
**PROVINCE OF ONTARIO
MINISTRY OF TRAINING, COLLEGES AND UNIVERSITIES
PROGRAM RENEWAL APPLICATION:**

**TRINITY WESTERN UNIVERSITY
LAURENTIAN LEADERSHIP CENTRE**

COURSES AND INTERNSHIP

APPLICATION CONTACT

Dr. Janet Epp Buckingham, Director, Laurentian Leadership Centre

PREPARED BY THE PROVOST'S OFFICE

TRINITY WESTERN UNIVERSITY

Submitted September 4, 2007

DESCRIPTION

Full legal name of organization	Trinity Western University
Operating name of organization	Trinity Western University
Legal address of organization	7600 Glover Road Langley BC V2Y 1Y1
Telephone in Ontario: 613-569-7511 (5020) fax: 613-236-5500 e-mail: janet.epp-buckingham@twu.ca	
Proposed Degree Nomenclature	Three courses and internship applying to a TWU Bachelor of Arts degree program; also called Certificate in Leadership and Applied Public Affairs
Specific address or addresses where program will be delivered ¹	Laurentian Leadership Centre 252 Metcalfe Street Ottawa ON K2P 1R3
Name and title of person responsible for this Submission	Dr. Janet Epp Buckingham Director, LLC
Telephone: (613) 569-7511 Ext 5010 Fax: 613-236-5500 E-mail: janet.epp-buckingham@twu.ca	
Anticipated start date	September 2008
Anticipated enrolment for the next 4 years of the program:	Year 1 _46___; Year 2 _46___; Year 3 _46___; Year 4 _46___ (Maximum enrollment/semester=23 students)

¹ Each location requires a location-specific consent from the Minister.

Estimated Tuition fee	Year 1 \$8,250; Year 2 \$____; etc. (15 sem. hr. x \$550/sem. hr.)
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PART A. REPORT ON THE DELIVERY OF THE CURRENT CONSENT PROGRAM

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1.2. The University mission	[X] No change [] attached
1.3. Administrative capacity (related to the Ontario operation)	[] No change [X] attached 20

2. The courses and internship information and related past changes, if applicable:

If the intended learning outcomes of the individual courses in the program have been met, Appendix 2.1. Degree-Level Learning Outcomes (Met) : a concise statement that explains how the institution is able to make this positive determination (e.g., use of internal progress assessments by the program advisory board or committee; external assessments of particular courses; periodic faculty or program committee meetings examining student performance in specific courses, student performance on examinations; et cetera). If “no”, Appendix 2.1. Degree-Level Learning Outcomes (Not Met) : (i) a detailed explanation of how this determination has been made; (ii) the reasons why this is the case; (iii) what measures the institution has/is/will be taking to correct this situation; (iv) why these measures are expected to correct the situation; and (v) what monitoring regime will be used to ensure that these are effective.		[X] Attached 21
Appendix 2.1. A Summary of the Types of Internships students were seeking, the development of internship opportunities for students, and the level of support the university extended to students seeking placements.		[X] attached 23 26 54
Appendix 2.1.1. Internship Handbooks		
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² Reports and Certificates obtained from the Ministry of Government Services.

requirement.	
If the promotion and/or graduation requirements have been lowered, Appendix 2.4. Promotion and Graduation Requirements , and an explanation of (i) why there was a change, (ii) when the change occurred and (iii) why the change was made without seeking a change of consent from the Minister.	[X] no change [] attached
If there have been any revisions, deletions, or additions to the policies pertaining to courses and internship delivery quality assurance, Appendix 2.5.1. Quality Assurance Policies and a brief explanation of the change(s).	[X] no change [] attached
If there have been any revisions, deletions, or additions to the policies pertaining to student feedback/ feedback instrument, Appendix 2.5.2. Policy on Student Feedback and a brief explanation of the change(s) and/or Appendix 2.5.3. Student Feedback Instruments and a brief explanation of the change(s).	[X] no change [] attached
If there has been a revision in the policy that resulted in a reduction in the qualifications of faculty, Appendix 2.6.1. Policies on Faculty: (i) the new policy and (ii) an explanation of (a.) why there was a change, (b.) when the change occurred and (c.) why the change was made without seeking a change of consent from the Minister.	[X] no change [] attached
Appendix 2.6..2.CV Release – the following statement: “[institution] has on file and available for inspection, from all faculty and staff whose CVs are included in this submission, signatures that attest to the truthfulness and completeness of the information contained in their CV and agreeing to the inclusion of their curriculum vitae in any documents/web sites associated with the submission, review, and final status of the program application.”	[X] attached 67
Appendix 2.6.3. Curriculum Vitae of Current Faculty – copies ³ of the curriculum vitae of Faculty Responsible for Teaching and Curriculum Development of the three courses and internship supervision.	[X] attached 68

PART B. APPLICATION RELATED TO THE FUTURE DELIVERY OF THESE COURSES AND INTERNSHIP AND PROPOSED CHANGES, IF APPLICABLE

[a chart similar to the second chart in Part A here; if other changes, please see the PEAB program submission guidelines]

3. New courses and internship information and related changes, if applicable:

Intended learning outcomes of proposed individual courses in the program Appendix B.3. Proposed Additional Courses Appendix 3.1. Degree-Level Learning Outcomes of New Courses: a	[X] Attached 81
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³ Subdivide this part as indicated below and arrange CVs within each section in alphabetical order. Include the following headings for each curriculum vitae: Name; Degrees (specify discipline area)Employment history Honours; scholarly and professional activities: past seven years; courses taught past five years (indicate delivery method for each course); where applicable, number of graduate supervisions and thesis details (title, year of registration and completion); Research funding: past seven years only; publications.

<p>concise statement that explains how the institution is able to make this positive determination (e.g., use of internal progress assessments by the program advisory board or committee; external assessments of particular courses; periodic faculty or program committee meetings examining student performance in specific courses, student performance on examinations; et cetera).</p>		<p>83</p>			
<p>Appendix 3.1. Internship Changes Types students are seeking, the development of internship opportunities for students, and the level of support extended by the university to students seeking placements.</p>		<p>[X] attached 84</p>			
<p>Appendix 3.2. The anticipated Outcomes of the Work Experience:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">Internship Outcomes</td> <td style="width: 33%; padding: 5px;">How Internship puts into practice the program outcomes</td> <td style="width: 33%; padding: 5px;">Method of evaluating student during internship</td> </tr> </table>		Internship Outcomes	How Internship puts into practice the program outcomes	Method of evaluating student during internship	<p>[X] attached 86 88</p>
Internship Outcomes	How Internship puts into practice the program outcomes	Method of evaluating student during internship			
<p>Appendix 3.2.1 Proposed Additional Courses: Syllabi</p>					
<p>If the promotion and/or graduation requirements have been lowered, Appendix 3.4. Promotion and Graduation Requirements, and an explanation of (i) why there was a change, (ii) when the change occurred and (iii) why the change was made without seeking a change of consent from the Minister.</p>		<p>[X] no change [] attached</p>			
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APPENDIX A.1.1.

LEGAL PERSONALITY OF TRINITY WESTERN UNIVERSITY



CONSOLIDATED TRINITY WESTERN UNIVERSITY ACT*

HER MAJESTY, by and with the advice of consent of the Legislative Assembly of the Province of British Columbia, enacts as follows:

- | | |
|--|---|
| Short title
Amendment, | 1. This Act may be cited as the Trinity Western College Act
1985. |
| Interpretation
Governors”

of Canada;

the Board | 2. In this Act, unless the context otherwise requires, “Board of
means the Board of Governors of the University;
“University” means Trinity Western University;
“Evangelical Free Church” means the Evangelical Free Church

“President” means the President of Trinity Western University;
“Advisory Council” means the Advisory Council appointed by

of Governors of Trinity Western University;
“Chancellor” means Chancellor of Trinity Western University. |
| Society continued
the Societies

Governors

the name | 3. (1) Trinity Western University heretofore incorporated under

Act and the members from time to time of the Board of

continued and hereby constituted a body corporate under

“Trinity Western University”.
(2) The objects of the University shall be to provide for young
people of
any race, colour, or creed, university education in the arts
and sciences with an underlying philosophy and viewpoint
that is Christian. |

Suits and Contracts
contracted

4. The University may sue and be sued, and may contract and be within its corporate name.

Financial
By-laws,

5. The University may, subject to any conditions required by its

- (a) borrow or raise or secure the payment of money; and
- (b) draw, make, accept, endorse, discount, execute, and issue promissory notes, bills of exchange, and other negotiable or transferable instruments; and
- (c) mortgage or pledge any or all of its property to secure any sum or sums of money borrowed or any part of the purchase money of property, and may issue and sell or pledge bonds, debentures, and obligations in accordance with the By-laws of the University.

Investments

6. The University may invest any of its funds in any way authorised so to do by the Board of Governors, and is not limited to investments authorised by law for trustees.

Trust Company

7. To the extent authorised to do so by its By-laws, the University may entrust any or all sum or sums of money belonging to the University to any trust company, to be held, controlled, administered, and dealt with by the trust company for such time and in such manner as the Board of Governors may form time to time direct.

Director

8. Wherever in the By-laws of the University there is a reference to the Board of Directors or to directors or to a director, the reference shall be deemed to be to the Board of Governors or the governors or a governor of the University, as the case may be.

1.1. of Governors*

Powers and duties 9. (1) *The management and administration of the property, revenue,*

business, and affairs of the University shall be the responsibility of the Board of Governors.

(2) Subject to this Act and the By-laws of the University, the members of the Board of Governors may exercise all the powers of the University and are the members of the University.

(3) In the carrying-out of its powers and duties pursuant to this Act and the By-laws of the University, the Board of Governors is responsible to the University.

- (4) The persons who, upon the coming into force of this Act, are members of the Board of Directors of Trinity Western University shall be members of the Board of Governors of the University until their successors are elected or appointed.
- (5) The members of the Board of Governors shall be elected, in accordance with the By-laws of the University.
- (6) The President is ex officio member of the Board of Governors and of all committees thereof.

By-laws
not inconsistent

- 10. (1) The By-laws of Trinity Western University, so far as with this Act, are the By-laws of the University.
 - (2) Nothing that is in conflict with this Act shall be included in the By-laws, and the By-laws shall not contain anything contrary to the law.
 - (3) The Board shall cause to be filed with the Registrar of Companies a copy of the By-laws of the University and of every amendment thereto.
11. The Board of Governors may make By-laws for all purposed relating to the affairs, business, property, and objects of the University, and, without limiting the generality of the provisions of this Act or the Societies Act conferring powers upon the Board of Governors, the power of the Board of Governors to make By-laws extends to the following matters:
- (a) The operation of the University;
 - (b) Meetings and transactions of the Board of Governors;
 - (c) Appointments and membership of committees of the Board;
 - (d) Holding, place, and conduct of meetings of the Board of Governors, and meetings of the University, the notices and

*** Note:** Pursuant to Section 28 of the Advanced Education Statutes Amendment Act, 2003, the BC Legislature has provided that the TWU Board of Governors shall also appoint members to the board of the Trinity Western University Foundation.

consents prerequisite to such meetings, quorums, voting rights at meetings, and all other matters in connection with such meetings;

- (e) The filling of vacancies in the Board of Governors;
- (f) All matters relevant to the terms and conditions of employment of any employees or employee of the University and the termination thereof;
- (g) The remuneration, if any, of officers and employees of the University;
- (h) The exercise of borrowing powers;
- (i) The audit of accounts of the University;
- (j) The custody and use of the common seal of the University;
- (k) The establishment, levying, payment, remission, and collection of registration and any other fees and assessments deemed appropriate by the Board of Governors, the amounts thereof, and the requirements regarding payment thereof;
- (l) The authorisation of courses of study, normally requiring completion of secondary school for admission;
- (m) The appointment of a Chancellor of the University;
- (n) The resolution of disputes arising out of the affairs of the University by arbitration under the Arbitration Act or otherwise; and
- (o) The conduct generally of the affairs of the University.
- (p) A theological degree.
- (q) A degree as defined in section 1 of the *Degree Authorization Act*
 - (i) to which section 3(7) of that Act applies for the University, or
 - (ii) for which a consent under section 4(1) of that Act has been given to the University.

Agreements
into

other

operation in

12. The Board of Governors, on behalf of the University, may enter any agreement or agreements with any university, college, or institution of learning or with any person, body, or corporation, whether public or private, respecting and providing for co-operation in the exercise of any right, power, privilege, or function of the University.

Meeting of Board
times in each

13. (1) The Board of Governors shall meet at least three

of Governors
be necessary

calendar year, and at such other time of times as may
in its discretion.

(2) The Board shall provide by By-law for the giving of
not less than

two weeks' written notice of every meeting thereof to each member of the Board.

(3) A quorum for a meeting of

the Board of Governors shall be two-
thirds of all the members thereof.

(4) The Board of Governors shall elect from among
chairman, a secretary, and

themselves a

whatever other officers they may deem

necessary. The chairman shall preside at all meetings of the Board.

in 14. The President and Dean of the University shall be appointed
accordance with the By-laws of the University.

**Duties and Power
of President**
the
student

15. The President shall be the Chief Executive Officer of the
and he/she shall supervise and direct the work of the University,
teaching and the administrative staff, and be responsible for
discipline.

President,
Students, the librarian,
lecturers, the instructors,
as may be deemed
and define their duties

16. The Board of Governors, upon the recommendation of the
may appoint the Academic Dean, the Dean of
the registrar, the bursar, the professors, the
and all such officers, clerks, and employees
necessary for the purposes of the University,
and their tenure of office or employment.

University Council

President of
Chairman of the Board of Governors, and
may
be approved

17. (1) There shall be an Advisory Council comprising the
of the University, the
whatever other advisory members those two members
appoint; provided that all such appointments shall
by the Board of Governors.

President and
and
objectives in
the Board

(2) The Advisory council shall provide expertise for the
his/her staff in areas of university finance, management
development, and shall assist in furthering university
such manner as may from time to time be prescribed by
of Governors.

(3) The President shall be the Chairman of the Advisory
Council.

(4) The officers, term of membership, and procedures
respecting the Advisory Council Shall be prescribed in
the By-laws of the University

Liability Exemption
individual

18. No member of the Board of Governors is, in his/her
capacity, liable for any debt or liability of the University.

Contracts
as follows:

19. (1) Contracts on behalf of the University may be made

(a) Any contract that, if made between private persons, would be by law required to be in writing and under seal may be made on behalf of the University in writing under the common seal of the University, and may in the same

manner

be varied or discharged.

(b) Any contract that, if made between private persons would be by law required to be in writing, signed by the persons to be charged therewith, may be made on behalf of the University in writing signed by any person acting under its authority, express or implied, and may in the same manner be varied or discharged; and

(c) Any contract that, if made between private persons would by law be valid although made by parole only, and not reduced into writing, may be made by parole on behalf of the University by any person acting under its authority, express or implied, and may in the same manner be varied or discharged.

(2) All contracts made, varied, or discharged according to this section shall, so far as concerns the form thereof, be effectual in law and binding on the University and all other parties thereto.

(3) A bill of exchange or promissory note shall be deemed to have been made, accepted, or endorsed on behalf of the University if made, accepted, or endorsed in the name of, or by or on behalf of, or on account of the University by any person acting under its authority, express or implied.

Taxation 20. All property used for educational purposes whereof the University is the owner or a tenant is exempt from taxation under the Municipal Act, The Public Schools Act, and the Canadian Income Tax Act.

Powers 21. The University shall have perpetual succession and a common seal, and has the power to acquire by purchase, gift, devise bequest, or otherwise, real and personal property within or without the Province, and may hold, sell dispose of, exchange, mortgage, lease, let improve, and develop any such property, and, without restricting the generality of the foregoing, may acquire in any way or ways aforesaid land and tenements for use and occupation as university building, offices, residences, gardens, and playing-fields, acquire and develop libraries, furniture, and equipment, and deal with any and all such property as

empowered to do by this section.

Dissolution and
the assets of
Winding-up
of

22

(1) Upon dissolution or winding-up of the University,
the University shall revert to the Evangelical Free Church

Canada.

(2) The Provisions of the Companies Act relating to the
winding-up
of companies apply, *mutatis mutandis*, to the
University, but whenever there is a reference therein to
a special resolution, the reference shall be deemed to be
to a resolution.

BY-LAWS OF TRINITY WESTERN UNIVERSITY

These By-laws were approved by the Board of Governors on September 28, 1979, with subsequent revisions approved as follows:

- | | |
|-------------------------|---|
| 1. January 31, 1981 | By-law Part II Revised |
| 2. October 16, 1982 | By-law Part III Revised |
| 3. April 23, 1984 | By-laws Part IV Revised with addition of Part IV, 5 |
| 4. January 25-26, 1985 | By-laws Part I, Part II, Part III, Part IV Revised |
| 5. October 24, 1984 | By-law Part III 2 (10) Revised |
| 6. April 24, 1989 | By-law Part III 1, 2 (9), 3 (6), 4 (4) Revised |
| 7. January 25, 1991 | By-law Part III 2 (1), 2 (7), 3 (4), 3 (7) (j) Revised |
| 8. October 25-26, 1991 | By-law Part III 3 (4) Revised |
| 9. October 19, 1996 | By-law Part III 1, 2, 4, Part IV 2 Revised |
| 10. October 23-24, 1998 | By-law Part III 1, 2 (1) (9) addition, 3 (2), 4 (4) Revised |
| 11. October 28, 2000 | By-law Part III 2 (3) (7), 4 Revised |
| 12. October 27, 2001 | By-law Part III 1, 2 (9), 4 Revised |
| 13. November 2, 2002 | By-law II, III 1, 2 (1), 2(2), 2(9), 3(7), 4, & IV 3 Revised |
| 14. February 8, 2003 | By-law Part III 2 (11) Added |
| 15. November 1, 2003 | By-law Part III 3 (2) Revised |
| 16. November 6, 2004 | By-law Part II, Part III 2 (1), 2 (2), 2 (9), 3 (1) (e), & 3 (7)
(j) Revised |
| 17. November 5, 2005 | By-law Part III, 1, 2 (9) Revised. |

PART I INTERPRETATION

1. The definitions in the Trinity Western College Act Amendment Act, 1985 shall apply to these By-laws.
2. Nothing herein shall conflict with any provision of the Trinity Western College Act Amendment Act, 1985.

PART II SPONSORSHIP

Inasmuch as it is the intent of Trinity Western University to maintain a close affiliation with the Evangelical Free Church of America and the Evangelical Free Church of Canada, the General Conferences of both bodies meeting in annual sessions or in special sessions at such times and places as the Conferences shall determine, with duly appointed delegates from member churches, shall exercise general sponsorship of the University, shall elect members to the Board of Governors as set forth in Part III(2), and shall be kept informed generally of all vital matters affecting the University.

In the event of any proposed changes to By-laws, Part II, Part III, 2 (1-5) and Part III, 3 (2), (being areas affecting the relationship of the University to the Evangelical Free Church of Canada and the Evangelical Free Church of America have had the opportunity at an Annual Conference session of each body to consider the proposed changes and make representation to the Trinity Western University board of Governors concerning the said proposed changes.

PART III ADMINISTRATIVE ORGANISATION OF THE UNIVERSITY

1. The administration of Trinity Western University shall be vested in the following persons and bodies:
 - (a) The Board of Governors
 - (b) The President
 - (c) Vice President for Academic Affairs
 - (d) Vice President for Student Life
 - (e) Vice President for Enrolment Management
 - (f) Executive Vice President
 - (g) Vice President for Finance
 - (h) Vice President for External Relations
 - (i) The Registrar
- (j) Such officers and other persons appointed from time to time by the Board of Governors.

The designation “Dean of the University” refers to the Vice President for Academic Affairs.

2. THE BOARD OF GOVERNORS

- (1) The affairs of the University shall be managed by the Board of Governors, consisting of no more than twenty-five (25) members, seven (7) elected by the Annual Meeting of the Evangelical Free Church of Canada, seven (7) elected by the Annual Conference of the Evangelical Free Church of America and eleven (11) appointed by the existing members. They shall all serve for a term of three years each.

The President of the Evangelical Free Church of Canada and the President of the Evangelical Free Church of America shall each be *ex officio* members of the Board of Governors. The President of the Trinity Western University Alumni Association shall be an *ex officio* member of the Board of Governors.

- (2) The fourteen elected members must be members in good standing of the Evangelical Free Church in either Canada or the United States. The eleven appointed members must be committed Christians and members in good standing in their local churches, but whose appointment is without regard to Free Church membership.
- (3) The terms of one-third of the Board members shall expire each year. The terms of office for all members of the Board shall be three years, with a limitation of three consecutive terms.

- (4) All members of the Board of Governors shall, without any reservation, agree to and sign annually the doctrinal statement of Trinity Western University.
- (5) The Board of Governors shall be responsible for the school as specified in the Constitution and Charter of Trinity Western University. A quorum of two-thirds shall be required to conduct school business.
- (6) Casual vacancies of the Board caused by death, resignation or incapacity to act shall be summarily filled by the Board of Governors. This appointed member shall hold office for the remainder of the unexpired term of the vacating member.
- (7) The Board may appoint committees comprised of members of the Board or otherwise, and may delegate to such committees such of its powers as it may deem advisable. The Board shall make provision for an executive committee to deal with all matters of business between meetings of the Board. All decisions of the committees appointed by the Board, including the executive committee, shall be ratified at the next regularly constituted meeting of the Board.
- (8) Unless otherwise provided, questions arising at any meeting of the Board shall be decided by a majority of votes. In cases of an equality of votes, the Chairperson, in addition to his/her original vote, shall have a second or casting vote.
- (9) The Board shall appoint on the recommendation of the President, the Vice President for Academic Affairs, the Vice President for Student Life, , the Vice President for Enrolment Management, the Executive Vice President, the Vice President for Finance, the Vice President for External Relations, the Registrar and Assistants to the President and shall define their duties and tenure of office or employment and through these senior officers the appointments of all other officers with the exception of tenure-track faculty and selected Student Life personnel.

All tenure-track faculty shall be appointed by the Board on recommendation of the President in consultation with the Vice President for Academic Affairs and following an interview with a sub-committee of the Board.

Selected Student Life personnel shall be appointed by the Board on recommendation of the President in consultation with the Vice President for Student Life and following an interview with a sub-committee of the Board.

- (10) The Board shall upon recommendation of the President award undergraduate and graduate degrees to students who successfully complete prescribed courses of university-level studies offered by the University in those subject areas deemed by the Board to have degree status.
- (11) Conflict of Interest
 - a) A conflict of interest arises when a Board member exercises an official power or performs an official duty or function and at the same time, knows that in the performance of this duty or function or in the exercise of power there is the

opportunity to further a private interest. This could arise from real, potential or apparent conflict of interest for a Board member, related persons to that member, or a non-arm's length organization, and may be financial or otherwise.

- b) A Board member shall not exercise an official power or perform an official duty or function respecting a particular matter if the Board member has a conflict of interest or an apparent conflict of interest respecting the matter. In such cases the Board member shall:
 - i) declare such an interest to the Chair of the Board,
 - ii) leave the meeting of the Board and its committees, when that matter, contract or arrangement is being discussed, except where delivering a report to or being questioned by the Board or a committee of the Board; and
 - iii) abstain from voting on the matter.
- c) From time to time, the University may wish to enter into an agreement with a Board member for consideration, which agreement would place the Board member in real or perceived conflict with his/her duties and functions as a Board member. Without limiting the foregoing, such agreement includes both employment and independent contractor agreements. In such situations, the following shall occur:
 - i) The proposed agreement must be bound to fixed-length time duration and must clearly outline the specific type of services to be rendered and the fees to be charged by the Board member,
 - ii) The Board of Governors must approve all such agreements in advance, including the final form of the legal contract;
 - iii) The Board member will act in accordance with paragraph b) above for the duration of the agreement, and
 - iv) Provided this policy is adhered to, the Board member will be deemed not in conflict of interest.
- d) Any Board member who perceives another Board member to be in a conflict of interest in a matter under consideration must identify the perceived conflict to the Board in timely fashion. The Board shall then determine by majority vote whether or not a conflict of interest exists, with the Board member perceived to be in conflict refraining from voting. If a Board member is declared by majority vote to be in a conflict of interest, he/she shall act in accordance with paragraph b) above.
- e) In extraordinary cases, where a conflict of interest situation is not resolvable by measures referred to in paragraph b) above, the Board may in its discretion require that the Board member either resign from the Board of Governors or refrain from acting or continuing to act in a manner which is deemed by the Board to be in a conflict of interest respecting that party's duties as Board member.

