, administrative and advising capacity of small academic units has been a recognized problem at King's University College since 2015.[1] Unfortunately, no action was taken; indeed, the number of small academic units has increased over the subsequent years. Religious Studies and Philosophy became two departments, and the Department of Interdisciplinary Programs became four. So, the issue of administrative reform of academic units emerged again in March of 2024. The KUC's Board of Directors embraced an external evaluator's report (The Tausig-Ford Report) which recommended significant changes to the College's systems of governance and academic administration. It launched Academic Governance Steering Committee (AGSC) to help it fit these recommendations to the specific details of the College. A month later, the Board accepted the AGSC's advice to take a 'phased approach' which would create a new Academic Council before considering potential changes to the administration of academic programs.

At this time, Dr. Robert Ventresca, the then Vice-President and Academic Dean, invited voluntary 'coalitions' of departments to consider and propose new schools to mitigate problems associated with a 'top-down' reform. He stated that the goal of school formation was to improve academic decision-making and creating stronger academic programs (as opposed to cutting costs). In the subsequent months, this collegial approach to the administrative reform of academic programs was incorporated into the by-law that created Academic Council (a body where faculty hold a majority of votes). Article 1, section 1.3 (f) on Authorities and Responsibilities states that "Academic Council will make recommendations to the Board on... the establishment of departments, schools, faculties, institutes and centres."

2.1 OUR PROCESS FOR SCHOOL FORMATION

In this context, and therefore under the authority of the bylaws of the College, the Departments of Social Justice and Peace Studies (SJPS), Politics and International Relations (PIR), History, Disability Studies (DS), and Childhood and Youth Studies (CYS) took up the possibility of forming a school together in the Winter of 2025. On February 27, the five departments notified the VPAD, Dr. Mark Yenson, that they would soon enter formal negotiations to draft constitutional provisions for a "School of Policy, Law, and Social Change" (SPLSC or 'splash'). The five Chairs elected Dr. Patrick Ryan as Chair, and Dr. John Grant as Secretary to lead the effort. They held seven 2-hour drafting meetings in March and April of 2025. They reported positive results for information and discussion to the Educational Policy Committee (EPC) of

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[1] A plan for restructuring academic units was introduced by the Academic Dean and was debated at both Faculty Council and the Advisory Committee of the Ninth Academic Plan. The proposed reorganization was not successful.

Academic Council on April 3. Twelve days later the five Chairs voted to accept a preliminary draft of a constitution for their colleagues to consider.

Throughout this process, the five Chairs kept the VPAD and the President fully appraised of the substantive contents of their negotiations. The VPAD assented to our plans, and the President offered us infusive praise for the work we had completed. So encouraged, the five Chairs led the full-time faculty members of the five departments through four, 3-hour 'mini-retreats' in the late Spring and early Summer. These events were well-attended. Almost all faculty members were willing and able to participate. The average attendance was about eighteen. Together, we created a shared document to track and develop ideas. We reviewed and implemented the ideas forwarded to us in writing by individuals who could not attend. Our discussions were lively, substantive, creative, and collegial. By July 10, the participants of the 'splash' retreats had fashioned a working-consensus on a mission statement, a thematic core, the practical collaborations and integration it would facilitate, and a decision-making structure for a School of Policy, Law, and Social Change at King's University College.

All five departments (separately) voted to form the SPLSC in late July. As a result of the thorough and collegial process of the previous five months, the count was nearly unanimous. P. Ryan informed the VPAD of the collective will and the two came to an understanding on the next steps on August 8. According to the bylaws of the College, creating new administrative units for academic programs is a recommending responsibility of Academic Council (AC). The final decision lay with the Board of Directors; it does not involve Western University's Senate. Therefore, the VPAD instructed the five Chairs to produce a notice of motion for the September 3 meeting of EPC that would be followed by a vote at its October meeting.

In October of 2025, EPC considered the proposal during two meetings and through over three hours of discussion in addition to many consultative meetings among the Chairs, Directors, leadership of the College. On October 29, EPC approved the motion to recommend the formation of SPLSC to Academic Council. If successful at AC, the proposal will go to KUC's Board of Directors. If approved by the Board, the SPLSC would be launched in the Fall of 2026.

3   PROPOSED SCHOOL MEMBERS

If formed, the SPLSC will include approximately twenty tenured or tenure-track faculty members, 800 students, and the staff appropriate for a school of this size. Two-thirds of the prospective faculty possess training in History or Political Science, but almost all of us operate within interdisciplinary fields. This is evident in the faculty roster of appointment, credentials, rank, and expertise of each member provided in Appendix A.

Our research specializations center upon political and social movements, policy analysis and reform, law and critical legal studies, the cultural and structural examination of power-relations, and advocacy for progressive change. We articulated this thematic core for the School in Article 1 of its proposed constitution (see Appendix B).

The SPLSC will organize our energies in ways that will animate, specify, and strengthen the ability of the College to realize its mission. To quote the strategic plan of 2025, forming the SPLSC is an act of "leaning into the differentiated Mission of King's..."[2] There are no undergraduate programs or schools dedicated to the study of policy and law at Western University. The school will increase the "demonstrable mutuality of benefit" between King's and Western system as required by our Affiliation Agreement. If

> The **SCHOOL OF POLICY, LAW, AND SOCIAL CHANGE** empowers its graduates to pursue academic and career goals, and to become agents of change who build equitable global communities. As a place for study, advocacy, and research, our diverse programs are united by critical and structural analyses of law, social justice, policy, politics, culture, history, and theory for the expressed purpose of upholding equity, participation, and dignity for all.

properly resourced, the SPLSC would be able to help Kings meet several of the key terms outlined in the Agreement, including domestic recruitment, collaboration across faculties, non-competition with existing Western programs, and undergraduate-focused programming.[3]

The SPLSC has already begun to foster a "genuine dialogue" among faculty of multiple fields and disciplines. With "interdisciplinary" as its "fundamental feature," the School will bring interdisciplinary and disciplinary programs into conversation and administrative relationship with one another around a common interest in progressive social change. We have defined "the

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[2] King's University College, "King's Strategic Plan 2024-2029 – Renewing the Promise," pg. 4 https://www.kings.uwo.ca/about-kings/office-of-the-president/strategic-planning/ [last accessed August 12, 2025].

[3] "Affiliation Agreement Between The University of Western Ontario and Brescia University College, Huron University College, and King's University College, July 1, 2019," points a-g pgs. 1-2. https://www.uwo.ca/univsec/pdf/academic_policies/affiliation/affiliation_agreement.pdf [Accessed December 8, 2020].

common good" from the Strategic Plan as teaching and research "for the expressed purpose of upholding equity, participation, and dignity for all" in our constitution. The mission of the SPLSC echoes the terms taken up by the College throughout its foundational documents and often captured by reference to "the Catholic intellectual tradition." The School of Policy, Law, and Social Change will foster people who "through their actions, will be fearless in building just and right relationships in service to solving the most critical challenges facing our society."[4]

The first words of SPLSC's mission acknowledges the importance of life after Kings to our students, and echoes the College's call for programs that "grow King's career connections."[5] The constituent departments of SPLSC will integrate and aligned their programs together without erasing their field and disciplinary identities, but by focusing on public policy, equality under the law, human rights and advocacy for progressive change. Our more professionally oriented, interdisciplinary field studies (CYS, SJPS, and DS) have a proven record of success at the College in these areas, but these efforts will be enhanced by the comparable work being done in History and PIR. Through the development of the SPLSC, the College will enhance its commitment to two traditional disciplines, while addressing the "performance-based funding" language of Western's Strategic Mandate Agreement (SMA) with Ontario.[6]

We think our proposal is what it looks like when an institution produces a "mission enabling culture," to quote the strategic plan, and upholds a commitment to "empower our people." If those words are to be alive in our community, we trust that the will of five departments and its faculty members will be heard.

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[4] KUC, "King's Strategic Plan," pgs. 4-7.

[5] KUC, "King's Strategic Plan," pg. 6.

[6] "2020-2025 Strategic Mandate Agreement: Western University," https://www.ontario.ca/page/2020-2025-strategic-mandate-agreement-western-university#section-3 [Accessed December 16, 2020].

4   IDENTIFIED PROBLEMS

Over decades the College repeatedly misapplied one of Western University's key guidelines for program development. It took the number of permanent faculty necessary to gain formal approval to launch a new module (major – 2 FTF; HSP – 3 FTF) and allowed this to become a *de facto* threshold for the staffing of academic units. The College did not do this accidentally, but it was not a well-reasoned choice. It was a consequence of an effort to bolster enrollment that could not be gained by continuing to offer disciplinary programs that replicated what was offered at UWO. In brief, the SPLSC will address a persistent problem and a continuing need: (1) the unworkability of small (indeed tiny) academic units, which evolved partly due to the College's need to (2) create, develop, and maintain academic programs that are differentiated from those offered by Western University *and* will draw students to the College.

The departments proposing to form the SPLSC can be improved to meet the College's need for differentiated programs with strong enrolment, but they cannot do this if they continue to operate in isolation with two to six participating full-time faculty. Our academic units have no physical presence on campus, no administrative personnel. The Academic Dean's Office's monopoly on physical presence, personnel, and decision-making authority in relation to the academic departments undermines the ability of small academic units to successfully develop and sustain their programs. These arrangements are also inconsistent with the College's own policy statement on the matter: **The Department and School Structure and Operating Procedures – DSSOP (College Council, 2022).**

4.1   REVIEWING THE DEPARTMENT AND SCHOOL STRUCTURE AND OPERATING PROCEDURES (DSSOP)

Subsidiarity is the ethical and organizational backbone of the DSSOP. The document names this concept as the reason for the existence of academic units at the College. This is not surprising; 'subsidiarity' is an important social teaching of the Church. It asserts that authority must exist at multiple levels of all Roman Catholic institutions. Practical or programmatic decisions, (e.g. not doctrinal ones), should be made at the ground level by those who have the expertise to perform the tasks implicated by their choices.

The DSSOP applies this principle to academic units by defining the things that academic units must be able to do at King's University College. After much reflection and considerable experience, we submit that most of these competencies are non-existent, unacceptably weak, or in need of improvement in our departments.

Beginning with Article I of the DSSOP, our departments do not promote a "community that fosters the development and engagement of its members." We are unable to carry-off ordinary

faculty or student events that might draw us together. Our departments are invisible on campus, and as a result, our relationships are disorganized and 'thin.' The lack of spatial presence condenses the time necessary for community building.

Small invisible departments have difficulty "developing, staffing, and delivering" our "courses in accord with prevailing academic standards." Some of our departments are unable to offer a fully developed upper division. Most struggle to consistently provide a senior paper or capstone project opportunity in year four. Though we have put significant effort into developing placement courses, we have not been as successful as we could be. Several of our departments operate with wildly fluctuating proportions of full-time faculty instruction. One academic unit had 71% FT coverage in 2024-25 but is projected to have 18% FT faculty coverage in 2026-27. Another is trapped between 23% and 33% FT coverage.

Our departments struggle to "recruit, hire, orient, mentor, and evaluate the performance of its faculty." When a department has one tenured member, how is it supposed to conduct AP&T properly? When new sessional or limited-term faculty cannot visit an academic unit, and that unit has no capacity for any on-boarding functions, how is it supposed to support orientation? When faculty offices are randomly scattered throughout campus, departments occupy a website, and program faculty meet a few times over zoom a year with no organized scholastic events or research talks, how is mentoring of younger faculty by more experienced ones supposed to happen?

As Chairs of smaller departments, we experience departmental leadership as a list of tasks provided by the ADO. Academic units have been reduced to a professor assigned the title "chair" sitting alone with a laptop answering emails separated by space, time, and reporting structures from administrative or advising personnel. The practical arrangements, expertise, and decision-making authority has been hermetically separated from the field, disciplinary, and professional knowledge of the professoriate. Whatever our departments are, they do not possess the administrative basis to form teams organized around and with the purpose of reproducing "coherent fields of knowledge" as required by the DSSOP.

In the current situation, small academic units struggle to effectively meet the following requirements listed in DSSOP, Article I. In our experience, small academic units:

    i. have difficulty managing budgets and instructional resources

    ii. are unable to implement promotional activities

    iii. cannot sustain laboratory, placement, or experiential learning opportunities

    iv. struggle to ensure that library resources meet programmatic requirements (as opposed to individual research needs)

    v. do not "continuously develop the learning environment of its students"

vi. fail to "advance the growth, development and reputation of the academic programs."

vii. are unable to establish productive, and constructive working relationships with operational and academic units at KUC, "the relevant bodies at Western University complex and external partners."

Article X of the DSSOP requires that academic units exercise administrative capacities that we cannot command. For small academic units:

viii. We struggle to meet regularly, record-keeping, reporting to faculty the directives of administration, and circulating or sorting through key elements of institutional information.

ix. We possess little capacity to create "standing committees or other mechanism to distribute the workload more efficiently."

x. We struggle to consistently and effectively uphold our AP&T duties, operate committees or teams addressing student affairs, or complete course development and curricular review. We also have trouble enacting equitable, rational policies for teaching assignments and timetabling. We have no resources for adjudication, sessional instructor recruitment, colloquiums, outreach, or program promotion.

xi. We cannot develop plans or proposals for staffing. We do not know what this would look like given that we are unable to recommend that a contract be offered to a new sessional instructor without 'say so' from the ADO.

Article XI of the DSSOP stipulates that academic units must be capable of maintaining university-wide relationships. Although some of the five proposing departments may have been able to meet these stipulations at some point in the past, in general our academic units are incapable of...

xii. "designat[ing] a faculty member who will conduct informal relations with parallel disciplines at Western University."

xiii. meeting the demands of "multi-disciplinary departments."

xiv. monitoring or engaging effectively with programs at Western where common ground exists.

Article XIII of the DSSOP acknowledges the importance of remaining open to administrative change. "[F]rom time to time, the secretarial and administrative needs of the academic departments/schools will be reviewed to ensure that adequate support for the departments/schools is provided." Two points are critical: (1) The time is overdue. (2) Administrative capacity is not "support!" It is a programmatic competency that is required by the

principle of subsidiarity.

The Problem: Small academic units are inconsistent with the practices and procedures required by the DSSOP. By locating administrative capacity outside of academic programs, the College is rejecting its own definition of what an academic unit is supposed to be. The current centralization of administration in the ADO is also contrary to the College's vested interest in nurturing teams of faculty *and* staff who can develop, deliver, and reform successful programs.

5   OUR PROPOSED SOLUTION

The School of Policy, Law, and Social Change will give its five constituent departments the opportunity to improve or strengthen themselves in five areas.

