

**UNDERGRADUATE COUNCIL**  
Tuesday, March 26, 2024 at 2:30 p.m.  
Gilmour Hall, Council Room (Room 111)

**AGENDA**

Page

1. **Call to Order**
2. **Minutes of the Previous Meeting - February 27, 2024**  
*Approval*  
3 - 8      [Minutes - Undergraduate Council - 27 February 2024](#)
3. **Business Arising**
4. **Chair's Remarks**
5. **Presentation to the Undergraduate Council**  
Presenter: Dr. Barrington Walker, *Vice-Provost, Equity and Inclusion*
6. **Report from the Awards Committee**  
C. Grisé  
9      [Report from the Awards Committee](#)
- 10 - 11      1. **Terms of Award**  
*Approval*
  - a. Proposed New Awards
  - b. Changes to Award Terms
  - c. Proposed New Bursary
  - d. Awards Removed from the Undergraduate Calendar
  - e. Changes to Bursary Terms  
*Information*
  - f. Award and Bursary Name Changes  
[Report from the Office of the Registrar, Aid & Awards](#)
7. **Report from the Joint Committee on Certificates, Diplomas and Microcredentials**  
A. Schat  
*Approval*

- 12                    [Report from the Joint Committee on Certificates, Diplomas and Microcredentials](#)
- 13                    1.    **Revision to Certificate Program**  
                          [Course Cancellation of ICL 103 from the Certificate in Management Principles and Practices](#)
8.    **Report from the Curriculum & Admissions Committee**  
                          S. Corner  
                          *Approval*
- 14 - 15                [Report from the Curriculum & Admissions Committee](#)
- 16 - 196              1.    [New Program Proposal: Combined Honours in Leadership and Civic Studies and Another Subject](#)
- 197 - 211            2.    **Addenda to Curriculum Revisions for Inclusion in the 2024-2025 Undergraduate Calendar**  
                          [a. Arts & Science Program](#)  
                          [b. Faculty of Health Sciences](#)  
                          [c. Faculty of Social Sciences](#)  
                          [d. Faculty of Business](#)
9.    **Report from the Ad Hoc Committee on Relief for Student Absences**  
                          K. Dej  
                          *Approval*
- 212                    [Report from the Ad Hoc Committee on Relief for Student Absences](#)
- 213 - 244            1.    **Revisions to the Policy on Requests for Relief for Missed Academic Term Work**  
                          [Memo on the McMaster Student Absence Form Policy \[MSAF Policy\]](#)  
                          [Requests for Relief Policy - DRAFT 12 - clean copy](#)  
                          [Requests for Relief Policy - DRAFT 12 - track changes](#)
10.   **Other Business**
11.   **Adjournment**

**REPORT TO THE UNDERGRADUATE COUNCIL**  
*from the*  
**AWARDS COMMITTEE**

**1. Terms of Award**

At its meeting on March 5, 2024, the Awards Committee reviewed and approved the following for recommendation to Undergraduate Council. Further details of the proposed recommendations are contained within the circulated report.

- a. New Awards**  
The Amicus Academic Grant  
The RSM Canada Scholarship in Business
- b. Changes to Award Terms**  
The Albert Shalom Travel Scholarship
- c. Proposed New Bursary**  
The Chiedza-Light Bursary
- d. Awards Removed from the Undergraduate Calendar**  
The Social Sciences Scholarship for Leadership (20004151)
- e. Changes to Bursary Terms**  
The Dr. Kenneth and Joan Hill Bursary
- f. Award and Bursary Name Changes (*information*)**  
The Dr. Kenneth and Joan Hill Bursary  
The Daifuku Manufacturing Canada Corporation Scholarship

It is recommended,

**that the Undergraduate Council approve two new awards and changes to one award term, one new bursary and changes to one bursary term, and one award to be removed from the Undergraduate Calendar.**

Undergraduate Council  
APPROVAL/INFORMATION  
March 26, 2024

### PROPOSED NEW AWARDS FOR APPROVAL

#### In-course Academic Grants

##### **The Amicus Academic Grant**

Established in 2024 by a Bachelor of Arts alumnus (Class of 1985).

**Requirements:** To be awarded to undergraduate students enrolled in Level 2 or above in the DeGroote School of Business who attain high averages and demonstrate financial need.

Typically available: 1 x \$1,000

#### In-Course and Renewal Awards

##### **The RSM Canada Scholarship in Business**

Established in 2024 by RSM Canada.

**Requirements:** To be awarded to undergraduate students enrolled in Level 3 or above in the DeGroote School of Business who attain high averages.

Typically available: 1 x \$1,000

### CHANGES TO AWARD TERMS FOR APPROVAL

##### **The Albert Shalom Travel Scholarship**

Established in 1994 by family, friends and colleagues in memory of Albert Shalom, Professor of Philosophy at McMaster University from 1966 to 1991.

**Requirements:** To be awarded to a student undergraduate and/or graduate students who is enrolled in a any program in Department of Philosophy program, and has, in the judgment of the Department of Philosophy, attained notable standing. Preference will be given to a student travelling and studying abroad during the summer before the final Fall/Winter term, but the scholarship could also be used to fund the final year of study at McMaster. who will be engaged in travel or an exchange program and demonstrate academic excellence.

Typically available: \$400 to undergraduate students, \$400 to graduate students.

### PROPOSED NEW BURSARIES FOR APPROVAL

#### Submitted by Aid & Awards

##### **The Chiedza-Light Bursary**

Established in 2023 by Matthew Mutamiri, M.Sc. (Class of 2020) and Josephine Mutamiri to give back in honour of the huge support Matthew received during his academic journey at McMaster University.

**Requirements:** To be granted to undergraduate students entering Level 1 in the School of Nursing who demonstrate financial need. Preference will be given to first-generation Canadians.

Awards Removed from the Undergraduate Calendar for Approval

**The Social Sciences Scholarship for Leadership (20004151)**

#### CHANGES TO BURSARY TERMS

**The Dr. Kenneth and Joan Hill ~~and William Haartman~~ Bursary (see below)**

*Established in 2018 by family and friends in honour of the awarding of an honorary degree from McMaster University to Dr. Kenneth Hall. ~~as well as in memory of William "Bill" Haartman, B.A. Hons (Class of '70).~~ To be granted to students enrolled in Level 2 or above in a Geography and Environmental program who demonstrates financial need.*

#### FOR INFORMATION

AWARD and BURSARY NAME CHANGES

1. **The Dr. Kenneth and Joan Hill ~~and William Haartman~~ Bursary**
2. **~~The Jervis B. Webb Company of Canada (Daifuku) Scholarship~~ The Daifuku Manufacturing Canada Corporation Scholarship**

**REPORT TO THE UNDERGRADUATE COUNCIL**  
*from the*  
**JOINT COMMITTEE ON**  
**CERTIFICATES, DIPLOMAS AND MICROCREDENTIALS**

**FOR APPROVAL**

**1. Revision to Certificate Program**

At its meeting on March 5, 2024, the Joint Committee on Certificates, Diplomas and Microcredentials reviewed and approved the course cancellation of ICL 103 Intercultural Workplaces from the Certificate in Management Principles and Practices (MGT). Further details can be found in the circulated materials.

It is recommended,

**that the Undergraduate Council approve the revision to the Certificate in Management Principles and Practices.**

**Undergraduate Council**  
**FOR APPROVAL**  
**March 26, 2024**

**Certificates, Diplomas and Microcredentials Committee - Course Cancellation**

<b>Department &amp; Program Information (complete all fields):</b>	
Department:	McMaster Continuing Education
Program Name(s):	Management Principles and Practices (MGT)
Name of Representative:	Chris Rotolo
Nature of Submission:	Course Cancellation/Removal
Effective Date:	24-May-1
Submission Date:	24-Mar-5
<b>Course Details (complete all fields):</b>	
<b>Course Title &amp; Unit Value:</b> ICL 103 Intercultural Workplaces (3 units)	
<p><b>Course Description:</b></p> <p>In this course, you will explore today's workplace including how your understanding of cultural competency and your skills in intercultural communication affect the organization and team. You will examine strategies associated with building and managing a successful intercultural team and analyze challenges associated with overt and underlying cultural attributes as present in employees, leaders, and teams. Course activities and case studies will assist in the process of identifying strategies for combatting discrimination and promoting equity and inclusion in the workplace.</p>	
<p><b>Rationale for Cancellation:</b></p> <p>This course is cancelled from the Management Principles and Practices certificate due to the cancellation of the Intercultural Competency Program (see program cancellation letter). Fall 2024 is the final term for completing the ICL program or for using ICL 103 as an elective for the Management Principles and Practices certificate.</p>	

**REPORT TO UNDERGRADUATE COUNCIL**  
*from the*  
**CURRICULUM AND ADMISSIONS COMMITTEE**

**FOR APPROVAL**

**1. New Program Proposal: Combined Honours in Leadership and Civic Studies and Another Subject**

At the meeting held on March 5, 2024, the Curriculum and Admissions Committee reviewed and approved the proposal for the Combined Honours in Leadership and Civic Studies and Another Subject for inclusion in the *2025-2026 Undergraduate Calendar*. Further details can be found in the circulated materials.

It is recommended,

**that the Undergraduate Council approve, for recommendation to the University Planning Committee and the Senate, the establishment of the Combined Honours in Leadership and Civic Studies and Another Subject, as recommended by the Faculties of Humanities and Social Sciences for inclusion in the *2025-2026 Undergraduate Calendar*, as circulated.**

**2. Addenda to Curriculum Revisions for Inclusion in the 2024-2025 Undergraduate Calendar**

At the same meeting, the Curriculum and Admissions Committee approved addenda to curriculum revisions for inclusion in the *2024-2025 Undergraduate Calendar* from the noted Faculties below, as well as the Arts & Science Program. The Faculty of Social Sciences' addenda included revisions to the academic general regulations. Further details can be found in the circulated materials.

- a. Arts & Science Program**
- b. Faculty of Health Sciences**
- c. Faculty of Social Sciences**
- d. Faculty of Business**

It is now recommended,

**that the Undergraduate Council approve the curriculum revisions recommended by the Arts & Science Program, as well as the Faculties of Health Sciences and Business for inclusion in the *2024-2025 Undergraduate Calendar*, as circulated.**

It is now recommended,

**that the Undergraduate Council approve for recommendation to Senate, the revisions to academic general regulations recommended by the Faculty of Social Sciences for inclusion in the *2024-2025 Undergraduate Calendar*, as circulated.**



**Undergraduate Council  
APPROVAL  
March 26, 2024**



**NEW PROGRAM PROPOSAL:  
COMBINED HONOURS IN  
LEADERSHIP AND CIVIC STUDIES  
AND ANOTHER SUBJECT**

**Wilson College of Leadership and Civic  
Engagement**

**October 19, 2023**

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# COMPLETING THE NEW PROGRAM PROPOSAL DOCUMENT

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This New Program Proposal template is structured to correspond with the evaluation criteria outlined in McMaster's Policies, Procedures and Guidelines:

<https://www.mcmaster.ca/policy/AdminAcad/AcadAdmin/AcademicProgramReview.pdf>.

For additional information, contacts or guidebooks, departments can visit the IQAP website <https://mi.mcmaster.ca/iqap/> or email [iqap@mcmaster.ca](mailto:iqap@mcmaster.ca).

***Please ensure that your department refers to the New Program Proposal Guidebook for clarification and further information on the types of evidence required and, where applicable, what resources are available to assist in retrieval or interpretation of the information required for this proposal.***

## CHECKLIST FOR NEW PROGRAM PROPOSALS

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The following section indicates all the items that are required as part of a **complete** new program proposal package which includes all the necessary documents. Part I, II and III should be submitted as separate files to [iqap@mcmaster.ca](mailto:iqap@mcmaster.ca).

### PART I: COMPLETE NEW PROGRAM PROPOSAL DOCUMENT

- Complete New Program Proposal Template
- Faculty CVs (can be submitted on CD or USB)
- Memorandum(s) of Understanding (Letters of Support) (if applicable)

### PART II: RESOURCE IMPLICATIONS AND FINANCIAL VIABILITY

- Completed
- Approved

### PART III: FEES MEMO

- Completed
- Approved

*Chair's Declaration of New Program Proposal Completeness:*


I, Donald Abelson, Academic Director, have reviewed the New Program Proposal for Combined Honours BA in Leadership and Civic Studies and Another Subject and agree that it is complete and satisfies all of the requirements McMaster University's Policy on Academic Program Development and Review.



Signature:

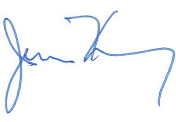
*Dean's Declaration of New Program Proposal Completeness:*

I, Pamela Swett, Dean, Faculty of Humanities, have reviewed the New Program Proposal for Combined Honours BA in Leadership and Civic Studies and Another Subject and agree that it is complete and satisfies all of the requirements McMaster University's Policy on Academic Program Development and Review.

Signature: 

*Dean's Declaration of New Program Proposal Completeness:*

I, Jeremiah Hurley, Dean, Faculty of Social Sciences have reviewed the New Program Proposal for Combined Honours BA in Leadership and Civic Studies and Another Subject and agree that it is complete and satisfies all of the requirements McMaster University's Policy on Academic Program Development and Review.

Signature: 

# 1 PROGRAM

## 1.1 PROGRAM DESCRIPTION

In an era characterized by profound social, economic, environmental, and political challenges, the role of universities is pivotal. Not only do they educate future leaders, activists, researchers, and innovators, but they provide, in classrooms, meeting spaces, outreach, and collaborations, models of citizenship and inclusion that foster strong, sustainable, diverse, and resilient civic cultures. To this end, Canadian universities are increasingly called upon to develop pedagogical practices emphasizing the importance of collaboration with local, regional, national, and international communities; the integration of education, research, creative and critical practice, and public engagement; and the provision of innovative, multi-disciplinary, accessible spaces where tomorrow's leaders can cultivate the ideas, capacities, and relationships to effect positive social change. At the same time, the challenges and dynamics of leadership itself are rapidly changing in the wake of shifting technological, social, and political realities. This calls for new questionings, understandings, and practices of leadership, a challenge that the proposed new program will meet with its innovative curriculum, cocurricular programming, community outreach, and pedagogical spaces.

By strategically combining the strengths and resources of the Faculties of Humanities and Social Sciences at McMaster, Wilson College's proposed new Combined Major in Leadership and Civic Studies and Another Subject (hereafter WCLCS) will provide the mentorship, resources, infrastructure, and connections with communities needed to foster and sustain a robust culture of civic leadership and inclusion in service of Canada and the larger world. This proposed new interfaculty program, unique to Canada, will integrate experiential learning, research, practical application, and public engagement to advance our understanding of how to foster inclusive, ethical, and sustainable civic cultures. An interdisciplinary approach to civic studies will combine historical, theoretical, and critical perspectives that harness humanistic and social scientific learning to study and practice diverse models of leadership in the civic realm. These outcomes will be pursued and reinforced through experiential learning opportunities, fostering the practical application of knowledge through a level IV community placement and capstone project, as well as through innovative cocurricular programming, public outreach, and other hands-on opportunities for problem-solving, innovation, and civic engagement.

Students in the WCLCS program will pursue a unique core curriculum centred on diverse models of leadership and civic engagement that utilizes experiential learning and spans all four levels of study. Complimenting this core curriculum, students will choose from a list of already existing, program-related courses from various disciplines in the Humanities and Social Sciences. Combined with the core curriculum, these courses will provide a focused but contextualized grounding in leadership, ethics, justice, and civic engagement

At level II, students will also declare a second discipline from the Social Sciences and Humanities to complete their Combined Major. This combination of a unique core curriculum with program-related courses and a second major will offer an integrated, structured educational path that also enables a considerable amount of diversity and

choice, allowing students to tailor their education according to their needs and interests while still maintaining a strong, cohesive foundation in leadership and civic studies.

#### THE WILSON COLLEGE OF LEADERSHIP AND CIVIC ENGAGEMENT

WCLCS will be key programming for the newly formed Wilson College of Leadership and Civic Engagement (hereafter Wilson College), an institution made possible with the generous help, in 2022, of a \$50 million gift by former university Chancellor Lynton “Red” Wilson (please see **Appendix E** for the **Memoranda of Agreement** of the formation of Wilson College). A joint initiative of the Faculties of Humanities and Social Sciences, Wilson College mobilizes interdisciplinary perspectives and methodologies in the only program in Canada that focuses exclusively on leadership and civic engagement. The proposed WCLCS degree will join an already developed minor in Leadership and Civic Studies, and forthcoming graduate programming, to offer innovative curriculum that provides the skills, knowledge, perspectives, and contextual understandings students need to address the complex social challenges facing Canada and the world. This aim will be furthered by Wilson College’s mobilization of diverse perspectives and expertise from multiple disciplines within the Faculties of Social Sciences and Humanities, as well as by an annual Visiting Fellows Program. It will be supported by a unique governance structure by which the college’s Academic Director and Internal Governing Board will collaborate with an External Director and External Advisory Council (described below in **Section 3.2**) to expand the impact of the college in Canadian civic and academic life, with a public scope ranging from the local to the international. Through its unique curriculum, cocurricular programming, and public outreach initiatives, Wilson College seeks to lead public conversations and offer a hub for the reinvigoration of participatory leadership cultures in Canada and abroad.

The college will pursue these outcomes through a pedagogical model that combines traditional research and teaching with experiential learning strategies, offering students diverse opportunities to meaningfully engage with the public, private, and community sectors in ways that enact social change for the public good. These strategies will include Wilson College’s robust cocurricular programming, which will put civic education into practice through such activities as Model United Nations competitions, policy hackathons, a Student Advisory Council, affinity groups, possible membership as Canada’s first Open Think Tank network site, and collaboration with existing units on campus such as the Office of Community Engagement. Further experiential learning opportunities will be provided by the college’s public outreach activities such as the Wilson Commentaries Annual Public Lecture Series, and Engagement Commons. The latter will be special events organized around specific themes that will bring together academics, students, and leaders from government, business, and community organizations, connecting academic and non-academic leaders across disciplinary and professional boundaries to address pressing societal concerns (for more about Engagement Commons please see **Section 4.2.2**). This cocurricular and outreach programming will enrich the education of all Wilson College students, as well as fostering a culture of participatory research, collaboration, and shared knowledge that will contribute to social health and well-being.



As a hub for the reinvigoration of leadership culture, the activities outlined above will be supported by a new Wilson College building, scheduled for completion in June of 2026. Centrally located on the Arts Quad between the Faculties of Humanities and Social Sciences, the building will house at least 75 residence spaces alongside a mix of learning and social spaces designed to foster collaboration, creativity, and connectivity in a dynamic living and learning community. The new building will provide the living and learning spaces for the proposed WCLCS program, as well as for the minor and planned graduate programming. It will also provide spaces and administrative resources for the college's cocurricular programming and outreach events. At the heart of the building, a central common area will allow students, teachers, and members of the public to meet, exchange ideas, and cultivate diverse knowledges, providing opportunities for transformative encounters and collaborations. Around this space will be further learning environments, meeting and event spaces, and offices. With guaranteed residence for all first year WCLCS students, the resources and relationships supported by the new college will be integral to providing students from diverse backgrounds with a sense of cohort and community that will foster their development as researchers and leaders.

## **1.2 PROPOSAL PREPARATION AND CONSULTATION PROCESS**

The design of Wilson College and its programming was led by the Deans of Humanities and Social Sciences, Pamela Swett and Jeremiah Hurley, with guidance from President David Farrar and Provost Susan Tighe, other campus leaders such as Dean of Students and Associate Vice-President (Students and Learning), Sean Van Koughnett, and the Associate Deans, Undergraduate Studies in each of Humanities and Social Sciences, Sean Corner and Tracy Prowse, respectively, with Karen McGarry beginning her term as Associate Dean, Undergraduate Studies of Social Sciences as of July 1, 2023. After the public announcement of Mr. Wilson's transformative gift in September of 2022, Dean Swett and Dean Hurley began broader consultations within each of their faculties, including consultations with the Chairs and Directors of existing departments, schools, and programs and whole-Faculty meetings open to all faculty. Consultations were also held with educational developers at the MacPherson Institute for Leadership, Innovation and Excellence in Teaching. In November 2022, project staff were hired on a part-time basis to help develop Wilson College; Kathryn Denney started as Project Lead for the College and Pat Fraser commenced as the Project Coordinator with a focus on the undergraduate program development.

In December of 2022, a Curriculum Working Group was formed for the proposed WCLCS program with representatives from both faculties. The CWG was comprised of:

Alpha Abebe, Assistant Professor, Communication Studies and Media Arts

Todd Alway, Assistant Professor, Political Science

Sean Corner, Associate Dean, Undergraduate Studies, Humanities

Ken Cruikshank, Professor, History

Karen McGarry, Associate Dean, Undergraduate Studies, Social Sciences (after July 1, 2023)\*

Tracy Prowse, Associate Dean, Undergraduate Studies, Social Sciences (to July 1, 2023)

In the same month, McMaster commissioned Academica Group, a research and consulting firm for higher education, to do a three-phase feasibility study that included an environmental scan, industry consultation, and learner consultation. In January 2023, a professional writer, Simon Orpana, was hired to help write the IQAP New Program Proposal in collaboration with the Curriculum Working Group and other personnel associated with the proposed program.

In early February 2023, President Farrar, Deans Swett and Hurley, and other campus leaders hosted a meeting with industry and community leaders to solicit feedback about Wilson College and to begin the process of assembling an External Advisory Council, which will act as a liaison between Wilson College and others in the public, private, and third sectors. On February 28<sup>th</sup>, 2023, representatives from all departments and programs in the Faculties of Social Sciences and Humanities were invited to a meeting hosted by educational developers from the MacPherson Institute. Also invited and present were representatives from The Office of Community Engagement, Student Affairs and Success Centre, student representatives from both the McMaster Social Sciences Society and the McMaster Humanities Society and a post-doctoral student from Humanities. The goal of this meeting was to collaboratively articulate the skills, knowledge, and aptitudes that every graduate of the WCLCS program will be expected to achieve. The ideas shared at this meeting provided the foundation for the Program Learning Outcomes developed by the Curriculum Working Group in further meetings. Further meetings were held with Rob Innes, Chair of Indigenous Studies, and Renata Hall, Manager of Inclusion and Anti-Racism Education at McMaster. In June 2023, the Curriculum Working Group began consultations with Mark Busser, Manager of Careers and Experiential Education in the Faculty of Social Science, Cristina Foley, Manager of Career and Experiential Programs in the Faculty of Humanities, and Cindy Schooley, Career Development Advisor in the Faculty of Social Sciences to develop strategies pertaining to the WCLCS program's experiential components, such as the level IV capstone course placements. In July 2023, Sheena Jary, a Postdoctoral Fellow in the Office of the Vice Provost (Teaching and Learning), began working on developing the level I curriculum for the WCLCS program.

In early spring of 2023, McMaster retained RDH Architects in partnership with SZA Shoalts and Zabak for the planning phase of the new Wilson College building and began a feasibility study. In the summer of 2023, a feasibility study for the proposed new Wilson College building began with the business case/final option for the building to be approved by the Board of Governors in fall of 2023, with a targeted opening for summer 2026.

In October of 2023, Dr. Don Abelson, whose research explores the extent to which think tanks in Canada and the United States engage various stakeholders, started as the Academic Director of Wilson College and began contributing to the development of the WCLCS program and the larger college.

\*Starting July 1<sup>st</sup>, 2023, the position of Associate Dean, Academic was renamed Associate Dean,

Undergraduate Studies at McMaster, though the duties of the role did not change. Prior to becoming Associate Dean, Undergraduate Studies for Social Sciences, on July 1<sup>st</sup>, 2023, Dr. McGarry was a member of the Curriculum Working Group as an Associate Professor of Anthropology.

### 1.3 CONSISTENCY WITH MCMASTER'S MISSION AND ACADEMIC PLAN

The university's mission statement is as follows:

*At McMaster, our purpose is the discovery, communication and preservation of knowledge. In our teaching, research, and scholarship, we are committed to creativity, innovation, and excellence. We value integrity, quality, inclusiveness and teamwork in everything we do. We inspire critical thinking, personal growth, and a passion for lifelong learning. We serve the social, cultural, and economic needs of our community and our society.<sup>1</sup>*

The proposed WCLCS program's provision of interdisciplinary, experiential learning and research coupled with an emphasis on public engagement and inclusion will accord with the bold aspirations expressed in McMaster's mission statement. The two faculties collaborating on this program each bring unique strengths in teaching, research, and resources that complement one another to uphold McMaster's commitment to providing education that responds to the changing needs of communities, cultures, and nations. Addressing the complex challenges that face Canada and the world requires informed, innovative, critical, and creative thinkers, researchers, activists, and leaders. WCLCS students will benefit from an interdisciplinary education focused on leadership and public service within a broad, humanistic, and socially informed framework that affirms multiple perspectives and diverse ways of knowing. The proposed WCLCS program uses an interdisciplinary approach to examine the social, political, historical, and cultural contexts that underlie and help strengthen practices of community engagement, public service, and social innovation, while drawing critical attention to the barriers to civic engagement that many individuals, cultures, and groups have historically faced.

The mission of the Faculty of Social Sciences is to ask challenging questions, pursue understanding, and work with others to create a more sustainable, just society. With over 200 full- and part-time faculty and staff members researching and teaching in twelve departments and programs, the faculty pursues inclusive excellence in research, education, and service, on campus and beyond, by engaging with diverse peoples, perspectives, and ways of knowing. In realizing these goals, the faculty's *Strategic Plan 2021-2025*<sup>2</sup> articulates five priority areas: interdisciplinarity; experiential learning and career guidance; equity, diversity, and Indigenous strategies; engagement with local and global communities; and operational excellence. Wilson College's unique, interdisciplinary curriculum, experiential learning strategies, and inclusive, community-engaged orientation are in alignment with these priorities and will greatly contribute to the realization of the Faculty of Social Sciences' core values and mission.

The Faculty of Humanities is a Canadian leader in research excellence and innovative teaching with a strong focus on care, a commitment to justice, and creative engagement with students and communities at the local, national, and international levels. Humanities

faculty, which include about 115 full-time professors across eight departments, contribute to a thriving community based on values of curiosity, diversity, integrity, rigour, and courage. *The Strategic Plan for the Faculty of Humanities 2022-2025* articulates a shared vision of “inspiring sustainable futures through humanistic education, research, and the creative arts.”<sup>3</sup> In service to this vision, the faculty has pledged to support new and existing interdisciplinary degree programs both within the Faculty of Humanities and within other faculties at McMaster. The WCLCS program is in keeping with the Faculty of Humanities’ contemporary vision statement and contributes to a long and rich history of innovative cross-disciplinary collaborations such as the celebrated Arts & Science program and the Integrated Business and Humanities program.

### 1.3.1 McMaster’s Strategic Mandate Agreement

The proposed WCLCS program will advance McMaster’s core mission by offering activities and programming that integrate learning and knowledge in the four key areas of education, research, community-engagement, and service. More specifically, the new program addresses priorities articulated in McMaster’s Strategic Mandate Agreement (SMA)<sup>4</sup>:

- A. **Interdisciplinary Programming:** The WCLCS program will be consistent with the priority identified in the SMA to expand McMaster’s ongoing commitment to providing interdisciplinary programming that promotes human and societal health and well-being. By combining resources from the Faculties of Humanities and Social Sciences, the WCLCS curriculum will enable students to develop and practice leadership knowledge and skills articulated within a broad humanistic and socially informed context. The robust set of analytical tools, perspectives, and methodologies fostered by the WCLCS program’s integrated, interdisciplinary curriculum, coupled with a second discipline students choose from the Humanities or Social Sciences, will provide graduates with the diversified skillsets and experience needed to address complex challenges facing Canada and the world.
- B. **Experiential Learning:** Experiential learning teaches knowledge and skills through practical application by providing students opportunities for hands-on experiences in both the classroom, through practices such as guest talks and problem-based learning, and the larger world, through such practices as placements and other forms of involvement with workplaces and communities. The full integration of diverse forms of experiential learning across the WCLCS curriculum will reinforce McMaster’s longstanding commitment to offering engaging, innovative pedagogy.
- C. **Graduate Employment:** WCLCS’ unique curriculum will contribute to McMaster’s high success rate in student employability. In September 2019, the QS World University Rankings: Graduate Employability Rankings placed McMaster 98<sup>th</sup> in the world and fourth in Canada.<sup>5</sup> In the 2018 Ontario University Graduate Survey of McMaster graduates, 90.93% of graduates in full-time employment indicated that they were working in a field closely or somewhat related to the skills they learned at university (the Ontario average is 88%).<sup>6</sup> The proposed WCLCS program’s strong focus on interdisciplinary, experiential, and community-engaged learning will produce

graduates well-positioned to contribute to Canada's highly skilled workforce in the public, private, and third sectors.

### 1.3.2 McMaster's Current Priorities

McMaster refreshed its vision statement in 2021, calling for:

*Impact, Ambition and Transformation through Excellence, Inclusion and Community: Advancing Human and Societal Health and Well-being*<sup>7</sup>

Advancing societal health and well-being is the definitive goal of Wilson College and the WCLCS program. The proposed new curriculum is designed to equip students with the knowledges, capacities, and leadership skills needed to be engaged and successful global citizens. Community outreach and civic engagement are central to this mission. The WCLCS program and the college's cocurricular programming and outreach will seek to lead public discussions by facilitating community, government, and industry consultation, and by providing opportunities for collaborative public discourse and debate across multiple venues and platforms. In pursuing these aims, the WCLCS program will help fulfill key priorities McMaster has identified in its SMA, EDI framework, mission, and vision statements:

- A. **Interdisciplinarity:** Interdisciplinary learning is central to the vision of the WCLCS program. Students will have the opportunity to take courses from across disciplines in two faculties, providing a breadth of study to augment the core curriculum's focus on leadership, ethics, justice, and civic engagement. This strong focus on interdisciplinarity is consistent with the priority articulated in the SMA, cited above. It is also in accord with McMaster's 2019-2022 EDI Action Plan, which names "inclusivity and interdisciplinarity in curricula and scholarship" as one of six thematic areas for strategic action.<sup>8</sup>
  
- B. **Inclusive Excellence:** Alongside interdisciplinarity, the 2019-2022 EDI Action Plan recognizes the key role that diversity of identity, background, and perspective play in cultivating creativity and innovation, and in sustaining inclusive and collegial learning environments. This includes increasing the representation of groups that have been historically under-represented or under-served in higher education, and removing biases and inequities that hinder participation in a robust and inclusive learning community. The policies, curriculum, and cocurricular programming of WCLCS will incorporate best practices regarding inclusive excellence. These practices range from state-of-the-art active classroom technologies that can accommodate a variety of learning styles and needs, to providing every student with a \$1500 entrance scholarship, to a supplemental application component that will allow for factors beyond grade point average to be considered during the application process. An Advisory Committee of diverse students will meet regularly with the Academic Director of Wilson College to discuss the ideas and needs of students, and two student representatives will be part of the Internal Governing Board to ensure that students' interests and voices are heard.

- C. **Teaching and Learning:** McMaster seeks to advance human and societal health and well-being through skilled and innovative approaches to teaching and learning. The WCLCS program will address this priority both inside and outside the classroom with integrated experiential learning, community/societal engagement, and related programming. The WCLCS program's core curriculum will be augmented and reinforced by its unique cocurricular programming and public outreach initiatives, providing valuable living, and learning opportunities that promote a cohesive culture of scholarship, collaboration, and civic engagement. This emphasis on enhancing learning through practical, real-world application builds upon McMaster's reputation for developing hands-on approaches to education, such as the problem-based learning pioneered by McMaster's medical school. Wilson College faculty and staff will work closely with McMaster's MacPherson Institute to ensure that the college is at the forefront of curriculum design, learning strategies, and integrating innovative technologies into the classroom.
- D. **Research and Scholarship:** Affiliated faculty and students will pursue research and scholarship in leadership and civic studies with the aim of positioning Wilson College as a thought leader in both academia and the broader community. One way this will be accomplished is through the WCLCS program's living and learning programming, as informed by the college's External Advisory Council in collaboration with the Academic Director and Internal Governing Board. WCLCS students will participate in public talks and debates, and town-hall style meetings regarding key issues affecting local, national, and global communities. The college will also host periodic Engagement Commons (Please see **Section 4.2.2** for a description of these). With both in-person and online components, such events will create accessible, collaborative spaces that will inform and promote the community-engaged work done at the college. Wilson College's architecture will be designed to reinforce these priorities by including technologically augmented shared spaces where faculty, students, and guests can meet and collaborate. Large venues, such as a theatre and a central hub space, which are planned to accommodate 150 people each, will help facilitate these kinds of events.
- E. **Operational Excellence:** The design of Wilson College's governance and administration, detailed in **Section 3.1** below, will facilitate operational excellence. College staff will work closely with existing faculty-specific staff to ensure the responsiveness and effectiveness of the WCLCS curriculum and programming. An Internal Governing Board chaired by the Deans of Humanities and Social Sciences will include faculty and student representatives from the two faculties, as well as one Dean representative from outside the two governing faculties. An Academic Director will manage the college and oversee the WCLCS program. In October 2023, Dr. Don Abelson started in this vital role. Dr. Abelson is an award-winning educator whose work focuses on understanding how think tanks engage various stakeholders to shape public opinion and policy in North America. Dr. Abelson, who has served as Director of the Brian Mulroney Institute of Government at St. Francis Xavier University, will draw upon an extensive network of researchers and community connections to foster profitable relationships with the public, private, and community sectors for the college and its students. (Please see **Appendix D** for Dr. Abelson's full CV.) There will also be an External Director, envisioned as a high-profile non-

academic, who will be appointed to a part-time role for a multi-year term, and whose prime responsibility will be to Chair the Wilson College External Advisory Council. Under the guidance of the AD and IGB, this council, comprising of diverse leaders external to McMaster, will act as a liaison between Wilson College and others in the public, private, and community sectors. As a joint initiative of the Humanities and Social Sciences administratively housed in Humanities, Wilson College will support three new faculty hires and a Visiting Fellow program, as well as the Academic Director. The college will be supported by a full staff complement. (Please see **Section 3.1** for a full breakdown of the college's governmental and support structure.)

- F. **Civic University:** With its interdisciplinary and experientially oriented curriculum, community collaborations, and public outreach, the WCLCS program is an exemplar of that to which McMaster aspires as a Civic University. Centrally located amidst the Faculties of Social Sciences and Humanities, the new college building housing the WCLCS program will provide an important educational and social space that embodies the values, priorities, and aspirations of McMaster as an institution committed to societal and civic flourishing. With guaranteed residence spaces for all first-year students, and through the college's robust living and learning cocurricular components, WCLCS students will be engaged contributors to the college's culture. By combining leading academic research with community-informed modes of practice and collaboration, the WCLCS program will be embedded in the social fabric of McMaster and the larger community as a space of learning, exploration, cooperation, and inclusive problem-solving.

### 1.3.3 References

1. *Office of the President*. McMaster.ca. From <https://president.mcmaster.ca/mission-vision/>
2. *Social Sciences Strategic Plan 2021*. McMaster.ca. From <https://socialsciences.mcmaster.ca/wp-content/uploads/2022/05/Social-Sciences-Strategic-Plan-2021-FINAL.pdf>
3. *Faculty of Humanities Strategic Plan*. McMaster.ca. From <https://www.humanities.mcmaster.ca/about-the-faculty-of-humanities/strategic-plan/>
4. McMaster University. *2020-2025 Strategic Mandate Agreement*. From <https://ira.mcmaster.ca/app/uploads/2020/11/McMaster-SMA3-Agreement-August-31-2020-SIGNED-FINAL.pdf>
5. *Ibid.* Pg. 9.
6. *Ibid.*
7. *Office of the President*. McMaster.ca. From <https://president.mcmaster.ca/mission-vision/>
8. *EDI Action Plan*. McMaster.ca. From <https://equity.mcmaster.ca/strategy/towards-inclusive-excellence/edi-action-plan/>

## 1.4 PROGRAM LEARNING OUTCOMES

By the end of the program, students will be able to:

1. Identify and critique diverse models of leadership in their application to a range of

local and global social problems.

2. Articulate how social inequality and other forms of injustice and oppression are (re)produced, resisted, and addressed.
3. Demonstrate core leadership qualities and competencies including creativity, ethical decision making, personal reflexivity and epistemic humility.
4. Articulate a complex understanding of different perspectives and negotiate shared understandings and goals based on these differences.
5. Demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.
6. Design and implement collaborative strategies to effect change in Canadian, Indigenous, and global contexts.
7. Effectively communicate with diverse audiences using multiple engagement strategies, technologies, tools, and formats.
8. Critically analyse social issues from interdisciplinary, historical, and theoretical perspectives to inform our understanding of public decision-making and policy development.

#### 1.5 CONSISTENCY WITH DEGREE LEVEL EXPECTATIONS

<ol style="list-style-type: none"><li>1. Identify and critique diverse models of leadership in their application to a range of local and global social problems.</li><li>2. Articulate how social inequality and other forms of injustice and oppression are (re)produced, resisted, and addressed.</li><li>3. Demonstrate core leadership qualities and competencies including creativity, ethical decision making, personal reflexivity and epistemic humility.</li><li>4. Articulate a complex understanding of different perspectives and negotiate shared understandings and goals based on these differences.</li><li>5. Demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.</li><li>6. Design and implement collaborative strategies to effect change in Canadian, Indigenous, and global contexts.</li><li>8. Critically analyse social issues from interdisciplinary, historical, and theoretical perspectives to inform our understanding of public decision-making and policy development.</li></ol>	<p>1. Depth and Breadth of Knowledge</p>
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<ol style="list-style-type: none"> <li>1. Identify and critique diverse models of leadership in their application to a range of local and global social problems.</li> <li>3. Demonstrate core leadership qualities and competencies including creativity, ethical decision making, personal reflexivity and epistemic humility.</li> <li>4. Articulate a complex understanding of different perspectives and negotiate shared understandings and goals based on these differences.</li> <li>5. Demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.</li> <li>6. Design and implement collaborative strategies to effect change in Canadian, Indigenous, and global contexts.</li> <li>7. Effectively communicate with diverse audiences using multiple engagement strategies, technologies, tools, and formats.</li> <li>8. Critically analyse social issues from interdisciplinary, historical, and theoretical perspectives to inform our understanding of public decision-making and policy development.</li> </ol>	<p>2. Knowledge of Methodologies</p>
<ol style="list-style-type: none"> <li>1. Identify and critique diverse models of leadership in their application to a range of local and global social problems.</li> <li>2. Articulate how social inequality and other forms of injustice and oppression are (re)produced, resisted, and addressed.</li> <li>3. Demonstrate core leadership qualities and competencies including creativity, ethical decision making, personal reflexivity and epistemic humility.</li> <li>4. Articulate a complex understanding of different perspectives and negotiate shared understandings and goals based on these differences</li> <li>5. Demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.</li> <li>6. Design and implement collaborative strategies to effect change in Canadian, Indigenous, and global contexts.</li> <li>7. Effectively communicate with diverse audiences using multiple engagement strategies, technologies, tools, and formats.</li> <li>8. Critically analyse social issues from interdisciplinary, historical, and theoretical perspectives to inform our understanding of public decision-making and policy development.</li> </ol>	<p>3. Application of Knowledge</p>
<ol style="list-style-type: none"> <li>1. Identify and critique diverse models of leadership in their application to a range of local and global social problems.</li> </ol>	<p>4. Communication Skills</p>

<ol style="list-style-type: none"> <li>2. Articulate how social inequality and other forms of injustice and oppression are (re)produced, resisted, and addressed.</li> <li>3. Demonstrate core leadership qualities and competencies including creativity, ethical decision making, personal reflexivity and epistemic humility.</li> <li>4. Articulate a complex understanding of different perspectives and negotiate shared understandings and goals based on these differences.</li> <li>5. Demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.</li> <li>6. Design and implement collaborative strategies to effect change in Canadian, Indigenous, and global contexts.</li> <li>7. Effectively communicate with diverse audiences using multiple engagement strategies, technologies, tools, and formats.</li> <li>8. Critically analyse social issues from interdisciplinary, historical, and theoretical perspectives to inform our understanding of public decision-making and policy development.</li> </ol>	
<ol style="list-style-type: none"> <li>1. Identify and critique diverse models of leadership in their application to a range of local and global social problems.</li> <li>2. Articulate how social inequality and other forms of injustice and oppression are (re)produced, resisted, and addressed.</li> <li>3. Demonstrate core leadership qualities and competencies including creativity, ethical decision making, personal reflexivity and epistemic humility.</li> <li>4. Articulate a complex understanding of different perspectives and negotiate shared understandings and goals based on these differences.</li> <li>5. Demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.</li> <li>6. Design and implement collaborative strategies to effect change in Canadian, Indigenous, and global contexts.</li> <li>8. Critically analyse social issues from interdisciplinary, historical, and theoretical perspectives to inform our understanding of public decision-making and policy development.</li> </ol>	<p>5. Awareness of Limits of Knowledge</p>
<ol style="list-style-type: none"> <li>3. Demonstrate core leadership qualities and competencies including creativity, ethical decision making, personal reflexivity and epistemic humility.</li> <li>5. Demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.</li> <li>6. Design and implement collaborative strategies to effect change in Canadian, Indigenous, and global contexts.</li> </ol>	<p>6. Autonomy and Professional Capacity</p>

## 1.6 DEMAND FOR PROGRAM

### 1.6.1 Evidence of Societal/Labour Market Need

Addressing such challenges as the climate crisis, rapid technological and economic innovation, mounting inequality and ongoing legacies of colonialism, discrimination, and exploitation requires leaders who are critically, socially, and historically informed, ethically engaged, and passionately involved. The proposed WCLCS program will equip students with the knowledge, skills, resources, and mentorship needed to address these and other challenges facing communities, nations, and the planet. The college's core curriculum will provide a grounding in diverse leadership practices examined through interdisciplinary perspectives, providing students with a firm foundation in the historical, political, ethical, and social dimensions of civil society and democratic practice. A wide array of program-related course offerings chosen from across the Social Sciences and Humanities to facilitate breadth of knowledge will further contextualize students' understandings of participatory democracy, civic engagement, societal challenges, and ethical community stewardship. With mounting political, economic, and environmental crises posing critical threats to social cohesion in many communities, Wilson College's curriculum will allow students to assess the history and effectiveness of diverse leadership practices, while adapting and developing new theories and modes of civic engagement.

In this challenging work, students will benefit from a dynamic living and learning environment that emphasizes experiential learning, civic engagement, and collaborative problem-solving. The experiential components threaded through all four levels of the WCLCS program will provide invaluable opportunities for practical application and life experience, as students develop skills, knowledge, and best practices by engaging with key issues facing contemporary communities and nations. On-campus living in the newly built Wilson College Residence, guaranteed to all first-year students, will offer students a valuable sense of cohort and community. The building is scheduled for completion in 2026, so the first cohort of Wilson College students, in 2025-2026, will be guaranteed housing, as a group, in an existing residence. A cohort experience will be further fostered by special events, volunteer projects, and other opportunities for civic engagement and professional development afforded by the college's uniquely integrated spaces. The college's supportive and dynamic learning environment will help students cultivate the confidence, inquisitiveness, and sense of community needed to address contemporary and future leadership challenges.

The WCLCS program's unique curriculum coupled with the college's living and learning environment will provide the skills, knowledge, resources, and relationships graduates need to pursue a wide range of careers in the public, private, and community sectors. Graduates of the college will be well-positioned for managerial work in such fields as civil service, public administration, policy research and analysis, community development, international agencies, social advocacy and lobbying, urban planning, messaging strategies and public relations. A broad, contextual knowledge base coupled with agile communication skills and critical grounding in theories and practices of leadership will also provide strong foundations for careers in the culture industry, such as journalism and creative project management, and for administrative roles in higher education.

The World Economic Forum's *Future of Jobs Report* (May 2023), which surveyed 803 companies across 27 industry clusters and 45 economies from all world regions, identified the top ten skills for workers in 2023.<sup>1</sup> In keeping with already established labour trends, the report named analytical thinking and creative thinking as the top two core skills required by the contemporary labour landscape. Wilson College's integration of Social Sciences and Humanities perspectives in its core curriculum will ensure that graduates have strong critical thinking and creative problem-solving skills that will be applicable to a wide variety of contemporary career paths. Significantly, the *Future of Jobs* ranked "leadership and social influence" ninth in the list of core skills most important for workers, marking 2023 as the first time this skillset has entered the top ten core skills. "Empathy and active listening" also entered the top ten for the first time, ranking as the eighth most important core skillset for contemporary workers. Furthermore, the report found that skills such as leadership, empathy, and active listening, while rapidly increasing in importance, are not always reflected in corporate upskilling strategies, indicating that Wilson College graduates with a strong background in these areas will be well-positioned to respond to emergent labour trends.<sup>2</sup> WCLCS's curriculum and Program Learning Outcomes place emphasis on developing leadership qualities that include the nuanced understanding of multiple perspectives, creative, collaborative problem-solving, attentiveness to the complex needs and inputs of multiple stakeholders, as well as self-reflexivity and epistemic humility. These capacities, coupled with strong analytical understandings of social histories and contexts, will equip WCLCS graduates with flexible skills that address the changing labour needs of a complex and unpredictable world.

Alongside a specific focus on leadership and civic engagement, the WCLCS' interdisciplinary scope will prepare students for a rapidly shifting contemporary labour landscape where employers increasingly seek candidates whose capacities cut across disciplinary majors, with core skills such as critical thinking, skillful communication, and complex problem solving often being weighted higher than a particular undergraduate major.<sup>3</sup> Wilson College's Program Learning Outcomes will ensure that all graduates possess practical, transferrable skills such as critical thinking, clear and agile communication, collaborative and creative problem-solving, personal reflexivity and sensitivity to broad social and historical contexts. On average, more than a quarter of skills requested in job postings, even in technical careers such as information technology, healthcare, and engineering, are "baseline skills," with writing, communication, and organizational skills reported as in demand across nearly every sector.<sup>4</sup> A WCLCS degree is designed to foster these crucial transferrable skills through coursework, community engagement, and experiential learning opportunities within and beyond the classroom. Facing a labour market where employers give increasing weight to holistic, transferrable aptitudes beyond credentials, graduates of WCLCS will have the practical experience, ethical awareness, and broad, critical knowledges and skills they need to engage with the world as adaptable, creative leaders and inquisitive, informed human beings.

The Academia Group's labour scan commissioned by McMaster identified three common trends that emerged out of interviews with eight different employers and professionals from diverse sectors:

- **Inclusive and Rights-Based Planning Frameworks:** Organizations across sectors are recognizing the importance of addressing social injustices, developing capacities, and integrating equitable practices into leadership and planning processes. This trend is

driven by an increasing recognition of the need to address factors like intersectionality, reconciliation, and the effects of climate change within organizations and the communities they serve. The proposed WCLCS program's focus on diverse, collaborative approaches to leadership with critical attention to ethics, rights, Indigeneity, and addressing legacies of colonialism, patriarchy, and exploitation will provide students with a solid grounding in principles and practices of social justice. WCLCS graduates' social awareness and equitable leadership skills will be valuable to employers seeking to address these issues.

- **Modernization and Skill Shift for Critical Demand:** This trend involves updating systems, processes, and policies in various sectors to meet rapidly evolving needs in the post-pandemic landscape. For example, regional chambers of commerce are experiencing a shift in skill demands, which include community building, strategic planning, and policy expertise alongside traditional networking skills. Governments increasingly seek to hire skilled staff with diverse backgrounds to address critical role shortages, reflecting a modernization of hiring practices and a valuing of diverse skillsets and experiences. WCLCS graduates will have strong, diversified skillsets to tackle contemporary challenges related to governance, policy, social cohesion, and leadership. These aptitudes will be coupled with a joint Humanities or Social Sciences major, positioning graduates to become qualified leaders in diverse fields of their choosing.
- **Digital Transformations and Technological Advancements:** The emergence of multi-channel platforms like TikTok and Twitter/X have fragmented traditional sources of information, requiring organizations to navigate various platforms and adapt their communication strategies. Government and industry face a gap between service expectations and technical capabilities, with outdated technology and a lack of technical skills hindering efficient service delivery. Embracing digital tools, platforms, and practices has become crucial for organizations and governments to stay relevant and meet changing expectations. The WCLCS curriculum is designed to provide students with the skills, confidence, and supports they need to develop as effective leaders who can communicate with diverse publics via multiple formats. The core curriculum will provide scaffolded opportunities for students to practice these skills, leading to a level IV capstone project that will include communicating research and findings with instructors, peers, stakeholders, and members of the public. The interpretive and communicative skills that students acquire in the WCLCS program will provide flexible, transferrable aptitudes that are highly valued by contemporary employers.

Wilson College graduates will be prepared for a wide range of occupations. **Table 1** shows suitable job openings for WCLCS graduates in Ontario based on National Occupation Classification (NOC) system data gathered from the Ontario government's analysis of labour markets. "Total Openings" indicate jobs available in late April 2023. "Projected Change" and "Outlook" indicate a 2021-2025 projection based on the Ontario Ministry of Labour's data.