3. PRESIDENT

- (1) The President shall be the Chief Executive Officer of the University, shall supervise and direct the work, teaching and administrative staff, and student discipline, and appoint such

committees as he may deem necessary to assist him/her in the carrying out of his/her duties and functions.

- (2) The President of Trinity Western University, for the first term of office, upon recommendation of the Board of Governors of Trinity Western University, shall be appointed and shall assume his/her position for a term of five years. The Board of Directors of the Evangelical Free Church of Canada and of the Evangelical Free Church of America, and the Annual Meetings of each body, will have opportunity to consider the appointment of President and make representation to the Trinity Western University Board of Governors concerning the said appointment.

For any succeeding terms, the President of Trinity Western University, upon recommendation of the Board of Governors of Trinity Western University, shall assume his/her position for a term of five years. The Board of Directors of the Evangelical Free Church of Canada and of the Evangelical Free Church of America, and the Annual Meetings of each body should they desire it, will have opportunity to consider the new term for the President and make representation to the Trinity Western University Board of Governors concerning the said re-appointment.

- (3) The President is responsible to the Board of Governors for the conduct of the affairs of the University in accordance with the principles and objectives thereof.
- (4) The President is a non-voting ex officio member of the Board of Governors and of all committees thereof, and, in the absence of the Chairperson of the board, may preside at all Board meetings. No other member of the faculty or administrative staff shall serve on the Board of Governors.
- (5) The President shall, together with any persons appointed by the Board, sign all By-laws.
- (6) During the absence or inability of the President to act, his/her powers and duties shall be exercised by the Executive Vice President unless the Board shall rule otherwise.
- (7) Notwithstanding the generality of his/her functions, the President or his/her nominee shall, *inter alia*, have power to:
 - (a) consider and determine all courses of study;
 - (b) determine requirements for admission to the University;
 - (c) recommend to the Board of Governors courses of University instruction;
 - (d) receive, consider and make recommendations respecting all academic matters, including recommendation for diplomas and degrees;
 - (e) conduct examination and appoint examiners;
 - (f) award scholarships, medals and prizes;
 - (g) make rules and regulation respecting student conduct and activity;
 - (h) publish the University calendar;
 - (i) make policy recommendations to the Board of Governors which will enable the University to achieve its objects and purposes;

APPENDIX A.1.3

ADMINISTRATIVE CAPACITY

The administrative capacity of the Trinity Western University Laurentian Leadership Centre has not changed. However, some of the administrative position titles have changed. The TWU Vice President, Academic, is now called the Provost. The LLC Executive Director title has changed to Director and the director position has been given Faculty status.

APPENDIX A.2.1.

DEGREE-LEVEL LEARNING OUTCOMES (MET)

Trinity Western University is able to make a positive determination that degree-level learning outcomes of the Laurentian Leadership Centre courses and internship have been met in the following ways.

1. Program review completed June 2007. The external reviewers, Dr. John Malloy, Associate Professor of Political Science, Carleton University, Ottawa, and Dr. John Heimstra, Professor of Political Studies, The King's University College, Edmonton, were satisfied with the academic soundness of the program.

For full review, see <http://www.twu.ca/proposals>. For external reviews, see Attachment A.2.1.1.

2. The academic structure of the program, including course syllabi, is regulated by the Undergraduate Academic Council of the University and administered by the Provost.
3. The oversight of the program includes a TWU steering committee consisting of the Dean of Research and Faculty Development (Chair), and faculty representatives from Political Science, History, and Communications departments, and the School of Business.
4. The LLC staff includes a Director responsible for day-to-day academic quality and a Community Life Coordinator responsible for student individual and community well-being. Their ability to ensure student academic achievement and well-being is enhanced by the small class size (23). The Director is a member of the TWU faculty.
5. The LLC Director recruits adjunct faculty to teach two of the three courses offered. These adjunct faculty appointments are reviewed by the Dean of the Faculty of Social Sciences and Humanities and the Chair of the Department of Geography, History, and Political and International Studies.
6. Student program evaluations have been overwhelmingly positive. In the Spring 2007 Alumni Survey, 87 percent indicated that the program fit their academic studies and 95 percent that it met their expectations. Eighty-one percent indicated that the internship met their expectations, 89 percent that it added to their knowledge, and 89 percent that it related to their field of study.
7. Course requirements, including readings, discussions, critical summaries, essays, research papers, collaborative projects, panels, simulations, presentations, examinations, and internship requirements, including reports and group seminars, were successfully completed. The University Registrar reports that from September 2003 to April 2007, the average of course grades was B+ (260 A, A-, or A+ grades; 261 B, B-, or B+ grades; 40 C, C-, or C+ grades; 7 D grades; 4 F grades) and the average of internship grades was Pass (no Fails).
8. All courses are monitored by student course evaluations administered by the University. The 2007 Alumni Survey also indicated a high satisfaction with the courses. The alumni overwhelmingly endorsed the professors' knowledge of the field, the quality of instruction, the development of their ability to understand the public policy process, the insights they gained in understanding public leadership, and the relevance of the courses to their field of study.
9. The Spring 2007 Internship Supervisor Survey showed that 100 percent of those who completed the program review survey (23/55) indicated they would take another intern from the LLC program. A

large majority responded that their interns met or exceeded expectations, were academically suitable, were prepared for the internship and willing to perform functions, and endorsed the overall quality of the internship experience.

APPENDIX A.2.1.

INTERNSHIPS SUMMARY

1. TYPES OF INTERNSHIPS

a) **Parliamentarians**

- Dean Allison, MP (Conservative)
- Ted Menzies, MP (Conservative)
- Bob Mills, MP (Conservative)
- Robert Thibault, Parliamentary Secretary to Minister of Health, MP (Liberal)
- Jeff Watson, MP (Conservative)
- Diane Ablonczy, MP (Conservative)
- Harold Albrecht, MP (Conservative)
- David Anderson, MP (Conservative)
- Hon. Raynell Andreychuk, Senator (Conservative)
- Hon. Ethel Blondin-Andrew, MP, Minister of Northern Development (Liberal)
- Ron Cannan, MP (Conservative)
- Collin Carrie, MP (Conservative)
- Hon. Raymond Chan, Secretary of State for Multiculturalism, MP (Liberal)
- Michael Chong, MP (Conservative)
- Rt. Hon. Joe Clark, MP (Progressive Conservative)
- Hon. Stockwell Day, MP (Conservative)
- Bev Desjarlais, MP (NDP)
- Hon. David Emerson, MP, Minister of Industry (Liberal); Minister of International Trade (Conservative)
- Deborah Grey, MP (Canadian Alliance)
- Helena Guergis, Parliamentary Secretary for International Trade (Conservative)
- Art Hanger, MP (Conservative)
- Hon. Stephen Harper, MP, Leader of the Opposition (Conservative) Communications and Research
- Hon. Stephen Harper, PMO (Conservative) Communications, Appointments
- Laurie Hawn, MP (Conservative)
- Russ Hiebert, MP (Conservative)
- Jason Kenney, MP (Conservative)
- Hon. David Kilgour, MP, Secretary of State (Liberal)
- James Lunney, MP (Conservative)
- Peter MacKay, MP, Minister of Foreign Affairs (Conservative)
- John McKay, MP (Liberal)
- Rob Merrifield, MP (Conservative)
- Dennis Mills, MP (Liberal)
- Hon. Pierre Pettigrew, MP, Minister of International Trade, (Liberal)
- Jim Prentice, MP (Conservative)
- James Rajotte, MP (Conservative)
- Hon. Gerry St. Germain, Senator (Conservative)
- Monte Solberg, MP (Conservative)
- Chuck Strahl, MP (Conservative), Minister of Agriculture
- David Sweet, MP (Conservative)
- Paul Szabo, MP (Liberal)
- Hon. Vic Toews, MP, Minister of Justice (Conservative)

- Maurice Vellacott, MP (Conservative)
- Tom Wappell, MP (Liberal)
- Mark Warawa, MP (Conservative)
- Randy White, MP (Conservative)

b) Government

- Canadian School of Public Service, Canada-China Cooperation on the Management of Environmental Sustainability
- Canadian Centre on Substance Abuse
- Agriculture and Agri-Food Canada
- Office of the Auditor General
- Department of Foreign Affairs and International Trade (Historical Division)
- Foreign Affairs Canada (Peacebuilding and Human Security Division)
- Department of National Defence (History and Culture Directorate)
- Canadian International Development Agency (Charities, Asia Bureau, Eastern Europe)
- Canadian Institutes for Health Research
- Health Canada
- Indian and Northern Affairs
- Export Development Canada
- Royal Canadian Mounted Police (Integrated Border Enforcement Team)
- International Joint Commission
- Parliamentary Centre

c) Embassies

- Embassy of the Federal Republic of Germany
- Embassy of Switzerland
- Embassy of the Republic of Korea
- Embassy of the Republic of Panama

d) Communications

- Ottawa Citizen
- CHRI Radio
- Hill Times

e) NGOs

- Amnesty International
- Canadian Peacebuilding Coordinating Committee
- Canadian Council for International Cooperation
- Make Poverty History Campaign
- National Organization of Immigrant and Visible Minority Women of Canada
- Canadian Medical Association
- World Vision Canada
- The Evangelical Fellowship of Canada
- Canadian Cooperative Association
- Canadian Arctic Resources Committee
- Children as Peacebuilders

- Coalition for Children in Armed Conflict
- North South Institute

f) Business

- Printbridge Publishing (local marketing firm)
- Keller Williams Reality
- Mitel Corporation
- Global Public Affairs
- Fraser and Associates Financial Planners
- RBC Dominion Financial
- Career Joy

g) Other

- National Arts Centre
- Conservative Party of Canada National Office

2. DEVELOPMENT OF INTERNSHIP OPPORTUNITIES FOR STUDENTS

Students usually spend at least 20 hours per week in an internship placement. The internship is the central focus of the program. Students receive six credits for their placement on a pass/fail basis. Presently credit is given for internships in Business, History, Communications or Political Science.

The internship placements are arranged by the Director of the Program after consultation with the students. Mindful of the majors for which credit is being sought, the Director draws on a network of relevant contacts and connections in worksites where the students can integrate their theoretical studies with practical experience. Previous internship supervisors welcome new placements, knowing that the Director will work with them to ensure that the internship is a positive experience for them as well as for the students. Some offices request interns.

If the Director is seeking a new worksite to match a student's learning and career expectations, she may seek recommendations from the network of contacts and connections. She meets with new supervisors to explain the program and provide written information.

3. LEVEL OF SUPPORT EXTENDED TO STUDENTS SEEKING PLACEMENTS

Many students have researched placement possibilities and desire specific internship settings. The Director places them in the desired settings, if this is appropriate and possible, and sends them information about their placement.

When the students arrive, they meet with the Director and their internship supervisor to determine whether the placement is a good fit. If either the supervisor or the student decide that it is not a good fit, the Director arranges an alternative placement.

Both supervisors and students receive a handbook detailing the expectations for the internship. Supervisors are aware that the internship is for academic credit and agree that students will not be used solely for administrative work.

For the Internship Handbooks, see Appendix A.2.1.2.

APPENDIX A.2.1.1.
INTERNSHIP HANDBOOKS



Laurentian Leadership Centre Student Internship Handbook

POLS 395/396, HIST315/396, BUSI 395/396, COMM 353/356

LLC TWU INTERNSHIP PROGRAM

GENERAL INFORMATION FOR STUDENT INTERNSHIPS

Introduction to TWU and the Laurentian Leadership Centre

Trinity Western University is a not-for-profit Christian liberal arts university based in Langley British Columbia. A member of the Association of Universities and Colleges of Canada, it is a fully accredited degree granting institution with over 3,500 students.

In 2001, TWU purchased the old J.R. Booth House (formerly the Laurentian Club) at 252 Metcalfe Street. Each semester up to 23 third and fourth year undergraduate students live in this heritage landmark (designated a National Historic Site for architectural significance) for three and a half months while taking a common academic course of study and pursuing internship placements in offices relevant to their degree majors.

The LLC Internship Program

Coordinated by the Centre's program director, the LLC Internship Program offers students the opportunity for experiential learning through exploring a complex set of new experiences in a practical work setting.

An "internship" is defined as a structured and supervised professional work-learn experience within an approved government office, non-profit organization, or business for which a student can earn academic credit. The "hands on" training at the work site provides a chance for students to apply theoretical knowledge to actual situations. The learning which results not only increases the student's understanding of the field, but also enhances his/her academic experience by providing new perspectives.

As an intern, the student is involved in a unique three way partnership that includes the student, the approved internship supervisor and the program's director. While LLC students will be "ambassadors" for the LLC program, they will not be representing the university in any official capacity.

The following points address some frequently asked questions about the internships:

a) *Academic Credit*

Internships provide students with the opportunity to earn six semester hours of academic credits at Trinity Western University or at other institutions if they consent to accept the transfer credit. The internship is evaluated as PASS/ FAIL. Questions about academic credit should be taken up with the LLC program director or with the student's academic advisor at TWU.

b) Appropriate Assignments

Because academic credit is involved, it is expected that internship tasks will be of a substantive and academically relevant nature. While the specific nature of tasks and final product will differ between offices, work should challenge the student intern to think and provide learning opportunities. While some administrative and clerical work is part of every job (from corporate CEO or political Chief of Staff down), it is expected that such tasks will not be a substantial component of an intern's daily work. Generally, expectations about the nature of work in an internship should be clear from initial conversations with the supervisor and formalized in the Internship Learning Agreement. Students having concerns about assigned tasks, however, should raise the issue with the program director as soon as possible.

c) Hours of Work

Student interns require at least 200 hours at work in a 12 week semester beginning either in early September or early January. Students are usually expected to work from 1 pm to 5 pm each weekday, although, when the nature of the work so requires, the supervisor may arrange with the student intern to work at other times. The supervisor is asked to bear in mind, however, that students must also balance a challenging class load along with their internship expectations. Finally, note that 200 hours should be understood as the minimum, not the target. Working 4 hours a day for the 12 week semester will mean that students usually approach 240 hours and, apart from sickness, a late start to the internship or other exceptional circumstances, this should be considered the norm.

d) Insurance Coverage

Sometimes supervisors ask for confirmation that student interns are fully insured against accident and liability. As registered full time students at Trinity Western University, all LLC interns are covered by the university's insurance policy. Upon request, the program director can arrange for supervisors to receive written confirmation of coverage.

e) Confidentiality

In allowing a student intern into their offices, supervisors are agreeing to grant a stranger access to their physical space, equipment, files, and most importantly to the corporate culture of their organization. Therefore, it is essential that student interns show discretion and high regard for confidentiality in their dealings with individuals outside the office. In preparing their internship journal, students should ensure that they share enough context with the program director that she can fully assess their learning experience, yet at the same time ensure that sensitive details are not divulged.

f) Remuneration

Very rarely, a supervisor has asked whether it is appropriate to give the LLC student intern an honorarium at the conclusion of his or her internship. It is LLC policy to discourage any financial remuneration; if the supervisor insists, however, payment should be made to the LLC program instead of to the individual student. This is to ensure common treatment of all LLC students and to ensure that unhealthy competition for certain “paying” internships does not arise in future.

Finding the Internship

The LLC program director will do her best to provide internship options as well as direct referrals for students to potential supervisors within the student’s chosen field of study. Students are more than welcome to suggest a possible placement that they themselves have uncovered. Generally the program director will seek from prospective supervisors their agreement in principle to take a student, and will then arrange a meeting – either by telephone or in person where possible – between the supervisor and a specific student. This interview is important because it allows both parties to discuss projects and work plan, and to ensure personal compatibility (at least in so much as this can be done in a brief, sometimes long distance meeting). At the very least, it ensures that the student will have some personal contact with the organization before showing up on the first day. The internship is confirmed when both parties indicate to the program director that they wish to proceed.

While the program director strives to see internships arranged as far as possible in advance of the start date, students should recognize that supervisors often do not know until close to the start date whether they will be able to participate in the internship program. Availability of office space and a computer terminal, the amount of work expected to be on the agenda, a supervisor’s travel schedule: these are all examples of things which inform a supervisor’s decision, yet are often not known until the last minute. Students should, therefore, be aware that it is not unusual for placements to be confirmed during the LLC orientation week at the start of the semester, or occasionally even thereafter. While this is not ideal, it reflects the reality of political, government and business office life, and still permits students to achieve their required internship hours.

Establishing Learning Objectives

Every university course has learning objectives and an internship is no different. However, the learning objectives must be identified in relation to the student, the internship placement and the student’s major. Prior to the start of the internship, each student should identify at least three learning objectives. Some of these are general and can apply to any internship but at least one should be specific to what the student hopes to get out of the internship experience.

The following provides a list of possible learning objectives that will be a helpful starting point.

General learning objectives for internships:

1. For the student to apply theoretical knowledge to practical situation.
2. For the student to test commitment to career path.
3. For the student to learn the following skills:
 - a.
 - b.

c.

Specific to POLS:

1. For the student to learn the practice of partisan political life
2. For the student to understand how an MP/Cabinet Minister's office works

Specific to COMM

1. For the student to apply skills to various communications media in political office
2. For student to have practical understanding of public relations in the political context

Specific to BUSI:

1. For the student in a politician's office: For the student to understand the process and implications of government regulation of business
2. For the student in a business setting:
 - a. For the student to develop professionalism.
 - b. For the student to understand office procedures and protocol
 - c. For the student to have applied learning related to their business major.

Establishing the Internship Learning Agreement

The Learning Agreement is fundamental to the internship experience since it sets out what the student can expect from the internship supervisor, and what the supervisor can expect from the student, and it permits the program director to understand the direction of the internship. Generally, the student will discuss learning and employment objectives with both the program director and the Internship Supervisor. The Student Intern and the Internship Supervisor will determine the objectives and "job description" and this should reflect the previously identified learning objectives. This could include internship responsibilities, tasks, projects to be completed, new assignments, acquisition of new knowledge or skills, and types of learning opportunities. The more concrete and specific the Learning Agreement, the more useful it is to the student. However, it is recognized that the direction of an internship can change significantly within a 12-week period, so the Agreement is understood as an expression of intent and not an immutable contract.

The Internship Learning Agreement must be completed by the student, signed by the supervisor, and submitted to the program director for approval not later than the end of the second week of the internship. If the student is unable to get the supervisor to discuss or sign the document by that date, then he or she must seek an extension from the program director. Unjustified failure to meet this deadline may result in a failing grade assigned to the internship.

Summary of Student Intern Responsibilities/Expectations

1. Identify learning objectives in relation to the internship.
2. Complete the *Internship Learning Agreement Form* and obtain approval thereof from the program director by the end of week 2 of the internship.

3. Comply with the internship supervisor's rules and regulations: report for work on time; complete assignments competently; maintain a professional attitude and appearance.
4. Keep a daily journal of activities and reflections upon the internship experience. This is an essential part of the internship. Please see the fuller discussion elsewhere in this handbook. The journal must be submitted to the program director upon request during the semester for periodic checks, and the final journal submitted no later than 9 am on the first day of LLC exams (that is, the first work day following completion of the internship).
5. Keep a record of days and hours worked. At the end of each month have this time sheet signed by the internship supervisor. The final log is to be given to the program director and is due by 9 am on the first day of LLC exams.
6. Attend all internship classes.
7. Report on your progress to the program director regularly during the semester, and notify her immediately if you have any concerns relating to the placement (e.g. required hours of work, amount of work expected outside of office hours, nature of work)
8. Verify that the internship supervisor returns the supervisor's evaluation form to the program director. The program director will use this when evaluating your work for your final grade.
9. Notify the program director of any unavoidable absences, changes in job status, or if any difficulties are experienced with the internship site or supervisor.

Receiving Academic Credit for Your Internship

Upon completion of the internship with a minimum of 200 hours work, the submission of a daily journal and other documents and assignments as may be required to the program director, and receipt of the internship supervisor's evaluation, the program director will award a PASS/ FAIL mark for the 6 semester hours of credit for the internship.

Guidelines for Supervision of Student Interns

1. Develop a detailed position description for the student intern and the institution on the "*Internship Learning Agreement Form*." If the internship has not been approved by the program's director, the internship supervisor and student intern must obtain this approval before any work begins.
2. Provide an orientation for the student to the work site. Introduce the student to the organization, the employees, the physical layout, and their responsibilities. Be sure the student intern knows the general philosophy and procedures of operation for the organization as a whole. Inform the student intern of rules and expectations to be followed.

3. Discuss and arrange supervision meetings with the student intern, providing opportunities for the intern to ask questions and discuss progress.
4. Allow either a site visit or phone contact for the LLC internship program director.
5. Provide a written evaluation of the student's performance at the end of the 12-week internship. An evaluation form will be sent to you at the end of the semester for this purpose.
6. Verify hours worked each month on the student's time sheet.
7. Review the final evaluation with the student intern.

Internship Evaluations

The following are some of the criteria which the program director will use in evaluating the internship.

1. Hours worked: did the student complete at least 200 hours of work, and have the hours been properly documented on a monthly basis?
2. Supervisor's comments: How has the internship supervisor assessed the student's professionalism and quality of work? What overall mark did the supervisor assign for the student's overall performance? (Note: the program director, in reading evaluations from different supervisors, is faced with the task of comparing apples and oranges. Some supervisors might call perfect internship work an "8", while someone else might more easily give a "10". As a consequence, the program director will give significant weight to these comments and assessments, but will consider them advisor rather than determinative).
3. Quality and academic appropriateness of the work performed. In particular, did the work conform to the plan outlined in the initial learning agreement (which had been approved by the student, supervisor and program director)?
4. The Internship Journal (see below).

The Internship Journal

The Internship Journal is by far the most important record of the internship and will be given the most weight in determining the final result.

A successful journal should include a log of the student's day to day activities in the internship in sufficient detail to give a good idea of what is being accomplished and learned (always respecting office confidentiality, as required). However, it must do more than chronicle events. It must also provide insight into how the student is interacting with his or her duties, colleagues and office environment by recording questions, perceptions, feelings, and insights. What is being learned? How is the student's thinking changing over the course of the internship? What is the student learning about office work? About personal interaction in a work environment? About the specific material being dealt with? About himself or herself? See the "Suggested Format for the Internship Journal" (below) for further ideas.

Finally, the Internship Journal must be complete and consistent. There should be entries for every work day, and these entries should consistently (no, not every single day—that's not what life is like) show reflection and insight. These insights are within the reach of everyone, no matter what is happening at the internship (sometimes "bad" experiences are the most valuable learning opportunities). However, discipline in writing the journal when thoughts and experiences are fresh is essential to producing an authentic and insightful work.

The journal must be submitted to the program director for review as required at intervals throughout the internship. The final journal, along with supporting time sheets, is due no later than 9 am on the first day of LLC exams (that is, the first business day following the completion of the internship). The program director will take late submission of the journal into account in evaluating the internship. If a student's journal has not been submitted by the end of the last day of LLC exams, a failing grade will be assigned.

Suggested Format for the Internship Journal

As noted above, an internship journal is much more than a bare statement of "I did this, and I did that." Rather, it must document the variety of learning experiences which the student has encountered. During the class sessions associated with the internship, the Director will identify certain foci for the journal

The student has much latitude to decide how best to write the journal. However, the following represents a possible format:

1. **The Log**: The log requires the intern to say concisely and specifically just what was done each day in the work experience. It is similar to the who, what and where in the lead paragraph of a news story. The log requires accurate, factual recording of what was done or accomplished in a particular time frame.
2. **Recording of Questions**: Each intern should record two or three questions a day—something they find interesting and relevant. The questions can be directed at anyone in the organization or at the field site. (Answers are not expected in the journal, only questions).
3. **Recording of Perceptions**: The detailed recording of perceptions in the journal helps the intern assemble, organize and begin to make sense of his/her own observations and experiences. "What did you see?" "What did you observe?" "What patterns begin to emerge in the course of events in your work assignment?" "How does your work assignment fit into the organizational system," etc.
4. **Recording of Feelings**: What are the student's feeling's toward the internship, the work they are doing, and the organizational system within which they work (positive or negative)?