5.1   ACADEMIC STANDARDS AND QUALITY

We have identified weaknesses in our programs that can only be addressed if we work collectively. Here are our top priorities for program improvement.

1. Ensure that all programs offer a robust upper division in the third and fourth years.

2. Ensure that all students are provided field/discipline-appropriate courses in research methodologies and theories.

3. Provide qualifying students with an opportunity to conduct a senior research thesis or a capstone project, subject to the necessary provision of teaching and supervisory support.

4. Increase the depth and breadth of course offerings available to students through planned, coordinated, monitored program integration.

5. Expose our students to a more diverse faculty within the courses required to complete their modular requirements.

6. Seek and maintain external partnerships and funding which allows students and faculty to engage in experiential and/or unique research opportunities.

7. Establish and develop summer internship and other placement programs that do not extend the time to completion of the undergraduate degree.

5.2   PROGRAM INTEGRATION AND EFFICIENCY

Program integration negotiated from the bottom-up is vital to pursue the goals of academic quality listed above, but it will also allow the SPLSC to increase efficiency and stabilize its constituent departments. We cannot outline all the details of these revisions before our proposal is approved, but we can name several important outcomes of program integration.

1. Improve our ability to foresee and reduce the number of undersubscribed courses.

2. Increase course concurrency and therefore student scheduling flexibility and choice.

3. Increase the intelligence available during program development and revision by establishing internal continuity of administration within the school.

4. Improve scalability of programs by allowing for greater sharing of teaching loads and administrative duties.

5. Share existing and strategic hiring of new faculty that contribute across multiple departments and programs in response to integrated programs, rather than as a tactic to reduce faculty complement.

5.3   ADMINISTRATIVE COMPETENCY AND CONTINUITY

Building a new kind of administrative team at the program level implies the transfer of personnel from the ADO and the establishment of physical presence for academic programs on campus. Directly connecting faculty and staff is necessary if we are to deliver the first two sets of goals. But there are several purely administrative priorities that we cannot reach as isolated small departments. Under the SPLSC, we will:

1. Fulfill the requirements of the DSSOP.

2. Establish consistent and reliable record-keeping, institutional memory, and internal policies within the school that will allow a healthy departure from reliance on a 'founder,' 'elder,' or single charismatic leader.

3. Enhance the visibility and recruitment effectiveness of the constituent departments and their programs by establishing administrative capacity linked directly to faculty leadership.

4. Work consistently to help EPC and AC establish college-wide policies and practices.

5. More effectively interact with operational units based on standard policies and procedures that have a transparent source in due process.

5.4   STUDENT EXPERIENCE AND IDENTIFICATION

The life's blood of higher education is the individual student's identification with their academic program, and the linkage they later draw between their personal transformation at university and their life and career successes. This is the meaning of the term *alma mater* or "nourishing mother." The invisibility of academic program administration and the paucity of social interaction at the programmatic level at KUC impedes the vitality of this identification process and partially explains the difficulty we have with retention, graduation rates, and alumni development. Under the SPLSC we will:

1. Become visible to students by creating a physical presence on campus for the five departments and their programs.

2. Launch additional orientation activities, coordinated with the College, to guide students through the transition from high school to the SPLSC.

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3. Create spaces for and better coordinate and plan student-led activities.

4. Advocate for the establishment of a common room or space for students of the school.

5. Hold year-end events that celebrate student achievements.

5.5   SCHOLARLY COMMUNITY

In recent years, several factors conspired (the pandemic, conflicts during collective bargaining, and the fiscal crisis) to harm social relationships on our campus. The SPLSC cannot address any of these directly, but we will be able to pursue a set of normative practices to rebuild scholarly relationships which are currently out of our reach. Under the SPLSC we will:

1. Augment and support college-wide efforts to orient sessional instructors to the College, and advocate for stronger continuity in their attachment to the College.

2. Hold monthly research talks for the faculty of SPLSC based on our overlapping research skills, expertise, vocabularies, and interests.

3. Develop faculty-led research committees, reading/writing groups, and organize interdisciplinary conferences and events which will enhance our overlapping research skills, expertise, vocabularies, and interests.

4. Enact annual rituals and hold annual events that celebrate publications by faculty.

6 PROPOSED SPLSC DECISION-MAKING FRAMEWORK

The Constitution in Appendix B provides a comprehensive decision-making system for the SPLSC. Here we offer an overview.

We are proposing to maintain our departments within a school-based decision-making structure. Abolishing our departments would be contrary to the main purpose of the proposal: to enhance the visibility, identity, quality, and success of our programs. Erasing academic departments, removing their chairs and their representation in collegial governance, would also risk conflict with the Collective Agreement and By-Laws of the College.

Instead of blindly consolidating our decision-making processes, we took our cue from the DSSOP, placed great emphasis on the principle of subsidiarity as we considered the division of authority between the school and the department.

Under the SPLSC, departments will retain responsibility for:

1. LTA and TT faculty appointment recommendations

2. Sessional lecturer contract recommendations

3. Course and modular revisions

4. Course policies and outline review

5. Teaching support polices and expenditure decisions

6. Teaching assignments and scheduling

7. Student representatives and student clubs

8. Chair responsibilities in collegial governance and the collective agreement

9. AC and EPC representation

Under the SPLSC, departments will hold initiating power or recommending powers for:

1. Promotion and tenure

2. Teaching support and office budget submissions

Under the SPLSC, the school will be governed by a council that is responsible for:

1. A collective budget that retains departmental lines

2. Applying for new or replacement appointments for its departments

3. Promotion and Tenure

4. Responding to initiatives brought forward by the departments

Under the SPLSC, the school will be administered to by an elected Director who remains within the bargaining unit, and is responsible to:

1. Chair the SPLSC Council, respond to its members and departments, and enact its decisions.

2. Facilitate program integration with the school.

3. Promote and recruit for the school's programs.

4. Communicate and advocate at the College-level for the School's programs

5. Manage data collection and analysis

6. Develop student internships and placement programs.

7. Advance external communication, partnerships, and funding

8. Plan and support school-wide research events and research collaboration

7 RESOURCES NEEDED FOR SPLSC TO SUCCEED

We relied upon several sources as we considered what resources are most important for our School to thrive. Two of the most important were: (a) The 2023 Consultation Report on Restructuring Academic Units that was conducted by P. Ryan at the request of the advisory committee to the VPAD preparing the Tenth Academic Plan; (b) Existing practices in the School of MEM. These were examined through documents and interviews.

The first source found that in 2023 nine of the ten reporting academic units concluded that administrative assistants and program advisors should report directly to academic units. While there may be separate teams working within the Academic Dean's Office that provide services (e.g. student advising), academic units should be of a size and a competency which justifies and utilizes administrative personnel. Indeed, this precisely how the Schools of MEM and Social Work operate. Following the MEM model and the job descriptions they use, to begin the SPLSC would need a Director (at 1.5 course release) and some personnel and space reallocation:

- A School Director
- A School Administrator
- An office for the school

The proposers accept the wisdom of taking an incremental or developmental approach toward resourcing any academic unit or program. That said, when finances allow and following the model of the other schools, the SPLSC's staff should include a Program Manager. Over time, it would enhance the school's success if its physical presence included faculty offices, meeting rooms, and a common room for students. Of course, all of these developments must be aligned with the larger needs of the College organizationally and financially.

8 APPENDICES

8.1 APPENDIX A – PROSPECTIVE FACULTY OF THE SPLSC

Dr. Stephanie Bangarth, Professor – History.
Ph.D. History, University of Waterloo.
Expertise: Human rights advocacy and history in Canada and the U.S., Canadian immigration policy, social movements, and political history.

Dr. Daniella Bendo, Assoc. Professor – CYS.
Ph.D. Legal Studies, Carleton University.
Expertise: Children's rights and advocacy.

Ms. Maria Bernard, Lecturer, LTA – CYS.
PhD Candidate, School of Social Work, York University (ABD).
Expertise: Youth policy and practices in Canada, researched from Foucauldian, settler-colonial, social justice, and anti-racist perspectives.

Dr. Adam Bohnet, Assoc. Professor – History.
Ph.D. History, University of Toronto.
Expertise: Choson Korea; global networks and cultural exchange in East Asia, 1100-1800.

Dr. Graham Broad, Professor – History.
Ph.D. History, Western University.
Expertise: War and conflict studies, culture in times of conflict, Canadian history.

Dr. Dustin Ciufo, Assistant Professor – CYS.
Ph.D. Political Science and International Development Studies, University of Guelph.
Expertise: Children's and youth's rights and advocacy across peace and conflict, forced migration, and global development.

Dr. Pamela Cushing, Assoc. Professor – DS.
Ph.D. Anthropology, McMaster University.
Expertise: Cultural systems, beliefs, and practices of social inclusion, care, and ethics with a focus on intellectual and developmental disabilities.

Ms. Laurel Donison, Lecturer, LTA – CYS.
Ph.D. Candidate, Child and Youth Studies, Brock University (ABD).
Expertise: Children's rights and participation in arts-based educational methods, outdoor learning and play; post-humanist thought.

Dr. Klaire Gain, Assistant Professor, LTA – SJPS.
Ph.D. Health and Rehabilitation Sciences, Western University.
Expertise: Gender, health, and social impacts of industrial capitalism and climate change.

Dr. John Grant, Assoc. Professor – PIR.
Ph.D. Political Science, Queen Mary University of London.
Expertise: Modern political theory, the history of political thought and Canadian politics.

Dr. Erin Hannah, Professor – PIR.
Ph.D. Political Science, University of Toronto.
Expertise: global political economy, gender and trade, sustainable development, global governance, global civil society.

Dr. Lucy Hinton, Assistant Professor – PIR.
Ph.D. Global Governance, Balsille School of International Affairs
Expertise: Political economy, food studies, development studies.

Dr. Erika Katzman, Assistant Professor – DS.
Ph.D. Health Professional Education, Western University.
Expertise: Critical feminist and critical disability studies; forms of work, support workers, accessibility conceptions and services; accessible pedagogy.

Dr. Hunter Knight, Assistant Professor, LTA – CYS.
Ph.D. Social Justice Education; OISE at the University of Toronto
Expertise: Policy advocacy and discourse analysis of race- and ability-based boundaries of childhood.

Dr. Allyson Larkin, Assoc. Professor – SJPS.
Ph.D. Education, Gender, and Social Justice, Western University.
Expertise: International experiential learning, higher education, local partnerships and international development.

Dr. Thomas Malleson, Assoc. Professor – SJPS.
Ph.D. Political Science – University of Toronto
Expertise: Theories of justice, feminist theory, social economy.

Dr. Allison Meek, Assoc. Professor – History.
Ph.D. History, University of Toronto.
Expertise: Terrorism and extremism, conspiracy theories and cults.

Dr. Benjamin Muller, Professor – PIR and SJPS.
Ph.D. European and International Studies, Queen's University Belfast.
Expertise: Migration and border studies, architecture, biometrics, surveillance, sovereignty.

Dr. Jacquetta Newman, Professor – PIR.
Ph.D. Political Science, Queens University.
Expertise: Social Movements and Protest; Democracy and Community; Gender, Women and Politics.

Dr. Eleni Nicolaides – Assistant Professor – PIR.

Ph.D. Law/Politics, University of Guelph.
Expertise: Canadian Law, politics, and public policy.

Dr. Jeffrey Preston – Assoc. Professor – DS.
Ph.D. Media Studies, Western University.
Expertise: Intersection of disability, subjectivity, biopower and culture.

Dr. Patrick Ryan, Professor – CYS and History.
Ph.D. History, Case Western Reserve University.
Expertise: Policy, law, discourse, and history of childhood and youth.

Dr. Jennifer Silcox, Assistant Professor – CYS.
Ph.D. Sociology, Western University.
Expertise: Legal policy and legislation under gender and discourse analyses.

Dr. Thomas Tieku, Professor – PIR.
Ph.D. Political Science, University of Toronto.
Expertise: International organizations and law, African studies.

Dr. Robert Ventresca, Professor – History.
Ph.D. History, University of Toronto.
Expertise: Authoritarianism, genocide, migration, church-state relations.

Dr. Nicolas Virtue – Assistant Professor – History.

Ph.D. History, Western University.
Expertise: Fascism, colonialism, propaganda, militarism, and counterinsurgency.

CONSTITUTION AND OPERATING PROCEDURES OF THE
SCHOOL OF POLICY, LAW, and SOCIAL CHANGE
KING'S UNIVERSITY COLLEGE *at* WESTERN UNIVERSITY

ARTICLE I: MISSION STATEMENT

The School of Policy, Law, and Social Change empowers its graduates to pursue academic and career goals, and to become agents of change who build equitable global communities. As a place for study, advocacy, and research, our diverse programs are united by critical and structural analyses of law, social justice, policy, politics, culture, history, and theory for the expressed purpose of upholding equity, participation, and dignity for all.

(THE INCLUSION OF PERSONS AND DEPARTMENTS INTO THE SCHOOL)

ARTICLE II: ASSOCIATION

2.1 The constituent departments of the SPLSC are the departments of Childhood and Youth Studies, Disability Studies, History, Politics and International Relations, and Social Justice and Peace Studies.

2.2 Joining the SPLSC shall not abolish the duties and rights of its constituent departments, departmental chairs or program coordinators, as these are determined by collective agreements, and the governing bodies and policies of King's University College.

2.3 Associates of the SPLSC include all appointed faculty (full-time, part-time, cross-appointments, visiting, adjunct, and emeriti(ae)), assigned staff members, and module-enrolled students of its constituent departments.

2.4 Association with the SPLSC confers rights of recognition, information, and procedural fairness; association does not confer rights to vote or voice at the SPLSC Council, or other decision-making meetings at program, departmental, or school levels.

(THE GOVERNING BODY OF THE SCHOOL)

ARTICLE III: THE SPLSC COUNCIL

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3.1 The SPLSC will be governed by a Council empowered to make policies on school-wide matters and instruct the Director to take action.

3.2 The members of the SPLSC Council will consist of all faculty (full-time, part-time, cross-appointments, visiting, and emeriti) who teach in the programs of the school, or are appointed therein, all staff assigned to its departments or programs, and the student representatives of its constituent departments.

> 3.2.1 All members of the SPLSC Council possess rights of voice.
>
> 3.2.2 All full-time faculty members with a primary appointment in one of the constituent departments of the SPLSC, named in Article 2.1, possess rights of vote.
>
> 3.2.3 Voting members are expected to attend most meetings during a given year.

