



Strategic Landscape Assessment Report

King's University College | Strategic Plan

March 14th, 2024

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Report Context and Purpose

Report Context

King's University College ("King's", "KUC", or the "University") is embarking on the development of its 2024 – 2029 Strategic Plan. To support the University in developing its new strategy, StrategyCorp has developed this Strategic Landscape Assessment Report ("report") to provide a common researched fact-base for the University's leadership to use in identifying, assessing, and prioritizing goals and initiatives for its strategic plan.

Purpose of the Strategic Landscape Assessment

The purpose of this report is to offer a deeper understanding of the internal and external trends and challenges that King's should consider when developing its 2024 – 2029 Strategic Plan.

This report takes an impartial approach to outlining King's current state as well as trends and issues for which it will need to plan for in the years ahead. This report has been informed by desktop research, data and documents provided by King's, and stakeholder engagement completed in the winter of 2024.

This report has been appropriately scoped to focus on those key issues that are and/or will be critical to the future of the postsecondary education sector and to King's. The information provided in this Strategic Landscape Assessment Report is intended to inform the reader's understanding of the strategic environment in which King's is operating and to stimulate discussion regarding the goals and priorities that should be the focus of the University's efforts over the 2024 to 2029 period.

This report will be provided as a pre-read to participants in planned strategic planning workshops to be held with King's leaders in March 2024.

Report Methodology and Approach

The following research methods were deployed to enable a 360° analysis of King's:



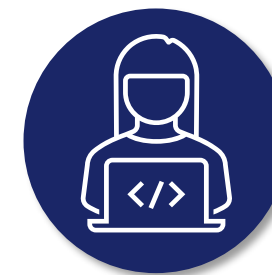
Stakeholder Engagement

Facilitated 3 one-on-one interviews, 15 focus groups, 2 drop-in engagement sessions, and 2 surveys with faculty, students, staff, professional officers, senior administration, board of directors, corporate members, alumni, donor and community members to gather their insights and perspectives. This direct engagement was crucial to capturing nuanced information that may not be adequately captured or contextualized in data sources.



Internal Data & Document Review

Identified and reviewed relevant internal data and documents to assess key issues and priorities as well as assist in benchmarking against past performance and establishing a baseline for measuring the effectiveness of future proposed strategies.



Secondary Research

Extensive research was conducted to gain insights into key sector trends in the postsecondary education sector, including the policy direction from the Government of Ontario and a review of best practices at comparable postsecondary institutions. This involved analyzing data, reports, case studies, and policies from these comparable institutions.

What We Heard: Strengths, Weaknesses, Opportunities and Threats (“SWOT”) Analysis



Overview of What We Heard

The approach to analyzing “What We Heard” integrated **quantitative** and **qualitative** data analysis:

- ✓ Quantitative data was gathered through surveys; and
- ✓ Qualitative data was gathered through interviews, focus groups, drop-in sessions and written feedback.

All data and inputs were then synthesized into **key themes and sub-themes to populate a Strengths, Weaknesses, Opportunities, and Threats ("SWOT") assessment**.

Presented below is a summary of the key SWOT findings that were identified by King’s key internal and external stakeholders through our consultation process.

Strengths	Weaknesses		Opportunities	Threats
<ul style="list-style-type: none">• Strong reputation• Western affiliation• Small size• Reputation for teaching• Dedicated and diverse faculty and staff• Comprehensive student supports• Catholic faith tradition	<ul style="list-style-type: none">• Unclear value proposition• Current business model• Outdated amenities and technologies• Limitations of the Western Affiliation Agreement• Limited interdisciplinary offerings• Limited engagement with King’s alumni network	<ul style="list-style-type: none">• Ineffective communication and collaboration• Increasing demand but limited resources• Increasing classroom sizes• Unclear direction on diversity, equity, inclusion, and decolonization	<ul style="list-style-type: none">• Conduct long-term financial planning• Diversify revenue generation• Expand King’s outreach outside of London• Form strategic partnerships• Leverage King’s land• Enhance academic and research programming and offerings• Raise awareness to the value of liberal arts education	<ul style="list-style-type: none">• Financial sustainability• Decline in liberal arts and humanities education in enrolment and appeal• Artificial intelligence• Market competition• Political direction & changes

Assessment of King's Strengths

From the engagement process several key strengths emerged. These strengths should be foundational elements to the 2024 – 2029 Strategic Plan.