5. **Learning**: What did the student learn about leadership as a result of their working experience? This section could include factual information as well as an evaluation of observed processes, office operations, or the role of one's supervisor. It should also identify how and when learning objectives have been fulfilled.

Internship Dress Expectations

When attending their internship, LLC students are participating in professional work environments and must fit the part. Remember that people will judge you on how you look. Only in rare cases will you ever hear it commented on, but your manner of dress will help to determine how seriously others take you, and consequently the sort of expectations that they have for you and the sort of tasks that will be assigned.

Of course, different offices have different cultures. A parliamentary office will, for example, tend to be more formal than a high tech work place. Some parliamentary offices will be more formal than others; and sometimes the same office will be more or less formal depending on factors such as whether or not the “boss” is in town.

As a “rookie” your only way to navigate the unspoken rules is to observe what others in the office wear. As a general rule, try to fit in – not to be the best dressed (i.e. flashy or expensive) or the worst dressed – but remember that it will always be better to err on the side of being over-dressed (i.e. too formal) than underdressed. And, when in doubt, ask your supervisor.

As a guide, however, here are the dress expectations as set out in the Hudson’s Bay Company corporate guide:

Female

What is acceptable:

- Suits, blazers
- Dresses
- Skirts, culottes or skorts
- Tailored pants, casual pants, chinos
- Blouses, shirts, dressy denim shirts
- Sweaters
- Turtleneck, mock neck or polo shirts
- Hosiery (at all times)
- Dressy shoes, loafers, dressy casual boots

Restrictions:

- Micro-mini skirts are not permitted
- Stirrup styles, jump-suits, evening wear, halters, tube tops, tank tops, or any garment which is sleeveless, strapless, backless, or low cut are not permitted
- Fabrics should be those traditionally acceptable for business: corduroy, denim, or sheers are not permitted
- Bare legs are not permitted
- T-shirts with logos are not permitted

Aesthetics:

- Cosmetics should be worn in a neat, professional way. There should be no extremes in colours or application.
- Fingernails should be kept clean and presentable.
- In offices where public representation is important, body piercing and tattoos will not be regarded as appropriate.

Hair Styling

- Hair should be kept clean, neatly combed and styled. Extreme uneven or irregular styles are unacceptable.
- Hair colour should be natural looking; it should be well maintained and not include extremes in dying, bleaching, or colouring.

Fragrances and Deodorant

- Daily contact with fellow associates requires the use of an antiperspirant or deodorant
- The use of strong, heavy scents and fragrances is discouraged.

Male

What is acceptable:

- Suits
- Sport jacket or blazers
- Vests
- Casual pants, chinos, tailored pants
- Dress shirt & tie (tie is optional)
- Banded collar shirts
- Sweaters
- Socks to be worn at all times
- Dress shoes, loafers, dressy casual boots

Restrictions:

- Fabrics should be those traditionally acceptable for business: corduroy or denim are not permitted
- Shoes without socks are not permitted, hosiery must be worn at all times
- T-shirts with logos are not permitted
- Golf shirts

Aesthetics:

- Moustaches, beards, and sideburns are acceptable provided that they are kept clean, short, and neatly trimmed.
- Fingernails should be kept clean and presentable
- In offices where public representation is important, body piercing and tattoos will not be regarded as appropriate.

Hair Styling

- Hair should be kept clean, neatly combed and styled. Extreme uneven or irregular styles are unacceptable.
- Hair colour should be natural looking; it should be well maintained and not include extremes in dying, bleaching, or colouring.

Fragrances and Deodorant

- Daily contact with fellow associates requires the use of an antiperspirant or deodorant
- The use of strong, heavy scents and fragrances is discouraged.



THE LAURENTIAN LEADERSHIP CENTRE INTERNSHIP LEARNING AGREEMENT

A. Registration Information to be completed by Student Intern

Name of Student: _____

Degree Major: _____ University: _____

Third Year Fourth Year Other

B. Internship Supervisor's Information—to be completed by Student Intern & Internship Supervisor

Name of Internship Supervisor: _____ Title: _____

Name of Organization: _____

Address: _____ Tel: _____

City: _____ Postal Code: _____

Internship Start date: _____ End date: _____

Title of internship position (if applicable) _____

C. Academic Component Description – to be completed by Student Intern, the LLC Program Director and the Internship Supervisor

Student learning objectives:

- _____
- _____
- _____

Taking into consideration discussion with the student about his or her interests and objectives, please describe the internship job responsibilities, tasks, and learning opportunities for the Student Intern (where possible, please include anticipated activities, projects, meetings, training, etc.). Attach printed sheet if desired.

D. Agreements and Signatures

***Internship Supervisor:** *I have discussed this internship with the Student Intern and we have agreed upon the assigned work components appearing on this form. I agree to: provide assistance including any necessary training and consultation to the Student Intern in order to enable him/her to advance toward his/her learning goals and objectives, provide an orientation concerning our organizational policies and procedures, meet with the Student Intern regularly, and provide a written evaluation of the student intern to the LLC program director.*

Name of Supervisor (please print)

Signature of Supervisor

Date

Internship Program Director: *I have discussed the academic component of this internship with the Student Intern, and I accept this as a work plan for the LLC Internship Program. I further agree to meet periodically with the Student Intern to discuss the internship experience and I will conduct an assessment/evaluation of the internship experience.*

Program Director's signature

Date

Student Intern: *I concur with and accept the academic and work assignments indicated above. I will complete all work and academic assignments to the best of my ability. I accept the obligation of confidentiality in my work and will familiarize myself with and adhere to the organization's relevant policies/procedures and appropriate standards of conduct.*

Student Intern signature

Date

Evaluation of Student Performance

Student's Name: _____

Position Title: _____ Department: _____

Name of Organization: _____

Address: _____

Semester: Fall Spring

Work Period (Dates): _____ to _____ Total Hours Worked: _____

Note to Internship Supervisor:

Please complete this form and share your comments with the student at the conclusion of the internship. This is an important part of his or her learning experience. Feel free to add additional comments or observations on a separate sheet.

The form should be returned to the LLC program director via the student.

1. What specific assignments did the student complete during this work period and how much time was devoted to each?

2. Was the student able to accomplish the duties/responsibilities stated in the position description?

3. What new skills were developed?

4. Would you recommend this student for another work period? Yes No

5. What training and skills development would you recommend this student take in preparation for more advanced responsibilities?

6. Have you discussed these recommendations with the student? Yes No

	Superior	Above Average	Satisfactory	Below Average	Poor
HUMAN RELATIONS Cooperative, courteous, tactful, poised, mature and friendly with customers, associates, and supervisors.					
ATTITUDE Ambitious, enthusiastic, sincere.					
PERFORMANCE Dependable, prompt, and has appropriate work habits. Uses common sense and good judgment.					
PERSONAL APPEARANCE Dresses appropriately and exhibits good grooming.					
CAPABILITIES AND ABILITIES Is quick to understand new, involved or difficult problems. Is creative and logical in thought. Is able to organize/promote concerted action when needed. Demonstrates competent oral and written communications skills. Is thorough and accurate with regular improvement in work.					
Overall work performance of the student: (circle one) Low 1 2 3 4 5 6 7 8 9 10 High					

Student's Strengths:

Suggested Areas of Improvement Needed:

Supervisor's Signature

Supervisor's Title

Phone

Date

LLC Internship Monthly Time Sheet

Name of Student: _____

Internship Organization: _____

LLC INTERNSHIP TERM TOTALS TIME SHEET

Student Information:

Name:

Term and Date:

Internship Site:

Internship Supervisor:

Time Card Information: (to be completed in ink)

Summary of Monthly Hours:

Month	# of Hours
Term Total	

I certify that I have worked the hours indicated above.

Signature of Student

Date

Revised June 2006



LAURENTIAN LEADERSHIP CENTRE

Internship Supervisor's Handbook

POLS 395/396, BUSI 395/396, HIST 395/396, COMM 353/356

Introduction to TWU and the Laurentian Leadership Centre

Trinity Western University is a not-for-profit Christian liberal arts university based in Langley British Columbia. A member of the Association of Universities and Colleges of Canada, it is a fully accredited degree granting institution with over 3,500 students.

In 2001, TWU purchased the old J.R. Booth House (formerly the Laurentian Club) at 252 Metcalfe Street. Each semester up to twenty-three third and fourth year undergraduate students live in this heritage landmark (designated a National Historic Site for architectural significance) for three and a half months while taking a common academic course of study and pursuing internship placements in offices relevant to their degree majors.

The LLC Internship Program

Coordinated by the Centre's Program Director, the LLC Internship Program offers students the opportunity for experiential learning through exploring a complex set of new experiences in a practical work setting.

An "internship" is defined as a structured and supervised professional work-learn experience within an approved government office, non-profit organization, or business for which a student can earn academic credit. The "hands on" training at the work site provides a chance for students to apply theoretical knowledge to actual situations. The learning which results not only increases the student's understanding of the field, but also enhances his/her academic experience by providing new perspectives.

As an intern, the student is involved in a unique 3 way partnership that includes the student, the approved internship supervisor and the program's director. While LLC students will be "ambassadors" for the LLC program, they will not be representing the university in any official capacity.

Please note the following points about the internship:

a) Remuneration and Academic Credit

Internships are unpaid, but provide students with the opportunity to earn 6 semester hours of academic credits. While it is LLC policy to discourage any financial remuneration, on rare occasions supervisors find that, due to union or other internal policy reasons, they may not accept volunteer labour and must offer payment for an intern's work. In this circumstance, we ask that payment be made to the LLC program instead of to the individual student. This is to ensure common treatment of all students in our program and to avoid the unhealthy competition which certain "paying" internships would introduce.

b) Appropriate Assignments

Because academic credit is involved, it is expected that internship tasks will be of a substantive and academically relevant nature. While the specific nature of tasks and final product will differ between offices, work should challenge the student intern to think and provide learning opportunities. While some administrative and clerical work is part of every job (from corporate CEO or political Chief of Staff down), it is expected that such tasks will not be a substantial component of an intern's daily work.

c) Hours of Work

Student interns require at least 200 hours at work in a 12 week semester beginning either in early September or early January. Students are usually expected to work from 1 pm to 5 pm each weekday, although, when the nature of the work so requires, the supervisor may arrange with the student intern to work at other times. The supervisor is asked to bear in mind, however, that students must also balance a challenging class load along with their internship expectations.

d) Insurance Coverage

As registered full time students at Trinity Western University, all LLC interns are covered by the university's insurance programs. Upon request, the Program Director can arrange for supervisors to receive written confirmation of coverage.

g) Confidentiality

We recognize that supervisors take a risk in bringing a previously unknown student into their office and thereby granting them privileged access to discussions, documents and office culture. We emphasize to students that they must demonstrate discretion and high regard for the confidentiality of their office environment. As part of their overall academic evaluation, LLC interns are expected to keep a private journal of their experiences. The journal provides a general sense of what they are working on, as well as reflections on what they are learning in the work place, and it is shared only with the Program Director as a means for him to more accurately assess what the student has made of his or her learning experience. Students are instructed, however, to keep the journal sufficiently general that confidential details will not be disclosed.

Guidelines for Supervision of a Laurentian Leadership Centre Student Intern

6. Develop a detailed position description for the student intern and the institution to be recorded on the “*Internship Learning Agreement Form.*” If the internship has not been approved by the program’s director, the supervisor and student must obtain this approval before any work begins.
7. Provide an orientation for the student to the work site. Introduce the student to the organization, the employees, the physical layout, and their responsibilities. Be sure the student intern knows the general philosophy and procedures of operation for the organization as a whole. Inform the student intern of rules and expectations to be followed.
8. Discuss and arrange regular supervision meetings with the student intern that will provide opportunities for the intern to ask questions and discuss progress.
9. Allow either a site visit or phone contact for the LLC internship Program Director.
10. Provide a written evaluation of the student’s performance at the end of the 12 week internship. A copy of the evaluation form is included in the Supervisor’s Handbook, and another copy will be sent to you at the end of the semester.
11. Verify hours worked each month on the student’s time sheet.
12. Meet with the student intern to review your final evaluation of his/her work.

Establishing the LLC Internship Learning Agreement

The Learning Agreement is fundamental to the internship experience since it sets out what the student can expect from the internship supervisor, and what the supervisor can expect from the student, and it permits the Program Director to understand the direction of the internship. Generally, the student will discuss learning and employment objectives with both the Program Director and the Internship Supervisor. The Student Intern and the Internship Supervisor will determine the objectives and “job description.” This could include internship responsibilities, tasks, projects to be completed, new assignments, acquisition of new knowledge or skills, and types of learning opportunities. The more concrete and specific the Learning Agreement, the more useful it is to the student. However, it is recognized that the direction of an internship can change significantly within a twelve week period, so the Agreement is understood as an expression of intent and not an immutable contract.

Questions or Comments

We wish to maintain good communication between the LLC and Internship Supervisors throughout the semester. If you have any questions or concerns about an aspect of the program or the student intern, or wish to make any observations or suggestions, please feel free to contact Triscilla , LLC Administrative Assistant, by telephone at 569-7511 ext 5020, or by email at triscilla.harwood@twu.ca, and or Prof John Dyck, Academic Liaison and Acting Program Director for the LLC by telephone 604-513-2121 extension 3470 or by email at john.dyck@twu.ca.



D. Agreements and Signatures

***Internship Supervisor:** *I have discussed this internship with the Student Intern and we have agreed upon the assigned work components appearing on this form. I agree to: provide assistance including any necessary training and consultation to the Student Intern in order to enable him/her to advance toward his/her learning goals and objectives, provide an orientation concerning our organizational policies and procedures, meet with the Student Intern regularly, and provide a written evaluation of the Student Intern to the LLC Program Director.*

Name of Supervisor (please print)

Signature of Supervisor

Date

Internship Program Director: *I have discussed the academic component of this internship with the Student Intern, and I accept this as a work plan for the LLC Internship Program. I further agree to meet periodically with the Student Intern to discuss the internship experience and I will conduct an assessment/evaluation of the internship experience.*

Program Director's signature

Date

Student Intern: *I concur with and accept the academic and work assignments indicated above. I will complete all work and academic assignments to the best of my ability. I accept the obligation of confidentiality in my work and will familiarize myself with and adhere to the organization's relevant policies/procedures and appropriate standards of conduct.*

Student Intern signature

Date

Evaluation of Student Performance

Student's Name: _____

Position Title: _____ Department: _____

Name of Organization: _____

Address: _____

Semester: Fall Spring

Work Period (Dates): _____ to _____ Total Hours Worked: _____

Note to Internship Supervisor:

Please complete this form and share your comments with the student at the conclusion of the internship. This is an important part of his or her learning experience. Feel free to add additional comments or observations on a separate sheet.

The form should be returned to the LLC Program Director via the student.

1. What specific assignments did the student complete during this work period and how much time was devoted to each?
2. Was the student able to accomplish the duties/responsibilities stated in the position description?
3. What new skills were developed?
4. Would you recommend this student for another work period? Yes No
5. What training and skills development would you recommend this student take in preparation for more advanced responsibilities?
6. Have you discussed these recommendations with the student? Yes No

	Superior	Above Average	Satisfactory	Below Average	Poor
HUMAN RELATIONS Cooperative, courteous, tactful, poised, mature and friendly with customers, associates, and supervisors.					
ATTITUDE Ambitious, enthusiastic, sincere.					
PERFORMANCE Dependable, prompt, and has appropriate work habits.					
Uses common sense and good judgment.					
PERSONAL APPEARANCE Dresses appropriately and exhibits good grooming.					
CAPABILITIES AND ABILITIES Is quick to understand new, involved or difficult problems.					
Is creative and logical in thought.					
Is able to organize/promote concerted action when needed.					
Demonstrates competent oral and written communications skills.					
Is thorough and accurate with regular improvement in work.					
Overall work performance of the student: (circle one) Low 1 2 3 4 5 6 7 8 9 10 High					

Student's Strengths:

Suggested Areas of Improvement Needed:

Supervisor's Signature

Supervisor's Title

Phone

Date

LLC INTERNSHIP TERM TOTALS TIME SHEET

Student Information:

Name:

Term and Date:

Internship Site:

Internship Supervisor:

Time Card Information: (to be completed in ink)

Summary of Monthly Hours:

Month	# of Hours
Term Total	

I certify that I have worked the hours indicated above.

Signature of Student

Date

APPENDIX A.2.1.2.

PROGRAM EXTERNAL REVIEWS

Review of the Laurentian Leadership Centre Program of Trinity Western University

May 2007

by

Jonathan Malloy

Associate Professor

Department of Political Science

Carleton University, Ottawa

613-520-2777 x8240

jonathan_malloy@carleton.ca

Introduction

This report reviews the program of the Laurentian Leadership Centre (LLC) of Trinity Western University. The LLC program is unique. No other Canadian university offers a residential internship program in Ottawa, nor the mix of academic and work experience found in the LLC program. As such, it is an exceptional and rare opportunity for Trinity Western undergraduates.

This review is based on materials supplied by the LLC, including the mission statement, purpose statement, grading guidelines, course outlines, faculty c.v.s and internship guidelines and sample reports. It also draws on the author's general knowledge of Ottawa internship programs.

The report will address the following points:

- Program Mission
- Academic Staff
- Curriculum
- Internship Program

Mission

The LLC mission statement and purpose statement are rather similar, with separate mission statements for both the Laurentian Leadership Centre and Laurentian Leadership Program.

Based on the materials received, the program appears to fulfil the six goals set in its mission statement, namely: a full academic program, internships in a variety of settings, fostering dialogue, enabling students to see how Christian values play out in the public square, providing a community based environment, and preparing students for further opportunities. In other words, the Program appears to be aligned with and accomplishing its stated mission.

Academic Staff

The three individuals primarily associated with the LLC academic program - Dr. Janet Epp-Buckingham, Dr. Paul Wilson and Dr. Clint Curle – are well-qualified for this interdisciplinary program with its mix of academic and applied work. They have doctoral degrees in law, history and political science respectively and records of scholarly activity and publications. Epp-Buckingham and Wilson also have extensive senior backgrounds working in Canadian public affairs and Curle is a pastor and also holds a law degree. While Wilson and Curle are not full-time LLC faculty, it is difficult to imagine a more qualified group of individuals to support the mission of the LLC program.

The program employs other individuals as occasional course instructors. No information was supplied for these instructors, although at least some have well-known reputations in the fields of Christian thought and public affairs.

Curriculum

The LLC curriculum is academically sound and appropriate. Students take three courses while working five half-days as interns, which is a demanding but sustainable load. The three core courses – POLS 391, 392 and 393 - are distinct but complementary to each other, although there is occasional overlap, as noted below. Course outlines fit and follow their calendar descriptions.

POLS 391 (Canadian Governmental Leadership) is a strong empirical course that deals effectively with the often vague concept of political leadership. Taught for many years by the same instructor, it has been overhauled in 2007 with more focus on biblical leadership, while still remaining consistent with earlier versions.

The syllabi for POLS 392 (Ethics and Public Affairs) in Winter 2007 is quite different from its predecessors. Versions from 2006 and before, taught by different instructors, all focus on ethics and current public issues, based largely on contemporary readings. The 2007 course is almost entirely concerned with ancient and medieval political thought. Both are in line with the general course description but are radically different in content and readings.

While such radical shifts are generally cause for concern (especially among students who prefer one or the other approach), the 2007 version actually presents a more distinct course when compared to POLS 393 (Law, Public Policy and Cultural Change). In the past, 392 and 393 appear rather similar at times – especially the second halves of the courses which tend to focus on current issues. While not covering the exact same things, there does seem to be some potential or real overlap. The latest version of 392 reduces this overlap by focusing more on ancient and medieval texts and less on contemporary readings. In contrast, 393 has remained very similar from year to year.

Course requirements appear appropriate and well thought-out. In many cases, guest speakers are also a valuable part of the courses.

Overall, the LLC academic courses are strong and consistent with the program mission and the focus of the program. The courses are separate from but clearly complement the practical internship aspect of the program.

Internship Program

The LLC internship program compares favourably with and in many ways exceeds comparable internship and co-op programs from other universities.

A key strength is the close supervision and monitoring of interns to maximize the internship experience. The LLC director coordinates the initial contact between the intern and the supervisor, and interns and their supervisor must submit a “learning agreement” at the start and an evaluation at the end. The program supplies detailed forms for both of these. Interns must keep track of their hours of work and submit their time logs to their supervisors and the LLC director. They also keep a daily journal, making it available to the LLC director upon request and submitting it at the end of the experience. The LLC director also visits or telephones the supervisor at some point during the internship.

All of the above is very labour intensive, for students and supervisors but especially for the LLC director. Hence many comparable programs that I have been associated with – including directing a similar unpaid internship program at Carleton University - do not offer such close monitoring, especially during the internship itself.

Most programs assume “no news is good news” and only act when a problem is reported. Paid co-op positions are usually monitored somewhat more closely but not as much as the LLC program. However, there is no doubt that such regular monitoring throughout the internship allows for early detection of problems and identification of areas for improvement. Thus this is a key LLC strength, although a demanding aspect of the director’s job.

Internship placements offer a rich variety. The majority are with members of the House of Commons (no Senators are listed), usually backbenchers but also some senior cabinet ministers. Others are with foreign embassies, non-governmental organizations, media outlets and private firms.

The one place where few interns are assigned is the Government of Canada itself. Only four regular government departments are listed as having interns, along with six arms-length agencies such as the RCMP. At first glance it is rather odd that very few of these interns based in Ottawa actually work for the federal government, which offers hundreds or even thousands of student placements every year. However, federal government placements can be very difficult to arrange, especially for a small program like the LLC. Agreements and procedures can be highly complex, and the unpaid nature of LLC interns poses a special problem for workplaces covered by collective agreements. Hence, the absence of government placements, while regrettable, is largely explainable.

Another aspect requiring some attention is that internships are apparently often arranged very late, and “it is not unusual for placements to be confirmed...at the start of the semester, or occasionally even thereafter.” (emphasis in original). This is some cause for concern. Earlier arrangements are naturally desirable, and it is not clear how many internships indeed come together quite late. It is also not clear how many internships continue from term to term, with new students. Most comparable programs try to establish relatively permanent positions in which students can be placed term after term. Not only does this make life more predictable for everyone, but it usually ensures a workplace that is accustomed to having an intern, has the right facilities ready, and knows what to do with them from the start.

However, the nature of public life means that many political workplaces – especially the MPs offices and NGOs that the LLC focuses on – are constantly in flux and cannot offer permanent internship opportunities. MPs can be defeated but also promoted, reassigned or moved to new physical offices, and this reduces their ability to offer permanent internship opportunities. NGOs similarly depend on variable funding and other things that hamper organizational planning. Hence it is not surprising that the LLC cannot count on placing interns in the same places term after term, and must hunt for new placements every time.

This could also be seen as a program strength, in that internships are constantly being reassessed and developed, presumably with particular attention to the skills and interests of each new group of interns.

Again, this is labour-intensive for the director but should ensure that each intern receives the best and most suitable assignment that can be found.

Overall, the LLC internship program is very strong and is a leader among the academic internship programs with which I am familiar.

Conclusion

The Laurentian Leadership Centre program is academically strong, features good internship opportunities for students, and fulfils its stated mission. The different aspects of the program appear to complement each other well.

This report does not have any significant recommendations for improvement. The program appears well-constructed and sustainable. However, two issues should be reiterated:

- 1) Each course should be clearly different from the other, and relatively similar from year to year. While some overlap is inevitable and can even be desirable, each course should clearly stand alone. While it is normal for courses to evolve, especially under different instructors, continuity is naturally very important.
- 2) The creation and monitoring of intern placements will continue to require significant time and effort every year in order to maintain high quality and responsiveness. Future planning must not assume that the work of running the internship will level off as the program matures.

I appreciate the opportunity to assist in the review of this excellent program.

Jonathan Malloy
May 11, 2007

REVIEW REPORT
OF THE LAURENTIAN LEADERSHIP CENTRE PROGRAM,
TRINITY WESTERN UNIVERSITY IN OTTAWA

May 28, 2007

Please find attached my review of Trinity Western University's Laurentian Leadership Centre's Program (Ottawa) after its first 5 years of operating. I have carefully examined the documents and materials sent to me on the LLC Program—including the course outlines of the past 5 years, internship handbooks for supervisors and placements, and the instructor CVs—and offer the following assessment. My suggestions and recommendations for improvement are included *within* the text of my commentary (in *italics*).