**Table 1. Growth rate and total openings in Ontario\***

		<b>Total Openings</b>	<b>Projected Change</b>	<b>Outlook</b>
Public & Not-for-Profit Sector	40030 – Managers in social, community and correctional services	3,100	11.1% - 12%	Above Average
	41403 – Social policy researchers, consultants, and program officers	2,300	6.1% -7%	Below Average
	41407 – Program officers unique to government	1000	3.1%-4%	Below Average
	40010 – Government managers – health and social policy development and program administration	600	4.1% - 5%	Average
	40011 – Government managers – economic analysis, policy development and program administration	600	3.1%-4%	Average
	40020 – Administrators – post-secondary education and vocational training	1000	< 0%	Average
	Private Sector	11201 – Professional occupations in business management	10,200	13.1%-14%
51110 - Editors		1,800	16.1%-17%	Average
50011 – Managers – publishing, motion pictures, broadcasting and performing arts		1,100	19.1%-20%	Above Average
21202 – Urban land use planners		1000	12.1%-13%	Average

\*The information presented in this chart is from the Ontario Ministry of Labour's analysis of labour markets: <https://www.services.labour.gov.on.ca/labourmarket-ui/search#occupation-search>

The above table indicates the wide range of fields for which the WCLCS program, with its combination of the Humanities and Social Sciences, will prepare graduates. While cuts to public services across Canada in the wake of the COVID-19 pandemic might lead to further privatization and reduce the supply of mid-skilled public service jobs,<sup>5</sup> the Ontario Government's NOC data suggests that the need for managers in social services, community services, and government will remain steady. Furthermore, a recent RBC report argues that in the face of climate change, skills in effective collaboration between businesses, government,

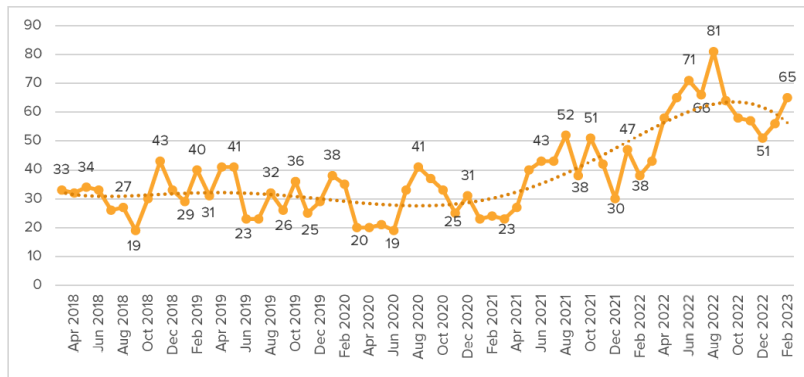
and other organizations are vital for Canada's transition to Net Zero, as are skills to tackle chronic, systemic problems of many kinds.<sup>6</sup> In the face of such challenges, the Public Policy Forum has even suggested that one essential skill in terms of policy development and implementation will be the ability to operate within a landscape of chronic uncertainty.<sup>7</sup> Developed with these kinds of challenges in mind, WCLCS' curriculum is designed to provide students the resources, supports, flexibility of skills, and relationships they need to foster agile, collaborative, and informed modes of decision making and leadership.

In a study spanning from April 2018 to February 2023, the Academica Group's Labour Market Analysis commissioned by McMaster found strong growth trends in job postings suitable for WCLCS graduates. Academica primarily used Lightcast Occupational Taxonomy (LOT) data to assemble a list of relevant job postings that has a more granular specificity than the categories used in the NOC data presented above. Using LOT, the Academica report examined the following occupations to gather data on job postings suitable to Wilson College graduates:

- Board Member
- City/Town Manager
- Community/Political Organizer
- Community Planner
- Director of Government Affairs
- Economic/Social Policy Analyst
- Economic and Workforce Development Program Director (Public Sector)
- Education and Social Policy Program Director (Public Sector)
- Education Policy Analyst
- Governor
- Grants/Manager/Administrator
- Legislative Policy Analyst
- Legislative Staffer
- Legislator
- Mayor
- Non-Profit Executive Director
- Policy Analyst
- Program Officer
- Public Administrator (General)
- Public Affairs Director
- Public Affairs Manager
- Public Information Director
- Survey Researcher

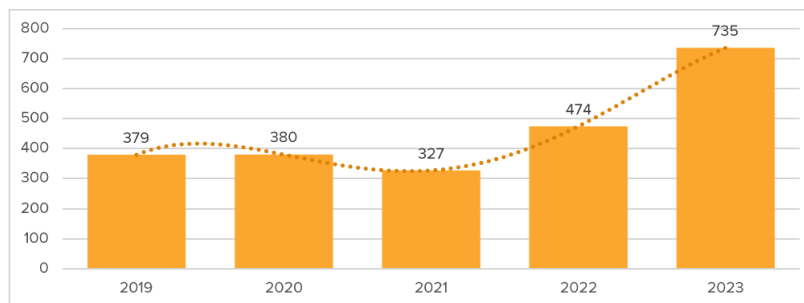
This list focuses primarily on the public and third sector and omits occupations in business management and cultural industries, but still indicates a steady growth trend in a specific subset of jobs that WCLCS graduates will be qualified to pursue. **Figure 1** shows the number of monthly relevant job postings the Academica report found from March 2018 to February 2023. Relevant monthly postings fluctuated within a range of about 30 jobs each year, with a dip during 2020 followed by an overall rise throughout 2021 and the first half of 2022, with normal fluctuation since then.

**Fig1. Number of monthly relevant job postings, 2018-2023 (LOT data)**



**Figure 2** shows the annual job postings identified by Academica in the 12 months prior to each February within that same five-year period. When considered on this larger scale without the monthly fluctuations, the trendline indicates the same dip in the middle of the five-year period (with the lowest yearly total of 327 jobs in February of 2021) but implies strong growth in both 2022 and 2023. By February 2023, the yearly total of relevant job postings reached 735, a 55% increase over the previous year.

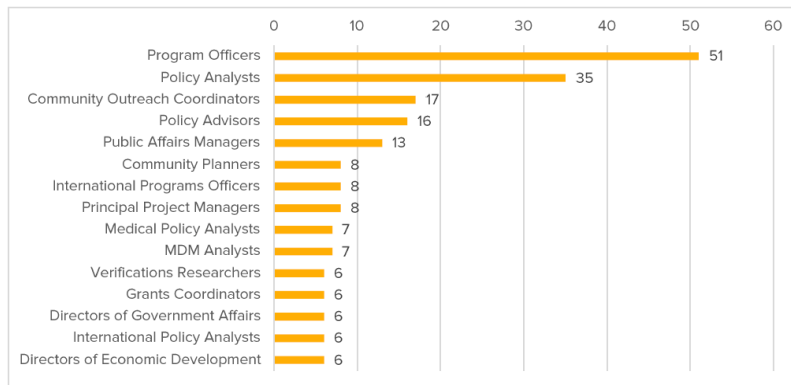
**Fig2. Yearly total job postings as of February, 2019-2023 (LOT data)**



**Figure 3** demonstrates the top job titles used among Academica’s data of relevant postings, with Program Officer (51 postings) and Policy Analyst (35) each being more than twice as prevalent as the next most common title, Community Outreach Coordinator (17). Beyond general policy, other Analyst roles among the top 15 include Medical Policy Analysts (7 jobs), MDM Analysts (7), and International Policy Analysts (6). As with identified occupations, the low consistency of job titles in Academica’s data indicates a wide variety of opportunities among the relevant postings.

**Fig3. Top job titles among relevant job postings (LOT data)**





### 1.6.2 Evidence of Student Demand

Understanding and responding to the challenges posed by a complex and changing world requires an interdisciplinary approach that the proposed WCLCS program, with its combination of humanities and social sciences pedagogies, is designed to provide. The program's intensive focus on leadership, democratic practice, and civic service coupled with the breadth of knowledge, methodologies, and perspectives offered by its interdisciplinary curriculum will appeal to students who desire to effect positive change in their communities and the larger world. A combined social sciences and humanities approach to questions posed within the realms of civics, governance, policy, human rights, and social justice will be unique in Canada and will allow students interested in developing leadership skills in community-engaged contexts to couple this training with a second discipline of their choice. Integrated experiential learning opportunities will provide valuable hands-on expertise and help reinforce transferable, flexible skills in communication, collaboration, critical thinking, and creative problem-solving that will enable students to thrive as leaders and innovators in their careers and civic life.

As part of the feasibility study commissioned by McMaster, the Academics group conducted a survey of 106 high school students between 16 and 19 years of age and from diverse backgrounds that align well with the student body the program seeks to attract. Many respondents (53%) were in McMaster's immediate catchment and most (90%) were from Ontario. 92% reported their overall grade from the 2022-23 school year as being in the 80-100% range, indicating that respondents tended to be the kind of highly motivated students the WCLCS program hopes to attract. 3% of respondents were international students, 7% identified as First Nations, Métis, or Inuit, and 44% identified as from a background other than Caucasian. 69% of respondents identified as women, 19% as men, 9% as non-binary, and 3% preferred not to answer. Respondents were given a description of the WCLCS program that included examples of courses from the core curriculum and skills students would possess upon graduating. 76% of respondents reported being at least moderately interested in applying to the program, with the following breakdown: 17% extremely interested; 21% very interested; 38% moderately interested. Only 3% of respondents were not at all interested, and 4% did not know. Top reasons for interest in the program included placement opportunities (49%), passion for the area of study (41%), and relevance of the program to their planned career (40%). Other reasons for interest included the joint degree (35%), and civic engagement opportunities (34%).

Respondents also liked the program’s making them feel part of a community (24%) and the chance to do a leadership capstone project (24%).

The enrolment numbers of the programs Academica studied for its competitor review have been summarized between 2016 and 2020, below (**Table 2**). From 2016 to 2017 there is a sizable increase in total applications, due in part to the launch of the Human Rights and Social Justice program at Carleton in 2017 (which in 2016 was called Human Rights Studies). The last two years in the data set (2019, 2020) saw slight decreases in total applications.

**Table 2. Total Applications by competitor programs** <sup>[2]</sup>

Institution	Program Name	2016	2017	2018	2019	2020
<b>Algoma</b>	Community Economic and Social Development	21	27	25	53	20
<b>Carleton</b>	Human Rights and Social Justice	78	162	138	131	108
<b>Huron</b>	Governance, Leadership & Ethics	0	0	35	45	60
<b>Saint Paul</b>	Ethics and Contemporary Social Issues	11	11	6	4	11
<b>Wilfrid Laurier</b>	Human Rights and Human Diversity	159	191	187	134	120
	<b>Total</b>	269	391	391	367	319

<sup>[2]</sup> This data represents total applications, not unique applicants. There may be duplicates in the data by virtue of it using anonymized application records, and because students commonly apply to multiple universities.

Total registrations in similar programs have had considerable fluctuation over the period studied, with Huron’s program increasing in size while registrations at other institutions have decreased (**Table 3**). The ratio of applications per registration increased steadily from 2017 to 2018 before dropping in 2019 and then rebounding in 2020. Overall, the applications per registration ratio indicates that there is healthy demand for these programs in Ontario.

**Table 3. Total registration by competitor programs**

Institution	Program Name	2016	2017	2018	2019	2020
<b>Algoma</b>	Community Economic and Social Development	5	7	5	10	2
<b>Carleton</b>	Human Rights and Social Justice	14	30	18	25	14
<b>Huron</b>	Governance, Leadership & Ethics	0	0	3	12	12
<b>Saint Paul</b>	Ethics and Contemporary Social Issues	2	1	0	0	0
<b>Wilfrid Laurier</b>	Human Rights and Human Diversity	12	17	8	10	6
	<b>Total</b>	33	55	34	57	34
	<b>Ratio of Applications to Registrations</b>	8.1:1	7.1:1	11.5:1	6.4:1	9.4:1

The WCLCS program will appeal to students seeking a structured and integrated, but individualized, hands-on education in leadership and governance pursued alongside another social sciences or humanities degree of their choosing, supported by Wilson College's unique cohort experience and cocurricular programming. This combined degree will prepare students for diverse employment in the public and private sectors as well as preparing them for graduate school, should they choose this route. Students will develop specialized skills in policy analysis and development, public administration, and the history and practice of democratic governance and institutions. They will gain crucial flexible skills in communication, critical thinking, research, project management, planning, writing, and collaborative problem-solving; skills that are highly valued by contemporary employers. This skillset will be combined, reinforced, and augmented with capacities specific to a graduate's second major, tailoring students' education to fit their ambitions and making a WCLCS degree applicable to a wide array of professional fields.

### 1.6.3 Justifiable Duplication

While there are several university programs in McMaster's catchment and further afield that offer interdisciplinary and experiential leadership programs or components, we feel that the proposed WCLCS program is unique in its integrated curricular focus on leadership, governance, and ethics across all four levels of study; its mobilization of expertise and resources from two faculties in a major research university; the integration of student engagement with communities and professions outside McMaster through cocurricular and outreach programming; and a physical and institutional infrastructure supporting a robust community experience for large cohorts of students.

Speaking to this last point, the proposed WCLCS program will be larger than any comparable program in Canada, and possible in North America. As outlined in **Section 2.2** below, the targeted, steady-state enrollment for the WCLCS program is seventy-five students per year, which is much higher than that of the competitor programs listed in the previous section. We have set this target with the confidence that McMaster's reputation as an internationally recognized research institution with a history of developing interdisciplinary programs that utilize innovative, experiential teaching methods will foster strong demand for the proposed program.<sup>8</sup> WCLCS students will contribute to a diverse population of 35,000 students and will benefit from many opportunities for activity and engagement that an institution of this size can provide. On campus, WCLCS students could volunteer for such initiatives as the Student Success Centre's Peer Leader Program or Student Open Circles, with many more volunteer opportunities available off-campus. McMaster is well connected to the City of Hamilton through such institutions as the Office of Community Engagement, the Centre for Community Engaged Narrative Arts, and CityLAB. McMaster also has a long-standing relationship with the Six Nations of the Grand River. At the international level, WCLCS students will have opportunities to study abroad with leading universities around the world through the McMaster Exchange Program. The college's own experiential education advisory staff will also be available to facilitate the level IV capstone placements, support spring/summer internships, and foster other opportunities for community-engaged learning. All these elements make McMaster the right place for a program of this size.

It must be noted that several universities in McMaster's catchment offer leadership programs as part of their business schools, with a good example being the Ivey Business School's Leadership Program at Western University. While these tend to focus on leadership within organizations, they are often positioned as providing training for professionals already working in different fields. This is reflected in curriculum that specifically focuses on organizational leadership strategies, and in high tuition costs aimed at already-established professionals. The orientation of the proposed WCLCS program, and the college that will support it, is quite different from that of business school leadership offerings, which Wilson College does attempt to replicate or compete with in any way. The WCLCS program's interdisciplinary humanities and social sciences approach will contextualize leadership and governance within a broad, liberal arts framework that is different from most business leadership programs. The program's curriculum and intake practices (described in **Sections 2 and 3**, below) are designed to appeal to, and accommodate, students with a diverse range of backgrounds, interests, and ambitions. Because the WCLCS program's interdisciplinary, integrated, and accessible focus on leadership and civic engagement pursued within a broad, humanistic and socially scientific context differs greatly from business school leadership programs, we did not include any such programs in our overview of competitor programs.

#### REVIEWED PROGRAMS

The Competitor Review commissioned by McMaster from Academica examined seven comparable programs. Five of these are in Ontario, one is in New Brunswick, and one is in Massachusetts:

- Bachelor of Science in Civic Studies (Co-Major) at Tufts University

- Bachelor of Arts in Governance, Leadership and Ethics at Huron University College (affiliated with Western University)
- Bachelor of Arts in Human Rights and Human Diversity (Leadership Option) at Wilfrid Laurier University
- Bachelor of Arts in Community Economic and Social Development (Social Justice specialization) at Algoma University
- Bachelor of Arts in Human Rights and Social Justice at Carleton University
- Bachelor of Arts in Ethics and Contemporary Social Issues at Saint Paul University (Affiliated with the University of Ottawa)
- Bachelor of Philosophy in Interdisciplinary Leadership at the University of New Brunswick

**Table 4. Campus location and program title of competitor programs**

<b>Institution</b>	<b>Campus Location</b>	<b>Program Title</b>	<b>Credential</b>
<b>Tufts University</b>	Medford, MA, USA	Civic Studies (Co-Major)	Bachelor of Science
<b>Huron University College</b>	London, ON	Governance, Leadership & Ethics	Bachelor of Arts
<b>Wilfrid Laurier University</b>	Waterloo, ON	Human Rights and Human Diversity (Leadership Option)	Bachelor of Arts
<b>Algoma University</b>	Sault Ste. Marie, ON; Brampton, ON	Community Economic and Social Development (Social Justice Specialization)	Bachelor of Arts
<b>Carleton University</b>	Ottawa, ON	Human Rights and Social Justice	Bachelor of Arts
<b>Saint Paul University</b>	Ottawa, ON	Ethics and Contemporary Social Issues	Bachelor of Arts
<b>University of New Brunswick</b>	Fredericton, NB	Interdisciplinary Leadership Studies	Bachelor of Philosophy

In McMaster's immediate catchment, Huron University College's BA in Governance, Leadership and Ethics (hereafter GLE) is a multidisciplinary program offered jointly by the departments of History, Philosophy, Political Science, and Management and Organization Studies. This program integrates teaching, research, and community-based learning with the analysis of

organizational behaviour, public policy, civic engagement, and social responsibility in decision-making. In contrast to WCLCS' first-year entry, students enter GLE in year two by taking three core courses. They then choose elective credits from three groupings of courses, leading up to a fourth-year capstone. GLE can be combined with a minor, major or specialization from any other Huron program, as well as many programs offered at Western and the affiliated King's College.

Though GLE is comparable to WCLCS' proposed curriculum in its interdisciplinary scope and focus on leadership, governance, and civic engagement, as well as in its integration of community-informed learning opportunities, GLE has core curriculum only at level II. In contrast, WCLCS students will take 27 units of compulsory core courses distributed throughout all four levels of study, thus ensuring a shared, experiential learning foundation that fosters a cohesive sense of cohort and community for WCLCS students while building knowledge, confidence, and skills in preparation for their fourth-year capstone project. This integrated core curriculum, combined with the WCLCS program's cohort experience and supported by the physical, administrative, and educational resources of Wilson College, will provide a unique program that will be attractive to diverse groups of students. Furthermore, though it is affiliated with Western, Huron University College maintains significant autonomy, offering its students an experience that is distinguished from Western's larger campus. WCLCS students, in contrast, will live and study on campus in a newly built facility located centrally to the Faculties of Social Sciences and Humanities. McMaster's position as a large, research-intensive institution will ensure that WCLCS students are able to access a wide array of resources, faculty, spaces, and student supports, and that their educational journeys are embedded within, and an integral part of, McMaster's pursuit of pedagogical and research excellence.

A second institution within McMaster's catchment, Wilfrid Laurier University, has several leadership components available to students at the minor, option, and certificate levels. While none of these are similar to the WCLCS program in scope or scale on their own, a Leadership Option combined with Laurier's Human Rights and Human Diversity degree does combine elements similar to the WCLCS program. Like WCLCS, students in the HRHD (Leadership Option) have scaffolded, core curriculum at all four levels of study, though this amounts to the equivalent of 9 (McMaster) units in total versus 27 units of core curriculum for WCLCS. Furthermore, Laurier's HRHD (Leadership Option) is not a distinct program with integrated leadership, ethics, and governance components, but rather a combination of the HRHD program with an Option in Leadership that can be taken by any Laurier student. WCLCS, in contrast, integrates leadership, justice, human rights, ethics and citizenship into a robust core curriculum at all four levels of study, thus providing students with an integrated, scaffolded educational path that is shared with a distinct cohort. In terms of program size and resources, Laurier's enrollment in HRHD, averaging 11 students per year between 2016 and 2020, is also considerably smaller than the WCLCS program's projected steady-state enrollment. The unique living/learning opportunities offered by Wilson College will further position the WCLCS program as desirable to students seeking to pursue the integrated study and practice of leadership, ethics, democratic citizenship, justice, and human rights.

Laurier offers several certificates that incorporate leadership elements, such as the Certificate in Non-Profit Career Foundations, which can be combined with any Honours BA or Combined Honours BA. Students pursuing this certificate in combination with the HRHD program learn

about human rights and diversity alongside practical leadership, advocacy, and communication skills. As certificates that students can combine with any other Laurier BA, however, such curricula are quite different from the WCLCS program's specific, integrated, and sustained focus on leadership, governance, ethics, and engagement. Furthermore, the focus of the Non-Profit Career Foundations certificate is on the third sector. Alongside initiatives such as an Experiential Certificate in the Social and Non-Profit Sector, such offerings are aimed at students who are pursuing careers in social work and not-for-profit organizations. In contrast, the WCLCS program's emphasis on governance and citizenship provides a broad focus on the knowledge and skills students can use to pursue leadership roles in a wide array of careers and areas, including government, the culture industries, and business. These differences in curriculum scope, integration, and application, alongside the unique living and learning resources Wilson College will provide, distinguishes the WCLCS program from this and other certificates offered by Laurier that incorporate leadership elements.<sup>9</sup>

Outside of McMaster's immediate catchment, Carleton University in Ottawa offers a General, Honours and Combined Honours program in Human Rights and Social Justice. This program draws from the Social Sciences and Humanities to advance an interdisciplinary understanding of Human Rights and Social Justice. In relation to WCLCS, HRSJ is comparable to Laurier's HRHD program described above in that both Laurier and Carleton's programs focus on human rights, while WCLCS incorporates justice and human rights into a focus on leadership, ethics, and democratic governance. HRSJ's enrolment is the highest of the Canadian competitor programs reviewed for this report: an average of 18 students per year between 2016 and 2020.

Another program outside McMaster's immediate catchment is Saint-Paul University's Honours BA in Ethics and Contemporary Social issues (affiliated with the University of Ottawa).<sup>10</sup> ECS offers core curriculum at all four levels of study leading to a fourth-year research project, as well as student internships in the public service and/or non-governmental organizations. With a strong focus on ethics, ECS bears similarity to elements of the proposed WCLCS curriculum. However, ECS does not have comparable core curriculum explicitly addressing theories and practices of leadership. Furthermore, the ECS program has had limited enrollment between 2016 and 2020, distinguishing it from WCLCS' projected enrollment, and from the cohort experience that Wilson College's living/learning programming and infrastructure will provide.

The last three of the programs reviewed for this study fall outside of McMaster's catchment zone but are comparable in different degrees to WCLCS. Algoma University's Community Economic & Social Development Program is an interdisciplinary program that draws from social work, sociology, political science, geography, economics, and business administration to provide students with knowledge and skills to advocate for positive, social, and economic change. A specialized focus on social justice and economic development in rural, northern, and Indigenous communities makes CESD unique to Canada, and distinguishes the program from WCLCS, which has a more diversified core curriculum and a specific but widely applicable focus on leadership, ethics, and civic engagement.

The University of New Brunswick's Renaissance College offers a Bachelor of Philosophy in Interdisciplinary Leadership through its Leadership Studies Program, which places emphasis on experiential and discussion-based learning and provides an option for students to complete the program in under three years, including two summer placements. Though students in the LSP

are required to concentrate a portion of their elective credits towards the equivalent of a UNB minor, this emphasis on a secondary discipline is different than the WCLCS Combined Honours, which requires students to pair their degree in Leadership and Civic Studies with a second major from the humanities or social sciences. LSP's enrollment of 25-30 students per year is also significantly less than WCLCS' projected enrollment, which will offer diverse students a robust cohort experience supported by cocurricular programming and college infrastructure.

Finally, in the fall of 2018, Tufts University in Medford, Massachusetts became the first institution in the world to establish a Civic Studies Co-Major through their Faculty of Arts and Sciences.<sup>77</sup> In terms of its focus on critical, ethical engagement with questions of civics, decision-making, justice, power, and social movements, with the aim of empowering students to effect positive social change, CS provides an inspirational model for the development of the WCLCS program. At the same time, the proposed WCLCS program has been designed with an integrated core curriculum scaffolded over all four levels of study. This distinguishes it from Tufts' CS program where many of the core courses are cross listed with other departments and programs. CS students all take a first-level *Introduction to Civic Studies* course, after which they assemble their own curriculum by choosing from a list of approved courses, building to an upper-level internship and capstone seminar. In contrast, while WCLCS' proposed curriculum asks students to select 18 credits from a list of related humanities and social science courses, this accompanies 27 credits of core courses that are unique to the program and required for all Wilson students.

In summary, though the programs detailed above each have curricular elements similar to those of WCLCS, none of the comparators in McMaster's immediate catchment combine the critical study and practice of leadership with an emphasis on ethics, democratic citizenship, human rights, and social justice while providing scaffolded, core curriculum at all four levels of study. This curriculum coupled with a second discipline from the humanities or social sciences will provide students with diverse critical perspectives and practical leadership skills balanced by broad social and historical contextualization. The program's large projected enrollment with guaranteed college residence for all first-year students further distinguishes the WCLCS program from all Canadian institutions studied for this report. With its interdisciplinary core curriculum, cocurricular programming, infrastructurally supported cohort experience, and experiential, community-engaged emphasis combined with a second degree, the WCLCS program promises to be unique in Canada and possibly the world.

#### 1.6.4 References

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6. Guldemann, C., et al, RBC (2022) *Green Collar Jobs: The skills revolution Canada needs to reach Net Zero*. From: <https://thoughtleadership.rbc.com/green-collar-jobs-the-skills-revolution-canada-needs-to-reach-net-zero/>
7. Goodman, J. and Bien, P. (2020) *Rebuilding Canada Demands Confronting Uncertainty*. From: <https://ppforum.ca/publications/rebuilding-canada-demands-confronting-uncertainty/>
8. In 2022, McMaster ranked 37<sup>th</sup> in the world in the Times Higher Education Impact Ratings which recognize the contributions of universities worldwide to making the world a safer, more sustainable place. The 2023 Times Higher Education University Rankings placed McMaster among the world's top 85 universities.
9. Laurier's website also describes a Humanities with Leadership Foundations program through the Faculty of Liberal Arts at their Brantford campus. However, admissions for this program have been suspended for 2023-2024, and WCLCS' combined Humanities and Social Sciences scope will be broader than the Liberal Arts focus of this program. Please see: <https://students.wlu.ca/programs/liberal-arts/humanities-with-leadership-foundations/index.html>
10. Saint-Paul University, School of Ethics, Social Justice and Public Service. From: <https://ustpaul.ca/program-new/honours-ba-in-ethics-and-contemporary-social-issues-655.htm>
11. Tufts University, Jonathan M. Tisch College of Civic Life: Civic Studies Co-Major. From: <https://tischcollege.tufts.edu/programs-major/civic-studies-co-major-minors/civic-studies-co-major>

## 1.7 DEGREE NOMENCLATURE

Wilson College will offer a Combined Honours Bachelor of Arts in Leadership and Civic Studies and Another Subject. This degree will be completed in four years of study.

## 2 ADMISSION & ENROLMENT

### 2.1 ADMISSION REQUIREMENTS

The WCLCS curriculum is designed to admit applicants at level I of a four-year undergraduate degree. To be considered for admission to level I, each applicant must satisfy the existing general requirements of the university, which can be found at the latest version of the McMaster University Undergraduate Calendar. <sup>1</sup> For application from an Ontario school will require completion of a High School Diploma plus six Grade 12 U/M level courses, including ENG4U: Grade 12 English (University).

There may be outstanding students from other post-secondary institutions with the pre-requisites outlined above who seek admission to the program. Wilson College will consider

these applicants on a case-by-case basis, including where transfer credits for courses already taken can be applied.

### 2.1.1 References

1. <https://academiccalendars.romcmaster.ca/>

## 2.2 ENROLMENT PLANNING AND ALLOCATIONS

Academic Year	Cohort Year 1	Cohort Year 2	Cohort Year 3	Cohort Year 4	Cohort Year 5	Total Enrolment
2025	40	-	-	-	-	40
2026	38	50	-	-	-	88
2027	36	48	60	-	-	144
2028	34	45	57	75	-	211
2029	-	43	54	71	75	243

Due to the specific nature of the program and the quality of students we expect to attract, these enrollment targets assume a 95% retention rate.

### 2.3 ALTERNATIVE REQUIREMENTS

Because we expect strong demand for this program from a diverse and accomplished group of applicants and have fixed enrollment capacities, the proposed program will include a supplemental application requirement in the form of a short, personal essay that outlines an applicant's interests, ambitions, background, accomplishments, and reasons for applying to the WCLCS program (please see **Section 2.4**, below). This extra measure will ensure that entrance to the program is not based solely on GPA and will help foster inclusivity and diversity by considering a wider range of factors in the application process.

### 2.4 ACCESSIBLE AND EQUITABLE ADMISSIONS PROCESSES AND PRACTICES

As part of the application process, applicants will be asked to write a short, 500-1000 word essay describing their interests, ambitions, accomplishments, and reasons for applying to WCLCS program. Applicants will be encouraged to share anything about their background and community that would help the admissions committee assess the applicant's status in terms of belonging to equity-deserving or under-represented groups. This information will help staff take factors such as race, ethnicity, Indigeneity, gender identity, sexual orientation, and class background into consideration, so that application to the college is not based solely on grade point averages. The aim of this process is to ensure that WCLCS admits students with a wide range of backgrounds, interests, and orientations, and to help compensate for barriers to higher education experienced by many people and communities. These materials will be reviewed by a minimum of two reviewers, with a third reviewer added if the scores of the initial two reviews differ significantly. All reviewers will have completed McMaster's unconscious bias awareness training modules. All WCLCS students will receive a \$1500 scholarship in their first year of the program. This will help ease some of the financial burden associated with university education.

### 3 STRUCTURE

#### 3.1 ADMINISTRATIVE, GOVERNANCE AND COMMUNICATION

The proposed WCLCS program will be offered jointly by the Faculties of Humanities and Social Sciences as a central programming element of Wilson College. It will be overseen by an Academic Director in collaboration with Wilson College's Internal Governing Board, detailed below. Wilson College is a joint initiative governed by a Memorandum of Agreement (MoA) between the Faculty of Humanities and the Faculty of Social Sciences. The MoA articulates the governance and administrative structure of the college, as well as the cost and revenue sharing of its programs and activities. (Please see **Appendix E** for the MoA.) The college is overseen by an Academic Director advised by an Internal Governing Board (IGB) chaired by the Deans of Humanities and Social Sciences, with membership organized as follows:

**Table 5. Wilson College Governing Board Membership**

<b>Co-Chairs</b>	Dean, Faculty of Humanities; Dean, Faculty of Social Sciences
<b>Ex Officio</b>	President; Provost & VP Academic; Associate Dean (Undergraduate Studies) Faculty of Social Sciences; Associate Dean (Undergraduate Studies) Faculty of Humanities; Associate Dean (Graduate Studies and Research) Faculty of Humanities; Associate Dean (Graduate Studies), Faculty of Social Sciences
<b>Wilson Faculty Representatives</b>	1 faculty member affiliated with Wilson College from each of the Humanities and Social Sciences (two-year term)*
<b>Wilson Student Representatives</b>	2 Wilson College students (two-year term)**
<b>Non-Humanities/Social Sciences Dean Representative</b>	1 Dean from another faculty on a rotating basis (two-year term)
<b>Staff Representatives</b>	Directors of Finance and Administration from Humanities and Social Sciences
<b>Staff Representatives</b>	Communications managers from Humanities and Social Sciences (observers)

\* Until Wilson affiliated faculty are appointed, these roles will be filled by one faculty member from each of the Faculties of Humanities and Social Sciences who are interested in contribution to Wilson College.

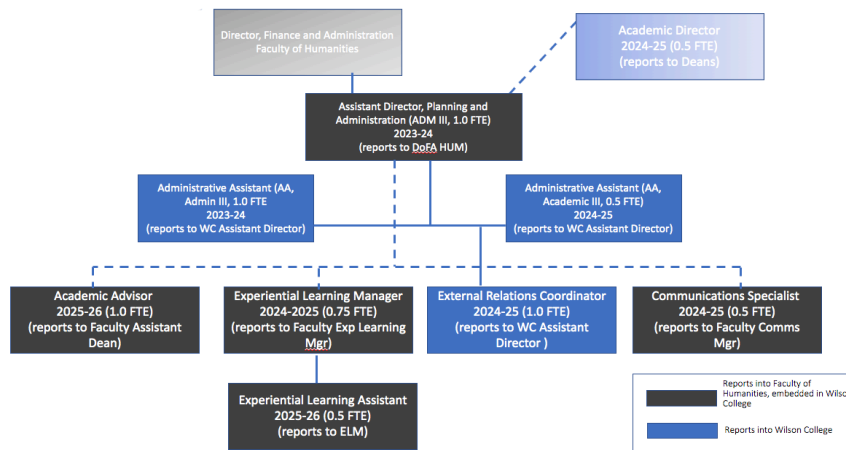
\*\* Until the 2025/26 academic year, these roles will be filled by one student from each of the Faculties of Humanities and Social Sciences who are interested in contribution to Wilson College.

The IGB will have at least three 90-minute meetings per year in each of the Fall, Winter, and Spring/Summer terms. Its responsibilities will be to:

- provide stewardship and guidance to ensure that all Wilson College activities are in alignment with the college's vision and mission.
- guide and facilitate relationships at senior levels of university administration and champion support for Wilson College.
- endorse and support the implementation of Wilson College's strategic plan and budget.
- appoint/approve the college's recruitment of leaders and affiliates, such as the External Director, External Advisory Council (described below), affiliate faculty, fellows, etc.
- in coordination with Facilities Services and the Wilson Building Steering Committee, oversee the development of the Wilson College building and associated renovations.

The administrative home for Wilson College will be the Faculty of Humanities. The operations and management of the College will be overseen by an Academic Director (AD) supported by administrative staff (Please see Chart 1, below). The AD will take the lead on internal operational matters pertaining to academic programming, including the WCLCS program and the undergraduate minor, with the possibility of developing a graduate program in coming years of operation. The AD will also be responsible for leading research and scholarly activities, supporting Wilson faculty and the affiliated faculty (who will hold academic appointments in existing departments), Wilson Fellows, and staff. The AD will provide a report to the IGB for each of its meetings. These reports will include a status update, reflection upon how WCLCS' curricular and cocurricular activities (as well as that of the minor and graduate programming) are supporting and informing the educational mission of the college, budget/resourcing items, key risks and opportunities, and upcoming activity. The AD will also work closely with the External Director, described below, to collaborate on external civic engagement priorities for Wilson College and for the WCLCS program.

**Chart 1. Wilson College Administrative Structure**



### 3.1.1 External Director and Advisory Council

Wilson College will include an External Director (ED), who will be a high-profile non-academic appointed to a part-time role for a multi-year term. With oversight from the AD and the IGB, the primary responsibility of the ED is to Chair the Wilson College External Advisory Council (EAC),

comprised of diverse leaders external to McMaster, and to act as a liaison between Wilson College and others in the public, private, and third sectors. The EAC will meet three times a year, with the agenda for the meetings set by the Governing Board Co-Chairs, the AD, and the ED. The purpose of the EAC is to:

- advise the AD and IGB regarding the development and implementation of external programming for Wilson College.
- advise the AD and IGB regarding developments in the external economic, social, political, and cultural conditions that present opportunities or threats to Wilson College and recommend strategic responses to them.
- advise the AD and IGB regarding opportunities to raise the profile of Wilson College, drive student recruitment, and support resource generation.

The ED will also promote the interests of the college, draw on their networks to create opportunities for the college and its students, and facilitate programming that engages with sectors outside of the university to help integrate education, research, outreach, and practice. The Wilson College Internal Governing Board will appoint the ED and members of the EAC through a review process that follows collaboratively determined criteria and established EDI practices to ensure that the composition of the board reflects a broad and diverse range of perspectives, identities, and professional backgrounds. The IGB and AD will also maintain close oversight of the EAC's activities.

## **3.2 STRUCTURE AND REGULATION**

### **3.2.1 Structure and Program Learning Outcomes**

Wilson College's governance structure is designed to ensure that the Program Learning Outcomes for the WCLCS degree are achieved and maintained in the ongoing administration of the curriculum, programming, and larger college. A key responsibility of the AD will be to ensure that curriculum, cocurricular programming, external programming, and community outreach of WCLCS are aligned with, and contribute to, the PLOs and DLEs articulated in **Sections 1.4 and 1.5**. The AD will perform this responsibility in collaboration with the Internal Governing Board and with the help of support staff, led by the Assistant Director, Planning and Administration. At every IGB meeting (minimum three times per year), the AD will present an update on Wilson activities. This will include assessments of how the college's curriculum, cocurricular programming, and external programming align with the PLOs and educational mission of the proposed degree as well as suggesting and reviewing any changes to the PLOs themselves. The composition of the IGB, which includes Deans, Associate Deans, and faculty from both the Humanities and Social Sciences, will ensure that the equitable and interdisciplinary nature of the program is upheld in all decisions related to curriculum, programming, and the PLOs. A further responsibility of the AD, working in collaboration with the IGB, will be to inform and advise the External Director and the External Advisory Council regarding the priorities of the WCLCS program as reflected in the PLOs and curriculum. By working closely with the External Director and the External Advisory Council, the AD will ensure that Wilson College's activities, outreach and living and learning initiatives are in service of the PLOs.

The AD will also be responsible for overseeing the various instruments by which students, graduates of the college, faculty, and community partners provide feedback about the WCLCS

program, its cocurricular programming, and external events. The AD will work with the IGB to ensure that this ongoing feedback and evaluation will inform the WCLCS curriculum, PLOs, and mission of the college as it responds to the changing needs of students and society. For more detailed description of the proposed program's indicators of quality, feedback, and self-evaluation processes, please see **Sections 5.1 and 7.1**, below.

### 3.2.2 Breakdown of Curriculum

At McMaster, 3 units is the equivalent of a one-semester course, and 6 units designates a two-semester course. The WCLCS program is comprised of 120 units of coursework, which students will complete in four years of study. During the program, WCLCS students will take a total of 45 units of Wilson College courses, which includes 27 units of core curriculum and 18 units of program related courses from a list of existing Humanities and Social Sciences options. WCLCS students will also take 24 units of general elective courses at level I, which will help them declare their second major at level II. To fulfill the Combined Honours, students will typically take 36 units in another discipline chosen from the Humanities or Social Sciences. They will also typically choose 15 units of general elective courses at levels II-IV chosen from any McMaster discipline or program, provided the student has fulfilled any necessary prerequisites.

This combination of WCLCS' core curriculum, related existing courses, courses from a second discipline, and general electives will ensure that students receive an individualized, interdisciplinary education that has both breadth of knowledge and specificity of focus. Students will benefit from a sense of cohort and community through all four levels of study due to the college's integrated, core curriculum and living and learning programming. They will also have significant opportunities to tailor their learning path according to their individualized interests and career goals, both in their choices regarding breadth and depth courses and general electives and in their choice of a second discipline to complete the Combined Honours degree.

WCLCS students will have support from an Academic Advisor affiliated with the college who will understand the unique requirements of the program and its relationship to the second disciplines in the Humanities and Social Sciences that students might choose.

**Table 6** shows an overview of the composition of the WCLCS Combined Honours. Number values refer to the total number of units in each category.

**Table 6. Combined Honours Curriculum Overview**

Course Type	Year of Program				Totals	
	1	2	3	4		
Level 1 courses chosen by student	24 *					24
WC core courses	6	9	6	6	27	45**
WC breadth and depth component courses from Humanities and Social Sciences		18			18	

Required courses and electives for 2 <sup>nd</sup> discipline in the Humanities or Social Sciences		36***		36
General Elective Courses		15		15
<b>Grand Total</b>				<b>120</b>

At McMaster, six units are awarded for completing a two-semester course, and three units are awarded for completing a half-semester course.

\*Out of these 24 units, students at level I generally take from 3-6 units of courses from the subject that they will declare as their second major at level II.

\*\*Please See **Table 7**, below, for a more detailed breakdown of the 45 units of WCLCS's proposed curriculum.

\*\*\* The number of units required here may vary according to discipline, and this could affect the number of general electives, below.

**Table 7** shows the breakdown of the 45 credits of curriculum specific to Wilson College that students will complete during their course of study. This curriculum is organized according to three overarching themes or topic areas: **Leadership and Civic Engagement; Ethics, Governance, and Democracy; Justice, Human Rights, and Communication.**

Addressing the first of these areas, Wilson College will design 27 units of new, program-specific curriculum that focuses on diverse critical, historical, and practical approaches to leadership and civic engagement. Out of these 27 credits of newly designed courses, 15 units will be open to WCLCS students only. Distributed through all four levels of study, these courses will help create a supportive sense of cohort and community for WCLCS students as they learn fundamental concepts, methodologies, contexts, and skills regarding leadership and civic engagement. Another 9 units of compulsory, core courses specific to the WCLCS program will be open to all McMaster students, thus helping to integrate the WCLCS curriculum with the larger McMaster community, and giving students in the program a sense of how the WCLCS curriculum engages the interests of students in other disciplines and programs. At Level II, a compulsory 3-unit course in Foundations of Community Engagement offered by the Office of Community Engagement will round out the core curriculum of the **Leadership and Civic Engagement** topic area.

During Levels 2-4 of their studies, students will be required to compete a total of 18 units from a list of program-related courses from various disciplines across the Humanities and Social Sciences. This list of already-existing courses in the Humanities and Social Sciences is grouped into two further topic areas. The two overarching areas are: **Ethics, Governance and Democracy** (designated by "A" on Table 7, below) and **Justice, Human Rights and Communication** (designated by "B" on Table 7). Students will be required to take 9 units of courses in each of the two areas. Out of the 18 units of related course offerings, students must also take 9 units of courses from the Humanities and 9 units from the Social Sciences. An Academic Advisor familiar with the WCLCS program will be available to support students with their course selection and scheduling. (For a full list of program-related Humanities and Social Sciences courses organized according to topic areas, please see **Appendix B**.)

**Table 7. Wilson College Curricular Composition Overview**

Course Type	Year of Program										Totals				
	1		2		3		4								
	Core	Program-Specific Electives	Core	Program-Specific Electives		Core	Program-Specific Electives		Core	Program-Specific Electives		Core	Program-Specific Electives	By kind	
				A	B		A	B		A	B				
WC Courses Exclusive to WC Students	3		3		3			6			15			24	
WC Courses Open to All Students	3		3		3						9				
Community Engagement			3								3				3
Humanities & Social Sciences				0-9	0-9		0-9	0-9		0-9	0-9		9	9	18
Totals	Core										27			45	
	Program-Specific Electives												18		
	Grand Total														

### 3.2.3 Overview of Student Progression through Curriculum

The WCLCS program's proposed core curriculum is designed to ensure that all the PLOs described in **Section 1.4** are met. The core curriculum at each level of study is scaffolded to give students the confidence, support, knowledge, and skills they need to progress to the next level. A level IV capstone project will enable students to demonstrate the skills and knowledge they have cultivated through the entire program, and to share their work with each other and with communities within and beyond McMaster (Please see **Section 5.2.2** for more details about the capstone project). For full course descriptions of the WCLCS' core curriculum, please see **Appendix A**.

#### Level I Program

Course Name	Units
WILSON 1A03 – Introduction to Leadership and Civic Engagement * †	3



WILSON 1B03 – Inquiry & Contemporary Issues * Δ	3
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\*Indicates that the course will be newly developed for the Wilson College curriculum.

† Indicates that the course will be open to all McMaster students.

Δ Indicates that the course will be available to Wilson College students only.

The level I WCLCS curriculum will provide foundational skills and knowledge in leadership and civic engagement and will introduce students to the inquiry model of research and learning in a way that engages with contemporary issues and challenges. **WILSON 1A03 – Introduction to Leadership and Civic Engagement** will look at theories and practices of leadership and participation in civic life to provide a broad introduction to these themes that addresses their relevance to contemporary social concerns. **WILSON 1B03 – Inquiry and Contemporary Issues** will introduce students to the fundamentals of inquiry-based learning with a focus on one or two specific challenges facing contemporary communities and societies. This course will provide foundational knowledge and skills regarding asking good questions, making a research plan, utilizing resources, and effectively communicating findings. Students at level I will also take 24 additional units of level I courses from disciplines of their choosing. This will help them identify a second discipline to pursue in their Combined Honours, which they will declare at level II of their studies. At level I, students must take 3-6 units of courses from the discipline they will declare as their second major at level II. The specific units of level I courses needed varies by discipline.

#### Level II Program

Course Name	Units
WILSON 2D03 –Deconstructing Leadership: Leadership and Diversity Δ	3
CMTYENGA 2A03 – Foundations of Community Engagement	3
WILSON 2C03 – Leadership, Civic Engagement, and Contemporary Communication * Δ	3
Program-Specific Humanities & Social Sciences Courses	9

\*Indicates that the course will be newly developed for the Wilson College curriculum.

† Indicates that the course will be open to all McMaster students.

Δ Indicates that the course will be available to Wilson College students only.

Level II will build upon and expand students' knowledge and skills in leadership and civic engagement gained in level I. **WILSON 2D03 – Deconstructing Leadership: Leadership and Diversity**, will provide a critical examination of diverse theories and practices of leadership and governance, informed by such perspectives as race, Indigeneity, gender, class, and the Global South. This course will incorporate diverse voices by inviting guest instructors to co-teach specific modules. **CMTYENGA 2A03 – Foundations of Community Engagement**, taught in collaboration with the Office of Community Engagement, will examine the politics, ethics, and

practices pertaining to community participation and leadership, with a focus on developing key skills for effective and ethical community engagement. This course will help prepare students for the level III course, **WILSON 3F03 - Leadership & Civic Engagement Skills and Methods**, and for their level IV capstone project. **WILSON 2C03 – Leadership, Civic Engagement, and Contemporary Communication** will examine theories and practices of communication with the aim of engaging with diverse publics by utilizing multiple modes of address, active listening, collaboration, and persuasion. The course will examine how publics, identities, opinions, and belonging are formed and influenced through communicative media, including print, public speaking, and the digital realm.

In addition to these 9 units of program-specific core curriculum, students at level II will typically take 9 units of program-related courses chosen from a list of 34 offerings from the Humanities and Social Sciences. These courses are divided between the two topic areas: **Ethics, Governance, and Democracy**; and **Justice, Human Rights, and Communities**. The program-related courses are from a wide range of disciplines such as History, Anthropology, Political Science, Indigenous Studies, iArts, Environment & Society, French, and many others. For a full list of program-specific courses categorized by topic areas, please see **Appendix B**.

At level II, students will also declare the second discipline in the Humanities or Social Sciences that they will pursue for their Combined Honours and take the courses appropriate to this program and level of study.

### Level III Program

Course Name	Units
WILSON 3E03 – Future of Canada Challenges * †	3
WILSON 3F03 – Leadership & Civic Engagement Skills and Methods * Δ	3
Program-Specific Humanities & Social Sciences Courses	9

\*Indicates that the course will be newly developed for the Wilson College curriculum.

† Indicates that the course will be open to all McMaster students.

Δ Indicates that the course will be available to Wilson College students only.

At Level III, students will take **WILSON 3E03 – Future of Canada Challenges**, a course open to all McMaster students that will invite leaders from diverse fields and industries to talk with students about emerging trends and challenges in Canada, and strategies for addressing these. The wide-ranging perspectives students encounter in this course will help them identify a topic for their Level IV capstone project, as well as pointing students toward further resources, ideas, communities, and institutions with which to engage in addressing their chosen topic. **WILSON 3F03 – Leadership & Civic Engagement Skills and Methods** will hone crucial methodologies and capacities that students will utilize in developing their capstone project. Topics will include ethics, quantitative and qualitative methods, project management, collecting, analysing, and communicating data, and responsible reporting to stakeholders. As with Level II, students will

also take up to 9 units of program-related courses divided between two topic areas (Please see Level II, above, for details and **Appendix B** for a full list of courses.) At this level, as at level II, students will also complete courses and electives as required by the second discipline of their Combined Honours.

#### Level IV Program

Course Name	Units
WILSON 4A06 – Civic Leadership Placement and Project * Δ	6

\*Indicates that the course will be newly developed for the Wilson College curriculum.

Δ Indicates that the course will be available to Wilson College students only.

At level IV, students will take **WILSON 4A06—Civic Leadership Placement and Project**, a full-year course that will provide the time, resources, mentorship, and peer support needed to complete an original capstone project (Please see **Section 5.2.2** for more details about the capstone project). At level IV students will also take any courses needed to complete the 18 units of program-related courses required by the WCLCS degree, as well as any coursework needed to complete the second discipline of their Combined Honours.

## 4 CURRICULUM AND TEACHING

### 4.1 PROGRAM CONTENT

The proposed WCLCS program’s emphasis on civic engagement and leadership will be truly interdisciplinary in its integration of Humanities and Social Sciences perspectives, methodologies, and knowledges. As a joint initiative, the HCLCS core curriculum will integrate scholarship and expertise from the two partner faculties, while allowing students to choose from a diverse list of program-specific electives from a wide range of disciplines. The Combined Honours will require students to pair their education in leadership and civic engagement with another discipline in the social sciences or humanities, further deepening and broadening their knowledge base and skillsets in ways that reflect students’ individual interests, goals, and career paths. With input from External Director and the External Advisory Council and in collaboration with the Office of Community Engagement, the WCLCS program will provide students valuable opportunities for engaging with communities and organizations beyond McMaster in coursework, projects, and cocurricular events. These experiential learning opportunities include the mandatory level IV part-time placements, elective summer internships, in-course components such as guest talks, and cocurricular activities such as workshops, Engagement Commons (see **Section 4.2.2**), volunteer activities, and public lecture series. Close collaboration with the Indigenous Studies Department will provide students the opportunity to respectfully engage with Indigenous culture, learning, and knowledge at all four levels of Wilson College’s curriculum, ensuring that students’ educations in leadership and civic engagement are informed by the traditions, histories, and knowledges of Indigenous scholars and community leaders. Close, ongoing collaboration between the chairs and directors in the

two faculties will also ensure that the WCLCS curriculum reflects the most current teaching practices, methodologies, and research from the Social Sciences and Humanities.