(PROCEDURES AND PRACTICES OF THE SPLSC COUNCIL)

3.3 The SPLSC Council will meet the following standards of practice and procedure:

> 3.3.1 SPLSC Council shall meet at least four times annually, using a hybrid format of virtual and in-person modes to maximize participation and inclusion.
>
> 3.3.2 SPLSC Council shall be chaired by the Director, who will only vote at the Council to break tied votes.
>
> 3.3.3 The rules contained in the most recent edition of *Bourinot's Rules of Order* shall govern the Council's meetings, and all the committees, task forces and similar bodies of the SPLSC Council.
>
> 3.3.4 The following items of SPLSC Council shall be kept, and copies posted on a site made available to all members of the SPLSC, and upon request to all members of the KUC community: (1) meeting agendas and minutes; (2) policy and procedure documents.
>
> 3.3.5 Fifty percent of the voting membership of the SPLSC Council shall constitute a quorum.
>
> 3.3.6 If the number of members during any meeting falls below the quorum, the meeting shall be permitted to continue unless there is a challenge from the floor, in which case the meeting shall be adjourned.

3.3.7 Any motions that require voting must be ratified by the SPLSC Council, sitting with quorum, at the next meeting to retain force and effect.

3.3.8 The conduct of the SPLSC Council meetings shall conform to the following conditions:

>3.3.8.1 Members of Council shall have the right to attend all meetings and to speak during meetings.

>3.3.8.2 Observers shall not have the right to speak unless invited to do so by the Chairperson. Under no circumstances shall observers have the right to vote.

3.3.9 The Council may create rules for *in camera* deliberations, but they will be consistent with the following guidelines.

>3.3.9.1 A meeting may be held *in camera* by the ruling of the Council prior to the meeting; this ruling shall be communicated in the notice of the meeting.

>3.3.9.2 The Council may move *in camera* during the meeting by an affirmative vote by the majority of members present.

>3.3.9.3 When the SPLSC Council meets *in camera*, observers must withdraw.

3.3.10 The SPLSC Council may be called between scheduled meetings by the following means:

>3.3.10.1 By the Director of the SPLSC to respond to urgent matters concerning the School.

>3.3.10.2 By any five members of the School, who inform the Director of their will to have the Council meet within 7 days, and who provide the Director with the agenda and accompanying materials.

(THE GENERAL RESPONSIBILITIES OF THE SPLSC COUNCIL)

3.4 The Council of the SPLSC may enact guidelines or policies or form working committees to address school-wide issues.

>3.4.1 The SPLSC Council's acts under 3.4 must be initiated by a formal motion brought forward by one of its constituent departments.

3.4.2. The SPLSC Council's acts under 3.4 shall not conflict with the initiating or decision-making authority of the constituent departments under Article 4.

3.5 Nothing in this Constitution or in the guidelines or policies enacted by the SPLSC Council shall diminish, restrict, or reinterpret the rights of academic freedom as defined in Article 1.3 of the KUCFA collective agreement. Faculty retain the full right to determine their pedagogical methods, course content, research priorities, and scholarly outputs without interference.

(THE BUDGETARY RESPONSIBILITIES OF THE SPLSC COUNCIL)

3.6 The SPLSC Council is responsible for budgetary and financial planning in coordination with the constituent departments under article 4.7 according to the following guidelines.

3.6.1 The Council may enact policies for school-wide budgeting and planning in the areas of teaching support and experiential learning.

3.6.2 The Council may enact policies for school-wide budgeting and planning in the areas of office and administrative functions.

3.6.3 In consultation with the Chairs, the Director is responsible for making budgetary submissions to the College.

3.6.3.1 On or before October 1 of each year, the Director shall solicit budgetary requests from Departments for the next fiscal year.

3.6.3.2 These requests shall be used by the Director in formulating a budgetary request on behalf of all the distinct departments within the SPLSC to King's University College administration.

3.6.3.3 As the process of budgetary planning proceeds beyond the level of the SPLSC, it shall be the responsibility of the Director to keep the Departments informed.

3.6.3.4 It is the responsibility of the Chairs of Departments to support and assist the Director in the budgetary planning process.

(SPLSC AND DEPARTMENTAL COORDINATION ON APPOINTMENT, PROMOTION, AND TENURE)

3.7 The SPLSC Council and SPLSC Departments will coordinate their Appointment, Promotion, and Tenure actions according to the following guidelines.

3.7.1 The Council of SPLSC will convene an Appointments, Promotion and Tenure Committee (AP&T) to participate in all appointment, appointment renewal,

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promotion and tenure decisions regarding faculty of the constituent departments of the School of Policy, Law, and Social Change.

> 3.7.1.1 The SPLSC AP&T Committee shall be chaired by the Director and composed of all full-time tenured faculty with appointments in the departments of SPLSC.

> 3.7.1.2 All members of the SPLSC's Appointment, Promotion, and Tenure Committee shall have voice and vote (subject to exclusion for conflict of interest) on all matters that come before it.

3.8 The Council of SPLSC will make recommendations to the College requesting new faculty appointments to one or more of its constituent departments.

3.8.1 Faculty appointments will be made by the College to the constituent departments of the SPLSC.

3.8.1.1 Field or discipline specific standards for faculty appointment will be determined by the search committees of the constituent departments and shall not contravene Article 6 of the KUCFA collective agreement or the policies of KUC.

3.8.1.2 Field or discipline specific standards faculty promotion and tenure will be determined by the constituent departments and shall not contravene Article 8 of the KUCFA collective agreement or the policies of KUC.

3.8.2 In matters of faculty appointments, the SPLSC AP&T Committee shall establish a "Departmental Search Committee," normally under the Chair of the appropriate department, composed as follows:

> 3.8.2.1 The search committee will be composed of five faculty members, including the Chair.

> 3.8.2.2 If possible, the search committee will include a majority of faculty appointed in the relevant program or department.

> 3.8.2.3 The search committee will include at least one faculty member within the SPLSC who is outside the program or department of the appointment.

3.8.3 The Departmental Search Committee will write the posting for the job in consultation with the SPLSC AP&T Committee.

> 3.8.3.1 The SPLSC AP&T Committee will provide a written response to the Departmental Search Committee on the terms of the job posting, but the

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Departmental Search Committee will retain a prerogative over the terms of the posting when consistent with KUC policy.

3.8.4 The Departmental Search Committee will conduct the search for the new faculty member in alignment with policies of KUC.

3.8.5 The Departmental Search Committee will grant members of the SPLSC AP&T Committee:

3.8.5.1 Access the application materials and committee documents of the search committee.

3.8.5.2 An invitation to the public elements of the finalists' campus visits.

3.8.5.3 An invitation to write letters of review to the search committee regarding the finalists.

3.8.6 The Departmental Search Committee shall recommend faculty appointments to the College's AP&T Committee after completing the following process.

3.8.6.1 The Departmental Search Committee shall provide the SPLSC AP&T Committee with a report on a preliminary recommendation for the appointment with a rationale.

3.8.6.2 Upon receipt of the Departmental Search Committee's preliminary recommendation, the SPLSC AP&T committee shall provide a written response.

3.8.6.3 After receiving and considering the response of the SPLSC AP&T Committee, the Departmental Search Committee may choose to revise their preliminary recommendation, or they may send their initial recommendation to the College's AP&T Committee.

3.8.6.4 The Search Committee must include the SPLSC AP&T Committee's response in their letter of recommendation to the College's AP&T Committee.

3.8.7 If the Chair of the Departmental Search Committee determines that the search committee is deadlocked, or otherwise cannot function, the Chair shall seek intervention by the SPLSC AP&T Committee.

3.8.8 In the event that the Chair of the Departmental Search Committee calls for SPLSC AP&T Committee intervention under article 3.8.7, the SPLSC AP&T may choose to act in several ways, including but not limited to:

3.8.8.1 Convening a new Departmental Search Committee to complete the search.

3.8.8.2 Making a recommendation for the appointment to the College AP&T Committee.

3.8.8.3 Seek permission from the College to restart the search.

3.9 In matters of Promotion and Tenure, the SPLSC AP&T Committee will act for all the departments of the SPLSC.

3.9.1 Normally, the Director shall call for applications for renewal of probationary contracts, and promotion and/or tenure, to be submitted to SPLSC AP&T Committee not later than September 1, in order that recommendations might be ready to be forwarded to College AP&T in October.

3.9.2 Applications for renewal of probationary contracts, as well as for promotion and/or tenure, may be initiated in one of two ways:

A) the faculty member submits an application, together with supporting documentation, to the SPLSC AP&T Committee;

B) the department Chair may initiate a recommendation on behalf of a department member, with the consent of the department member.

3.9.3 The SPLSC AP&T Committee will ask the member seeking tenure or promotion to prepare application materials according to KUC policies and the collective agreement, but the application shall include the following materials:

a) A letter summarizing the candidate's argument for tenure across three domains:

i. Service

ii. Teaching

iii. Research

b) A complete C.V.

c) Peer-reviewed, academic publications

d) Teaching evaluations

e) Contact information for six to eight external referees

3.9.4 For applications of tenure and/or promotion, the Chair of the SPLSC AP&T Committee will follow the College policies and procedures for contacting external referees and asking for a formal evaluation of the member's research productivity and quality. The referees will be provided with parts 3.9.3 a-c of the member's tenure application.

3.9.5 The SPLSC AP&T Chair will ensure that the letters of external evaluation are confidentially added to the tenure and/or promotion file in a timely manner, so they can be fully considered by the SPLSC AP&T Committee.

3.9.6 In its consideration of an application for promotion or tenure, the SPLSC's AP&T Committee will have regard for KUCFA's collective agreement, SPLSC Constitution Article 3.8.1.2, and the policies, practice, or operating procedures, or constitution of the applicant's department(s) of appointment.

3.9.7 After due consideration of the member's file, the Chair of the SPLSC AP&T will forward the SPLSC AP&T recommendation, whether positive or negative, along with a detailed account of its procedures to the College AP&T Committee.

(SPLSC COUNCIL CONSULTATION IN DEPARTMENTAL PROPOSALS)

3.10 The SPLSC Council is responsible for providing a written response to proposed revisions to courses and modules when initiated by its constituent departments under section 4.6 and 4.7.

3.10.1 The Departments retain the responsibility to present revisions to courses and modules to EPC, AC, and other bodies after considering the recommendations of the SPLSC Council as is named in 4.6.

3.11 The SPLSC Council will respond to initiatives by the Departments

3.11.1 The Council of the SPLSC will be responsive to the actions of all Departments where they have rights of initiation and independent decision-making.

3.11.2 The Council of the SPLSC may enact policies that enable Departments to act on enumerated areas under article 4.5.

3.11.3 The Council of the SPLSC may enact policies or form working-groups to address issues when these actions are initiated by the Department under 3.4.

3.12 The SPLSC Council will conduct a formal review of the functioning of the School every three years.

3.12.1 The terms of reference and the committee assignments to do the work of the triennial review shall be determined by the SPLSC Council.

3.12.2. The triennial review shall be reported to the VPAD, EPC, and posted on a site made available to all members of the SPLSC. Upon request it shall be made available to all members of the KUC community.

ARTICLE IV: SUBSIDIARITY AND DEPARTMENTAL RESPONSIBILITIES

4.1 The Departments within the SPLSC will ensure that their constitutional and procedural documents are aligned with KUC norms, policies, and the SPLSC Constitution.

4.2 Any decision-making authority or responsibility (1) unenumerated in this document, (2) not determined by College or University policy, and (3) not set according to collective labour agreements, **devolves to the departments of the SPLSC.**

> 4.2.1 The phrase "independent decision-making, policy making, and implementation authority" refers to situations or areas where the departments possess the sole authority to determine a practice, a policy, or to take a decision.

> 4.2.2 The term "initiating" power, action, or recommendation refers to situations or areas where the departments possess the sole authority to propose a practice, a policy, or a decision, but the action may not be completed without the SPLSC Council responding, advising, or carrying the action forward.

(DEPARTMENTAL INDEPENDENT DECISION-MAKING)

> **4.3 The departments of the SPLSC** hold independent decision-making, policy making, and implementation authority in regard to their **own practices**.

> **4.4 The departments of the SPLSC** hold independent decision-making, policy making, and implementation authority in regard to **student representatives and clubs** following procedures determined by King's College Student Council in consultation with the Chairs of the various departments of the SPLSC.

> > **4.4.1 Whenever the SPLSC and its constituent departments include student representatives** in their decision-making process, the student representative

associated with the department engaged with the issue will normally fill those roles.

4.5 The departments of the SPLSC hold independent decision-making, policy making, and implementation authority in the following areas:

A) Teaching Assignments and timetabling

B) Recommendations for hiring sessional faculty

C) Review of sessional faculty
D) Teaching assistant and marker assignments
E) Recommendations to the College regarding student awards and bursaries
F) Determining roles for student representatives
G) Course outline review and guidelines

4.6 The departments of the SPLSC are responsible for initiating actions which require SPLSC Council response course and program revision. As indicated in Article 3.10.1, after considering the SPLSC Council response, the Departments may forward course and program revisions to EPC. The revisions referred to here, include:

A) Course introductions, revisions, or removals in their program, certificate, or micro-credential areas

B) Modular introductions, revisions, or removals in their program, certificate, or micro-credential areas

4.7 The departments of the SPLSC are responsible for initiating recommendations which require SPLSC Council approval or continuing action in budgetary planning as consistent with Article 3.6.

ARTICLE V: THE DIRECTOR OF THE SPLSC

5.1 The Director of the SPLSC will be elected by the SPLSC Council as is consistent with:

5.1.1 The policies of King's University College

5.1.2 The collective agreement with KUCFA

5.1.3 Following the policies enacted by the SPLSC Council regarding:

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5.1.3.1 Term periods and limits;

5.1.3.2 Appointment status and rank;

5.1.3.3 Rotation among departments;

5.2 The Director may be removed from office by ⅔ majority vote of the SPLSC Council.

5.2.1 Upon a successful motion of removal, the Director shall resign.

5.2.2 Upon a successful motion of removal, the SPLSC will elect an interim Chair of the SPLSC Council to conduct the business of the School.

5.2.3 Upon a successful motion of removal, the interim Chair of the SPLSC Council will notify the Vice-Principal and Academic Dean and do all other things necessary to hold elections for a new Director of the school with all deliberate speed.

5.3 The Director of the SPLSC shall not normally serve while also Chair of one of its constituent departments.

(THE RESPONSIBILITIES OF THE DIRECTOR OF THE SCHOOL)

5.4 The Director of the school shall:

5.4.1 act as an ambassador for the Council of the School;

5.4.2 pursue the SPLSC's strategic goals and priorities;

5.4.3 represent each department and/or program fully and equitably;

5.4.4 produce and make available an annual report to the students, staff, and faculty of the SPLSC.

