

# Women in Civic Leadership Course | 2018-2019

A Partnership of King's and Brescia University Colleges & the City of London

## Instructor

Professor: Shawna Lewkowitz  
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**Office Hours:** Fridays 12:30-1:30 pm or by appointment (FB 305 or class location)

## Instructor

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**Office Hours:** By appointment

## Coordinator and academic support:

Professor: Dr. Jacquetta (Jacquie) Newman  
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**Office Hours:** First term: Monday 12:00 – 1:30pm & Thursday 1:0 –3:30pm or by appointment.  
Second term: By appointment

## Course Description:

Women continue to be underrepresented in civic leadership. The Federation of Canadian Municipalities (FCM) reports that only 16% of Mayors and 24% of Councillors in Canada are women. The International City Managers Association (ICMA) reports that women comprise only 13% of City Managers. Women are underrepresented in other community leadership roles as well.

This course offers a unique experience for female students interested in becoming engaged in civic leadership. Students are paired with a female civic leader as a mentor, and are provided with opportunities to learn about barriers facing women while learning alongside women already engaged in civic leadership.

**Prerequisite:** 1.0, or the equivalent, from: Social Justice and Peace Studies 2301A/B, 2302A/B, 303A/B, 2304F/G; Political Science 2230E, 2236E, 2255F/G; DOL 2233A/B; and permission of the Program Coordinator/Chair.

Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded, that all course prerequisites have been successfully completed, and that they are aware of any antirequisite course(s) that they may have taken. Unless you have either the requisites for this course or written special permission to enroll in it, you may be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

## Texts

Readings will be made available via OWL.

## Course Objectives (with competencies)

- Experience first-hand the influence gender and leadership at the local level (*inquiry and analysis, self-awareness and development*).
- Understand how gender, race, ethnic, ability, and class differences result in different experiences and practices of the political. (*critical thinking, inquiry and analysis, problem solving, self-awareness and development, valuing*)
- Identify the process and structures of local government and how they impact on everyday lives through an insider view of municipal politics (*problem solving, inquiry and analysis*).
- Explore the impact of community organizing and activism on local systems
- Develop and improve research and field-work skills through practice (*communication, critical thinking, inquiry and analysis*).
- Investigate applied education, where students make the links between academics and community problem-solving (*inquiry and analysis, self-awareness and development, problem solving*).

(Please refer to the course competencies listed at the end of this document)

## Experiential Learning

This course is an experiential learning course combining academic and theoretical knowledge with community based experiences. Much more than a placement, the course includes a pedagogical framework of concrete experiences, critical analysis, reflection and synthesis.

## Course Requirements

- Students will be assigned in pairs to a community-partner. They will work to with another class group on a substantial project intended to contribute to the community.

- Students are required to commit to an average of three hours per week of research and work for the duration of the academic year in both the classroom and the community (*self-awareness and development, communication, problem solving*).

This includes:

- Interacting with the community-partners, attending meetings and other events related to the work of the community-partner and/or the course project, and undertaking research in the community. (*communication, problem solving, self-awareness and development*).
- Attending the classroom sessions held on Friday afternoons every two weeks throughout the course. Schedule is below.
- Completion of a project to be determined by the students and community-partners early in the first term. A project proposal shall be due by the end of the first term (*critical thinking, inquiry and analysis, communication, problem solving*).
- Completion of two critical field journals, one for the first term and the second covering the second term. (*communication, inquiry and analysis, valuing*).
- Completion of an interview assignment including undertaking the process of requesting ethics approval.
- Presentation of the final project to a public audience.

## Evaluation:

Individual self and group evaluation	5%	On-going ( <i>valuing, self-awareness and development</i> )
Community-partner evaluation	5%	
Participation in classroom sessions	15%	On-going ( <i>communication, critical thinking, inquiry and analysis</i> )
Interview Assignment	10%	Due October 26th
Critical Field Journals	10%	Due end of term 1 ( <i>communication, inquiry and analysis, critical thinking, valuing</i> )
	10%	Due end of term 2 ( <i>communication, inquiry and analysis, critical thinking, valuing</i> )
Project Proposal	5%	Due November 30th
Final Project	40%	To be presented during final class session ( <i>communication, inquiry and analysis, critical thinking, problem solving</i> )

## Late assignments:

Late assignments and papers will have 2% per day late penalty. In the event of a medical emergency, students are requested to contact the Academic Dean's Office immediately to determine a course of action. This typically requires medical documentation or other relevant proof as to why an absence was unavoidable.

Please refer to this policy:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf)

## Participation:

Students are required to attend all Friday sessions in classroom or at Innovation Works (and possibly other venues). Students will come prepared having read and thought about the readings assigned for the week.