This diverse, interdisciplinary, community-informed approach to leadership and civic engagement will be augmented and reinforced by Wilson College's unique living and learning programming. Cocurricular events such as workshops, symposia, guest talks, service trips, food drives, student governance, and more will be developed with the input of the External Advisory Council and student representatives to provide WCLCS students with important opportunities for developing skills, experience, and community connections. With guaranteed first year residency in a newly constructed building that combines living, learning, and collaborative social spaces, Wilson College will provide an interdisciplinary, community-informed, supportive, and dynamic cohort experience for upwards of 75 students per year.

## **4.2 PROGRAM INNOVATION**

### **4.2.1 Integrating Social Sciences and Humanities**

The HCLCS degree will entail a critical grounding in diverse theories and practices of leadership in the civic realm, informed by modalities such as critical race theory, gender studies, Indigenous culture, class analysis, and Global South perspectives. Similarly, WCLCS students will pursue a robust, interdisciplinary, and diverse understanding of civil society and modes of social engagement, informed by skilled faculty and visiting experts who will offer valuable insights into contemporary societal challenges.

Students' scaffolded cultivation of theory and practice will be shaped by the college's ties to communities, groups, and institutions in and beyond McMaster and guided by ethical best practices for community engagement that are integral to the core curriculum. The 18 units of program-related courses will allow students to further explore and expand their understanding of governance, civics, policy, human rights, social justice, and ethics by pursuing courses from diverse disciplines in the Social Sciences and Humanities. Collaboration with the Indigenous Studies Department in the Faculty of Social Sciences will provide students with program-related course options focusing on Indigenous knowledges, cultures, governance, and history, with these themes integrated into the core curriculum as well. To complete the Combined Honours, a second discipline chosen from the humanities or social sciences will further develop students' contextual understanding and practical skillsets while augmenting the college's core curriculum through deeper study of a chosen field. These initiatives are designed to deliver an interdisciplinary education in leadership and civic engagement that is broad, diverse, and tailored to the needs of individual students, but also integrated by key concerns, methodologies, and best practices.

### **4.2.2 Living and Learning Cocurricular Programming**

Wilson College's core curriculum and program-related electives will be augmented by unique living and learning programming that offers cocurricular opportunities for students to hone their knowledge and practical skills while making valuable professional connections through engagement with communities in and beyond McMaster. Wilson College's living and learning programming will include such initiatives as guest talks, volunteer and service opportunities, workshops, Engagement Commons (see below), a Student Advisory Council, affinity groups, Model United Nations competitions, policy hackathons, and possible membership as Canada's first Open Think Tank network site. Wilson College faculty and staff will develop this

programming in collaboration with the External Advisory Committee and existing units on campus such as the Office of Community Engagement. The cocurricular programming will benefit from the newly built Wilson College's spaces for collaboration, social engagement, and outreach events, which alongside classroom and residential facilities will be integral to the college's contributions to civic life at McMaster, in Hamilton, and beyond. To help students cultivate an individualized narrative that synthesizes cocurricular experiences with their coursework at the college, building a self-reflective Leadership Portfolio will be an integral part of the core curriculum through all four levels (please see **Section 5.2.1** for more details about Leadership Portfolios). In tandem with scheduled one-on-one student meetings with a college-appointed academic advisor, this self-reflective element of Wilson College's curriculum will allow students to create a personal and professional narrative about their development as civically engaged leaders.

#### ENGAGEMENT COMMONS

Organized around specific themes, Engagement Commons are special events that will bring together academics, students, and leaders from government, business, and community organizations to connect academic and non-academic leaders across disciplinary and professional boundaries. Wilson College will provide the necessary time and resources for groups of students, faculty, fellows, and off-campus partners to address the selected research area. Meeting over the course of at least several months, up to two years, EC groups will foster a culture of collaboration and innovation that addresses pressing societal concerns and issues. They will disseminate their findings to a broad public, including relevant stakeholders in government, business, and civil society. For instance, an Engagement Commons might bring together students, researchers, housing activists and tenants, governmental experts, social housing specialists, and business leaders to address the issue of affordable housing. Wilson College would thus help provide a space in which people working on an issue from diverse backgrounds and perspectives could meet to share resources and insights, generate discussion, enlarge public understanding, and realize shared goals.

#### 4.2.3 Indigenous Perspectives

The level I course, **WILSON 1A03 – Introduction to Leadership and Civic Engagement**, will introduce students to themes related to diverse cultures and modes of leadership, including non-Western and Indigenous approaches, with an intersectional emphasis on histories of settlement and the struggles of marginalized groups for recognition and justice. At level II, all WCLCS students will be required to take **WILSON 2D03 – Deconstructing Leadership: Leadership and Diversity**, at least one module of which will be co-taught by an Indigenous instructor and will focus on Indigenous approaches to leadership and social organization. This course will provide background and context for other courses about Indigenous history, culture, and politics that students may choose as part of their 18 units of program-related humanities and social sciences courses (Please see **Appendix B** for a full list of courses). Other core courses, such as **WILSON 3E03 – Future of Canada Challenges** will invite key figures from outside of McMaster to talk about specific topics of relevance to contemporary leadership and civic engagement, including leaders from Indigenous communities such as nearby Six Nations. Like the level II **Deconstructing Leadership** course, **WILSON 3F03 – Leadership & Civic Engagement Skills and Methods** will incorporate a co-teaching component whereby

specialists from various fields will teach modules on specific topics, including Indigenous-settler relations and traditional ways of knowing. The robust inclusion of Indigenous scholarship, culture, and community leaders in the WCLCS program's core curriculum will be facilitated in collaboration with the Indigenous Studies Department, and will ensure that, in the spirit of furthering the crucial work of reconciliation, Indigenous perspectives, histories, and interests are an integral part of the WCLCS curriculum.

#### 4.2.4 Community-Informed Learning

The WCLCS program's curriculum and cocurricular programming is designed to educate students in modes of leadership and civic engagement that are responsive to the complex needs, histories, and cultures of diverse communities. The WCLCS curriculum places an equal emphasis on theoretical knowledge and the practical cultivation of skills in response to evolving societal needs and contexts. For example, while **WILSON 1A03 – Introduction to Leadership and Civic Engagement** is conceived as a broad, critical introduction to key concepts, questions, theories, and models of leadership and civil society, **WILSON 1B03 – Inquiry and Contemporary Issues** will be a more practically oriented course introducing students to the fundamentals of inquiry-based learning that, starting with an identified real-world challenge or need, helps students assemble the kinds of questions, research materials, skills, and supports needed to respond to these challenges. This level I introduction to inquiry-based learning will start students thinking about the relationships between leaders and community by focusing on contemporary, community-informed needs, issues, and challenges. The level II course, **CMTYENGA 2A03 – Foundations of Community Engagement**, taught in collaboration with the Office of Community Engagement, will build upon the level I inquiry-based foundations by providing mentorship and cultivating best-practices for ethical collaborations with communities. The level III course, **WILSON 3E03 – Future of Canada Challenges**, will be structured around a series of guest visits by specialists and community leaders from outside McMaster who will be invited to talk to students about topics of pressing contemporary concern. This course, alongside the level III core course, **WILSON 3F03 – Skills for Leadership & Civic Engagement**, will provide students with the inspiration, skills, confidence, and understanding of societal contexts they need to tackle their year-long, community-informed capstone project at level IV (Please see **Section 5.2.2** for more details about the capstone project).

The WCLCS curriculum's scaffolded approach to inquiry-based learning will ensure that students' educational progress is informed, at each level of study, by the knowledges, histories, challenges, and needs of diverse communities. Under the guidance of skillful instructors, community priorities will shape students' understanding of leadership and civic engagement, as well as deeply informing their coursework and capstone projects. The program's reciprocal approach to community-engaged learning will emphasize the relational nature of knowledge, leadership, and social change by affirming the contributions, histories, and ways of knowing of diverse communities that contribute to the social fabric. This emphasis on community and reciprocity is also reflected in Wilson College's governance structure, which includes an External Advisory Council composed of community members from diverse sectors of society. The EAC and the External Director will work with the Academic Director and the Internal Governing Board to further the interests of WCLCS students by cultivating relationships with diverse communities in the public and private sectors, and by helping shape the curricular and cocurricular activities of the college. (Please see **Section 3.2** for more detailed information about governmental structure.)

### **4.3 MODE(S) OF DELIVERY**

The WCLCS program's core curriculum will combine a variety of teaching strategies to balance knowledge and theory with experiential and practical application, and to cultivate the capacities and skillsets described in the PLOs. A combination of skilled instruction, experiential learning, inquiry-based learning, student-centred learning, and community-informed learning will ensure that the program's pedagogical strategies accommodate a wide variety of learning styles. Classroom experiences will be coupled with cocurricular programming to reinforce the PLOs and to foster a supportive sense of cohort and community integration. The dynamic living and learning spaces of Wilson College's newly built facility will help foster this sense of social cohesion and community engagement.

#### **4.3.1 Skilled Instruction**

Highly skilled instructors from both the Humanities and Social Sciences will deliver the WCLCS program's core curriculum, providing mentorship that integrates methodologies, perspectives, and knowledges from these two faculties. More traditional lecture-based delivery will be combined with small group discussions and brainstorming exercises, student-led presentations, real-world simulations, and thought experiments to provide dynamic, multi-modal engagements with the core curriculum. Innovative learning will be enhanced and supported by Wilson College's active learning classrooms, which will combine technology with architectural design to diversify the activities and interactions that foster learning for diverse cohorts of students.

#### **4.3.2 Student-Centred Learning**

Opportunities for individualized, practical application of knowledge will help WCLCS students cultivate the skills, knowledges, capacities, and relationships that allow them to develop as effective leaders and community-builders. This requires balancing the mentorship of skilled instructors with student-centred modes of learning that provide the space and supports for risk-taking, exploration, trial-and-error, and the emergence of unexpected insights and discoveries. Diversified assignments and assessment practices, including student self-reflection and collaborative peer review (please see **Section 5.2**) will accommodate students with different learning styles. The college's administrative and broad, professional resources will also cater to a diverse student body. All WCLCS students will have access to a college-appointed academic advisor who will help them identify their specific needs and navigate their academic careers and decisions. The college's Experiential Learning Manager and Assistant will help WCLCS students find level IV capstone placements that support their interests and projects, as well as optional internships, and other opportunities for hands-on learning that further students' specific projects and goals. The Wilson College Visiting Fellows program will also provide important mentorship, while the External Director and Advisory Council will help connect students with institutions, resources, and communities beyond McMaster.

#### **4.3.3 Inquiry-Based Learning**

For over four decades, McMaster has been a world leader in developing and refining inquiry-based learning, which asks students to take a more active role in their education than some traditional models of teaching and learning that emphasize the instructor as an expert who bestows knowledge to the student. In the inquiry model, learning is explicitly student directed and the instructor provides support and coaching, helping the student ask good research questions, identify, and effectively use resources, produce, and share their findings, and assess their own progress in learning. The WCLCS core curriculum integrates inquiry-based learning at

all four levels of study. With WILSON 1B03 – *Inquiry and Contemporary Issues*, students will be introduced to the practices and principles of inquiry-based learning, laying the foundations for higher level courses, such as WILSON 3F03 - *Leadership and Civic Engagement Skills and Methods*, which will incorporate inquiry as part of its methodology. The inquiry-based learning threaded through the program’s core curriculum will prepare students for their level IV capstone project, which will require them to use the skills they have cultivated by planning and pursuing a self-directed, community-informed research project that responds to an identified societal challenge or need. This project, detailed fully in **Section 5.2.2**, is structured upon an inquiry-based model, and will allow students to utilize the knowledge and skills they have cultivated over the course of their studies.

#### 4.3.4 Community-Informed Learning

Just as inquiry-based learning asks us to reimagine more traditional forms of pedagogy by placing an emphasis on student agency, community-informed learning looks beyond the “ivory tower” stereotype of higher education to recognize that knowledge and innovation are based in reciprocal relationships between universities and the larger communities that support and sustain them. Knowledge, in this model, does not follow a one-way path from academic specialists into the wider world, but rather emerges from the relationships amongst researchers, teachers, students, and communities. The WCLCS’ curriculum and cocurricular programming are deeply informed by these principles. At all levels of study, critical, theoretical, and historical knowledges are integrated with modes of practical application based upon reciprocal interaction with diverse communities. Given its community-informed focus, the WCLCS curriculum is designed to emphasize respect for the already existing knowledges of people and communities, which is why the cultivation of epistemic humility is an emphasized priority in the program’s PLOs (Please see **Section 1.4**).

The WCLCS core curriculum integrates best practices of community-informed learning at all levels of study to provide a scaffolded learning structure that builds the skills, capacities, and relationships necessary to successfully complete an original, community-informed, level IV capstone project that emphasises the relational nature of knowledge, learning, and leadership. Community-informed pedagogy is likewise built into the inquiry model of learning, from the preliminary stages of determining research questions based on community-defined needs, to identifying resources which include community skills, knowledge, and archives, to the ethical collaboration with stakeholders, and finally to the sharing of findings in ways that can be received and utilized by diverse publics. The inquiry model will be introduced to WCLCS students at level I, in the *Inquiry & Contemporary Issues* course, and these fundamental principles will be further developed and expanded upon in several core courses at levels II and III in preparation for the level IV capstone project students (Please see **Section 3.2.3** and **Appendix C** for curriculum details, and **Section 5.2.2** for the capstone project).

As part of their level IV capstone course, all WCLCS students will do a placement with a non-academic organization. The WCLCS program will have significant resources and expertise to ensure that students are provided placement options that coincide with their specific projects, goals, and interests. Wilson College’s Academic Director, Don Abelson, will draw from an extensive network of professional and community ties, as well as collaborating closely with college faculty and members of the External Advisory Committee, to cultivate and expand reciprocal relationships with community and professional partners. This work will be supported



by the college's Experiential Learning Manager and Assistant, who will work closely with WCLCS faculty, the Office of Community Engagement, the Experiential Education Office in Social Sciences, and the Student Experience Office. Wilson College faculty and staff will continue to collaborate with Cristina Foley, Manager of Career and Experiential Programs in the Faculty of Humanities Careers & Experience office, and Mark Busser, Manager of Careers and Experiential Education in the Faculty of Social Sciences to ensure that the WCLCS program's placement strategies and priorities align with already existing community partner initiatives and relationships from the program's two partner faculties. The WCLCS placements will allow students to gain valuable experience working in community, expand their professional capacities as leaders and collaborators, and complete their undergraduate coursework in a manner that underscores the value and knowledges of community partners. These partners will be invited to share in the student success that they have helped to foster during the annual research symposium, where the contributions of community partners will be recognized and celebrated.

Students' cultivation of skills for responsibly and reciprocally learning in and from communities will be augmented by Wilson College's cocurricular programming. As articulated above in **Section 3.2**, the Academic Director and the Internal Governing Board will work closely with the External Director, the Office of Community Engagement, and the External Advisory Council, as well as with the Careers and Experiential Education Office in Social Sciences and the Student Experience Office in Humanities to provide cocurricular programming that integrates the life of the college with communities, institutions, and initiatives in and beyond Hamilton.

#### **4.4 EXPERIENTIAL LEARNING**

Experiential learning that reinforces critical knowledge with opportunities for practical experience and application is essential to developing strong leadership skills and is a fundamental element of the WCLCS program's curriculum and cocurricular programming. As detailed in **Sections 4.3.3** and **4.3.4**, above, the proposed WCLCS program integrates the inquiry model of learning and community-informed learning as key components running through its core curriculum. These curricular elements will be augmented with Wilson College's innovative and diverse cocurricular programming, which will allow students to participate in the life of the college and its community outreach through initiatives such as workshops, student's council, public talks, Engagement Commons, food drives, voter recruitment, affinity groups and other activities that will be developed by the Academic Director and Governing Board in collaboration with the External Director and Advisory Council, and with students.

#### **4.5 ACCESSIBILITY & INCLUSION**

McMaster's Equity, Diversity, and Inclusion (EDI) Strategy is central to Wilson College's mission to provide an accessible undergraduate education in leadership and civic engagement for diverse cohorts of students. Of particular importance are the EDI Strategy's guiding principles of Cultural Relevance, Community Ownership, and Collective Responsibility.<sup>1</sup>

##### **4.5.1 Cultural Relevance**

The EDI Strategy's Guiding Principles for Best Practice describes cultural relevance as responding to:

- the distinct rights and entitlements of Indigenous peoples, and recognizing the primacy of education, relationship-building, and reconciliation in advancing Indigenous priorities
- the unique lived experiences and barriers faced by different equity-seeking groups and recognizing the importance of considering both intersectional and disaggregated issues and needs of these differently marginalized groups

The WCLCS program's core curriculum is designed to critically challenge models of governance, socio-economic relations, and decision-making that have contributed to colonialism, racism, exploitation, patriarchy, and discrimination, and to offer progressive alternatives and remedies to these legacies. Critical and historical perspectives coupled with models of collaboration and community-informed leadership inherent to the WCLCS program's inquiry model of research will be relevant to Indigenous students and students from equity-deserving groups. The college also incorporates Indigenous knowledges, history, and culture in its core curriculum and is committed to including Indigenous voices and leadership in its cocurricular programming and outreach (please see **Section 4.2.3** for more details about Indigenous curriculum).

#### 4.5.2 Community Ownership

The EDI Strategy's Guiding Principles for Best Practice describes collective responsibility as "promoting transparent communication, regular consultation, and meaningful opportunities for campus-wide engagement." Wilson College's Internal Governing Board is composed of administration, faculty, and students from both the Humanities and Social Sciences, with rotating, two-year membership of the Dean of another Faculty, to ensure that decisions pertaining to the mission and running of the college are informed by a wide range of voices and interests. The IGB will also include two communications experts (one from each of the Social Sciences and Humanities) who will help ensure that the college's operations and affairs are communicated to the larger university and external audiences in ways that are accessible and transparent. The IGB and Academic Director will also work closely with the External Director and External Advisory Council to ensure that the college's programming and initiatives engage communities beyond McMaster in ways that are accessible and equitable (please see **Section 3.1** for more about governance). A Student Advisory Committee composed of Wilson students from diverse backgrounds will meet regularly with the Academic Director to ensure that the needs of students are being met, and two Wilson College students will sit on the Internal Governing Board to ensure that student voices and needs are being clearly represented. Cocurricular programming and outreach will be designed to engage with and accommodate diverse communities (please see **Section 4.5.6** for accommodation details), and college events such as speaker's series, town hall meetings, Engagement Commons, and workshops will help to maintain meaningful bonds with the communities that sustain and inform its research and teaching. With assistance from the Office of Community Engagement, the Experiential Education Office in Social Sciences, and the Student Experience Office in Humanities, the AD, faculty, and staff of the WCLCS program will work closely with community partners to maintain reciprocal, sustained, and productive relationships in service of the placements for the level IV capstone project (please see **Section 5.2.2** for details about the capstone). The annual symposium of student work from the capstone projects will be a key event that brings students, faculty, community partners, and the public together and will help promote the principles of reciprocity and community service that inform Wilson College's central mission.

#### 4.5.3 Collective Responsibility

McMaster's EDI Strategy describes Collective Responsibility as helping to build "individual and organizational capacity, as well as urging senior institution-level accountability and distributed unit-level leadership." This acknowledges that creating inclusive, accessible institutions of learning requires the ongoing work of many people, departments, units, and governing bodies in accordance with practices that are equitable and accountable. The Wilson College governing structures, the WCLCS curriculum, and the cocurricular elements described above have been designed to promote accountability, inclusivity, and transparency, but the program can only realize these principles by working closely with other units at McMaster, such as the Equity and Inclusion Office, the MacPherson Institute, the Black Student Success Centre, Indigenous Studies Department, the Gender and Social Justice program, and many other units and institutions, including groups and organizations beyond McMaster. As the first college to be established by McMaster, Wilson College aspires to use its spaces, resources, and community connections to further the culture and practice of inclusive excellence at McMaster.

#### 4.5.4 Course Design and Delivery

Wilson College faculty and staff will work closely with teaching and learning specialists at the MacPherson Institute to ensure that courses are designed and delivered with a diversity of instructional and assessment methods in mind to provide an inclusive and accessible teaching experience for all WCLCS students. Websites and media associated with course work and the program will be designed in an accessible manner to facilitate the diverse needs of students. Instruction and discussion will be conducted with an emphasis on validating the voices, ideas, and experiences of all students, while recognizing the systemic barriers faced by many due to society's suppression of identities based on ethnicity, race, class, gender, language, age, and ability. Lived experience of these barriers provides expertise and knowledge that will be welcome and valued in WCLCS classrooms.

#### 4.5.5 Inclusive Assessment Practices

The WCLCS program's curriculum will employ multiple, diverse, and flexible modes of assessment. Traditional assessments such as essays and presentations will be combined with alternative components such as peer feedback, Learning Portfolios, and opportunities for students to choose within a range of grading schemes for assignments. The Learning Portfolios will provide a creative space in which students can record and reflect upon their activities, learning, and accomplishments. They are designed to promote self-reflection and confidence as students produce a narrative of the challenges, insights, and successes that shape their development as leaders and engaged citizens (for more details please see **Section 5.2.1**). The level IV capstone project will incorporate inclusive assessment practices. The project is designed to allow students to utilize the skills, knowledges, and community resources they have developed in the WCLCS program. It will be accompanied by a reflective essay that, building upon the work students have done in their Leadership Portfolio, outlines the various challenges and solutions pursued by students and highlights the best practices, skills, and insights that informed their work. Part of this reflection will include outlining, in early stages, aspects of the project that might go wrong and, after completion, elements that turned out differently than planned. By offering a space to constructively address failure, contingency, and success, the capstone project incorporates flexible and inclusive modes of assessment that will foster a wide range of student abilities and interests (please see **Section 5.2.2** for the capstone project).

#### 4.5.6 Cocurricular Programming

To promote the community ownership and collective responsibility described above, EDI best practices will inform the cocurricular programming of the college. Activities and events will be organized in ways that are sensitive to the needs of diverse students and participants. Materials and presentations will be formatted and delivered in such a way as to accommodate the needs of differently abled participants. Meetings will be held in accessible spaces with an awareness of diverse situations, including transportation to and from events, childcare considerations, dietary requirements if food is involved, and the scheduling needs of participants from different walks of life. As one possible cocurricular activity, students will be encouraged to form affinity groups. These will provide students having common interests, backgrounds, and needs with spaces and resources to collaboratively advocate for and work towards identified goals.

#### 4.5.7 Accessible Infrastructure

Access and inclusivity will be supported by the architecture of the newly built college, which will meet or exceed all AODA standards. Current plans show the building having active learning classrooms with flexible seating, multiple large screens, multiple desktop ports for laptops and technology, braille signage, and desktop microphones, providing accessible and media-enhanced classroom experiences. These spaces will support hybrid delivery and teaching activities beyond the traditional lecture format, supporting diverse needs and learning styles. These spaces are designed to support active learning strategies such as group discussion, brainstorming, whiteboard mapping, think-pair-share, multi-media presentations, and collaborative problem solving, providing students different modalities by which to engage with course content. The college also plans to have a community room with movable furniture capable of hosting 50+ students and community members, a student lounge for 25 people, and an interactive hub space for up to 150 people. These spaces will ensure that WCLCS students have access to multiple-use common and social areas that contribute to their overall well-being, as well as providing spaces for cocurricular groups and projects. Close collaboration with McMaster's Equity and Inclusion office will ensure that all Wilson College classrooms, common areas, and residential areas are spaces in which students and community members with diverse backgrounds and orientations can feel welcome, safe, and supported.

#### 4.5.8 References

1. <https://equity.mcmaster.ca/strategy/towards-inclusive-excellence/edi-principles/>

### 4.6 RESEARCH REQUIREMENTS

The proposed WCLCS program contains a mandatory 6-unit course, **WILSON 4A03 – Civic Leadership Placement and Project**, during which students will use the inquiry research method to produce an original, community-informed capstone project. The WCLCS' core curriculum is scaffolded so that students will develop skills, knowledge, and best practices for community-informed research during levels I-III and will use and showcase these aptitudes during the level IV capstone project. (For more details about the inquiry method, please see **Section 4.3.3**, above. For a more detailed description of the capstone project, please see **Section 5.2.2**, below.)

## 5 ASSESSMENT OF LEARNING

## 5.1 OVERALL PROGRAM QUALITY

The proposed WCLCS program will be the first degree to be offered by McMaster's first college. One of the Academic Director's top priorities will be to collect data and feedback regarding the program's first years of operation, with the aim of ensuring that the PLOs, curriculum, cocurricular activities, and outreach programming are supporting the mission and values of the college and meeting the educational and career needs of students and society. This will require collecting feedback and data as detailed in **Section 7.1**, below. The AD will share this with the Deans and Associate Deans of Social Sciences and Humanities at informal meetings over the course of the academic year, and with an annual report delivered at a meeting of the Internal Governing Board. In the report, the AD will compare feedback gathered from WCLCS students with existing surveys from both McMaster and external sources. Examples of McMaster surveys are the In-Program Survey for undergraduate students, the Early Leaver Survey, and the Student Census and Experience Surveys (SCES). Examples of external surveys that will help the AD interpret data collected about the WCLCS program are the Canadian University Survey Consortium (CUSC), the Canadian Bureau for International Education (CBIE) International Student Survey, the Canadian Campus Wellbeing Survey (CCWS) and the World Mental Health International College Student (WHM-ICS) Survey.<sup>1</sup> The program will also conduct its own surveys at key moments of student progress through the program. There will be an annual WCLCS program retreat of all affiliated faculty to assess what is working well, what is not working well, and how to address issues of concern, all with the intent of maintaining and improving the quality of the program, adherence to the PLO/DLEs, and monitoring how the program integrates with other elements of Wilson College.

With the first cohort of students planned to enter the WCLCS program in the fall of 2025, there will not be graduates of the program until 2029. At this time, the AD will work closely with the college's support staff to maintain connections with college alumni with the aim of gathering feedback regarding the ways in which their experiences at the college have informed their career paths and lives. It is part of the WCLCS program's collegial mission to cultivate a sense of identity and belonging that will extend beyond graduation. Graduates will be invited to college events such as speaker series, workshops, and Engagement Commons, as well as to the annual Research Symposiums where WCLCS students display their community-informed capstone projects. These and other opportunities, such as guest talks by graduates, will provide mentorship and inspiration to students in the program, and allow graduates to maintain an ongoing relationship with the college. They will also be opportunities for faculty and the AD to assemble profiles and feedback about graduate experiences, which will contribute to the ongoing assessment and adjustment of the WCLCS program and the college's outreach programming.

### 5.1.1 References

1. For links and information about these surveys, please see:  
<https://ira.mcmaster.ca/surveys/>

## 5.2 METHODS FOR ASSESSING STUDENTS

The multidisciplinary nature of Wilson College's curriculum will require multiple methods to assess student progress and development. These methods are linked to the PLOs and DLEs articulated in **Sections 1.4** and **1.5** and are designed to gauge and advance student learning by delivering assessments through multiple modalities. These methods will include:

- Formative and summative testing and examination: these might take the form of short quizzes or longer in-class tests, as well as formal, end of term examinations.
- In-class and take-home assignments: these might include short, in-class or take-home assignments such as thesis statement writing and workshops, bibliography writing and workshops, research question writing and workshops, workshops and assignments for using communicative media, and assignments related to different genres of writing, such as policy, briefs, platform and mission statements, etc.
- Formative feedback, such as progress meetings, peer evaluation, project stakeholder evaluation, etc.
- Student self-evaluation and reflection: workshops and assignments that might contribute to the Leadership Portfolios described below.
- Leadership Portfolios (please see **Section 5.2.1**, below).
- Creative/critical essay writing, written proposals, and reports. Essays tend to be more interpretive and critical; reports tend to be more descriptive and analytical.
- Verbal presentations and demonstrations
- Presentations utilizing creative media work, such as video, audio, and podcasting, etc.
- Experiential projects, such as collaboratively designing a community service program, either as a simulation or in collaboration with actual community partners.
- Course engagement, such as attendance and participating in discussions either in class or asynchronously.
- Level IV capstone project (please see **Sections 5.2.2** and **7.1.1**, below).

The WCLCS core curriculum will balance assessment by instructors with student self-evaluation and peer feedback to give students a sense of agency and collaboration in shaping their growth and development as leaders. For the community-informed elements of the curriculum such as the level IV capstone placements, Engagement Commons, workshops, guest talks, and the level IV capstone project itself, community and stakeholder feedback will also play a vital role. This will occur through formal processes, such as stakeholder evaluation at various stages of the capstone project development, or through feedback and follow-up with guest speakers, workshop hosts, community partners etc. Less formal feedback will also occur through social events such as the student symposium for sharing their work and achievements, and social interactions with the External Director and members of the External Advisory Council.

### 5.2.1 Leadership Portfolios

WCLCS students will begin assembling their Leadership Portfolios in the first year of their studies and contribute to them over the course of the program. Portfolios may take the form of an online document, such as a blog or website, or a physical, paper document. They will consist of student reflections on their work, interests, and projects, descriptions, and associated media (photos, videos, etc.) of cocurricular activities students have participated in or found particularly inspiring, and reflections about how these activities have informed their overall development as researchers and leaders. The portfolios will also provide a space for students to set goals and learning objectives, and to record questions, difficulties, and accomplishments that develop in relation to these. The portfolios will thus help students frame a personal narrative that synthesizes the various aspects of the degree: the WCLCS core curriculum, cocurricular programming, the second major, and engagements with professionals and communities outside of McMaster. The portfolios will be handed in once per year in one of the core WCLCS courses (WILSON 1B03, 2D03, 3C03, and 4A06) and graded on a pass/fail basis, with the opportunity to re-submit in the case of a potential failure. The portfolios are not designed to test student's knowledge or skill, but rather to help them identify key goals, challenges, accomplishments, and ongoing questions, and to chart their own unique path as researchers and leaders. To this extent, they will with be useful in multiple ways: as an important resource for students' meetings with the college's academic advisors, and for coaching sessions with faculty mentor; as a key resource to which students can refer while developing their level IV capstone projects and accompanying reflective essays (please see **Section 5.2.2**, below); as basis for portfolios, resumes, and cover letters that students develop as they enter their careers, as well as for applications to graduate schools, grants, and other professional opportunities.

### 5.2.2 Capstone Project & Reflective Essay

All WCLCS students will complete a capstone project during the two-semester level IV **Civic Leadership and Placement Project** course. This project will use the inquiry method described in **Section 4.3.3** to complete an original, community-informed project that responds to an identified social problem or need. As part of this project, students will complete a placement in locations such as municipal, provincial, or federal government, NGOs, and community organizations, with supports offered through McMaster's Office of Community Engagement in collaboration with the course instructor, AD, and college administration. Because these projects will be original and complex works that involve collaborating with groups within and/or outside of McMaster, students will be provided with skilled mentorship and peer support at all stages of their work. This will include workshopping their initial ideas and research questions with peers and instructors, communicating with community partners and soliciting feedback, determining best practices and obtaining permission from the McMaster Research Ethics Board when necessary, identifying modes of reciprocity for working with outside partners, identifying challenges and framing solutions as they emerge during the project, communicating findings and results with instructors, peers, and partners and soliciting further feedback. At various stages of the project, students will thus have opportunities to reflect, incorporate feedback, and adjust their work, giving them the support and instruction needed to take risks and produce original work.

Towards the end of the course, students will be required to submit a reflective essay about their project that outlines such topics as their research questions and process, the resources and theories that have informed their work, the challenges and unexpected developments they

encountered and how students navigated these, the way partner/community knowledge and resources have shaped their project and outcomes, and the best practices and modes of reciprocity they have used. Part of the materials for this essay might be drawn from the Leadership Portfolios to which students have been contributing over the course of their studies. The reflective essay accompanying the capstone project will thus be an opportunity for students to reflect upon, synthesize, and articulate what they have learned in the course of their work.

### **5.3 CURRICULUM MAP**

Please see **Appendix C** for a full curriculum map of the proposed program.

#### **SCAFFOLDED LEARNING**

WCLCS' core curriculum is designed to develop skills, knowledge, and methodologies in a way that introduces new elements while reinforcing key elements at higher levels of study. This scaffolded approach ensures that concepts and skills are introduced at an appropriate level and revisited at later levels and in different contexts, enabling students to incrementally build confidence and familiarity with the program content, and to relate to this content in increasingly more sophisticated ways, leading to a wholistic understanding of the discipline at upper levels of the program. In scaffolded learning, knowledge is also reinforced through specific modes of practical activity so that students have specific tasks associated with each new component of their learning. In the WCLCS core curriculum, methods, concepts, and skills are incrementally introduced and reinforced as the components necessary to complete the level IV capstone project detailed in **Section 5.2.2**, above.

At the introductory level, students are expected to remember and understand concepts, and to demonstrate the ability to summarize, explain, interpret, and discuss course materials. At the intermediate level, there is a greater emphasis on applying and analyzing course content, with such skills as comparing and contrasting, demonstration, and problem solving highlighted. At the advanced level, the emphasis is upon students being able to apply knowledge and skills already gained in service of evaluating new situations and creating innovative ideas and responses to these situations.

### **5.4 DEMONSTRATING STUDENT ACHIEVEMENT**

The mission WCLCS is to provide the mentorship, knowledge, skills, supports, and resources that students need to emerge as creative, capable leaders with a sense of responsibility for the common good. Such leadership entails the ability to actively listen to and collaborate with diverse communities and individuals; to assemble and utilize resources, knowledges, and expertise from different fields of expertise in response to collaboratively identified needs and goals; to communicate with diverse publics via multiple modalities; to understand, analyze, and frame policy decisions; and to understand and implement leadership practices that respond to complex situations, histories, and social responsibilities. The proposed WCLCS program's interdisciplinary approach and emphasis on experiential learning are designed to provide students a broad, nuanced understanding of leadership, political processes, and social contexts alongside the practical skills and confidence needed to work towards positive change in a complex and changing world. The program's scaffolded core curriculum will offer an integrated, structured program that fosters diverse critical knowledges in tandem with practical skills and



experience, while the program-related humanities and social sciences courses and second major will provide a broad, individually tailored learning path. This combination of skills, knowledge, and experience from both the social sciences and humanities will provide graduates with the practical capacities, confidence, knowledge, and connections to communities they need to effect positive social change in a variety of professional and civic realms. The breadth and depth of knowledge and skills cultivated by WCLCS students will also entail foundational, transferrable skills that will aid graduates in their lifelong growth as leaders.

In-course assessments, peer feedback, community consultation, and reflective self-assessment will be used in the WCLCS core curriculum to provide students with the structured support and guidance they need to develop as effective researchers, communicators, and leaders. In accordance with inquiry-based methodologies, students will play an active role in determining and defining success, guided by instructors, peers, and informed community members. Skillful instruction and feedback from WCLCS faculty, Wilson Fellows, and external partners will ensure that student progress is shaped and informed by the PLOs defined in **Section 1.4**. The symposium of student work designed to showcase the capstone projects will also be an important moment of celebration and transition for both students and community partners.

## **6 RESOURCES**

### **6.1 UNDERGRADUATE PROGRAMS**

#### **6.1.1 ADMINISTRATIVE, PHYSICAL AND FINANCIAL RESOURCES**

##### **Gift from the Wilson Foundation**

The fall 2022 announcement of a generous donation of 50 million dollars by philanthropist Lynton “Red” Wilson (via the Wilson Foundation) has made the proposed WCLCS program possible. A portion of the gift will directly cover the capital cost of the academic spaces of the newly constructed Wilson College. The remaining portion of the gift will be established as an endowment to help fund continued operations of the college, including the WCLCS program, experiential learning, external programming, UG research studentships, workshops, guest talks, and other co-curricular activities. The endowment will also cover the expenses associated with the External Director role, the External Advisory Council, and the guaranteed scholarships for incoming students.

Capital costs associated with the residential portion of the new building will be funded by McMaster, in addition to an annual commitment to support costs associated with academic programming, and other internal operations of the college.

##### **Administrative Staff**

The administrative resources for the proposed new program will consist of an Administrative Director (1 full-time equivalent or FTE unit) supported by two Administrative Assistants (1 FTE and .5 FTE) and an External Relations Coordinator (1 FTE). The college will also support an Academic Advisor (1 FTE), Communications Specialist (.5 FTE), Experiential Learning Manager

(.75 FTE), and an Experiential Learning Assistant (.5 FTE). All these positions will be new, rather than existing FTEs.

The program will also have TAs supporting teaching for the core curriculum of the WCLCS program. These TAs will be upper-year WCLCS undergraduates or, in the early years of the program, graduate students from disciplines in the humanities and social sciences who have expressed interest in working at the college.

### **Wilson College Building**

Wilson College, and the core curriculum and cocurricular elements of the WCLCS program, will be housed in a newly constructed building scheduled for completion in summer of 2026. The new facility will include classrooms, meeting and research spaces, community and hub spaces, offices, a lecture hall/theatre, and guaranteed residential living space for at least 75 students. Situated centrally to the main buildings for the Faculties of Humanities and Social Sciences, and flanking key new McMaster facilities such as the Peter George Centre for Living and Learning, the new Wilson College building will provide an important community, learning, and research hub for McMaster, with extracurricular activities and special events extending the college's reach far beyond McMaster itself.

The preferred option for the new building will be presented to Planning and Resources Committee and the Board of Governors in the fall of 2023. The anticipated date for the completion of the Wilson College building and residences is summer 2026. Students in the first cohort, entering level I of the college in 2025, will be guaranteed a spot for the first year of their studies in an existing residence on campus. These students will be housed in a single wing or floor to foster a sense of community among the WCLCS students.

#### **6.1.2 LIBRARY, TECHNOLOGY, AND LABORATORY RESOURCES**

The program budget uses the budget template of undergraduate programs, which properly compensates the library and UTS for the use of their resources. We do not anticipate that WCLCS students and faculty will require such resources beyond the normal usage.

#### **6.1.3 FACULTY**

In October 2023, Dr. Donald Abelson started as the Academic Director of the college. He will teach in the WCLCS program as well as oversee the day-to-day running of the curriculum, cocurricular programming, and outreach activities. Please see **Appendix D** for Dr. Abelson's CV. Recruitment is currently underway to fill the Wilson College Endowed Chair, with an anticipated start date of July 1, 2024. In addition, Wilson College will hire two new, full-time junior faculty members who will teach in the WCLCS program. Recruitment for the first is underway with an anticipated start date of July 1, 2024; the anticipated start date for the second is July 1, 2025. Faculty filling all these positions will be appointed into an existing department in Humanities or Social Science, with teaching obligations in both their home department and Wilson College. The college will also have affiliate faculty drawn from the existing faculty complements in Humanities and Social Sciences, who will teach in the WCLCS program and have roles at Wilson College.

#### **6.1.4 ANTICIPATED CLASS SIZE**

The intake for the first year of the WCLCS program's operation is targeted at 40 students, with

gradual growth over three years to reach a steady state of 75 students by the start of year four. Please see **Section 2.2** for a detailed breakdown of the enrolment plan. Students will be enrolled in classes as a cohort and will proceed through the program in a manner that maintains this supportive peer experience.

### 6.1.5 PROGRAM IMPLEMENTATION

The proposed program's permanent home will be a new building that is scheduled for completion in summer of 2026. We aim to enrol the first cohort of students for September of 2025. To foster a supportive, cohort experience that will provide the foundations for students' subsequent growth as leaders and scholars, this first cohort will be housed together in an existing McMaster residence for the first year of their studies. Their courses and studies will take place in existing classroom and teaching spaces during this first year, until the new building is ready in 2026. A comprehensive orientation program, as well as the involved nature of the core curriculum and cocurricular programming, will ensure a cohesive cohort experience for this first group of students. As the very first group of WCLCS students, they will play a formative role in the creation of some of the cocurricular elements, such as the Student Advisory Committee and potential affinity groups. The experiences and feedback of this first cohort will be carefully gathered and monitored by the AD, as part of the assurances of program quality described in **Section 5.1**.

**Table 9** provides a timeline for Wilson College's proposed program implementation:

Date	Activities
Summer 2023	Feasibility study to develop the business case/final option for the new building
September 2023	Launch of the undergraduate Minor in Leadership and Civic Studies
September 26, 2023	Inaugural meeting of the External Advisory Council
October 2023	Dr. Don Abelson, Academic Director starts
Fall 2023	Recruitment of Wilson College junior faculty member
Fall 2023	Business case/final option for building to be approved by the Board of Governors
Fall 2023	Recruitment of initial administrative staff (Administrative Director and Administrative Assistant) for Wilson College
October 2023	First meeting of the Internal Governing Board
November 20 & 21, 2023	Scheduled IQAP site visit
Winter 2024	Graduate Seminar, term II, WILSON 700 commences, Studies in Leadership and Civic Engagement – Selected Topics

Winter/Spring 2024	Recruitment of External Director
Spring 2024	Development of Wilson College Visiting Fellows Program
April 2024	IQAP report submitted to Quality Council Appraisal Committee and Quality Council, Council of Colleges and Universities for approval
Spring – Summer 2024	Endowed Chair position filled
Spring 2024	Recruitment of additional administrative staff for Wilson College
Spring 2024	Construction commences for Wilson College
July 1, 2024	Wilson College faculty hire starts
Spring 2024 – Fall 2024	Outreach campaign to student councillors in Ontario high schools and beginning of digital recruitment campaign
Fall 2024	Recruitment of Wilson College junior faculty member
July 1, 2025	Wilson College faculty hire
September 2025	Intake of first cohort of students into the program
June 2026	Proposed completion of Wilson College building and residences

## 7 QUALITY AND OTHER INDICATORS

### 7.1 ACADEMIC QUALITY OF THE PROGRAM

Wilson College's Academic Director will collaborate with the Internal Governing Board and, when appropriate, with the External Director and External Advisory Board to conduct and review ongoing evaluations of the WCLCS program's curricular, cocurricular, and outreach programming. These evaluations will include feedback and profile data gathered from students, graduates (once graduate data becomes available), community partners and leaders, and Wilson College affiliated faculty. It will be one of the AD's responsibilities to assemble and review this data, with the help of the college's administrative staff. The AD will share this summary with the IGB via annual reports, and more frequently during informal meetings with the Deans and associate Deans of Humanities and Social Sciences. The aim of these meetings and reports is to shape and improve the program's curriculum, cocurricular programming, and outreach in ways that further the PLOs and, when necessary, adjust the PLOs and priorities of the program to respond to the changing needs of students and society.

Feedback that will inform the day-to-day operation of the program will include:

- Student feedback regarding faculty and courses
- Student feedback regarding the capstone project and community placement

- Student feedback regarding the cocurricular and residential elements of the program
- Feedback from the External Director and External Advisory Board
- Feedback from off-campus partners involved in placements and other college initiatives and events
- Feedback from faculty, Fellows, and administrative staff such as the Experiential Learning Manager and Academic Advisor
- Review of capstone projects and learning portfolios
- Surveys of graduates of the program pursued six months, one year and three years after graduating from Wilson College.
- Key program statistics, including enrolments, grades, placements offered, placements taken up, participation in cocurricular programming, etc. This data will be crucial, especially in the early years of the program before data on graduates is available.
- Surveys of employers in the public and private sectors that would be likely to hire Wilson College graduates
- Application numbers and completion rates
- Rates of employment gathered from the graduate surveys mentioned above
- External reviews

## **7.2 INTELLECTUAL QUALITY OF THE STUDENT EXPERIENCE**

The proposed WCLCS program responds to the need for innovative, informed, ethical leaders with diverse backgrounds and experiences who can tackle the political, social, economic, and ecological challenges facing nations and the world. The program will assemble a diverse range of informed, dedicated faculty, fellows, and support staff, alongside leaders and advisors from beyond academia to provide students with the mentorship, skills, opportunities, experiences, and community connections they need to become inquisitive, effective leaders who can serve the best interests of their communities. The program's unique, core curriculum is designed to couple an emphasis on academic diversity and rigour with experiential learning opportunities that respond to identified social priorities and needs. Skilled faculty from the social sciences and humanities will teach these courses, providing an interdisciplinary approach to fostering innovative, collaborative, and critically informed leadership skills.

This core curriculum will be augmented and reinforced by the college's robust living and learning cocurricular programming, which will offer multiple and varied opportunities for students to engage with faculty, researchers, community and business leaders, and peers as they develop novel solutions and initiatives addressing key societal challenges. (Please see **Section 4.2.2** for cocurricular programming.) A yearly symposium showcasing projects from the level IV capstone course will provide an opportunity for students of all levels to interact with faculty, community partners, and each other, as will many other events and activities during the year, such as speakers' series and workshops. Once the program enters its fifth year, graduates will also be invited to these events, where they will participate in the ongoing life of the college. The design of Wilson College's new building will facilitate these and other initiatives, with dedicated common areas, social spaces, research office spaces, and presentation spaces. First year residence spaces guaranteed to all incoming WCLCS students will likewise foster a cohesive, cohort experience that will be an integral part of the college's living and learning element.

The key role of Academic Director has been filled by Dr. Donald E. Abelson, who began his work at the college in October 2023. Dr. Abelson served as the Inaugural Director of the Brian Mulroney Institute of Government, the Steven K. Hudson Chair in Canada-US Relations, and a

Professor of Political Science at St. Francis Xavier University since January 2019. As a highly accomplished researcher, writer, and teacher, Dr. Abelson will provide excellent mentorship to all WCLCS students. At St. FX, he received the University Research Publication Teaching Award for three consecutive years (2020, 2021, 2022) and was the recipient of numerous teaching awards from Western University, where he worked in the Department of Political Science from 1997-2002. Having taught undergraduate and graduate courses in such topics as American Foreign Policy, Interest Groups and Social Movements, Foreign Policy Analysis, and Economic Sanctions, Dr. Abelson's expertise and research interests are well suited to providing WCLCS students with the guidance needed to inform their development as effective leaders, activists, analysts, and researchers. Please see **Appendix D** for Dr. Abelson's CV. Further college-affiliated faculty and administrative staff will be carefully chosen to ensure that WCLCS students benefit from a robust culture of research, learning, and civic inclusion. This process of recruitment will begin in late 2023.

McMaster aims to provide skillful, innovative mentorship that meets the individualized needs of a diverse student population. The proposed WCLCS program's blend of a scaffolded, experientially oriented core curriculum with robust cocurricular programming and innovative living and learning opportunities is designed to provide an education in leadership and civic engagement that is cohesive and structured while also allowing students significant options to tailor their program to meet their specific needs, goals, and ambitions. Students will be able to choose from a wide array of cocurricular elements to augment their learning path. They will also be able to choose 18 units (the equivalent of 6 one-semester courses) from a list of 34 of humanities and social science courses that suit their interests. The choice of a second major from the humanities or social sciences will further individualize their education while also augmenting their college experience with deeper understanding of a chosen field. Graduates of the program will be encouraged to return to participate in special events, and to give guest talks and provide mentorship to students, reinforcing the program as a hub for inclusive, community-oriented leadership that inspires, nurtures, and supports a culture of informed, collaborative, and innovative civic engagement.

**Please note that if the program is approved, some additional information will be requested:**

- Brief program description which can be posted on the Quality Council website (1-2 paragraphs)
- Program details for OSAP eligibility purposes

## **TRACKING THE APPROVALS PROCESS FOR NEW UNDERGRADUATE PROGRAMS**

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**PLEASE NOTE:** This table must be appended to the New Program Proposal Document and updated as each step in the approvals process is completed.

STEP IN THE NEW PROGRAM APPROVALS PROCESS	NAME OF COMMITTEE/ INDIVIDUAL PROVIDING CONSULTATION	DATE OF DOCUMENT APPROVAL
Resource Implications & Financial Viability (Budget)	Melissa Pool Associate Vice-President of Finance and Academic Planning	September 27, 2023
University Students Fees Committee Approval of Budget		
Departmental & Faculty Approvals	Faculty of Humanities	October 19, 2023
	Faculty of Social Sciences	October 19, 2023

Please note that approvals from the following internal committees is also required before the New Program Proposal can be sent to Quality Council & MTCU: *Curriculum & Admissions Committee, Undergraduate Council, University Planning Committee and Senate.*

## Appendix A: Course Calendar Descriptions

### **WILSON 1A03 – Introduction to Leadership and Civic Studies** (Wilson College)

This course introduces leadership and civic engagement by examining foundational theories and practices of human social organization and civil society. Informed by such frameworks as Indigeneity, race, gender, class and Global South perspectives, this course will examine diverse models of leadership, situating these within broad historical and theoretical contexts.

Three hours; one term

Open to all McMaster students

### **WILSON 1B03 – Inquiry & Contemporary Issues** (Wilson College)

This course will introduce students to the fundamentals of inquiry-based learning, including articulating strong research questions, defining a line of inquiry, cultivating research methods and resources, and identifying, defining, and executing a research project related to contemporary issues related to leadership and civic engagement.

Three hours; one term

Prerequisites(s): Enrolment in Level I of Wilson College's Combined Honours program.

### **WILSON 2D03 – Deconstructing Leadership: Leadership and Diversity** (Wilson College)

This course examines theories and practices of leadership from diverse, critical perspectives including Indigeneity, class, gender, race, age, and ability. Students will gain a critical, historical understanding of group and social dynamics with the aim of being able to assess and mobilize different civic engagement strategies.