Strong Reputation

- Over the years, King's has built a strong local reputation for its high-quality education, student experience and producing well-rounded graduates.

Western Affiliation

- The affiliation between Western and King's provides King's with more exposure to different markets and financial sustainability.

Small Size

- Compared to other institutions, King's is smaller and is able to provide a tailored experience and a sense of belonging for students, staff and faculty.
- Even with recent growth in enrolment, King's is able to maintain the essence of being a small community outside of the classroom compared to Western University and other larger institutions.

Reputation for Teaching

- There is a strong emphasis on teaching at King's, which further enhances students' academic experiences and performance.

Dedicated and Diverse Faculty & Staff

- King's has a wide range of faculty from different backgrounds who contribute to a rich learning environment, offering varied perspectives and expertise.
- The staff members are dedicated and passionate about their students' well-being and excellence.

Comprehensive Student Supports

- King's has a reputation for providing tailored wrap-around support services for students' academic and well-being needs.
- It has been emphasized that staff members across various departments generally demonstrate a proactive and collaborative approach to fulfilling student needs, offering comprehensive support throughout their academic journey.
- Notably, academic advising and mental health support services have been recognized for their high demand and exceptional quality.

Catholic Faith Tradition

- The Catholic faith tradition instills strong values such as social justice, moral and ethical reasoning, and community building into the curriculum.
- It promotes interdisciplinary learning and critical thinking that fosters a sense of responsibility and conscientious decision-making amongst students.

Top Five Strengths Identified in the Team King's Survey

- | | |
|--|--|
| 1. Positive reputation as a university | 4. Faculty expertise in teaching and/or research |
| 2. Close-knit community | 5. Student services |
| 3. Supportive staff | |

Assessment of King's Weaknesses (1/2)

From the engagement process several key weaknesses emerged that King's will need to address in developing its 2024 – 2029 Strategic Plan.

Unclear Value Proposition

- King's has a number of dimensions to its identity —from its Catholic heritage and dedication to teaching, to its passion for the humanities and research. There is no integrated view and story about its identity and value proposition as a university that it can market.

Current Business Model

- King's current model does not fit and meet the needs of size and demands of King's institution. King's has aspirations but with the current challenges and limitations due to their size, it is a barrier to achieve these goals.
- King's financial sustainability depends significantly on revenue from international students. With the majority of these students originating from China, this reliance further underscores the risk to the College's revenue.
- In the current financial and political climate, it has become necessary to find innovative ways to generate revenue.

Outdated Amenities and Technologies

- Some of King's amenities and technologies are outdated which impacts the quality of experience for students, faculty, and staff.
- Students and faculty members have expressed concerns regarding outdated classroom furniture and equipment, noting a lack of "smart classrooms" equipped with the latest technology for effective session delivery.
- Additionally, staff have identified the absence of a Customer Relationship Management system at King's, which negatively impacts their work efficiency.

Limited Interdisciplinary Offerings

- King's currently has limited offerings of interdisciplinary programs that prevents from all students getting a comprehensive education but there is potential and ability to do more.
- Some have made a case that Interdisciplinary education should be a staple of every program at King's, woven into the curriculum annually.

Limited Engagement with King's Alumni Network

- King's possesses a dedicated and extensive alumni network yet to be fully engaged. Leveraging this network can offer significant benefits, including mentorship, career advancement, and enhanced programming, to enrich the educational experience of current students.