1.2.

1.3. *Dr. John Hiemstra*

1.4. Professor of Political Studies

1.5. The King's University College

Introduction

Andrew F. Walls writes: "Christian scholarship follows Christian mission and derives from Christian mission... A lively concern for Christian living and Christian witness has repeatedly called scholarly activity into existence." Placing 22 students in Canada's capital, to study and to learn through internships with government, media and business, is a faithful Christian scholarly response to the need for reflection on contemporary living and witness in Canadian public life. Given TWU's relatively small size among the large secular Canadian universities, it is truly amazing that it successfully launched a program of this scope and character in Ottawa! If the Laurentian Leadership Centre Program (Ottawa) didn't exist, someone would have to create something like it in order to prepare Christian students to address contemporary public life. We should be grateful that leaders at Trinity Western University, notably Dr. Don Page, had the foresight and took the initiative to marshal the resources needed to translate our Christian mission into the LLC program.

The "Purpose Statement" and the "Mission Statement" for the Laurentian Leadership Centre set out a broader range of activities than the "Mission Statement for the Laurentian Leadership *Program*." As requested, I focus exclusively on the LLC *Program*. The terms of reference I was given to conduct this review state (in paraphrase): in light of the mission of TWU and the purpose of the LLC program, assess the adequacy of content coverage, appropriateness of materials to students and grade levels, strengths and

weaknesses in scope and balance of course offerings, strengths and weaknesses in individual courses, and make recommendations for strengthening the program [as noted, my suggestions and recommendations are included in the text in italics].

The LLC program is set up as a semester-long program involving three courses (3-credits each) and one 6-credit internship. All three courses are required and there are no alternatives available and no electives. The students live in a restored heritage mansion with up to 22 students. Although I was not asked to comment on the residential aspect of the LLC program, anecdotal reports suggest this feature of the program has had very positive impacts on students. Taking the same 3 courses together while living in a common student residence seems to have improved the students' interaction, discussion and intellectual growth. At some future point, it would be worthwhile to directly review how the community living and interaction during a concentrated internship period positively impacts on student learning and scholarship.

1. The course component of the LLC Program

The three courses are described as “interdisciplinary, interactive courses” that enable students to learn about leadership, public policy, ethics, and contemporary culture. The courses have been taught by fully qualified professors and generally involve a number of qualified guest speakers from government and industry. The courses are set up to reflect a Christian worldview, with course outlines demonstrating that there is an emphasis on integrating faith into politics, business and communications.

The *adequacy of content coverage* by the three courses is difficult to assess given the special nature of the LLC program, a single semester experience that students transfer into a variety of different types of programs and majors back in their home university(s). Given the internship focus of the LLC experience, the choice to have the courses taught as “interdisciplinary, interactive courses” is very appropriate. This seems to have allowed these courses to serve fruitfully in a variety of types of internships as well as a wide range of majors.

The *materials presented in these courses are appropriate* to the 3rd and 4th year students that make up the bulk of the interns. The courses are senior, upper level experiences focusing on interdisciplinary topics, but with some clear specificity—Canadian Governmental Leadership (POLS 391), Ethics and Public Affairs (POLS 392), and Law, Public Policy, and Cultural Change (POLS 393). The TWU grading guidelines, which were included in our packages, are helpful and clear for both students and instructors.

Strengths and weaknesses of individual courses

The regular instructors of the courses, for which CVs were provided—Dr. Wilson, Dr. Epp Buckingham, & Dr. Curle—are well qualified and experienced in their fields of instruction. Dr. Wilson holds a Ph.D. in history, Dr. Epp-Buckingham in law, and Dr. Curle in political philosophy. Other instructors that are mentioned do not hold terminal degrees, but are very well qualified and widely experienced in the areas in which they taught. I will first examine each course individually, and then address the cumulative impact of the three courses as currently structured.

POLS 391 Canadian Governmental Leadership (3 sem. hrs.)

This course examines political leadership, particularly in the Canadian setting of political parties, public service, media, and judiciary. It presents a broad and accessible examination of the nature of leadership and related case studies. It offers excellent coverage of a number of key political-historical traditions and how they viewed/used leadership. The course clearly meets the mission of TWU to develop an understanding of “leadership.” The course was kept timely over the years by focusing on up-to-date case

studies, current readings, and (presumably) contemporary guest speakers (not identified). For students first entering the rough and tumble politics of Ottawa, this course would have proven to be a potent introduction to Canadian political leadership.

It's difficult to say what occurs in class by merely consulting each heading in the syllabus. The first session of the course dealt with the question "is political leadership different from other forms of leadership? If so, how?" By all available indications, the course does a good job of exploring the nature of the task and aims of a political leader, and to some degree, how this is different from, say, those of an interest group or university leader. While there are similarities and common principles of leadership involved in each sector, the textured specificity and practicalities of each institutional vocation does require direct analysis and handling.

It is curious that all offerings of this course except the last year in which Dr. Epp Buckingham assumed control, the course syllabus didn't explicitly *focus* on "Christians and political leadership" until the very end of the course. This may simply be a product of how syllabi work, but it seems like this theme should be given higher profile. The TWU mission aims "to develop godly Christian leaders . . . serving God and people in the various marketplaces of life." *Perhaps more time in this course should be dedicated to exploring how the Christian idea of "servant leadership" is unpacked for and realised within the fundamentally different vocations and institutions of government, political party, media, interest groups, etc.* I notice that Dr. Epp Buckingham's version of the course retains the same textbook with its wide coverage, but replaces the final section on "Christians and political leadership" by addressing various scripture passages within each section. This approach might provide more Christian perspective, depending on whether or not other scholarly Christian literature and understandings of leadership are also utilised.

POLS 392 Ethics and Public Affairs (3 sem. hrs.)

This course has been taught by at least 5 different instructors over the various semesters under review, and all instructors have been academically qualified and professionally experienced for this specific course. The structure of this course has been fairly constant, namely, (1) to explore different philosophical views of, and bases for, ethical decision-making; (2) to explore the meaning of professional ethics in various settings—most commonly media, business, law; and (3) to explore ethics in relationship to various important public issues. This is done in the context of an ongoing engagement with Christian perspectives.

The course has consistently focused on a number of important public issues and the selections have been timely and important, including marriage, poverty, biotechnology, health care, abortion, and the environment. For an interdisciplinary focused course of this nature, these types of issues allow students from various academic backgrounds to apply their learning to their own political, business, and communication fields.

While the general coverage of Christian ethics has been very good over the years, in some years the course was more successful in directly addressing what is "*public ethics*" than in others (e.g. winter '06), especially since this is the key question for this course. The theme of public ethics manifests itself in all of the institutional settings that this course has tackled. Furthermore, *there may be some real advantage in broadening out the range of public institutions in which public ethics are practised, namely, from media, business, and law to include interest groups, bureaucracy, political parties, and NGOs.*

POLS 392 is a very important course for LLC. It goes a long way towards addressing the TWU Mission: in particular, to create "disciples of Jesus Christ who glorify God through fulfilling the Great Commission, serving God and people in the various marketplaces of life." In the larger theological setting, however, it does give pause to reflect on whether much more than ethics is needed in a course that addresses public

affairs? Perhaps “ethics” [and in POLS 391, leadership] is being asked to carry too much of the freight of TWU’s mission. Ethics is closely related to, and largely depends on, a variety of other biblical issues, such as, understanding human nature, the nature of society, the character of history, time and eschatology, the destructive and twisting force of sin, and the influence of grace on creaturely life. It strikes me that a redemptive view of “public affairs,” as this course seeks to develop, requires students to engage **all** of these issues, not just ethics [how should we act]. Public affairs requires us to address what are people, what is society, where is culture moving towards, what is the nature of government and its task, how do these human communities go wrong, etc., as well as ethics. Perhaps broadening out the course focus beyond ethics would help students better achieve TWU’s purpose: “to cultivate total student development through increased knowledge and discernment, sharpened critical thinking, communication and leadership skill development, and deepened commitment to Jesus Christ and a Christian way of life. The purpose of all learning is to enable members of the Trinity Western community to glorify God and serve people wherever God places them in society.”

POLS 393 Law, Public Policy, and Cultural Change (3 sem. hrs)

In many ways, this is an excellent course, not least of all because it directly addresses TWU’s mission to grow “disciples of Jesus Christ who glorify God through fulfilling the Great Commission, serving God and people in the various marketplaces of life.” The course utilises a number of crucial readings, e.g. the classic works on Christ and culture by H. Richard Niebuhr and Lesslie Newbigin. It directly confronts cultural analysis—in the broad sense of *culture* as everything that humans shape in creation in response to God’s call in their lives—and thus properly emphasises the role religion plays in public life. It addresses the methodologies and perspectives of various entities seeking to influence Canadian culture. Being situated in the national capital, the course allows students to experience firsthand the dynamic reality of political and other agents shaping Canadian culture. Finally, the course is presented flexibly enough to allow students to set these insights into their own disciplines.

The “Purpose of the LLC” statement identifies understanding and engagement of government and politics at the front and centre of the program, while broadening it out to include business and NGOs. It seems that this political purpose is directly reflected in the title of the course—“*Law, Public Policy, and Cultural Change.*” The current course content correctly suggests that there are indeed many lenses on cultural change which Christians should understand and pursue. But the course’s list of cultural items, although all of them are important and eminently deserving attention, is quite eclectic—marriage and sex, science and technology, humanism, media, business, courts, and multiculturalism [societal reality or policy or ideology?]. *The course could benefit from a more overt and sustained political focus, for a significant section of the course, examining the **political** agents, **political** institutions, and the **political** processes that are used to achieve cultural change in the areas and issues identified.* Students studying business, media, history or politics need to understand that political agents, institutions, and processes are among the key shapers of contemporary culture. This will help equip them, “as members of the Trinity Western community to glorify God and serve people wherever God places them in society.”

Strengths and weaknesses of the overall package of courses

First, I would like to underline the importance of the program’s recommended prerequisite course “Introduction to Canadian Government and Politics” (POLS 234). While this course is currently *recommended* for admission to the LLC program, it is critical for understanding the governmental context in which the program functions and that provides critical background for the course work. This course should probably be required of entering students, although I understand that the practicalities of serving a range of students in a variety of majors probably make this impossible. *It should be a goal to work towards, however, and at minimum, the course should be listed as a prerequisite that is **strongly recommended.***

Second, the overall scope and balance of the course offerings raises some questions. *Leadership* forms the heart of POLS 391 and *Ethics* of POLS 392, while both concepts are thoroughly implied in the third course on cultural change. I think these emphases are generally very laudable, and should be continued. But in isolation, they present a weakness in the overall coverage of the courses, namely, the institutional and structural side of politics and change. I discuss the need to expand the emphasis from **ethics** to include a variety of other worldview issues under POLS 392 (above). Expanding on that discussion, the contemporary polarisation between *modernist Christians* who want to change society through structural reform, and *evangelical Christians* who want to change society through conversion and subsequent ethical/moral reform is an unhelpful dualism for Christian students who want to be biblically faithful in public life. Structures and institutions are themselves shaped by people with religious/ideological convictions and worldviews, and structures and institutions tend to reflect and perpetuate these convictions. *Thus, as the TWU mission emphasises, a change of heart is required to make reform possible, but just as important in my analysis, is a concurrent change of structures and reform of institutions which make change lasting and thorough going. This theme should be built into the overall course structure.*

One option, for example, would be to combine POLS 391 and POLS 392 into a single course “Canadian Leadership and Political Ethics,” keep POLS 393 “Law, Public Policy, and Cultural Change” as a course similar to its current form though with a bit more emphasis on “political change agents,” and then develop a new POLS course that focuses on “Options for Reforming Canada’s Parliamentary/Federal Institutions and Processes.” This could include a host of items from Senate reform, electoral reform, ethics commissioners, recall, referendums, parliamentary committees, appointment of Supreme Court Judges, and many, many other topics.

Third, as noted in the above paragraph, leadership is an important focus for the LLC Program. In order to incorporate the above mentioned notion of the importance of a concurrent change of structures and reform of institutions as well, perhaps the LLC Program should emphasise the notion of students becoming ‘transformational change-agents’? *Perhaps, this is where I differ a bit with TWU’s notion that **all students** be trained as leaders. Not everyone can or even wants to be a leader, but we can all strive to work for healing change in our lives and society, from the vantage point of our position within organizations or as citizen-actors within the political (or other, e.g. business) system. The notion of ‘transformational change-agents’ is a broader concept that involves key elements of leadership on the part of some, but also allows all actors to be made aware of their role in aiding both conversion (TWU Mission) as well as structural and process reform.*

2. The internship component of the LLC program

The Internship Program offers students the “opportunity for experiential learning through exploring a complex set of new experiences in a practical work setting” (Handbook, p.2) for a 12-week period. The LLC internship program is exceptionally well set up and structured. The “Internship Supervisor’s Handbook” and the “Student Internship Handbook” are well designed, comprehensive, clear and functional.

LLC has managed to secure an impressive range of placements over its first years. This is all the more remarkable an achievement considering that quality internships were secured by a fledgling and unknown program in the national capital, and by a Christian academic program in an era when the cultural elite

viewed Christian scholarship as *passé*. Internships have been secured with influential politicians, key government departments, NGOs, and communication organisations and businesses.

The internship evaluation protocols and forms are more than adequate. The *onsite supervisor* evaluates the “professionalism and quality of work” and the range of questions set out in the Handbook for that purpose is very good.

One question that arises, from the point of view of the TWU Mission, is whether “*professionalism*” is presented in and treated by the Handbook as though it were somewhat of a neutral rational phenomenon? Perhaps more attention needs to be devoted to investigating ways that professionalism and professional norms are significantly influenced by different visions of life, including a Christian way of life (see e.g. Charles Glenn, *Ambiguous Embrace*, 2000, chapter 5 and Wendell Berry, *Life is a Miracle*, 2000, 130f).

The program director evaluates the student’s overall internship performance and awards a pass/fail grade for the 6-credit course based on four criteria: hours worked, supervisor’s comments and assessment, quality and academic appropriateness of the work performed, and the internship journal. The internship journal is a crucial aspect of the learning experience. Students are asked to record their questions, perceptions, feelings and learning, and in all of this to demonstrate “reflection and insight.”

The criteria for evaluating internships make no explicit reference to Christian perspectives that are involved in the specific internship function. *How does the internship relate to Christian mission of TWU? What sort of Christian insight does the program expect students to entertain and engage in their internships, besides “learning about leadership” [which is important, but perhaps not comprehensive enough]? Thus, while the LLC program is correct in being cautious and instructing the interning students to show discretion and to have a “high regard for confidentiality,” shouldn’t there also be more elements of Christian directional / religious / ideological critique, as well as Christian structural and process critique, explicitly embedded in internships? What are the key questions, issues, & ideologies of which students ought to be aware and expected to analyse as they work in their internship? Should students not be encouraged to think Christianly-critical about not only leadership but also about professionalism and about the nature and purpose of structures and institutions and how they might be reformed? By not raising these issues, doesn’t the LLC Program imply to its students that it is sufficient for Christians to merely inject ‘Christian moral leadership’ into ‘essentially good structures’ and that that is a satisfactory Christian approach to transforming society?*

A further question arises concerning *the relationship of the internships, and individual interns, to the other 3 in-class courses in the program? There are supervisor-to-student meetings, but there should be a forum in which students together grapple with the big issues they confront in their internships?* Informal discussions no doubt occur in the living arrangements, but perhaps time should also be formally structured for this activity. By way of example, the student whose journal was included in our reading package makes the comment that s/he is becoming cynical watching politics up close (Nov. 17, Dec. 1). While this reaction is understandable, it should be discussed and addressed in a healing manner by discussing and presenting Christian views of “politics,” “vocation,” conflict, & reconciliation, etc. which help explain why politics can become cynical and how it can be improved.

Finally, the slant in the allocation of internships to Conservative Party politicians is noteworthy, particularly since during this period the majority of seats were held by non-conservative parties (internship placements between 2002 and Jan 2007 = 30 Conservative /8 Liberal /1 NDP). This slant is perhaps an understandable artifact of the dispositions and inclinations of the TWU students attending LLC. As a Christian program, however, one would think that part of the learning experience for students ought to be

that the ideological polarisation between left – right is a relatively recent and fundamentally secular *imposition* on Christianity (as are some forms of partisan polarisation). The assumption of both left and right ideologies is that Canadians agree that the goal of life is working for happiness by increasing material things through the work of autonomous rational individuals. The divide between right and left emerges in arguments over the ‘means’ to this agreed upon goal. The so-called right argues the market should be left as free as possible in order to achieve this end while the so-called left argues the state should intervene in the market in order to achieve this goal. Elements of this debate are worth taking on as Christians students, and certainly need to be understood by them. But by perpetuating this Enlightenment-born assumption and distinction, are we doing a disservice to the training of Christian students? *The LLC program should signal that the underlying assumptions of this polarized debate are not in tune with the Gospel and a biblical worldview needs to be developed into an alternative public philosophy that is neither left nor right. Christian students should be challenged to get beyond the false questions organising this division in order to serve Christ faithfully in contemporary public life.* Christians should find alternative approaches that provide reconciling solutions to current ideologically charged approaches of the polarised left and right.

3. Summary of suggestions and recommendations to strengthen the program

In conclusion, the LLC Program is a well-designed and successfully run internship and academic programme of study. A student who successfully completes the LLC program will have been exposed to a penetrating Christian engagement with leadership, ethics and cultural change in Canadian public life. They will also have engaged a variety of public speakers that are involved directly in politics and public life. Their internship experiences will have helped them confront a number of timely and concrete challenges in both public life as well as in their personal vocation.

My suggestions and recommendations for improving the LLC Program have been noted throughout the above sections in *italics*. I think addressing them would further strengthen and improve an already very strong program. Many of the recommendations involve exploring further integration of Christian perspectives. I would be happy to discuss any of them further, if so desired.

I would like to note, in closing and with appreciation, that TWU has made significant efforts to include and recruit Christian students from secular and other Christian University Colleges. I hope TWU continues to find ways to make this program widely accessible to both TWU and non-TWU students.

APPENDIX A.2.2.

THE ANTICIPATED OUTCOMES OF THE WORK EXPERIENCE

1. INTERNSHIP AND PROGRAM OUTCOMES

The internship enables students to:

- a) conscientiously apply theoretical knowledge gained in their field of study to a practical work environment;
- b) reflect on the ways in which the internship has: made use of their skills and knowledge; influenced their leadership development; sharpened their sense of vocational discernment and understanding of preferred work culture; helped to fulfill their chosen learning goals;
- c) process their learning in an informal group setting.

The program:

- a) provides a full semester of degree based learning through academically approved courses and internships;
- b) offers students learning internships in business, government, political, media, and non-profit organizations;
- c) fosters dialogue between students and national leaders and the various agencies in Ottawa;
- d) enables students to see how Christian values and beliefs are articulated and used in the public square through engaging the culture and technology;
- e) provides a community based environment where students reflectively consider their Ottawa experience in terms of Christian servant leadership;
- f) prepares students for future service/employment opportunities in national and international arenas.

2. HOW THE INTERNSHIP PUTS THE PROGRAM OUTCOMES INTO PRACTICE

The program outcomes are achieved through the internship in the following ways.

- a) Students are placed according to their degree program major. For example, a Political Science student may be placed in an MP's office. A Communications student may be placed in a media organization. These matched settings enhance both their theoretical and applied knowledge.
- b) Supervisors agree to provide meaningful learning experiences for the interns. With the Director's assistance, the supervisor and the intern agree on an internship contract which represents accountability for the supervisor as well as the intern. The Director maintains open communication with both supervisors and interns to ensure that possible impediments to a successful learning experience are known and resolved.

c) Interns are required to maintain a journal throughout their internship. The journal assists students to reflect on and articulate their development in skills and knowledge, leadership, vocational self-understanding, and their learning goals. The Director introduces the interns to the journal format at the beginning and reviews the journals at mid-semester to ensure that the interns are using them effectively.

d) Classes are held several times throughout the semester to discuss aspects of the internship. Subjects covered include ethics, leadership, and workplace style. This allows peer learning. It also provides a system where problems can be identified and resolved.

e) The small class size and residential format provides daily informal opportunities for discussion of the internships. The Director utilizes these opportunities to assist the interns to work through theoretical and practical questions raised by their experience on the work site and deepen their personal and vocational growth.

f) Interns are exposed to national leaders and agencies by proximity, direct or indirect internship requirements, and activities facilitated by the Director and course instructors.

g) Wherever possible, interns are placed with supervisors who articulate and practice Christian values and beliefs in the public square through engaging culture and technology. All interns are encouraged to explore Christian integration and application, particularly from the perspective of Christian servant leadership, through journaling and community discussion of internship experience.

h) The Ottawa location provides interns with opportunities to gain practical work and service experience and to begin to build a network of contacts of a national and international character. After completing their degree programs, many LLC alumni have obtained employment in national and international organizations.

3. METHOD OF EVALUATING STUDENTS DURING THE INTERNSHIP

Once placement in an internship has been finalized, the student must negotiate an Internship Learning Agreement with the supervisor detailing the work to be completed during the semester. This agreement is reviewed by the Director to ensure that it meets academic requirements. Students maintain a journal throughout their internships that must be submitted to the Director at the completion of the internship. There are directed questions for the students for their journal and it is meant to document their learning experience. The journal is reviewed at least once during the semester to ensure that students are completing this work appropriately. At the end of the semester, supervisors evaluate the students and this evaluation is submitted to the Director who assigns the final grade (Pass/Fail).

APPENDIX A.2.6.2.

CURRICULUM VITAE RELEASE

STATEMENT

Trinity Western University has on file and available for inspection, from all faculty and staff whose curriculum vitae are included in this submission, signatures that attest to the truthfulness and completeness of the information contained in their curriculum vitae and agreeing to the inclusion of their curriculum vitae in any documents/web sites associated with the submission, review, and final status of the program applications.

FORM

TRINITY WESTERN UNIVERSITY LAURENTIAN LEADERSHIP CENTRE
Ontario Ministry of Education and Training Program Renewal Application
September 2007

The curriculum vitae I have submitted to Trinity Western University for the purposes of the Laurentian Leadership Centre program application is true and complete. I agree to its inclusion in any documents/web sites associated with the submission, review, and final status of the program applications.

Name

Signature

Date

APPENDIX A.2.6.3.

FACULTY CURRICULUM VITAE: EXISTING COURSES

Subdivide this part as indicated below and arrange CVs within each section in alphabetical order. Include the following headings for each curriculum vitae: Name; Degrees (specify discipline area) Employment history Honours; scholarly and professional activities: past seven years; courses taught past five years (indicate delivery method for each course); where applicable, number of graduate supervisions and thesis details (title, year of registration and completion); Research funding: past seven years only; publications.

JANET EPP BUCKINGHAM

2112 Kender Avenue
Ottawa, ON K1J 6J8

Telephone: (613) 569-7511, ext. 5010 (O)

Fax: (613) 236-5500

Email: Janet.Epp-Buckingham@twu.ca

DEGREES

LLD (Stellenbosch, South Africa), 1998

LLB Distinction (Dalhousie), 1986

BA History (Western Ontario), 1983

EMPLOYMENT HISTORY

Director, Trinity Western University Laurentian Leadership Centre, October 2006 to present. Associate Professor.

Director, Religious Freedom Project Evangelical Fellowship of Canada, October 1998 to November 2006. General Legal Counsel. September 1999 to November 2006. Director, Law and Public Policy. August 2003 to November 2006.

Sessional Lecturer, University of Saskatchewan, College of Law, January to April 1999.

Writer/researcher, Public Legal Education Association of Saskatchewan, February to October 1996.

Author, Law Textbook, January 1995 to August 1996.

Lawyer, Haskett, Menear Associates, London, Ontario, March 1993 to June 1995.

Executive Director, Eastern Canada, Christian Legal Fellowship, London, Ontario, April 1991 to April 1994.

Writing Consultant, Native Law Summer Program, University of Saskatchewan, May to July 1991.

Research Assistant, Prof. Robert Solomon, University of Western Ontario, January to April, 1991.