Participation will be judged on the basis of attendance, oral participation, the observed level of analytical and communicative skill during discussion and displayed preparation for the weeks topic.

### *Positively Evaluated:*

Responding to others' remarks or questions in a serious and thoughtful manner; drawing together ideas to create new ones; showing respect and interest for other arguments and points of view; engaging others in pertinent and informed dialogue; curiosity in the origin of other points of view; wit and insight.

### *Negatively Evaluated:*

The domination of class discussion by means of volume, tone or sarcasm; 100% speaking or 100% listening with little attempt to balance both; refusal to acknowledge other points of view; not listening, or appearing to listen; intemperate interruptions; uninformed or glib answers; lack of weekly preparation.

## Critical Field Journals:

Field journals comprise your research notes. Think of it in these terms: if you were asked to write a paper about women in civic leadership using a participant-observer method what data would you use and how are you reflecting/analyzing that data as you collect it.

This assignment is intended to give you practice in research in the field, as well as develop critical thinking, reflective and analysis abilities. Therefore, we expect you to regularly maintain and update your field journals. Outline what is going on in the course, what you have been doing with your community-partner, other community events you have attended, and your progress on the project you and your group have undertaken. Enhance the reflexivity and analysis by coming back to the core content of the course expressed in the course description, the biweekly classes, class discussions, and the readings. You should use your field journal to make notes on the readings and note how the arguments and information presented relates to your own experience and observations.

*Positively evaluated:*

Journal details the student's experiences, their reflection and analysis of those experiences, and makes connections to the readings, class discussions, and larger theory in a meaningful way.

*Negatively evaluated:*

Journal lacks content and/or details events with little analytical reflection.

## First Term Interview Assignment:

This short (5-7 pages) analytical assignment shall discuss a particular aspect of women's civic leadership using research gathered from an interview with either the student's community-partner or another local community activist or politician. Preparation for the interview will include developing the question and completing the ethics review process will be covered and discussed in class. The papers are due October 26<sup>th</sup>, 2018.

## Final Project

As these projects do not fit within the normal framework of traditional classes, the evaluation has to keep in mind the diversity, hence the difficulty in applying a specific rubric. However, as communicated in the first month of the year, these projects fit within a broader approach to knowledge building and sharing.

These criteria we will use to assess the projects are as follows:

- Is the activity and/or research useful? Will it have an impact?
- Does the activity and/or research help empower people address real-life problems?
- Does the activity and/or research draw attention to issues that matter?
- Does the activity and/or research open routes to the sharing of knowledge?
- Does the activity and/or research help facilitate effective and sustainable change?

The presentations during the last class session are an opportunity to communicate about your project. Your presentation should identify (1) what is your project, (2) what is the desired outcome of your project, (3) what did you do towards this outcome, and (4) the findings or results of your project (for those organizing events information such as the date, expected attendees, etc.).

Please provide to the course instructors and coordinator a hard copy which documents your project. This can be presented as a paper, a research report or policy brief. It would be worthwhile to reflect and explain how your project fits with the five questions above.

Assessment of the final projects shall be done by the course instructors and the coordinator.

## Community-Partner & Self Evaluation (10%)

Both you and your community-partner will be asked to complete an evaluation. Each of these evaluations is worth 5% of your total grade. All evaluations will be kept confidential and be viewed only by the course instructors and coordinator.

An electronic survey will be sent to all students and community-partners. Community-partners will be asked to evaluate the student based on criteria regarding what skills the student developed, the student's ability to work independently, student's ability to work with the community-partner, the contributions to the community-partner's organization, and the usefulness and/or success of the project.

Students will be asked to evaluate their own achievements and performance based on criteria regarding contribution to the project, knowledge development, skills development, and contribution to the class as a whole. Students will also give feedback as to their experiences with their project group and their community-partner.

## Course Structure:

Students will meet every other Friday from 2-5 pm for the duration of the academic year. These meetings will rotate between Innovation Works (201 King Street) all year, Brescia University College for the first term and King's University College for the second term. These sessions will provide in-classroom learning, opportunities for larger class dialogue and work with community-partners, and presentations by and discussions with visiting guest speakers.

## **2018-19 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS**

### **1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES**

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation must be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty

Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is required if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf) .

The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is not adequate to support a request for academic accommodation.

The full policy on requesting accommodation due to illness can be viewed at:

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_12](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12)

### **2. ACADEMIC CONCERNS**

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar, see the Sessional Dates tab at <http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID=> ). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.

### 3. ABSENCES

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment.

Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory ([http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading\\_68](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68) ).

### 4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at:

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_20](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20) .

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### **Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

## **5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS**

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar [http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_14](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

## **6. PREREQUISITES**

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

## **7. SUPPORT**

### **Support Services**

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/> .