Limitations of the Western Affiliation Agreement

- There is overreliance on Western's reputation to attract students to King's. This approach frequently leads to a diminished recognition of King's own identity and attracts students primarily interested in transitioning to Western.
- In addition, there are administrative challenges such as King's program designs and offerings can be limited due to the affiliation agreement.

Assessment of King's Weaknesses (2/2)

From the engagement process several key weaknesses emerged that King's will need to address in developing its 2024 – 2029 Strategic Plan.

Ineffective Communication and Collaboration

- Ineffective communication and clear direction from leadership has led to departments working in silos, underscoring the need for enhanced collaboration and innovation in the current environment.
- In addition, there is a need for enhanced clarity and communication regarding decisions from senior administration.

Increasing Demands but Limited Resources

- As demand for student services grows against a backdrop of limited resources and capacity, staff members are facing challenges in fully meeting these needs, leading to situations where students may not always receive the support they require.
- Academic advising, accessibility needs, and mental health supports were highlighted as some examples that are experiencing these challenges.

Increasing Classroom Sizes

- Historically, King's was celebrated for its close-knit classroom settings, thanks to its small class sizes. But with enrollments, especially in programs like MEM, increasing over the years, this aspect has changed. Now, there's a growing debate about whether King's still offers the small, intimate teaching environment it was once known for.
- Some faculty members do not feel prepared or equipped with the right tools and resources to accommodate the increasing class sizes. There was an emphasized call for more administrative support for faculty members, enabling them to focus more on course development and teaching and for some, research.

Unclear Direction on Diversity, Equity, Inclusion, and Decolonization

- The recently established EDID Office requires further refinement of its direction and integration into King's processes.
- Additionally, there's a need for clarity on issues of Indigeneity and decolonization, and understanding the institution's role as an educator, employer, and community leader in these areas.

Assessment of King's Opportunities

From the engagement process several key opportunities emerged for King's to consider for inclusion in the 2024 – 2029 Strategic Plan.

Conduct Long-Term Financial Planning

- With the ongoing challenges with the financial sustainability of the sector as well as the increasing need to accommodate growth and demand, develop a long-term budget that helps King's plan for sustainability and growth.

Diversify Revenue Generation

- Dedicated efforts towards more fundraising, finding ancillary revenue opportunities and other revenue generating opportunities to diversify King's revenue streams.

Expand King's Outreach Outside of London

- King's to strategically expand their outreach outside of London, diversify international student demographic and leverage their Catholic partners and communities.

Form Strategic Partnerships

- Form strategic partnerships with other institutions, community organizations and industries to broaden educational opportunities and practical WIL experiences for students.

Leverage King's Land

- Leverage King's land assets to accommodate growth and create additional revenue streams.

Enhance Academic & Research Programming & Offerings

- Develop interdisciplinary programs, enhance research opportunities, explore online and hybrid learning models, and diversify credential offerings for different demographics.
- A unique opportunity that was highlighted: Executive education and micro-credentials for mid to senior level employees to enhance their soft and critical thinking skills.

Raise Awareness to the Value of a Liberal Arts Education

- Create a strategy to elevate the perception of a liberal arts education within various sectors, industries, and communities, particularly emphasizing its relevance in a technology-centric world.
- Highlight the valuable, transferable skills and broad knowledge base that students acquire. Furthermore, illustrate a clear pathway from a liberal arts education to a range of sought-after careers, demonstrating its practicality and versatility.

Top Five Opportunities Identified in the Team King's Survey

1. Offering work-integrated learning experiences for students
2. Online and hybrid learning creates more opportunities for a wider range of learners
3. Enhancing the University's local and global brand
4. Strengthening connections with local community partners to support students, communities, and regional development
5. Offering more interdisciplinary programs across the University

Assessment of King's Threats

From the engagement process several key external threats emerged that need to be considered and mitigated in the 2024 – 2029 Strategic Plan.