Researcher, Jubilee Centre, Cambridge, England, January - July 1990.

Associate Lawyer, Burchell MacAdam & Hayman, Halifax, Nova Scotia. February to September 1989.

Articled Clerk, Patterson, Kitz, Halifax, Nova Scotia, September 1988 to June 1989.

Law Clerk for Mr. Justice B. L. Strayer, Federal Court, Trial Division, Ottawa, Ontario, September 1986 to August 1987.

Summer Student-at-Law, Campbell, Godfrey & Lewtas, Toronto, Ontario, May to August 1986.

Researcher, Public Works Canada, Halifax, Nova Scotia, May to September 1984.

HONOURS

Rotary Ambassadorial Scholarship, 1997.

Dalhousie Law School Dean's Honour List, 1983-86.

University of Western Ontario Social Science Dean's Honour List, 1981-83.

The University of Western Ontario Entrance Scholarship, 1980-82.

SCHOLARLY AND PROFESSIONAL ACTIVITIES IN PAST SEVEN YEARS

1. Memberships

Law Society of Upper Canada, member in good standing 1991-present.

Christian Legal Fellowship, 1990-present.

2. Conference and Government Presentations

"The Squeeze is on Expression" and "There is no 'right' to abortion," Canadian Association of Pregnancy Support Services, Mont Tremblant, PQ, May 25, 2007.

"How Fundamental is Freedom of Religion?" Saskatchewan Institute of Public Policy, Regina, SK, May 24, 2007.

"Combating Religious Hatred," International Religious Liberty Association, Cape Town, South Africa, February 28, 2007.

"Current Legal Issues," Christian Legal Intervention Academy, Calgary, AB, September 30, 2006.

"Freedom of religion and freedom of expression in education," Christian Schools International Conference, Toronto, ON, September 23, 2006.

"Religious Freedom and Same-sex Marriage," World Congress of Religions, Montreal, PQ, September 14, 2006.

"Advocacy to the Federal Government," Streetlevel Conference, Ottawa, ON, March 30, 2006.

“Impact of the Charter in Canada,” Public Lecture, Kingston, Jamaica, March 18, 2006.

“Impact of the Charter in Canada,” Joint Select Committee on the proposed Charter of Rights, Kingston, Jamaica, March 19, 2006.

“Media coverage of same-sex marriage,” Centre for Faith and the Media Conference, Ottawa, ON, October 22, 2005.

“Pursuing Freedom,” World Concerns Conference, Toronto, ON, October 14-15, 2005.

“Banging Heads or Pushing on Open Doors,” Christian Legal Fellowship Annual Conference, Mississauga, ON, September 30, 2005.

“Talking to Government: A Positive Approach,” Canadian Council of Christian Charities, Mississauga, ON, September 27, 2005.

“Religious Freedom and Education,” Ontario Association of Christian Schools Conference, Ottawa, ON, July 22, 2005.

“Getting the Truth Out – when there is stereotyping,” Canadian Church Press Annual Conference, Ottawa, ON, May 25, 2005.

“Solicitation Laws and Protection of Women,” House of Commons Subcommittee on Solicitation Laws, Ottawa, ON, February 16, 2005.

“Running for the Prize: Living Out Your Calling in a Secular World,” Redeemer University Graduation, Ancaster, ON, May 29, 2004.

“Breathing Life into Law,” National Pro-Life Conference, Edmonton, AB, November 7, 2003.

“Making a Positive Contribution,” Mission Services Annual Banquet, London, ON, October 29, 2003.

“What is Religious Freedom?” Wesley Acres Adult Camp, June 6, 2002.

“La Vie en Grise: finding a place for the faithful in Canadian law,” Centre for Cultural Renewal Legal Event, Lourdes, France, May 1, 2001.

“Using Your Voice Strategically,” Seventh Day Adventist Church Conference on Religious Persecution, Toronto, ON, June 27, 2000.

“Religious Freedom in Canada,” Evangelical Fellowship of Canada General Council, Toronto, ON, September 25, 1998.

With D. Buckingham, “Shifting Gears or Shifting Paradigms: Computers, Compliance and International Law” Proc.1996 Conf. Can. Council on Int’l Law 263.

With Bruce Clemenger, Stanley Grenz, Walter Lawrence, “A Matter of Life and Death” Oral Submission to the Special Senate Committee on Euthanasia and Assisted Suicide, Vancouver, B.C., September 27, 1994.

“A Biblical View of Law” Canadian Conference of Christian Charities, Annual Conference, Winnipeg, MB, October 1, 1993.

“Yes to the Charlottetown Accord” London Public Library, October 17, 1992.

With Brian C. Stiller, Donald Page, Ross Maracle, “Submission to the Special Joint Committee on a Renewed Canada” Oral Submission, Ottawa, ON, December 10, 1991.

“Three tiered Federalism - Possibilities for Participatory Government in South Africa”. Presented at Newick Park Initiative Conference, June 26, 1990.

3. Legal Commentary

Legal Commentator: February 1991 to present. Contribute popular articles on legal issues to Christian press. Appear as legal commentator on several television programs.

COURSES TAUGHT IN PAST FIVE YEARS

Ethics and Public Policy, Laurentian Leadership Centre, Trinity Western University, 2003-2006.

Canadian Governmental Leadership, Laurentian Leadership Centre, Trinity Western University, 2007.

NUMBER OF GRADUATE SUPERVISIONS

N/A

RESEARCH FUNDING IN PAST SEVEN YEARS

SSHRC Aid to Small Universities Grant (\$4,500), 2006.

PUBLICATIONS

1. Books

Donald E. Buckingham, Carolyn Marcotte, Janet L. Epp Buckingham, Bonnie Manning, and Lee Thompson, *Learning About Law*, (McGraw-Hill Ryerson: Toronto, 1997).

Janet Epp Buckingham, *Withering Rights: Religious Freedom in Canada*, (The Evangelical Fellowship of Canada: 2004).

2. Chapters in Books

Darrel Reid and Janet Epp Buckingham, “Whose Rights? Whose Freedoms?,” in *Divorcing Marriage: Unveiling the Dangers in Canada’s New Social Experiment*, Daniel Cere and Douglas Farrow (ed.) ((McGill-Queen’s University Press: 2004), 79-93.

Janet Epp Buckingham, “Quebec as a Distinct Society” in *Shaping a Christian Vision for Canada: Discussion Papers on Canada’s Future*, Aileen Van Ginkel (ed.) (Faith Today Publications: 1992), 49-52.

3. Articles, Case Comments, Book Reviews

“The Fundamentals of Religious Freedom: The Case for Recognizing Collective Aspects of Religion” (2007), 36 S.C.L.R. (2d) 1 (forthcoming).

“Religious Broadcasting in Canada,” (2003), III Journal of The Church Law Association of Canada 1.

“Caesar and God: Limits to Religious Freedom in Canada and South Africa” (2001), 15 Supreme Court Law Review 461.

“God and Caesar: Current Legal Issues Between Church and State: Post 1982,” *Church-State Relations in Modern Society*, (Canadian Council of Christian Charities: 2002), 43-62.

“The Limits of *Rights Limited*,” 2000 (11) Stellenbosch Law Review 133.

“Case Comment: S v Lawrence, 1997 (10) BCLR 210 (CC)” 1999 (10) Stellenbosch Law Review 117.

“Book Review: *The Charter and the Legalization of Politics in Canada*” (1995), 74 C.B.R. 522.

CLINTON TIMOTHY CURLE

1547 Clementine Blvd.
Ottawa, ON K1H 8G4

Telephone: (613) 521-0914
Email: ccurle@sympatico.ca

DEGREES

PhD Political Philosophy (Carleton), 2005.
MA Legal Studies (Carleton), 2001.
MA Theology (Providence), 1997.
MTS Theology (Taylor), 1994.
LLB (Western Ontario), 1991.
BA (incomplete) Philosophy (Western Ontario), 1996-98.

EMPLOYMENT HISTORY

Sessional Lecturer, Carleton University, 2007.

Senior Pastor, Highland Park Wesleyan Church, Ottawa, ON, 2006-present.

Sessional Lecturer, The Laurentian Centre (Trinity Western University), Ottawa, ON, 2003-present.

Teaching Assistant, Political Philosophy, Carleton University, Ottawa, ON, 2001-2005.

Associate Pastor, Sunnyside Wesleyan Methodist Church, Ottawa, ON, 2000-2001.

Assistant Pastor, Sunnyside Wesleyan Methodist Church, Ottawa, ON, 1995-2000.

Library Clerk, Providence Theological Seminary Library, Otterburne, MB, 1994-1995.

Library Clerk, Edmonton Baptist Seminary Library, Edmonton, AB, 1993-1994.

Articling Student, Swist & Co. Law Office, Edmonton, AB, 1992-1993.

Student Editor, *Canadian Journal of Law and Jurisprudence*, London, ON, 1989-1990.

HONOURS

The University Medal, Doctoral Level, Carleton University, 2005.

COURSES TAUGHT IN PAST FIVE YEARS

1. Trinity Western University Laurentian Leadership Centre

POLS 393 Canada's Changing Culture

2. Carleton University

LAWS 4102 Controversies in Rights Theory, 2007

NUMBER OF GRADUATE SUPERVISIONS

N/A

RESEARCH FUNDING IN PAST SEVEN YEARS

Social Science and Humanities Research Council Scholarship, \$38,000, 2003-2005.

Ontario Graduate Scholarship, \$15,000/year, 2001-2002, 2002-2003, 2003-2004.

Carleton Millennium Scholarship, \$10,000/year, 2001-2002, 2002-2003, 2003-2004.

Valedictorian, Taylor Seminary, 1994.

Hanes, Buchner, Wright and Kelly Prize, Faculty of Law, University of Western Ontario, 1990.

Dean's List, Faculty of Law, University of Western Ontario, 1989-1990.

Dean's List, Faculty of Arts (philosophy), The University of Western Ontario, 1987-1988.

PUBLICATIONS

1. Books

Curle, Clinton T. *Humanite: John Humphrey's Alternative Account of Human Rights* (Toronto: University of Toronto Press, 2007).

2. Book Chapters

Curle, Clinton T. "The Re-Enchantment of the World? Max Weber, Ernst Troeltsch and Human Rights." In *Traversing Disciplinary Difference: Essays in Law and the Humanities*, Logan Atkinson and Diana Majury, eds. (Toronto: University of Toronto Press, forthcoming).

3. Open-Source Books

Canada's Voice in Global Governance: A Civil Society Handbook. (Ottawa: Friends of the Earth Canada, 2005). The present draft can be viewed at <http://foecanada.org/intl/handbook.htm>.

4. Journal Articles, not Peer-Reviewed

Curle, Clinton T. "The Schleiermacher Redemption: Subjective Experience as a Starting-Point for Evangelical Theology." *Didaskalia* 9(2), Spring 1998, 17-36.

RUSSELL E. KUYKENDALL

91 Wellington ST N, 401
Hamilton ON L8R 1N2

Telephone: (416) 895-1098

Fax: n/a

Email: rkuykendall@wrf.ca

DEGREES

MA Political Theory (Institute for Christian Studies), pending thesis.

MA Philosophy (Lincoln Christian Seminary), 1990.

BRE (Alberta Bible College), 1985.

LANGUAGES

French, ancient Greek, biblical Hebrew, Latin, and theological German

EMPLOYMENT HISTORY

Senior Researcher and Assistant Editor, *Comment*, Work Research Foundation, August 2004 to present.

Independent Consultant on political and issue campaigns and marketing, March 1999 to present.

Freelance Writer – book reviewer, editorial and opinion piece writer, and speechwriter, 1999 to present.

Course instructor, Laurentian Leadership Centre, Trinity Western University, January to April 2007.

Director of Communications, Ontario Crime Control Commission, Government of Ontario, 2000 to 2003.

Parliamentary Assistant, Opposition, Parliament of Canada, 1994 to 1999.

Minister, Independent Christian Churches, 1983 to 1994.

HONOURS

- Letter of Appreciation, Pat O'Brien, MP, 2006
- Letter of Appreciation, Hon. Stephen Harper, Leader of the Opposition, 2004
- Letter of Appreciation, Marilyn Mushinski, MPP, 2003
- Letter of Appreciation, Hon. Jim Flaherty, MPP, Ontario Minister of Finance, 2002
- Letter of Appreciation, Gerry Martiniuk, MPP, Parliamentary Assistant to the Ontario Attorney General, 2001
- Letter of Appreciation, Frank Mazzilli, MPP, Parliamentary Assistant to the Ontario Solicitor General, 2001
- Certificate of Recognition, Sir John Stevens, Commissioner, Metropolitan Police Service, New Scotland Yard, London, 2000
- Contribution to Crime Control, Sheriff, Tarrant County, Fort Worth, Texas, 2000
- Letter of Appreciation, Hon. Frank Klees, MPP, Chief Government Whip, 2000
- Parliamentary Staff Delegation to Republic of China on Taiwan, 1998

- Letter of Appreciation, Margaret Bridgman, MP, 1997
- Letter of Appreciation, Preston Manning, MP, Leader, 1995
- Letter of Appreciation, Elwin Hermanson, MP, House Leader, 1994
- Contribution Appreciation, Diane Ablonczy Campaign, 1993
- Dayspring Tuition Scholarship, 1986-1987
- Summer Service Tuition Scholarship, 1981-1984
- Rutherford Matriculation Scholarship, Government of Alberta, 1981-1983
- Grande Prairie Church of Christ Scholarship, 1981

SCHOLARLY AND PROFESSIONAL ACTIVITIES IN PAST SEVEN YEARS

1. Memberships

Society of Christian Philosophers, 2003 to present.

Canadian Association of Christians in Political Science, 2003 to present.

Chi Lambda Fellowship, 1986 to present.

2. Conference and Government Presentations

Forthcoming: “Trade Corridors Roundtable: Next Steps.” Trade Corridors Roundtable, Ottawa, September 11th 2007.

“The City,” Senior Fellows Symposium in Manhattan, Work Research Foundation, April 1st 2007.

“Greenlighting Trade,” Industry Canada, Ottawa, October 20th 2005.

“Engaging Culture,” Ontario Christian Conference, April 8th 2005.

“Work in Canadian Society,” Unity Christian School, October 27th 2005.

“Religion Unplugged,” Ontario Christian Conference, April 9th 2004.

COURSES TAUGHT IN PAST FIVE YEARS

Seminar: Ethics and Public Policy, Laurentian Leadership Centre, Trinity Western University, 2007.

NUMBER OF GRADUATE SUPERVISIONS

N/A

RESEARCH FUNDING IN PAST SEVEN YEARS

“Trade Corridors” research, Borealis Capital, 2006-2008 (Work Research Foundation).

“Labour Mobility in Industrial Construction in Canada,” Construction Sector Council, 2005 and 2006 (with Ray Pennings, Work Research Foundation).

PUBLICATIONS

1. Books

Russ Kuykendall and Michael Van Pelt, *Greenlighting Trade: A Trade Corridors Atlas*. Hamilton, Ont.: Work Research Foundation, 2006. A monograph analysis and policy formulation in respect of Canada-U.S. trade.

2. Chapters in Books

n/a

3. Articles, Case Comments, Book Reviews

Forthcoming: "Manufacturing evangelical dissent." Book review essay: Randall Balmer, *Thy Kingdom Come: How the Religious Right Distorts the Faith and Threatens America: An Evangelical's Lament*. New York: Basic Books, 2006. In *Stone-Campbell Journal* 11 1 (Jan 08). Title to be confirmed.

Forthcoming: "'Gateways,' 'Global Value Chains,' and 'Trade Corridors': Competing models of Canada's international trade," *Policy Options* (October 2007). Title to be confirmed.

Forthcoming: "MMP? Or, intestinal fortitude?" *The Interim* (Sept 07). Unsigned editorial, title to be confirmed.

Forthcoming: "Bedford Falls and Pottersville: What would the city be like if faith had never lived there?" In *Stained-Glass Urbanism*. Hamilton: Work Research Foundation, 2007.

"Student of the Arts," *Comment* (Sept 07):56-59.

"A spiritual biography of the end of the Cold War," *The Interim* (Aug 07). Book review essay: John O'Sullivan, *The President, the Pope, and the Prime Minister: Three Who Changed the World*. Lanham, Maryland: Regnery, 2006.

"Amazing Grace." Movie review essay: "Amazing Grace." *The Interim* (March 07).

"Dangers, toils and snares." Movie review essay: "Amazing Grace." *Comment Online* (9 Mar 07).

"I Am the Resurrection and the Life." *Christian Standard* (11 Feb 07).

"Living with Liberalism: the roots of constitutional, representative government." *Comment Online* (8 Dec 06).

"Has neoconservatism passed its 'Best-Before' date?" Book review essay: Rod Dreher, *Crunchy Cons: How Birkenstocked Burkeans, gun-loving organic gardeners, evangelical free-range farmers, hip homeschooling mamas, right-wing nature lovers, and their diverse tribe of countercultural conservatives plan to save America (or at least the Republican Party)*. New York: Crown Forum, 2006. *Comment Online* (3 Nov 06).

"Christianity, Islam and modernity," *The Interim* (Nov 06):unsigned editorial.

"Upscaling the download." *Comment* (Sept 06):17.

"Awakenings." With Gideon Strauss. *Comment* (June 06):1-3.

“Six trade corridors to the U.S.: the lifeblood of Canada’s economy.” *Policy Options* (July-August, 2006):47-52.

‘Bright lights, big city’: a farm boy lost in the metropolis.” *Comment Online* (17 Feb 06).

“What is to be done . . . in politics?” *Comment* (Dec 05):18-21.

“Rolling the stone over the top: How Canadian conservatives can overcome the liberal hegemony.” Book review essay: Adam Daifallah and Tasha Kheiriddin, *Rescuing Canada’s Right: Blueprint for a Conservative Revolution*. Mississauga, Ontario: Wiley, 2005. *Comment Online* (25 Nov 05).

“What would Pearson do?” *Comment Online* (9 Sept 05).

“Beyond Toleration.” Book review essay: *Recognizing Religion in a Secular Society*. Edited by Douglas Farrow. Toronto: McGill-Queen, 2004. In *CentrePoints* 12 (Winter 2004/2005):6-7.

“Christianity relocates head offices.” Book review: Philip Jenkins, *The Next Christendom: The Coming of Global Christianity*. New York: Oxford University Press, 2002. *Stone-Campbell Journal* 6 1 (Jan 03).

Ray Pennings and Russ Kuykendall, *Working Mobile: A Study of Labour Mobility in Canada’s Industrial Construction Sector*. Ottawa: Construction Sector Council, 2005.

PAUL WILSON

27 Eastpark Drive
Gloucester ON K1B 3Z6

Telephone: (613) 834-3982
Email: rp.wilson@rogers.com

DEGREES

PhD History (Queen's), 1994.
MA History (Toronto, jointly with the Pontifical Institute for Mediaeval Studies), 1989.
BA Honours History (Queen's), 1988. Third year of program spent as annual exchange scholar at St. Andrew's University, Scotland.

EMPLOYMENT HISTORY

Senior Policy Advisor to the President of the Treasury Board, January 2007 to present.

Senior Policy Advisor to the Minister of Justice and Attorney General of Canada, March 2006 to January 2007.

Executive Director, Laurentian Leadership Centre of Trinity Western University, March 2004 to March 2006.

Program Director, Laurentian Leadership Centre of Trinity Western University, July 2002 to March 2004.

President, Wilson Research Associates Inc., March 2001 to March 2006.

Director of Research, Office of the Leader of the Opposition, June, 1997 to March, 2001, and Coordinator of Research, Office of the Leader of the Reform Party, July 1996 to June 1997.

Researcher, Reform Party Research Office, July 1994 to June 1996. Primary responsibilities included support to Leader and caucus in areas of Defence, Foreign Affairs and Family Issues.

Instructor in History, Queen's University, 1992-4.

Teaching Assistant in History, Queen's University, 1990-92.

HONOURS

Doctoral Fellowship, Social Sciences and Humanities Research Council of Canada, 1992-94.

Queen's University Graduate Fellowship, Queen's University, 1990

University of Toronto Open Fellowship, 1989

Ontario Graduate Scholarship, 1988

Frederica McCulloch Award in Latin, Queen's University, 1988

Susan Near Prize in History, Queen's University, 1987

St. Andrews University Exchange Scholarship, 1986

SCHOLARLY AND PROFESSIONAL ACTIVITIES IN PAST SEVEN YEARS

Policy and political research and writing.

COURSES TAUGHT IN PAST FIVE YEARS

POLS/HIST 391 Canadian Governmental Leadership, 2002-2006

POLS 392 Ethics and Public Affairs, 2004-2005

POLS 393 Canadian Culture and Cultural Change, 2002.

NUMBER OF GRADUATE SUPERVISIONS

N/A

APPENDIX B.3.

PROPOSED ADDITIONAL COURSES

1. Proposed Additional Approved Courses

POLS 230*	Law and Politics in Canada	(3)
POLS 310	Issues in Social Justice	(3)
POLS 312	Globalization and Global Governance	(3)
POLS 314	International Political Economy	(3)
POLS/HIST 335	Development of the Canadian Constitution	(3)
POLS 383	Public Administration in Canada	(3)
POLS/HIST 436	Canadian and US Relations	(3)
POLS 440	The Evolution of Canadian Foreign Policy	(3)

*To be revised and approved by the Undergraduate Academic Council as a 300-level course.

For Proposed Additional Courses Syllabi, see Appendix B.3.2.1.

2. Rationale

Students will continue to take three courses and an internship each semester, which are consistent with the TWU LLC program objectives. The Centre is seeking approval for a pool of eight additional approved courses. Each semester it will offer three core courses plus an additional course from the pool, from which each student will choose three. Students will be required to complete an internship in addition to their courses as before.

The LLC program is seeking approval for additional courses to provide some flexibility of course offerings. While the internship course is generic, some flexibility in course offerings potentially will allow students to fit the LLC semester into their program requirements more easily. For example, many Business undergraduates who are interested in the LLC semester and could be favourably placed in internships cannot take it without lengthening their degree programs. A Business course which bridges the academic strengths of LLC and Business curriculum (International Business and Trade Regulation) soon will be presented to the TWU Undergraduate Academic Council for approval. Periodic inclusion of courses like this in the LLC semester would make it easier for more Business students to take advantage of the benefits of the program. Similarly, International Studies majors, which comprise 25 percent of LLC students, find it difficult to obtain sufficient credits in their major if they take the LLC semester. Offering a course that meets that requirement will make it easier for these students to take the semester.

Conversely, allowing for more flexibility would eliminate some redundancy for students for whom required LLC courses duplicate major courses. For example, the Business and Communications departments require their own Ethics course. Students in these disciplines must take both the LLC and departmental Ethics courses. The proposed additional courses will give them better value for their educational investment by making it possible for them to replace the redundant Ethics course with another course.

Course flexibility that enables students to apply the LLC semester to a wider range of academic majors also is desirable for marketing reasons. For a variety of reasons, including students choosing to spend their final semester at the TWU campus, the program normally is under enrolled in the January to April semester. If it consistently fills more spaces, the LLC program will be healthier operationally.

Some students who have completed the LLC semester are offered jobs after the completion of their internships. Some of these students choose to stay in Ottawa but are short of a few credits for graduation. These students have already taken the LLC courses. If they can take the fourth course, which changes from semester to semester, over a period of time they will obtain the necessary credits to graduate.

The LLC also has had inquiries as to whether the courses are open to others who wish to enroll at TWU to take one or two courses in Political Studies that consider Christian perspectives. With three courses open only to students registered in a TWU program, this is not possible. If there are four courses, there will be space in some classes for some students who wish to take one or two courses. In addition to seeking approval for eight additional courses, this application requests permission to enroll these students. TWU does not allow this type of student to accumulate more than 12 semester hours of credit before requiring them to apply for entrance into a degree program. While endorsement of this regulation is requested, recognizing that LLC offers only one semester of courses a limit of six credit hours would be satisfactory.

APPENDIX B. 3.1.1.