5.5 In coordination with the Chairs, the Director of the SPLSC shall be responsible to:

5.5.1 institute the decisions of the SPLSC Council;

5.5.2 provide timely updates to the SPLSC Council on progress on the School's strategic goals;

5.5.3 adjust or abandon strategies deemed inconsistent with the School's mission, should the Council so instruct;

5.5.4 lead recruitment, branding, and communication efforts for the SPLSC;

5.5.5 communicate SPLSC priorities, as relevant, to the Academic Dean's Office, and operational units of the KUC;

5.5.6 conduct periodic research (surveys, etc.) of alumni and students of the programs within the SPLSC, and report results to the SPLSC Council;

5.5.7 facilitate course coordination and modular integration within the SPLSC;

5.5.8 develop external partnerships and external sources of funding for the school;

5.5.9 facilitate collaboration among faculty on non-tuition generating activities;

5.5.10 coordinate school-wide research events and speaker-series for the faculty of the school.

ARTICLE VI: AMENDMENTS TO THE SPLSC CONSTITUTION

6.1 The Constitution or parts thereof may be amended by a two-thirds vote in favour of the proposed amendments.

6.2 At the time of voting on an amendment of the Constitution, there shall be a valid quorum present.

6.3 Notice of motion to amend the Constitution shall be provided to all members of the Council of the SPLSC not less than two weeks prior to the meeting at which the proposed amendments shall be considered.

6.4 All amendments to this Constitution require the approval of the Educational Policy Committee and Academic Council of King's University College.

ARTICLE VII: ADDITION OR REMOVAL DEPARTMENTS OR PROGRAMS TO THE SPLSC

7.1 The processes for adding or removing a department or program from the SPLSC are subject to the By-Laws and Policies of King's University College.

7.2 At the School-level, the SPLSC Council and the constituent departments of the SPLSC will engage with KUC's processes for restructuring academic units by using the following procedures.

7.2.1 Proposals for inclusion or removal of a department or program from the SPLSC must originate from one or both of these processes.

7.2.1.1 The department or program votes a two-thirds majority to apply to entrance or removal from the School.

7.2.1.2 The SPLSC Council votes a two-thirds majority to apply for the inclusion or removal of the department or program from the School.

7.2.2. A proposal for inclusion or removal of a department or program from the School must:

7.2.2.1 Include a rationale for the movement which is aligned with the mission of the SPLSC and the College.

7.2.2.2 Outline the anticipated academic, administrative, and financial impacts of departmental or program relocation.

7.2.2.3 Summarize the substantive contents of a consultative process that includes students, staff, faculty, and executive leadership regarding the proposed departmental or program relocation.

7.2.3 A proposal for inclusion or removal of a department or program from the School cannot be brought to the governing bodies of the College by the SPLSC, or by its constituent departments, unless:

7.2.3.1 The proposal has been presented and discussed during at least two regular meetings of the SPLSC Council.

7.2.3.2 The SPLSC Council votes three-quarters majority in favor of the proposal for inclusion or removal.

7.2.4 Any program or department included or removed from the SPLSC retains all the responsibilities and rights under their collective agreements or polices of the College. Entrance or exit from the SPLSC does not create or abolish a department or a program.

(RELATIONSHIPS BETWEEN THE SCHOOL AND ITS PARENT ORGANIZATIONS)

ARTICLE VIII: THE RELATIONSHIP BETWEEN THE SPLSC, KING'S UNIVERSITY COLLEGE, AND WESTERN UNIVERSITY

8.1 The SPLSC derives its mandate from King's University College, and through the affiliation agreement with Western University.

8.2 The procedures and policies of the SPLSC are based on the guidelines or ordinances provided by King's University College Board of Directors and King's University Academic Council.

8.3 The statutes, by-laws, and policies of King's University College and those of Western University, as determined in and affected by their affiliation agreement, and as determined in or affected by King's University College's collective agreements with employee groups, **take precedence over the regulations pertaining to this document**.

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Subcommittee on Undergraduate Academic Courses (SOC)
Revision of the Minor in Politics and International Relations at King's

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

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

☒ Module/Program Revision

Subject: Revision of the Minor in Politics and International Relations at King's.

Motion: That effective September 1st, 2026, the Minor in Politics and International Relations be revised at King's University College.

Rationale: Our department has two popular half-credit 2100-level courses: Political Science 2101A/B and 2142A/B. For students who are not registered in our Honours Specialization or Major modules, the proposed change will allow them to count one of these courses toward the completion of our minor. This recognizes the importance of these courses and makes the pathway toward completing the minor less burdensome.

Link to Current Calendar Copy (if applicable):
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21248&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

MINOR IN POLITICS AND INTERNATIONAL RELATIONS

Admission Requirements

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

Module/Program Information

Module

4.0 courses:

0.5 course in Political Science at the 2100 level or above

~~4.0~~ 3.5 courses in Political Science at the 2200 level or above.

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

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

EPC and Approval Date: TBD

Consultation:
Laura Stephenson, Chair, Department of Political Science, Western University,
laura.stephenson@uwo.ca

Bruce Morrison, Undergraduate Chair, Department of Political Science, Western
University bmorris2@uwo.ca

David Blair, Chair, Department of Political Science, Huron University College,
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The following have been copied for information:
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Faculty of Music, Western University, jcuciure@uwo.ca

Ken Yeung, Associate Dean, Academic, Faculty of Science, Western University, aadasci@uwo.ca

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

Results:

Subcommittee on Undergraduate Academic Courses (SOC)

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 program requirements for the Disability Studies Major and Minor at King's University College.

Motion: That effective September 1, 2026, the program requirements for the Disabilities Studies Major and Minor at King's University College will be revised as to include the courses American Sign Language 1030A/B, American Sign Language 2030A/B, and Sociology 2284A/B in the Group B course list.

Rationale: Housekeeping to reflect current King's course offerings and introduction of new courses. ASL courses are being included in the module as part of a commitment to increased accessibility—communication access for d/Deaf individuals—and centring first-person voices in our scholarly community, allowing d/Deaf individuals to speak with our students in their own language.

Link to Current Calendar Copy (if applicable):
Disability Studies Major:
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20702&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

MAJOR IN DISABILITY STUDIES

Admission Requirements
Completion of first-year requirements, including Disability Studies 1010A/B, or the former Interdisciplinary Studies 1010A/B, with a minimum grade of 60%.

MODULE / PROGRAM INFORMATION
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.](#)
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: [American Sign Language 1030A/B,](#) [American Sign Language 2030A/B,](#) [Anthropology 3354F/G,](#) [GSWS 2223F/G,](#) [History of Science 2220,](#) [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 2284A/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.

Link to Current Calendar Copy (if applicable):
Disability Studies Minor:
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20703&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

MINOR IN DISABILITY STUDIES

Admission Requirements
Completion of first-year requirements, including [Disability Studies 1010A/B,](#) or the former Interdisciplinary Studies 1010A/B, with a minimum grade of 60%.

MODULE / PROGRAM INFORMATION
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.

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: American Sign Language 1030A/B, American Sign Language 2030A/B, Anthropology 3354F/G, GSWS 2223F/G, History of Science 2220, 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 2284A/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: Dr. Josephine Gemson, Interim Associate Academic Dean, King's University College, associate.dean@kings.uwo.ca

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

EPC and Approval Date:

Consultation and Results:

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

Wolfgang Lehmann, Associate Dean, Undergraduate Studies, Faculty of Social Science, Western University, socsci-adu@uwo.ca

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

The following have also been copied for information:

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Ken Yeung, Associate Dean, Academic, Faculty of Science, Western University, aadasci@uwo.ca

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

Date of Consultation:

Feedback:

Subcommittee on Undergraduate Academic Courses (SOC)

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 Disability Studies 3384F/G: Leadership and Intellectual & Developmental Disabilities.

Motion: That effective September 1, 2026, Disability Studies 3384F/G: Leadership and Intellectual & Developmental Disabilities be introduced into the Department of Disability Studies at King's University College.

Rationale: This course ran successfully twice in the last three years, so this proposal is simply to regularize it. It is part of the cluster of courses we have in Disability Studies that focuses on topics related to Intellectual and Developmental Disability (IDD) specifically including Disability Studies 2296A/B and Disability Studies 2285E (regularized) and Disability Studies 2294A/B Special Topics "Narratives and Intellectual Disability" and Disability Studies 2283A/B "Grief, Loss and Intellectual Disability" cross-listed with Thanatology. IDD as a topic is under-represented in the Disability Studies departments in Canada which lead us to start building this distinctive focus in our department since 2016. Several fields do address IDD but from quite a different angle than Disability Studies (ex: Developmental Psychology, Special Education, and Applied Behavioural Analysis (ABA) programs).

Link to Current Calendar Copy (if applicable): Currently a Special Topics course.

Proposed Calendar Copy (for approval):

Disability Studies 3384F/G: Leadership and Intellectual & Developmental Disabilities (56 characters)

Short Title: Leadership & IDD (16 characters)

Course Description: We teach scaffolding the personal and public leadership efforts of people living with intellectual disabilities (ID) and their allies. Changing environments is the primary focus, complimented by individual approaches. We examine best practice tools and cases that promote ID leadership through attitude change which creates adapted spaces, policies and supports (50 words)

Prerequisite(s): Disability Studies 1010A/B or permission of the Instructor.

Antirequisite(s): Disability Studies 3391F/G if taken in 2023-2024, or 2024-2025

Extra Information: 3 lecture hours.

Course Weight: 0.50
Breadth: CATEGORY A
Subject Code: DISABST

Course Summary (for information):

Course Learning Outcomes
1. Recognize the inaccuracy of the common view of disability as personal tragedy, deficit or problem to fix. People are not defined by their disability, but can be shaped by it.
2. Understand Intellectual Disability as a label and also a social construct.
3. Understand what leadership entails generally and specifically for IDD as well as what skills and supports people need to do it
4. Learn to use Disability Studies concepts to focus on changes to the environment in which disabled people are invited to lead such as policy that supports practical, temporal, and accessibility changes to the meetings, projects and leadership scenarios that will create an inclusive and accessible space.
5. Be prepared to create innovative and customized training and practice opportunities for people with IDD.

Anticipated Grading Structure *Half course (2000 and above): at least 2500 words*

Item	% Grade	Due
Attendance	6	Ongoing
Participation (open & structured exercises in class)	14	Ongoing
Readings Conversion (2) (summary, DS, graphic, podcast)	20	Weeks 3,4,5
Readings Test (mixed format)	20	Week 7
Individual Accessible tools project	15	Week 9
Summative Assignment on Environmental Conditions	25	Week 14

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

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

EPC and Approval Date:

Consultation and Results:

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

Wolfgang Lehmann, Associate Dean, Undergraduate Studies, Faculty of Social Science, Western University, socsci-adu@uwo.ca

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

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Ken Yeung, Associate Dean, Academic, Faculty of Science, Western University, aadasci@uwo.ca

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

Date of Consultation:

Feedback:

Subcommittee on Undergraduate Academic Courses (SOC)

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 Disability Studies 2217A/B: Graphics, Comics and Zines

Motion: That effective September 1, 2026 Disability Studies 2217A/B: Graphics, Comics and Zines be introduced into the Department of Disability Studies at King's University College.

Rationale: Special topics course that is required to regularize after running twice.

Link to Current Calendar Copy (if applicable):

Currently a Special Topics course.

Proposed Calendar Copy (for approval):

Disability Studies 2217A/B: Graphics, Comics and Zines (26 characters)

Course Description: This course explores representations of disability in comics, zines, and the rapidly expanding field of Graphic Medicine. Students are asked to think about how comics and zines provide opportunities for disabled people to form community, share lived experiences and wisdom, record histories, intervene in public discourse, and express disability pride. (50 words)

Prerequisite(s): [Disability Studies 1010A/B](#).

Antirequisite(s): Disability Studies 2295A/B if taken in 2021-2022, 2022-2023, 2023-2024, or 2024-2025.

Extra Information: 3 hours.

Course Weight: 0.50
Breadth: Category A
Subject Code: DISABST

Course Summary (for information):

Course Learning Outcomes
By the end of this course, students should be able to…
- Outline the affective, activist, and archival functions of graphic texts.
- Identify textual features such as gutter space, panels, splash pages, panel to panel transitions, and closure and describe the ways these aesthetic features work to create meaning within graphic texts.
- Discuss the ways that the subcultural, DIY ethic embraced by many graphic text makers and readers impacts the forms and functions of zines and comics.
- Participate in disability arts movements and disability rights activism by creating original graphic texts.
- Discover, create, and implement strategies for creating more accessible graphic texts.

Anticipated Grading Structure

Weekly DS and Graphic Text Foundations Quizzes 25% (6 quizzes, 5% each, lowest score dropped)

Show and Tell 20% (2 Show and Tell submissions, 10% each)

Final Graphic Text Proposal Peer Review 20% (10% proposal, 10% peer review)

Final Project- Graphic Text and Graphic Text Maker Reflection 35% (15% Graphic Text, 20% Graphic Text Maker Reflection)

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

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

EPC and Approval Date:

Consultation and Results:

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

Wolfgang Lehmann, Associate Dean, Undergraduate Studies, Faculty of Social Science, Western University, socsci-adu@uwo.ca

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

Date of Consultation:

Feedback:

Subcommittee on Undergraduate Academic Courses (SOC)
Submission Template (Without Guidelines)

Proposals to SOC are submitted by the Dean's Office as an MS Word document to the Secretariat at soc_submissions@uwo.ca. Please note that **only one form per motion may be submitted.** Similar new courses or course changes may be grouped together. Proposals for courses may be combined with module/program changes provided there are no changes to the module/program beyond the proposed course.

In addition to the required 14-day consultation process, early and active collaboration between Faculties/Schools/Affiliate University Colleges is encouraged.

When a Proposal is received:
Proposals received by the Secretariat are placed on an upcoming SOC agenda. Please note that:
- Submission dates for each meeting are posted on the Secretariat website: https://uwo.ca/univsec/pdf/academic_policies/general/SOC_schedule.pdf
- New subject areas must be submitted to ACA and Senate for approval before courses in the new area are brought forward to SOC.
- Incomplete proposals will be returned to the Dean's Office with feedback for resubmission
- While effort is made to bring forward proposals to the next SOC meeting, proposals may be delayed if the SOC agenda for the next meeting is full.

Approved SOC proposals are posted on the following website: https://www.uwo.ca/univsec/senate/committees/soc_approvals.html
The Office of the Registrar hosts the official version of the Academic Calendar electronically on the University's website. Once approved by SOC, new or revised courses and program changes for the next academic year, i.e., September, are updated in the calendar monthly.
When submitting the proposal, please remove the italicized instructions from the document.