### **Mental Health and Wellness**

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Health and Wellness at Western, [http://uwo.ca/health/mental\\_wellbeing/index.html](http://uwo.ca/health/mental_wellbeing/index.html), for information about how to obtain help for yourself or others.

### **Sexual Violence**

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

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Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.

## Course Schedule

(As this is an experiential learning course, speakers and readings may change as and if different opportunities present themselves. Readings will be made available on-line)

Date & Location	Session Description
<p>Friday, September 7, 2018 2:00 – 5:00 pm</p> <p>City Hall</p> <p><b>Anne Marie and Shawna</b></p>	<p><b>Session 1: Welcome!</b> <b>Overview and introduction</b></p> <p>2:00 - Welcome from Instructors 2:15 - Official remarks from Mayor Matt Brown 2:20 - Introductions of students and mentors 3:00 - Course overview and objectives 3:30 - Tour of City Hall (30 minutes) 4 - 5:00 pm social reception at City Hall</p>

Friday, September 21, 2018  
2:00 – 5:00pm

Innovation Works

Shawna

**Session 2: Method – CBL-CBA  
Project Ideation and Selection**

**Community partners will be attending the full  
or second half of this session**

Readings:

Alice Y. Kolb & David A. Kolb. 2005. “Learning  
Styles and Learning Spaces: Enhancing  
Experiential Learning in Higher Education.”  
Academy of Learning and Education. Vol. 4, No.  
2, pp. 193-212.

Dan Butin, Justice-Learning: Service-Learning as  
Justice-Oriented Education, 2007 in Equity &  
Excellence in Education, 40: 177–183,

Sarah Banks, Andrea Armstrong, Kathleen  
Carter, Helen Graham, Peter Hayward, Alex  
Henry: Everyday ethics in community-based  
participatory research in Journal of the Academy  
of Social Sciences Volume 8, 2013, p. 263-277

<p>Friday, October 5, 2018 2:00 – 5:00pm</p> <p>Brescia</p> <p><b>Shawna, Jacquie, Andrea Lawlor</b></p>	<p><b>Session 3: Research Methods – Doing Field Research</b></p> <p><b>Research Methods</b> <b>Creating an Interview Schedule</b> <b>Ethics Approval Process</b></p> <p>Readings:</p> <p>Colleen Reid and Wendy Frisby. 2008. 'Continuing the Journey: Articulating Dimensions for Feminist Participatory Action Research,' in Peter Reason &amp; Hilary Bradbury (eds.) <i>The Sage Handbook of Action Research</i>. Sage Publications Limited</p> <p>Tammy Findlay. 2016. 'Femocratic Administration: Exploring New Possibilities. Paper presented to the APPSA Meetings, University of New Brunswick, Saint John. Oct 14-16, 2016</p>
<p>Friday, October 19, 2018 2:00 – 5:00pm</p> <p>Museum London</p> <p><b>Shawna</b></p>	<p><b>Session 4: River-Summit</b></p> <p><b>Community event sponsored by King's SJPS program - gender, justice and water stream.</b></p> <p>Readings:</p> <p>Zoe Todd. 2016 From Classroom to River's Edge: Tending to Reciprocal Duties Beyond the Academy. <i>aboriginal policy studies</i> Vol. 6, no. 1, 2016, pp. 90-97</p>

<p>Friday, October 26, 2018 2:00 – 5:00pm</p> <p><a href="#">Innovation Works</a></p> <p><b>Anne Marie</b></p>	<p><b>Session 5: Local Government and Local Election Debrief, Big “P” Politics</b></p> <p><b>Municipal Election Debrief/guest speakers of elected councillors if available</b></p> <p>Readings:</p> <p>Jerald Sabin, and Kyle Kirkup Competing Masculinities and Political Campaigns</p> <p>Erin Tolley: Do Women “Do Better” in Municipal Politics? Electoral Representation across Three Levels of Government. Canadian Journal of Political Science, <a href="#">Volume 44, Issue 3</a> September 2011 , pp. 573-594</p>
<p>Friday, November 16, 2018 2:00 – 5:00pm</p> <p><a href="#">Brescia</a></p> <p><b>Anne Marie</b></p>	<p><b>Session 6: Local Governance</b></p> <p>Readings:</p> <p>Andrew Sancton. 2015. “Chapter 1: What is Local Government: An Urban Perspective, 2nd Edition (Don Mills: Oxford University Press) pgs. 12-26</p> <p>Mary Louise McAllister. 2005. “Part 1: Local Self-Government: Perspectives on Democracy in governing ourselves: The Politics of Canadian Communities (UBC Press) pgs .14-22</p>