PROPOSED ADDITIONAL COURSES: LEARNING OUTCOMES

Trinity Western University will be able to make a positive determination of learning outcomes for proposed additional courses for the Laurentian Leadership Centre program. The University maintains the following program quality assessment processes, which also apply to LLC.

a) New and substantially revised course approvals. The Associate Provost manages the process. Deans submit new courses according to the syllabus template found under Instructor Resources on the academic intranet. When the Associate Provost is satisfied with the syllabus, he takes it to the academic council for approval. The information the academic council receives is roughly the same as what is required for new courses in program proposals. Quality control after approval is the responsibility of the Deans.

b) Student course evaluations. These are conducted through the central academic administration. Tenured faculty choose at least one course a semester to be reevaluated. Other faculty have all their courses evaluated.

c) Supervisor classroom visits. The Dean meets with individual faculty members annually to discuss teaching results and professional development. They also write reports concerning quality of teaching for review when tenure and promotions decisions are made.

d) Professional development plans. Each faculty member develops and maintains a plan. It is approved by the Dean and the Provost receives a summary and progress reports.

e) Regular faculty and administrator performance reviews. These occur every three years through a process which invites feedback from faculty colleagues, students, administrators, and other stakeholders. The process is collaborative as performance goals are considered and improvement plans developed.

f) External assessment tools. Canadian University Undergraduate Survey Consortium (University of Manitoba); Cooperative Institutional Research (University of California and Council for Christian Colleges and Universities); Student Satisfaction Survey (Noel-Levitz). The Director of Institutional Research administers these instruments.

g) Departmental reviews. All TWU academic departments undergo a program review at least every five years. These include reviews by external academics. The LLC department review was conducted in Spring 2007.

h) Strategic plan. Each academic unit has a strategic plan. The Provost administers this strategic planning process. LLC has an advisory committee of faculty representatives from the departments of Political Studies, History and Communications and the School of Business. The advisory committee assists the Director to evaluate program issues and set academic and other goals.

As Academic Council-approved courses which are part of the regular program rosters, the proposed additional courses have been subject to the TWU program quality assessment processes for some time.

APPENDIX B.3.1.

INTERNSHIP CHANGES

1. Introduction of Syllabus

The internship component of the LLC program has proven attractive to students and effective educationally. No changes are contemplated in the types of internships students are seeking, the development of internship opportunities for students, and the level of support extended by the University to students seeking placements.

However, in order to improve the academic quality of the internship and make it applicable to more undergraduate programs, the Director, who also serves as the internship academic supervisor, desires to strengthen the internship requirements. Students will be provided with an internship course syllabus (below) which requires readings, reports, and seminar participation in addition to journaling. The strengthening of the internship requirements will keep academic expectations clear and high, resulting in improved accountability and learning. This also will serve the aim of persuading more TWU departments to incorporate the LLC internship into their undergraduate degree programs.

2. Fall 2007 Internship Syllabus

BUSI 395/396; COMM 353/356; HIST 315/316; POLS 395/396 Internship (6 sem. hrs.)

DESCRIPTION

This internship is for students in the Certificate in Leadership and Applied Public Affairs or the Graduate Certificate in Leadership and Applied Public Affairs at the Laurentian Leadership Centre. The internship provides students an opportunity to apply the knowledge gained in their field of study, learn new skills related to their field of study and explore a work environment related to their field of study.

OBJECTIVES

Students will be able to:

1. Conscientiously apply theoretical knowledge gained in their field of study to a practical work environment.
2. Complete interim reports and prepare a summative report on the ways in which the internship has: made use of their skills and knowledge; influenced their leadership development; sharpened their sense of vocational discernment and understanding of preferred work culture; helped to fulfill their chosen learning goals.
3. Discuss their learning in a group seminar setting.

TEXTS/READINGS

Green, Marianne Ehrlich *Internship Success*, (VGM Career Horizons, Chicago: 1997).

OUTLINE/SCHEDULE

Seminar	Topic	Report	Chapter(s)
1	Introductions and Course Expectations for the Internship; Writing learning goals Contracting; Making the Most of Your Internship; Preparing your reports		6,7,10
2	Leadership	#1	15*
3	Ethics	#2	16†
4	Managing the Work Environment	#3	17,18
	Final Evaluations: self; supervisor	Summative	

*Additional readings for Seminar 2 are found on the website changingminds.org. Read at least http://changingminds.org/disciplines/leadership/styles/participative_leadership.htm and http://changingminds.org/disciplines/leadership/styles/lewin_style.htm

†If your workplace has a code of conduct, please review it prior to the class and be prepared to discuss it.

ASSIGNMENTS

Each student will:

1. Complete the Internship Learning Agreement form;
2. Record and submit three learning outcomes. (To be completed in consultation with their internship supervisor.)
3. Complete a minimum 200 hours of supervised observation and direct service in their placement.
Additional time will be required in transit, for reading and analysis of the experience.
4. Read assigned chapters of the required text and handouts, prepare chapter summaries and questions, and be prepared to discuss their learning in each of the seminars.
5. Submit, according to the above schedule, journal (due in three installments) and a summative report following the prescribed format.
6. Ask their supervisor to complete an evaluation form on their behalf and to verify, in writing, the completion of the required hours.

APPENDIX B.3.2.

INTERNSHIP OUTCOMES

1. INTERNSHIP OUTCOMES

The internship enables students to:

- a) conscientiously apply theoretical knowledge gained in their field of study to a practical work environment;
- b) complete interim reports and prepare a summative report on the ways in which the internship has: made use of their skills and knowledge; influenced their leadership development; sharpened their sense of vocational discernment and understanding of preferred work culture; helped to fulfill their chosen learning goals;
- c) discuss their learning in a group seminar setting.

The program:

- a) provides a full semester of degree based learning through academically approved courses and internships;
- b) offers students learning internships in business, government, political, media, and non-profit organizations;
- c) fosters dialogue between students and national leaders and the various agencies in Ottawa;
- d) enables students to see how Christian values and beliefs are articulated and used in the public square through engaging the culture and technology;
- e) provides a community based environment where students reflectively consider their Ottawa experience in terms of Christian servant leadership;
- f) prepares students for future service/employment opportunities in national and international arenas.

2. HOW THE INTERNSHIP PUTS THE PROGRAM OUTCOMES INTO PRACTICE

The program outcomes are achieved through the internship in the following ways.

- a) Students are placed according to their degree program major. For example, a Political Science student may be placed in an MP's office. A Communications student may be placed in a media organization. These matched settings enhance both their theoretical and applied knowledge.
- b) Supervisors agree to provide meaningful learning experiences for the interns. With the Director's assistance, the supervisor and the intern agree on an internship contract which represents accountability for the supervisor as well as the intern. The Director maintains open communication with both supervisors and interns to ensure that possible impediments to a successful learning experience are known and resolved.

c) Interns are required to maintain a journal throughout their internship. The journal assists students to reflect on and articulate their development in skills and knowledge, leadership, vocational self-understanding, and their learning goals. The Director introduces the interns to the journal format at the beginning and reviews the journals at mid-semester to ensure that the interns are using them effectively.

d) Classes are held several times throughout the semester to discuss aspects of the internship. Subjects covered include ethics, leadership, and workplace style. This allows peer learning. It also provides a system where problems can be identified and resolved. *The class meetings component has been strengthened with the introduction of a syllabus with required seminars, readings, and assignments.*

e) The small class size and residential format provides daily informal opportunities for discussion of the internships. The Director utilizes these opportunities to assist the interns to work through theoretical and practical questions raised by their experience on the work site and deepen their personal and vocational growth.

f) Interns are exposed to national leaders and agencies by proximity, direct or indirect internship requirements, and activities facilitated by the Director and course instructors.

g) Wherever possible, interns are placed with supervisors who articulate and practice Christian values and beliefs in the public square through engaging culture and technology. All interns are encouraged to explore Christian integration and application, particularly from the perspective of Christian servant leadership, through journaling and community discussion of internship experience.

h) The Ottawa location provides interns with opportunities to gain practical work and service experience and to begin to build a network of contacts of a national and international character. After completing their degree programs, many LLC alumni have obtained employment in national and international organizations.

3. METHOD OF EVALUATING STUDENTS DURING THE INTERNSHIP

Once placement in an internship has been finalized, the student must negotiate an Internship Learning Agreement with the supervisor detailing the work to be completed during the semester. This agreement is reviewed by the Director to ensure that it meets academic requirements. Students maintain a journal throughout their internships that must be submitted to the Director at the completion of the internship. There are directed questions for the students for their journal and it is meant to document their learning experience. The journal is reviewed at least once during the semester to ensure that students are completing this work appropriately. In addition, students must read assigned chapters of the required text and handouts, prepare chapter summaries and questions, and be prepared to discuss their learning in each of the seminars. At the end of the semester, the Director assigns the final grade (Pass/Fail) on the basis of the supervisor's evaluation and the syllabus requirements.

APPENDIX B.3.2.1.

PROPOSED ADDITIONAL COURSES: SYLLABI

Note: These courses are described as additional rather than new because they are drawn from approved courses which have been taught at Trinity Western University for several years.

POLS 230* LAW AND POLITICS IN CANADA (3 semester hours)

DESCRIPTION

The course introduces students to the basic concepts, institutions, and ruling ideas in political thought and action. Through the examination of milestone court cases, particularly Supreme Court decisions since the Charter of Rights and Freedoms (1981), the symbiotic relationship between the judiciary and legislative branches of government are established. Specific policy areas such as criminal law, minority rights, recognition of aboriginal entitlements, and other politically controversial topics are discussed.

OUTCOMES

Students will:

- be introduced to the fundamental principles of law and legal reasoning and how they affect politics in Canada;
- learn the basic concepts and terms associated with the study of law and its political application;
- understand how worldviews and interpretive positions shape court decisions and the judicial process;
- be able to analyze and understand court decisions and their political ramifications;
- gain the concepts and skills needed to critically assess the nature and significance of current political and juridical issues;
- develop verbal and written skills through oral and written presentations.

OUTLINE

Part 1: Judicial and Political Foundations

The Role of Law: Boyd Chapter 1; The Rule of Law: Morton Chapter 1.1;1.4; Bickenback V

The Sources of Canadian Law and the Legal Tradition: Boyd Chapter 2; E-Course paper on Western Legal Tradition;

The Legal State: Leslie A. Pal, "From Society to State," in Alain Gagnon & James Bickerton, ed. *Canadian Politics: An Introduction to the Discipline*, Broadview Press, 1990, pp17-41; "The origins of the State," in Kenneth Dyson, *The State Tradition in Western Europe*, Oxford: Martin Robinson, 1980, Chapter 1.

Interpreting Ambiguous Statutes: Boyd Chapter 3; Morton chapter 2.1,2.3,2.5; Morton Chapter 9

Part 2: Building Blocks of the Canadian Legal System

The Constitution of Canada: Boyd, Chapter 4; Morton, chapter 1.2,1.6

Canada's Courts: Boyd Chapter 5; Morton Chapter 3; Chapter 6; Chapter 12

Law, Students, Lawyers and Judges: Boyd Chapter6; Morton Chapter 4

Judicial Independence, Ethics and Discipline: Morton Chapter 5

Interest Groups and Litigation: Morton Chapter 7

Judicial Review and Federalism: Morton Chapter 10

Reconciling Judicial Review and Constitutional Democracy: Morton Chapter 13

Part 3: Substantive Law

Torts of Intention and Negligence: Boyd Chapter 7

The Changing Family and Family Law: Boyd Chapter 8

Administrative Law: Boyd Chapter 9

Criminal Law: Boyd Chapter 10

The Bickenbach text will be used for the seminars on Friday classes.

TEXTS

Neil Boyd, *Canadian Law: An Introduction*, 3rd ed., Toronto: Nelson Canada, 2002.

F. L. Morton, ed, *Law, Politics and the Judicial Process in Canada*, 3rd ed, Calgary: The University of Calgary Press, 2002.

Jerome E. Bickenbach, ed, *Canadian Cases in the Philosophy of Law*, 3rd ed, Peterborough: Broadview Press, 1998.

There will be additional assigned readings, handouts and E-course readings.

Lectures will generally follow the outline of the Boyd text; the case studies and articles in Morton and Bickenbach will be integrated into the course outline Lecture content will supplement texts. You are responsible for keeping up-to-date with the readings in the texts and on the E-course web site.

Law and Politics on the Net

A Broad range of academic and literary information: <http://aldaily.com/>

(1) Canada: www.canada.gc.ca - go to the 'about government' listing and then to 'Government at a Glance;'

- (2) Supreme Court of Canada: www.scc.gc.ca
- (3) Supreme Court of Canada Decisions: www.lexum.umontreal.ca/csc-scc/en/index.html
- (4) Current legal news: <http://jurist.law.utoronto.ca/>
- (5) Canadian politics: www.nelson.com/politics/canpol.html

Each Boyd chapter has specific web sites.

Legal Help online

- (1) Legal Drafting: <http://aix1.uottawa.ca/~resulliv/legdr/index.html>
- (2) Canadian Legal Information Institute: http://www.canlii.org/index_en.html
- (3) International Law Dictionary and Directory: <http://www.august1.com/pubs/dict/index.shtml>

ASSIGNMENTS

Students are expected to attend all classes. Lectures will be given Monday and Wednesday. The Friday class is a seminar class and attendance will be taken. An email explaining reason for necessary absence shows respect for the learning process. If you are not present during class discussions on assigned readings, your absence will be noted unless a valid written explanation of the absence is submitted.

The basis for evaluation of student performance in this course is as follows:

1. Seminar participation 10%
 2. Weekly reading summary for seminar (1 page) 10%
 3. Precedent setting Supreme Court case summary 07%
 4. Mel Smith Lecture attendance and summary of lecture 03%
 5. Midterm Test 10%
 6. Supreme Court Case Research Paper 15%
 7. Supreme Court Case Presentation 10%
 8. Final Exam 35%
- Total 100%

All assignments will be accepted in Word or RTF format as attachments via e-mail. Email attachments deadline is 6pm of due date.

* To be revised and approved by Undergraduate Academic Council as a 300-level course.

POLS 310 ISSUES IN SOCIAL JUSTICE (3 sem. hrs.)

DESCRIPTION

The meaning of social justice has been the subject of great debate from classical Greece to the present. In this course, we shall begin by comparing the ancient and modern accounts of social justice, and their enduring legacies. The course will then provide an overview of the particular issues of social justice: the relation between a free society and a virtuous one (and the related issues of sexual license and hate speech), the application of equality, the power of the state over human life, and the rationale for just war.

Students are expected to contribute to class discussions regularly, and to demonstrate knowledge of the appropriate weekly readings.

OUTCOMES

Students will be able to:

- evaluate key issues in the history of social justice;
- demonstrate the timeless relevance of social justice;
- comprehend the differences between ancient and modern accounts of social justice;
- analyze and interpret important texts of social justice;
- make use of the teachings of the social justice tradition through a biblical perspective.

OUTLINE

All readings can be found in the course texts. This outline will change with advance notice.

Introduction

No readings

Ancient Social Justice: Virtue

Xenophon, 1-80

Modern Social Justice: Freedom

Mill, 2-85

Equality and Social Justice

Mill, 108-133 [skim]

Pojman, 72-78, 180-192, 335-377, 405-

452

Just War

Pojman, 378-389

Capital Punishment

Hand-outs

TEXTS:

J. S. Mill, *On Liberty and Utilitarianism*, Bantam: 1993.

Louis P. Pojman, *Justice: An Anthology*. Prentice-Hall: 2005.

Leo Strauss, *Xenophon's Socratic Discourse*. St. Augustine;
1998.

ASSIGNMENTS

- a) Two In-Class Tests (40% in total)
- b) One Major Paper (30%)
- c) Final Exam (30%)

POLS 312 GLOBALIZATION AND GLOBAL GOVERNANCE (3 sem. hrs.)

DESCRIPTION

This course examines the causes and consequences of globalization and the transitional institutions established to cope with this process. The course will examine the meaning of global governance and how this differs from governance of domestic societies. It will also identify the significant international institutions involved in global governance and assess their contribution. The role of various international governmental and non-governmental organizations will be studied in relation to such issues as global trade, the environment, human rights, economic development, and international migration.

A key part of the course is a United Nations simulation that provides students with the opportunity to gain experience in a negotiation setting and to deal with and react to challenges and opportunities provided in the cut and thrust of debate.

OUTCOMES

The students will:

- gain an understanding of the historical roots of contemporary international organizations and their role in world politics;
- understand the processes of globalization and its impact on contemporary structures of global governance;
- learn the concepts and skills that will enable them to understand and critically assess the contribution made by various intergovernmental and non-governmental agencies;
- understand how different world views influence discussions of international organizations and their role in the world order;
- be able to discuss the interplay of power and values in international organizations within an ethical framework;
- develop their written and verbal skills through oral and written presentations and original research.

OUTLINE

1. Theories of Cooperation and Regime Formation

Baylis and Smith, eds., *The Globalization of World Politics*, 369-403

2. International Economic Institutions

Baylis and Smith, *The Globalization of World Politics*, 325-347, 599-619

3. Regionalisms and the European Union

Baylis and Smith, *The Globalization of World Politics*, 579-597

Charlton, ed., *Crosscurrents*, 281-300

4. Development and Gender

Baylis and Smith, *The Globalization of World Politics*, 645-687

Charlton, ed., *Crosscurrents*, 197-222

5. Making Poverty History? A Debate

Charlton, ed., *Crosscurrents: International Relations*, 321-350

6. The United Nations

Baylis and Smith, eds., *The Globalization of World Politics*, 405-424

7. International Law and Human Rights

Baylis and Smith, *The Globalization of World Politics*, 349-368, 689-705

Charlton, ed., *Crosscurrents*, 379-419

8. Peacekeeping and Peacemaking

Baylis and Smith, *The Globalization of World Politics*, 555-578

9. The Environment

Baylis and Smith, *The Globalization of World Politics*, 451-478

Charlton, ed., *Crosscurrents*, 301-320, 446-474

10. Transnational Organizations

Baylis and Smith, *The Globalization of World Politics*, 425-447

Charlton, ed. *Crosscurrents*, 28-50

11. Globalization and World Order

Baylis and Smith, *The Globalization of World Politics*, 709-742

Charlton, ed., *Crosscurrents*, 260-280

TEXTS

John Baylis and Steve Smith, eds., *The Globalization of World Politics*, third edition, Oxford: Oxford UP, 2004.

Mark Charlton, ed., *Crosscurrents: International Relations*, Fourth Edition, Toronto: ITP Nelson, 2005.

Students are advised to gain familiarity with the issues and institutions of globalization and global governance through regular reading in typical news sources, such as the New York Times, the National Post, the Globe and Mail, or the Economist. Online news reports are also an effective way to stay abreast of global affairs. For example, try out www.bbc.co.uk/worldservice and www.cnn.com.

ASSIGNMENTS

Participation 10%

Short Essay 15%

UN Simulation 15%

Research Essay 30%

Final Examination 30%

POLS 314 INTERNATIONAL POLITICAL ECONOMY (3 sem. hrs.)

DESCRIPTION

A study of the ways government policies interact with global economic conditions. The course includes both historic and contemporary views of the impact of the international economy on various groups and policies which result in prosperity and the greatest economic justice for all. Topics include assessment of globalization and key global forums for management of the world monetary and trade systems. Also included is a review of strategic global industries such as oil, computer technology, cell phones, and aircraft.

OUTCOMES

The students will:

- learn the fundamental principals of international economic behavior;
- be familiar with the history of global economic relations;
- understand the role of various players in the economic policy process;
- know the style and philosophy of U.S. international commercial policy;
- understand the circumstances of poor countries and the role of trade groupings, multinational corporations and aid policies;
- improve skill in analysis and writing about international political economy.

OUTLINE

Introduction

Philosophical issues

Lairson and Skidmore, Chapter 1, Preface of Stiglitz text, 9-16.
p. 3

Fundamentals of Global Economy

Read Chapter 2, Lairson and Skidmore, Stiglitz, Chapter 1
First summary due, research topic declared

History of World Economy

Read Chapter 3, Lairson and Skidmore
Summary #2

American Role in the World Economy

Read Chapter 4, Lairson and Skidmore
Bibliography and outline for research paper.

Globalization of Finance and Production

Read Chapter 5, Lairson and Skidmore, Stiglitz, Chapter 2
Summary #3

Trade Groups and International Institutions
Read Ch. 6, up to Case 2, Lairson and Skidmore, Stiglitz, Chapter 3
Review for Mid-term

Mid-term
Finish Chapter 6
Student reports begin.

Advanced Nation Competition
Read Chapter 7, Lairson and Skidmore, Stiglitz, Chapter 4
Summary #4

Southern Trade Strategies
Debate: "Selective trade protection is necessary for any nation."
Read Chapter 8, Lairson and Skidmore, Stiglitz, Chapter 6
Reports continue

Cases: China, India, Brazil
Read Chapter 9, Lairson and Skidmore
Debate: "The world needs to curb trade aggression by these new
economic power houses." Summary 5

MNC's and the 3rd World
Lairson and Skidmore Chapter 11, 12 Reports on Industries around the globe.
Papers Due

Third World Debt and North-South Finance
Future of Global Economic Cooperation
Read Chapters 13,14. Lairson and Skidmore, Stiglitz, 7,8,9.
Summary #6

Review for Final

TEXTS

Thomas D. Lairson and David Skidmore, International Political Economy: The Struggle for Power and Wealth, 3rd Edition, (Thomson/Wadsworth 2003).
Joseph E. Stiglitz, Globalization and Its Discontents W.W. Norton, 2002).

Additional instructor sources:

John M. Rothgeb Jr., U.S. Trade Policy: Balancing Economic Dreams and Political Realities, (CQ
Thomas Friedman, The World Is Flat: A Brief History of the Twenty-first Century, (Farrar, Straus and
Giroux 2005)
Lester C. Thurow, The Future of Capitalism, How Today's Economic Forces Shape Tomorrow's World,
(Penguin, 1996.)
Andrew C. Sobel, Political Economy and Global Affairs, (CQ Press, 2006).
Jagdish Bhagwati, In Defense of Globalization, (Oxford University press 2004).
Robert E. Rubin, In an Uncertain World, (Random House 2003).

ASSIGNMENTS

Final grade is based on 100 points maximum as follows:

Attendance 20
Verbal Presentation 5
Research Paper 20
Summaries (6) 12
Mid-term 18
Final 25

**POLS/HIST 335 HISTORY OF THE DEVELOPMENT OF THE CANADIAN CONSTITUTION
(3 sem. hrs.)**

DESCRIPTION

A historical and political analysis of the major steps leading to the present constitution, including landmark court cases, attempted and successful amendments (Constitution Act 1981, the Meech Lake Accord, the Charlottetown Accord, etc) and various historical Acts both prior to and post-Confederation.

OUTCOMES

The students will:

- become acquainted with modern state constitutional theory;
- be introduced to the fundamental principles of the Canadian Constitution;
- understand the political/social context within which Canadian constitutional debate occurs;
- identify and examine some of the leading constitutional debates and court cases associated with the development of the Canadian Constitution;
- assess the successes and failures of Canadian Constitution-making;
- develop the analytical and research skills necessary to read and assess constitutional documents and associated legal cases.

OUTLINE

Introduction to the Course:

Introduction to the concept of “the State” and conflicting conceptions.

Introduction to the concept of “the Constitution”

Required reading: Andrew Vincent, “The Nature of the State” in Coursepack; Required reading: Peter Russell, Chap. 1 of “Constitutional Odyssey in Coursepack; Required reading: Patrick Monahan, Chap. 1.

The Road to Independence

Required reading: Ressor, Chapter 1; Monahan, Chapter 2.

Struggle for Responsible Government

Required reading: Ressor, ch. 2; Constitutional Odyssey, ch. 2.

Confederation

Required Reading: Constitutional Odyssey, ch. 3; Ressor, ch. 3.

Federalism and the Constitution

Required Reading: “The Living Canadian Constitution” in Course Pack; Ressor, ch. 4; Monahan, ch. 3.

1867 Constitution Act

Required Reading: Constitutional Odyssey, ch. 5; Ressor, ch. 7; Monahan, ch. 4.

Provincial & Territorial Constitutional Provisions

Required Reading: Constitutional Odyssey, ch. 4; Ressor, ch. 5; Monahan, ch. 5.

Canada and its Aboriginal People

Required Reading: “Article on E course”; Monahan, ch. 13 & 14; Cases: Sparrow.

Constitutional Dissatisfaction

Required Reading: Constitutional Odyssey, ch. 6 & 7; Ressor, ch. 6; “Why do Nations Have to Become States?” Charles Taylor, in Reading Rm.; Monahan ch. 7.