Three hours; one term

Prerequisites(s): Enrolment in Level I of Wilson College's Combined Honours program.

### **WILSON 2C03 – Leadership, Civic Engagement and Contemporary Communication** (Wilson College)

This course will examine theories and practices of communication with the aim of engaging diverse publics utilizing multiple modes of address, active listening, collaboration, and persuasion. We will examine how publics, identities, opinions, and belonging are formed and influenced through communicative media, including print, public speaking, and the digital realm.

Three hours; one term

Prerequisite(s): Registration in Level II of Wilson College or above.

### **CMTYENGA 2A03 – Foundations of Community Engagement** (Office of Community Engagement)

This course explores the politics, processes and functioning of communities and provides foundational knowledge and skills for effective and principled community engagement. Students will gain an understanding of how communities function, and the politics and processes involved in community participation and leadership. It will focus on developing the beginning skills for effective and ethical community engagement.

Three hours; one term

Prerequisite(s): Registration in Level II or above; priority will be given to students in Level II

### **WILSON 3E03 – Future of Canada Challenges** (Wilson College)



This topics-based course will be structured around a series of guest speakers who will talk to students about pressing issues of contemporary concern to Canadian societies and the world. Possible topics include climate change, Indigenous struggles, ethnic and racial discrimination, civic cohesion, and democratic recession. The course will have an experiential, community-based element that takes students outside of the classroom to discuss issues of concern with pertinent communities.

Three hours; one term

Prerequisite(s): registration in Level III of any McMaster program.

**WILSON 3F03 – Leadership and Civic Engagement Skills and Methods** (Wilson College)

This experiential, project-based course will provide students with training in ethical quantitative and qualitative methods to develop solutions to a specific societal challenge, need or concern. Students will gain such skills as project management, gathering, analysing, and communicating data, and responsible reporting to stakeholders.

Three hours; one term

Prerequisite(s): Registration in Level III of Wilson College's Combined Honours program.

**WILSON 4A06 – Civic Leadership Placement & Project** (Wilson College)

This course provides supports, resources, and mentorship to complete a major independent or group project related to civic engagement and leadership. The project will combine research and community-informed work and will include volunteer placements in community-based organizations. Final projects will be presented at a year-end symposium where key stakeholders, including the larger public, will be invited to share in students' findings and accomplishments.

Six hours; two terms

Prerequisite(s): Registration in Level IV of Wilson College's Combined Honours Program.

**Appendix B: List of Humanities and Social Sciences Courses by Topic Area**

**Area A: Ethics, Governance, and Democracy**

Students must take 9 units from this area. Out of the 18 total units of Wilson-related Humanities and Social Sciences courses, 9 units must be from the Social Sciences and 9 units must be from the Humanities; at least 6 units must be from each of levels II and III:

ANTHRO 3ET3 – Anthropology of Ethics\*/crosslist: SCAR 3ET3, first offering Winter 2024

ECON 2D03 – Economic Issues

ECON 2K03 – Economic History of Canada

FRENCH 3HH3 – Francophone Voices in Canada

HISTORY 2TT3 – Survey of Canadian History, 1885 to the Present

HISTORY 3CG3 – Canadians in a Global Age, 1914 to the Present

INDIG ST 3J03 – Government and Politics of Indigenous People

PHILOS 2G03 – Social and Political Issues

PHILOS 2YY3 – Ethics

PHILOS 3N03 – Political Philosophy

POLSCI 2F03 – Politics, Power, and Influence in Canada

POLSCI 2M03 – Governance, Representation, and Participation in Democracies

POLSCI 2U03 – Public Policy and Administration

SCAR 3LL3 – Human Being / Being Human

SOCIOL 2EE3 – Introduction to Indigenous-Settler Relations in Canada

WORKLABR 2A03 – Unions in Action

WORKLABR 3P03 – Workers' Resistance Past and Present

**Area B: Justice, Human Rights, and Communities**

Students must take 9 units from this area. Out of the 18 total units of Wilson-related Humanities and Social Sciences courses, 9 units must be from the Social Sciences and 9 units must be from the Humanities; at least 6 units must be from each of levels II and III:

ANTHROP 3HH3/ GLOBALZN 3A03– Globalization, Social Justice and Human Rights

CMST 3RR3 – Race, Religion and Media

CMST 3DJ3 – Digital Justice

ENGLISH 2CL3 – Canadian Literature of Dissent and Social Justice

ENGLISH 3A03 – Critical Race Studies

ENGLISH 3GG3/PEACJUST 3GG3: Theories of Decolonization and Resistance

ENVSOCY 2EI3 – Environment & Society: Challenges and Solutions (formerly Geog 2EI3)

ENVSOCY 2EK3 – Traditional Indigenous Ecological Knowledge (administered by Indigenous Studies Department; cross list Anthropol 2DA3; INDIGST 2D03)

HISTORY 3XX3/PEACJUST 3XX3: Human Rights in History

HISTORY 3N03/IBH 3BC3 – Poverty, Privilege, and Protest in Canadian History

HLTHAGE 3K03 – Social Determinants of Population Health in Canada

iARTS 2PC3 – Perspectives C: Arts in Community

INDIG ST 3K03/POLSCI 3KA3 – Indigenous Human Rights

PEACJUST 2CS3 – Decolonization and Activism: Creating Social Change

POLSCI 3RF3 – The Charter of Rights and Freedoms

POLSCI 3Y03 – Democratization and Human Rights

SCAR 3JJ3 – Social Justice

SOCIOL 2R03 – Perspectives on Social Inequality

### Appendix C: Curriculum Maps

#### Program Learning Outcomes

(For reference only. Please see **Section 1.4**)

1. Identify and critique diverse models of leadership in their application to a range of local and global social problems.
2. Articulate how social inequality and other forms of injustice and oppression are (re)produced, resisted, and addressed.
3. Demonstrate core leadership qualities and competencies including creativity, ethical decision making, personal reflexivity and epistemic humility.
4. Articulate a complex understanding of different perspectives and negotiate shared understandings and goals based on these differences.
5. Demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.
6. Design and implement collaborative strategies to effect change in Canadian, Indigenous, and global contexts.

7. Effectively communicate with diverse audiences using multiple engagement strategies, technologies, tools, and formats.

8. Critically analyse social issues from interdisciplinary, historical, and theoretical perspectives to inform our understanding of public decision-making and policy development.

**Level I Curriculum Map**

Program Learning Outcomes (PLOs)	Related Degree Level Expectations (DLEs)		Course Name	
			WILSON 1A03 – Introduction to Leadership and Civic Engagement	WILSON 1B03 – Inquiry & Contemporary Issues
PLO 1.	1, 2, 3, 4, 5,	Teaching	Introduced	Introduced
		Assessment	Written essays & reports, oral presentations, student self-reflection, course engagement	Assignments, essays, collaborative work, oral presentations, written reflection, experiential projects, course engagement
PLO 2.	1, 3, 4, 5,	Teaching	Introduced	Introduced
		Assessment	Written essays & reports, oral presentations, student self-reflection, course engagement	Assignments, essays, collaborative work, oral presentations, written reflection, experiential projects, course engagement
PLO 3.	1, 2, 3, 4, 5, 6	Teaching	Introduced	Introduced
		Assessment	Collaborative work, oral presentations, student self-reflection, course engagement	Assignments, collaborative work, oral presentations, written reflection, experiential projects, course engagement
PLO 4.	1, 2, 3, 4, 5,	Teaching		Introduced
		Assessment		Assignments, collaborative work, oral presentation, written reflection,

				experiential projects, course engagement
PLO 5.	1, 2, 3, 4, 5, 6	<b>Teaching</b>	Introduced	Introduced
		<b>Assessment</b>	Collaborative work, oral presentations, student self- reflection, course engagement	Assignments, collaborative work, oral presentations, written reflection, experiential projects, course engagement
PLO 6.	1, 2, 3, 4, 5, 6	<b>Teaching</b>		
		<b>Assessment</b>		
PLO 7.	2, 3, 4	<b>Teaching</b>		Introduced
		<b>Assessment</b>		Assignments, collaborative work, oral presentation, written reflection, experiential projects, course engagement
PLO 8.	1, 2, 3, 4, 5	<b>Teaching</b>	Introduced	Introduced
		<b>Assessment</b>	Collaborative work, oral presentations, student self- reflection, course engagement	Assignments, essays, collaborative work, oral presentations, written reflection, experiential projects, course engagement

### Level II Curriculum Map

Program Learning Outcomes (PLOs)	Related Degree Level Expectations (DLEs)		Course Name		
			<b>WILSON 2D03 – Deconstructing Leadership: Leadership and Diversity</b>	<b>WILSON 2C03 – Leadership, Civic Engagement, and Contemporary Communication</b>	<b>CMTYENGA 2A03 – Foundations of Community Engagement</b>
PLO 1.	1, 2, 3, 4, 5,	<b>Teaching</b>	Intermediate	Intermediate	introduced
		<b>Assessment</b>	Written essays & reports, collaborative work, oral presentations, student self- reflection,	Assignments, collaborative work, student self- reflection, course engagement	Assignments, collaborative work, student self- reflection, experiential projects, course engagement

			experiential projects, course engagement		
PLO 2.	1, 3, 4, 5,	<b>Teaching</b>	Intermediate	Intermediate	introduced
		<b>Assessment</b>	Written essays & reports, collaborative work, oral presentations, student self-reflection, experiential projects, course engagement	Assignments, collaborative work, student self-reflection, course engagement	Assignments, collaborative work, student self-reflection, experiential projects, course engagement
PLO 3.	1, 2, 3, 4, 5, 6	<b>Teaching</b>	Intermediate	Intermediate	introduced
		<b>Assessment</b>	Collaborative work, written reports, oral presentations, student self-reflection, experiential projects, course engagement	Assignments, collaborative work, student self-reflection, course engagement	Assignments, essays, collaborative work, student self-reflection, experiential projects, course engagement
PLO 4.	1, 2, 3, 4, 5,	<b>Teaching</b>	Intermediate	Intermediate	Intermediate
		<b>Assessment</b>	Written reports, collaborative work, oral presentations, peer feedback, student self-reflection, experiential projects, course engagement	Assignments, collaborative work, peer feedback, written reflection, course engagement	Assignments, collaborative work, peer feedback, student self-reflection, experiential projects, course engagement
PLO 5.	1, 2, 3, 4, 5, 6	<b>Teaching</b>		Introduced	Introduced
		<b>Assessment</b>		Assignments, collaborative work, peer feedback, oral presentations, written reflection, course engagement	Assignments, collaborative work, peer feedback, student self-reflection, experiential projects, course engagement
PLO 6.	1, 2, 3, 4, 5, 6	<b>Teaching</b>	Introduced		Introduced
		<b>Assessment</b>	Written reports, collaborative work, oral presentation, peer feedback, student self-reflection, experiential projects,		Assignments, collaborative work, peer feedback, student self-reflection,

			course engagement		experiential projects, course engagement
PLO 7.	2, 3, 4	<b>Teaching</b>		Introduced	Introduced
		<b>Assessment</b>		Written & multi-media assignments, oral presentations, peer feedback, student self-reflection, course engagement	Assignments, oral presentations, peer feedback, student self-reflection, experiential projects, course engagement
PLO 8.	1, 2, 3, 4, 5	<b>Teaching</b>	Intermediate	Intermediate	
		<b>Assessment</b>	Assignments, essays, oral presentation, student self-reflection, course engagement	Assignments, essays, collaborative work, student self-reflection, course engagement	

### Level III Curriculum Map

Program Learning Outcomes (PLOs)	Related Degree Level Expectations (DLEs)		Course Name	
			<b>WILSON 3E03 – Future of Canada Challenges</b>	<b>WILSON 3F03 – Leadership &amp; Civic Engagement Skills and Methods</b>
PLO 1.	1, 2, 3, 4, 5,	<b>Teaching</b>	Advanced	Advanced
		<b>Assessment</b>	Written essays & reports, oral presentation, student self-reflection, experiential projects, course engagement	Assignments, essays, collaborative work, written reflection, experiential projects, course engagement
PLO 2.	1, 3, 4, 5,	<b>Teaching</b>	Advanced	Advanced
		<b>Assessment</b>	Written essays & reports, oral presentation, student self-reflection, experiential	Assignments, essays, collaborative work, written reflection, experiential projects, course engagement

			projects, course engagement	
PLO 3.	1, 2, 3, 4, 5, 6	<b>Teaching</b>	Advanced	, experiential projects, course engagement
		<b>Assessment</b>	Collaborative work, written reports, peer feedback, student self-reflection, experiential projects, course engagement	Assignments, collaborative work, peer feedback, student self-reflection, experiential projects, course engagement
PLO 4.	1, 2, 3, 4, 5,	<b>Teaching</b>	Advanced	Advanced
		<b>Assessment</b>	Assignments, collaborative work, written essays, oral presentation, student self-reflection, experiential projects, course engagement	Assignments, collaborative work, peer reflection, student self-reflection, experiential projects, course engagement
PLO 5.	1, 2, 3, 4, 5, 6	<b>Teaching</b>	Intermediate	Intermediate
		<b>Assessment</b>		Assignments, collaborative work, peer reflection, written reflection, experiential projects, course engagement
PLO 6.	1, 2, 3, 4, 5, 6	<b>Teaching</b>	Intermediate	Intermediate
		<b>Assessment</b>	Assignments, written reports, oral presentations, experiential projects, course engagement	Assignments, collaborative work, peer reflection, oral & multimedia presentations, written reflection, experiential projects, course engagement
PLO 7.	2, 3, 4	<b>Teaching</b>	Intermediate	Intermediate
		<b>Assessment</b>	Assignments, written reports, oral & multi-media presentations, experiential projects, course engagement	Written assignments, oral & multimedia presentations, student self-reflection, experiential projects, course engagement
PLO 8.	1, 2, 3, 4, 5	<b>Teaching</b>	Advanced	Advanced
		<b>Assessment</b>	Assignments, written essays, oral & multi-media presentation, student self-reflection, experiential	Assignments, written essays & reports, oral & multimedia presentations, peer feedback, student self-reflection, experiential



		projects, course engagement	projects, course engagement
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**Level IV Curriculum Map**

Program Learning Outcomes (PLOs)	Related Degree Level Expectations (DLEs)		Course Name
			<b>WILSON 4A06 – Civic Leadership Placement and Project</b>
PLO 1.	1, 2, 3, 4, 5,	<b>Teaching</b>	Advanced
		<b>Assessment</b>	Capstone project, written reports, peer & community feedback, student self-reflection, course engagement, reflective essay
PLO 2.	1, 3, 4, 5,	<b>Teaching</b>	Advanced
		<b>Assessment</b>	Capstone project, community feedback, written reports, course engagement, reflective essay
PLO 3.	1, 2, 3, 4, 5, 6	<b>Teaching</b>	Advanced
		<b>Assessment</b>	Capstone project, written reports, student self-reflection, course engagement, reflective essay
PLO 4.	1, 2, 3, 4, 5,	<b>Teaching</b>	Advanced
		<b>Assessment</b>	Capstone project, community consultation, written reports, student self-reflection, course engagement, reflective essay
PLO 5.	1, 2, 3, 4, 5, 6	<b>Teaching</b>	Advanced
		<b>Assessment</b>	Capstone project, community consultation, written reports, student self-reflection, course

			engagement, reflective essay
PLO 6.	1, 2, 3, 4, 5, 6	<b>Teaching</b>	Advanced
		<b>Assessment</b>	Capstone project, community consultation, written reports, student self-reflection, course engagement
PLO 7.	2, 3, 4	<b>Teaching</b>	Advanced
		<b>Assessment</b>	Capstone project, community consultation, written reports, oral & multi-media presentations, student self-reflection
PLO 8.	1, 2, 3, 4, 5	<b>Teaching</b>	Advanced
		<b>Assessment</b>	Capstone project, written reports, oral & multi-media presentations, course engagement, reflective essay

#### Appendix D: Academic Director's CV

### DONALD E. ABELSON, PhD

Academic Director, Wilson College of Leadership and Civic Engagement,  
and Professor, Political Science  
McMaster University

#### EDUCATION:

PhD, Department of Political Studies, Queen's University, 1993

M.A., School of Journalism, The University of Western Ontario, 1991

M.A., Department of Political Studies, Queen's University, 1986

B.A (Hons), Political Science, The University of Toronto, 1985

#### EMPLOYMENT HISTORY:

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Academic Director, Wilson College of Leadership and Civic Engagement, and Professor, Political Science, McMaster University, October 2023-

Director, Brian Mulroney Institute of Government, Steven K. Hudson Chair in Canada-US Relations, and Professor, Political Science, St. Francis Xavier University, January 2019-October 2023

Professor Emeritus, Department of Political Science, The University of Western Ontario, January 2022-

Adjunct Research Professor, Department of Political Science, The University of Western Ontario, January 2019-December 2021

Professor, Department of Political Science, The University of Western Ontario, 2002-2018

Associate Professor, Department of Political Science, The University of Western Ontario, July 1997-2002

Assistant Professor, Department of Political Science, The University of Western Ontario, 1993-1997

#### EXTERNAL APPOINTMENTS:

2022-2023 Scholar-in-Residence, Center for the Study of Canada, State University of New York (SUNY) -Plattsburgh, NY, October 12-15, 2022.

Visiting Fellow, Robert C. and Janice S. McNair Center for the Advancement of Free-Enterprise and Entrepreneurship, Northwood University, Midland, Michigan, April 2021-

Adjunct Professor, Department of Political Science, Dalhousie University, July 2019-

Honorary Research Fellow, Department of International Politics, City University London, UK, April 2018

Visiting Professor, Université Aix-Marseille, Aix-en-Provence, France, October 2014

Visiting Professor, Sciences Po Lyon –Institut d'études Politiques, Lyon, France, November 2014

Member, Advisory Council, L'Observatoire des Think Tanks, Paris, France, October 2013

Visiting Fellow, Centre for the Study of the United States, Munk School of Global Affairs, University of Toronto, January-June 2013

Researcher, Chaire Raoul Dandurand en études stratégiques et diplomatique, Université de Québec à Montréal (UQAM), 2010-

Non-Resident Fellow, Fulbright Foundation, Ottawa, January-June 2007

#### ACADEMIC HONORS AND AWARDS:

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St.FX University/Research/Publication/Teaching Award (URPTA), 2023

St.FX University/Research/Publication/Teaching Award (URPTA), 2022

St.FX University/Research/Publication/Teaching Award (URPTA), 2021

St.FX University/Research/Publication/Teaching Award, (URPTA), 2020

UWO, USC Teaching Honour Roll Award of Excellence, 2015-16

UWO, Dean's Award of Excellence, 2015-16

UWO, USC Teaching Honour Roll Award of Excellence, 2009-10

UWO, USC Teaching Honour Roll Award of Excellence, 2003-04

UWO, USC Teaching Honour Roll Award of Excellence, 2002-03

UWO, Panhellenic Council Teaching Award, March 1997

UWO, Finalist, The University Student Council Teaching Award of Excellence, March 1996

UWO, USC Teaching Honour Roll Award of Excellence, 1995-96

UWO, Panhellenic Council Teaching Award, March 1996

UWO, Panhellenic Council Teaching Award, March 1994

**TEACHING:**

<b>Undergraduate Courses</b>	<b>Graduate Courses (M.A. and Ph.D.)</b>
American Foreign Policy	Seminar in International Relations
An Introduction to American Studies	Seminar in International Politics
American Government and Politics	Directed Reading Courses:
Interest Groups and Social Movements	American Foreign Policy
Foreign Policy Analysis	American Think Tanks
Directed Readings in American Studies	Economic Sanctions
Independent Thesis in American Studies	Political Parties in the United States
International Relations	NGO's and International Politics
Canada-US Relations	Think Tanks and Public Policy
Political Parties and Pressure Groups	Interest Groups in Canada and the U.S.
Special Topics in Political Science	Public policymaking in Canada and the U.S.
	The Media and US Foreign Policy

**SUPERVISION:**

Graduate	
Completed Master's Theses	
2000-2003	Harth, David. M.A. Thesis, The W.J.C., Swiss banks, and Restitution: A Successful application of an epistemic community approach
2002-2003	Coleman, Catherine. Acclimatizing the Canadian Government: Canada the FCCC. M.A. Thesis, The University of Western Ontario.
1998-1999	Pirani, Pietro. Economic Sanctions as a Tool of Influence: The Role of Economic Sanctions in the Yugoslav Crisis. M.A. Thesis, The University of Western Ontario.
1997-1998	Bryant, Jennifer. The National Action Committee on the Status of Women: Pressure Group or Policy Instrument? M.A. Thesis, The University of Western Ontario.
1996-1997	Bryce, Joan. The Preservation of the American Two-Party System: The Constraints on Third Parties and Independent Candidates, M.A. Thesis, The University of Western Ontario.
	Kokkoros, Nick. New Directions in American Foreign Policy. M.A. Thesis, The University of Western Ontario.
	Sonoski, Patrick. Regional Conflicts and Presidential Elections: Do Wars Earn Votes? M.A. Thesis, The University of Western Ontario
	Southern, Michael. An Examination of the Changing Patterns of Interstate influence in Canada-U. S relations, M.A. Thesis, The University of Western Ontario.
1995-1996	Stille, Anthony. NATO Enlargement: Domestic Divergence and the Ambiguity of Enlargement, M.A. Thesis, The University of Western Ontario.
	Otsuki, Hiromi. The Role of the Media in American Foreign Policy, 1980-1994, M.A. Thesis, The University of Western Ontario.

Completed Master's Research Papers	
2018	Rice, Andrew. The Impact of Raw Materials on US Foreign Policy, 1945-2003.  Zurowski, Thomas. Interventionism: Where has it gone? Where is it going?
2017	Sheidow, Lori. A Literature Review of American Populism: Conceptualizing the term and examining the "US Versus Them" Concept.  Yuyue, Zhang. Retaining and Attracting International Graduates in London Ontario: the role of local government. (MPA Report)
2016	McGowan, Mitchell. The Rhetorical Presidency: Theoretical Origins, Historical Evolutions, and Contemporary Applications.  Smith, Matthew. Assessing the Think Tank-Foundation Relationship.
2014	Appel, Jeremy. Kicking the Vietnam Syndrome: The Dual Dynamic of Neo-conservatism and Liberal Interventionism from the Gulf to Kosovo. (American Studies Program)
2013	Kurkjian, Joshua V. NAFTA as an Arena for Cross-Border Linkages Among Labor and Environmental Coalitions. (American Studies Program)
2012	Skinner, Jacob. Mitt Romney's Mormonism not a Factor in 2012 US Presidential Election: The Economy and Race will Decide (American Studies Program)  Carney, Drew. Firestorm: Barack Obama and the Obstacles of the American Political System (American Studies Program)
2011	Atta, Yussra. The United States and Israel: The Factors that may have contributed to this special relationship.
	Beitelman, David. Keeping the Republic: American Hegemony & Decline in Perspective (American Studies Program)

	Kurkjian, Joshua V. War is far too important to be left to the CEO's: The Emergence and Governance of Military Service Providers in 21st Century International Politics.
2010	Beitelman, David. The Red, White, and Blue: Exploring the Convergence of Factionalism and Government Outsourcing in American Foreign Policy.
	Chambers, Shakir. A World Like 'US': Ideology, and the National Interest in U.S. Foreign Policy. Cognate, Department of History.
	Shiff, Daniel. The Role of Interest Groups in American Foreign Policy Making: The Case of the Israel Lobby.
	Sibell-Field, Elizabeth. An Unnatural Disaster: The Implications of Race, Poverty, and Government Incompetence on Hurricane Disaster Relief Efforts.
2007	Davis, Steve. Ballistic Missile Defense and Sino-American Conflict.
	Sayers, Eric. The Modernization of The Chinese People's Liberation Army: Capabilities, Intentions, and the Way Forward.
2006	Whipple, Bridget M. The Stem Cell Debate: The Role of NGOs in Policy Formation in the United States.
	Johanssen, Eric. Understanding Influence: An Analysis of How Political Scientists Attempt to Measure and Assess Influence in Policymaking.
2005	Vis, Kyle. Free Trade in North America: 1987-2005.
	Taylor, Alexandra. An Overview of NBC Terrorism Literature with Specific Reference to Al Qaeda.
	Grassie, Brian. Seeking a New Balance: How the Patriot Act and the Department of Homeland Security Affect the Balance between Security and Civil Liberties in Post 9/11 America.
2004	Locklin, Joel. A Question of Balance: Civil Liberties and National Security in Post-September 11th America.

	Byrne, Darius. Making the Pieces Fit: A Scholarly Review of International Relations Theory through an Examination of Realism, Neorealism and Complex Interdependence.
2003	Udell, Eli. Trumping Modern Terror: Networks of Violence, Evolving Challenges, and the Pursuit of Strategic Success.
Master's Research Papers- Second Reader	
2017	Costa, Chantel C. Examining the Merits and Demerits of Drone Use in Theatres of Conflict: A United States Case Study.
2016	Ruben-Vaughn, Lowell. Implementing Knowledge Management (KM) Systems in Local Government: Applying a Knowledge Retention Strategy to the Water and Wastewater Pilot Project in the Region of Peel and its Public Works Department (MPA Research Report, Local Government Program)  Tuchscherer, Raphaela. Changing Dynamics – The U.S. Role in the Arctic Council. (American Studies)
2015	de Roos, Eric. U.S.-Civil-Military Relations: Strategic Assessment Theory and the Invasion of Iraq.
	Sheidow, Lori. President Clinton's Job Approval Ratings Amidst the Lewinsky Scandal. (American Studies Program)
2013	Greco, Sara. Consistent Inconsistency around the Midpoint of the Engagement-Disengagement Spectrum: The United States of America's Foreign Policy Vis À Vis the Democratic People's Republic of Korea.
	Ladd, Jeremy. Democracy Promotion in Canadian and American Foreign Policy After the Cold War. (American Studies)
2012	Diclemente, Nicholas. North Atlantic Triangle's Current Approach Since 9/11 Toward Preventing All Types of "Terrorism."  Wapia, Alexandra. Stars and Stripes: How the American President Became Celebrity-in-Chief. (American Studies)



2010	Chambers, Shakir. The Rise of China in a New American Century: Implications for Asia-Pacific Security and America's Global Position.
2009	Summer, Matthew. Evolutionary Terrorism.
	Merry, Patrick J. Understanding 9/11: The Islamist Attacks on the United States.
2008	Iatzko, Ian. The United States and Israel: Explaining the Special Relationship.
	Murphy, Daniel. Humanitarian Intervention: The Emerging Right to Intervene.
2007	Butler, Sarah. American Foreign Policy: An Explanation of President Reagan's Approach to Lebanon.
	Scattergood, Matthew. A Policy of Engagement or a Policy of Containment? The 'Rise of China' and its Implications for US Foreign Policy in Northeast Asia.
2005	Gregoire, Matthew. Terrorism and Chemical and Biological Weapons in the 21 <sup>st</sup> Century.
2004	McLaren, Joshua. The Evolution of American Nuclear Weapons Policy.
2003	Goodwin, Matthew. Reviewing the Scholarly Response to the Revival of Right-Wing Extremism.  Mouammar, Randa. The International Criminal Court. A Report.  Wright, Laura. Transitions to Democracy.
Ph.D. Theses	

2016	Rastrick, Christopher. Atlantic Adrift: Supranational and American Think Tanks in Comparison.
2014	Seligman, Steven. Canada and the 2001 United Nations World Conference Against Racism.
2009	Skinner, Brett: Barriers to Health Policy Liberalization in Canada: Institutions, Interests, and Incentives - A Rational Choice Analysis.
Undergraduate Theses	
2003-2004	Gregory, Megan. Evaluating Conditions that Shaped the Strategies of Think Tanks Under President Ronald Reagan and President George W. Bush. B.A. Thesis.
1996-1997	McGee, Laura. B.A. (American Studies) Thesis. Ideals and Institutions: Placing Regional Identity in the American Consciousness.
	Smith, Jordan. BA Thesis. Off the Cuff: The Bush Administration's Diplomacy. B.A. Thesis.  Cook, Brian. Examining the Trilateral Commission's Contribution to the Institutional Evolution of the G-7 Economic Summit through the 1970s. B.A. Thesis

Second Reader - Undergraduate Theses

- 2014 Green, Benjamin. The Black Panthers and the Pro Gun Movement: Unexpected Allies in Constitutional Advocacy.
- 2016 King-Congram, Kendall. Welcome to "Incarceration Nation." (American Studies)

Teaching Evaluations for Undergraduate and Graduate Courses  
Summary of "Overall Effectiveness" Rating from Student Surveys  
 (Maximum score 7)

Course	<u>2009-10</u>	<u>2010-11</u>	<u>2013-14</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2018</u>
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PolSci 2244E			5.9	Not offered		
PolSci 4401F/G	6.6	6.3	6.6	6.5	6.1	6.6
PolSci704A/974B	7	6		6.6	N/A	
PolSci3395G			6.6	6.6	6.5	

PUBLICATIONS:

**Books**

Abelson, Donald E. and Stephen Brooks (eds). *History Has Made Us Friends: Reassessing the Special Relationship between Canada and the United States*. Kingston and Montreal: McGill-Queen's University Press, forthcoming, 2024.

Brooks, Stephen, Donald E. Abelson, and Melissa Haussman. *Understanding American Politics*. Third Edition. Toronto: University of Toronto Press, forthcoming, 2024.

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Esses, Victoria M., and Donald E. Abelson (eds). *Twentieth-First Century Immigration to North America: Newcomers in Turbulent Times*. Kingston and Montreal: McGill-Queen's University Press, 2017. (Recognized as one of *The Hill Times*' Best Books of 2017.)

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Abelson, Donald E. *Do Think Tanks Matter? Assessing the Impact of Public Policy Institutes*. Second Edition (Revised and Expanded). Kingston and Montreal: McGill-Queen's University Press, 2009.

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James, Patrick, Abelson, Donald E. and Michael Lusztig (eds). *The Myth of the Sacred: The Charter, the Courts, and the Politics of the Constitution in Canada*. Kingston and Montreal: McGill-Queen's University Press, 2002.

Abelson, Donald E. *American Think-Tanks and their Role in U.S. Foreign Policy*. London and New York: Macmillan and St. Martin's Press, 1996.

### ***Chapters/Encyclopedic Entries***

Abelson, Donald E. and Stephen Brooks. "Introduction: A Special Relationship?" in Donald E. Abelson and Stephen Brooks (eds), *History Has Made Us Friends: Reassessing the Special Relationship between Canada and the United States*, Kingston and Montreal: McGill-Queen's University Press, forthcoming.

Abelson, Donald E. "Brian Mulroney, Ronald Reagan, and the Politics of Friendship," in Donald E. Abelson and Stephen Brooks (eds), *History Has Made Us Friends: Reassessing the Special Relationship between Canada and the United States*, Kingston and Montreal: McGill-Queen's University Press, forthcoming.

Abelson, Donald E. "Think Tanks and Public Policy," in Minna van Gerven, Christine Rothmayr Allison and Klaus Schubert (eds), *Encyclopedia of Public Policy*. Berlin: Springer, 2023.

Abelson, Donald E. and Stephen Brooks. "Introduction: Sources of Resilience in the Transatlantic Relationship," in Donald E. Abelson and Stephen Brooks (eds), *Transatlantic Relations: Challenge and Resilience*. London: Routledge, 2022: 1-26.

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Abelson, Donald E. and Christopher Rastrick. "Introduction," in Donald E. Abelson and Christopher Rastrick, (eds.), *Handbook on Think Tanks in Public Policy*, Cheltenham, UK: Edward Elgar, 2021: xviii-xxv.

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Abelson, Donald E. "The rise or demise of American think tanks?" in Donald E. Abelson and Christopher Rastrick (eds.) *Handbook on Think Tanks in Public Policy*, Cheltenham, UK: Edward Elgar, 2021: 221-238.

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Abelson, Donald E. "Any Better Ideas? Think Tanks and Policy Analysis in Canada," in Laurent Dobuzinskis and Michael Howlett (eds.), *Policy Analysis in Canada*. Bristol, UK: Policy Press, 2018: 275-296.

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Abelson, Donald E. "Strategic Thinking or Thinking Strategically? The Ambiguous Role of American Think Tanks" in Thomas Juneau (ed.), *Strategic Analysis in Support of International Policy-Making: Case Studies in Achieving Analytical Relevance*. Lanham, Maryland: Rowman and Littlefield, 2017: 203-224.

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Abelson, Donald E. "Think Tanks," in Helmut K. Anheier and Mark Juergensmeyer (eds), *Encyclopedia of Global Studies*. Los Angeles: Sage, 2012: 1645-47.

Abelson, Donald E. "Is Anybody Listening? Assessing the Influence of Think Tanks," in Adolfo Garcé and Gerardo Uña (eds.), *Think Tanks and Public Policy in Latin America: Global Dynamics and Regional Realities*. Buenos Aires: Center for the Implementation of Public Policies Promoting Equity and Growth (CIPPEC), 2010: 11-33. Available at [www.cippecc.org](http://www.cippecc.org).

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Abelson, Donald E. "In the Line of Fire: Think Tanks, the War on Terror and Anti-Americanism," in Richard Higgott and Ivona Malbasic (eds), *The Political Consequences of Anti-Americanism*. London: Routledge, 2008: 44-57.

Abelson, Donald E. "Any Ideas? Think Tanks and Policy Analysis in Canada," in Laurent Dobuzinskis, Michael Howlett and David Laycock (eds), *Policy Analysis in Canada: The State of the Art*. Toronto: University of Toronto Press, 2007: 551-573.

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Wiktorowicz, Mary, Lapp, Miriam, Brodie, Ian and Donald E. Abelson, "Interest Groups and Health Policy in Ontario," in Kathy L. Brock (ed), *Delicate Dances: Public Policy and the Nonprofit Sector*. Montreal and Kingston: McGill-Queen's University Press, 2003: 171-221.

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Abelson, Donald E. and Evert A. Lindquist. "Think Tanks Across North America," in R. Kent Weaver and James G. McGann (eds), *Think Tanks and Civil Societies: Catalyst for Ideas and Action*. New Jersey: Transaction Publishers, 2000: 37-66.

Abelson, Donald E. "Surveying the Think Tank Landscape in Canada," in Martin W. Westmacott and Hugh Mellon (eds), *Public Administration and Policy: Governing in Challenging Times*. Scarborough: Prentice-Hall, 1999: 91-105.

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#### ***Peer Reviewed Journal Articles***

Abelson, Donald E. and Adam Lajeunesse, eds. *Canada-U.S. Relations in the Age of Trump*. Special Issue, *American Review of Canadian Studies*, 50 (1) Spring, 2020.

Abelson, Donald E. and Adam Lajeunesse. "Introduction: Canada-U.S. Relations in the Age of Trump," *American Review of Canadian Studies*, 50 (1), Spring, 2020: 1-8.

Abelson, Donald E. "From Generation to Generation: Reflections on the Evolution of Think Tanks." *International Review of Public Policy*, 1 (2) 2019: 238-249.

Abelson, Donald E. "Think Tanks et Présidents Américains: Quelques Leçons de la Maison-Blanche sous Bush, Obama et Trump." *Bulletin d'histoire politique*, 28 (1), Fall 2019 : 63-82.

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Abelson, Donald E. "Old world, new world: the evolution and influence of foreign affairs think-tanks," *International Affairs* (UK) 90 (1), 2014: 125-42.

Abelson, Donald E. "Ideas for Export: The Attraction of US think tanks," *China Think Tank* (5) November 2013: 132-135. Published by the China Region Development and Reform Institute, Red Flag Press, Beijing, China.

Abelson, Donald E. "Politics on Ice: The United States, the Soviet Union and a Hockey Game in Lake Placid." *Canadian Review of American Studies*, 40 (1), 2010: 63-94.

Abelson, Donald E. "A War of Ideas: think tanks and terrorism. *Policy Options*, 28 (3) March 2007: 75-78.

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Abelson, Donald E. "Public Visibility and Policy Relevance: Assessing the Impact and Influence of Canadian Policy Institutes." *Canadian Public Administration* 42 (2), Summer 1999: 240-270.

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***Non-Peer Reviewed Journal Articles/Research Papers/Commentaries***

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### **Book Reviews/Review Essays**

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Patricia Molloy, *Canada/US and Other Unfriendly Relations before and after 9/11*, in *The LSE Review of Books*, <http://blogs.lse.ac.uk/lseviewofbooks/2012/11/27/book-review-canada-us-and-other-unfriendly-relations-before-and-after-911/>

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#### ***Invited Presentations/Conference Papers***

“For the Dignity of the Jewish Community and for the Honour of Canada: Brian Mulroney’s Enduring Battle Against Anti-Semitism” (with Monda Halpern). Presentation to J.E.M (Jewish Educational Manna), London, Ontario (via Zoom), December 5, 2022.

“The State of US Democracy and the 2022 Mid-Term Elections.” Presentation to the Centre for International Policy Studies, City University London, London, UK (via Zoom), November 7, 2022.

“The 2022 US Mid-Term Elections and their Consequences for Europe.” Presentation to the Research Seminar Group, Department of Political Science, La Libera Università internazionale degli studi sociali Guido Carli (LUISS), Rome, Italy, November 2, 2022.

“America at a Crossroads: The 2022 US Mid-Term Elections and their Impact at Home and Abroad.” Presentation to Jewish London (via Zoom), London, Ontario, October 19, 2022.

“When Irish Eyes Were Smiling: Prime Ministers, Presidents and the Future of Canada-U.S. Relations.” The Distinguished Canadian Address, Center for the Study of Canada, State University of New York (SUNY)-Plattsburgh, NY, October 13, 2022.

“Split Decision: Public Policy Centers, Universities, and the Conflicts That Divide Them.” Presentation to the Center for the Study of Canada, State University of New York (SUNY) - Plattsburgh, NY, October 13, 2022.

“The Business of Ideas: Think Tanks and Public Policy.” Presentation to the Institute for Ethics in Public Life, State University of New York (SUNY)-Plattsburgh, NY, October 12, 2022.

Host and moderator, “In Conversation with the Hon. Sean Fraser, Minister of Immigration, Refugees and Citizenship of Canada.” Sponsored by the Brian Mulroney Institute of Government, St. Francis Xavier University, September 22, 2022.

Host and moderator, “Transatlantic Relations: Challenge and Resilience – A Discussion for Our Times.” Virtual event sponsored by the Brian Mulroney Institute of Government, St. Francis Xavier University and the College of Europe, May 18, 2022.

“Brian Mulroney, Ronald Reagan, and the Politics of Friendship.” Paper presented at the Robert C. and Janice S. McNair Center for the Advancement of Free Enterprise and Entrepreneurship, Northwood University, Midland, Michigan, April 27, 2022.

Host and moderator for Michael Adams’ presentation, “American Backlash, Canadian Compromise: Are Canadians and Americans Converging or Diverging?” Virtual event organized by the Brian Mulroney Institute of Government, St. Francis Xavier University, March 2, 2022.

Moderator and panelist, “Think Tanks; Global Reach, Global Perspectives,” *2021 OTT (On Think tanks) Conference*, 21 April 2021.

Panelist, *Fighting for the Soul of a Nation: The 2020 US Presidential Election*. Sponsored by the Brian Mulroney Institute of Government, St. Francis Xavier University, October 30, 2020.

“A Primer on American Think Tanks.” Virtual Presentation to the Austrian Red Cross, Vienna, Austria, September 29, 2020.

Panelist, *Confederation of Tomorrow: 2019 Survey of Canadians: Pulling Together or Drifting Apart?* Munk School of Global Affairs and Public Policy, University of Toronto, 15 April 2019.

“Thinking about Success: How Think Tanks Can Achieve Policy Influence.” Keynote Address, 2018 Shanghai Global Think Tank Forum, Shanghai, People’s Republic of China, October 25, 2018.

“Think Tanks and the Trump Presidency.” Presentation to the Policy Research and Think-Tanks Research Seminar, University of Bath (London campus), London, UK, February 16, 2018.

“How to Measure the Impact of Think Tanks.” Presentation to the OTT (On Think Tanks) Conference, London, UK, February 15, 2018.

“Think Tanks, Expertise and the Crisis of the Liberal Order in the Trump Era.” Presentation to the Centre for International Policy Studies (CIPS), City University London, London, UK, February 15, 2018.

“Think Tanks in North America: Lessons for China.” Presentation made at the 2017 Shanghai Global Think Tank Forum. Shanghai, People’s Republic of China, December 1, 2017.

“Finding the Sweet Spot: Striking a Balance between Policy Research and Political Advocacy.” Keynote Address, 2017 Shanghai Global Think Tank Forum, Shanghai, People’s Republic of China, December 1, 2017.

“How Do you Measure Impact? How IR Think Tanks Influence Discourse, Debate, and Decision-Making.” Panel discussion, International Studies Association (ISA) Annual Conference, Baltimore, Maryland, February 24, 2017.

Heading North: What US Think Tanks Might Learn from Canada’s Idea Industry.” Presentation at a conference entitled, Washington’s Idea Industry in a Comparative Context, Edwin O. Reischauer Center for East Asian Studies, Paul H. Nitze School of Advanced International Studies (SAIS), Johns Hopkins University, Washington, DC, February 23, 2017.

“Shedding Light on Canada’s Think Tank Landscape.” Presentation at the Canadian Embassy, Washington, DC, February 23, 2017.

“Think Tanks in Canada and the United States.” Presentation at the Embassy of the United States of America, Ottawa, December 2, 2016.

“Think Tanks and the 2016 Republican race for the presidency.” Presentation to the Department of Political Science, Trinity College Dublin, Dublin, Ireland, 29 January 2016.

“Come to Think of It: Reconsidering the relationship between Presidential Nominees and American Think Tanks.” Presentation to the School of Politics and International Relations (SPIRe) Seminar Series, University College Dublin, Dublin, Ireland, 28 January 2016.

“Think Tanks: Do They Help, Hinder or Strengthen the Development of Social Policy?” Presentation given (via Skype) as a panelist at a conference entitled, *The Global Village: Our Responsibility to Engage: Celebration of the 50<sup>th</sup> Anniversary of Vatican II Document Nostra Aetate*, University of St. Michael’s College, University of Toronto, 8 October 2016.

“The Washington Idea Industry: Some Preliminary Insights.” Presentation given at a conference entitled, *The Washington Idea Industry in Comparative Context*, The Paul H. Nitze School of Advanced International Studies (SAIS), Washington, DC, 7 October 2015. Jointly sponsored by the Edwin O. Reischauer Centre for East Asian Studies (SAIS) and the Center for Global Partnership (CGP), the Japan Foundation.

“Foreign Investment: Japanese Foundations and American Think Tanks.” Presentation to the Center for Global Partnership (CGP), the Japan Foundation, New York, New York, 29 May 2015.

“The Domestic Sources of US Foreign Policy: The Role of Lobbies and Think Tanks.” Presentation at a conference entitled, *Who Decides in Washington? The Making of US Foreign Policy*. Université du Québec à Montréal (UQAM), Montreal, Québec, March 26, 2015. Sponsored by the Raoul Dandurand Chair of Strategic and Diplomatic Studies, Center for the United States Studies.

“Think Tanks in Comparative Perspective: The US and Beyond.” Presentation at a conference entitled, *Changing Washington: Idea Industries and Public Policy: Japan and the US in Comparative Perspective*, Foreign Correspondents’ Club of Japan, Tokyo, Japan, January 23, 2015. Jointly sponsored by the Japan Foundation and the Edwin O. Reischauer Center for East Asian Studies, Paul H. Nitze School of Advanced International Studies (SAIS), Johns Hopkins University.

“Think Tanks, Soft Power, and US Foreign Policy.” Presentation to LERMA (Center for the Study of the Anglophone World), Université Aix-Marseille, Aix-en-Provence, France, October 14, 2014.

“The Role of Think Tanks in International Relations: A View from North America.” Presentation given at Blanquerna- School of Communications and International Relations, Ramon Llull University, Barcelona, Spain, April 25, 2014.

“A World of their Own: Think Tanks and Global Politics.” Presentation given at Blanquerna, School of Communications and International Relations, Ramon Llull University, Barcelona, Spain, April 24, 2014,

“Policy Research, Political Advocacy and the Future of American Think Tanks.” Presentation given at IMT Institute for Advanced Studies, Lucca, Italy, March 27, 2014.

“Ideas, Influence and Public Policy: Think Tanks in Canada and the United States.” Presentation given at the 2014 Manning Networking Conference, Ottawa, Ontario, February 28, 2014.

“Exporting Ideas: The Allure of American Think Tanks.” Video Presentation prepared for an *International Symposium on Think Tanks – Chinese Think Tanks and China Dream*. Organized



by the China Development and Reform Institute and the Chinese School of Social Science – Tsinghua University and Shanghai University, Beijing, China, June 30, 2013.

“In Pursuit of the National Interest? Think Tanks and US Foreign Policy.” Paper presented at the Department du Monde Anglophone, Laboratoire d’Etude et de Recherche sur le Monde Anglophone (LERMA), Université Aix Marseille 1, Université de Provence, Aix-En-Provence, France, March 27, 2013.

“Changing Minds, Changing Course: The Evolution and Education of American Think Tanks.” Presentation given at the Edwin O. Reischauer Center for East Asian Studies, The Paul H. Nitze School of Advanced International Studies (SAIS), Johns Hopkins University, Washington, DC, November 29, 2012.

“Plan of Attack: US Think Tanks, Presidential Candidates, and the War of Ideas.” Presentation given at City University London (CUL), London, UK, October 24, 2012.

“A More Perfect Union: US Think Tanks and Presidential Candidates.” Presentation given at the University of Lancaster, Lancaster, UK, October 22, 2012.

“Heavy Artillery: Israeli Think Tanks and the Battle of Ideas.” JEM Speakers’ Series, London Jewish Community Centre, London, Ontario, March 5, 2012.

“Evaluating the Influence of Think Tanks in US Foreign Policy: Competing Perspectives, Models and Theoretical Approaches.” Presentation to the Center for Foreign Policy Studies, Dalhousie University, Halifax, Nova Scotia, March 1, 2012.

“On Second Thought: Reflections on the Changing Role of Think Tanks in American Politics.” Presentation made to the Institute for the Study of the Americas, Senate House, University of London, London, UK, October 11, 2011.

“War of Ideas: “Advocacy Think Tanks” and the Debate over North American Security.” Paper presented at a Symposium on North American Security Relations. Sponsored by the Université Laval, Quebec City, September 9, 2011.

“A Penny for your Thoughts: Think Tanks in Canada and the United States.” Presentation made to Bi-national Executive Seminar Canada-United States Relations. University at Buffalo, State University of New York. Buffalo, New York, June 13, 2011.

“Can the American Think Tank Experience be Exported to Israel?” Presentation made to the Israeli Institute for Regional Foreign Policies. Sponsored by the Friedrich Ebert Stiftung, Tel Aviv, Israel, May 18, 2011.

“Think Again: How American Think Tanks Compete in the Marketplace of Ideas.” Presentation made to the Israel Democracy Institute’s (IDI) International Conference, “What do Think Tanks Do?” Jerusalem, Israel, May 15, 2011. Presentation available on the IDI’s website [idi.org.il](http://idi.org.il).

“American Think Tanks and Presidential Elections.” Videotaped presentation produced by L’Observatoire Français des Think Tanks for a conference sponsored by Sciences Po Paris entitled, “à un an des présidentielles, quelle est la place des Think Tanks le débat public, en France et aux Etats-Unis.” Paris, France, May 10, 2011.

“The Evolution of Think Tanks in U.S. Foreign Policy.” Presentation made de la Hautes études internationales, Université Laval, Québec City, February 28, 2011.

“Do Foreign Policy Think Tanks Matter?” Presentation made de la Hautes études internationales, Université Laval, Québec City, March 1, 2011.

“Think Tanks and American Foreign Policy.” Presentation made at a conference entitled, *Think Tanks and Foundations in the Transatlantic World: Past, Present and Future.*” Organized by the Heidelberg Center for American Studies, The University of Heidelberg, Heidelberg, Germany, December 3-4, 2010.

“Measuring the Influence of Think Tanks.” Presentation made at a workshop entitled, *Think Tanks Impact and Its Measurement*, sponsored by the Shanghai Academy of Social Sciences (SASS) Think Tanks Research Center, Shanghai, People’s Republic of China, August 27, 2010.

“Do Think Tanks Matter? Presentation made at an International Workshop entitled, *Think Tanks in Global Comparison - Modes of Operation*, sponsored by the Friedrich Ebert Stiftung and Zhejiang University, Hangzhou, People’s Republic of China, August 25, 2010.

“Do Policy Experts Matter? Lessons from Canada and the United States.” Paper presented at a conference entitled, *Political Expertise in Contemporary Democracies: Canada, Germany, Poland.* The University of Warsaw, Warsaw, Poland, May 21, 2010.

“Assessing the Impact of Think Tanks in Canada and the United States.” Sciences Po Paris, Paris, France, November 27, 2009.

“Why Think Tanks Matter.” Presentation made at the Institute for the Study of the Americas, University of London, London, England, November 24, 2009.

Panellist, “Roundtable discussion on Inderjeet Parmar (eds), *New Directions in US Foreign Policy.*” Sponsored by the Institute for the Study of the Americas, University of London, London, England, November 24, 2009.