<p>Friday, November 30, 2018 2:00 – 5:00pm</p> <p>Innovation Works</p> <p><b>Shawna</b></p>	<p><b>Session 7: Civic Engagement and Volunteerism, Small “P” Politics</b></p> <p><b>Special guest panel</b></p> <p>Readings:</p> <p>Leeray M.Costa and Karen J. Leong. Introduction Critical Community Engagement: Feminist Pedagogy Meets Civic Engagement. Feminist Teacher, Vol. 22, No. 3 (2012), pp. 171-180. University of Illinois Press</p>
<p><b>2019</b></p>	
<p>Friday, January 11, 2019 2:00 – 5:00pm</p> <p>King’s</p> <p><b>Shawna</b></p>	<p><b>Session 8: GBA and City Planning</b></p> <p>Readings:</p> <p>Tovi Fenster (2006) The Right to the Gendered City: Different Formations of Belonging in Everyday Life, Journal of Gender Studies, 14:3, 217-231</p> <p>Yasminah Beebeejaun (2017) Gender, urban space, and the right to everyday life, Journal of Urban Affairs, 39:3, 323-334</p> <p>Suzanne Morrison and Shawna Lewkowitz (2015) Why London needs a gender lens <a href="http://www.womenandpolitics.ca/blog/why-london-needs-a-gender-lens/">http://www.womenandpolitics.ca/blog/why-london-needs-a-gender-lens/</a></p>
<p>Friday, January 25, 2019 2:00 – 5:00pm</p> <p>Innovation Works</p> <p><b>Anne Marie and Shawna</b></p>	<p><b>Session 9: Case Studies in GBA in London</b></p> <p><b>Special guest panel</b></p>

<p>Friday, February 8, 2019 2:00 – 5:00pm</p> <p>King's</p> <p>Anne Marie</p>	<p><b>Session 10: Non-Profit Leadership</b></p> <p>Readings:</p> <p>Decent Work for Women: A literature review of women working in Ontario's nonprofit sector. (March 2018) Ontario Nonprofit Network <a href="http://theonnc.ca/wp-content/uploads/2018/04/Decent-work-for-Women-Literature-Review-March-2018.pdf">http://theonnc.ca/wp-content/uploads/2018/04/Decent-work-for-Women-Literature-Review-March-2018.pdf</a></p> <p>Stelian Medianu and Victoria Esses (Sept 2016) Report: Visible Minorities and Women in Senior Leadership Positions: London, Hamilton and Ottawa <a href="http://diversecityonboard.ca/wp-content/uploads/2017/08/visible_minorities_and_women_in_senior_leadership_positions_report_1.pdf">http://diversecityonboard.ca/wp-content/uploads/2017/08/visible_minorities_and_women_in_senior_leadership_positions_report_1.pdf</a></p> <p>Elizabeth Dale (November 2017) Fundraising as women's work? Examining the profession with a gender lens. International Journal of Nonprofit and Voluntary Sector Marketing. Vol 22, Issue 4.</p>
<p>Friday, March 1, 2019 2:00 – 5:00pm</p> <p>Innovation Works</p> <p>Shawna and Anne Marie</p>	<p><b>Session 11: Case Studies in Women's Community Leadership in London</b></p> <p>Special guest panel</p>
<p>Friday, March 15, 2019 2:00 – 5:00pm</p> <p>King's</p> <p>Shawna and Anne Marie</p>	<p><b>Session 12: Final Symposium Prep and Trial run</b></p>

<p>Friday, April 5, 2019 2:00 – 5:00pm</p> <p>Stevenson and Hunt Room, Central Library</p> <p><b>Anne Marie and Shawna</b></p>	<p><b>Session 13: Presentations</b></p> <p><b>Along with the community partners, this session will be open to the public.</b></p>
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## Course Competencies

- **Communication:** The ability to exchange information and meaning across cultures, space, and time through appropriate means of communication. Includes oral, written, and interpersonal or group communication, as well as the ability to use current or innovative media.
- **Critical Thinking:** The ability to engage in thinking characterized by rational, informed, independent, and open-minded exploration of issues, ideas, and events accepting or formulating a conclusion.
- **Inquiry and Analysis:** The ability to reach informed decisions by breaking down complex issues, exploring evidence, and describing relationships among persons, things, or events.
- **Problem solving:** The ability to create and execute a strategy or answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives and decide when an acceptable outcome has been reached.
- **Self-Awareness and Development:** The ability to draw meaning, knowledge, and value from honest and fair reflection and self-evaluation. Students are able to recognize their values and their impact on others, and make a commitment to personal growth.
- **Valuing:** The ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students also must be able to understand the ideas informing one’s beliefs and be accountable for their actions.