Financial Sustainability

- With a 10% tuition reduction, coupled with the ongoing tuition freeze and stagnant operating funding, has compromised the institution's financial sustainability. Similar to many institutions, King's dependence on international student tuition revenue has proven to be unsustainable, a fact underscored by COVID-19.

Decline in Liberal Arts and Humanities Education Enrolment and Appeal

- As technology continues to reshape the job market, there's a rising demand for science, technology, engineering, and math (STEM) programs, which seems to be overshadowing Liberal Arts and Humanities. This shift has led to the perception that career opportunities are scarcer for those pursuing degrees in Liberal Arts and Humanities, even though that's not necessarily the case.

Artificial Intelligence

- As artificial intelligence continues to grow rapidly, its use is expanding without clear guidelines on how faculty, administration, and students can effectively employ it in the academic environment.

Market Competition

- The job market's competitiveness for attracting talent has increased the demand for better compensation packages and opportunities for faculty.

Political Direction & Changes

- The shifting political landscape and regulatory changes at various governmental levels are challenging King's ability to make informed decisions and strategize for the long-term. These fluctuations directly affect the institution's sustainability.

Top Five Threats Identified in the Team King's Survey

1. Reliance on international student tuition
2. Political decisions (e.g., enrolment restrictions, tuition freeze, etc.)
3. King's history and catholic roots
4. Declining local student enrollment
5. Recruiting students, faculty, and staff

Ontario's Demographic and Economic Landscape



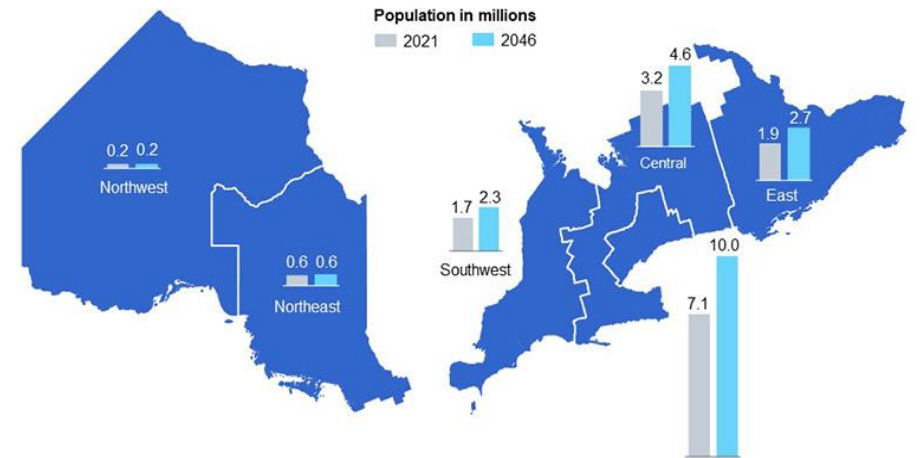
Ontario | Shifting Demographics

Ontario's population is projected to increase by 43.6% over the next 24 years to 21.7 million on July 1, 2022. 85% of this growth will be driven by net migration between 2022-2046 with natural increases in population accounting for 15% of the population growth.

Central Ontario is projected to be the fastest growing region of the province with the Greater Toronto Area (GTA) experiencing the largest increase in population with a growth of 45.9%.