“The role of American think tanks in the policy-making process.” Paper presented to the National Security Studies Program (NSSP), Elliott School of International Affairs, The George Washington University, Washington, DC, March 16, 2009.

“Canada and the United States: Ambivalent Allies.” Prepared remarks on book written by John Herd Thompson and Stephen Randall. Canada Institute, Woodrow Wilson Center, Washington, DC, September 24, 2008.

“Politics on Ice: The United States, the Soviet Union and a Hockey Game in Lake Placid.” Paper presented at the 36<sup>th</sup> Annual Convention of the North American Society for Sport History, Lake Placid, New York, May 26, 2008.

“The Influence of Think Tanks on US Foreign Policy.” Paper presented at the American University of Paris, Paris, France, April 16, 2008.

“Think Tanks in Canada and in the United States.” Presentation made at a conference entitled, “North American Issues: Designing Institutions, Choosing Policies.” Conference co-sponsored by the Network on North American Studies in Canada (NNASC) and the United States Studies Program at The University of British Columbia, Vancouver, BC, March 13-15, 2008.

“Roundtable on US Studies in Canada.” Panelist and Moderator of panel organized at the 19<sup>th</sup> Biennial Conference for the Association for Canadian Studies in the United States (ACSUS), Toronto, Ontario, November 17, 2007.

“Think Again: Reevaluating Models of Think Tank Influence.” Paper presented at The University of Southern California (co-sponsored by the Center for International Studies and the Canadian Studies Program), Los Angeles, California, October 31, 2007.

With Duncan Wood. “People, Security and Borders: The Impact of the Western Hemisphere Travel Initiative on North America - A View from Canada.” Paper presented at the Woodrow Wilson International Center for Scholars, Washington, DC, May 30, 2007.

With Duncan Wood. “People, Security and Borders: The Impact of the Western Hemisphere Travel Initiative on North America - A View from the United States.” Paper presented at the Government Conference Centre, Ottawa, May 28, 2007.

“Think Fast: American Think Tanks and their efforts to Influence US Foreign Policy.” Paper presented to the Canadian Institute of International Affairs (CIIA) - Thunder Bay Branch, Lakehead University, April 25, 2007.

“American Think Tanks and US Foreign Policy.” Paper presented at Sciences Po, Paris, France, December 7, 2006.

“Think Tanks and US Foreign Policy.” Paper presented at The American University of Paris, Paris, France, December 8, 2006.

“Les think-tanks et la politique étrangère des Etats-Unis.” Paper presented at Institut d’Études Politiques, The University of Lyon, Lyon, France, December 13, 2006.

“The role of think tanks in disseminating conservative ideas.” Paper presented at Institut d’Études Anglophone, University of Paris VII, Paris, France, December 16, 2006.

“A Capitol Idea: Think Tanks and U.S. Foreign Policy.” Paper presented at the School of Policy Studies Westcoast Lecture Series, Queen’s University, November 24, 2006.

“A Capitol Idea: Think Tank and U.S. Foreign Policy.” Paper presented at the Center for the Study of the United States, Munk Centre, University of Toronto, F. Ross Johnson Distinguished Speaker Series, November 22, 2006.

“Thinking Outside the Box: Think Tanks in Canada and the United States. Paper presented at a workshop entitled, *At the Think Tank-University Interface*, Canadian Embassy, Washington, DC, October 13, 2006.

“Think Tanks and the American Political Landscape.” Paper presented at the Canadian Embassy, Washington, DC., September 13, 2006.

“A Capitol Idea: Think Tanks and US Foreign Policy.” Paper presented at the Centre for International Politics, University of Manchester, Manchester, England, June 7, 2006.

“Is Anybody Listening? Assessing the Influence of Think Tanks.” Paper presented at the International Forum on the Social Science-Policy Nexus (IFSP), Buenos Aires, Argentina, February 21, 2006.

“Right on Time? Conservative Think Tanks and their Influence on U.S. Foreign Policy.” Paper presented at a conference entitled, *Is America Right? Conservatism in American Politics*, organized by the Center for U.S. Studies, University of Quebec at Montreal, February 9, 2006.

“Think Tanks and Anti-Americanism.” Paper presented at a workshop on Anti-Americanism and International Relations, Central European University, Budapest, Hungary, September 16, 2005.

“Wozu Politikwissenschaft? Think Tanks in der nordamerikanischen Außenpolitik. (Why Political Science? - Think Tanks and Public Policy)” Paper presented to the Department of Political Science, The University of Passau, Passau, Germany, December 3, 2003.

Think Tanks and Foreign Policy Formulation in the US.” Roundtable discussion sponsored by the Hanns Seidel Foundation, Wildbad Kreuth, Bavaria, Germany, December 4-5, 2003.

“Think Tanks and US Foreign Policy.” Presentation to the Department of Political Science, Distinguished Speakers’ Series, University of Windsor, January 20, 2003.

“Think Tanks and Public Policy.” Presentation before the Business and Economic Development Cluster Policy Assistant Deputy Ministers Group, Ontario Ministry of Enterprise, Opportunity and Innovation, Toronto, October 2, 2002.

“Think Tanks in Canada and the US.” Presentation before the Business Climate Deputies’ Committee, Ontario Ministry of Enterprise, Opportunity and Innovation, Toronto, Ontario, June 26, 2002.

“Think Tanks and Public Policy: Can Policy Influence Be Measured?” Presentation to the Political Economy Research Group (PERG), University of Western Ontario, November 5, 2001.  
"Think Tanks, Public Policy and Constitutional Politics in Canada." Paper presented at the Biennial Meetings of the Association for Canadian Studies in the United States (ACSUS), November 18-20, 1999, Pittsburgh, PA.

"Do Think Tanks Matter? Opportunities, Constraints and Incentives for Think Tanks in Canada and the United States." Paper presented at the Annual Meetings of the International Studies Association, Washington, D.C., February 20, 1999.

“Marketing the Message: Designing Effective Media Strategies for Think Tanks.” Paper presented at a conference co-sponsored by the Center for International Enterprise (CIPE) and the World Bank, Moscow, September 16, 1998.

With Evert A. Lindquist, "Think Tanks Across North America." Paper presented at a conference entitled, Think Tanks and Civil Society: Catalyst for Ideas and Action, The World Bank and CIDOB, Barcelona, Spain, June 28-July 2, 1998.

"Public Visibility and Policy Relevance: Measuring the Impact and Influence of Canadian Policy Institutes." Paper presented at the Annual Meetings of the Canadian Political Science Association, The University of Ottawa, May 31 - June 2, 1998.

With Evert A. Lindquist, "Who's Thinking About International Affairs? The Evolution and Funding of Canada's Foreign and Defence Policy Think Tanks." Paper presented at the Annual Meetings of the Canadian Political Science Association, The University of Ottawa, May 31 - June 2, 1998.

"The Role of Policy Experts in Advising Prime Ministers and Presidents." Paper presented at the Center for the Study of the Presidency's Conference on Canada-U.S. Relations, Chateau Laurier Hotel, Ottawa, Ontario, October 15, 1997.

With Christine M. Carberry, "Following Suit or Falling Behind? A Comparative Analysis of Canadian and American Think Tanks." Paper presented at the Annual Meetings of the Canadian Political Science Association, Memorial University, St. John's, Newfoundland, June 1997.

With Christine M. Carberry, "In Search of Policy Advice: Why Presidential Nominees Turn to Think Tanks." Paper presented at the Annual Meetings of the British Political Studies Association, Glasgow, Scotland, 10-12 April 1996.

"On the Road to the White House: Presidential Candidates and the Think Tanks that Advised Them." Paper presented at the Annual Meetings of the Canadian Political Science Association, Universite du Quebec a Montreal, Montreal, Quebec, 4-6 June 1995.

"Political Leaders and Policy Advisors: Guiding America Through the Twenty-First Century." Paper presented at Toward the Third Millennium: The Role of the U.S. in the New North

America, Chateau Laurier Hotel (sponsored by Carleton University), Ottawa, Ontario, 3-5 November 1994.

"From Policy Research to Political Advocacy: The Changing Role of Think Tanks in American Politics." Paper presented at the Annual Meetings of the Canadian Political Science Association, The University of Calgary, June 12-14, 1994.

"Political Agendas in Policy Communities: Environmental Groups, the Ontario Government and the Debate over the North American Free Trade Agreement." Paper presented at a joint session of the Canadian Political Science Association and the Canadian Society for the Study of Practical Ethics, The University of Calgary, June 12-14, 1994.

"American Think Tanks, the News Media and the Politicization of Policy Expertise." Paper presented at the Conference on "Think Tanks in the USA and Germany: Democracy at Work: Where and How do Public Decision-makers Obtain Their Knowledge?" The University of Pennsylvania, Philadelphia, PA, 18-20 November 1993.

"Political News and Political Views: An Inquiry into the Symbiotic Relationship Between American Think Tanks and the News Media." Paper presented at the Annual Meetings of the Canadian Political Science Association, June 2-4, 1991, Queen's University, Kingston, Ontario.

"Seeing Red: Changing Perceptions of Soviet-Cuban Strategy in Central America." Paper presented at the Annual Meetings of the Canadian Political Science Association, 1-3 June 1989, Laval University, Quebec City.

***Lectures/Presentations given on behalf of St. Francis Xavier University***

Guest Lecture," Think Tanks and Public Policy," PGOV 101, November 23, 2022.

"Presentation to Student Leaders on the opening of the Brian Mulroney Institute of Government (BMIG)." August 15, 2019.

"Introduction to BMIG and to the Rt. Honourable Brian Mulroney." Grand Opening, Mulroney Hall, September 18, 2019.

"Presentation to Students, Staff, Faculty and Antigonish Community on BMIG and Mulroney Hall." September 21, 2019.

Moderator, *All Federal Candidates Breakfast Discussion for Central Nova*. Sponsored by the Antigonish Chamber of Commerce, September 25, 2019.

Remarks, *ST. FX President's Reception*, London, Ontario, October 22, 2019.

***Lectures/Presentations given on behalf of The University of Western Ontario***

“If I were a Rich Man: A Jewish Perspective on Donald Trump, his politics, and his values.” JEM Speakers’ Series, London Jewish Community Centre, January 29, 2018.

“What a Trump presidency means for Israel.” JEM Speakers’ Series, London Jewish Community Centre, January 30, 2017.

“Northern Lights: Exploring Canada’s Think Tank Landscape.” Presentation at Octopus Books, Ottawa, December 1, 2016.

“Insights into the US Presidential Election.” Presentation to the Rotary Club, London Convention Centre, October 31, 2016.

Panelist, “Clinton vs. Trump: Is the World Ready? Sponsored by the University Student Council and the King’s University College Student Council, UCC Atrium, October 24, 2016. “Think Tanks and Public Policy: A Primer for Journalists.” Presentation to the School of Journalism, The University of Western Ontario, June 11, 2014.

“A Welcome Intervention? Think Tanks and US Foreign Policy.” Presentation to the 18<sup>th</sup> Annual National Conference of the Canadian Political Science Student’s Association (CPSSA), The University of Western Ontario, January 23, 2014.

“Balancing the Interests of a Diverse Membership: A View from The University of Western Ontario.” Presentation made to the CAUT Forum for Presidents, Ottawa, January 19, 2013.

Panelist, “Tenure and Promotion Workshop for Faculty.” Sponsored by the Office of Faculty Relations and the University of Western Ontario Faculty Association, Weldon Library, December 6, 2012.

“What’s Next? Obama and America after the 2012 US Presidential Election.” Presentation to the Harvey Club (London Hunt Club), Western University, November 14, 2012.

“Blockbuster or Lacklustre? Romney, Obama, and the Race for the 2012 Presidency.” Lecture presented as part of the series, Classes without Quizzes, London Public Library (Landon Branch), October 9, 2012.

Panelist, “Promotion and Tenure Workshop for Members of P and T Committee.” Organized by the Office of Faculty Relations, David S. Chu International Student Centre, September 12, 2012.

“Reflections on the Changing World of Think Tanks.” Presentation to MA Program, School of Journalism, University of Western Ontario, June 13, 2012.

“On Second Thought; Reflections on the Changing Role of Think Tanks in American Politics.” Presentation to the Florida Branch of the Western University Alumni Association, Bonita Springs, Florida, March 15, 2012.

“First Impressions, Second Thoughts: Reflections on the Complex World of American Think Tanks.” Centre for American Studies Speakers’ Series, February 7, 2012.

Panelist, “Tenure and Promotion Under the Collective Agreement: How it Works.” Organized by the Teaching Support Centre, December 8, 2011.

“On Second Thought; Reflections on the Changing Role of Think Tanks in American Politics.” Presentation made to the Ottawa Branch of the UWO Alumni Association, Canadian Museum of Civilization, Gatineau, Quebec, November 9, 2011.

Panelist, “Promotion and Tenure Workshop.” Organized by the Office of Faculty Relations, David S. Chu International Student Centre, October 4, 2011.

“Do Think Tanks Matter? Debating the Relevance of Policy Institutes in Canada and the United States.” Presentation to the School of Journalism, Faculty of Information and Media Studies, June 10, 2011.

“Thinking in the National Interest? Why Policy Experts Often Miss the mark.” Lecture presented to the Senior Alumni Group, The University of Western Ontario, February 15, 2011.

“Thinking About Canada-US Relations: The Role of Western’s Canada-US Institute.” Lecture presented to the Retired Academics Group, Huron University College, September 24, 2010.

“Do Think Tanks Matter to Journalists?” Lecture presented to the School of Journalism, Faculty of Information and Media Studies, June 11, 2010.

Panelist, “Collaborative Research Programs.” Presentation made at the Academic Leaders’ Summer Conference, Grand Bend, June 10, 2010.

Panelist, “Faculty Performance Evaluation.” Presentation made at the Academic Leaders’ Summer Conference, Grand Bend, June 9, 2010.

“Think Tanks and US Presidents.” Alumni Western’s Lecture Series in Toronto. Royal Ontario Museum, October 14, 2009.

“New and Used Chairs.” Academic Leaders’ Summer Conference, Goderich, Ontario, June 22, 2009.

“An Overview of Think Tanks in Canada and the United States.” School of Journalism, Faculty of Information and Media Studies, June 12, 2009.

“Cold Warriors? The Political Legacy of the 1980 US Hockey Team’s Victory over the Soviets in Lake Placid.” Centre for American Studies Speakers’ Series, February 25, 2009.

Panelist, “Canada-US Relations in the Obama Era.” Faculty of Law, January 28, 2009.



Panelist, "McCain vs. Obama: Forum on the US Election." Centre for American Studies, October 30, 2008.

Panelist, "Building a Culture of Respect." Academic Leaders' Summer Conference, Goderich, Ontario, June 19-20, 2008.

"Understanding the role of think tanks in Canada and in the United States." School of Journalism, Faculty of Information and Media Studies, June 6, 2008.

Panelist, "US-Canada Relations." Roundtable Discussion organized by the Association for Political Theory. Held at Spencer Hall, The University of Western Ontario, October 11, 2007.

Panelist, "New and Used Chairs/Directors: Acts I and II." Academic Leaders' Summer Conference, Goderich, Ontario, June 18, 2007.

"Think Tanks and the Media in Canada." School of Journalism, Faculty of Information and Media Studies, June 8, 2007.

Panelist, The Western Hemisphere Travel Initiative (WHTI) Region's Edge Conference, March 22, 2007.

"Peddling Ideas: Think Tanks and US Foreign Policy." Political Inquiry Colloquium, Department of Political Science, March 17, 2007.

"The US Mid-term Elections and Beyond." Occasional Lecture Series, Department of Political Science, November 10, 2006

Panelist, Roundtable on the US Mid-term Elections. Sponsored by the Centre for American Studies, University College, UWO, November 8, 2006.

### ***Works in Progress***

Abelson, Donald E. *Split Decision: Think Tanks, Universities, and the Politics that Divide Them*. (Book manuscript)

Abelson, Donald E. "A Cardinal Sin? Tracing the conflict between the Hoover Institution and Stanford University."

Abelson, Donald E. "Come to Think of It: Reconsidering the relationship between American Think Tanks and Presidential Nominees."

### ***Reviews of Manuscripts for Journals and Presses:***

Canadian Journal of Media Studies

Canadian Journal of Political Science

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Canadian Public Policy

Commonwealth and Comparative Politics

Edward Elgar

Governance: An International Journal of Policy, Administration, and Institutions

Isuma: The Canadian Journal of Policy Research

Journal of Transport Geography

McGill-Queen's University Press

Nelson Canada

Oxford University Press

Palgrave Macmillan

Political Studies

Prentice-Hall

Routledge

Stanford University Press

**RESEARCH/GRANT FUNDING:**

Start Date	End Date	Principal Invest.	Co-Invest.	Granting Agency	Grant Title	Total Amount
2024	2026	Abelson	Stephen Brooks	Federation for the Humanities and Social Sciences; SSHRC	Awards for Scholarly Publications Program (ASPP) for <i>History Has Made Us Friends: Reflections on the "Special Relationship between</i>	\$8,000

					<i>Canada and the US.</i>	
2019	Open	Abelson		St. FX	Think Tanks and US Politics	\$20,000
2018	2021	Abelson		SSHRC	SSHRC Insight Grant for <i>Split Decision: American Think Tanks, Universities and the Politics that Divide Them</i>	\$78,399
2017	2018	Abelson		UWO	Faculty Directed Research Fund- Travel Grant	\$2,500
2016	2017	Abelson		UWO	Faculty Directed Research Fund – Small Grants- for <i>Split Decision: American Think Tanks, Universities and the Politics That Divide Them.</i>	\$5,000

2016	2016	Abelson		Federation for the Humanities and Social Sciences; SSHRC	Awards for Scholarly Publications Program (ASPP) for <i>Northern Lights: Exploring Canada's Think Tank Landscape</i> (MQUP)	\$8,000
2016	2016	Abelson		UWO	J.B. Smallman Research Fund for <i>Northern Lights: Exploring Canada's Think Tank Landscape</i> (MQUP)	\$4,500
2016	2016	Victoria Esses and Abelson		Federation for Humanities and Social Sciences; SSHRC	Awards for Scholarly Publications Program (ASPP) for <i>Twenty-First Century Immigration to North America: Newcomers in Turbulent Times</i> . (MQUP)	\$8,000

2016	2016	Victoria Esses and Abelson		UWO	J.B. Smallman Research Fund for <i>Twenty-First Immigration to North America: Newcomers in Turbulent Times.</i> (MQUP)	\$3,500
2015	2016	Abelson		UWO	UWOFA Research Award	\$14,700
2009	2015	Abelson		The Morrison Foundation	Centre for American Studies	\$1.6 million
2004	2009	Abelson	Andrew Johnston	The Morrison Foundation	Centre for American Studies	750,000
2002	2002	Abelson		Alumni Research Award, UWO	“Thinking about Peace? Israeli Think Tanks and the Search for Order”	\$3,000
2002	2005	Abelson		SSHRC	Awards to Scholarly Publications Program (ASPP) for <i>Do Think Tanks Matter: Assessing the Impact of Public Policy Institutes</i> (MQUP)	\$8,000

2002	2002	Abelson		UWO	J.B. Smallman Research Fund for <i>Do Think Tanks Matter? Assessing the Impact of Public Policy Institutes</i> (MQUP)	\$3,500
2000	2001	Mary Wiktorowicz	Abelson, Ian Brodie, Miriam Lapp	School of Policy Studies, Queen's University	Interest Groups and Health Care in Ontario	\$13,000
1999	1999	Patrick James	Abelson, Michael Lustzig	Canadian Embassy (Washington) Research/Conference Grant	The Constitution and the Courts in Canada	\$6,500
1997	1998	Abelson		UWO VP Research Award	Think Tanks in Canada	\$7,500
1996	1999	Abelson		Social Sciences and Humanities Research Council of Canada	Preparing Presidents to Govern	\$20,000

#### **ADMINISTRATIVE DUTIES – St. Francis Xavier University (2019-2023)**

March 2022-	Member, Internal Advisory Committee, Atlantic Economic Forum
March 2022-	Member, Advisory Committee on Student Experience in Israel
March 2021-	Member, Bombardier Scholarship Advisory Committee
September 2019	Member, Frank McKenna Centre for Leadership Advisory Board
August 2019-	Member, Leadership Council
January 2019-	Director, Brian Mulroney Institute of Government
January 2019-	Member, External Advisory Board, Brian Mulroney Institute of Government

January 2019- Chair, Internal Advisory Committee, Brian Mulroney Institute of Government

January 2019- Member, Public Policy, and Governance (PGOV) Steering Committee

**ADMINISTRATIVE DUTIES -*Western University* (2007-2018)**

***Departmental***

May 2017 Chair, Administrative Officer (Staff) Hiring Committee

November 2015 Member, Hiring Committee, Receptionist

July 2015-18 Chair, Department of Political Science

July 2015-18 Chair, Appointments Committee

July 2015-18 Chair, Annual Performance Evaluation Committee

July 2015- 2018 Chair, Priorities and Planning Committee

July 2015-2018 Chair, Teaching Awards Committee

July 2015-2018 Chair, Workload Committee

July 2015- 2018 Member, Promotion and Tenure Committee

July 2015- 2018 Member, Local Government Program Advisory Committee

July 2013- 2018 Member, Priorities and Planning Committee

June 2011-18 Member, Appointments Committee

June 2011-18 Member, Teaching Awards Committee

May 2008 Chair, Administrative Officer (Staff) Hiring Committee

January 2008 Chair, Undergraduate Coordinator Hiring (Staff) Committee

July 2006 Chair, Local Government Program Hiring (Staff) Committee

July 2005-June 2010 Chair, Department of Political Science

July 2005-June 2010 Chair, Annual Performance Evaluation Committee

July 2005-June 2010 Chair, Appointments Committee

July 2005-June 2010 Chair, Priorities and Planning Committee

July 2005-June 2010 Chair, Teaching Awards Committee  
 July 2005-June 2010 Chair, Workload Committee  
 June 2004-June 2010 Member, Promotion and Tenure Committee  
 June 2004-June 2005 Member, Appointments Committee  
 July 2003-June 2005 Chair, Graduate Program

***Faculty***

June 2017 Director, Centre for Canada-US Studies  
 June 2016 Member, History Chair Selection Committee  
 September 2011 Member, Hiring Committee, Administrative Assistant, CAS  
 September 2010 Member, Graduate Committee, Centre for American Studies Dec.2009-  
 Member, Department of Economics Chair's Selection Committee  
 March 2008-2011 Chair, Nominating Committee  
 February 2017 Member, Vice-President (International) ad hoc committee on US Travel  
 Ban.  
 September 2016 Faculty of Social Science Representative, Medical School Admissions  
 Committee, Schulich School of Medicine, and Dentistry.  
 October 2015 Member, University Research Board Task Force Steering Committee-  
 Support for Research in Social Science, Arts and Humanities at Western  
 December 2013 Member, Communications Committee, UWO Faculty Association  
 Sept. 2013 Chair, Nominating Committee, UWO Faculty Association  
 Sept. 2012-June 2013 Observer, Senate (representing UWOFA)  
 July 2012-June 2013 President, UWO Faculty Association  
 July 2012-June 2013 Chair, Board of Directors, UWO Faculty Association  
 July 2012-June 2013 Chair, Executive, UWO Faculty Association  
 July 2011-June 2012 Vice-President, UWO Faculty Association



July 2012	Member, Pay Equity Advisory Committee, UWOFA-LA
July 2011-	Member, Executive, UWO Faculty Association
July 2011-	Member, Board of Directors, UWO Faculty Association
July 2011- June 2013-	Member (ex officio), Grievance Committee, UWO Faculty Association
July 2011-June 2012	Member, Joint Committee, UWO Faculty Association
July 2011-June 2012	Chair, Policy, and Governance, UWOFA Committee, UWO Faculty Association Committee, UWO Faculty Association
July 2011-June 2012	Member, Nominating Committee, UWO Faculty Association
October 2010-	Member, Arts & Humanities Council
January 2010-2017	Director, The Canada-US Institute
January 2010	Member, Academic Leaders' Summer Conference Steering Group (ALSC)
March 2009	Member, Hellmuth Award Selection Committee
April 2008	Member, Senate Honorary Degrees Committee
Jan. 2008	Member, Senate Committee on Academic Policy and Awards (SCAPA)
Sept. 2007	Member, Appointments Committee for cross- appointment in Political Science and Epidemiology and Biostatistics
June 2007-2010	Member, Faculty of Health Sciences School of Kinesiology Advisory Committee on Sports, and Recreation
July 2006-June 2014	Director, Centre for American Studies
Jan. 2004-June 2006	Co-Director, Centre for American Studies.
Sept. 2005-10	Member, Space Committee
Sept. 2005	Member, Post-Doctoral Admissions Committee, RBC Financial Group <i>University</i>
Nov.2006- 2008	Member, Senate
Nov. 2006-2008	Member, Senate Nominating Committee

Nov. 2006-Mar 2007 Member, Faculty of Arts and Humanities Decanal Selection Committee

***Editorial Duties***

September 2020 Co-editor, *Mulroney Papers on Public Policy and Governance*, Brian Mulroney Institute of Government, St. Francis Xavier University, 2019-2023.

December 2019- Series Editor, Brian Mulroney Institute of Government Studies in Leadership, Public Policy and Governance, McGill-Queen's University Press, 2019-2023.9999

**COMMUNITY SERVICE: (Last 18 years)**

*Media Relations*

**2005**

June 9, 2005: "Canadian American Relations." *Jim Chapman Live, CHRW Radio* (London).

October 14, 2005: "Clinton and Canada-U.S. Relations." Interview with Colin Perkel, *Canadian Press*.

October 17, 2005: "Clinton's visit to London." Interview on *CJBK Morning Radio*.

October 17, 2005: "The Clinton Legacy." Interview with Jennifer Palisoc, *A-Channel News, Chum TV*.

October 17, 2005: "Canadian American Relations." Interview on *CBC TV National Evening News*.

October 19, 2005: "The Clinton Legacy." Guest on "The Inquiry," *A-Channel* (London).

December 13, 2005: "Stephen Harper and the War in Iraq." Interview with *Canadian Press*.

December 14, 2005: "David Wilkins and Paul Martin." Interview on *CFOS Radio*, Owen Sound.

**2006**

January 6, 2006: "Marketing the Clinton-Lewinsky Scandal." Interview with Megan McChesney, *The Toronto Star*.

January 25, 2006: "Stephen Harper and Canadian American Relations." Interview on *CJBK Radio* (London).

January 31, 2006: "Terrorism in Canada." Interview on *CKOT Radio* (Tillsonburg).

- March 2, 2006: “Think Tanks in the United States.” Interview with Evita Neefs of the Belgium newspaper, *De Standaard Buitenland*.
- March 28, 2006: “Bush Interview about Canadian American Relations.” Interview on Newstalk, *CJBK Radio* (London).
- March 29, 2006: “The Trilateral Summit in Cancun.” 6 Radio Interviews on *CBC Radio Morning News*.
- March 29, 2006: “Think Tanks in Canada.” Interview with Nathan Swinn, Freelance Reporter for *CBC Radio*.
- April 3, 2006: “The Trilateral Summit and Beyond.” Interview with Omid Ghoreishi, *The Epoch Times* (Edmonton).
- May 23, 2006: “Alberta and Canada-U.S. Relations.” Interview with Quentin Casey, *The National Post*.
- June 16, 2006: “Reinventing Al Gore.” Interview with Paul Haavardsrud, *The Calgary Herald*.
- June 27, 2006: Guest panelist on *TV Ontario’s More 2 Life*. Discussed the impact of political humor in Canada and in the United States.
- September 25, 2006: “American perceptions of Canada.” Interview with Omid Ghoreishi, *The Epoch Times*, (Edmonton).
- October 24, 2006: “The US Mid-term Elections and Canada.” *CKLW Radio Windsor*.
- October 27, 2006: “The Impact of the US Mid-term Elections on Canada.” *Squeeze Play - Report on Business TV, Business News Network*.
- October 30, 2006: “The US Mid-term Elections: An Overview.” *CIXX FM 106.9* (London).
- October 31, 2006: “Think Tanks and US Foreign Policy.” Guest on *To the Point with Jim Chapman*. Rogers TV (London).
- November 6, 2006: “The US Mid-term Elections.” Interview with Scott Deveau, *The Globe and Mail*.
- November 6, 2006: “The US Mid-term Elections and what they mean for Canada.” Interview with *The Toronto Star*.
- November 7, 2006: “The US Mid-term Elections.” Interview on *CIXX FM 106.9* (London).

- November 8, 2006: “Results of the US Mid-term Elections.” Interview on *CJBK Talk Radio* with Steve Garrison, (London).
- November 8, 2006: “Next Steps: The US Mid-term Elections and Beyond.” Interview on *CFOS Radio* - Owen Sound.
- November 8, 2006: “The Results of the US Mid-term Elections.” Separate interview on *CJBK Radio News Talk* – (London).
- November 8, 2006: “Donald Rumsfeld’s resignation and political fallout in Washington.” Interview on *CFRB Radio-Toronto*.
- November 8, 2006: “The Fallout from the US Mid-term Elections.” Interview on *CIXX 106.9 FM* – (London).
- November 8, 2006: “The Resignation of Donald Rumsfeld.” Interview with *CIXX 106.9FM* – (London).
- November 9, 2006: “The Democratically Controlled Congress.” Interview with *CIXX 106.9 FM*- (London).
- November 10, 2006: “The US Mid-term Elections and Beyond.” Interview with *CFRB Radio* - Toronto.
- November 29, 2006: “Think Tanks in Canada and the United States.” Interview with Michael Hornbrook, *CBC Radio*.

## **2007**

- January 2, 2007: “The Legacy of President Gerald Ford.” *Squeeze Play - Report on Business TV, Business News Network*.
- January 11, 2007: “President Bush’s New Strategy for Iraq.” Interview with *CIXX 106.9 FM*, London.
- January 12, 2007: “The New War Plan in Iraq.” Interview on *AM 980*, (London).
- January 17, 2007: “Barack Obama and the 2008 Presidential Campaign.” Interview on *CJBK Radio*, (London).
- January 23, 2007: “Canada-US Border Security.” Interview on *CIXX 106.9 FM*, (London).
- January 24, 2007: “President Bush’s State of the Union Address.” Interview with *Adler Online - Corus Radio Network*.

- January 24, 2007: “President Bush’s State of the Union Address.” Interview on *CIXX - 106.9 FM*, (London).
- January 25, 2007: “President Bush’s New Strategy in Iraq.” Interview on *The Morning Show- Stirling Faux*, Calgary.
- March 5, 2007: Interview with Ashifa Kassam, “Think Tanks in Canada.” Freelance Reporter for *Forward Magazine* in Calgary.
- March 29, 2007: Interview with Jon Wells, “Bill Clinton’s Star Power.” *The Hamilton Spectator*.
- May 16, 2007: Interview with Les Whittington, “Prime Minister Harper’s Foreign Policy.” *The Toronto Star*.
- May 28, 2007. Interview with *Canadian Press*, “The Western Hemisphere Travel Initiative.”
- July 4, 2007: Interview with Mike Stubbs, *CJBK Radio* (London) to discuss “The Bush Legacy.”
- September 6, 2007: Interview on “Senator Fred Thompson’s presidential bid,” with *CIXX106.9 FM*, (London).
- October 2, 2007: Interview with Deirdre McMurdy, *The Ottawa Citizen* “The Fraser Institute.”
- November 21, 2007: Interview with *CIXX 106.9 FM* (London) on cross-border security issues.
- November 21, 2007: Interview with Jessica Gray, *CIXX 106.9 FM* (London) on the evolution of political speeches.

## 2008

- January 4, 2008: Interview with Jeff McArthur, *The Hawk-103.9 FM* (London) on the results of the Iowa Caucus.
- January 4, 2008: Interview with *Business News Network (BNN)* on the results of the Iowa caucus.
- January 4, 2008: Interview with John Wilson, *AM 980 Radio* (London) on the results of the Iowa caucus.
- January 6, 2008: Interview with Hank Daniszewski, *The London Free Press* on the New Hampshire primaries.

- January 7, 2008: Interview with Scott Kitching, *CJBK Radio 1290* (London) on predicting the outcome of the New Hampshire primaries.
- January 8, 2008: Interview with *CIXX - FM 106.9* (London) on the New Hampshire Primaries.
- January 8, 2008: Interview with Siri Agrell, *The Globe and Mail* on the youth vote and the presidential primaries.
- January 9, 2008: Interview with Steve Garrison, *CJBK Newstalk Radio 1290* (London) on the results of the New Hampshire primary.
- January 10, 2008: Interview with Elyse Skura, *CIXX-FM 106.9* (London) on RFID Technology and Canada-US Border Security.
- January 16, 2008: Interview with Rich Lefley, *CIXX-FM 106.9* (London) on the US presidential election.
- January 21, 2008: Interview with Steve Murray, *CHRW Radio* (London) on the US primaries.
- January 21, 2008: Interview with John Wilson, *AM 980 Radio* (London) on the Nevada and South Carolina Primaries/Caucuses.
- January 22, 2008: Interview with *A-Channel News-6 o'clock* (London) on the US Presidential Election.
- January 28, 2008: Interview with Kyle Duggan, *CIXX-FM 106.9* (London) on Barack Obama's victory in South Carolina.
- January 29, 2008: Interview with Mike Stubbs, *CJBK Radio* (London) on President Bush's State of the Union Address.
- January 30, 2008: Interview with John Wilson, *AM 980 Radio* (London) on the US Primaries.
- January 30, 2008: Interview with Siri Agrell, *The Globe and Mail* on Republican frontrunner John McCain.
- January 31, 2008: Interview with John Wilson, *AM 980 Radio* (London) on the lead up to Super Tuesday's presidential primaries.
- January 31, 2008: Interview with Johanna Schneller, *The Globe and Mail* on the importance of celebrity endorsements for presidential candidates.

- February 5, 2008: Interview with Steve Garrison, *CJBK Newstalk Radio 1290 AM (London)* on Super Tuesday and the Presidential Primaries.
- February 5, 2008: Interview with Jim Birchard, *CFOS Radio 560 AM (Owen Sound)* on Super Tuesday and the Presidential Primaries.
- February 5, 2008: Interview with Kyle Duggan, *CIXX-FM 106.9 (London)* on Super Tuesday.
- February 5, 2008: Interview with Adam Truman, *CIXX-FM 106.9 (London)* on why 15% of Ontarians would like to vote in the US presidential election.
- February 5, 2008: Phone-In Guest, “*Ontario Today*”, *CBC Radio* discussing the US presidential primaries.
- February 6, 2008: Phone-In Guest, “*Ontario Morning*,” *CBC Radio* discussing the results of Super Tuesday.
- February 7, 2008: Interview with Ashley Houghton, *CHRW Radio (London)* on Senator Hillary Clinton’s campaign for the presidency.
- February 12, 2008: Guest on *The Michael Coren Show, CTS (Burlington)* to discuss the US presidential primaries.
- February 13, 2008: Interview with Siri Agrell, *The Globe and Mail* on the vice-president selection process.
- February 19, 2008: Interview with Kristina Benjamin, *CIXX 106.9 FM (London)* on the Bush Administration’s reaction to Fidel Castro’s resignation.
- February 21, 2008: Interview with John Wilson, *AM 980 (London)* to discuss the US presidential primaries.
- February 21, 2008: Interview with Elyse Skura, *CIXX 106.9 FM (London)* on Canada-US Border Security.
- March 4, 2008: Interview with Anna Maria Tremonti, *The Current: CBC Radio* on Senator John McCain’s foreign policy platform.
- March 5, 2008: Interview with Steve Garrison, *CJBK Newstalk Radio 1290 AM (London)* on the Ohio and Texas Primaries.
- March 5, 2008: Interview with John Wilson, *AM 980 (London)* on the Ohio and Texas primaries.

- March 18, 2008: Guest on *The Michael Coren Show, CTS (Burlington)* to discuss new developments in the US presidential primaries.
- March 19, 2008: Interview with Scott Kitching, *CJBK Radio (London)* on Barack Obama and Race relations.
- March 19, 2008: Interview with Deanne Kondrat, *CIXX FM News 106.9* on the US presidential primaries.
- March 25, 2008: Interviews with 7 separate *CBC Radio (Syndicated Stations- Windsor, Cape Breton, Whitehorse, Victoria, Regina, Edmonton and Winnipeg)* on the trade impact of Canada-US border security.
- April 22, 2008: Interview with Steve Garrison, *CJBK Newstalk Radio (London)* on the Pennsylvania Primary.
- April 23, 2008: Interview with John Wilson, *AM 980 (London)* on the results of the Pennsylvania Primary.
- April 23, 2008: Interview with Siri Agrell, *The Globe and Mail* on the presidential primaries.
- May 6, 2008: Interview with Scott Kitching, *CJBK Radio (London)* on the Indiana and North Carolina Primaries.
- May 6, 2008: Interview with Melissa Leong, *The National Post* on the future of Canadian American Relations.
- May 7, 2008: Interview with Steve Garrison, *CJBK Newstalk Radio (London)* on the Indiana and North Carolina Primaries.
- May 13, 2008: Guest on *The Michael Coren Show (CTS, Burlington)* to discuss the US presidential primaries.
- May 20, 2008: Interview with Deanne Kondrat, *CIXX 106.9 FM News (London)* on the US presidential primaries.
- May 21, 2008: Interview with John Wilson, *AM 980 (London)* on the Kentucky and Oregon Primaries.
- May 23, 2008: Interview with Siri Agrell, *The Globe and Mail* on Hillary Clinton's faltering campaign.
- June 3, 2008: Interview on *A-Channel 11 o'clock News (London)* on the end of the presidential primaries.



- June 4, 2008: Interview with Steve Garrison, *CJBK Newstalk Radio* (London) on Barack Obama's selection as the presumptive Democratic Presidential Nominee.
- June 4, 2008: Interview with John Wilson, *AM 980* (London) on Barack Obama's historic victory.
- June 4, 2008: Interview on *A-Channel 6'o'clock News* (London) on Barack Obama's victory.
- June 9, 2008: Interview on *AM770 CHQR Calgary - The Morning News with Bruce Kenyon* on Hillary Clinton's decision to concede the Democratic Presidential Nomination.
- June 24, 2008: Guest, *The Michael Coren Show, CTS* (Burlington) to discuss the US Presidential Election and its Impact on Canada.
- August 20, 2008: Interview with John Wilson, *AM 980* (London) on the Democratic National Convention.
- August 25, 2008: Interview with Bryan Allen, *AM 920 CKNX Radio* (Wingham) on the Democratic National Convention.
- August 25, 2008: Interview with Siri Agrell, *The Globe and Mail* on the role of Hillary Clinton and Michelle Obama at the Democratic National Convention.
- August 26, 2008: Interview with John Wilson, *AM 980* (London) on the Democratic National Convention.
- September 22, 2008: Interview with Jon Wells, *The Hamilton Spectator* on the Canadian and US Federal Elections.
- September 25, 2008: Interview with Siri Agrell, *The Globe and Mail* on the US Presidential Election.
- September 26, 2008: Interview with Steve Garrison, *CJBK Newstalk Radio* (London) on the Wall Street Bail- Out Crisis.
- September 26, 2008: Interview with Craig Needles, *Corus AM 980 Radio* (London) on the Presidential Debates.
- October 30, 2008: Interview with Scott Kitching, *CJBK Radio* (London) on the US Presidential Election.
- November 3, 2008: Interview with Jim Birchard, *CFOS Radio* (Owen Sound) on the US Presidential Election.

- November 3, 2008: Interview with Gary Ennet, *CBC Radio One* (London) on the US Presidential Election.
- November 4, 2008: Interview with Bruce Kenyon, *CHQR Radio* (Calgary) on the US Presidential Election.
- November 4, 2008: Panelist, US Presidential Election Special, *CBC National Radio*. Hosted by Michael Enright.
- November 5, 2008: Interview with Barry Wright, “Wright to the Point,” *TVCogeco* (Sarnia) on the outcome of the 2008 US Presidential Election.
- November 5, 2008: Interview on *AM770 CHQR Radio* (Calgary), “*The World Tonight*” on the outcome of the US Presidential Election.
- November 11, 2008: Interview with Megan O’Toole, *The National Post* on the Bush Presidency.
- November 11, 2008: Interview with Jeff Gailus, *Alberta Views Magazine* on the role of think tanks in Canada and the United States.

## 2009

- January 9, 2009: Interview with Richard Brennan, *The Toronto Star* on the foreign policy goals of President-elect Obama.
- January 13, 2009: Interview with Bruce Kenyon, *CHQR Radio* (Calgary) on George W. Bush’s legacy.
- January 14, 2009: Interview with Misty Harris, *Canwest News Service* on the Obama Inauguration.
- January 15, 2009: Interview with Rob Mundy, *CIXX FM News 106.9* (London) on the Obama Inauguration.
- January 16, 2009: Interview with Scott Kitching, *CJBK Newstalk Radio* (London) on President Bush’s Legacy.
- January 19, 2009: Interview with Jim Birchard, *CFOS Radio* (Owen Sound) on the Obama Inauguration.
- January 20, 2009: Interview with John Divinski, *The Beach 97.9 FM Radio* (Saugeen Shores) on the Obama Inauguration.
- January 20, 2009: Interview with Bryan Allen, *CKNX Radio AM 920* (Wingham) on the Obama Inauguration.

- January 20, 2009: Phone-In Guest on *CBC Radio "Ontario Today"* with Rita Celli, to discuss the Obama inauguration.
- January 20, 2009: Interview with Cory Kolt, *Newstalk 980 CJME* (Saskatoon) on the Obama Inauguration.
- February 6, 2009: Interview with John Ward, *Canadian Press* (Ottawa) on the upcoming visit of President Obama to Ottawa.
- February 12, 2009: Interview with Craig Offman, *The National Post* on President Obama's visit to Ottawa.
- February 16, 2009: Interview with *CBC Syndicated Morning Radio* in 10 cities (Windsor, Regina, Goose Bay, Gander, Cornerbrook, Kelowna, Vancouver, Winnipeg, Whitehorse, Prince George) to discuss President Obama's position on border security.
- February 17, 2009: Interview with Wei Chan, *CBC Radio "Ontario Morning"* on President Obama's position on border security.
- February 19, 2009: Interview with John Wehrstein, *CKOT Radio* (Tillsonburg) on President Obama's Visit to Ottawa.
- February 19, 2009: Interview with John Divinski, *The Beach 97.9 FM Radio* (Saugeen Shores) on President Obama's Visit to Ottawa.
- February 19, 2009: Interview with Kevin Bernard, *CFOS Radio* (Owen Sound) on President Obama's Visit to Ottawa.
- July 3, 2009: Interview with Jim Birchard, *CFOS Radio* (Owen Sound) on President Obama's track record in office.
- July 16, 2009: Interview with Misty Harris, *Canwest News Service* on the propensity of politicians to dodge questions.
- July 22, 2009: Interview with Aude Perron, *Commerce Magazine* on the top economic think tanks in North America.
- October 29, 2009: Interview with *CIXX FM 106.9* on Ted Sorensen's talk at The University of Western Ontario
- October 30, 2009: Interview with Bhagyashree Garekar, *The Straits Times (Singapore)* on think tanks and US foreign policy.
- November 19, 2009: Interview with *CHQR AM 770 Radio* (Calgary) on the release of *Do Think Tanks Matter?*

December 2, 2009: Interview with Victor Nerenberg on the release of *Do Think Tanks Matter? CBC Radio International*.

## 2010

January 6, 2010: Interview with Mike Blanchard, *CHQR AM 770 Radio* (Calgary) on President Obama's first year in office.

January 14, 2010: Interview with Kelly Pedro, *London Free Press* on the creation of the Canada-US Institute at Western.

January 20, 2010: Interview with Jeff McArthur, *AM 980* (London) on Martha Coakley's defeat in Massachusetts.

January 21, 2010: Interview with Jim Birchard, *CFOS* (Owen Sound) on President Obama's first year in office.

February 23, 2010: Interview with Mary Ann Colihan, Freelance Journalist on the creation of the Canada-US Institute.

February 24, 2010: Interview with Misty Harris, *Canwest News* on the relationship between political attitudes and appearance.

March 5, 2010: Interview with Mick Blanchard, *CHQR AM 770 Radio* (Calgary) on Sarah Palin's presidential aspirations.

March 18, 2010: Interview with Lisa Marr, *The Hamilton Spectator* on the relocation of a division of Siemens to North Carolina.

April 12, 2010: Interview with Gary Ennett, *CBC Radio* (London) on the inaugural study of the Canada-US Institute.

April 12, 2010: Interview with Barrie McKenna, *The Globe and Mail* on the inaugural study of the Canada-US Institute.

April 13, 2010: Interview with Hank Daniszewski, *The London Free Press* on the inaugural study of the Canada-US Institute.

October 18, 2010: Interview with Leonhardt van Efferink, *Exploring Geopolitics.org*, on my book, *A Capitol Idea*. [www.exploringgeopolitics.org/Interview](http://www.exploringgeopolitics.org/Interview)

November 2, 2010: Interview with Ted Minter, *CIXX FM News* (London) on the US Midterm elections.

November 3, 2010: Interview with Jim Birchard, *CFOS Radio* (Owen Sound) on the US Midterm elections.

## 2011

- February 8, 2011: Interview with Erin Kelly, *Gannett News Service Washington Bureau* on the role of think tanks in the United States.
- June 1, 2011: Interview with Gloria Dickie, *The Gazette* on anti-Americanism at various Canadian university campuses.
- August 1, 2011: Interview with *CTV News Channel* (Toronto) on the debt crisis in the United States.
- August 3, 2011: Interview with Alan Coombs, *Astral Radio London – Newstalk 1290 CJBK*, on the political ramifications of the debt crisis in the United States.
- August 11, 2011: Interview with *CTV News Channel* (Toronto) on the Republican presidential candidates’ debate in Iowa.
- September 8, 2011: Commentary, “Does 9-11 still trump everything?” *Western News*, p. 3.
- September 11, 2011: Interview with Sean Leslie, *CKNW Radio* (Vancouver) on the 10<sup>th</sup> anniversary of 9-11.
- October 21, 2011: Interview with *CTV News Channel* on President Obama’s announcement about withdrawing US troops from Iraq.
- December 30, 2011: Interview with *CTV News Channel* on the Iowa Caucus.

## 2012

- January 2, 2012: Interview with Mike Smith, *CKNW AM 980 Radio* (Vancouver) on the influence of think tanks in Canada.
- January 3, 2012: Interview with Shane Mercer, *Newstalk 1010* (Toronto) on the Iowa Caucus.
- March 16, 2012: Interview with Amanda Bell, 106.9 FM News (London) on the Republican presidential primaries.
- April 25, 2012: Interview with Kathryn Carlson, *The National Post* on the evolution of the Fraser Institute.
- May 10, 2012: Interview with 106.9 FM News (London) on President Obama’s decision to support same sex marriage.

- July 26, 2012: Interview with Ashley Csanady, *The Toronto Star* on proposed reforms for changing the Ontario Lobbying Registration Act.
- August 13, 2012: Interview with Paul Haavardsrud, *CBC Radio* (Calgary) on the Romney/Ryan Ticket.
- August 15, 2012: Interview on *McArthur in the Morning, AM 980 Radio* (London) on the U.S. Presidential Election.
- August 24, 2012: Interview with Beth Hong, *The Vancouver Observer* on the Fraser Institute.
- September 5, 2012: Interview on *CTV News Channel* about the Democratic National Convention.
- October 12, 2012: Guest on *The Agenda with Steve Paikin, TVO* to discuss President Obama and Governor Romney's foreign policy goals.
- October 17, 2012: Interview on *CTV News Channel* to discuss the second US Presidential Debate.
- October 18, 2012: Interview with Eva Bertrand, *Voice of Russia* on the US Presidential Election.
- October 29, 2012: Interview with Janet Davison, *CBC News.ca* on the potential impact of the US Presidential Election on Canada.
- November 4, 2012: Interview with Amanda Grant, *Metro London* on the US Presidential Election.
- November 5, 2012: Interview with *CTV News Channel* (Toronto) on the US Presidential Election.
- November 5, 2012: Interview with Steve Garrison, *CJBK Newstalk AM 1290* (London) on the US Presidential Election.
- November 5, 2012: Interview with Christine Morris, *Telegraph Journal* – New Brunswick, on the US Presidential election and its impact on Atlantic Canada.
- November 5, 2012: Interview with Craig Needles, *AM 980 Radio* (London) on the US Presidential Election.
- November 6, 2012: Interview with Steve Garrison, *CJBK Newstalk AM 1290* (London) on the US Presidential Election.

- November 6, 2012: Interview with Jon McComb, *The World Today*, *CKNW Radio* (Vancouver) on the US Presidential Election.
- November 7, 2012: Interview with Rosey Edeh, *Global TV* (Toronto) on the outcome of the US Presidential Election.
- November 7, 2012: Guest, *The Morning Show*, *Global TV* (Toronto) to discuss the US Presidential Election.
- November 7, 2012: Interview with Scott Kitching, *98.1 FreeFM* (London) on the impact of the US Presidential Election on the future of the Republican Party.
- November 10, 2012: Interview with Todd van der Heyden, *CJAD 800 Am Radio* (Montreal) on the outcome of the US Presidential Election.
- December 23, 2012: Interview with Jearlyn Steele, *Steele Talkin' - WCCO News Radio 830 – CBS Radio* (Minneapolis) on the role of think tanks in US Politics.