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 French Language (Advanced Level IV) FR 4909A/B (formerly offered as FR4900A/B, Special Topics).*

Motion: *Include effective date, proposal, and Faculty/School/Affiliate University college to offer the course.*

That effective September 1, 2026, the French Program in the Department of English, French and Writing at King's University College offer Introduction of French Language (Advanced Level IV) FR 4909A/B (formerly offered as FR4900A/B, Special Topics).

Rationale: *Give a brief statement about the reasons for the proposal. Please include any anticipated impacts on modules/programs.*

1. This course has previously been offered as a special topics course (FR4900A/B) at King's University College (2019-2020, 2021-2022, 2022-2023, 2023-2024, 2024-2025, 2025-2026).
2. FR 4900 is a required course for completion of the following modules of the French Program at King's:
   a. Honours Specialization in French Language at Literature
   b. Specialization in French Studies
   c. Major in French Language and Literature
3. FR 4900 is important course in the restructuring of the French Program's curriculum based on its goals, and as a response to the External Reviewers' recommendation following the IQAP review in 2025.
4. In its most recent design, FR 4900 is the most effective applied languages course in the French program at King's.

Link to Current Calendar Copy (if applicable): *Provide the link to the current calendar copy (applicable to course revisions, course withdrawals, and module/program revisions).*

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_011694_3&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval): *Provide the new/revised calendar copy. If the course is being withdrawn, calendar copy is not required.*

French ~~4900A/B~~ 4909A/B
LANGUAGE (ADVANCED LEVEL IV~~, SPECIAL TOPIC~~)

Course Description
~~Study of specific problems in French language.~~ An in-depth review of the French grammar for students ready to graduate with a degree in French from King's, combined with applied French language content meant to equip students with the skills and knowledge needed for a wide range of French language-related (bilingual) careers.

Antirequisite(s)

Antirequisite(s): <mark>FR4900A/B (2019-2020, 2021-2022, 2022-2023, 2023-2024, 2024-2025, 2025-2026);</mark> **at** Main campus: French 4901A/B.

Pre or Corequisites
Prerequisite(s): French 3900 or French 3300 or 1.0 course from French 3306A/B, French 3307A/B, French 3905A/B, French 3907A/B, French 3908A/B, or permission of the French Program Coordinator.

Extra Information
Extra Information: 3 lecture hours.

Course Weight: 0.50
Breadth: CATEGORY B /
Subject Code: FRENCH

Course Summary (for information): *For new courses, please also include:*

- ***Course Learning Outcomes***
- ***Anticipated Grading Structure*** *– if the course is an essay course, please indicate how the course will meet the requirements for written assignments as per the Course Numbering Policy, Essay Courses and Hours of Instruction*

Objectives and Leaning Outcomes:

Course Objectives:
- review the main rules of French grammar
- place students in specific contexts for practicing French: dialogues and interviews, communication situations, understanding media information
- prepare 4th-year students for a bilingual career

By the end of the course, students will have acquired:
- a better grammar practice
- a better understanding of spoken and written French
- job interview techniques
- improved public communication skills
- knowledge of current events in Canada and the French-speaking world

Summary of Course Learning Outcomes:
- Enhanced language proficiency
- Career preparation in a bilingual area
- Transferable skills (analytical, communication, problem-solving) to any area of activity
- Intercultural competence

Methods of evaluation for FR 4909A/B typically include:

- Grammar tests/quizzes
- Collaborative projects (peer evaluation, peer feedback)
- Oral presentations
- Participation
- Final exam

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

Department/Program Contact: Dr. Corina Sandu, Program Coordinator of the French Program, King's University College, csandu@uwo.ca

Dr. Ian Rae, Chair of the English, French and Writing Department, King's University College, irae@uwo.ca.

EPC and Approval Date: *List the EPC and approval date. Please also include any other bodies that approved the proposal.*

> EPC – November 5, 2026
> Approval –

Consultation and Results: *List all individuals/programs consulted. Please also include:*
1. *The date the consultation was sent to the parties.*
2. *A summary of feedback received at the end of the consultation list, with units/roles identified as relevant.*

Sent for consultation to the following parties on (date):

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

Wolfgang Lehmann, Associate Dean, Undergraduate Studies, Faculty of Social Science, Western University, socsci-adu@uwo.ca

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

Daniel Smith, Dean, Faculty of Theology, Huron University College dsmith89@uwo.ca

The following have been copied for information:

Darrin Meister, Associate Dean, Ivey Business School, Western University, dmeister@ivey.ca

Anton Puvirajah, Associate Dean, Teacher Education, Faculty of Education, Western University, apuvira@uwo.ca

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

Andrew Johnson, Associate Dean, Undergraduate Programs, Faculty of Health Sciences, Western University, ajohnson@uwo.ca

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

Chris Sherrin, Associate Dean, Academic, Faculty of Law, Western University, csherrin@uwo.ca

Brad Urquart, Acting Associate Dean, Basic Medical Sciences Undergraduate Education, Schulich School of Medicine & Dentistry, Western University, Brad.Urquhart@schulich.uwo.ca

John Cuciurean, Associate Dean, Undergraduate Admissions & Programs, Don Wright Faculty of Music, Western University, jcuciure@uwo.ca

Ken Yeung, Associate Dean, Academic, Faculty of Science, Western University, aadasci@uwo.ca

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

Subcommittee on Undergraduate Academic Courses (SOC)
King's University College
School of Management, Economics, and Mathematics
Revision Organizational and Human Resources Modules

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 modules in Management and Organizational Studies:
Honours Specialization in Organizational and Human Resources
Specialization in Organizational and Human Resources

Motion: Effective September 1, 2026, the above modules be revised as shown at King's University College.

Rationale: MOS4470A/B: Organization and Management Theory is not required for the Canadian Human Resources Professional (CHRP) designation, we are trying to further streamline the number of required courses so OHR students can combine this MOS program with courses in a complimentary discipline such as psychology, sociology, or an area of their choosing.   The program will now have 9.0 required courses.

Link to Current Calendar Copy (if applicable): [Honours Specialization in Organizational and Human Resources](#)

Proposed Calendar Copy (for approval):

HONOURS SPECIALIZATION IN ORGANIZATIONAL AND HUMAN RESOURCES
Management, Economics, and Mathematics, School of

Students may not apply to the BMOS HONOURS SPECIALIZATIONS when they apply for admission to the University.

First Year Requirements
5.0 first-year courses

After first year, students may apply for admission upon completion of first-year requirements with no failures. Students must have an average of at least 73% on, and no grade less than 60% in, the following

3.0 principal courses:

1.0 course: MOS 1021A/B and MOS 1023A/B or Business Administration 1220E.
0.5 course from: Mathematics 1230A/B, Calculus 1000A/B, Statistical Sciences 1024A/B.
0.5 course from: Mathematics 1229A/B, Mathematics 1600A/B, Calculus 1301A/B, Calculus 1501A/B.
1.0 course: Economics 1021A/B and Economics 1022A/B.

2.0 additional courses in any subject numbered 1000-1999 (MOS 1033A/B and 1.0 Psychology 1000-level courses are strongly recommended).

If a student is required to take Mathematics 0110A/B IN ADDITION TO the 1.0 required first-year mathematics courses listed above it will count toward the 20.0 required courses for the student's degree at King's University College as needed. Mathematics 0110A/B is NOT a substitute for the other 1.0 required first-year mathematics courses.

After second year, students applying for a BMOS HONOURS SPECIALIZATION must:

a) have achieved an average of at least 73% on the last 5.0 courses;
b) have achieved an average of at least 73% on the 3.0 principal courses required for the module;
c) have obtained a minimum grade of 60% in each course required for the module;
d) have obtained a passing grade in each elective course; and,
e) have a minimum cumulative average of 65%.

Transferring to King's BMOS Programs: Students enrolled at another Affiliated University College or the Constituent University must meet the admission requirements in order to transfer into a BMOS HONOURS SPECIALIZATION at King's.

Module/Program Information
Module
~~9.5~~ 9.0 courses:

1.0 course normally taken in second year: Business Administration 2257 or MOS 2227A/B and MOS 2228A/B.
0.5 course normally taken in second year: Economics 2222A/B.
0.5 course: MOS 2181A/B.
0.5 course from: Analytics and Decision Sciences 2036A/B, Economics 2223A/B.
1.5 courses: MOS 3310A/B, MOS 3320A/B, MOS 3330A/B.

3.0 courses from: MOS 3342A/B, MOS 3343A/B, MOS 3344A/B, MOS 3352F/G, MOS 3383A/B, MOS 3384A/B.
~~1.5~~ <mark>1.0</mark> course: MOS 4410A/B, ~~MOS 4470A/B,~~ MOS 4485F/G.
1.0 course from: MOS 2000-level or above; Psychology 2000-level or above.

Progression
Progression Requirements
To progress in the BMOS HONOURS SPECIALIZATION, students must:

a) maintain a minimum modular average of 70%;
b) obtain minimum grades of 60% in all courses listed for the module;
c) obtain a passing grade in each elective course (students who fail a course are not permitted to progress in Honours programs); and,
d) maintain a minimum cumulative average of 65%.

Students who fail to meet these progression requirements may be eligible to apply to a BMOS Specialization or to another program.

Graduation Requirements
To graduate with a BMOS HONOURS SPECIALIZATION, students must achieve a minimum modular average of 70% with a minimum mark of 60% in each course, obtain a passing grade in each elective course, and maintain a minimum average of 65% on the 20.0 courses counted towards the BMOS HONOURS SPECIALIZATION Degree. Students with advanced standing must achieve an overall average of 65% on courses completed at Western.

Link to Current Calendar Copy (if applicable): [Specialization in Organizational and Human Resources](#)

Proposed Calendar Copy (for approval):

SPECIALIZATION IN ORGANIZATIONAL AND HUMAN RESOURCES
Management, Economics, and Mathematics, School of

Admission Requirements
Students applying for a BMOS SPECIALIZATION must have

a) an overall average of at least 70% on the last 5.0 courses completed;
b) obtained a passing grade for each course required for admission to the module, and a passing grade for all option courses; and
c) a minimum cumulative average of 65%.

5.0 first-year courses:

1.0 course from: MOS 1021A/B and MOS 1023A/B or Business Administration 1220E.
0.5 course from: Calculus 1000A/B, Mathematics 1230A/B, Statistical Sciences 1024A/B.
0.5 course from: Mathematics 1229A/B, Mathematics 1600A/B, Calculus 1301A/B, Calculus 1501A/B.
1.0 course: Economics 1021A/B and Economics 1022A/B.
2.0 additional courses in any subject numbered 1000-1999 (MOS 1033A/B and 1.0 Psychology 1000-level courses are strongly recommended).

If a student is required to take Mathematics 0110A/B IN ADDITION TO the 1.0 required first-year mathematics courses listed above it will count toward the 20.0 required courses for the student's degree at King's University College as needed. Mathematics 0110A/B is NOT a substitute for the other 1.0 required first-year mathematics courses.

Note: Students enrolled at another Affiliated University College or the Constituent University must meet the admission requirements in order to transfer into a BMOS SPECIALIZATION at King's.

Module/Program Information
Module
~~9.5~~ 9.0 courses

1.0 course normally taken in second year: Business Administration 2257 or MOS 2227A/B and MOS 2228A/B.
0.5 course normally taken in second year from: Economics 2222A/B.
0.5 course normally taken in second year from: Analytics and Decision Sciences 2036A/B, Economics 2223A/B.
0.5 course: MOS 2181A/B.
1.5 courses normally taken in 3rd year: MOS 3310A/B, MOS 3320A/B, MOS 3330A/B.
~~1.5~~ 1.0 courses normally taken in 4th year: MOS 4410A/B, ~~MOS 4470A/B,~~ MOS 4485F/G.
3.0 courses: MOS 3342A/B, MOS 3343A/B, MOS 3344A/B, MOS 3352F/G, MOS 3383A/B, MOS 3384A/B.
1.0 course from: MOS 2000-level or above; Psychology 2000-level or above.

Progression
Progression Requirements
To progress in the BMOS SPECIALIZATION, students must

a) maintain a minimum cumulative average of 65%
b) obtain a minimum sessional average of 60% in the fall/winter term*

* Sessional averages are calculated in May, after the fall/winter term.

In order to be readmitted to the BMOS SPECIALIZATION, students must complete 5.0 additional courses in another discipline, achieve a minimum average of 70% in their last 5.0 courses, and have a cumulative average of 65%.

Graduation Requirements
Students must obtain a minimum overall average of 65% on the 20.0 courses to be counted for graduation. Students with advanced standing must achieve an overall average of 65% on courses completed at Western.

Among, or in addition to the module requirements for the different streams, all BMOS Four-Year Specialization students require the following before graduation:

2.0 designated essay courses (E, F, or G), 1.0 at the senior level.
1.0 course from each of Categories A, B, and C.

Associate Dean – Undergraduate (or Equivalent) Contact:
Dr. Josephine Gemson, Interim Associate Academic Dean, King's University College, Josephine.Gemson@kings.uwo.ca

Department/Program Contact:
Dr. Hui Feng, Director of the School of Management, Economics, and Mathematics, King's University College, MEMDirector@kings.uwo.ca

EPC and Approval Date:

Consultation and Results:

Huron
Dr. Daniel Smith, VP, and Academic Dean, Faculty of Arts and Social Science, dsmith89@huron.uwo.ca
Vicki Sweeney, Associate Dean, Faculty of Arts and Social Science, Huron University College, vsweeney@huron.uwo.ca
Dr. Srikanth Ramani, Chair, Management and Organizational Studies, Huron University College, sramani3@huron.uwo.ca

Western
W. Lehmann, Associate Dean, Undergraduate Studies, Faculty of Social Science, UWO, socsci-adu@uwo.ca
Dr. Maria Ferraro, Associate Chair, DAN Dept. of Management and Organizational Studies, mferrar3@uwo.ca
Dr. Daniel Brou, Acting Chair, DAN Management and Organizational Studies, dbrou@uwo.ca

Ivey
Dr. Matthew Sooy, Faculty Director, HBA Program, Ivey Business School, msooy@ivey.ca
Dr. Darren Meister, Associate Dean, Ivey Business School, dmeister@ivey.ca

Copied for Information:

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Darrin Meister, Associate Dean, Ivey Business School, Western University, dmeister@ivey.ca

Dr. Anton Puvirajah, Associate Dean, Teacher Education, Faculty of Education, Western University, apuvira@uwo.ca

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

Dr. Andrew Johnson, Associate Dean, Undergraduate Programs, Faculty of Health Sciences, Western University, ajohnson@uwo.ca

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

Chris Sherrin, Associate Dean, Academic, Faculty of Law, Western University, csherrin@uwo.ca

Dr. Walter Rushlow, Acting Associate Dean, Basic Medical Sciences Undergraduate Education, Schulich School of Medicine & Dentistry, Western University, walter.rushlow@schulich.uwo.ca

Dr. John Cuciurean, Associate Dean, Undergraduate Admissions & Programs, Don Wright Faculty of Music, Western University, jcuciure@uwo.ca

Ken Yeung, Associate Dean, Academic, Faculty of Science, Western University, kyeung@uwo.ca; aadasci@uwo.ca

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

King's
Western University

Report to: Academic Council
From: Scholarship and Bursary Committee
Re: Report on the Meeting
Date: October 30, 2025

For Approval:

The Scholarship and Bursary Committee met on October 27, 2025, and brings forward to Academic Council one motion for approval.