The Charter Period

Required Reading: Constitutional Odyssey, ch. 8 & 9; Ressor, ch. 8; Monahan ch. 6; “The Politics of Constitutional Renewal...” Course Pack; Cases: Reference re legislative authority of Parliament to alter or replace the Senate 1980; Attorney General of Manitoba et al. v. Attorney General of Canada et al 1981.

Meech Lake Accord

Required Reading: Constitutional Odyssey, ch. 10; “Ritual, Taboo, and Bias...” in Course Pack.

The Charlottetown Referendum

Required Reading: Constitutional Odyssey, ch. 11; “Strange Brew...” Course Pack.

The Constitution and the Courts: Parliamentary Sovereignty?

Required Reading: Canada’s Constitutional Law, ch. 3; “Why a Notwithstanding Clause?” Peter Loughheed in Reading Rm.; The Clarity Act; Cases: TWU vs BC Teachers Union.

Peace, Order and Good Government

Required Reading: Monahan, ch. 8 & 15

TEXTS

Patrick J. Monahan, *Constitutional Law*, 3rd ed. 2006

Peter Russell, *Constitutional Odyssey*, reprinted in *Course Pack POLS 335*

Bayard Ressor, *The Canadian Constitution in Historical Perspective*.
Course Pack POLS 335

ASSIGNMENTS

In-class discussion		10%
Legal Case/Constitutional Accord/Act Presentation	30%	
Analytical Research Paper (15-20 pages)		30%
Final Take-home Exam (2 essay questions)	30%	

Students are expected to attend all classes. If they are not present during class discussions on assigned readings, their absence will be noted unless a valid written explanation of the absence is submitted.

POLS 383 PUBLIC ADMINISTRATION IN CANADA (3 sem. hrs.)

DESCRIPTION

This course provides an overview of the public administration in Canada with primary focus at the Federal level of government. Attention will be directed to the importance of public administration, its structure and functions, key issues that public administration addresses, and an evaluative critique of both structures and processes.

OUTCOMES

OUTLINE

TEXTS

Gregory Inwood, *Understanding Canadian Public Administration* 2nd ed., Toronto: Pearson Education Canada, 2004

Barbara Wake Carroll, David Siegel, Mark Sproule-Jones, eds., *Classic Readings in Canadian Public Administration*, Toronto: Oxford University Press, 2005

ASSIGNMENTS

Responses to UCPA Text Questions 25%

Answer, typed out, and hand in all review questions at the end of each of the 13 chapters in the Inwood text.

Critical Analyses of selected writings from Reader 25%

Critically analyze and discuss one or two key themes from 12 of the essays in the Reader. Each entry should be approximately 1.5 pages in length.

Analytical Research Paper 25%

A fifteen page research Paper which will critically examine of the themes addressed in the essays in the Reader. This topic will be different from the themes analyzed in course requirement 2.

Final Take-home Exam 25%

Two essay questions will be posed. This exam is purposely set at 25%.

POLS/HIST 438 CANADIAN AND US RELATIONS (3 sem. hrs.)

DESCRIPTION

A survey of relations between the two countries from their origins ranging from military and diplomatic contacts to intellectual and cultural interaction. Special attention will be paid to comparative developments in the two nations.

OUTCOMES

The students will:

- gain an understanding of the range of historical issues involved in Canada/U.S. relations;
- appreciate the influences of Canada and the United States upon each other's development;
- recognise the differences/similarities between the two nations;
- evaluate current issues in Canada/U.S. relations such as cultural protection, fisheries disputes and free trade;
- learn how a middle power can function alongside a super power;
- become informed and sensitive interpreters of the past who are developing skills of inquiry, analysis, expression and leadership.

OUTLINE

Foundations: Canadian/American Identity; sovereignty;

Independence and Liberty:

Nationalism, ideology, structure

Regions Apart, pp. 1-25; 59-73

Guest Lecture: Calvin Townsend, "Progress or Return:

Political Traditions of the U.S. and Canada"

Selection from George Grant. *Lament for a Nation*

Joint Occupation: War of 1812; barriers; antecedent boundaries; *First Nation, Revolutionaries and Loyalists*

DD RS#1: Brock, *Aboriginal Policy* and Pal, *Gun Control*

Regions Apart, pp. 26-58; 74-86

CDA and the US, pp. 338-358; 68-93.

Pride and Prejudice: Accommodation; Settlement (Civ. War and Confed.)

DD RS#2: Kanji and Nevitte, *Deferential* and Rocher, *Federalism*

Regions Apart, pp. 87-129; 234-245

CDA and the US, pp. 121-140; 262-283.

Reciprocity and Rapprochement: *Economic continentalism & nationalism (1880-1900); co-option (IJC and BWT of 1906)*

DD RS#3: Perry, *Tax and Debt* and Smith, *PM and Pres.*

Regions Apart, pp. 166-192

CDA and the US, pp. 52-67; 229-247

Boundaries and Borders: *Protectionism (Reciprocity in 1911)*; Bi-lateral diplomatic relations (Alaska Boundary Dispute)

DD: IN CLASS ESSAY

Distribute Survey

Guest Lecture: Lord Alverstone

Selections from J. Munro, ed., *The Alaska Boundary Dispute*;

Sovereignty: *The 49th parallel; fence, gate, permeable line, or zone of emergence (Skagit)*

DD RS#4: Evans, *Health Care* and Kirkey, *Negotiation*

Regions Apart, pp. 193-214

CDA and the US, pp. 21-51; 248-300

Nationalism: Independence; Foreign policy; diplomacy; alliance

DD RS#5: Seiler, *Melting Pot or Mosaic* and Teras, *Identity*

Regions Apart, pp. 216-232

CDA and the US, pp. 97-120; 192-210

Identities: *Grant's Lament & Lipset's Goad*; Defense, Nuclear policy and distinctiveness

DD: Survey

Guest Lecture: B. Burkinshaw

Regions Apart, pp. 140-165

CDA and the US, pp.211-228

Culture and Tradition

DD: Student Debate: War on Terror

Supply and Demand

DD: Student Debate: Missile Defense System

Bi-Lateralism or Domination?: *Concepts of Nature; resource sharing; imperialism and accommodation*

National myths

Regions Apart, pp. 247-266

Final exam

DD: Term papers

TEXTS

Edward Grabb and James Curtis, *Regions Apart: The Four Societies of Canada and the United States*. Don Mills, ON: Oxford University Press, 2004.

David M. Thomas, editor. *Canada and the United States: Differences that Count*. Second Edition. Peterborough, ON: Broadview Press, 2004.

Selected readings available in the HIST/POLS reading room in Upper-RNT.

ASSIGNMENTS

Class participation 10%

In-Class essay 5%

Assigned readings and reading summaries 15%

Class debate 15%

Research essay 25%

Final exam 30%

POLS 440 THE EVOLUTION OF CANADIAN FOREIGN POLICY (3 sem. hrs.)

DESCRIPTION

This course provides an overview of the formulation and trends of Canadian foreign policy from confederation to the present. The domestic and external determinants of Canadian foreign policy, the nature of the foreign policy-making process, and the evolution of key themes in Canadian foreign policy are major focuses.

The first section of the course focuses upon the history of Canadian foreign policy from confederation to the present, focusing upon key junctures, on the development of a Canadian external affairs department, and the diversification and increasing complexity of Canadian foreign relations.

The second section allows students to address key concerns in the modern formulation of Canadian foreign policy through study, presentation, and class discussion.

OUTCOMES

The students will:

- gain a superior background in the history of Canadian foreign relations from the time of Confederation;
- assess critically the current formulation of Canadian Foreign Policy in reflection upon the past through the consideration of a prominent modern polemic;
- discuss the current formulation of Canadian Foreign Policy in an atmosphere of critical inquiry;
- be exposed to a particular issue in Canadian Foreign Policy as a means of developing their expertise in the field;
- develop a Christian critique of foreign policy formulation and the content of Canadian Foreign Policy in particular.

OUTLINE

Section A: Historical Survey

External Politics of the Dominion, 1867-1930

Hilmer and Granatstein, *Empire to Umpire*, 1-109.

*Panel 1: Reciprocity 1911, 19 January

A Newly Emerging Country, 1931-1945

Hilmer and Granatstein, *Empire to Umpire*, 111-180.

*Panel 2: Canada and the UN Conferences 1944-45, 26 January

Wars and Alliances, 1945-1956

Hilmer and Granatstein, *Empire to Umpire*, 181-238.

*Panel 3: Canada and the Suez Crisis, 2 February

A Player on the World Stage 1957-1967

Hilmer and Granatstein, *Empire to Umpire*, 239-284.

New Directions, 1968-1984

Hilmer and Granatstein, *Empire to Umpire*, 285-311

Continentalism and Commerce, 1984-2005

Hilmer and Granatstein, *Empire to Umpire*, 313-351

*Panel 4: Free Trade 1988, 16 February

Section B: The Crisis of Canadian Foreign Policy?

The Debate over Canadian Decline

Andrew Cohen, *While Canada Slept*

Foreign Policy in the 2000s and Beyond

Canadian International Policy Statement, 2005:

<http://www.dfait-maeci.gc.ca/cip-pic/ips/ips-en.asp>

Andrew Cooper and Dane Rowlands, "A State of Disconnects", *Canada Among Nations 2005*, 3-20.

Gerald Schmitz and James Lee, "Split Images and Serial Affairs", *Canada Among Nations 2005*, 245-270.

Thomas Axworthy, "New Bottles for Old Wine", *Canada Among Nations 2005*, 271-282.

Section C: The Formulation of Canadian Foreign Policy

Student Presentations

Readings will be assigned from Cooper and Rowlands, *Canada Among Nations* for each week.

Topics for Section C:

1. Breaking the Ice: Issues of Arctic Sovereignty
2. Canada-US Military Cooperation: NMD, Norad, and the Security Perimeter
3. Constituent Units or Foreign Policy Players? The Provinces and Canadian Foreign Policy
4. A Tree Falling in the Forest: The US-Canada Softwood Lumber Dispute
5. Canada and UN Reform
6. Expanding our Horizons: the Human Security Agenda
7. The Canadian Intelligence Community – CSIS and the CSE
8. A Question of Priorities: Canadian Immigration Policy
9. Business is Business: Canada at the World Trade Organization
10. A Promise to Keep? Kyoto and Canada's Environmental Commitments
11. One of the Big Guys: Canada and the G7/8
12. Making Poverty History? Canada's Overseas Development Assistance
13. Canadians in Detention: Consular Failure?
14. In Harm's Way: Canadians in Afghanistan
15. Still on Guard for Thee? Canada's Peacekeeping Commitments
16. Creating a People's Foreign Policy: the Foreign Affairs Policy Community and Consultations on Canadian Foreign Policy
17. Canada's NATO Policy: Still a Trustworthy Alliance?
18. The Elephant in the Room: Quebec and Canadian Foreign Policy
19. Finding Sanctuary: Canadian Refugee Policy
20. Canadian Counterterrorism
21. Too Overcommitted to Commit? Canada and International Interventions
22. The International Politics of Fish: Canadian Fisheries and the Law of the Sea

TEXTS

Norman Hilmer and J.L. Granatstein, *Empire to Umpire*, Toronto: Irwin, 2000.

Andrew Cohen, *While Canada Slept*, Toronto: McClelland and Stewart, 2003.

Andrew F. Cooper and Dane Rowlands, eds., *Split Images: Canada Among Nations 2005*, Montreal: McGill-Queen's University Press, 2005. (required)

Students would do well to consult some of the following resources:

www.ciiia.org – The Canadian Institute of International Affairs (CIIA) is the leading research forum for discussion of Canada's foreign policy.

International Journal is the CIIA flagship journal. It also publishes newsletters called *International Insights* and *Behind the Headlines*

<http://www.fac-aec.gc.ca> – Foreign Affairs Canada serves the Canadian foreign, trade, and immigration services abroad and provides access to documents in Canadian foreign policy.

Peer-reviewed Journals

Canadian Foreign Policy Journal

International Journal

Canadian Journal of Political Science

Canada Among Nations (annual)

Other Useful Books:

C.P. Stacey, *Canada and the Age of Conflict*, volumes 1 and 2, Toronto: University of Toronto Press, 1984.

Don Munton and John Kirton, eds., *Canadian Foreign Policy: Selected Cases*, Scarborough: Prentice-Hall, 1992.

Kim Richard Nossal, *The Politics of Canadian Foreign Policy*, second edition, Scarborough: Prentice-Hall, 1989.

Rob McRae and Don Hubert, eds., *Human Security and the New Diplomacy*, Montreal: McGill-Queen's UP, 2001

Lloyd Axworthy, *Navigating a New World: Canada's Global Future*, Toronto: Vintage Books, 2004.

ASSIGNMENTS

Participation		10%
Historical Review Panel	5%	
Position Paper		15%
Class Presentation		10%
Research Paper	30%	
Final Exam		30%

APPENDIX B.3.6.3.

FACULTY CURRICULUM VITAE: PROPOSED ADDITIONAL COURSES

1. Program Teaching Requirement with Proposed Additional Courses*

1. Approved Courses				
No.	Name	S.h.	Instructor	Notes
POLS/HIST 391	Canadian Governmental Leadership	3	Dr. Paul Wilson	LLC adjunct
POLS/SOCI 392	Ethics and Public Affairs	3	Dr. Janet EppBuckingham and Russ Kuykendall	LLC Director & TWU Assoc Prof, LLC Adjunct
POLS 393	Canada's Changing Culture	3	Dr. Clint Curle	LLC adjunct
Internships-choose one.				
BUSI 395/396	Internship	6	Dr. Janet Epp Buckingham	
COMM 353/356	Internship	6	Dr. Janet Epp Buckingham	
HIST 315/316	Internship	6	Dr. Janet Epp Buckingham	
POLS 395/396	Internship	6	Dr. Janet Epp Buckingham	
3. Proposed Additional Course Approvals				
POLS 230	Law and Politics in Canada	3	Dr. John Dyck	Upgraded to third-year
POLS 310	Issues in Social Justice	3	Dr. Grant Havers	TWU assoc prof
POLS 312	Globalization and Global Governance	3	Dr. Paul Rowe	TWU asst prof
POLS 314	International Political Economy	3	Dr. Dan Sanford	Director of TWU Washington & adjunct
POLS/HIST 335	Development of the Canadian Constitution	3	Dr. John Dyck	TWU asst prof
POLS 383	Public Administration in Canada	3	Dr. John Dyck	
POLS/HIST 436	Canadian and US Relations	3	Dr. Bruce Shelvey	TWU assoc prof
POLS 440	The Evolution of Canadian Foreign Policy	3	Dr. Paul Rowe	

*Four courses and an internship will be offered each semester. Students will choose three courses and an internship.

2. Curriculum Vitae of Current Faculty

(Subdivide this part as indicated below and arrange CVs within each section in alphabetical order. Include the following headings for each curriculum vitae: Name; Degrees (specify discipline area)Employment history Honours; scholarly and professional activities: past seven years; courses taught past five years (indicate delivery method for each course); where applicable, number of graduate supervisions and thesis details (title, year of registration and completion); Research funding: past seven years only; publications.)

JOHN H. A. DYCK

3120 Blue Jay Street
Abbotsford, BC V2T 5L5

Telephone: Cell (604) 626-3276; Office (604) 513-2121-3470

Email: john.dyck@twu.ca

DEGREES

DPHIL Political Studies (Oxford), 2007.
MA First Class Political Theory (Manitoba), 1979.
BA Honours Political Studies (Manitoba), 1976.
Dip. Biblical Studies (Columbia Bible Institute), 1971.

EMPLOYMENT HISTORY

Assistant Professor in Political Science, Trinity Western University, 2002-present.

Instructor in Political Studies, Canadian Mennonite University, 2001-02.

Owner, Prudentia Educational Services International Inc., consulting and training services, 1998-present.

Interior BC Regional Wheelchair Basketball Coach and Director, 1997-01

BC and Yukon Coordinator – Model United Nations Programme UNA in Canada, 1998-01

Instructor in Political Science, University College of the Cariboo, 1990-97.

Lecturer in Political Science, Stoney Mountain Penitentiary, University of Winnipeg, 1983-90.

Lecturer in Philosophy, Mennonite Brethren Bible College, 1982-83.

Private tutor, Oxford University, 1980-82.

HONOURS

Richardson Bursary for the Arts, 1973.
Senior Course Prize for Political Studies, 1976.
Donald Vernon Snider Memorial Fellowship, 1979.
Queen's Graduate Fellowship, 1979.
UBC Summer Fellowship, 1992.
Distinguished Service Award, University College of the Cariboo, 1996.
Appreciation Award, School District #75, Kamloops, BC, for work with Model UN Program, 2001.

SCHOLARLY AND PROFESSIONAL ACTIVITIES IN PAST SEVEN YEARS

1. Memberships

BC Political Science Association
Canadian Political Science Association

Western Political Science Association
Religion, Culture, and Conflict Research Group, TWU.
Religion in Canada Institute, TWU.

2. Conference and Government Presentations

Instructor, Labour Research and Report Writing Workshop, Step Program, Kamloops Indian Band, January 17-18, 2000.

“Love, Justice and Toleration in Paul Ricoeur,” Prepared Paper for the BC Political Science Association Meetings in April 2006

“Alternative strategies of the Kanadier and Russlaender Mennonites to World War II.” Invited presentation to the International Conference on Conscientious Objection. Oct. 20-21, 2006

3. Other

Academic Liaison , TWU-Laurentian Leadership Centre, 2002-07.

MUN consultant and coordinator for the School District #73 High School Model United Nations Conference, University College of the Cariboo, 1997-2001.

COURSES TAUGHT IN PAST FIVE YEARS

HIST 400 Directed Study on History of Western Constitutionalism
HIST/POLS 334, History and Politics of Canadian Government
HIST/POLS 335 History and Development of Canadian Constitution
HIST/POLS 352 History and Politics of American Government
POLS 234, Intro to Canadian Politics
POLS 230 Canadian Politics and Law
POLS 434 Canadian Political Thought
POLS 487, Selected Topics: Community
POLS 488 Canadian Public Policy (DS)
POLS/PHIL 310 Issues in Social Justice
PHIL/POLS 320 Political Philosophy (DS)
POLS/PHIL 415 Contemporary Political Philosophy
Practicums

Each academic year I have been the advisor for 3 Honours theses and since 2005, second reader for at least 1 MA thesis.

NUMBER OF GRADUATE SUPERVISIONS

3 MA committee supervisions

RESEARCH FUNDING IN PAST SEVEN YEARS

SSHRC Internal Grant, 2003.
OMNI ROGERS 5 year Award, 2006.

PUBLICATIONS

1. Articles, Book Reviews

Review of John Howard Yoder, "Body Politics: Five Practices of the Christian Community Before the Watching World," Waterloo, Ontario: Herald Press, 1992, 2001, *Journal of Mennonite Studies*, 2002.

Review of Chris Mackenzie, "Pro-Family Politics and Fringe Parties in Canada," Vancouver: UBC Press, *BC Studies*, 2006.

2. In Progress

Forthcoming review of J.M. Bumstead, "St. John's College: Faith and Education in Western Canada," Winnipeg: University of Manitoba Press, 2006 in *Social History*.

Forthcoming: Conference Paper "How shall we best serve: Alternative strategies of the Kanadier and Russlaender Mennonites to World War II." Submitted to the *Journal of Mennonite Studies* in August 07.

"Love, Justice and Toleration in Paul Ricoeur" submitted to the *Review of Politics* in Sept 07.

"Church-State Negotiation Strategies Amongst the Russian-Canadian Mennonites between 1870-1930." Submitted to the *Journal of Political Ideologies* in Sept 07.

Revising D.PHIL Dissertation: "The Language of Community: An Analysis of the Concept and Practice of Wehrlosigkeit Amongst the Russian-Canadian Mennonites 1870-1930 for publication as a book.

Circulated draft of "Citizen-initiated legislation and British Columbia's experiment with Direct Democracy."

Circulated draft of "Judicial Independence and Judges' Citizenship Rights."

MEDIA SERVICE FOR TRINITY WESTERN UNIVERSITY

NOWTV "Paul Martin" Online with Doug Kooy, Oct. 15, 2006.

NOWTV "Bush's Foreign Policy in Iraq" Online with Doug Kooy, Program Date: April 20, 2003.

CKNW "Peter Newman's book on Mulroney tapes". Nightline with Michael Smith, Sept 15, 2005, 8pm.

CKNW "Harper's proposed GST cut". Nightline with Michael Smith, Dec 2, 2005, 7:30pm.

January 19, 2006 Telephone interview with Greg Joyce for CP Wire for a article on how the Canadian election will impact BC. Appeared in the Globe and Mail on Saturday, January 21, 2006.

January 24, 2006 Telephone interview with BC Christian News regarding the electoral outcome of specific ridings in BC for evangelicals 2006.

January 25, 2006 Telephone interview with reporter for *Focus in the Family* (US) re the results of the Canadian election and what it means for Canadian evangelicals in politics.

February 9, 2006 Interview with News11:30 on the David Emerson defection to the Conservative Government.

Studio guest for Bill Good Show on CKNW, 8:30 am to 9:30 AM Feb 9, 2006: "Ethics and Politics: David Emerson crossing the floor."

CKNW "Conservative Government's Throne Speech." Nightline with Michael Smith, April 4, 2006, 8:00-8:45 pm.

CKNW "Conservative Government's Throne Speech." Sean Leslie Show, "Politics This Week." April 8, 2006, 5:00-5:30pm.

GRANT HAVERS

Departments of Philosophy & Political Studies
Trinity Western University
Langley BC V2Y 1Y1

Telephone: 604-888-7511 (3222)

E-mail: havers@twu.ca

DEGREES

PhD Social and Political Thought (York), 1993.
MA Social and Political Thought (York), 1989.
BA1st Class Honours Philosophy (Calgary), 1987.

EMPLOYMENT HISTORY

Chair, Department of Philosophy, Trinity Western University, 2003-present.

Associate Professor of Philosophy and Political Studies, Trinity Western University, 1997-present.

Lecturer in Ethics, Faculty of Business Administration, Simon Fraser University, 1999-2006.

Lecturer, MA in Religion, Culture and Ethics Program, Trinity Western University, 1991-2001.

Sessional in Communications, Trinity Western University, 1998-2000.

Sessional in Humanities, Simon Fraser University, 1997-99.

Instructor in Humanities, York University, 1990-96.

Teaching Assistant in Humanities, York University, 1989-90.

Teaching Assistant in Social Sciences, York University, 1988-89.

HONOURS

SSHRC Aid to Small Universities grant [\$2300], 2006.

Davis Distinguished Teaching Award [TWU], 2004

SSHRC Aid to Small Universities grant [\$1325], 2003.

SSHRC Aid to Small Universities grant [\$2090], 2002.

Ontario Graduate Scholarship [\$12,000], 1989.

York Scholarship [\$3000], 1987.

Ontario Graduate Scholarship [\$10,500], 1987.

Louise McKinney Scholarship [\$3000], 1986.

SCHOLARLY AND PROFESSIONAL ACTIVITIES IN THE PAST FIVE YEARS

1. Memberships

Current Member of International Society for Universal Dialogue, 2000-present.

Current Member of International Society for the Study of European Ideas, 2000-present.
Current Member of American Philosophical Association, 1997-present.

2. Conferences and Presentations

“Is Liberal Democracy too *Liberal*?” presented to the War and Peace Conference, International Society for Universal Dialogue, Hiroshima University, June 1-5, 2007.

“Machiavelli in America: Is the Presidency Becoming a Tyranny?” MAIH Colloquium, Trinity Western University, November 2, 2006.

“Ethics, Privacy and Whistleblowing in the workplace,” presented to the Professional Women’s Group, Waterfront Hotel, September 23, 2006.

“How ‘Open’ is the Open Society?” presented to the Narrative and Identity Conference, International Society for the Study of European Ideas, University of Malta, July 23-27 2006.

“On the Meaning and Implications of Natural Justice,” presented to the British Columbia Real Estate Association, Whistler, BC, May 11, 2006.

“On Neoconservatism: Does Might Make Right?” presented to the Trinity Western University Philosophy Society, March 28, 2006.