### **2013**

- January 8, 2013: Interview with Sunny Freeman, *Huffington Post Canada* on how Obama's second term will affect Canada.
- May 8, 2013: Interview with Charlie Skelton, *The Guardian* (UK) on think tanks and lobbyists in the United States.
- October 15, 2013: Interview with Becky Supiano, *The Chronicle of Higher Education* on think tanks and public education in the United States.
- November 12, 2013: Interview with Spencer Gowan, *XFM 106.9* (London) on the 50<sup>th</sup> anniversary of the Kennedy assassination.
- November 22, 2013: Interview with Steve Garrison, *CJBK Newstalk AM 1290* (London) on the 50<sup>th</sup> anniversary of the Kennedy assassination.

### **2014**

- January 21, 2014: Interview with Yulia Netesova, Special Correspondent for *Terra America* (Russia) on the policy influence of the Brookings Institution.
- February 26, 2014: Interview with John Geddes, Ottawa Bureau Chief, *Maclean's Magazine* on the Manning Networking Conference.
- February 28, 2014: Interview with Simon Doyle, *The Lobby Monitor* on the impact of the media on think tanks.

November 17, 2014: Guest panelist, *The Agenda with Steve Paikin*, *TVO* to discuss think tanks and public policy in Canada.

December 23, 2014: Interview with Zev Singer, *Mishpacha Magazine* (Israel) to discuss the politics surrounding the Keystone XL Pipeline.

## 2015

February 4, 2015: Interview with Kelly Crowe, *CBC National News with Peter Mansbridge*, to discuss think tanks and charitable organizations.

February 16, 2015: Interview with Steven Marcus, *Newsday* (New York) on the political ramifications of the 1980 US Men's Hockey Team's victory over the Soviets in Lake Placid.

April 1, 2015: Interview with Joao Fellet, *BBC News*, on the relationship between the Brazilian government and American think tanks.

July 13, 2015: Interview with Till Bruckner, *On Think Tanks*, to discuss think tanks in Canada and the United States. Posted on *Huffpost*.

August 6, 2015: Interview with Steve Garrison, *CJBK Newstalk AM 1290* (London) on the first 2015 Republican presidential debate.

August 10, 2015: Interview with Joe Brean, *National Post*, on Donald Trump's aspirations for the Republican presidential nomination.

September 9, 2015: Interview with Amanda Bennett, *The Washington Post*, on the changing role of American think tanks.

September 29, 2015: Interview with Tamara Khandaker, *VICE*, on the future of Canada Relations.

October 14, 2015: Interview with Joe Brean, *National Post*, on the Canadian federal election.

October 19, 2015: Interview with Danielle Kurtzleben, *National Public Radio (NPR)*, on the differences between Canadian and American elections.

October 20, 2015: Interview with Adam Kovac, *USA Today*, on how Justin Trudeau's victory will influence Canada-US relations.

October 20, 2015: Interview with Valentina Pasquali, *Aspenia Online* (publication of the Aspen Institute), on how US think tanks are funded.



- October 22, 2015: Interview with Francesc Ponsa, *Association of Political Scientists of Catalonia*, on the changing global think tank landscape.
- October 27, 2015: Eight Interviews on *CBC Syndicated Radio* (Yellowknife, Cape Breton, Calgary, Edmonton, Toronto (Here and Now), Sudbury, Saskatchewan, and Winnipeg) on the future of Canada-US relations.
- 2016**
- January 9, 2016: Guest on *Viewpoints* with Todd van der Heyden, *CJAD 800* (Montreal) to discuss the Iowa Caucus.
- January 15, 2016: Guest on *Viewpoints* with Todd van der Heyden, *CJAD 800* (Montreal) to discuss the US presidential primaries.
- January 29, 2016: Guest on *Viewpoints* with Todd van der Heyden, *CJAD 800* (Montreal) to discuss the Republican presidential primaries.
- February 23, 2016: Interview with Evita Neefs, *De Standaard (Belgium)*, on US think tanks and presidential candidates.
- February 24, 2016: Interview with Christina Romualdo, *Humber Radio 96.9 FM* (Toronto), about how a Trump presidency would affect Canada.
- March 1, 2016: Interview with Mike Stubbs, *CJBK1290 Radio* (London), on Donald Trump and Super Tuesday.
- March 1, 2016: Interview with Dave Bradley, *CFRB 1010 Radio* (Toronto) on Super Tuesday.
- March 1, 2016: Interview on *CTV National News* about Super Tuesday.
- March 4, 2016: Interview with Timothy Cama, *The Hill* (Washington, DC, Bureau), on Canada-US relations.
- March 10, 2016: Interview with Carolina de Ryk, *CBC Radio- Prince George, BC – Daybreak North*, on Donald Trump and Softwood Lumber.
- March 10, 2016: Interview with Andrew Miller, *Monocle 24*, (London, UK) on Prime Minister Justin Trudeau’s state visit to Washington.
- April 7, 2016: Interview with Craig Needles, *AM 980* (London), on the Democratic and Republican primaries.
- April 8, 2016: Guest on *Viewpoints* with Todd van der Heyden, *CJAD 800* (Montreal) to discuss the Democratic and Republican primaries.

- April 14, 2016: Interview with Randi Druzin, Freelance journalist writing an article for *U.S. News & World Report*, on Canadian perceptions of Donald Trump.
- May 3, 2016: Interview with Craig Needles, *AM 980* (London) on the Republican and Democratic presidential primaries.
- May 13, 2016: Guest on *Viewpoints* with Todd van der Heyden, *CJAD 800 AM* (Montreal) to discuss the Republican presidential primaries.
- May 22, 2016: Guest on *Dave's World* with Dave Fisher, *CJAD 800 AM* (Montreal) to discuss the US presidential primaries.
- June 8, 2016: Phone-in Guest on *CBC Radio Ontario Today*, to discuss the potential impact of a Trump presidency on Canada.
- June 15, 2016: Interview with Selina Chignall, *The Hill Times*, on how Donald Trump could influence Canada-US-Mexican relations.
- June 29, 2016: Interview with Mark Gollom, *CBC News.ca*, on Donald Trump and NAFTA.
- July 18, 2016: Phone-in Guest on *CBC Radio Saskatchewan- Blue Sky* with Garth Materie, to discuss the Republican National Convention.
- July 22, 2016: Interview with Kate Bueckert, *CBC-KW*, on Canada's reaction to the 2016 US presidential election.
- July 29, 2016: Guest on *Viewpoints* with Todd van der Heyden, *CJAD 800* (Montreal) to discuss the Republican and Democratic National Conventions.
- August 8, 2016: Interview with Craig Needles, *AM 980* (London) on the US presidential election.
- August 11, 2016: Interview with Nicolas Berube, *La Presse* (Montreal), on Donald Trump and the US presidential election.
- September 6, 2016: Interview with Monique Muise, *Global News* (Ottawa), on polling the US presidential election.
- September 8, 2016: Interview with Kyle Duggan, *iPolitics.ca* (Ottawa) on *Northern Lights: Exploring Canada's Think Tank Landscape*.
- September 14, 2016: Interview with Colin Gowdy, *CIXX 106.9 FM* (London), on Hillary Clinton's comments about "deplorable" Trump supporters.

- September 14, 2016: Interview with Richard Raycraft, *CHRW* (London), on the US presidential election.
- September 19, 2016: Interview on *CTV News Channel* (Toronto), on the US presidential election.
- September 27, 2016: Interview with Craig Needles, *AM 980* (London), on the first 2016 US presidential debate.
- September 28, 2016: Interview with Colin Gowdy, *CIXX 106.9 FM* (London), on the first 2016 US presidential debate.
- October 5, 2016: Interview with Monique Muise, *Global News* (Ottawa) on relationship between the US president and Congress.
- October 6, 2016: Interview with Amy Minsky, *Global News* (Ottawa) on the media and the 2016 presidential election.
- October 18, 2016: Interview with Bradley Metlin, *UWO Gazette*, on the US presidential election.
- October 18, 2016: Interview with Adela Talbot, *Western News*, on *Northern Lights: Exploring Canada's Think Tank Landscape*.
- October 19, 2016: Interview with Craig Needles, *AM 980* (London), on the third US presidential debate.
- October 25, 2016: Interview with Louis Pin, *Chatham Daily News*, on the US presidential election and its impact on Canada.
- October 27, 2016: Interview with Julia Belluz, *Voxmedia*, on the differences between American and Canadian elections.
- October 28, 2016: Interview with *CIXX FM 106.9 News* (London) on the leadership and provincial politics.
- October 31, 2016: Interview with Craig Needles, *AM 980* (London), on the US presidential election.
- November 7, 2016: Interview with Craig Needles, *AM 980* (London), on the US presidential election.
- November 7, 2016: Interview with Alan Coombs, *Newstalk Radio 1290 CJBK* (London) on the mechanics of the Electoral College.

- November 9, 2016: Interview on the Morning Show with Ken and Lisa, *Newstalk Radio 1290 CJBK* (London), on the results of the US Presidential Election.
- November 9, 2016: Interview with Lynn Desjardins, *CBC Radio International Canada*, on what a Trump victory means for Canada.
- November 9, 2016: Interview with Amy Minsky, *Global News*, on the impact of third-party candidates on the US Presidential election.
- November 9, 2016: Interview with Gary Ennett, *CBC Radio London*, on the outcome of the US presidential election.
- November 9, 2016: Interview with Alan Coombs, *Newstalk Radio 1290 CJBK* (London) on the outcome of the US presidential election.
- November 9, 2016: Interview with John Miner, *The London Free Press*, on the implications for Canada of a Trump presidency.
- November 9, 2016: Interview with Colin Gowdy, *CIXX 106.9 FM News* (London), on the outcome of the US presidential election.
- November 9, 2016: Interview with Marek Sutherland, *CTV News* (London), on the outcome of the US presidential election.
- November 9, 2016: Interview with Richard Raycraft, *CHRW* (London), on the results of the US presidential election.
- November 9, 2016: Interview with Darryl Newcomb, *CTV News* (London), on Trump and Women voters.
- November 10, 2016: Interview with Craig Needles, *AM 980* (London), on the fallout from the US presidential election.
- November 10, 2016: Interview with Samuel Gallant, *XFM 106.9 FM* (London), on the implications of faithless electors.
- November 17, 2016: Commentary, “Trump, America off the trail and into an historic transition.” *Western News*.
- November 22, 2016: Interview with Dan Brown, *London Free Press*, on the publication of *Northern Lights*.
- December 8, 2016: 11 Interviews on *CBC Syndicated Radio* to discuss US Vice-President Joe Biden’s trip to Canada. Separate Interviews on *Ontario Morning*, *CBC Thunder Bay-Superior*, *Morning North-Sudbury*, *Kitchener-Waterloo*, *Regina-The Morning Edition*, *Iqualit*, *Winnipeg-Information*

*Radio, Victoria-On the Island, Calgary-The Eyeopener, Kelowna-Daybreak South, and Whitehorse – A New Day.*

- December 9, 2016: Interview with Rick Seltzer, *Inside Higher Education*, on the creation of university-based think tanks.
- December 19, 2016: Interview with Craig Needles, *AM 980* (London) on faithless electors and the US presidential election.
- December 29, 2016: Interview with James Mennie, *CJAD AM 800* (Montreal) on what to expect from a Trump presidency.

## **2017**

- January 6, 2017: Interview with Emma Ellis, *WIRED* (New York), on think tanks engaged in pseudoscience.
- January 18, 2017: Interview for documentary on the media's impact on the 2016 US presidential election. Prepared by students at AB Lucas Secondary School, London.
- January 19, 2017: Interview with John Wehrstein, *Easy 101 FM CKOT* (Tillsonburg), on what to expect from a Trump presidency.
- January 19, 2017: Interview with Scott Kitching, *Blackburn Radio*, on the inauguration of Donald Trump.
- January 20, 2017: Interview with Adela Talbot, *Western News*, on the inauguration of Donald Trump.
- January 20, 2017: Interview with Gerry Dewan, *CTV News*, on the inauguration of Donald Trump.
- January 25, 2017: Interview with Monique Muise, *Global News* (Ottawa) on Donald Trump's use of executive orders.
- January 29, 2017: Interview with Jill Bennett, *The Jill Bennett Show, CKNW 980* (Vancouver), on Trump's executive order to impose a travel and immigration ban.
- February 10, 2017: Interview with Jillian Kestler-D'Amours, *Al Jazeera English*, on Justin Trudeau's first official meeting with Donald Trump.
- February 13, 2017: Interview with Craig Needles, *AM 980* (London) on Prime Minister Trudeau's visit to Washington, DC.

- February 14, 2017: Interview on the Leslie Roberts Show, *CJAD AM 800* (Montreal), on the resignation of National Security Adviser Michael Flynn.
- February 14, 2017: Interview with Monica Scaglione, *106.9 FM* (London), on the use of social media by world leaders.
- February 14, 2017: Interview with Siddharth Venkataramakrishnan, *School of Journalism*, Columbia University, on the current state of American think tanks.
- February 24, 2017: Guest on *Viewpoints* with Todd van der Heyden, *CJAD AM 800* (Montreal), on Trump's first month in office.
- February 28, 2017: Interview with Angela Kokott, *CHQR Newstalk AM 770* (Calgary), on Donald Trump's speech to Congress.
- March 2, 2017: Interview with Emma Ellis, *Wired Magazine* (New York) on the relationship between Political Scientists and contemporary politics.
- March 6, 2017: Interview with Colin Gowdy, *CIXX 106.9 FM* London, on Donald Trump's second travel ban.
- March 7, 2017: Interview with Craig Needles, *AM 980* (London) on Donald Trump's accusations about the Obama administration wiretapping Trump Tower.
- March 15, 2017: Interview with Patrick Malinowski, *CIXX 106.9 FM* (London) on the release of President Trump's partial tax return.
- April 25, 2017: Interview with Steve Harman, White House Bureau Chief, *Voice of America*, on President Trump and Canada.
- April 25, 2017: Interview with Caitlyn Dewey, *The Washington Post*, on Canada's response to President Trump.
- April 28, 2017: Interview with Angela Kokott, *Newstalk Radio 770* (Calgary) on Donald Trump's first 100 days in office.
- June 8, 2017: Interview with Jillian Kestler-D'Amours, *Al Jazeera English*, on Canada's foreign policy priorities.
- July 13, 2017: Interview with Marcia Clemmitt, *Congressional Quarterly Researcher*, on challenges facing US think tanks.
- August 14, 2017: Interview with Charlie Pinkerton, *The London Free Press*, on the development of new political science courses.

- August 16, 2017: Interview with Katrina Clarke, *The Daily Gleaner*, Fredericton, NB, on Trump and racism.
- August 18, 2017: Interview with Alan Coombs, *CJBK Newstalk Radio* (London), on the firing of White House Chief Strategist Steve Bannon.
- August 21, 2017: Interview on the Mike Farwell Show, *570 News Kitchener*, on Steve Bannon's departure from the White House.
- August 23, 2017: Interview with Don Pittis, *CBC News.ca*, on the economic impact of Donald Trump's foreign policy toward Afghanistan.
- September 27, 2017: Interview with Anne Kingston, *Maclean's*, on the role of Canada2020.
- October 23, 2017: Interview with Jonathan Sher, *The London Free Press*, on Think Tanks.
- October 31, 2017: Interview with Leslie Young, *Global News*, on the indictments handed down by the FBI on Paul Manafort and his colleagues involved in the Trump-Russia probe.
- November 2, 2017: Interview with Natalie Bruzda, *Las Vegas Review-Journal*, on a think tank being established at UNLV.
- November 7, 2017: Interview with Monique Scotti, *Global News* (Ottawa), on the one-year anniversary of the 2016 US presidential election.
- November 8, 2017: Interview with *The Voice* (Vancouver), on Canada-US relations during the first year of the Trump presidency.
- December 1, 2017: Interview with *China Central Television (CCTV, Shanghai)* on think tanks and their role in policymaking.

## 2018

- January 19, 2018: Interview with David Stenhouse, *Backstory.org*, on the 1980 US Men's Olympic Hockey Team.
- January 29, 2018: Interview for podcast entitled, "US vs. Them: Sports on the World Stage." *Backstory.org*
- February 15, 2018: Interview with *OTT (On Think Tanks)*, on the state of American Think Tanks, London, UK.
- March 19, 2018: Interview with Gordon Hoekstra, *The Vancouver Sun*, on the role of interest groups opposing the construction of pipelines in BC.

- March 20, 2018: Interview with Tim Denis, *The Morning Show with Tim Denis*, 610 CKTB Radio, St. Catharines, to discuss Donald Trump and Robert Mueller.
- May 24, 2018: Interview with Jennifer Yang, *The Toronto Star*, on the creation of an Indigenous think tank at Ryerson University.
- June 5, 2018: Interview with Jillian Kestler D'Amours, *Al Jazeera (English)*, on the G7 Summit in Canada.
- June 7, 2018: Interview with Randi Druzin, *US News & World Report*, on global perceptions of Donald Trump.
- June 7, 2018: Guest, "Background Briefing with Ian Masters," *KPFK FM 90.7*, (Los Angeles), on Donald Trump and the G7 Summit.
- June 15, 2018: Guest, "Viewpoints with Todd van der Hayden," *CJAD 800 (Montreal)*, on the relationship between Justin Trudeau and Donald Trump.
- June 19, 2018: Interview, *CTV News Channel* with Todd van der Hayden," on the souring relations between Canada and the US.
- June 27, 2018: Interview with Paul Shinkman, *US News & World Report*, on Doug Ford, Justin Trudeau and the future of conservative politics in Canada.
- July 5, 2018: Interview with Richard Poplak, *The Walrus*, on think tanks in Canada.
- July 11, 2018: Guest, *The Mike Farwell Show*, 570AM Kitchener, to discuss Donald Trump's visit to the UK.
- August 17, 2018: Guest, *The Jennifer Campbell Show*, 570AM News Kitchener, to discuss the 2018 US mid-term elections.
- August 22, 2018: Guest, *The Tim Denis Show*, 610CKTB St. Catharines, to discuss the Paul Manafort and Michael Cohen indictments.
- August 23, 2018: Interview with Matt Draper, *989 XFM News (Antigonish)* on the Brian Mulroney Institute of Government.
- August 27, 2018: Interview with Corey LeBlanc, *The Casket (Antigonish)* on the Brian Mulroney Institute of Government.
- August 28, 2018: Interview with Greg Morrow, *The Hawk 101.5FM (Port Hawkesbury)*, on the Brian Mulroney Institute of Government.



- September 28, 2018: Guest, *The Mike Farwell Show, 570AM Kitchener*, to discuss the confirmation of Judge Kavanaugh to the US Supreme Court.
- October 30, 2018: Interview with Madison Ranta, Carleton University School of Journalism, about the state of US hegemony.
- November 1, 2018: Guest, *Kitchener Today with Brian Bourke, 570 News*, to discuss the US mid-term elections.
- November 5, 2018: Interview with *The Sarnia Observer*, on the US mid-term elections.
- November 7, 2018: Interview with Larry Fedoruk, *610 CKTB Radio*, (St. Catharines), on the outcome of the US mid-term elections
- December 18, 2018: Interview with Mark Cardwell, *University Affairs*, on think tanks in Canada.

## 2019

- January 4, 2019: Guest, *The Mike Farwell Show, 570AM Kitchener*, to discuss allegations of sexual harassment by staff in the Bernie Sanders 2016 Democratic presidential bid.
- January 9, 2019: Guest, *The Mike Farwell Show, 570AM Kitchener*, to discuss Donald Trump's speech on border security.
- February 5, 2019: Guest, *Kitchener Today with Brian Bourke, 570 News*, to discuss Donald Trump's State of the Union Address.
- February 19, 2019: Interview with Jane Gerster, *Global News National On-Line*, to discuss Bernie Sanders and the issue of older candidates running for the US presidency.
- February 20, 2019: Interview with Mathias Sindberg, *Dagbladet Information* (Copenhagen), on the implications of older candidates running for the US presidency.
- February 26, 2019: Guest, *The Craig Needles Show, 980 CFPL Radio* (London), on Donald Trump and Kim Jong-un's summit in Hanoi.
- April 25, 2019: Guest. *The Craig Needles Show, 980 CFPL Radio* (London), on Joe Biden's decision to run for the Democratic presidential nomination.
- April 25, 2019: Guest, *Kitchener Today with Brian Bourke, 570 News*, to discuss Joe Biden's run for the Democratic presidential nomination.

- May 30, 2019: Guest, *Kitchener Today with Brian Bourke, 570 News*, to discuss US Vice-President Mike Pence's trip to Ottawa.
- July 4, 2019: Guest, *Kitchener Today with Brian Bourke, 570 News*, to discuss Donald Trump and the US Military during the July 4<sup>th</sup> celebrations.
- August 1, 2019: Guest, *The Craig Needles Show, 980 CFPL Radio (London)*, on the Democratic presidential debates.
- September 17, 2019: Interview, *The Globe and Mail*, on Prime Minister Mulroney and the Brian Mulroney Institute of Government.
- September 17, 2019: Interview, *The National Post*, on Prime Minister Mulroney and the Brian Mulroney Institute of Government.
- September 17, 2019: Interview, *Halifax Chronicle Herald*, on Prime Minister Mulroney and the Brian Mulroney Institute of Government.
- September 25, 2019: Guest, *The Craig Needles Show, 980 CFPL Radio (London)* on the Democrats drive to impeach Donald Trump.
- September 25, 2019: Guest, *Kitchener Today with Brian Bourke, 570 News*, to discuss the Democrats drive to impeach Donald Trump.
- September 26, 2019: Interview, *CTV News Channel (Atlantic) with Steve Murphy*, on the impending impeachment proceedings against Donald Trump.
- September 26, 2019: Interview with Larry Fedoruk, *610 CKTB (St. Catharines)* on the impending impeachment proceedings against Donald Trump.
- October 1, 2019: Interview with Zoe Mason, *The Fulcrum (University of Ottawa)*, on the state of Canada-U.S. Relations.
- October 30, 2019: Interview with Will Campbell Walkey, *Columbia University School of Journalism*, on think tanks and US politics.
- November 13, 2019: Interview with Sheldon MacLeod, *97.5 FM (Halifax)* on the Trump Impeachment Hearings.
- November 13, 2019: Interview with Jack Morse, *The Hawk 101.5 (Port Hawkesbury)* on the Trump Impeachment Hearings.
- November 13, 2019: Guest, *Kitchener Today with Brian Bourke, 570 News*, to discuss the Trump Impeachment Hearings.

- November 13, 2019: Interview, *CTV News Channel (Atlantic)* with *Steve Murphy*, on the Trump Impeachment Hearings.
- November 15, 2019: Guest, *The Rick Howe Show, 95.7FM* (Halifax), on the Trump Impeachment Hearings.
- November 25, 2019: Interview with Corey LeBlanc, *The Casket*, on the Trump Impeachment Hearings.
- November 26, 2019: Guest, *The Rick Howe Show, 95.7FM* (Halifax), on the Trump Impeachment Hearings.
- December 2, 2019: Interview with Graham Slaughter, *CTV Digital News*, on Canada-US Relations during the Trump era.
- December 10, 2019: Guest, *The Craig Needles Show, 980 CFPL Radio* (London) to discuss the Articles of Impeachment against Donald Trump.
- December 10, 2019: Guest, *Kitchener Today with Brian Bourke, 570 News*, to discuss the Articles of Impeachment against Donald Trump.
- December 10, 2019: Interview with Sheldon MacLeod, *97.5 FM* (Halifax), to discuss the Articles of Impeachment against Donald Trump.
- December 12, 2019: Guest, *The Rick Howe Show, 95.7FM* (Halifax), to discuss the Articles of Impeachment against Donald Trump.
- December 19, 2019: Interview with Tim Denis, *Niagara in the Morning, 610 CKTB* (St. Catharines), to discuss the impeachment of Donald Trump.
- December 19, 2019: Guest, *The Mike Farwell Show, 570AM Kitchener*, to discuss the impeachment of Donald Trump.
- December 19, 2019: Guest, *The Rick Howe Show, 95.7FM* (Halifax), on the impeachment of Donald Trump.
- December 20, 2019: Guest, *The Craig Needles Show, 980CFPL Radio* (London), on the impeachment of Donald Trump.
- 2020**
- January 9, 2020: Interview with Tim Denis, *Niagara in the Morning, 610CKTB* (St. Catharines), to discuss Donald Trump's actions against Iran.
- January 9, 2020: Interview with Sheldon MacLeod, *97.5FM* (Halifax) on the US-Iran conflict and its impact on Canada.

- January 13, 2020: Interview with Paul Brothers, *Global TV* (Halifax) on Canada-U.S. Relations and the Iran conflict.
- January 13, 2020: Interview with Jack Morse, *The Hawk 101.5FM* (Port Hawkesbury), on Canada-U.S.-Relations and the Iran conflict.
- January 16, 2020: Guest, *The Craig Needles Show, 980 CFPL Radio* (London), to discuss the Impeachment trial of Donald Trump.
- January 16, 2020: Guest, *Kitchener Today with Brian Bourke, 570 News*, to discuss the Impeachment trial of Donald Trump.
- January 20, 2020: Interview with Tim Denis, *Niagara in the Morning, 610CKTB* (St. Catharines) to discuss the Impeachment trial of Donald Trump.
- January 21, 2020: Guest, *The Rick Howe Show, 95.7FM* (Halifax) to discuss the Impeachment trial of Donald Trump.
- January 22, 2020: Interview with Jonathan Michels, (Freelance Journalist, North Carolina) on the role of conservative think tanks in debates over Canadian health care.
- January 22, 2020: Interview with *CTV News Channel (Atlantic)* with Amanda Debison, on the Impeachment trial of Donald Trump.
- January 23, 2020: Guest, *Kitchener Today with Brian Bourke, 570 News*, to discuss the Impeachment trial of Donald Trump.
- January 30, 2020: Guest, *The Rick Howe Show, 95.7FM* (Halifax) to discuss the Impeachment trial of Donald Trump.
- February 3, 2020: Guest, *The Tom McConnell Show, 610 CKTB* (St. Catharines), to discuss the importance of the Democratic Iowa Caucuses.
- February 3, 2020: Guest, *Kitchener Today with Brian Bourke, 570 News*, to discuss the importance of the Democratic Iowa Caucuses.
- February 4, 2020: Guest, *The Craig Needles Show, 980 CFPL Radio* (London) on the turmoil surrounding the Iowa Caucuses.
- February 4, 2020: Interview with Sheldon MacLeod, *97.5 FM* (Halifax) on the turmoil surrounding the Iowa Caucuses.
- February 5, 2020: Interview with Hannah Jackson, *GlobalNews.ca*, on Trump's Impeachment and State of the Union Address.

- February 5, 2020: Guest, *CBC Radio Noon with Shawn Apel* (Montreal), to discuss Trump's impeachment and the State of the Union Address.
- February 6, 2020: Interview with Tim Denis, *Niagara in the Morning*, 610 CKTB (St. Catharines), on the acquittal of Donald Trump.
- February 13, 2020: Guest, *The Rick Howe Show*, 95.7FM (Halifax) to discuss the results of the Democratic New Hampshire primaries.
- February 17, 2020: Guest, *The Tom McConnell Show*, 610 CKTB (St. Catharines), to discuss the democratic primaries.
- March 2, 2020: Interview with Sheldon MacLeod, 97.5 FM (Halifax) on the importance of Super Tuesday.
- March 3, 2020: Guest, *Kitchener Today with Brian Bourke*, 570 News, to discuss the importance of Super Tuesday.
- March 3, 2020: Interview with Matt Holmes, 610CKTB (St. Catharines) on the importance of Super Tuesday.
- March 4, 2020: Interview with Tim Denis, *Niagara in the Morning*, 610 CKTB (St. Catharines), on the results of Super Tuesday.
- March 11, 2020: Guest, *The Tom McConnell Show*, 610 CKTB (St. Catharines), to discuss Joe Biden, Bernie Sanders, and the Democratic Presidential Primaries.
- March 16, 2020: Interview with Jillian Kestler-D'Amours, *Al Jazeera English*, on Prime Minister Trudeau's decision to exempt US citizens from a travel ban imposed to curtail the spread of the corona virus.
- March 27, 2020: Interview with Andrew MacDonald, *The MacDonald Notebook*, on the Trump administration and the handling of the corona virus pandemic.
- March 27, 2020: Interview with Sheldon MacLeod, 97.5 FM (Halifax) on the Trump administration's handling of the corona virus pandemic.
- March 27, 2020: Guest, *The Tom McConnell Show*, 610CKTB (St. Catharines) on the Trump administration's proposal to place US troops along the Canada-U.S. border.
- March 27, 2020: Interview, *The Afternoon Show with Jess Brady*, Global News Radio 980 CFPL (London), on the Trump administration's proposal to place US troops along the Canada-U.S. border.

- April 8, 2020: Guest, *The Tom McConnell Show*, 610 CKTB (St. Catharines) on Bernie Sanders decision to drop out of the 2020 Democratic Presidential Race.
- April 9, 2020: Guest, *The Craig Needles Show*, 980 CFPL Radio (London), on Bernie Sanders decision to drop out of the 2020 Democratic Presidential Race.
- April 9, 2020: Interview with Wendy Bergfeldt, *CBC Radio Mainstreet Cape Breton*, on Canada-U.S. relations during the corona virus pandemic.
- April 9, 2020: Interview with Andrew MacDonald, *The MacDonald Notebook*, on Bernie Sanders decision to drop out of the 2020 Democratic Presidential Race.
- April 16, 2020: Interview with Tim Denis, *Niagara in the Morning*, 610 CKTB (St. Catharines), on Canada-U.S. Relations during the coronavirus pandemic.
- April 16, 2020: Guest, *The Mike Farwell Show*, 570AM (Kitchener), on the Trump administration's decision to freeze funding to the World Health Organization (WHO).
- May 13, 2020: Guest, *The Craig Needles Show*, 980 CFPL Radio (London), on the Trump Administration's handling of the coronavirus pandemic.
- June 2, 2020: Guest, *The Tom McConnell Show*, 610CKTB (St. Catharines), to discuss Donald Trump's willingness to invoke the *Insurrection Act* to suppress riots.
- June 2, 2020: Interview, *The Afternoon Show with Jess Brady*, *Global News Radio 980CFPL* (London), on the Trump administration's reaction to riots following the killing of George Floyd.
- June 3, 2020: Interview with Jack Morse, *The Hawk 101.5FM*, (Port Hawkesbury), on Donald Trump's clash with US protesters.
- June 3, 2020: Interview, *The Afternoon Show with Jess Brady*, *Global News Radio 980 CFPL* (London) on President Obama's remarks on US race relations following the killing of George Floyd.
- June 4, 2020: Interview with Tim Denis, *Niagara in the Morning*, 610 CKTB (St. Catharines) on the state of US race relations and Canada-US relations.
- June 4, 2020: Interview with Sheldon MacLeod, *97.5FM* (Halifax), on Donald Trump's mishandling of US race relations.

- June 4, 2020: Interview with Brandon Conrads, *The Hill* (Washington, DC), on Canada's reactions to the protests in the United States.
- June 22, 2020: Guest, *The Craig Needles Show, 980 CFPL Radio* (London), on the status of the Trump and Biden campaigns.
- June 23, 2020: Interview with Mark Gollom, *CBC News*, on the potential ramifications of Canada refusing to extradite Huawei executive Meng Wanzhou to the United States.
- June 24, 2020: Interview, *The Afternoon Show with Jess Brady, Global News Radio 980 CFPL* (London), on the extradition case of Huawei executive Meng Wanzhou.
- June 25, 2020: Guest, *The Rick Howe Show, 97.5 FM* (Halifax), on the extradition case of Huawei executive Meng Wanzhou.
- June 30, 2020: Interview with Kieran Leavitt, *The Toronto Star* (Edmonton Bureau), on the impact of CIGI and Canadian think tanks more generally.
- June 30, 2020: Interview, *The Afternoon Show with Jess Brady, Global News Radio 980 CFPL* (London) on the release of BMIG's Special Issue of the *American Review of Canadian Studies* on Canada-U.S. Relations in the Age of Donald Trump.
- July 3, 2020: Guest, *The Rick Howe Show, 97.5FM* (Halifax) on the findings of BMIG's Special Issue of the *American Review of Canadian Studies* on Canada-U.S. Relations in the Age of Donald Trump.
- July 24, 2020: Interview, *The Afternoon Show with Jess Brady, Global News Radio 980 CFPL* (London), on Canada, the United States and the extradition hearings involving Meng Wanzhou.
- July 31, 2020: Interview, *The Afternoon Show with Jess Brady, Global News Radio 980 CFPL* (London) on Donald Trump's suggestion that the US Presidential Election be postponed.
- August 5, 2020: Interview, *The Afternoon Show with Jess Brady, Global News Radio 980 CFPL* (London), on Jonathan Swann's interview with Donald Trump.
- August 7, 2020: Interview, *CBC Syndicated Radio*, on President Trump's decision to impose tariffs on Canadian aluminum. **Ten separate CBC** interviews - Edmonton, Cape Breton, New Brunswick, Yellowknife, Ottawa, Calgary, Whitehorse, Victoria, Saskatchewan, and Kelowna.

- August 11, 2020: Guest, *The Mike Farwell Show, 570 AM* (Kitchener), on the imposition of tariffs on Canadian aluminum by Donald Trump.
- August 12, 2020: Interview, *The Matt Holmes Show, 610 CKTB*, (Niagara), to discuss Senator Kamala Harris's selection as Joe Biden's running mate.
- August 12, 2020: Interview, *The Afternoon Show with Jess Brady, Global News Radio 980 CFPL* (London), to discuss Senator Kamala Harris's selection as Joe Biden's running mate.
- August 25, 2020: Guest, *Kitchener Today with Brian Bourke, 570 News* (Kitchener), to discuss the Republican National Convention.
- August 26, 2020: Interview with Tim Denis, *Niagara in the Morning, 610 CKTB* (St. Catharines), on the Republican National Convention.
- August 27, 2020: Guest, *The Morning Show with Devon Peacock, 980 CFPL* (London) to discuss to US presidential election.
- September 8, 2020: Interview with Nicolas Berube, *La Presse* (Montreal) on what Canada-U.S. relations would look like in a second Trump term.
- September 10, 2020: Interview, *The Afternoon Show with Jess Brady, Global News Radio 980 CFPL* (London), on Donald Trump's response to the release of Bob Woodward's book, *Rage*.
- September 14, 2020: Interview with Sheldon MacCleod, *97.5 FM* (Halifax) on Bob Woodward's recent book, *Rage*, about Donald Trump.
- September 21, 2020: Guest, *The Morning Show with Devon Peacock, 980 CFPL* (London), to discuss the legacy of Ruth Bader Ginsburg, and the politics surrounding her replacement on the US Supreme Court.
- September 21, 2020: Guest, *The Tom McConnell Show, 610 CKTB* (St. Catharines), to discuss the legacy of Ruth Bader Ginsburg, and the politics surrounding her replacement on the US Supreme Court.
- September 22, 2020: Interview with Tim Denis, *Niagara in the Morning, 610 CKTB* (St. Catharines), to discuss the politics surrounding the replacement of Ruth Bader Ginsburg on the US Supreme Court.
- September 28, 2020: Interview, *The Afternoon Show with Jess Brady, Global News Radio 980 CFPL* (London), to discuss the New York Time's expose on Donald Trump's taxes.
- September 29, 2020: Interview with *Matt Holmes, Newstalk 610 CKTB* (Niagara) to discuss the first presidential debate between Donald Trump and Joe Biden.



- September 29, 2020: Interview with Sheldon MacCleod, *97.5 FM* (Halifax) to discuss Donald Trump's tax returns and his first presidential debate with Joe Biden.
- September 29, 2020: Interview with Maura Forrest, *Politico*, to discuss the first presidential debate between Donald Trump and Joe Biden.
- September 30, 2020: Interview with Portia Clark, *Information Morning, CBC Radio* (Halifax), to discuss the first presidential debate between Donald Trump and Joe Biden.
- September 30, 2020: Guest, *The Morning Show with Devon Peacock, 980 CFPL* (London), to discuss the first presidential debate between Donald Trump and Joe Biden.
- September 30, 2020: Guest, *The Mike Farwell Show, 570 AM* (Kitchener), to discuss the first presidential debate between Donald Trump and Joe Biden.
- September 30, 2020: Interview with Tim Denis, *Niagara in the Morning 610 CKTB* (St. Catharines) to discuss the first presidential debate between Donald Trump and Joe Biden.
- September 30, 2020: Interview, *The Afternoon Show with Jess Brady, Global News Radio 980 CFPL* (London), to discuss the first presidential debate between Donald Trump and Joe Biden.
- October 1, 2020: Interview with Andrew MacDonald, *The MacDonald Notebook*, to discuss the US presidential election.
- October 2, 2020: Guest, *The Morning Show with Devon Peacock, 980 CFPL* (London), on Donald and Melania Trump testing positive for Covid-19.
- October 3, 2020: Interview with Bruce Frisko, *CTV Atlantic News* (Halifax) to discuss President Trump testing positive for Covid-19.
- October 4, 2020: Interview with Dan Ahlstrand, *The Todd Veinotte Show, News 97.5* (Halifax), on the politics surrounding Donald Trump and Covid-19.
- October 7, 2020: Guest, *Kitchener Today with Brian Bourke, 570 News* (Kitchener), to discuss the US vice-presidential debate.
- October 8, 2020: Interview, *The Afternoon Show with Jess Brady, Global News Radio 980 CFPL* (London) to discuss the US vice-presidential debate.
- October 13, 2020: Interview with Tim Denis, *Niagara in the Morning, 610 CKTB* (St. Catharines), to discuss the nomination of Judge Amy Coney Barrett to the US Supreme Court and the US presidential campaign.

- October 14, 2020: Interview with Yuliya Talmazan, *NBC News* (London Bureau), to discuss Canada's relations with President Trump.
- October 17, 2020: Interview, *The Matt Holmes Show*, 610CKTB (Niagara), to discuss the Town Hall performances of Donald Trump and Joe Biden.
- October 22, 2020: Guest, *The Rick Howe Show*, 97.5 FM (Halifax), on the final US presidential debate and the U.S. presidential election.
- October 23, 2020: Interview with Portia Clark, *Information Morning*, CBC Radio (Halifax), to discuss the final presidential debate between Donald Trump and Joe Biden.
- October 23, 2020: Interview with Shelby Knox, *Newstalk 610 CKTB* (Niagara), to discuss the final presidential debate between Donald Trump and Joe Biden.
- October 27, 2020: Guest, *The Morning Show with Devon Peacock*, 980 CFPL (London), to discuss the final week of the US presidential election.
- October 28, 2020: Interview with Tim Denis, *Niagara in the Morning*, 610 CKTB (St. Catharines) to discuss the final days of the US presidential election.
- October 28, 2020: Interview with Sheldon MacCleod, 97.5 FM (Halifax) to discuss the final days of the US presidential election.
- October 29, 2020: Interview with Sophia Harris, *CBC News.ca*, to discuss Canadian attitudes toward the United States and Donald Trump.
- October 29, 2020: Interview with Steve Murphy, *CTV Atlantic News* (Halifax) to discuss the US presidential campaign and how a Biden presidency might affect Canada.
- November 3, 2020: Interview with Amanda Debison, *CTV Morning Live* (Halifax), to discuss the US presidential election.
- November 3, 2020: Interview, the *Matt Holmes Show*, 610 CKTB (St. Catharines), to discuss the US presidential election.
- November 3, 2020: Guest, *The Rick Howe Show*, 97.5 FM (Halifax), to discuss the US presidential election.
- November 3, 2020: Interview, *The Afternoon Show with Jess Brady*, *Global News Radio 980 CFPL* (London), to discuss the US presidential election.

- November 4, 2020: Interview with Paul Brothers, *Global TV* (Halifax), to discuss the results of the US presidential election.
- November 4, 2020: Interview with Amanda Debison, *CTV Morning Live* (Halifax), to discuss the results of the US presidential election.
- November 4, 2020: Interview with Portia Clark, *Information Morning, CBC Radio* (Halifax) to discuss the results of the US presidential election.
- November 4, 2020: Interview with Tim Denis, *Niagara in the Morning, 610 CKTB* (St. Catharines), to discuss the results of the US presidential election.
- November 4, 2020: Guest, *The Mike Farwell Show, 570AM* (Kitchener), to discuss the results of the US presidential election.
- November 4, 2020: Guest, *The Rick Howe Show, 97.5 FM* (Halifax), to discuss the results of the US presidential election.
- November 4, 2020: Interview with Jack Morse, *The Hawk 101.5 FM* (Port Hawkesbury), to discuss the results of the US presidential election.
- November 5, 2020: Guest, *The Morning Show with Devon Peacock, 980 CFPL* (London) to discuss the results of the US presidential election.
- November 5, 2020: Interview, *The Matt Holmes Show, 610 CKTB* (St. Catharines), to discuss the US presidential election.
- November 5, 2020: Interview with Jock Wilson, *770 CHQR* (Calgary), to discuss the result of the US presidential election.
- November 9, 2020: Interview with Shelby Knox, *Newstalk 610 CKTB* (Niagara), on America's reaction to the US presidential election.
- November 9, 2020: Interview with Danielle Smith, *630 CHED* (Edmonton) and *770 CHQR* (Calgary), on America's reaction to the US presidential election.
- November 9, 2020: Guest, *Kitchener Today with Brian Bourke, 570 News* (Kitchener), on America's reaction to the US presidential election.
- November 9, 2020: Interview with *Sheldon MacLeod, 97.5 FM* (Halifax), on America's reaction to the US presidential election.
- November 9, 2020: Guest, *Let's Talk London with Jess Brady, 980 CFPL* (London), on America's reaction to the US presidential election.
- November 10, 2020: Interview with Amanda Debison, *CTV Morning Live* (Halifax) on Donald Trump's refusal to concede the US presidential election to Joe Biden.

- November 12, 2020: Interview with Jillian Kestler D'Amours, *Al Jazeera* (English) to discuss what a Biden presidency may mean for Canada.
- November 15, 2020: Interview with Dan Ahlstrand, *The Todd Veinotte Show, News 97.5 FM* (Halifax), on the political fallout from the US presidential election.
- November 17, 2020: Guest, *Let's Talk London with Jess Brady, 980 CFPL* (London), to discuss Canada's invitation to host Joe Biden and Kamala Harris in Ottawa.
- November 27, 2020: Interview with Sophia Harris, *CBC News.ca*, to discuss border restrictions between Canada and the US.
- December 14, 2020: Guest, *The Tom McConnell Show, 610 CKTB* (St. Catharines), to discuss the results of the Electoral College.
- December 23, 2020: Interview with J'Lyn Nye, *630 CHED* (Edmonton) on the major political stories in Canada and the US in 2020.

## 2021

- January 4, 2021: Guest, *Kitchener Today with Brian Bourke, 570 News* (Kitchener), to discuss the Republican challenge to the 2020 Electoral College results.
- January 4, 2021: Guest, *Let's Talk London with Jess Brady, 980 CFPL* (London), to discuss Donald Trump's phone call to Georgia Secretary of State Brad Raffensperger.
- January 5, 2021: Interview, *The Matt Holmes Show, 610 CKTB* (St. Catharines) to discuss the Georgia Senate run-off election.
- January 6, 2021: Interview with Tim Denis, *Niagara in the Morning, 610CKTB* (St. Catharines), to discuss the results of the Georgia Senate run-off election.
- January 6, 2021: Guest, *Let's Talk London with Jess Brady, 980 CFPL* (London) to discuss the insurrection on the US Capitol.
- January 7, 2021: Interview with Tim Denis, *Niagara in the Morning, 610 CKTB* (St. Catharines) to discuss the insurrection on the US Capitol.
- January 7, 2021: Guest, *The Mike Farwell Show, 570AM* (Kitchener), to discuss the insurrection on the US Capitol.
- January 8, 2021: Interview with Amanda Debison, *CTV Morning Live* (Halifax), to discuss the siege on the US Capitol.

- January 8, 2021: Guest, *The Morning Show with Devon Peacock*, 980 CFPL (London) to discuss the possible impeachment of Donald Trump.
- January 8, 2021: Guest, *The Rick Howe Show*, 97.5FM (Halifax), to discuss the possible second impeachment of Donald Trump.
- January 11, 2021: Guest, *Let's Talk London with Jess Brady*, 980 CFPL (London) to discuss the second impeachment of Donald Trump.
- January 13, 2021: Interview with Jack Morse, *The Hawk 101.5FM* (Port Hawkesbury), to discuss the second impeachment of Donald Trump.
- January 14, 2021: Interview with Tim Denis, *Niagara in the Morning*, 610 CKTB (St. Catharines) to discuss the second impeachment of Donald Trump.
- January 14, 2021: Guest, *The Danielle Smith Show*, 630 CHED (Edmonton) and 770 CHQR (Calgary), to discuss the second impeachment of Donald Trump.
- January 18, 2021: Interview with Portia Clark, *Information Morning*, CBC Radio (Halifax) to discuss the Trump impeachment and the inauguration of Joe Biden.
- January 19, 2021: Interview with Samantha Long, *AllNovaScotia*, on the impact of a Biden administration on Canada-U.S. relations.
- January 19, 2021: Guest, *Kitchener Today with Brian Bourke*, 570 News (Kitchener) to discuss the pardon power of US presidents.
- January 20, 2021: Interview with Amanda Debison, *CTV Morning Live* (Halifax) to discuss the Trump legacy and the inauguration of Joe Biden.
- January 20, 2021: Interview with Paul Brothers, *Global News* (Halifax) to discuss the Trump legacy and the inauguration of Joe Biden.
- January 20, 2021: Interview with Tim Denis, *Niagara in the Morning*, 610 CKTB (St. Catharines) to discuss Joe Biden and Canada-U.S. Relations.
- January 20, 2021: Guest, *Live with Mike Stubbs*, 980 CFPL (London) to discuss Joe Biden and Canada-U.S. Relations.
- January 21, 2021: Interview with Adam McInnes, *New Glasgow News*, to discuss Joe Biden and Canada-U.S. Relations.
- January 21, 2021: Interview with Heidi Petracek, *CTV News Atlantic* (Halifax), to discuss Joe Biden and Canada-U.S. Relations.

- January 25, 2021: Guest, *Let's Talk London with Jess Brady*, 980 CFPL (London), on the Senate trial of Donald Trump.
- February 9, 2021: Guest, *The Morning Show with Devon Peacock*, 980 CFPL (London) on the Senate Impeachment trial of Donald Trump.
- February 9, 2021: Guest, *The Tom McConnell Show*, 610 CKTB (St. Catharines), on the second impeachment trial of Donald Trump.
- February 10, 2021: Guest, *Let's Talk London with Jess Brady*, 980 CFPL (London) on the second impeachment trial of Donald Trump.
- February 15, 2021: Interview, *The Matt Holmes Show*, 610 CKTB (St. Catharines), on the outcome of the Trump impeachment trial.
- February 22, 2021: Interview with Jillian Kestler D'Amours, *Al Jazeera (English)* on the virtual meeting between Joe Biden and Justin Trudeau.
- February 22, 2021: Guest, *Let's Talk London with Jess Brady*, 980 CFPL (London), on the virtual meeting between Joe Biden and Justin Trudeau.
- February 23, 2021: Interview with Chelsea Bird and Shaye Ganam, 630 CHED Mornings (Calgary and Edmonton), on the virtual summit between Joe Biden and Justin Trudeau.
- February 24, 2021: Interview with Rob Breakenridge, 770 CHQR (Calgary), on the virtual summit between Joe Biden and Justin Trudeau.
- February 24, 2021: Guest, *Kitchener Today with Brian Bourke*, 570 News (Kitchener), on the virtual summit between Joe Biden and Justin Trudeau.
- February 24, 2021: Guest, *The Tom McConnell Show*, 610 CKTB (St. Catharines), on the virtual meeting between Joe Biden and Justin Trudeau.
- March 26, 2021: Guest, *Let's Talk London with Jess Brady*, 980 CFPL (London), on President Biden's first press conference.
- November 18, 2021: Interview with Shaye Ganam, *CHED* (Edmonton)/*CHQR* (Calgary) to discuss the "Three Amigos" Summit in Washington, DC.
- November 19, 2021: Guest, *The Morning Show with Devon Peacock*, 980 CFPL (London) to discuss the "Three Amigos Summit" in Washington, DC.
- December 6, 2021: Interview with Christopher Sands, Director, Canada Institute, Woodrow Wilson International Center for Scholars, on the passing of Dr. James McGann. Article entitled, "Insight and Analysis: Understanding the Role

of Think Tanks in Canada and the United States.” Available at <https://www.wilsoncenter.org/article/understanding-role-think-tanks-canada-and-united-states>

## 2022

- January 6, 2022: Guest, *Kitchener Today with Brian Bourke*, 570 News (Kitchener), on the one-year anniversary of the January 6<sup>th</sup> insurrection on the US Capitol.
- January 10, 2022: Op.ed. “Biden Takes a Stand on Anniversary of U.S. Insurrection.” Published by Saltwire.com. Appeared in the *Halifax Chronicle Herald*, the *Cape Breton Post*, and the *Telegram*, St. John’s, NFLD.
- January 13, 2022: Interview with Geoff Dembicki, *DeSmog*, on the linkages between Canadian and American think tanks.
- March 3, 2022: Interview with Glenn Howard, University of Victoria, on the role and influence of Canadian and American think tanks.
- April 1, 2022: Interview with Victoria Senetchko, Carleton University School of Journalism, on anti-Americanism in Canada.
- May 12, 2022: Interview with Kathryn May, Institute for Research on Public Policy (Montreal), about the release of the *Top-of-Mind* study with the Institute on Governance.
- June 14, 2022: Guest, *The Shaye Ganam Show*, 630 CHED (Edmonton) and 770 CHQR (Calgary), to discuss the rise of populism in the United States and Canada.
- June 14, 2022: Interview with Jillian Kestler-D’Amours, *Al Jazeera English*, on populist movements in Canada and the United States.
- June 23, 2022: Guest, *Ottawa at Work with Andrew Pinsent*, CFRA Radio (Ottawa), to discuss the need to restore trust in democratic institutions.
- June 23, 2022: STEPHEN VAN DINE AND DON ABELSON. OPINION. THE HILL TIMES “Senior public servants feel ill-equipped and fearful to provide fearless advice.”
- July 14, 2022: Interview with Geoff Dembicki, *DeSmog*, to discuss Netflix’s donation to the MacDonald-Laurier Institute.
- August 18, 2022: Guest, *The Morning Show with Devon Peacock*, 980 CFPL (London), to discuss Liz Cheney’s defeat in the Wyoming Republican primaries.