Specialist High Skills Major Entrance Award Revision:

On the recommendation of Amy Casson, Director of Marketing, Recruitment, and Communications, the Committee considered whether the criteria for the Specialist High Kills Major (SHSM) Entrance Award should be revised to include the SHSM in Information and Communications Technology (ICT) as an area of concentration that qualifies a Group A applicant for the award.

Policies to be Revised:

1. Automatic Entrance and Continuing Scholarships for Domestic Fee-Paying Students
2. Automatic Entrance and Continuing Scholarships for International Fee-Paying Students

Proposed Revision:

Specialist High Skills Major Entrance Award

Number of Awards: Unlimited

Supplementary Criteria: Awarded to students who completed a specialist high skills major in one of the following areas: Arts and Culture; Business; Environment; Health and Wellness; Information and Communications Technology; Justice and Community Safety; Non-Profit/Social Justice; or Sports during their high school studies. Limited to Ontario High School applicants only.

Criteria	Scholarship Value
All Qualified Applicants	*$500*

Background & Rationale:

- **Strategic Alignment:** The learning outcomes of the SHSM in ICT align with the Analytics and Decision Sciences program.
- **Recruitment Benefit:** As the ADS program has the potential to bring net-new students to King's and this award will help recruitment target students pursuing the ICT SHSM as they promote ADS.
- **Potential Cost:** A review of applications from the 2025 intake suggests that three awards would have been granted for a total of $1,500.
  - As the ADS program will bring net-new students to King's, the incremental cost of additional awards will be offset by new revenue potential.
- **Program Alignment:** Current approved areas of concentration are aligned with King's program offerings and/or strategic priorities.

Motion:

That the Specialist High Skills Major Entrance Award be revised in the Automatic Entrance and Continuing Scholarship policies for both domestic and international fee-paying students to include the SHSM in Information and Communications Technology as an area of concentration that qualifies a student for the award, effective July 1, 2026.

Moved by the Scholarship and Bursary Committee of Academic Council.

Respectfully submitted

Thomas Gray
Registrar
Acting Chair, Scholarship & Bursary
Committee

KING'S
Western University

Report to: Academic Council
From: Governance and Nominations Committee
Re: Report of Committee Discussion
Date: November 11, 2025

The Governance and Nominations Committee met on Friday, November 7, 2025.

In business arising from the previous meeting, the committee discussed revisions to the Draft Meetings Policy following the October 10 meeting. The revisions reflect recent discussions intended to clarify expectations of Council members and procedures for handling new business and motions. The draft Meetings Policy is attached to this report, and is intended for discussion during the committee's Academic Council report. This discussion will inform the committee's work on a next draft of the policy.
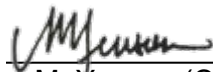
The committee also considered at length the request to establish an Ad Hoc Committee of GNC on policies and procedures of Academic Council. A desire was expressed for the development of a policies and procedures document or handbook for Academic Council, involving representative voices of various constituencies, and within the scope of the Academic Council bylaw. It was noted that according to its terms of reference, GNC "is responsible for the functioning of the Academic Council and provides advice and support to the Academic Council on good governance and governance policies and procedures," and that GNC is to "[d]evelop policies and procedures for Academic Council that are required for the support of good governance." Concern was raised about duplication of responsibilities of GNC. The committee was not able to agree to an approach to forming this body at its November meeting and will discuss again at its next meeting.

The Chair reported that he is in continued consultation with Western's Office of Indigenous Initiatives and the Indigenous Post-Secondary Educational Council (IPEC) on filling the role of Indigenous community representative on Academic Council. The Chair will also reach out to other community partners such as local school boards.

In addition, the Committee reviewed and approved the Agenda for the Academic Council meeting scheduled for November 19, 2025.

An appendix attached to this report lists individuals acclaimed or elected to vacant seats on Academic Council's committees through recent calls for nominations, and in cases where more nominees were received than positions available, elections were conducted through Academic Council's OWL site.

Respectfully,

M. Yenson (Chair)

POLICY #.## – Meetings Policy

POLICY SECTION:	**Academic Council Policies**
RELATED POLICY:	**King's Bylaw, King's Academic Council Bylaw**
RELEVANT DOCUMENTS:	**Bourinot's Rules of Order**
PRIMARY APPROVER:	**Academic Council**
DATE APPROVED:	**____**
DATE(S) REVIEWED / REVISED:	**____**

1. **Policy Statement (Intent and Scope)**

    1.1. The following rules and procedures are based on fundamental academic governance principles including:

    1.1.1. The right of the majority to decide;

    1.1.2. The right of a minority to be heard, it being agreed that this right requires not only special protection but also practical limitations;

    1.1.3. The right of absentees to be protected from significant deviation from agreed procedures and announced proceedings;

    1.1.4. The right of Academic Council members to be informed before deciding issues;

    1.1.5. Providing for efficacious and efficient deliberation and decision;

    1.1.6. That these procedures are a means, not an end; and the Chair, with the support of Academic Council, should not permit them to be used to create a nuisance or unnecessarily delay proceedings;

    1.1.7. Substantive motions should be handled with considerable formality, but whenever possible the Chair should try to deal with procedures according to general agreement.

    1.2. **General**

    Notices of motion, Committee reports and all other materials for consideration by Academic Council must be submitted to the University Secretariat in accordance with required timelines. Whenever possible, new matters should be considered at the next Academic Council meeting, providing the appropriate notice to members.

    1.3. **New Business**

    Each agenda will include an agenda item called "New Business". During this item, Academic Council may raise issues within Academic Council's authority to add to the next meeting's agenda. The item will be referred to the appropriate Academic Council committee for discussion with a report returning to Academic Council from the appropriate committee at the next meeting.

1.4. **Notice of Motion**

    1.4.1. Academic Council operates under Bourinot's Rules of Order. Bourinot's Rules of Order urge notice of substantive motions so that Academic Council members may:

        a) Make an informed choice whether to attend meetings;

        b) Have the opportunity to be informed on an issue before making a decision.

    1.4.2. Academic Council's general practice regarding notice of motions is that for any new substantive motion:

        a) Notice of motion will be provided by the mover and seconder during the New Business agenda item during a meeting;

        b) The draft motion will be referred to the appropriate committee by the Secretary for discussion with a report being provided to Council on the item at the next Academic Council meeting.

1.5. **Business Arising**

Any Business Arising from the Previous Minutes agenda item will follow adoption of the previous meeting(s) minutes. This agenda item is used for motions for which notice was given at a previous meeting.

1.6. **Motions**

    1.6.1. All motions concerning substantive matters shall be published with the agenda;

    1.6.2. The chair may order that any amendments to such motions in a meeting to be submitted in writing;

    1.6.3. All motions must be stated clearly by the Chair or Secretary before debate thereon may commence.

1.7. **Amendments**

A motion may be amended by adding, deleting, or substituting words, phrases or paragraphs even to the extent of substituting entirely different motion provided it relates to the subject matter of the original motion.

1.8. **Matters of Urgency**

Urgent matters arising after the Governance and Nominating Committee (GNC) has approved the agenda may not be brought before that meeting unless, in the opinion of the Chair, they are of sufficient urgency and importance to require one of the following special procedures:

    1.8.1. Urgent information items that fall within Academic Council's authorities require two-thirds approval of members present and voting in order to be added to the meeting agenda;

    1.8.2. Urgent items for decision that fall with Academic Council's authorities require unanimous consent of those present and voting in order to be considered at the meeting.

    1.8.3. The Chair shall then propose where such matters shall appear on the agenda

1.9. Questions

Questions and Issues for Discussion may be submitted outside of meetings to the GNC through the Secretary.

1.9.1. GNC will determine whether to route the question or issue to Academic Council, or one of its committees, or redirect it to an appropriate unit on campus for a response.

1.9.2. The GNC Chair will submit a report to Academic Council detailing all questions and issues received, the decision of GNC in respect of routing each question or issue, a brief explanation as to why a question or issue was not routed to Academic Council (where applicable), and information on the unit to which a question or issue was redirected for response (where applicable). GNC will review the questions and considered whether the submitted questions fall within the scope of Academic Council's mandate. If the questions do not fall within Academic Council's mandate, the Committee will determine the most appropriate unit or office on campus to which the questions can redirected for an accurate and informed response.

Appendix 2: Elections Update

Committee	Position	Term	Member
Cardinal Carter Library Committee	Faculty Member from Arts	2025-2028	Tom Malleson (SJPS)
Governance and Nominating Committee	Ex officio (non-voting resource person) Board Member selected by the Board	2025-2026	Vince MacDonald
Mission Integration and Inclusion Committee	Faculty Member	2025-2028	Dustin Ciufo (CYS)
Research Committee	Full-time faculty member from Philosophy, Religious Studies, or English, French, and Writing	2025-2028	Susan Small (EFW)"
Strategic Enrolment Management Committee	Full-time Faculty Member, and member of Academic Council	2025-2028	Derek Silva * (Soc)

Report to: Academic Council

Report from: Dr. Robert Ventresca, President

Date: November 2025

I am pleased to provide an update on recent developments since my October report — accomplishments that speak to the dedication and collaboration across our community.

Update from the Board of Directors
I am pleased to share that the Board of Directors unanimously approved the brand platform November 5th. The campaign is being finalized now with a plan to launch in-market before the end of November. A formal media plan will be complete this week. The campaign is designed to drive awareness, in order to drive applications. We will be tracking our awareness levels on an annual basis.

Campus Ministry
We have reaffirmed our commitment to supporting **Christ the King University Parish** and continue to engage in thoughtful dialogue guided by the prayerful process of *Conversations in the Spirit*. These ongoing discussions are helping us discern the next chapter of meaningful partnership among King's, the Parish, the Diocese of London, and the broader community.

On Sunday, October 26, I hosted, along with Joe Henry, Dean of Students, two **Parish Town Halls** at The Chapel at Windermere on the Mount. These gatherings offered an opportunity to connect directly with the Parish community, sharing updates, responding to questions, and fostering a deeper understanding of our university as a learning community committed to integrating faith and reason, and to a mission of service.

Looking ahead, King's is preparing to launch its first-ever **Mission Leadership Program** in January 2026 as part of our commitment to advancing the Mission Integration and Inclusion Framework, a key strategic priority. This inaugural phase will focus on building the capacity of senior leaders to integrate King's mission and values into their daily work in meaningful, inclusive, and impactful ways. The program will serve as both professional development and onboarding for senior administrators, supporting them in weaving together our commitments to equity, diversity, inclusion, (EDI) with our Catholic intellectual and social traditions.

Through this initiative, we aim to strengthen a shared understanding of what it means to live out our mission in all areas of the College, a vision we describe as "**Mission by All, for All**."

Veritas Lecture Series 2025-2026
We invite you to join us on **Thursday, November 20 at 5:30 p.m.** in the **Joanne and Peter Kenny Theatre** for this year's **Feast of Christ the King Lecture**, "*Walking Together in the Age of Artificial Intelligence: Relationality, Community, and the Culture of Encounter*", featuring Dr. Cory Labrecque.

Dr. Labrecque, a professor of bioethics and theological ethics at Laval University and member of the Pontifical Academy for Life, will explore how advances in AI invite us to reconsider what it means to be

human, and how faith, ethics, and community can guide us in that reflection. Guests are invited to make a voluntary donation to **St. Joe's Café** as part of the evening.

Our final lecture in the Veritas series takes place on **February 26th, 2026, 5:30 pm** in the **Joanne and Peter Kenny Theatre** and features Dr. Benjamin Muller and Dr. Allyson Larkin who will share their insights on *"Catholic Social Responsibilities to Refugees and Migrants: A Global Research Perspective"*. The President's Office is pleased to support King's participation in the international initiative *Refugees and Migrants in Our Common Home: Roles and Responsibilities of Universities*, led by Villanova University's Strategic Initiative for Migrants + Refugees in collaboration with global Catholic partners. This project responds to Pope Francis' call for universities to promote understanding and action in support of migrants and refugees.

King's engagement reflects our ongoing commitment to mission integration, inclusion, and global solidarity within the Catholic intellectual and social tradition.

Feast of Christ the King: Celebrating Our Rich History
Sunday November 23, 10:00 a.m., The Chapel at Windermere on the Mount, 1486 Richmond St, London, ON N6G 2M3
In celebration and thanksgiving for the life of the College, all are invited to **Mass for the Feast of Christ the King**—a solemnity that is deeply connected to our identity and mission. The Feast is an opportunity to renew our shared commitment to teaching, learning and ethical action to serve the common good. Bishop Ronald P. Fabbro, CSB, will preside. All members of the King's community including Board members are invited to join the academic procession, which will gather at 9:30 a.m.

Student Excellence Awards: Celebrating Our Students
Sunday November 23, 12:00 p.m., Labatt Hall 105
Please join us as we celebrate our students' accomplishments at the **Student Awards Ceremony**. This event recognizes students for their hard work and achievements, and the generous donors who support their success. The ceremony is an inspiring opportunity to witness firsthand the impact King's has on student lives and futures, thanks to our supportive community. All are encouraged to attend.

Coffee and Conversation with Rob
Thank you to those who attended the last month's **Coffee and Conversation with Rob**. It was a wonderful opportunity to connect over coffee, share ideas, and reflect on where our community is headed. I invite you to join me in my office **(DL 216) from 2:30–3:30 pm December 11** to share a warm beverage and conversation. I look forward to these opportunities to share information and above all to listen and learn from one another. These ongoing conversations are just one way I hope to foster a vibrant culture of dialogue.

Community Assembly
Thank you to everyone who attended our **Fall Community Assembly** on November 4. I appreciated the opportunity to share more details on our approach to achieving financial sustainability and to engage with all of you in meaningful discussion.