“The Meaning of Neo-Paganism: Rethinking the Relation Between Nature and reedom,” presented to the International Society for Universal Dialogue, in Helsinki, Finland, July, 2005.

“Does Religion Need the Enemy? Reflections on Carl Schmitt and Leo Strauss,” presented to the International Society for Universal Dialogue, in Olympia, Greece, 2003.

“The Rational Response to the Decline of Religious Authority,” presented to Program in Canadian Studies, Eastern Connecticut State University, 2002.

“The Politics of Reason and Faith: Spinoza and Leo Strauss,” presented to the International Society for the Study of European Ideas, Aberystwyth, Wales, 2002.

COURSES TAUGHT IN PAST FIVE YEARS

1. Trinity Western University

“Ancient Greek Wisdom”*

“Contemporary Ethical Issues”

“Continental Rationalism”*

“Introduction to Philosophy”

“Issues in Social Justice”

“Moral Philosophy”

“Philosophy of Science”

“Postmodern Philosophy”*

“Social and Political Philosophy”

“Issues in Contemporary Philosophy”

2. University of British Columbia

“Business, Society & Ethics”

“Seminar in Business & Society”

NUMBER OF GRADUATE SUPERVISIONS

N/A

RESEARCH FUNDING IN PAST FIVE YEARS

SSHRC Small Universities grant [\$2300], 2006.

SSHRC small universities grant [\$1325], 2003.

SSHRC small universities grant [\$2090], 2002.

PUBLICATIONS

1. Peer-Reviewed Articles

Peer-Reviewed Articles:

“Leo Strauss’s Influence on George Grant,” in *Athens And Jerusalem: George Grant’s Theology, Philosophy, and Politics*, edited by Ian Angus et al. Toronto: University of Toronto Press, 2006. Pp. 124-135.

“The Meaning of ‘Neo-Paganism’: Rethinking the Relation Between Nature and Freedom,” in *Humanity at the Turning Point: Rethinking Nature, Culture and Freedom*, Sonja Servomaa (ed.) Helsinki: Renvall Institute of Publications, 2006. Pp. 159-169.

“Leo Strauss, Willmoore Kendall, and the Meaning of Conservatism,” *Humanitas*, vol. 18, nos. 1-2, 2005, pp. 5-25. [Two scholarly replies in the same issue.]

“Political Philosophy and the Love of Wisdom”, *Dialogue and Universalism*, vol. 15, nos. 1-2, 2005, pp. 121-131.

“Between Athens and Jerusalem: Western Otherness in the Works of Leo Strauss and Hannah Arendt,” *The European Legacy* vol. 9, no. 1, 2004, pp. 19-29.

“The Right-wing Postmodernism of Marshall McLuhan”, *Media, Culture, & Society* vol. 25, no. 4, 2003, pp. 511-525.

“Romanticism and Universalism: The Case of Leo Strauss,” *Dialogue and Universalism*, vol.12, nos. 6-7, 2002, pp. 155-168.

With Mark Wexler, “Conspiracy: A Dramaturgical Explanation,” *International Journal of Group Tensions* vol. 31, no. 3, 2002, pp. 247-266.

“George Grant and Leo Strauss: Modernist and Postmodernist Conservatisms”, *Topia*, Fall No.8, 2002, pp. 91-106.

“Leo Strauss and the Politics of Biblical Religion, “ *Studies in Religion* vol. 30, nos.3-4, 2001, 353-364.

With Mark Wexler, “Is U.S. Neoconservatism dead?” *Quarterly Journal of Ideology*, vol. 24, nos. 1-2, 2001, pp. 1-12.

2. Non Peer-Reviewed Articles

“The Medium Diversifies the Message: How Media Portray Diversity,” in Our Society: Diversity in Canada, 3rd edition, Paul Angelini (ed). Toronto: Nelson, 2007. Pp. 304-329.

“Strauss versus the Straussians: A Reply to Professor Gottfried,” 2006. On LewRockwell.com

“Why Business Ethics is Important,” Simon Fraser Faculty News, April 1, 1999.

3. Book Reviews

Jeffrey Hart, *The Making of the American Conservative Mind: National Review and Its Times*, in The European Legacy, vol. 12, no. 2, 2007.

Kevin Phillips, *American Theocracy*, in The European Legacy, vol.11, no.7, 2006.

Carnes Lord, *The Modern Prince: What Leaders Need to Know Now*, in The European Legacy, vol. 11, no. 6, 2006.

Andrew Levine, *The American Ideology: A Critique*, in The European Legacy, vol. 11, no. 6, 2006.

Janine Marchessault, *Marshall McLuhan: Cosmic Media*, in The European Legacy, vol. 11, no. 5, 2006.

Eric Voegelin, *Hitler and the Germans*, in The European Legacy, vol. 11, no. 5, 2006.

Leo Strauss, *Xenophon’s Socratic Discourse*, in The European Legacy, vol. 11, no. 4, 2006.

Barry Cooper, *New Political Religions, or an Analysis of Modern Terrorism*, in The European Legacy, vol. 11, no. 4, 2006.

Martin D. Yaffe, *Spinoza’s Theologico-Political Treatise*, in The European Legacy, vol. 11, no. 3, 2006.

Shadia B. Drury, *The Political Ideas of Leo Strauss*, in The European Legacy, vol. 11, no. 3, 2006.

John A. Murley and John E. Alvis, eds. *Willmoore Kendall: Maverick of American Conservatives*, in The European Legacy, vol. 11, no. 2, 2006.

Harry V. Jaffa, *A New Birth of Freedom: Abraham Lincoln and the Coming of the Civil War*, in The European Legacy, vol. 11, no. 2, 2006.

Robert D. Kaplan, *Warrior Politics: Why Leadership Demands a Pagan Ethos*, in The European Legacy, vol. 11, no. 1, 2006.

John Lukacs, *Democracy and Populism: Fear and Hatred*, in The European Legacy, vol. 11, no. 1, 2006.

Anne Norton, *Leo Strauss and the Politics of American Empire*, in The European Legacy, vol. 10, no. 7, 2005.

Nancy K. Levene, *Spinoza’s Revolution*, in The European Legacy, vol. 10, no.7, 2005.

Shadia B. Drury, *Terror and Civilization: Christianity, Politics, and The Western Psyche*, in The European Legacy, vol. 10, no. 6, 2005.

MacGregor Knox, *Common Destiny: Dictatorship, Foreign Policy, War In Fascist Italy And Nazi Germany*, in The European Legacy, vol. 10, no. 2, 2005.

J. Judd Owen, *Religion and the Demise of Liberal Rationalism*, in The European Legacy, vol. 9, no. 3, 2004.

J. Samuel Preus, *Spinoza and the Irrelevance of Biblical Authority*, in The European Legacy, vol. 9, no. 1, 2004.

Leo Strauss, *On Tyranny (Including the Strauss-Kojève Correspondence)*, in The European Legacy, vol. 8, no. 3, 2003.

Shadia Drury, *Leo Strauss and the American Right*, in Studies in Religion vol. 29, no.3, 2000.

Phillip Wiebe, *Visions of Jesus*, in Studies in Religion, vol. 28, no. 3, 1999.

Sean Kelly, *Individuation and the Absolute: Hegel, Jung, and the Path Towards Wholeness*, in Studies in Religion, vol. 24, no. 2, 1995.

James Forsyth, *Freud, Jung, and Christianity*, in Studies in Religion, vol. 20, no.3, 1991.

4. Doctoral Dissertation

Philosophy and Psychoanalysis: A Critical Study of Spinoza and Freud, Ph.D. Thesis, Social and Political Thought, York University, Canada, 1993; published by National Library of Canada in Ottawa.

5. Forthcoming

“Was Spinoza A Liberal?” *Political Science Reviewer*

PAUL ROWE

Department of Political and International Studies
Trinity Western University
7600 Glover Road
Langley, BC V2Y 1Y1

Telephone: (604) 888-7511, ext 3133

Fax: (604) 513-2143

e-mail: Paul.Rowe@twu.ca

DEGREES

PhD Political Science (McGill), 2003.

MA Political Science (Dalhousie), 1997.

BA Specialist in International Relations (Toronto), 1995. Secondary major in Near Eastern Studies.

EMPLOYMENT HISTORY

Assistant Professor, Department of Political and International Studies, Trinity Western University, 2005 – present.

Adjunct Professor and Lecturer, Department of Political Science, University of Western Ontario, 2001–2005.

Adjunct Professor, Department of Political Studies, Queen's University, Winter 2004.

HONOURS

Fellow, Religion, Culture and Conflict Research Group (TWU) www.twu.ca/rcc.

Senior Fellow, Inter-University Consortium for Arab and Middle East Studies (McGill).

SSHRC Aid to Small Universities Fellowship (TWU) 2006.

SSHRC (Canada) Fellowship (McGill) 1999 -2001.

McGill Mackenzie Fellowship (McGill), 1997-9.

SCHOLARLY AND PROFESSIONAL ACTIVITIES IN THE PAST FIVE YEARS

1. Memberships

British Columbia Political Science Association
Canadian Political Science Association
Middle East Studies Association of North America

2. Conferences and Presentations

“Caught in the Crossfire: Christians in the Middle East”, Public Lecture at Laurentian Leadership Centre, Ottawa, Ontario, 22 March 2007.

“Staking Out Sacred Space: Muslims in Canadian Politics”, Paper Presentation at *Faith in Democracy* Symposium, University of Northern British Columbia September 2006.

“Adding Muscle to Liberation: Lessons in Religion and Development from Colonial Newfoundland and Labrador”, Poster Presentation at Canadian Political Science Association Conference, June 2006.

“Reflections on *Stained Glass Urbanism*”, Work Research Foundation Symposium, *World Urban Forum* June 2006.

“Render Unto Caesar – What? Reflections on the Work of William T. Cavanaugh”, Discussion Paper presented to *CCPS* Symposium, May 2006.

“Today’s Grenfell Legacy: Globalist Christian Approaches to Development and Liberation”, Presentation to British Columbia Political Science Association, May 2006.

“Theorizing Religion and Peacebuilding: Contributions from Christian Efforts in the Middle East”, presentation at Canadian Political Science Association Conference, May 2005.

“Theorizing Religion and Peacebuilding: Contributions from Christian Efforts in the Middle East”, presentation at Religion, International Diplomacy, and Economics colloquy, Munk Centre for International Studies, University of Toronto, 13 January 2005.

"Decentralization or Depoliticization? the Case of the Humayun Decrees", paper presentation at Atlantic Provinces Political Science Association, Dalhousie University, Halifax NS, October, 2000.

"The Middle East and the Internet 2000", Internal Report to International Board, Middle East Media International, May 2000.

3. Other

Has been called upon to provide information to Canada’s Immigration and Refugee Board and the Australian Refugee Review Tribunal.

Frequent media commentator on Christianity and Islam, particularly in ecclesiastic contexts.

Extensive travel in the Middle East.

Native English speaker: additional expertise in French, Arabic, and Hebrew.

Volunteer advocate with Compassion Canada (children’s development agency).

COURSES TAUGHT IN THE PAST FIVE YEARS

1. Trinity Western University

POLS 211 Introduction to International Politics

POLS 305 Methods of Political Analysis

POLS 308 Political Economy of Developing Nations

POLS 421 Politics and Development of the Middle East

POLS 430 Seminar in International Politics

POLS 440 The Evolution of Canadian Foreign Policy

POLS 487 Special Topic: Religion and Global Politics

2. University of Western Ontario

POL 245E Introduction to Comparative Politics
POL 231E Introduction to International Politics
POL 366E International Conflict Management
POL 458F Selected Topics: Religion and International Relations

3. Queen's University

POLS 440 The Politics of Ethnicity and Nationalism

NUMBER OF GRADUATE SUPERVISIONS

N/A

RESEARCH FUNDING IN THE PAST FIVE YEARS

Rogers-Omni Television Religion, Culture, and Conflict Grant (shared), 2006.
SSHRC Aid to Small Universities Fellowship, Trinity Western University, 2006.

PUBLICATIONS

1. Books

Mark Charlton and Paul Rowe, eds., *Crosscurrents: International Development*, Toronto: Nelson, 2007.

2. Peer-Reviewed Articles

“Staking Out Sacred Space: Muslims in Canadian Politics” in John Young and Boris de Wiel, eds., *Faith in Democracy* (forthcoming)

“Neo-Millet Systems and Transnational Religious Movements: the *Humayun* Decrees and Church Construction in Egypt”, in *Journal of Church and State* 49, no.2, Spring 2007, 329-350.

“Sir Wilfred Thomason Grenfell, 1865-1940: A Pioneer of Frontier Medicine in Canada”, in *University of Toronto Medical Journal* 82 (2), March 2005, 143-44.

“The Sheep and the Goats? Christian Groups in Egypt and Lebanon in Comparative Perspective”, in Maya Shatzmiller, ed., *Nationalism and Minority Identities in Muslim Societies*, Montreal: McGill Queen's UP, 2005, 85-107.

“Four Guys and a Fax Machine? Diasporas, New Information Technologies, and the Internationalization of Religion in Egypt”, in *Journal of Church and State* 43, no.1, Winter 2001, 81-92.

Contributor, *Encyclopedia of the Developing World* (Routledge, 2005).

Contributor, *Encyclopedia of the Modern Middle East and North Africa*, second edition (Macmillan, 2004).

DAN C. SANFORD

649 Maberry Drive
Lynden WA 98264

Telephone: 360-354-8546
Cellular: 360-319-8773
Email: sanford46@comcast.net

DEGREES

PhD (Denver), 1972.
MA (Denver), 1970.
Visiting Graduate (Washington), 1969.
Inter-University Program for Language Study (Stanford in Taipei, Taiwan), 1968.
Intensive Summer Language Institute (Washington University), 1967.
Chinese Institute (Kansas), 1966.
Far Eastern and Slavic Languages and Literature, Intensive Program in Chinese (Washington), 1965.
BA Magna Cum Laude in Social Science (Whitworth), 1965.

EMPLOYMENT HISTORY

Director, Trinity Western University, Washington State, 2007-present.

Adjunct Faculty, Trinity Western University, 2003-present.

Visiting Professor, College of Business, Western Washington University, 2000-02.

Member, Advisory Board, Whitworth School of Global Commerce and Management, 2003-present.

Visiting Professor, Soong Sil University, Seoul, Korea, Doctoral Program in Business Management, 2002.

Advisor, Association of Presbyterian Colleges and Universities, International Programs, headquartered in Louisville, Kentucky, 2000-02.

Director, Graduate School of International Management, Whitworth, 1992-2000.

Visiting Guest Lecturer, Payap University, Chiang Mai, Thailand, 2000.

Visiting Guest Lecturer, Alethia University, Taipei, Taiwan, 2000.

1983-2000 Professor of International Studies (Tenured), 1983-2000; Assistant Professor, 1970-74; Associate, 1974-82, for both graduate and undergraduate students

Director, Whitworth Institute of International Management (included Management Training in China, and China Managers Program in Washington State, noncredit seminars and workshops), 1988-95.

Member, Spokane Intercollegiate Research and Technology Institute Advisory, 1989-99.

Associate Dean for Academic Affairs, Whitworth, 1986-88.

Director, Center for International and Multicultural Education, 1983-88.

Chair, Spokane Modern Languages Coordinating Council, 1986-88.

Director of the Spokane International Studies Consortium, 1983-84.

President of the Faculty, Whitworth, 1973, 1976, 1982-83.
Chair, Department of History and Political Studies, 1981-83.
Chair, Social Science Division, 1973-74, 1981-82.
Visiting Instructor, Soochow University, Shih-lin, Taipei, Taiwan, 1968.

HONOURS

International Educator of the Year Award, Presented by World Trade Council Visiting Scholar Grant, National Assembly of Korea and the Korean Foundation
Outstanding Service Award for Faculty, Whitworth Cabinet
Whitworth Distinguished Alumni Service Award
Fulbright Scholar in Residence, Korea, 1988
Mayor's Award for Service to Sister Cities Association
Asian Studies Faculty Development Seminar, Stanford University by the National Endowment for the Humanities
Research Fellowship, University of California, Berkeley, 1980
U.S. Department of State Visiting Scholar, 1973, 77
Stanford University Graduate Programs Award for Language Study
Shell Corporation International Studies Research Fellowship
National Defense Foreign Language Fellowship
Carnegie Grant for Foreign Language Study
Who's Who among American University Students
Phi Alpha, College Scholastic Honor Society

SCHOLARLY AND PROFESSIONAL ACTIVITIES OF THE PAST FIVE YEARS

1. Conference Papers

University Administration, A Case Study of Whitworth, presented to the Korea Research Institute, Seoul, March, 2002.

COURSES TAUGHT IN THE PAST FIVE YEARS

International Political Economy
Economic and Political Development
Contemporary China and East Asia
Asia and Pacific Rim Political Development
Global Management Strategy
Business and Society
American Foreign Policy
Political Risk for Business

NUMBER OF GRADUATE SUPERVISIONS

N/A

PUBLICATIONS

Book: *South Korea and the Socialist Countries: The Politics of Trade*, New York and London, St. Martin's Press and MacMillan, 1990.

Book: *The Future Association of Taiwan with the PRC*, Berkeley, University of California, 1981.

Chapter: "Assessment of Taiwan's Flexible Diplomacy," in *One Culture, Many Systems*, Hong Kong University Press, 1992.

"ROK's Nordpolitik Revisited," *Journal of East Asian Studies*, Seoul, Korea, Spring, 1993.

Co-author of monograph, "Developing a Working Community: Exploring Historical and Cultural Aspects of Economic Development," Pacific Lutheran University, Tacoma, 1988.

"Taiwan-PRC Crisis and the Prospects for the Korean Peninsula," Conference Publication from the 50th Anniversary of the President's Korean Reunification Commission, Korea, 1996.

"U.S. Perspective on Korean Unification," Conference Publication of the Symposium on Korean Reunification held by the Graduate School of Reunification Studies, Soong Sil University, 1994.

Many other scholarly publications.

BRUCE SHELVEY

Trinity Western University
7600 Glover Road
Langley, BC V2Y 1Y1

Phone: (604) 513-2121 (ext. 3141)

Fax: (604) 513-2143

E-Mail: shelvey@twu.ca

DEGREES

PhD History (Arizona State), 1999.

MA History (Victoria), 1992.

BA Honours History (Victoria), 1990.

EMPLOYMENT HISTORY

Chair, Department of Geography, History and Political Science, Trinity Western University, 1999-present.
Supervision of:

- Canadian Studies Program (Interdisciplinary Studies)
- International Studies Program (Interdisciplinary Studies)
- Environmental Studies Program (Interdisciplinary Studies)
- Honours Program in History and History with International Relations (History)
- Laurentian Leadership Centre in Ottawa (Political Science, History and International Studies)
- Social Studies Program (Interdisciplinary Studies)
- Centre for International Development Studies (Political Science)
- Humanities Interdisciplinary Masters Degree (Graduate Studies)
- Chair for the Study of European History (History)

Associate Professor of History and Political Science, Trinity Western University, 2001-present.

Assistant Professor of History and Political Science, Trinity Western University, 1998-2001.

Academic Supervisor, Trinity Western University, 2000. Fulbright Scholar Dr. Ted Proffitt.

Sessional Instructor in History, University of British Columbia, 1997-98.

Sessional Professor, Trinity Western University, 1997-98.

Sessional Instructor in History, Trinity Western University, 1996-97.

Graduate Associate, Arizona State University, 1995-96. Professors in Training (PIT) program.

Mentor, Arizona State University, 1993-96. Graduate College Academic Support Program for Minority Students.

Research Assistant, Dr. Stephen Pyne, Arizona State University, 1993-94.

HONOURS

Davis Distinguished Teaching Award, Trinity Western University, 2002-03.
Regents Graduate Non-Resident Tuition Scholarship, Arizona State University, 1992-98.
Regents Graduate Academic Scholarship, Arizona State University, 1992-95.
Distinction, Comprehensive Examinations, Ph.D. in History, Arizona State University, 1994.
Excellence in Teaching Award, University of Victoria, 1992.
Graduate Teaching Fellowship, University of Victoria, 1991.
Excellence in Teaching Award, University of Victoria, 1991.

SCHOLARLY AND PROFESSIONAL ACTIVITIES IN PAST SEVEN YEARS

1. Memberships

Western Historical Society, 2000–present.
American Society for Environmental History, 2000-present.

2. Conferences and Presentations

“Creating Greenspace: Environment and Culture in 20th Century British Columbia,” Inaugural lecture for University of British Columbia’s Green College Seminar Series on Nature/History/Society, Vancouver, BC, October 23, 2002.

3. Other

Manuscript Reviewer, McGill-Queens University Press, 2002

Academic Consultant for “Water Under the Bridge” by Julie Frizzo in *Trinity Western Magazine* (Summer 2002): 16-21.

Academic Consultant for “Hard Times for Softwood,” by Mike Byfield in *Report/News magazine (Alberta Edition)* 29:09 (4/29/2002): 34-37.

Co-Organizer, Inheriting the Earth Conference, Trinity Western University, May 26, 2000.

Panel Member, “Integrating Faith Into The Classroom: An Example from First Nations-Canadian History,” Trinity Western University’s Faculty Retreat, August 2000.

Mentor, Interdisciplinary Studies 400, Fall of 1998, 1999, 2000.

4. Committees

Humanities Interdisciplinary Masters Degree, Implementation Committee, 2002.

MA in Religion, Culture and Ethics, Steering Committee for Development of stream in History of Religion , 2001.

The Ottawa Experience, Steering Committee for Program Development, 2000-present.

Environmental Studies Committee, Trinity Western University, 2000-present.

Library Committee, Trinity Western University, 1998-present.

COURSES TAUGHT IN PAST FIVE YEARS

HIST 235: Pre-Confederation Canada
HIST 236: Post-Confederation Canada
HIST/POLS 340: Issues in First Nations-Canadian Relations
HIST/POLS 352: US Government and Politics
HIST 411: Historiography
HIST/POLS 436: Canada-US Relations

NUMBER OF GRADUATE SUPERVISIONS

N/A

RESEARCH FUNDING IN PAST SEVEN YEARS

Social Sciences and Humanities Research Council of Canada (SSHRC), ASU, "Skagit Scenes," \$3231.00, 1999-2001.
SSHRC-ASU, "Inheriting the Earth," \$1881.00, 1999-2000.
SSHRC-ASU, "One Way," \$2470.00, 1998-2000.

PUBLICATIONS

1. Articles, Book Reviews

"Seeing the Forest and the Trees: A Review Essay of the Forest Resources of the PNW as told through Environmental History." *BC Studies* (Summer 2001).

Bruce Shelvey and June Bull, editors. *Archival Directory of the Religious Organizations on Southern Vancouver Island*. Victoria: Centre for Studies in Religion and Society and the Department of History at the University of Victoria, 1998.

*"Christian Thought in the Age of Ecology: Historical Roots of a Religious Crisis." *Canadian Society of Church History, Historical Papers* (May 2002).

"Constructing the Paper Dam: The International Joint Commission, Environmentalism, and the Skagit Valley/High Ross Dam Controversy." *Pacific Northwest Quarterly* (forthcoming).

Review of *Ethnoarchaeological and Cultural Frontiers: Athapaskan, Algonquian and European Adaptations in the Central Subarctic*, by Betty Jo Brumbach and Robert Jarvenpa. (New York, NY: Peter Lang Publishing, Inc., 1989) in *Northern Review* (Summer 1992).

Review of *Indians, Fire, and the Land in the Pacific Northwest*. Edited by Robert Boyd. (Corvallis, OR: Oregon State University Press, 1999), in *Pacific Northwest Quarterly* (Summer 2000).

2. Unpublished Manuscripts and Works In Progress

"One Way": Larry Norman's Countercultural Revolution," 2000.

"Skagit Scenes: Landscape Formation in the Pacific Northwest" Unpublished Ph.D. dissertation, Arizona State University, Department of History, 1999.

With Bob Burkinshaw and Joanne Pepper, “Apple Indians”: Pentecostalism and First Nation’s Communities.” 2000 – date.

“From Among the Sauvages: A New Disease Paradigm,” 1998.

“Clio’s Time Machine: The Promise of Historical Information Systems,” 1998.

““Wild Wedge””: The Loss of Wilderness in the Southern Lakes Region, Yukon Territory.” Unpublished MA Thesis, University of Victoria, 1992.