- September 2, 2022: Interview with Ian Hamilton, *The Hill Times*, on the rebranding of Centre Ice Canadians.
- September 8, 2022: Guest, *The Spark with Junia Doan*, Midland, Michigan (via Zoom), to discuss the role of think tanks and the importance of Canada-US Relations.
- November 2, 2022: Podcast Interview with Silvia Menegazzi, Department of Political Science, LUISS Guido Carli University, Rome, Italy.
- November 9, 2022: Interview with Portia Clark, *Information Morning, CBC Radio* (Halifax) on the results of the 2022 US Midterm Elections.
- November 9, 2022: Interview with Devon Peacock, *The Morning Show*, 980 CFPL Radio (London), to discuss the results of the 2022 US Midterm Elections.
- November 9, 2022: Guest, *Thinking Out Loud with Sheldon MacLeod, SaltWire Network News*, to discuss the outcome of the 2022 US Midterm Elections.
- November 10, 2022: Guest, *The Mike Farwell Show, City News* (Kitchener), to discuss the results of the 2022 US Midterm Elections.

## 2023

- January 9, 2023: Guest, *The Mike Farwell Show, City News* (Kitchener), to discuss Kevin McCarthy becoming Speaker of the US House of Representatives.
- April 10, 2023: Guest, *The Mike Farwell Show, City News* (Kitchener), to discuss the arraignment of Donald Trump on 34 felony charges.
- August 4, 2023: Guest, *The Mike Farwell Show, City News* (Kitchener), to discuss the arraignment of Donald Trump on 4 felony charges.

## REFERENCES

Dr. Kent Calder, Professor and Director, Edwin O. Reischauer Center for East Asian Studies, Johns Hopkins School of Advanced International Studies (SAIS), Washington, DC. Can be reached at [kcalder@jhu.edu](mailto:kcalder@jhu.edu)

Dr. Evert Lindquist, Professor, School of Public Administration, University of Victoria, Victoria, BC, (250) 721-8416; email: [evert@uvic.ca](mailto:evert@uvic.ca)

Dr. Richard Vernon, Distinguished University Professor, Department of Political Science, University of Western Ontario, London, Ontario, N6A 5C2; email [ravernon@uwo.ca](mailto:ravernon@uwo.ca)



## Appendix E: Memorandum of Agreement

### Wilson College of Leadership and Civic Engagement (Wilson College) Memorandum of Agreement between Faculty of Humanities and Faculty of Social Sciences (DRAFT August 2023)

#### 1. Purpose and Scope of the Memorandum of Agreement

The purpose of this Memorandum of Agreement (MOA) is to indicate how the objectives of Wilson College will be met administratively and financially in the most mutually beneficial and transparent manner by the Faculty of Humanities and the Faculty of Social Sciences. As such, this MOA focuses primarily on the budgetary, administrative, and governance aspects of the College; the MOA together with additional documents, appended, provide a comprehensive framework for the program's achievement of its objectives and administrative operations.

The MOA also fulfills the Institutional Quality Assurance Process (IQAP) obligation for the interdisciplinary undergraduate program, Combined Honours Program in Leadership and Civic Studies and Another Subject.

Issues not contemplated or explicitly referred to in this Memorandum of Agreement will be resolved through mutual agreement of the Dean of the Faculty of Humanities and the Dean of the Faculty of Social Sciences.

#### 2. Introduction

Wilson College was approved by the Board of Governors as a joint program of the Faculties of Humanities and Social Sciences on November 17, 2022. Made possible by the generous gift of \$50 million by former Chancellor, Lynton "Red" Wilson, Wilson College will train future leaders to foster and sustain a civic culture for Canada that engages all citizens. The College's activities emphasize the importance of collaboration between McMaster's academic community and local, regional, and national leaders and is intended to advance our understanding of how to create a civic culture for a flourishing Canada. As such, Wilson College will include educational programs, research and scholarly activities, and a variety of externally focused engagement activities.

Wilson College is a joint initiative of the Faculties of Humanities and Social Sciences. It is administratively housed within the Faculty of Humanities.

The Faculty of Social Sciences and the Faculty of Humanities at McMaster University jointly have developed an interdisciplinary Undergraduate program entitled Combined Honours BA in Leadership and Civic Studies and Another Subject, that will be offered by Wilson College. The program was approved by both Faculty Councils. It later received the necessary University approvals at the Senate meeting on \_\_\_\_\_, the Ontario Universities Council on Quality Assurance on \_\_\_\_\_. The Ontario Ministry of Advanced Education and Skills Development has approved the new program, with tuition of \_\_\_\_\_ for the academic year \_\_\_\_\_ and a WGU value of \_\_\_\_\_.

Full details about the undergraduate program structure and intended program learning outcomes are found in the New Program Proposal (appended). By combining resources from the Wilson gift with resources from the university, Wilson College's curriculum will allow students to develop and practice leadership knowledge and skills, articulated within a broad humanistic and socially informed context. The robust set of analytical tools, perspectives and methodologies fostered by Wilson College's integrated, interdisciplinary programming, coupled with a second discipline that students will choose from the Humanities or Social Sciences, will provide graduates with the diversified skillsets and experience needed to address grand challenges facing Canada and the world.

### 3. Governance and Administration

The guiding principles for Wilson College are articulated in the Strategic Vision document (appended).

In addition, as is the practice with interdisciplinary MOA's, each participating Faculty dean commits to the following governing principles:

- Seek broad support within the Faculties and from McMaster's academic and administrative leaders
- Ensure decision-making is transparent, informed and collaborative, to achieve the vision of the College as complementary to the strategic goals of the Faculties
- Ensure equal representation and coordination of the two Faculties in the program's academic, external, and administrative activities
- Governance and oversight:
  - is representative of the various stakeholders involved in the College
    - provides an open environment for different perspectives
    - delivers timely and direct resolution of conflicts

The governance and administrative structures of Wilson College are designed to ensure both Faculties will be represented and involved in strategic and operational decision-making of the College to achieve the above principles.

Wilson College is overseen by an Internal Governing Board co-chaired by the Deans of Humanities and Social Sciences, with membership as listed below that includes senior leadership, faculty, staff, students, and rotating membership by other Deans (see attached Terms of Reference).

#### Wilson College Internal Governing Board

- Co-Chairs: Dean, Faculty of Humanities and Dean, Faculty of Social Sciences
- Ex Officio: President  
Provost  
Associate Dean (Undergraduate Studies), Faculty of Humanities  
Associate Dean (Undergraduate Studies), Faculty of Social Sciences
- Wilson Faculty Representatives: 1 faculty member from each of Humanities and Social Science

- Wilson Student Representatives: 2 Wilson College students<sup>1</sup>
- Non-Humanities/Social Sciences Dean Representative: One Dean from another Faculty on a rotating basis
- Staff Representative: Director of Finance and Administration from Humanities
- Staff Representative: Director of Finance and Administration from Social Sciences
- Staff Observer: Manager Communications from Humanities
- Staff Observer: Manager Communications from Social Sciences

The operations and management of Wilson College will be overseen by the Academic Director, supported by administrative staff as appropriate. The Academic Director is a faculty member who will take the lead on operational matters pertaining to the academic programs (initially a combined Honours BA, undergraduate minor, and graduate seminar), research and scholarly activities, external civic engagement activities, and staff.

The Academic Director will be selected by a committee co-chaired by the two Deans (or their delegates). The normal term of appointment for the Academic Director shall be five years, with the possibility of renewal once. The Academic Director will be accountable to the Internal Governing Board and will report jointly to the Deans of Humanities and Social Sciences. Remuneration for the Academic Director (e.g., stipend, course releases,) will be provided by the College (see appended terms of Reference for the position of Academic Director).

An External Director of the College will be appointed for a multi-year term. This high-profile non-academic will promote the interests of the College, draw on their networks to create opportunities for the College and its students, and facilitate programming that engages with sectors outside the university to integrate education, research, and practice. The ED's primary responsibility is to Chair the Wilson College External Advisory Council (also external to McMaster), advise the Academic Director and Internal Governing Board, and to act as a liaison between Wilson College and leaders in the public, private, and third sectors. The External Director is appointed by and reports to the Internal Governing Board (see attached Terms of Reference for the position of External Director).

#### **4. Revenue and Expense Sharing**

Wilson College activities, including the undergraduate program, will rely on revenue from the trust endowment, future provincial student grant funding, tuition revenue, University contributions, external event and donor revenue, application, and other miscellaneous fees.

It is the responsibility of the Director of Finance and Administration, Faculty of Humanities, to create a separate cost center in the MOSAIC system to collect the program revenues (allocated or otherwise) and expenses. Wilson College has a distinct budget envelope and assumes all risk or reward for deficits and surpluses. The Wilson College trust funds will be managed by the Provost's office. All activity on the Wilson College trust funds (75 and 77), including transfers from the trust funds to the operating fund will be initiated and approved by the Provost's Office.

Expenses charged to the Wilson College cost center will include all direct program costs including, but not limited to:

- Teaching related costs (for example, Affiliated and Wilson College faculty teaching Wilson College courses, teaching assistant costs, sessional instruction, director stipend and course relief, scholarships/studentships/travel bursaries, experiential learning costs, program, and course development costs)
- External civic engagement costs (for example, costs supporting external engagement events and activities, External Advisory Council and External Director activities and stipends)
- Research and scholarly activities costs (for example, seed funding, leadership course relief, visiting fellow stipends)
- Administrative costs (for example, staff and leadership salary costs pertaining to Wilson College administration, support function costs, including IT),
- Wilson College building operations (occupancy and building services)

The Assistant Director, Planning and Administration for Wilson College will have the overall responsibility of preparing the financial statements, the budget review process, and annual budget submission.

#### **Teaching Assignments**

For the undergraduate program and for all graduate courses, tuition revenue will flow to Wilson College through the Faculty of Humanities. Teaching contributions to Wilson College by Wilson College affiliated faculty in the Faculty of Social Sciences or the Faculty of Humanities will be compensated. In costing this teaching, the Protocol on Faculty Recovery for Teaching Release guidelines will be used as a reference to determine values.

It is the responsibility of the Academic Director to ensure that faculty members from the Faculty of Humanities and Faculty of Social Sciences are allocated for teaching Wilson College courses and that their home departments are appropriately compensated for teaching in Wilson College.

#### **Faculty Member Participation in the College**

Faculty members of Wilson College will comprise two categories; those directly hired to contribute to Wilson College and Affiliate faculty members (see appended Guidelines for Affiliate Faculty Appointments). Affiliate faculty appointments shall normally be for a 3-year term. The Academic Director will review each member's participation in the College annually, reporting significant contributions to the College to the faculty member's Chair (or equivalent) and Faculty Dean. Each year, the Academic Director will inform participating faculty members' Chair (or equivalent) and Faculty Dean of any changes to or updates in faculty participation in the College through teaching, supervision, or administration.

#### **5. Faculty of Convocation**

Students in the Combined Honours BA in Leadership and Civic Studies and Another Subject will convocate as a cohort on an annual rotating basis from the Faculty of Humanities and the Faculty of Social Sciences.

#### **6. MOA Term, Review, Modification and Termination**

The MOA shall be in force for the five-year period from \_\_\_\_ to \_\_\_\_\_. Within six months of the end date of the MOA, the relevant Faculties must review the MOA to determine if modifications or termination of the MOA is required for the next MOA period.

To ensure proper alignment between the MOA and interdisciplinary program operations, review and potential revision of the MOA document may be necessary ahead of the document's scheduled expiry. Review can be triggered in the following situations:

1. A request by one of the Faculty Deans.
2. A decision by the Internal Governing Board to review the MOA.
3. A material change in the revenue or cost structures.
4. Recommended revision by Quality Council.

In the event of Wilson College termination, the MOA shall be deemed null and void.

#### Signatures

The following signatures are required to confirm the acceptance of the MOA. After which, the MOA must be sent to the University Secretary, who will provide copies to each participating Faculty Dean as well as to the Provost and Vice-President Academic.

Per: \_\_\_\_\_  
Name:  
Title: Dean, Faculty of Humanities

Per: \_\_\_\_\_  
Name:  
Title: Dean, Faculty of Social Sciences

### **Appendices to Wilson College of Leadership and Civic Engagement Memorandum of Agreement between Faculty of Humanities and Faculty of Social Sciences**

Proposal for the Wilson College of Leadership and Civic Engagement  
IQAP New Program Proposal for the Combined Honours BA in Leadership and Civic Studies and  
Another Subject  
Wilson College Vision Document  
Governance (IGB, admissions and curriculum committee) and administrative structures (to demonstrate  
administrative practices to ensure collaboration and representation of both faculties)  
Academic Director Terms of Reference  
External Director Terms of Reference  
Guidelines for Affiliate Faculty Appointments  
Reference to gift agreement (which includes annual Univ contribution to operations)

**Reviewers' Report**  
**Institutional Quality Assurance Program (IQAP) New Program Review**  
**Combined Honours in Leadership and Civic Studies and Another Subject**

**OUTLINE OF THE VISIT ON CAMPUS**

Was the site visit:      In person:       Virtual site visit:       [Desk Review](#):

If the review was conducted either virtually or via desk review, was this format agreed to by both external reviewers?      Yes       No

Was sufficient rationale provided by the Provost/Provost's delegate for an off-site visit?  
Yes       No

For those reviews that included an in-person or virtual visit, please indicate the following (or insert the site visit schedule below:

- Who was interviewed?
- What facilities were seen?
- Comment on any other activities relevant to the appraisal.
- **Or: insert the site visit schedule below**

**[External Reviewers' Response: Please find below the site visit schedule]**

In order to continuously improve the effectiveness and efficiency of in-person site visits/virtual site visits, please comment on the following:

- How effective was the proposal brief in preparing you for the in-person visit/virtual site visit?

**External Reviewers' Response:** The proposal was comprehensive in description, analysis and content and thorough in approach.

- How could the logistics of the in-person visit/virtual site visit be improved?

**External Reviewers' Response:** Excellent as it is.

## ON SITE VISIT SCHEDULE

### McMaster University Wilson College IQAP Undergraduate Program Review

Schedule for Combined Honours BA in Leadership and Civic Studies and Another Subject  
Review Team Visit

**Monday, November 21 and Tuesday, November 22, 2023**

**\*\*All meetings in Chester New Hall, Room 425/426, unless otherwise noted \*\***

#### **Review Team Members:**

Dr. Rajesh Chandra Shukla, Associate Professor, Faculty of Philosophy, Faculty, Ethics and Contemporary Social Issues Program, Saint Paul University (Affiliated with University of Ottawa)

Dr. William Irwin, Associate Professor, Management and Organizational Studies, and Professor, Governance, Leadership and Ethics, Huron College, Western University

Dr. Emad Mohammad, Associate Professor, Accounting and Financial Management, DeGroote School of Business, McMaster University

<b>DATE: Monday, November 20, 2023</b>	
8:00 am	Reviewer pick-up at hotel (MacPherson to arrange)
8:30 am	Introductory meeting: <ul style="list-style-type: none"><li>• Kim Dej, Vice-Provost, Teaching and Learning</li><li>• Amy Gullage, Lead Educational Developer, Curriculum Development (MacPherson)</li></ul>
9:00 am – 9:45 am	Introductory meeting with: <ul style="list-style-type: none"><li>• Pamela Swett, Dean, Faculty of Humanities</li><li>• Jeremiah Hurley, Dean, Faculty of Social Sciences</li><li>• Donald Abelson, Academic Director, Wilson College</li></ul>
9:45 am – 10:45 am	Meeting with Sean Corner and Karen McGarry, Associate Deans, Undergraduate Studies, from Humanities and Social Sciences
10:45 am – 11:30 am	Meeting with Don Abelson, Academic Director, Wilson College
11:30 am – 12:00 pm	Meeting with Matheus Grasselli, Deputy Provost
12:00 pm – 1:30 pm	Lunch at University Club with: <ul style="list-style-type: none"><li>• Deans Pamela Swett and Jerry Hurley &amp; Review Team</li></ul>
1:30 pm – 2:15 pm	Tour of proposed building space, ALC's in LRW
2:15 pm	Review Team Meeting Time

<b>DATE: Tuesday, November 21, 2023</b>	
8:30 am	Reviewer pick-up at hotel (MacPherson to arrange)
9:00 am – 9:30 am	Meeting with Marcy Murchie and Juliette Prouse, Directors of Finance and Administration (Humanities and Social Sciences)
9:30 am – 10:30 am	Meeting with members of the Curriculum Working Group Sean Corner, Karen McGarry (Co-Chairs), Ken Cruikshank, Alpha Abede, Simon Orpana

10:30 am – 10:45 am	Break
10:45 am – 11:15 am	Meeting with students, Chloe Valentine (Social Sciences) and Ori Epstein (Humanities)
11:15 am – 11:45 pm	Wrap up meeting: <ul style="list-style-type: none"> <li>• Amy Gullage, Lead Educational Developer, Curriculum Development (MacPherson)</li> <li>• Kim Dej, Vice-Provost, Teaching and Learning</li> </ul>
11:45 am	Lunch TBA or Review team meeting time

**PROGRAM**

- Comment on if the program’s objectives are clearly described
- Comment on the appropriateness of the degree nomenclature, given the program’s objectives
- Comment on the consistency of the program with McMaster’s mission and academic plan; whether the program learning outcomes are clear, appropriate and aligned with the undergraduate or graduate Degree Level Expectations.
- McMaster’s Current Priorities and Strategic Mandate Agreement should be at the forefront of program design. This information can be found in the links provided below

**Comment on if the program’s objectives are clearly described**

At the outset, the undergraduate program at Wilson College seems to be inspired by a very thoughtful and holistic vision that 1) seeks to understand the social, economic, cultural and political realities and disparities of our times and 2) wants to empower its students through education, learning and training to make positive changes in the Canadian society – and indeed, in the whole World. The program objectives give a concrete shape to the above vision and are clearly laid out in the submitted proposal. Among other things, they highlight the value of experiential learning, civic education, inclusion, diversity, and socially conscious leadership in Canada. Emphasizing the importance of an interdisciplinary teaching and research, this program approaches leadership and civic studies from a non-binary perspective, making room for competing ideas and arguments in our social sphere and policy-making processes. Program objectives concretize the above approach and aspiration.

More strongly, the students in Wilson College’s proposed program in “Combined Major in Leadership and Civic Studies and Another Subject” (WCLCS) will be encouraged to understand



the complexities of our social world as well as its historical and cultural underpinnings prior to engaging in problem solving processes and leadership roles. In our interactions with faculties and curriculum creating group, we also realized that they deeply valued interpersonal dialogues and communication, civic sympathy and reconciliation, and want to “create contexts to listen and to be heard” and have developed suitable courses and pedagogies to facilitate such interactions in this academic program. We are confident that the students in WCLCS will be able to break the socially and culturally imposed barriers on cognition and see themselves as the agents of change and future leaders, capturing the letter and spirit of program objectives in WCLCS that seek to cultivate “diverse models of leadership and civic engagement that utilizes experiential learning and spans all four levels of study” (P. 6). In short, the program objectives break new grounds and are fully actualized in the submitted proposal.

**Comment on the appropriateness of the degree nomenclature, given the program’s objectives**

The proposed new program is called “Combined Major in Leadership and Civic Studies and Another Subject”. The adopted nomenclature captures the intent that runs through this program and the courses that are utilized in its service, setting up a strong connection between the title, learning modules and associated pedagogy. Aiming to create a new generation of leaders with civic awareness and social commitments, the program creators have designed some very interesting and thought provoking courses to the above end. The core courses emphasize the value of leadership and civic studies in the curriculum, situating them in the context of contemporary issues, diversity, inclusion, community and civic engagement, reconciliation, and social belonging. Moreover, academic engagements associated with the core and optional courses, capstone project and curriculum, teaching and research at McMaster and its commitment to be seen as a Civic University shed additional lights on the relevance of adopted nomenclature. It aims to sharpen the intellectual abilities of students and strengthen their communitarian social resolve by challenging them to think big and empathetically despite the ongoing polarization in our civic life and democratic discourse. Furthermore, the adopted nomenclature will inspire confidence among students to discover their own leadership qualities and societal obligations. The WCLCS students will be engaging in “empathy and active listening” while going through their academic program.

In this sense, the nomenclature is not only timely and relevant but also socially considerate and responsive.

**Comment on the consistency of the program with McMaster’s mission and academic plan; whether the program learning outcomes are clear, appropriate and aligned with the undergraduate or graduate Degree Level Expectations**

The proposed program gives a concrete manifestation to McMaster’s mission and academic plan and builds on their stated priorities and ambitions. During the campus visit, one thing that was consistently highlighted to external evaluators and that also finds expression in the McMaster’s mission statement is that the university values “social, cultural, and economic needs of our community and our society” (P. 10). This program is intended to create a new generation of leaders coming from different strata of Canadian society – and the global community, including underprivileged and marginalized students breaking the traditional modes of ‘homogeneous thinking’ in public life and policy-making processes. Even though diversity in leadership tends to have a descriptive component normally due to historical encumbrances of Canadian society, WCLCS program takes it seriously and holistically going much beyond its binary understanding and formulation. Remaining sensitive to the needs of marginalized students and communities, this program is geared towards providing its graduates with creative thinking, experiential learning, measured reasoning and differentiating cognition so that they can see themselves in leadership roles and acquire necessary epistemic tools and humility to be productive and successful while engaging with competing priorities, groups, civil societies, businesses, think tanks and policy-making organizations.

The Program Learning Outcomes are clear and appropriate; they are completely aligned with the stipulations of Institutional Quality Assurance Process (IQAP). Identifying eight learning yardsticks in the WCLCS program, the submitted proposal provides us with necessary details and clarifications (P. 15), supporting the degree level expectations in full measure (P. 15, 16, 17). While each learning outcome is important in its own right, constituting the core of learning, curriculum, and pedagogy in this Program, they can be broadly characterized under two heads: 1) intellectual formation of students, and 2) civic and community informed learning. Intellectual formations are about acquiring theoretical knowledge pertaining to the modes and modalities of leadership, critical thinking, articulation of imagination and judgement, creativity, ethical decision

making, personal reflexivity and manifestation of epistemic humility in all walks of life. Civic and community informed learning is going to challenge the students at Wilson College to develop socially responsible leadership and serve as the agents of change in their respective societies or to paraphrase Gandhi “be the change that you wish to see in the world”. Both outcomes synch together in WCLCS program, resulting in an scaffolding approach to “inquiry-based learning [that] will ensure that students’ educational progress is informed at each level of study, by the knowledge, histories, challenges and the needs of diverse communities” (P. 45).

**McMaster’s Current Priorities and Strategic Mandate Agreement should be at the forefront of program design**

The proposed program, moreover, appears to complement strongly McMaster’s Strategic Mandate Agreement (SMA) as well as current priorities. Considering that the program is offered in association with the Faculties of Humanities and Social Sciences, it will benefit greatly from the available resources in both faculties. It will have a tremendous intellectual environment and dependable logistical support system. In other words, the co-operation of two faculties will enhance experiential learning and cross-fertilization of ideas among students; they will not only get exposure to the professorial staff of different departments but also have the opportunity to practice interdisciplinarity in their classrooms and curriculum. The dynamic nature of such cognitive episodes can hardly be overstated. They will capture the wealth of professorial knowledge from different disciplines, an active participation of students, values of equity and social justice, illuminating “the differences on the margin”. The WCLCS students will be able to express their intellectual creativity with confidence, knowing full well that their professors encourage new ideas and thought processes, going much beyond the “centrally established benchmarks of success”.

A successful delivery of program objectives will also translate in the realization of civic virtues and social solidarity, enhancing our “societal health and well-being” which resides at the heart of McMaster’s current priorities, consolidating its reputation as a Civic University (P. 11 & 14). While McMaster is well-known for its academic excellence, research and scholarship, teaching and learning activities, WCLCS program adds a strong new dimension to its global image as a thought leader in civic education and leadership. Even by a modest estimate, this program can

make life changing impact on the underprivileged and marginalized students who hardly get a chance to see themselves in leadership positions. If you can imagine it, you can do it, seems to be the approach in WCLCS; to be sure, such commitments, sincerity and intellectual conviction will go a long way in the creation of future leaders in Canada and beyond.

A practical realization of McMaster's mission and vision statement, the SMA and success of the proposed program at Wilson College requires an outstanding and goal driven leadership that can steer subsequent cohort of students in the right direction by fermenting their ideas, thinking, intellectual creativity, imagination and empathy. During the campus visit, External reviewers got to meet the colleagues involved in the creation and delivery of WCLCS program and appreciated their dedication to the program and its successful functioning in the years to follow. The WCLCS has found a very thoughtful, capable, approachable and hands-on Program Director. Dr. Donald Abelson brings in a wealth of experience, knowledge, professionalism and managerial attributes with him. He has not only served as the Director of Brian Mulroney Institute of Government at Saint Francis Xavier but also contributed to numerous Think Tanks, media and research organizations, public and private sector institutions and groups, and is totally appropriate in this new role. His exceptional leadership, vast experiences, and easy presence will encourage students to reach out and "break the silos", cultivating their academic and civic interests and leadership qualities. Reviewers also appreciated the idea of starting a new journal "Taking the Lead" and housing it in the Wilson College.

#### **ADMISSION & ENROLMENT**

- Comment on whether the admission requirements (including any alternative requirements) are appropriately aligned with the program learning outcomes (and/or Degree Level Expectations) established for completion of the program.
- Are there any applicable alternative admission requirements, including how the program recognizes prior work or learning experience, and if so, are they appropriate?

**Comment on whether the admission requirements (including any alternative requirements) are appropriately aligned with the program learning outcomes (and/or Degree Level Expectations) established for completion of the program.**

The admission requirements are clearly and concisely stated and are in agreement with the Program Objectives, Learning Outcomes and Degree Level Expectations in Ontario, fulfilling all expectations associated with the IQAP.

As per the provisions of proposed program, Ontario students will be eligible to apply once they meet McMaster's admission requirements for an undergraduate degree after completing a "High School Diploma plus six Grade 12 U/M level courses, including ENG4U: Grade 12 English (University)" (P. 32). This stipulation is in line with similar program requirements in Ontario institutions and satisfies the degree level expectations. The admission in this program, however, will not be solely dependent on academic score or grade point average of perspective students; some contextual factors will be considered. This is because the creators of this program seem to believe – and rightly so, that the quest for social equity and fairness should not come to a halt when faced with a particular criterion of intellectual assessment, competence and scholarship. Context, there is a powerful oral tradition among the First Peoples of Canada that does not lend itself easily to the established modes of intellectual assessments. Yet, it would be a worthy goal to have Indigenous students in this program. Adopting a more robust and socially progressive criterion, WCLCS program creates place for marginalized and underrepresented individuals and groups that can be in the position of disadvantage due to their "race, ethnicity, Indigeneity, gender identity, sexual orientation, and class background" (P. 33). This is indeed a sympathetic step and ought to be celebrated as such.

**Are there any applicable alternative admission requirements, including how the program recognizes prior work or learning experience, and if so, are they appropriate?**

Alternative admission requirements include a short essay, 500-1500 words, written by the applicants "describing their interests, ambitions, accomplishments and reasons for applying to WCLCS program" (P. 33). Applicants will be encouraged to share their life stories, challenges, interests and ambitions to demonstrate that they will make a suitable candidate and that they benefit from their education and learning at Wilson College. The essay is to be reviewed by two reviewers with a possibility of third review if necessary. This positioning of candidates and appreciation of their lives will remove many barriers and open the doors of higher education to unrepresented and underrepresented groups and people.

The enrollment expectations are reasonable and modest and should be easily met once the program starts running. The first cohort is stated to take 40 students and then subsequent cohort numbers are varied to make necessary adjustments. Market research has been conducted to assess the potential demand for this program among High School students, and the data shows a positive reception. In our estimation, it is highly likely that within a short period of time this program will grow in popularity and strength, and become one of the most coveted undergraduate program in the Humanities and Social Sciences all over Canada.

### **STRUCTURE**

- Comment on how the program’s structure and regulations meet the specified program learning outcomes.

*NOTE: The Quality Assurance Framework requires a clear distinction between program objectives, program-level learning outcomes, and [Degree Level Expectations](#). See the [Guidance on Program Objectives and Program-level Learning Outcomes](#) for details on the distinction.*

- Is the program’s structure and the requirements to meet the program objectives and program-level learning outcomes appropriate?
- Do the program’s structure, requirements and program-level learning outcomes ensure students meet the institution’s Undergraduate or Graduate Degree Level Expectations?
- Does the (proposed) mode of delivery facilitate students’ successful completion of the program-level learning outcomes?
- Does the curriculum address the current state of the discipline or area of study?

### **Comment on how the program’s structure and regulations meet the specified program learning outcomes**

Program’s structure and regulations complement each other strongly, making sure that the learning objectives and degree level expectations are fully materialized after the completion of four years of study and intellectual formation at Wilson College. While this complementarity is present in the whole document submitted for review, it is clearly manifest in the design of curriculum where yearly progression opens up new courses and learning opportunities for students. A careful structuring of this program also ensures that students will continue to grow in cognition by

acquiring new knowledge appropriate to their level of study and that they will climb up in the pedigree leadership education and awareness each passing year. Corresponding to each year of study, the Program creators have thoughtfully laid out some core courses that will be delivered in that year, starting with “WILSON 1A03 – Introduction to Leadership and Civic Engagement” in the first year at Level I and culminating with “WILSON 4A06 – Civic Leadership Placement and Project” in the fourth year at Level IV. Similarly, “CMTYENGA 2A03 – Foundations of Community Engagement” at the Level II and “WILSON 3E03 – Future of Canada Challenges” at the Level III, along with other core courses, will reinvigorate students curiosity and academic purpose in the second and third year of study respectively.

Considering the nature of this program, its structure and pedagogy, leadership potential and activist possibilities, it can be probably said that the core course carriage would be holistically infused taking a long view of social and economic justice, racial and cultural inequities, Indigenous priorities and reconciliation, and community engagements and environmental considerations in Canada. Such a multifaceted holistic approach is bound to create a cohesive and optimal balance between teaching and learning at Wilson College, providing us with a safe space and solid platform where students with divergent ideas, differing viewpoints, competing ideologies and different social perceptions can flourish together. More strongly, a holistic approach can be helpful in building on the positive attributes of Canadian and Western intellectual tradition, overcoming their blind spots wherever we find them, and in laying out a bright path forward for the Wilson College graduates.

**Is the program’s structure and the requirements to meet the program objectives and program-level learning outcomes appropriate?**

Along with the academic formation, administrative structure is also well defined in this program. The Deans of Humanities and Social Sciences act as Co-Chairs at Wilson College and an Academic Director (AD) is responsible for managing academic activities and routine operating procedures in the Program. Submitted proposal shows that the Deans and AD have considerable resources available to them and can draw upon the two host faculties as outlined earlier in this report. The joint leadership of the Deans and AD is greatly helpful in comprehending the future functioning of this program, its positive trajectory and administrative collaboration, collegiality and team work, and will be instrumental in the realization of program objectives and learning

outcomes. In our interactions with Drs. Pamela Swett, Jeremiah Hurley and Donald Abelson, we learned a great deal about the specific steps taken to concertize the program objectives and learning outcomes not only theoretically in the curriculum and pedagogy but also in practice on campus. The creation of an Engagement Commons will surely “bring together academics, students, and leaders from government, business, and community organizations to connect academic and non-academic leaders across disciplinary and professional boundaries” (P. 44). Furthermore, with the help of Indigenous Studies Department at McMaster, this program is stated build on available Indigenous scholarship on campus, providing WCLCS students with additional vistas for ‘truth and reconciliation’ study and leadership. In short, the Program structure captures the crux of “scaffolding approach to students’ learning” and relational nature of knowledge in the Humanities and Social Sciences.

**Do the program’s structure, requirements and program-level learning outcomes ensure students meet the institution’s Undergraduate or Graduate Degree Level Expectations?**

Yes; they do that confidently. Like other undergraduate programs at McMaster, WCLCS necessitates 120 units of coursework to be completed within a span of four years and meets the demands of academic excellence associated with the present degree. The submitted proposal explicitly identifies six degree level expectations. They are: 1) Depth and Breath of Knowledge, 2) Knowledge of Methodologies, 3) Application of Knowledge, 4) Communication Skills, 5) Awareness of Limits of Knowledge, 6) Autonomy and Professional Capacity. While each of these degree level expectations have been solidly supported by several learning outcomes stated in the proposal, the “awareness of limits of knowledge” deserves our focal consideration, also because this point was made intensely by Socrates in a similar historical context: When people claim to know with certitude, they often don’t know. The WCLCS program has an in-built safeguard against inclinational certitudes and provides future leaders with an enduring normative foundation. Exposures to epistemic humility and moral courage will help Wilson College graduates in generating right level of responses in their leadership roles and decision-making processes.

**Does the (proposed) mode of delivery facilitate students’ successful completion of the program-level learning outcomes?**



Yes, completely. The mode of program delivery takes forward program objectives and learning outcomes specified in the submitted document and is deliberately crafted with multiple teaching and learning components and strategies (P. 46). A large part of this strategy seems to gravitate around familiar modes of university teaching where professors transmit knowledge to students in a classroom setting, adopting a preferred lecture mode. This is an appropriate strategy in terms of learning, thinking and argumentation. It can also be equally effective in organizing on-campus interactions, Engagement Commons, leadership and civic formation, and research and training of students at Wilson College. Accordingly, the professorial staff and instructors will be implicated in the delivery of courses in various ways, catering the requirements of 1) skilled instruction, 2) student centered learning, 3) inquiry based learning, 4) community informed learning, and 5) experiential learning etc. Given the expertise of academics at McMaster and Wilson College, students in WCLCS will have an exceptional exposure to learning content, benefitting greatly from their education and training in a classroom set up as well as internship opportunities. Building on the societal value of this program, it would be reasonable to assume that WCLCS pedagogical success will contribute significantly to leadership and civic studies in Canada.

**Does the curriculum address the current state of the discipline or area of study?**

This is an ambitious program both in terms of academic aspirations and pedagogical content. It makes a strong case for a meaningful expansion of the educational philosophy of the day, asking educators to make a positive contribution in the lives of students as well as their social, cultural and civic institutions. In addition to teaching students what is the right thing to do in a given context or what is it to be a good leader in an organization, this program and its curriculum have a demonstrative value and practical capacity: They show students how to become a good leader by engaging them in experiential learning and situational awareness that “critically challenge models of governance, socio-economic relations, and decision-making that have contributed to colonialism, racism, exploitation, patriarchy, and discrimination, and to offer progressive alternatives and remedies to these legacies” (P. 49). As such, WCLCS’ curriculum has a terrific potential of leaving a permanent transformative mark on students at Wilson College and also of advancing knowledge in the discipline.

**CURRICULUM AND TEACHING**

- Comment on how the curriculum reflects the current state of the discipline or area of study; evidence of significant innovation or creativity in the content and/or delivery of the program; the appropriateness and effectiveness of the modes of delivery at meeting program learning outcomes; and how teaching in the program prioritizes areas of accessibility and removes barriers to learning.

In terms of curriculum design, an emphasis on experiential learning aligns with the current practices of degree areas designed to “bridge theory with practice”. Gen Z students are seeking learning opportunities of this nature. Our meeting with student representatives at McMaster clearly demonstrated that there was a “thirst” for this type of learning environment. Core courses integrated with students from a variety of interdisciplinary backgrounds will provide a wide range of ideas and perspectives to be shared at the classroom level, providing a more eclectic world view for students.

One challenge to be considered is the cohort approach to enrollment in the degree. While cohorts can create a special sense of community for students, they can also create a sense of elitism, exasperated in this case with students having their own space – the Wilson Centre. Care should be taken to ensure that this does not occur as it will demise the core mission of the degree, to build greater leadership with broader civic and community engagement.

The conversation regarding student accessibility to the program was an interesting one, as on more than occasion the concept of addressing social-economic accessibility was raised. Growing accessibility to post-secondary opportunities given increased social-economic gaps is an area that we all need to be concerned about. Given the mission of this program, building future leadership, it is especially important to safeguard future enrollment for **all** potential students.

#### **ASSESSMENT OF LEARNING**

- Comment on the appropriateness and effectiveness of the proposed methods of assessment in demonstrating achievement of the program learning outcomes, as well as the extent to which the program(s) assess graduating student achievement of the program learning outcomes.

The mixed method assessment approach identified best suits this type of learning environment. The community-based pedagogy will benefit from the insights and comments of the co-curricular partners. A mix of both individual and group work will benefit the strengths of students,

mirroring the post-graduation work environment of the students. Reflection, peer and self, is critical as reflection is a central feature of experiential education and serves the function of solidifying connection between what a student experienced and the meaning/learning that they derived from that experience.

There is a broad set of learning outcomes ascribed to this degree. Their design is best placed to meet future challenges, principally within a Canadian context. The cultural context is the great unknown here, given the rapidly changing pace of societal development, what necessitates future leadership requirements is difficult to quantify. Certainly, many traditional leadership theories do not translate well in our evolving social and political environment. Noting that students are being prepared to demonstrate leadership in an unknown future and need to be able to assess unimagined scenarios would be beneficial.

- Are the plans in place to monitor and assess the following, both appropriate and effective?
  - i. The overall quality of the program;
  - ii. Whether the program is achieving in practice its proposed objectives;
  - iii. Whether its students are achieving the program-level learning outcomes; and
  - iv. How the resulting information will be documented and subsequently used to inform continuous program improvement.

The first few years of program evaluation will need to take on a formative approach. Formative as the evaluation will both be assessing early student success, as well as program success and development. Certainly, a degree of emergent design (making it up as you go along) should be planned for. The External Advisory Council could have a role to play in creating this formative evaluation mechanism. There will be a need to reach beyond the traditional academic models of determining student success, with the significant emphasis on activities taking place beyond the walls of the university.

The program quality is sound, with both its emphasis on interdisciplinary and experiential modes of learning. For future undergraduate liberal arts programs both of these elements are essential to meet the demands of Gen Z students.

In terms of proposed program objectives embedding leadership into a wide range of liberal arts offerings can be seen as imperative in terms of making the liberal arts relevant to current students. The core leadership courses will hopefully benefit from having students who are also enrolled in a variety of Humanities and Social Science departments.

### **RESOURCES TO MEET PROGRAM REQUIREMENTS**

- Comment on evidence that there are adequate human, physical and financial resources to sustain the quality of scholarship produced by undergraduate students.

There is ample evidence that resources are being committed to meet the program requirements. In terms of academic faculty, a qualified program director is in place for the 2025 launch. Plans are also in place to hire two dedicated faculty, a senior tenured faculty in rank and a junior tenure track faculty. Both positions will dedicate half of their teaching load to the program, and the other half will be dedicated to the Humanities or Social Science Department they become part of. It will be interesting to note how this joint appointment process works out.

We also understand that other core course requirements in the program may be instructed by existing faculty and/or per-course hires. Starting the course off slowly (targeting 40 first year students vs. planned 75) will also help resourcing. As there is a scaffolding nature to course delivery, the program has 4 years to build towards its planned size – so again plenty of time to adjust resourcing needs as they may develop.

On the staffing side we understand that six positions have been identified to date: a staff person to the external council, administration, experiential learning coordinator (.75 time), communications and finance. Certainly, given the program size, this should be an adequate number of staff support for the program, and we see no issue in how the staff positions are being aligned.

- Given the program's class sizes and cohorts as well as its program-level learning outcomes:
  - a) Is the number and quality of core faculty who are competent to teach and/or supervise sufficient to achieve the goals of the program and foster the appropriate academic environment?

- b) When adjunct/sessional faculty play a large role in the delivery of the program, is their role appropriate? Are plans in place to ensure the sustainability of the program and the quality of student experience and if so, are these suitable?
- c) Is the provision of supervision of experiential learning opportunities adequate, if applicable?
- d) Taking into consideration implications for other existing programs at the university, is the administrative unit's planned use of existing human, physical and financial resources appropriate?
- e) Are there adequate resources available to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access?

As noted, we believe that the initial plans for faculty hires will meet the program needs in its initial stage. Given the scaffolding approach and planned program growth over four years, there should be adequate time to adjust faculty requirements. It is unknown at this time what the exact mix of core, seconded and sessional staff will be. Still, it appears that adequate planning has already taken place so that there will be a fair number of courses instructed by core faculty. Certainly, the challenge we note in many post-secondary institutions is the rising number and percentage of courses being instructed by per-course sessionals.

Given the significant emphasis on experiential learning, we suggest that the hiring of a .75 experiential learning coordinator be reconsidered. Finding, maintaining and nurturing these partnerships is critical to the success of this program. To what degree this individual has working with students versus the responsibility of faculty or the director in this role is unclear.

There appears to not be any considerable reliance on existing resources at the university for this program, given its rich and robust financial situation. This is refreshing, and outside the current normal practice.

New building, with new spaces, the External advisory Council, financial resources for internships and co-curricular activity all lead to the assumption that the program is very adequately resourced to carry out its planned mission.

### **QUALITY AND OTHER INDICATORS**

- Please provide commentary on the indicators the department will use over the first five years to document and to demonstrate the quality of the program.
- Comment on the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record, appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring).
- Comment on any other evidence that the program and faculty will ensure the intellectual quality of the student experience.
- Comment on any evidence of how faculty members will ensure the intellectual quality of the student experience.

**Please provide commentary on the indicators the department will use over the first five years to document and to demonstrate the quality of the program**

The Academic Director (AD) is tasked with maintaining the quality of program at Wilson College. In carrying out this task, the AD will also have the support and collaboration of External Director and the External Advisory Council. To maintain the quality of the program, the AD will engage in “evaluations of the WCLCS program’s curricular, cocurricular, and outreach programming” as per the process (P. 59). Despite having a significant normative component in the WCLCS, the submitted proposal identifies concrete metrics of quality evaluation in terms student evaluation, data collection, student surveys, program statistics, a yearly symposium, mentorship, and feedback from teaching faculty as well as students. The AD is also responsible for ensuring that students in WCLCS successfully acquire new knowledge, follow timelines, progress as stipulated, meeting the high standards set out in the submitted proposal. Along with the AD, the role of teaching faculty, mentorship, support staff, and interdisciplinary curriculum cannot be over emphasized in the program delivery and quality assurance. Similarly, it is also an excellent idea to invite Graduates of the program to “participate in special events, and to give guest talks and to provide mentorship to students”. Former graduates are not only be the best ambassadors of a program but also great role models for new cohorts. The professional experience and welcoming personality of current AD will be instrumental in building links between subsequent cohorts, attracting new students, and addressing routine issues arising out of a new program.

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

Since the WCLCS is being offered jointly by the faculties of Humanities and Social Sciences, it will have, in principle, access to all professors teaching in the two faculties. This constitutes an unbelievable amount of talent pool supporting an undergraduate program. A brief look at these two faculties shows the presence of some very accomplished thinkers and eminent scholars. The above expertise was also evident in the meeting with the Curriculum Working Group. The Co-Chairs Dr. Karen McGarry and Sean Corner envision WCLCS program to be well supported academically and administratively. Both of them highlighted the virtues of academic excellence and empathy, thinking that WCLCS will also provide an educational platform for the underprivileged students ‘who do not see themselves as elites’. Wilson College will also add a few professors to teach the core courses after identifying their ‘home departments’. The profile of current Academic Director is greatly suited to run this program. Dr. Abelson’s teaching and research expertise at the undergraduate and graduate level, and his engagements with policy-making groups and think tanks, make him particularly appropriate to lead the subsequent cohorts in this program by “providing WCLCS students with the guidance needed to inform their development as effective leaders, activists, analysts, and researchers” (P. 61).

**Comment on any other evidence that the program and faculty will ensure the intellectual quality of the student experience:**

During our on campus visit on Monday, November 21, and Tuesday, November 22, 2023, we got to meet colleagues and professionals involved in the creation of WCLCS and its future delivery as well. All of them were 1) intellectually empathetic and 2) generous with their time in responding to reviewers questions and curiosities. This combination of intellectual empathy and generosity seems to inform the academic culture at Wilson College, and will go a long way in making undergraduate students feel at home, adding much value to their academic life and experiences on campus. It was equally evident that the culture of academic respect, mutuality, encouragement and holistic formation is valued in faculties of Humanities and Social Sciences, and that WCLCS students will benefit from it. Our interactions with the Deans, Drs. Pamela Swett and Jeremiah Hurley, and Associate Deans, Drs. Karen McGarry and Sean Corner have consolidated the above perception. Similarly, the Vice-Provost Dr. Kim Dej and Deputy Provost Dr. Matheus Grasselli also highlighted the role of ‘holistic and transformative learning’ in WCLSC, emphasizing the value epistemic humility in learning, cognition and transformative change. In essence, McMaster

seems like ideal place to run WCLCS, expect a very high level of student satisfaction rate in this program.

**Comment on any evidence of how faculty members will ensure the intellectual quality of the student experience:**

Looking at the profile of faculty members and curriculum, it can be easily concluded that WCLCS is very well-thought out, socially conscious, intellectually progressive and rigorous undergraduate program. Espousing the idea of a meaningful dialogical communication between faculty and students, this program creates multiple venues for their mutual engagement and co-operation. Explicitly, the theoretical and normative underpinnings of the program are going to be sustained by faculty members in the classroom, emphasizing the ideas of experiential learning and ethical co-operation in our social world. Next, faculties will also play an important role in the realization of Program Objectives and Learning Outcomes that seek to instill a sense of leadership and confidence, equity and moral courage, civic solidarity and social justice among WCLCS graduates. These obligations are highlighted at Wilson College. In our meeting with the Deans, Drs. Pamela Swett and Jeremiah Hurley underscored the idea of ‘providing students with adequate tools before they engage with community partners’, ‘yearly progression and scaffolding approach to inquiry based learning’ and ‘McMaster as a Civic University’. Academic Director Dr. Donald Abelson also suggested that they want their students to be well prepared as ‘the outside world may not be that accommodating and that students need to have the ability to cope up with pressure and outside civil society’. Our interactions at McMaster and Wilson College clearly demonstrated that these objectives will be met and that Wilson College is ideally suited to offer this program.

**CONFIDENTIAL SECTION**

Provide any commentary or recommendations on confidential areas.

*Comments: Please provide enough commentary that can lead to your recommendations (could include various strengths, ideas, and include a recommendation).*

**External Reviewers’ Response:** None.



## SUMMARY & RECOMMENDATIONS

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Provide a brief summary of the review. Please include commentary on any clearly innovative aspects of the proposed program together with recommendations on any essential or otherwise desirable modifications to it, as applicable.

Recommendations that are clear, concise, and actionable are the most helpful for universities as they prepare to launch new programs. Include specific steps to be taken on any essential or otherwise desirable modifications to the proposed program.

*NOTE: The responsibility for arriving at a recommendation on the final classification of the program belongs to the Appraisal Committee. Individual reviewers are asked to refrain from making recommendations in this respect.*

### **External Reviewers Response**

Undoubtedly, WCLCS is an outstanding academic Program. It is progressive in curriculum and content, strong in research and methodology, comprehensive in thinking and imagination, and totally inspirational in its social commitments and ambition. It seeks to create a new generation of leaders in Canada – and also in the whole world – who are motivated by the ideals of civic participation, social justice and the common good. Emphasizing the importance of teaching, learning, education and scholarship in the formation of future leaders, the creators of this program provide us with a genuine platform where undergraduate students of all stripes can come together to sharpen their awareness, skills, knowledge and organizational obligations associated with leadership roles of various kinds.

**Recommendation 1:** Considering the growth in immigrant population in the GTA area and Ontario, primary sources of recruitment for this program, it may be helpful to consider a core course on “Immigration, Leadership and Social Solidarity” at an opportune time.

**Recommendation 2:** In some form, the benefits of this program can be extended to non-traditional and working professions in Ontario by offering them a condensed week long “Summer School” on site or online.