As next steps, updates on this work will be brought to the Board and shared with Academic Council as progress continues toward our shared goal of financial sustainability. The Council will also play an active role in shaping and advancing initiatives that support a sustainable model for King's education.

Convocation

On behalf of King's University College, thank you to everyone who contributed to making this year's Autumn Convocation a truly special celebration for our graduates and their families.

This fall, **216 King's graduates** crossed the stage at Canada Life Place and received their degrees, a proud milestone made possible through their King's experience. Later that day, we welcomed them and their loved ones to the **King's Graduation Social** at Covent Garden Market, where the atmosphere was filled with connection, conversation, and community spirit. With refreshments, photo opportunities, and a King's Connection pop-up shop, the event captured the signature personalized approach that defines our student experience.

We extend heartfelt appreciation to everyone who took part in the day's events and to all those behind the scenes whose effort and collaboration brought everything together. Your care and attention ensured the celebrations reflected the spirit that animates our community of learning.

Though Autumn Convocation is smaller in scale, it remains a powerful reminder of what defines King's, a community built on care, collaboration, and shared commitment to in our students' flourishing.

Respectfully submitted,

Dr. Robert Ventresca
President
King's University College

Vice President and Academic Dean (Interim)
Report to Academic Council
November 2025

Student Retention Update

I am pleased to report that our most recent Year 1–Year 2 retention rates are the highest they have been since tracking began in 2005. Thanks to the Manager of Academic Planning and Analysis, Julia Eastabrook, and Registrar, Tom Gray, for this careful analysis.

	Domestic	International	All Students
	Year 1 to 2	Year 1 to 2	Year 1 to 2
2015/16 to 2016-17	80.9%	63.8%	77.7%
2016-17 to 2017-18	81.4%	63.3%	77.7%
2017-18 to 2018-19	80.2%	74.6%	79.1%
2018-19 to 2019-20	79.3%	70.8%	77.2%
2019-20 to 2020-21	79.9%	70.1%	76.8%
2020-21 to 2021-22	77.8%	67.1%	74.2%
2021-22 to 2022-23	80.6%	76.0%	79.4%
2022-23 to 2023-24	82.2%	82.1%	82.2%
2023-24 to 2024-25	82.1%	78.2%	81.3%
2024-25 to 2025-26	86.2%	80.0%	85.3%

Highlights:
- This is the best retention rate we have seen in the domestic student category since we began tracking internally in 2005.
- This is the best retention rate we have seen in the overall (all students) category since we began tracking internally in 2005.
- This is one of the best retention rates we have seen in the international category since we began tracking internally in 2005. (one exception 2022-23 to 2023-24)

More work will be undertaken to identify factors contributing to this higher retention rate. For the moment, I extend thanks to all the various offices, including Academic Advising, the Office of Students and Campus Life, Student Financial Services, and all our faculty and staff for their support of student persistence and success.

Policy on Affirmation of Declarations of Indigenous Citizenship/Membership

At our last Academic Council, Dr. Christy Bressette, Vice-Provost and Associate Vice-President (Indigenous Initiatives) presented on the importance of a policy on affirming declarations of Indigenous citizenship/membership, aligned with Western's recently approved policy, which itself was directed by the local Indigenous community. In consultation with Western's Office of Indigenous Initiatives, the Office of the VPAD has drafted a policy for King's. This draft policy has been reviewed by Educational Policy Committee, and feedback incorporated. Christy Bressette

at the Office of Indigenous Initiatives has also reviewed and given her endorsement. This draft policy is now presented to Academic Council for recommendation to the Board of Directors (see below).

MOTION: That Academic Council recommend to the Board of Directors approval of the Policy on Affirmation of Declarations of Indigenous Citizenship/Membership at King's University College.

Upcoming Events

Thursday November 20
Annual Christ the King Lecture
"Walking Together in the Age of Artificial Intelligence: Relationality, Community, and the Culture of Encounter"
Dr. Cory Labrecque (Université de Laval)
5:30 p.m., Kenny Theatre

Sunday November 23,
Feast of Christ the King Eucharistic Celebration
10:00 a.m., Chapel at Windermere on the Mount

Student Excellence Awards
12:00 p.m., Labatt Hall 105

Wednesday November 26
Teaching Excellence Awards and Christopher Perrin Beatty Lecture

Dr. Claudia Clausius, Professor Emerita of English, and Dr. Lucas Andersen, part-time instructor in the School of Social Work, will be celebrated as the recipients of the 2025 King's Awards of Excellence in Teaching.

Dr. Clausius, recipient of the full-time faculty award, will deliver this year's Christopher Perrin Beatty Lecture, "*The Past is NOT a Foreign Country,*" exploring how engaging with voices from centuries past deepens our understanding of ourselves and our world.

Following Dr. Clausius' presentation, Dr. Andersen, recipient of the part-time faculty award, will present "*Cultivating Learning Through Connection: The Role of Relationships, Safety, and Regulation in K–12 and Post-Secondary Education,*" sharing practical ways educators can create inclusive, supportive learning environments.

All are welcome to attend this inspiring celebration of teaching excellence at King's. For planning purposes, **please register by November 19**.

Respectfully submitted,

Mark Yenson
Vice President and Academic Dean (Interim)

King's University College

Policy for Affirming Declarations of Indigenous Citizenship or
Membership at King's University College

1. **Purpose:**

   1.1. The purpose of this Policy is to provide an affirmation process for Indigenous-specific and designated roles, awards, and initiatives in a manner that safeguards against Indigenous ethnic fraud, while continuing to build a safe, inclusive, and welcoming diverse culture at King's. Indigenous membership affirmation will be required for all positions and initiatives that are specifically advertised and designated for Indigenous applicants. It also recognizes the intangible benefits, including influence, authority and perspective, which are not measurable or physical, but which provide advantages reserved for Indigenous peoples.

   1.2. King's is supportive of acting and safeguarding against Indigenous ethnic fraud through the development of an Indigenous-led processes to affirm declarations of Indigeneity that go beyond self-identification and incorporates a manner that is inclusive, safe, and supportive of a wide range of diversity of Indigenous Peoples.

2. **Scope**

   2.1. This Policy applies to anyone who makes a declaration of Indigenous citizenship or membership that results in a material advantage at King's, such as, admission, scholarships, bursaries, awards, recruiting/hiring, service opportunities, campus roles or any other opportunities or initiatives that are explicitly designated for Indigenous peoples or where those with Indigenous citizenship or membership are given preference.

   2.2. This Policy also applies to staff and faculty members, instructors, and any other individuals in non-Indigenous designated roles who hold a position of authority over, teach or supervise students and who declare Indigenous citizenship or membership in a manner that conveys influence, authority or perspective by virtue of their Indigenous citizenship or membership.

   2.3. This Policy applies to all roles, spaces, awards, opportunities, appointments, and initiatives that are explicitly designated for Indigenous peoples at King's, such as faculty, staff, students, including, but not limited to, researchers, institutional leadership, members of governing bodies, Elders, Knowledge Keepers, and anyone involved with King's business or activities, such as volunteers, contractors, and providers of service, will also be subject to the policy with a goal to safe-guard initiatives designated for Indigenous people.

   2.4. For clarity, this Policy also applies to prospective and/or enrolled students at King's when they attempt to access new or renewed material advantage due to their Indigenous citizenship or membership including roles, opportunities, fellowships, awards, bursaries, scholarships and/or initiatives that have been explicitly designated for Indigenous students or where Indigenous students are given preference.

2.5. It is critical that Indigenous Peoples themselves take up leading roles at the University to determine the process to affirm Indigenous citizenship or membership, especially when recruiting for Indigenous-designated roles and initiatives. This is especially important in response to the disconnect of settler-colonial institutions from distinct Indigenous worldviews and ways of knowing, being, and doing. As such, Indigenous peoples themselves must inform and lead all Indigenous affirmation processes.

2.6. The Office of the Vice President and Academic Dean and Human Resources, with the support and guidance of the Office of Indigenous Initiatives (OII) at Western University have primary responsibility for administering the Policy in accordance with the procedures detailed herein.

3. Definitions

3.1. *Affirmation* is used to convey a formal process of verification and acceptance of Indigenous citizenship or membership within a relational accountability framework informed by respect, relevance, reciprocity, responsibility, and relationality and refusal whereby claimants to Indigenous citizenship or membership are accountable to those communities who claim them.

3.2. *A "declaration" of Indigenous citizenship or membership* includes any written expression (*e.g.* resume/CV, application, identity documents, signature lines, website content, personal or academic narratives) or verbal expression (*e.g.* during an interview, pronouncements by a faculty member in lectures, public addresses or interviews) of Indigenous citizenship or membership in an Indigenous Nation, Indigenous ancestry or connection to Indigenous communities.

3.3. *Indigenous* is the term used for the purposes of this Policy in place of "Aboriginal" to refer to Peoples of First Nations, Métis, and/or Inuit ancestry, as per the *Canadian Constitution Act of 1982*. The term Indigenous also includes global Indigenous peoples, as defined in the United Nations Declaration on the Rights of Indigenous Peoples.

3.4. *Indigenous Affirmation Advisory Committee (IAAC)* means the committee described in this Policy and its related Procedure that is comprised of representatives from the local Indigenous communities, Indigenous faculty members, and/or Indigenous staff from the Western University and/or King's, that is convened by the Office of Indigenous Initiatives (OII) at Western University to affirm declarations of Indigenous citizenship or membership by self-identifying individuals in accordance with this Policy and its related Procedure.

3.5. *Indigenous ethnic fraud* refers to intentional false declarations of Indigenous citizenship or membership, Indigenous ancestry, and/ or intentional false claims to connections with Indigenous communities and lived experiences by non-Indigenous persons.

3.6. *Indigenous citizenship or membership* refers to the status of being entitled to participate in the government and political life of an Indigenous Nation. Indigenous citizenship and membership codes may vary by community or Nation.

3.7. *Material advantage* refers to any relational, professional, financial or tangible benefit including, but not limited to, any positions, service opportunities, campus roles, resources, scholarships, or grant funding specifically offered or designated for Indigenous Peoples at King's or where those with Indigenous citizenship or membership are given preference.

3.8. *Relational positionality* refers to how individuals situate their claim to Indigenous membership or citizenship in relation to intersecting social locations and complex power dynamics.

3.9. *Intangible benefits* are not measurable or physical attributes, but advantages such as influence, authority and perspectives that are reserved for Indigenous peoples and must be safeguarded accordingly. Within the context of this Policy, intangible benefits pertain to those who exercise authority over students in the classroom (ie. faculty member, instructor, Teaching Assistant). They must submit to the Policy if they claim to assert or present themselves as warranting Indigenous positionality and therein share perspectives reserved for Indigenous peoples.

4. Policy

4.1. This Policy applies to all declarations of Indigenous citizenship or membership that result in a material advantage at King's including declarations that are made within admission, selection, scholarship, recruitment or any other opportunities or initiatives that are explicitly designated for Indigenous Peoples or where those with Indigenous citizenship or membership are given preference. Such declarations must be affirmed by the IAAC in accordance with the procedures as outlined within this policy.

4.2. If this Policy applies, only individuals whose declarations of Indigenous citizenship or membership have been affirmed according to this Policy will be eligible to move forward in the selection, admission, hiring, award or other applicable process or will be permitted to hold themselves out in the classroom or other learning environment as having Indigenous citizenship or membership in a manner that conveys influence, authority or perspective by virtue of their Indigenous citizenship or membership.

4.3. This Policy focuses on affirming claims to Indigenous citizenship or membership based on the principles of citizenship and membership recognized by the local Indigenous communities: the Chippewas of the Thames First Nation, Oneida of the Thames First Nation, and Munsee-Delaware Nation. These principles include a requirement for proof of lineal family connection in order to establish citizenship or membership in a First Nation. Ultimately, it is the Indigenous community who must claim the individual, versus an individual's claim to an Indigenous community. This relational approach respects the relevant and enduring ways of knowing and understanding each other within Indigenous communities, which further contributes to a sense of belonging within community spaces and connections.

4.4. As such, this Policy places significant value on the process of *relational positionality* wherein cultural safety is afforded within processes that demonstrate lived experiences or speak to the circumstances of disconnection and\or reconnections. In recognizing that colonial structures have been a significant cause of familial and community disconnection, a broad array of approaches to demonstrating Indigenous citizenship or membership have been identified, as outlined in the associated corresponding procedures of this policy.

4.5. This Policy will apply from its effective date to any new or renewed material advantage and to any new or renewed declaration of Indigenous citizenship or membership, within the meaning of the principles and processes set out in this Policy by staff and faculty members, instructors, and any other individuals in non-Indigenous designated roles who hold a position of authority over, teach or supervise students and who declare Indigenous citizenship or membership in a manner that conveys influence, authority or perspective by virtue of their Indigenous citizenship or membership.

4.6. Due to the evolving social-political nature and interpretation of this work, this Policy will be viewed as a living or dynamic document to be reviewed and updated as needed and at least every three (3) years with support from Western University's Office of Indigenous Initiatives.

4.7. The fact that an individual's self-declaration of Indigenous citizenship or membership is not affirmed under the principles and processes set out in this Policy does not mean that the individual does not genuinely self-identify as Indigenous or that they could not be affirmed as

Indigenous under non-University processes.

5. Procedure

5.1. Roles and Responsibilities

It is critical that Indigenous peoples themselves take up leading roles at the University to determine the process to affirm Indigenous citizenship or membership, especially when recruiting for Indigenous-designated roles and initiatives. This is especially important in response to the disconnect of settler-colonial institutions from distinct Indigenous worldviews and ways of knowing, being, and doing. As such, Indigenous peoples themselves must inform and lead all Indigenous affirmation processes. For this reason, King's with work closely with the Office of Indigenous Initiatives at Western throughout all aspects of this Policy.

5.1.1. Vice-President & Academic Dean (VPAD):

(a) The VPAD will work in collaboration with Human Resources, the Dean of Students and Campus Life and with Western's Office of Indigenous Initiatives and their Indigenous Affirmation Advisory Committee (IAAC) on an as needed, *ad hoc* basis in accordance with this policy to verify all declarations of Indigenous citizenship or membership that are subject to this policy;

(b) The VPAD will participate in the IAAC's processes and collaborate with the Chair of the Appeal Board as described in this Policy;

(c) The VPAD will provide leadership in relation to King's implementation and application of this policy, including receiving and addressing any questions or concerns regarding the policy or concerns raised regarding declarations of Indigenous citizenship or membership that are subject to the policy.