**Signature:** Rajesh C. Shukla (Electronic Signature)

**Signature:** Bill Irvin (Electronic Signature)

**Date:** December 19, 2023



**Program Response**  
**Institutional Quality Assurance Program (IQAP) New Program Review**  
**Combined Honours in Leadership and Civic Studies and Another Subject**

**Date of Review:** November 21 & 22, 2023

**Review Team Members:**

**External:**

Dr. Rajesh Chandra Shukla, Associate Professor, Faculty of Philosophy, Faculty, Ethics and Contemporary Social Issues Program, Saint Paul University (Affiliated with University of Ottawa)

Dr. William Irwin, Associate Professor, Management and Organizational Studies, and Professor, Governance, Leadership and Ethics, Huron College, Western University

**Internal:**

Dr. Emad Mohammad, Associate Professor, Accounting and Financial Management, DeGroot School of Business, McMaster University

**Program Response prepared by:**

Dr. Don Abelson, Academic Director, Wilson College of Leadership and Civic Engagement

Dr. Sean Corner, Associate Dean, Undergraduate Studies, Faculty of Humanities

Dr. Karen McGarry, Associate Dean, Undergraduate Studies, Faculty of Social Sciences

**Response date prepared:** January 28, 2024

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We would like to express our gratitude to the External Reviewers for preparing such a detailed and methodical report on the proposed Combined Honours BA Program in Leadership and Civic Studies with another discipline (drawn from the Faculty of Humanities or the Faculty of Social Sciences) at McMaster University. We found their comments to be very thoughtful and insightful and are very pleased that they share our enthusiasm for the program we have proposed as the cornerstone for the Wilson College of Leadership and Civic Engagement.

After carefully evaluating the program's structure, objectives, curriculum, learning outcomes, admissions and enrollment strategy, resources, and indicators to assess student performance, as well as how the program's goals align with the strategic mandate and priorities of McMaster University, the reviewers offer two recommendations. In addition, they have highlighted four concerns that warrant a response.

First, the reviewers have recommended that given the emphasis the program places on recruiting and training a diverse population of students with varied life experiences that, at an appropriate time, we include a course on "Immigration, Leadership, and Social Solidarity." We are prepared to take this recommendation under consideration, and will discuss when, and at what stage of the program, students would benefit most from exploring this important area of inquiry. There are several faculty in the Faculties of Humanities and Social Sciences who have expertise in this field. Second, the reviewers have recommended that given the unique nature of this program we consider offering a condensed one-

week in-person and/or on-line version of it to non-traditional and working professions in Ontario. This is something we have considered, and we recognized the enormous benefits of extending a version of this program well beyond the traditional academic year. We have no doubt that this kind of initiative would be well received and supported at McMaster.

In evaluating the proposal for the combined honours degree, the reviewers have also noted four concerns: the dangers of cohort elitism and hardening of disciplinary silos; socio-economic access; leadership in the face of unpredictability; and staff resources allocated to experiential learning.

On page 13 of the report, the reviewer's note:

"One challenge to be considered is the cohort approach to enrollment in the degree. While cohorts can create a special sense of community for students, they can also create a sense of elitism, exasperated in this case with students having their own space – the Wilson Centre. Care should be taken to ensure that this does not occur as it will demise the core mission of the degree, to build greater leadership with broader civic and community engagement."

In developing the mandate and core curriculum for Wilson College, careful consideration and sensitivity was given to creating a living and learning environment, while at the same time ensuring that those enrolled in leadership and civic studies would have ample exposure to students and faculty in other disciplines. As we conveyed to the reviewers, once the new building for academic space and residential rooms has been constructed, residence rooms will be set aside for first-year students in Leadership and Civic Studies as well students enrolled in other programs. This will provide an environment which will allow students in Wilson College to interact and create friendships with students in other disciplines. This feature of residence life, along with the combined honours program which requires students in Wilson College to pursue another discipline in the Faculty of Humanities or Social Sciences, should go a long way in addressing concerns of elitism and the hardening of academic silos. Indeed, the interdisciplinary nature of the program should do the opposite – create well-rounded and better-informed students. It should also be pointed out that while some of the core courses offered by Wilson College are reserved for those in the combined honours program, others are open.

A concern was also raised about the socio-economic make-up of Wilson College students, and the fear that this type of program would disproportionately attract students with a higher socio-economic status. From the time the program at Wilson College was conceived, considerable time and effort has been invested in conveying to stakeholders both on and off-campus that the main goal of Wilson College is to train future leaders who reflect our communities. We are committed to doing this by reaching out to potential applicants from diverse backgrounds with varied life experiences who can contribute to a more equitable and inclusive environment. More specifically, we are committed to reaching, as part of the mix, students who have not necessarily seen themselves as leaders. The strategic marketing firm, BAM Strategy, has been hired to help Wilson College focus on proper evaluation and recruitment strategies, and conversations are underway to remove as many barriers as possible to students interested in enrolling in this program. It is also worth noting that a commitment is underway in the current fundraising campaign at McMaster to secure funds for Wilson College student scholarships and bursaries.

Third, the reviewers have noted with caution that Wilson College will be preparing students for leadership roles in an uncertain and unpredictable environment. We agree, but we believe that this should not be cause for concern, but rather should be seen as an opportunity to equip students with the academic background and practical skillset they will require to tackle complex issues relating to

leadership and civic engagement. Canadians understand there is a tremendous leadership vacuum in our country and beyond. This is why it is so important to train students for a world that is unpredictable, uncertain, and frequently chaotic. Part of Wilson's leadership training will be how to handle uncertainty and unpredictability in leadership contexts. To help students make better sense of the environment they might one day inhabit, Wilson College will be offering the Future of Canada Challenges course as well as a course on Deconstructing Leadership. Among other things, these courses will critically assess different models of leadership and how they might align with different situations and problems.

Finally, the reviewers suggest that it might be prudent to hire a full-time staff person responsible for overseeing experiential learning (EL) opportunities for students. At present, the proposal for the combined honours program calls for a 0.5 EL Assistant in addition to the 0.75 FTE EI Manager. Moreover, resources are also available in both the Faculty of Humanities and in the Faculty of Social Sciences to contribute to the management and oversight of EE. In the beginning stages, Wilson will draw upon the knowledge and structure of our existing Experiential Education and Careers programming which should go a long way in addressing this concern. We regard this suggestion as useful, but not necessarily critical to the functioning of the program.

In sum, we very much appreciate the two recommendations and four concerns outlined in the External Reviewers' report and look forward to identifying the most effective ways to implement them.



**Deans' Response**  
**Institutional Quality Assurance Program (IQAP) New Program Review**

**Combined Honours BA in Leadership and Civic Studies and another major in  
Humanities or Social Sciences**

**Date of Review:** November 21-22, 2023

**Date of Submission of Program Response:** January 28, 2024

**Date of Submission of Dean's response:** February 7, 2024

**Review team members:**

**External:**

Dr. Rajesh Chandra Shukla, Associate Professor, Faculty of Philosophy, Faculty, Ethics and Contemporary Social Issues Program, Saint Paul University (Affiliated with University of Ottawa)

Dr. William Irwin, Associate Professor, Management and Organizational Studies, and Professor, Governance, Leadership and Ethics, Huron College, Western University

**Internal:**

Dr. Emad Mohammad, Associate Professor, Accounting and Financial Management, DeGroot School of Business, McMaster University

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We want to begin by thanking the review team, Drs. Shukla, Irwin, and Mohammad for taking the time to participate in the review and for sharing their expertise with us on campus and in their thoughtful, comprehensive report.

We also want to thank the program director for Wilson College, Dr. Abelson, and our Associate Deans for Undergraduate Studies, Drs. Sean Corner, Karen McGarry and Tracy Prowse for their contributions to Wilson College and the program proposal to date, including Dr. Abelson's thorough response to the review team's report. As Dr. Abelson notes, the review team was exceedingly supportive of the new program proposal. They lauded the attention that has been paid to the program structure and innovative curriculum, especially its experiential education elements, as well as the plans for recruitment and enrollment, and the thought that has been given to the long-term career success of program graduates.

The review team made two recommendations to which Dr. Abelson replied. He noted that there may be consideration in future of adding a course on issues related to immigration. We concur that over time additional courses will be added to the program. We agree that the two Faculties (Humanities and Social Sciences) have researchers with expertise in this area, and that we can foresee the possibility of adding a course of this nature. Wilson College will review its courses on an annual basis to remain rigorous and relevant in its offerings.

The second recommendation was for the program to offer a week-long intensive training program in Leadership and Civic Studies for working professionals. We concur with Director Abelson that there may be some excellent opportunities to expand the reach of Wilson College programming. In addition to executive training, there is also the possibility of a summer experience for high school students. Our immediate priority is to launch the undergraduate program and co-curricular activities for program students, but we believe that the time will come to explore other opportunities to raise revenue and reach more Ontarians with an interest in developing their leadership and civic engagement acumen. We look forward to this possibility and thank the reviewers for their encouragement.

The program response also references four concerns in the report that deserve comment from us. The first pertains to the fact that the living-learning experience has the potential to isolate Wilson College students and breed elitism. We have been cognizant of this concern from the start, as noted by Dr. Abelson. As he explains, we do plan to make residence space available to non-program students and to include non-program students in some of the core courses. While it remains outside the scope of this new program proposal, Wilson College will also offer a minor to all students on campus. Doing so will attract students from other programs to our courses and also engage them in some of the co-curricular activities, such as guest lectures and workshops. Finally, as mentioned in the program response, designing the major as a combined honours program with another subject guarantees that Wilson College program students will interact with students and faculty members in other programs and disciplines.

A related concern is the potential that the program may only attract a narrow segment of our population, in particular students from privileged backgrounds who already see themselves as potential leaders and contributors to civic culture. Dr. Abelson is right to say that we have been working from day one (and investing resources) to ensure this does not happen. Our aim is to attract a student cohort that reflects Canada's diverse population and help all program students understand how they can participate in building a stronger, more resilient, and more inclusive Canada.

We also concur that the world is changing rapidly and that this fact creates challenges for all those who work in higher education, but we believe our proposed program meets this challenge. We intend to address these very issues in our curriculum. How can individuals best respond at work and in their communities to the challenges we face? How can leaders manage uncertainty and create opportunities for others to realize their potential? In answering these questions, our program design offers an enviable combination of foundational and theoretical courses alongside courses that focus on the application of skills through experiential opportunities. We are confident that content intended to address the unpredictability of our age and our pedagogically mixed approach to course delivery will create well rounded students who can handle what the future brings.

The last concern raised by the review team and program director was the size of the staffing complement planned for experiential education components of the program. The review team suggested 1 FTE. Currently, as explained in the program response, we have dedicated 1.25 FTE shared by two roles. We feel, therefore, that we are on the right path, especially given that both Faculties have additional experiential education staff who can work with those employed by Wilson College. As students arrive and begin accessing these services, however, we recognize the need to review staffing to ensure we cover student and curricular needs.

Pamela Swett (Dean, Humanities) and Jeremiah Hurley (Dean, Social Sciences)

**ARTS & SCIENCE PROGRAM**

**ADDENDUM TO THE UNDERGRADUATE**

**CURRICULUM REPORT TO UNDERGRADUATE**

**COUNCIL**

**FOR THE 2024-2025**

**UNDERGRADUATE CALENDAR**

**7 February 2023**

## **REPORT TO SENATE**

### **ARTS & SCIENCE PROGRAM SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2024-2025**

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the February 2024 Arts & Science Program Addendum to the Undergraduate Council Report for changes to the 2024-2025 Undergraduate Calendar, found at <https://artsci.mcmaster.ca/addendum-to-the-2024-25-arts-science-curriculum-report-2/>.

**NEW PROGRAMS:**

N/A

**PROGRAM CLOSURES:**

N/A

**MAJOR REVISIONS:**

N/A



## REPORT TO UNDERGRADUATE COUNCIL

### ARTS & SCIENCE PROGRAM SUMMARY OF CURRICULUM CHANGES FOR 2024-2025

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the February 2024 Arts & Science Program Addendum to the Undergraduate Council Report for changes to the 2024-2025 Undergraduate Calendar, found at <https://artsci.mcmaster.ca/addendum-to-the-2024-25-arts-science-curriculum-report-2/>.

#### ARTS & SCIENCE PROGRAM

N/A

#### INTERDISCIPLINARY MINOR IN SUSTAINABILITY

N/A

#### INSPIRE OFFICE OF FLEXIBLE LEARNING

- Housekeeping changes (revisions to course description)

*Please note that the new change is highlighted in yellow. The changes highlighted in grey and by strike-outs have already been approved.*

**INSPIRE OFFICE OF FLEXIBLE LEARNING**  
**2024-2025 CURRICULUM REVISIONS**

**REVISED COURSES**

**INSPIRE 2GS3 - Global Questions in Sustainability**

3 unit(s)

~~All questions surrounding sustainability and sustainable development are interdisciplinary in nature. This course aims to bring together the perspectives from students from all academic areas to explore sustainability as a global concern by gathering insight from academic experts and applying that knowledge to their thoughts and perceptions of what sustainability is and ultimately should be. Through a series of asynchronous lectures students will have a unique opportunity to hear the perspectives of multiple questions of sustainability from academic experts across academia. In following the mantra of 'Think globally, act locally' students will have the opportunity to apply the knowledge acquired in the course towards assessing and proposing solutions to local questions of sustainability.~~

One lecture (three hours); **one tutorial (one hour)**; one term

**~~Antirequisite(s):~~** SUSTAIN 2GS3

**Cross-List(s):** SUSTAIN 2GS3

*Not open to students with credit or registration in INSPIRE 3EL3 if the topic was Global Questions in Sustainability*

*Rationale: Housekeeping. Change was previously submitted and approved for leader course, SUSTAIN 2GS3.*

**FACULTY OF HEALTH SCIENCES**

**UNDERGRADUATE CURRICULUM REPORT TO  
UNDERGRADUATE COUNCIL**

**FOR THE 2024-2025 UNDERGRADUATE CALENDAR**

**November 28, 2023**

**APPROVED BY THE HEALTH SCIENCES EDUCATION  
COUNCIL (FEBRUARY 14, 2024)**

**APPROVED BY THE FACULTY OF HEALTH SCIENCES  
EXECUTIVE COUNCIL (FEBRUARY 27, 2024)**

**REVISED JANUARY 31, 2024**

**FACULTY OF HEALTH SCIENCES**

**REPORT TO SENATE**

**SUMMARY OF CURRICULUM CHANGES FOR 2024-2025**

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the Faculty of Health Sciences Curriculum Report for changes to the 2024-2025 Undergraduate Calendar, found at: [FHS Academic Calendar 2024-2025 - Final Draft 01312024 .pdf](#).

**NEW PROGRAMS:**

None

**PROGRAM CLOSURES:**

None

**MAJOR CHANGES:**

None

**FACULTY OF HEALTH SCIENCES**  
**REPORT TO UNDERGRADUATE COUNCIL**  
**SUMMARY OF CURRICULUM CHANGES FOR 2024-2025**

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the Faculty of Health Sciences Curriculum Report for changes to the 2024-2025 Undergraduate Calendar, found at: [FHS Academic Calendar 2024-2025 - Final Draft 01312024.pdf](#).

**Bachelor of Health Sciences (Honours) Integrated Rehabilitation and Humanities Program**

- Revised language in the Admissions section
- Revised language in the Continuation in the Program section
- Revised language in the Graduation section

**Bachelor of Health Sciences Honours in Biochemistry Programs**

- Revised language in the Continuation in the Program section
- Revised language in the Letters of Permission section
- Revised language in the Reinstatement section
- Revised language in the Graduation section
- Included language for students who registered in the Honours B.Sc. Biochemistry program in 2022 or prior and elected to transfer to the Honours B.H.Sc. Biochemistry program
- Included language for students who registered in the Honours B.Sc. Biochemistry – Biomedical Research Specialization program in 2022 or prior and elected to transfer to the Honours B.H.Sc. Biochemistry – Biomedical Research Specialization program
- Included the effective date for the Honours Biochemistry Co-op name change
- Included language before program requirements
- Updated the header for the Co-op Program chart
- Updated program requirements

**Honours Biology and Pharmacology Co-op Program (B.H.Sc.)**

- Revised language in the Admissions section
- Updated Program Notes
- Revised elective requirements

- Updated language for Level IV requirements

#### Honours Health Sciences Program

- Revised language in Concurrent Certificates, and Minors section
- Revised language for the program name change effective date

#### Integrated Biomedical Engineering and Health Sciences (IBEHS)

- Revised language for one course description

#### Midwifery Education Program

- Revised language in the Applicants with Prior College Diploma Studies section
- Revised language in the Applicants with Prior/Current University Studies section
- Revised language and formatting for the Good Standing section
- Revised language in the Probation section
- Revised language in the Required to Withdraw section
- Revised language in the Graduation Requirements section
- Made amendments to the revised and deleted courses sections

#### B.H.Sc. Physician Assistant Program

- Revised language in the Admission Procedures section

#### School of Nursing

- Revised language in the Application for Deferred Registration section
- Revised language in the Transfer Credits/Course Exemptions section

**REPORT TO SENATE  
FACULTY OF SOCIAL SCIENCES  
ADDENDUM TO THE**

**SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2024-2025**

Below is the summary of substantive curriculum changes being proposed by the Faculty of Social Sciences in this Addendum.

**1.0 NEW PROGRAMS: N/A**

**2.0 PROGRAM CLOSURES: N/A**

**3.0 MAJOR REVISIONS: N/A**

**Faculty of Social Sciences  
Report to Undergraduate Council  
ADDENDUM TO THE  
SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2024-2025**

The following changes are being made to the Faculty of Social Sciences General Academic Regulations section of the Calendar as follows:

**ACADEMIC REGULATIONS**

*Letter of Permission Courses to Graduate*

Students taking the final courses for completion of their degree program on a Letter of Permission at another university must ensure that the official transcripts are sent to the Office the Associate Dean (Academic), Undergraduate Studies, Social Sciences at McMaster University. For students expecting to graduate at the Spring Convocation, transcripts must be received by May 15 and for Fall convocation, by ~~September 30~~ October 1.

**Letter of Permission**

Students in good academic standing who wish to attend another accredited degree granting university to take courses for credit toward a McMaster degree must first request a Letter of Permission (LoP) from the Office the Associate Dean (Academic), Undergraduate Studies, in the Faculty of Social Sciences. The request should be initiated through the *Student Centre in Mosaic*.

The Faculty of Social Sciences will permit a maximum of 18 units to be taken at another university on Letter of Permission towards either a three-year B.A. or a four-year Honours B.A. degree. Required courses for the student's degree program may not be taken elsewhere unless departmental approval is given. Electives may be taken through the Letter of Permission policy.

Students should take note of any conditions on the Letter of Permission that might apply, including the requirement of a grade of at least C- for transfer credit. Courses taken at another university cannot be used to satisfy the university's minimum residence requirements, will not be included in the calculation of the Grade Point Average (GPA) at McMaster, and therefore cannot be used to raise standing. The transcript designations will read T, indicating *Transfer*, when a grade of C- or better is attained or NC indicating not complete if less than a C- grade is obtained.

Students must ensure that the official transcripts for completed courses are sent to the Office the Associate Dean (Academic), Undergraduate Studies, Social Sciences. Students expecting to graduate upon completion of a course on Letter of Permission should refer to the heading *Letter of Permission Courses to Graduate*.



Students who choose not to use the Letter of Permission or cancel the course(s), must supply the Office the Associate Dean (Academic), Undergraduate Studies, Social Sciences with a transcript showing the cancelled course, or a certified letter from the host university, confirming that the student was not registered for the courses and session.

Students should refer to the *Letter of Permission* section in the Academic Regulations section of the calendar for the university's policies and procedures regarding taking courses on Letter of Permission.

**Faculty of Business**  
**Undergraduate Curriculum Report to Undergraduate Council**  
**FOR THE 2024-2025 UNDERGRADUATE CALENDAR**  
**Approval by the Faculty of Business Faculty Council Feb 29, 2024**

**FACULTY OF BUSINESS  
REPORT TO SENATE  
SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2024-2025  
ACADEMIC CALENDAR**

**February 2024**

This report highlights substantive changes being proposed to the Undergraduate curriculum. For a complete review of all changes, please refer to the Faculty of Business Curriculum Report for Changes to the 2024-2025 Undergraduate Calendar, located electronically at:  
<http://ug.degroote.mcmaster.ca/curriculum-report/>

**New Programs**

- N/A

**Program Closures**

- N/A

**Major Revisions**

- N/A

**FACULTY OF BUSINESS  
REPORT TO UNDERGRADUATE COUNCIL  
SUMMARY OF CURRICULUM CHANGES FOR 2024-2025 ACADEMIC  
CALENDAR**

**February 2024**

This report highlights substantive changes being proposed to the Undergraduate curriculum. For a complete review of all changes, please refer to the Faculty of Business Curriculum Report for Changes to the 2024-2025 Undergraduate Calendar, located electronically at:  
<http://ug.degroote.mcmaster.ca/curriculum-report/>

Below is a summary of the proposed changes for approval by the Faculty of Business. Full proposals and course outlines can be found in the appendices beginning on page 9.

**New Programs**

- N/A

**Program Closures**

- N/A

**Major Revisions**

- N/A

**FACULTY OF BUSINESS  
REPORT TO UNDERGRADUATE COUNCIL  
SUMMARY OF CURRICULUM CHANGES FOR 2024-2025  
ACADEMIC CALENDAR**

**February 2024**

This report highlights substantive changes being proposed to the Undergraduate curriculum. For a complete review of all changes, please refer to the Faculty of Business Curriculum Report for Changes to the 2024-2025 Undergraduate Calendar, located electronically at:  
<http://ug.degroote.mcmaster.ca/curriculum-report/>

Below is a summary of the proposed changes for approval by the Faculty of Business. Full proposals and course outlines can be found in the appendices beginning on page 9.

**REVISIONS TO ADMISSION REQUIREMENTS**

- N/A

**REVISIONS TO MCMASTER GENERAL ACADEMIC REGULATIONS**

- N/A

**REVISIONS TO DEGROOTE SCHOOL OF BUSINESS (FACULTY OF BUSINESS) –  
ACADEMIC REGULATIONS**

- Updated notes describing the requirement for students in a Honours Commerce with Internship or Integrated Business and Humanities to be enrolled in full-time studies

**REVISIONS TO EXISTING MINORS**

- N/A

**REVISIONS TO EXISTING CERTIFICATES**

- N/A

**NEW COURSES**

- IBH 3LD0 - Leadership Development - Leadership Effectiveness

**REVISIONS TO EXISTING COURSES**

- Commerce 2AB3 – Managerial Accounting I
- Commerce 2FB3 – Managerial Finance
- Commerce 2IN0 – Career Development Course
- Commerce 4SI3 – Innovation for Social Impact
- Commerce 4SM3 – Sports Management

**REPORT TO UNDERGRADUATE COUNCIL**  
*from the*  
**AD HOC COMMITTEE ON RELIEF FOR STUDENT ABSENCES**

**FOR APPROVAL**

**1. Revisions to the Policy on Requests for Relief for Missed Academic Term Work**

On March 19, 2024, the Ad Hoc Committee on Relief for Student Absences reviewed and approved, via electronic vote, revisions to the Policy on Requests for Relief for Missed Academic Term Work. Further details are contained within the circulated materials.

It is recommended,

**that the Undergraduate Council approve, for recommendation to the Senate, the revisions to the Policy on Requests for Relief for Missed Academic Term Work, including the name change of the policy, effective July 1, 2024 and as circulated.**

**Undergraduate Council  
APPROVAL  
March 26, 2024**

March 19, 2024

**TO:** Members of Undergraduate Council

**FROM:** Kim Dej  
Vice Provost, Teaching & Learning

**SUBJECT:** McMaster Student Absence Form Policy [MSAF Policy]

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Dear Members of the Undergraduate Council,

As many of you are aware, last year the Undergraduate Council (UGC) facilitated several revisions to the Policy on Requests for Relief for Missed Academic Term Work, which is the policy governing accommodation requests for student absences and implemented through the McMaster Student Absence Form (MSAF). The policy was overly complex and required simplification. Furthermore, implementation of the policy could often be challenging. The exercise of developing and approving several urgent revisions posed numerous difficulties last year, at both UGC and at the Senate, but highlighted the need to examine this policy more thoroughly.

As such, an *ad hoc* committee, governed by a majority of members from McMaster's Undergraduate Council and supported by the University Secretariat, was tasked with continuing the review of the policy. All Faculties were represented on this committee as well as two undergraduate student representatives. The conversations led to some valuable policy updates that we are bringing forward for consideration. After extensive deliberation, the Ad Hoc Committee on Relief for Student Absences is presenting its final version of the policy for approval. The tracked changes version includes several small changes made since the previous UGC meeting.

In addition, the committee discussed the increase in the usage of the MSAF which may lead to negative outcomes for both students and instructors. I want to highlight three areas of discussion that are important for you to be aware of as they fall outside of the language in policy.

1. The need for increased communication to better inform students of the intent of the MSAF form. Deferring and falling behind on work can be detrimental and we want students to make decisions that are in their best interest. We also feel that it is important to communicate clearly when relief may not be provided, as per policy. Students will be an important part of this communication campaign.

2. We discussed the need to employ more universal design in learning (UDL) tools in our course design. Many colleagues have designed creative ways to reduce the use of MSAFs and it is important to provide forums to share these successful measures. It is also important for students to understand the intersection between MSAF usage and UDL processes within a class.
3. We recognized that much of the clarity in the use of MSAFs in an individual course (including UDL) can and should be explained in the Course Management Policy. We have identified some recommendations to review and incorporate into that policy as a next step.

Thank you for your consideration of the policy changes being brought to you today. I look forward to more conversation on policy implementation, as well as a culture shift in sentiment towards MSAF usage.

Best wishes,  
Kim





## Policies, Procedures and Guidelines

Complete Policy Title:

**McMaster Student Absence Form  
Policy [MSAF Policy]**

Policy Number (if applicable):

**Draft 11**

Approved by:

**Senate**

Responsible Executive:

**Vice-Provost (Teaching and Learning)**

Date(s) of Original Approval:

**March 10, 2021; effective May 1, 2021**

Date of Most Recent Approval:

**TBD**

Supersedes/Amends Policy Dated:

- *Requests for Relief for Missed Academic Term Work;*  
eff. September 1, 2023
- *Policy on Requests for Relief for Missed Academic Term Work;*  
eff. May 1, 2021

Policy-Specific Enquiries:

**[Vice-Provost \(Teaching and Learning\)](#)**

**Students** should contact their respective Faculty/Program Office (refer to [Section D](#))

**Disclaimer:** If there is a discrepancy between this electronic policy and the approved copy held by the University Secretariat, the approved copy prevails.

**Accessible Format Requests and General Policy Enquiries:** [policy@mcmaster.ca](mailto:policy@mcmaster.ca)

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## Section A: Introduction

### Preamble and Scope

1. McMaster University recognizes that undergraduate students periodically require relief for missed academic work due to extenuating circumstances. This Policy will support the management of these requests by reducing the requirement for doctor's notes for short-term absences, while considering the needs and obligations of undergraduate students, instructors, and administrators.

### Definitions

2. For the purpose of interpreting this Policy:
  - a) **student** means an undergraduate student;
  - b) **extenuating circumstances** are when a student is unable to meet their academic obligations due to a situation that is outside of their control, such as an illness, medical event, or other situation;
  - c) **MSAF (Self-Report)** means the McMaster Student Absence Form (Self-Report), where students can self-report absences that result in missed academic work;
  - d) **MSAF (Administrative Report)** means the McMaster Student Absence Form (Administrative Report), where Faculty/Program Office staff may record approved longer-term absences for students that result in missed academic work

### Types of Absences Referred to Other Policies

3. Accommodations to meet religious, Indigenous or Spiritual Observances may not be processed under this Policy, students are directed to use the [Policy on Academic Accommodation for Religious, Indigenous and Spiritual Observances](#) for these requests.

4. Students seeking accommodations related to a disability or a retroactive accommodation are directed to use the [Academic Accommodation of Students with Disabilities](#) policy.

### **Absences for Other Known Obligations**

5. Students are directed to contact their Faculty/Program Office to seek guidance on absences for obligations that are known about in advance (“**known obligations**”).
6. Known obligations may include the following: mandatory legal obligations (e.g., jury duty, court dates); planned surgeries; and mandatory military obligations.
7. The granting of relief for known obligations is at the discretion of the Faculty/Program Office and are not appealable. These offices will use the MSAF tool for communications.

### **Exclusions**

8. This Policy can **not** be used:
  - a) for the purpose of time-management;
  - b) for academic work such as online assessments (e.g., quizzes, tests, etc.), where the student has already completed the work, or has attempted to complete the work. This includes the viewing and/or partial completion of online assessments (e.g., quizzes, tests, etc.);
  - c) to apply for relief for any final examination or its equivalent (refer to *Petitions for Special Consideration: Request for Deferred Examination*, in the *Undergraduate Calendar*);
  - d) for absences in a student's clinical placement, co-op placement, or internship; and
  - e) for McMaster Continuing Education (MCE) programs and courses. MCE students are directed to contact their course instructor.

## Academic Integrity

9. Requests for relief should be made with a commitment to academic integrity in mind. Requests that deviate from this commitment will be handled under the [Academic Integrity Policy](#) and/or [Code of Student Rights and Responsibilities](#), where appropriate.
10. Requests for relief must be accurate in terms of dates and value of the piece of work, as described in the course outline. For example, representing a piece of work as being worth twenty-four percent (24%) when it is actually worth thirty percent (30%) is a violation of the [Academic Integrity Policy](#).

## Privacy

11. The University, and its employees and agents, will protect personal information and handle records in accordance with the [Freedom of Information and Protection of Privacy Act \(FIPPA\)](#) and the [Personal Health Information Protection Act \(PHIPA\)](#).

## Appeals

12. Decisions by the Faculty/Program Office made under this Policy are final and are not appealable.

## Section B: MSAF (Self-Report)

13. Students are directed to read [Section A](#) for information on the types of absences that do **not** qualify for an MSAF (Self-Report).

### Requirements

14. The MSAF (Self-Report) is a **single request** which covers all of the student's courses and applies only to the work due within the time period of the request.
15. MSAF (Self-Report) requests for relief shall meet all three of the requirements below:
- a) the piece of work is worth less than twenty-five percent (25%) of the final grade;
  - b) is resulting from extenuating circumstances (refer to the definitions in [Section A](#)); and
  - c) the absence (time period covered by the request) lasts up to three (3) calendar days.

### Regulations

16. The MSAF (Self-Report) should be submitted when the student is ready and able to return to their academic studies/duties.
17. Students must submit their MSAF (Self-Report) **within one (1) calendar day** of the end of the three (3) calendar day period, and failure to do so may negate the opportunity for relief.
18. Students may only apply the MSAF Policy once to a single piece of work. A second MSAF submission for the same piece of work is not permitted.
19. The MSAF (Self-Report) may only be submitted **once per Term**, not per course.

## Procedures

20. Before filing an MSAF (Self-Report), students should review their course outline(s) as instructions may have already been provided on how requests will be addressed (e.g., how missed academic work will be accommodated) and further communication expectations.
21. Students shall use MOSAIC to make an MSAF (Self-Report) request, in compliance with the regulations listed above.
22. Students shall **not** submit accompanying documentation with the MSAF (Self-Report) request.
23. The MSAF (Self-Report) is available in the [MOSAIC](#) Student Center (in the drop-down menu under *Other Academic.*)
24. Once submitted, if the request meets the criteria of this Policy, students should consider their request to be approved.
25. An automated email will be sent to the course instructor(s) to inform them of the request.

### Students Required to Contact Instructor

26. Students must contact their instructor(s) **no later than one (1) calendar day** after submitting the request **unless the course outline states otherwise**. Failure to do so may negate the opportunity for relief.
27. Students are advised that instructors teaching large classes may require more time to respond.

### Instructors

28. Instructor(s) will determine the reasonable relief for the request, in accordance with this Policy.



29. In the absence of a statement in their course outline on how requests will be addressed and communication expectations (e.g., posting information on A2L), instructors are expected to inform students of the relief in a reasonable timeframe.

### **Absences Longer Than 3 Calendar Days**

30. For absences that exceed three (3) calendar days, students are directed to the MSAF (Administrative Report), as described in the next section.

## Section C: MSAF (Administrative Report)

31. Students are directed to read [Section A](#) for information on the types of absences that do not qualify for an MSAF (Self-Report).

### Requirements

32. The MSAF (Administrative Report) is a **single request** which covers all of the student's courses and applies only to the work due within the time period of the request.
33. MSAF (Administrative Report) requests for relief are for any of the three reasons below:
- extenuating circumstances (refer to definitions in [Section A](#)) lasting **more than three (3) calendar days**; and/or
  - missed academic work worth **twenty-five percent (25%) or more** of the final grade; and/or
  - any request for relief in a term where the MSAF (Self-Report) has already been used once.

### Regulations

34. Students may only apply the MSAF Policy once to a single piece of work. A second MSAF submission for the same piece of work is not permitted.

### Documentation

35. Students should **not** send documentation unless it has been **requested** by the Faculty/Program Office.
36. Supporting documentation may be required for an MSAF (Administrative Report). When requested by the Faculty/Program Office, students shall submit the [McMaster University Student Health Certificate](#) (completed by the licensed/registered health practitioner).

37. Requests for information and/or supporting documentation will, where possible, be limited to the nature of the limitation or restriction, in order to assess needs and determine whether the request for relief is granted, or if the request should be referred for processing under another policy or procedure.
38. Supporting documentation does not require the disclosure of a medical diagnosis but must be sufficient to allow the University to determine reasonable relief and/or explore reasonable alternatives.

### **Restrictions**

39. Normally, relief for missed work will **not** be provided:
  - a) where the cumulative value of missed work within a course, prior to the exam period, is greater than thirty-five percent (35%) ; or
  - b) for more than two (2) MSAF (Administrative Report) requests within a single term.

### **Procedures**

40. Students must contact their [Faculty/Program Office \(refer to Section D\)](#) to report their absence **within one (1) calendar day after returning** to their academic activities. Failure to contact and report an absence promptly will negate the opportunity for relief.
41. Students may or may not require an appointment to process the request and will be contacted by the Faculty/Program Office within normal business hours.
42. In some circumstances, students may be advised to submit a [Petition for Special Consideration](#).

### **Meeting with an Academic Advisor**

43. Students must arrange a meeting with an academic advisor for absences that last more than two weeks or relief may not be provided.
44. Students must meet with an advisor to discuss their options when:

- a) the cumulative value of missed work within a course is greater than thirty-five percent (35%); and/or
- b) they have exhausted their one MSAF (Self Report) and two MSAF (Administrative Reports), and further work is missed.

### **If the Request is Granted**

45. If the request is granted, the Faculty/Program Office will process the relief request and notify the instructor(s) and the student.

### **Students Required to Contact Instructor**

46. Students must contact their instructor(s) **no later than one (1) calendar day after being notified** that their request has been processed **unless the course outline states otherwise**. Failure to do so may negate the opportunity for relief.
47. Students are advised that instructors teaching large classes may require more time to respond.

### **Instructors**

48. Instructor(s) will determine the reasonable relief for the request, in accordance with this Policy.
49. In the absence of a statement in their course outline on how requests will be addressed and communication expectations (e.g., posting information on A2L), instructors are expected to inform students of the relief in a reasonable timeframe.

## Appendix A: Faculty / Program Contact Information

Student enquiries should be directed to their respective Faculty/Program Office.

### Arts & Science Program

[artsci.mcmaster.ca/contact-us/](http://artsci.mcmaster.ca/contact-us/)

### Faculty of Humanities

[humanities@mcmaster.ca](mailto:humanities@mcmaster.ca)

[humadvising.humanities.mcmaster.ca/](http://humadvising.humanities.mcmaster.ca/)

### DeGroote School of Business

[buscom@mcmaster.ca](mailto:buscom@mcmaster.ca)

[ug.degroote.mcmaster.ca/contact/](http://ug.degroote.mcmaster.ca/contact/)

### Faculty of Science

[science@mcmaster.ca](mailto:science@mcmaster.ca)

[science.mcmaster.ca/associatedean/contact-us.html](http://science.mcmaster.ca/associatedean/contact-us.html)

### Faculty of Engineering

[eng.mcmaster.ca/programs/academic-advising](http://eng.mcmaster.ca/programs/academic-advising)

### Faculty of Social Sciences

[socscfac@mcmaster.ca](mailto:socscfac@mcmaster.ca)

[socialsciences.mcmaster.ca/current-students/academic-advising/](http://socialsciences.mcmaster.ca/current-students/academic-advising/)

## Faculty of Health Sciences

### Bachelor of Health Sciences (Honours)

[bhsc.mcmaster.ca/contact/](http://bhsc.mcmaster.ca/contact/)

[bhsc@mcmaster.ca](mailto:bhsc@mcmaster.ca)

**Honours Biology & Pharmacology Co-op Program**

biopharm.healthsci.mcmaster.ca

biophrm@mcmaster.ca

**Honours Biochemistry B.H.Sc. (Honours)**

healthsci.mcmaster.ca/biochem

bbsug@mcmaster.ca

**Integrated Biomedical Engineering and Health Sciences Program (IBEHS)**

ibiomed.mcmaster.ca

ibiomed@mcmaster.ca

**Biomedical Discovery and Commercialization Program**

bdcprogram.mcmaster.ca/contact/

bdcprogram@mcmaster.ca

**Midwifery Education Program**

midwifery.mcmaster.ca/

midwifery@mcmaster.ca

**Bachelor of Science Nursing Program**

McMaster University Site, Mohawk College Site, and Conestoga College Sites

bscnadvising@mcmaster.ca

**Physician Assistant Education Program**

fhs.mcmaster.ca/physicianassistant/

paprogram@mcmaster.ca

## Appendix: Related Policies

This Policy is to be read in conjunction with the following policies, procedures, and guidelines. Any question of the application of this Policy or related policies shall be determined by the Vice-Provost (Teaching and Learning), and in conjunction with the administrator of the other policy or policies. The University reserves the right to amend or add to the University's policies and statements from time to time (this is not a comprehensive list):

- [Academic Accommodation for Religious, Indigenous and Spiritual Observances, Policy on](#)
- [Academic Accommodation of Students with Disabilities](#)
- [Academic Integrity Policy](#)
- [Code of Student Rights & Responsibilities](#)
- [Professional Behaviour Code of Conduct for Undergraduate Learners – Faculty of Health Sciences](#)
- [Storm Emergency Policy](#)
- [Undergraduate Course Management Policy](#)
- [Undergraduate Examinations Policy](#)
- [Undergraduate Calendar](#)
  - General Academic Regulations
  - Petition for Special Consideration: Request for Deferred Examination (Form B):



## Policies, Procedures and Guidelines

Complete Policy Title:

**McMaster Student Absence Form  
Policy [MSAF Policy]**

Policy Number (if applicable):

**Draft 11**

**Style Definition:** Hyperlink: Font: Italic

**Style Definition:** TOC 2

Approved by:

**Senate**

Responsible Executive:

**Vice-Provost (Teaching and Learning)**

Date(s) of Original Approval:

**March 10, 2021**; effective May 1, 2021

Date of Most Recent Approval:

**TBD**

Supersedes/Amends Policy Dated:

- *Requests for Relief for Missed Academic Term Work*,  
eff. September 1, 2023
- *Policy on Requests for Relief for Missed Academic Term Work*,  
eff. May 1, 2021

Policy-Specific Enquiries:

**[Vice-Provost \(Teaching and Learning\)](#)**

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## Section A: Introduction

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### Absences for Other Known Obligations

5. Students are directed to contact their Faculty/Program Office to seek guidance on absences for obligations that are known about in advance (“**known obligations**”).
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7. The granting of relief for known obligations is at the discretion of the Faculty/Program Office and are not appealable. These offices will use the MSAF tool for communications.

### Exclusions

8. This Policy can **not** be used:
  - a) for the purpose of time-management;
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  - c) to apply for relief for any final examination or its equivalent (refer to *Petitions for Special Consideration: Request for Deferred Examination*, in the *Undergraduate Calendar*);
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### Academic Integrity

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- 10. Requests for relief must be accurate in terms of dates and value of the piece of work, as described in the course outline. For example, representing a piece of work as being worth twenty-four percent (24%) when it is actually worth thirty percent (30%) is a violation of the [Academic Integrity Policy](#).

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### Privacy

- 11. The University, and its employees and agents, will protect personal information and handle records in accordance with the [Freedom of Information and Protection of Privacy Act \(FIPPA\)](#) and the [Personal Health Information Protection Act \(PHIPA\)](#).

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### Appeals

- 12. Decisions [by the Faculty/Program Office](#) made under this Policy are final and are not appealable.

## Section B: MSAF (Self-Report)

13. Students are directed to read [Section A](#) for information on the types of absences that do **not** qualify for an MSAF (Self-Report).

### Requirements

14. The MSAF (Self-Report) is a **single request** which covers all of the student's courses and applies only to the work due within the time period of the request.
15. MSAF (Self-Report) requests for relief shall meet all three of the requirements below:
- a) the piece of work is worth less than twenty-five percent (25%) of the final grade;
  - b) is resulting from extenuating circumstances (refer to the definitions in [Section A](#)); and
  - c) the absence (time period covered by the request) lasts up to three (3) calendar days.

### Regulations

16. The MSAF (Self-Report) should be submitted when the student is ready and able to return to their academic studies/duties.
17. Students must submit their MSAF (Self-Report) **within ~~twenty-four (24) hours~~ one (1) calendar day** of the end of the three (3) calendar day period, and failure to do so may negate the opportunity for relief.
18. Students may only apply the MSAF Policy once to a single piece of work. A second MSAF submission for the same piece of work is not permitted.
19. The MSAF (Self-Report) may only be submitted **once per Term**, not per course.

## Procedures

~~20.~~ Before filing an MSAF (Self-Report), students should review their course outline(s) as instructions may have already been provided on how requests will be addressed (e.g., how missed academic work will be accommodated) and further communication expectations.

—

20.

21. Students shall use MOSAIC to make an MSAF (Self-Report) request, in compliance with the regulations listed above.
22. Students ~~are shall not~~ submit accompanying documentation with the MSAF (Self-Report) request.
23. The MSAF (Self-Report) is available in the MOSAIC Student Center (in the drop-down menu under *Other Academic.*)
24. Once submitted, if the request meets the criteria of this Policy, students should consider their request to be approved.
25. An automated email will be sent to the course instructor(s) to inform them of the request.

### Students Required to Contact Instructor

26. Students must contact their instructor(s) ~~no later than twenty-four (24) hours~~ one (1) calendar day after submitting the request unless the course outline states otherwise. Failure to do so may negate the opportunity for relief.
- ~~26-27.~~ Students are advised that instructors teaching large classes may require more time to respond.

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### **Instructors**

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~~27,28.~~ The instructor(s) will determine the reasonable relief for the request, in accordance with this Policy.

~~29.~~ In the absence of a statement in their course outline on how requests will be addressed and communication expectations (e.g., posting information on A2L), instructors are expected to inform students of the relief in a reasonable timeframe.

~~29.~~

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### **Absences Longer Than 3 Calendar Days**

~~29,30.~~ For absences that exceed three (3) calendar days, students are directed to the MSAF (Administrative Report), as described in the next section.



## Section C: MSAF (Administrative Report)

~~30-31.~~ Students are directed to read [Section A](#) for information on the types of absences that do not qualify for an MSAF (Self-Report).

### Requirements

~~34-32.~~ The MSAF (Administrative Report) is a **single request** which covers all of the student's courses and applies only to the work due within the time period of the request.

~~32-33.~~ MSAF (Administrative Report) requests for relief are for any of the three reasons below:

- a) extenuating circumstances (refer to definitions in [Section A](#)) lasting **more than three (3) calendar days**; and/or
- b) missed academic work worth **twenty-five percent (25%) or more** of the final grade; and/or
- c) any request for relief in a term where the MSAF (Self-Report) has already been used once.

### Regulations

~~33-34.~~ Students may only apply the MSAF Policy once to a single piece of work. A second MSAF submission for the same piece of work is not permitted.

### Documentation

~~34-35.~~ Students should **not** send documentation unless it has been **requested** by the Faculty/Program Office.

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~~35-36.~~ Supporting documentation may be required for an MSAF (Administrative Report). When requested by the Faculty/Program Office, students shall submit the **McMaster University Student Health Certificate** (completed by the licensed/registered health practitioner).

36-37. Requests for information and/or supporting documentation will, where possible, be limited to the nature of the limitation or restriction, in order to assess needs and determine whether the request for relief is granted, or if the request should be referred for processing under another policy or procedure.

37-38. Supporting documentation does not require the disclosure of a medical diagnosis but must be sufficient to allow the University to determine reasonable relief and/or explore reasonable alternatives.

### Restrictions

38-39. Normally, relief for missed work will **not** be provided:

- a) where the cumulative value of missed work within a course, prior to the exam period, is greater than thirty-five percent (35%) (~~prior to the exam period~~); or
- b) for more than two (2) MSAF (Administrative Report) requests within a single term.

### Procedures

39-40. Students must contact their Faculty/Program Office (refer to Section D) to report their absence **within one (1) calendar day twenty-four (24) hours after returning** to their academic activities. Failure to contact and report an absence promptly will negate the opportunity for relief.

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40-41. Students may or may not require an appointment to process the request and will be contacted by the Faculty/Program Office within normal business hours.

44-42. In some circumstances, students may be advised to submit a Petition for Special Consideration.

### Meeting with an Academic Advisor

42-43. Students must arrange a meeting with an academic advisor for absences that last more than two weeks or relief may not be provided.

43-44. Students must meet with an advisor to discuss their options when:

- a) the cumulative value of missed work within a course is greater than thirty-five percent (35%); and/or
- b) they have exhausted their one MSAF (Self Report) and two MSAF (Administrative Reports), and further work is missed.

**If the Request is Granted**

44-45. If the request is granted, the Faculty/Program Office will process the relief request and notify the instructor(s) and the student.

~~The instructor(s) will determine the reasonable relief for the request, in accordance with this Policy.~~

**Students Required to Contact Instructor**

46. Students must contact their instructor(s) ~~no later than one (1) calendar day twenty-four (24) hours after being notified~~ that their request has been processed ~~unless the course outline states otherwise~~. Failure to do so may negate the opportunity for relief.

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45-47. ~~Students are advised that instructors teaching large classes may require more time to respond.~~

**Instructors**

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46-48. ~~The instructor(s) will determine the reasonable relief for the request, in accordance with this Policy.~~

47-49. ~~In the absence of a statement in their course outline on how requests will be addressed and communication expectations (e.g., posting information on A2L), instructors are expected to inform students of the relief in a reasonable timeframe.~~

## Appendix A: Faculty / Program Contact Information

Student enquiries should be directed to their respective Faculty/Program Office.

### Arts & Science Program

[artsci.mcmaster.ca/contact-us/](http://artsci.mcmaster.ca/contact-us/)

### Faculty of Humanities

[humanities@mcmaster.ca](mailto:humanities@mcmaster.ca)

[humadvising.humanities.mcmaster.ca/](http://humadvising.humanities.mcmaster.ca/)

### DeGroot School of Business

[buscom@mcmaster.ca](mailto:buscom@mcmaster.ca)

[ug.degroot.mcmaster.ca/contact/](http://ug.degroot.mcmaster.ca/contact/)

### Faculty of Science

[science@mcmaster.ca](mailto:science@mcmaster.ca)

[science.mcmaster.ca/associatedean/contact-us.html](http://science.mcmaster.ca/associatedean/contact-us.html)

### Faculty of Engineering

[eng.mcmaster.ca/programs/academic-advising](http://eng.mcmaster.ca/programs/academic-advising)

### Faculty of Social Sciences

[socscfac@mcmaster.ca](mailto:socscfac@mcmaster.ca)

[socialsciences.mcmaster.ca/current-students/academic-advising/](http://socialsciences.mcmaster.ca/current-students/academic-advising/)

## Faculty of Health Sciences

### Bachelor of Health Sciences (Honours)

[bhsc.mcmaster.ca/contact/](http://bhsc.mcmaster.ca/contact/)

[bhsc@mcmaster.ca](mailto:bhsc@mcmaster.ca)

**Honours Biology & Pharmacology Co-op Program**

biopharm.healthsci.mcmaster.ca

biophrm@mcmaster.ca

**Honours Biochemistry B.H.Sc. (Honours)**

healthsci.mcmaster.ca/biochem

bbsug@mcmaster.ca

**Integrated Biomedical Engineering and Health Sciences Program (IBEHS)**

ibiomed.mcmaster.ca

ibiomed@mcmaster.ca

**Biomedical Discovery and Commercialization Program**

bdcprogram.mcmaster.ca/contact/

bdcprogram@mcmaster.ca

**Midwifery Education Program**

midwifery.mcmaster.ca/

midwifery@mcmaster.ca

**Bachelor of Science Nursing Program**

McMaster University Site, Mohawk College Site, and Conestoga College Sites

bscnadvising@mcmaster.ca

**Physician Assistant Education Program**

fhs.mcmaster.ca/physicianassistant/

paprogram@mcmaster.ca

## Appendix: Related Policies

This Policy is to be read in conjunction with the following policies, procedures, and guidelines. Any question of the application of this Policy or related policies shall be determined by the Vice-Provost (Teaching and Learning), and in conjunction with the administrator of the other policy or policies. The University reserves the right to amend or add to the University's policies and statements from time to time (this is not a comprehensive list):

- [Academic Accommodation for Religious, Indigenous and Spiritual Observances, Policy on](#)
- [Academic Accommodation of Students with Disabilities](#)
- [Academic Integrity Policy](#)
- [Code of Student Rights & Responsibilities](#)
- [Professional Behaviour Code of Conduct for Undergraduate Learners – Faculty of Health Sciences](#)
- [Storm Emergency Policy](#)
- [Undergraduate Course Management Policy](#)
- [Undergraduate Examinations Policy](#)
- [Undergraduate Calendar](#)
  - General Academic Regulations
  - Petition for Special Consideration: Request for Deferred Examination (Form B):