(d) The VPAD, in collaboration with Human Resources, and the Dean of Students and Campus Life, will ensure that only individuals whose declarations of Indigenous citizenship or membership have been affirmed in accordance with this policy will be eligible to move forward or be given preference (as applicable) in the selection, admission, hiring, award or other applicable process and/or will be permitted to hold themselves out in the classroom or other learning environment as holding Indigenous citizenship or membership as defined in the Policy in a manner that conveys influence, authority or perspective by virtue of their Indigenous citizenship or membership.

5.1.2 Indigenous Affirmation Advisory Committee (IAAC):

(a) The IAAC will determine and affirm declarations of Indigenous citizenship or membership in accordance with this Policy;

(b) The IAAC will be comprised of a Chair and two (2) other local Indigenous community members from any of the local First Nation communities upon which King's and/or Western University is situated (specifically, Chippewas of the Thames First Nation, Oneida of the Thames First Nations, and Munsee-Delaware Nation);

(c) The IAAC Chair will be appointed by Western's Office of Indigenous Initiatives and must be an affirmed Indigenous faculty member, or staff member, under the employment of King's or Western University. The two (2) additional IAAC members may also be Indigenous staff and faculty members at King's or Western University;

(d) If the individual is a member of the Inuk Nation, then the third member of the IAAC will be an Inuk Elder/ Knowledge Keeper identified through a state-recognized Inuit organization rather than a local First Nation community member.

(e) If the individual is a member of the Métis Nation, then the third member of the IAAC will be a local Métis Elder/ Knowledge Keeper identified through a state-recognized Métis organization rather than a local Indigenous community member.

(f) All members of the IAAC must operate at arm's length to the individual seeking affirmation (*i.e.*, are unrelated and unaffiliated to the individual) to avoid any conflict of interest or perception of a conflict of interest;

(g) The IAAC will employ intentional mechanisms to create and maintain safe spaces and create processes to inform all interactions where individuals engage with the topic of Indigenous citizenship or membership;

(h) The IAAC will provide trigger warnings leading up to any discussion where Indigenous citizenship or membership may be raised in the process of recruiting/ identifying an Indigenous-designated position(s), award, *etc. and will* share relevant and accessible resources with all individuals seeking affirmation as they may find the discussion around Indigenous citizenship or membership to be triggering;

(i) The IAAC will provide individuals with a list of required documentation for citizenship or membership declarations and instructions for securely sharing all required documents with the IAAC;

(j) The IAAC will ensure that all personal information is kept confidential and safeguarded.

5.2 Affirmation Process

5.2.1 The procedure for affirmation is initiated once a member or prospective member of the King's community, who is subject to this Policy, makes a declaration of Indigenous citizenship or membership that will result in a new or renewed material advantage to them at King's, or as otherwise stated in this policy. The individual must submit a completed and signed **Declaration of Indigenous Citizenship or Membership** to the Office of the Vice President and Academic Dean.

5.2.2 Upon direction from King's, the individual will be required to provide the IAAC with the following documentation for review:

(a) A statement of relational positionality, inclusive of the following details:

- the individual's personal lived experience in relation to their declaration of Indigenous citizenship or membership;

- the individual's personal connections, responsibilities, and interrelationships with their Indigenous Nation, Clan, language, culture, community, land, and other relevant responsibilities including details of the individual's lineal descent; and;

- where relevant, details about how colonial practices (*e.g.*, the 'Sixties Scoop', Residential Schools) have impacted how the individual is able to claim Indigenous citizenship or membership as a person with lived experience; and

(b) Two (2) documents demonstrating proof of citizenship or membership in the Indigenous Nation who claims the individual. A non-exhaustive list of documents that can be provided is:

- a copy of a federal/ national/ state recognized citizenship card or official documentation belonging to the individual's biological parent or grandparent – together with proof of connections/ lived-experience to the community.

- letters of reference provided by Indigenous relatives or members of a national/ federal/ state recognized community who are familiar with the claimant individual's lived experiences and relational positionality;

- letter of reference or documentation provided by a state-recognized Indigenous membership authority (*e.g.,* letter from Band Membership Officer);

- letters of reference from community-recognized Traditional Community leaders (e.g., Clan mothers, Lodge Keepers);

- certificate of Indian Status from First Nations who are federally recognized and those listed on the Indigenous and Northern Affairs Canada website (https://fnp-ppn.aadnc-aandc.gc.ca/fnp/Main/Search/SearchFN.aspx?lang=eng);

- a copy of Certificate of Indian Status (*i.e.,* status card) of the individual's biological parent or grandparent who also has federally recognized Indian status – together with proof of lineal family connection;

- an affirmation letter from a national/ federal/ state recognized governance entity indicating that the individual is a 'Non-Status' First Nation person;

- Membership proof from a list of federally or state recognized Métis organizations in Canada, specifically:
    i. Métis Nation-Saskatchewan
    ii. Métis Nation of Alberta
    iii. Métis Nation British Columbia
    iv. Métis Nation of Ontario
    v. Manitoba Métis Federation;
    vi. Northwest Territory Métis Nation.

- American Indian, Alaskan Native, or Native Hawaiian citizenship document from tribes that are state or federally recognized (https://www.bia.gov/service/tribal-leaders-directory);

- a Nunavut Trust Certificate card, Inuit roll number, Inuit Beneficiary Card, or any other proof accepted by state-recognized Inuit communities/ organizations;

- written confirmation letter of Indigenous ancestry from the Department of Indigenous Services Canada;

- International or Global Indigenous peoples' (as defined by the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)[1] accepted membership cards and documentation supporting the individual's claimed relational positionality;

- other membership cards or letters by state-recognized Indigenous communities /organizations;

- copy of Birth Certificate – together with a copy of the individual's parents' or grandparents' documentation that affirms claims to Indigeneity; or

- Genealogy trees that contain certified information to confirm lineage.

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[1] UNDRIP. N.d. *Who are Indigenous peoples:* chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.un.org/esa/socdev/unpfii/documents/5session_factsheet1.pdf

5.2.3 Out of respect and in the spirit of reconciliation and relationship building with local Indigenous communities, this Procedure is based on the principles of citizenship and membership recognized by the local Indigenous communities (*i.e.* the Chippewas of the Thames First Nation, Oneida of the Thames First Nation and Munsee-Delaware Nation). These principles include a requirement for proof of lineal family connection in order to establish citizenship or membership in a First Nation.

5.2.4 In hiring and selection processes, only candidates selected for an interview (or prior to making an offer if the candidate is selected directly by a faculty supervisor) will be directed to undergo affirmation.

5.2.5 The IAAC may exercise its discretion and request additional information from the individual under circumstances where the submitted documentation is inconsistent or deficient. Examples include, but are not limited to:

- declarations based solely on distant Indigenous lineage with no connection to lived experience;

- an individual's lack of connection to their home Indigenous culture or community, including urban Indigenous communities;

- lack of meaningful connection to any Indigenous community, including urban Indigenous communities; or

- possession of a membership from an Indigenous organization and or community that is not recognized by the state (*e.g.,* membership from a disputed or unrecognized Indigenous membership-issuing organization).

5.2.6 If an individual is unable to produce the required documentation due to colonial displacement, the following will be required:

(a) An affidavit signed and sworn by the individual confirming:

- proof of lineage connection to said community/ family/ persons (*e.g.,* personal narrative with relevant references, dates, details, etc..); and

- a historical and geographical account of one's claimed membership to an Indigenous community;

(b) a minimum of two (2) community reference letters affirming the individual's membership in the community who claims them:

- one (1) of the references must be by a member of the community who has demonstratable personal history with the individual; and

- one (1) of the references will be solicited by the University.

5.2.7 IAAC members will attempt to reach all affirmation decisions by consensus. If consensus is not reached, an Indigenous Elder/Knowledge Keeper, identified by Western's Office of Indigenous Initiatives, will be engaged to lead a discussion circle to assist the IAAC to reach a consensus decision.

5.2.8 The IAAC shall normally complete the affirmation process within three (3) weeks of receiving the required documentation.

5.2.9 Once the IAAC has reached a decision, to affirm or not to affirm an individual's declaration of indigenous citizenship or membership, the Chair of the IAAC will notify the VPAD or designate of the IAAC's decision.

5.2.10 The VPAD or designate will notify the relevant decision maker (ie. Chair of the selection committee, or other relevant decision maker) of whether the declaration has been affirmed or not affirmed. In the event that the declaration has not been affirmed, for confidentiality purposes, the

relevant decision maker will only share that the individual is not eligible to move forward in the relevant process.

5.2.11 If the individual declaration is affirmed, the VPAD or designate will notify the individual directly, and they will be permitted to continue with the relevant process and be given consideration in accordance with the relevant opportunity that gave rise to the affirmation. For further clarification, only individuals who have had their declarations affirmed according to this policy will be eligible to move forward in the relevant process for consideration of the designated role/initiative in question.

5.2.12 For example, in cases of recruitment of Indigenous faculty or staff member, after the IAAC process to affirm Indigenous citizenship or membership is successfully completed, King's will proceed with the regular interview of an Indigenous candidate.

5.3 Appeals Process

5.3.1 If the individuals' declaration is not affirmed, the VPAD or designate will notify the individual directly, and provide them with information regarding the appeals process in accordance with this policy.

5.3.2 An individual whose declaration of Indigenous citizenship or membership was not affirmed by the IAAC will have five (5) business days to provide written notice of appeal to the VPAD or designate.

5.3.3 Upon receipt of confirmation from the individual of their decision to appeal, the VPAD will inform the relevant decision maker, and may provide an interim update regarding anticipated timing once notice of an appeal is received and prior to the Appeal Board's decision being available.

5.3.4 Upon receipt of confirmation from the individual of their decision to appeal, the VPAD will request that Western's VP/AVP of Indigenous Initiatives convene and chair an Appeal Board consisting of individuals who were not members of the IAAC that made the initial decision.

5.3.5 Membership of the Appeal Board will consist of Western's VP/AVP of Indigenous Initiatives or designate as Chair plus two (2) additional members who are at 'arm's length' without any conflict of interest or appearance of conflict of interest with the individual who is appealing. Membership of the Appeal Board may be comprised of Indigenous staff, faculty from King's and/or Western, and/or Indigenous community members. Upon notice of an appeal, the Appeal Board will convene within ten (10) business days of receiving written notice and will review all documentation and hear directly from the individual requesting the appeal.

5.3.6 The Appeal process will be comprised of an oral hearing rather than a determination solely based on written submissions.

5.3.7 The Appeal Board will provide a decision in writing within five (5) business days of the appeal hearing. The VPAD will communicate the decision to the individual making the appeal as soon as feasible. The Appeal Board's decision will be final.

5.3.8 If the Appeal Board is unable to reach a consensus, Western's VP/AVP of Indigenous Initiatives or designate will make the final determination and advise the VPAD.

6 Intentional False Declarations

6.1 An individual who the College/IAAC believes may have made an intentionally false declaration of Indigenous citizenship or membership may be subject to investigation by King's. The individual will be advised of any interim measures implemented by King's pending completion of the investigation and will be provided with an opportunity to know and respond to the concern(s) raised before any findings are made by the investigator. If there is a finding of an intentional false declaration, King's will take appropriate corrective action, which may include:

- termination/ revocation of the individual's appointment/role, opportunity, fellowship, award, bursary, scholarship or relevant Indigenous-designated/preferred initiative;

- disciplinary action (in accordance with the collective agreement, as applicable);

- Student will be subject to process outline in Student Code of Conduct and Responsibilities

- future ineligibility for any role at King's; and/ or

- other appropriate action under applicable King's policy/collective agreements.

7 Confidentiality

7.1 King's will safeguard all confidential information provided under this policy.

7.2 Human Resources will oversee the storage and destruction of all confidential information pertaining to relational positionality statements and supporting documentation used to affirm the Indigenous citizenship or membership of all individuals, with the exception of students. The Dean of Students will oversee the storage and destruction of all confidential information as it relates to the students and this policy.

8 Appendix 1: Resources

- Western University's Policy – Affirming Declarations of Indigenous Citizenship or Membership
- Western University's Procedures - Indigenous Citizenship or Membership

Cardinal Carter Library Committee
Summary Report to Academic Council

Committee Members: A.Co-Dyre (Chair), A. Domingues (recorder), K. Vanden Boomen, J.K Kato, B. Lovie, L. McLean, E. Swiatek, R. Vito, M. Yenson

The committee met on Friday, Oct 10th, 2025

1. **Work Plan**
    a. **Accepted by committee members**

2. **Library Committee Report – key points discussed:**

    a. **Yearly Goals –** our goal is to maintain consistent service levels during this period of financial constraint. We have found creative ways to use staffing resources to maintain current hours of operation. We are also conducting an in-depth review of our resource commitments to ensure there are no duplications. All/any duplicates will be released to open funds to cover increasing costs due to inflation and currency changes.

    b. **Mid-year budget review –** the process is different this year than in past years. Based on current projections we will stay within our allocated budget amounts. We have made small reallocations between budget lines to manage slight inaccuracies in our financial predictions.

    c. **Staffing update: -** Our compliment has decreased by 3 positions. We have submitted an LTA replacement for the Librarian position to the faculty hiring process.
    We have moved to staffing the front desk with workstudy and fulltime staff during the day (Mon-Fri) to maximize our Student Library Assistant budget to cover evening and weekend hours of operation.   This strategy has allowed us maintain our hours of operation.

Report to: **Academic Council**

From: **Strategic Enrolment Management Committee Meeting (SEM)**

Date: **November 19th, 2025**

The Strategic Enrolment Management (SEM) Committee convened on November 6, 2025, to discuss several key initiatives and updates related to enrolment planning and student success. Discussion of the Five-Year Projection Tool and the Retention Plan was deferred to a special follow-up meeting scheduled later in November to allow for further review and input.

Associate Director, Enrolment Services delivered a presentation on the *Offers of Admissions Framework*, which outlined key elements such as offer timelines, admissions criteria, early offer processes, international recruitment strategies, and the implementation of the new Status Portal. The Portal is designed to enhance transparency for applicants and support improved communication with prospective students. The Committee emphasized the importance of sharing progress and continuous improvement efforts with our community to highlight the significant work accomplished in this area. The Community Assembly on February 18th would be the best opportunity to share the transformations that have occurred over the last year.

The *Attraction Campaign*, "Find Your Crown" was approved by the Board of Directors. Recruitment activities are well underway, and we are experiencing another record in Open House registration numbers, as a result of effective new outreach strategies. Plans were discussed to enable the acceptance of offers on-site at this and/or future recruitment events; further enhancing the student experience and conversion rates.

Additionally, the Committee reviewed strategies to optimize student communication timelines and leverage the CRM system for trend analysis and data-driven decision-making. Updates on January 2026 admissions indicated continued steady application activity; however, challenges persist regarding study permit approvals, particularly among international applicants.