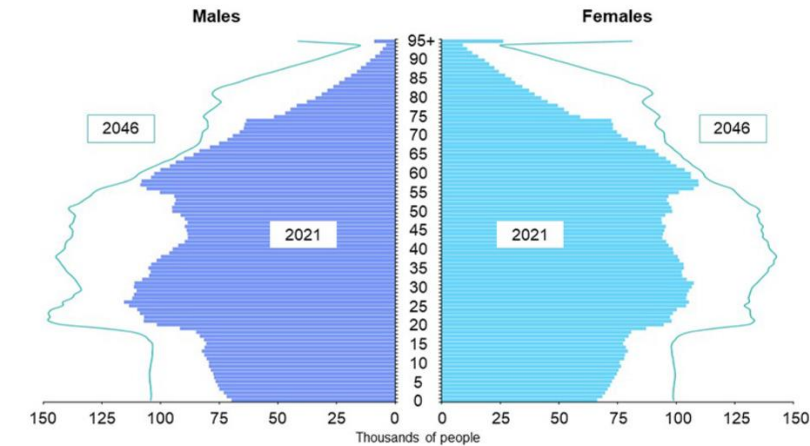
While the province continues to experience growth, all regions will experience a shift to an older age structure while the GTA is expected to remain the region with the youngest age structure driven by in-migration and positive natural population increase.

Population of Ontario regions, 2021 and 2046



Source: Statistics Canada for 2021, and Ontario Ministry of Finance projections. GTA

Age pyramid of Ontario's population, 2022 and 2046



Source: Statistics Canada for 2022, and Ontario Ministry of Finance projections.

In 2022, the proportion of people aged 15–64 ranged from 62.4% in the Northeast to 69% in the GTA. This is expected to decrease in every region by 2046, with estimates ranging from 60% in the Northeast to 66.6% in the GTA.

Although the proportion of the population aged 15–64 is predicted to drop in every census division except for Bruce, the actual number of people in this age group is expected to increase across all 49 divisions.

In 2022, Toronto had the highest proportion of people aged 15–64 (70.6%), while Haliburton had the lowest (54.4%). By 2046, Toronto is projected to maintain its position as the region with the highest proportion of this age group (69.1%), followed by Peel, Waterloo, and Ottawa. Prince Edward (50.7%) and Haliburton (52.2%) are anticipated to have the lowest proportions by 2046.

Reflection: What are the strategic opportunities for King's given the anticipated growth of Ontario?

London, Ontario | Demographics

London
Census
Metropolitan
Area

543,551
population,
2021

↑ 10%
change in population
from 2016 to 2021

- Population change:
1. 14.4% increase in Strathroy-Caradoc
 2. 10.1% increase in St. Thomas
 3. 10% increase in London

40
median age of the
population as of
2021

↑ 13%
change in median after-tax
income of households
between 2015 and 2020
from \$65,400 to 71,000.

London, Ontario is a regional centre of health care and education located in the Quebec-Windsor corridor near Toronto, Windsor, Detroit, Sarnia, Kitchener-Waterloo, and Buffalo. It is home to Western University, Huron University College, King’s University College, Fanshawe College, and the London Health Sciences Centre which includes Victoria Hospital, Children’s Hospital and University Hospital, and St. Joseph’s Health Care London. The City attracts people across Canada and internationally, contributing to the City’s diverse and vibrant community.

London, Ontario is experiencing the fastest growth in the province and ranks fourth in Canada. This rapid growth is mainly due to both international and intra-provincial migration. From 2016 to 2021, the City's population surged by 10%, reaching 422,324, with downtown experiencing a 12% increase. The influx of people into London is primarily driven by international migration including those who land with permanent resident status and non-permanent residents such as international students, and those relocating from other cities in Ontario. Notably, 56% of the growth is attributed to international migration, while 33% comes from intra-provincial moves.

As growth persists, the City must ensure the availability of necessary infrastructure and community support to meet the evolving needs of its residents. Between 2016 and 2021, the population of the City and region increased by 10%, yet the number of private dwellings only rose by less than 7%. Concurrently, the average home price surged from \$290,489 to \$707,219. To adapt to its growing status as a medium-sized city, London must prioritize enhancing its resources and infrastructure.



Source: Arku, Kemp, Gilliland, 2011.

Reflection: What are the strategic opportunities for King’s within the region?

Key Economic Trends in Ontario

Despite initial economic growth in early 2023, Ontario's economy is now showing signs of slowing down. This is in line with the global economic situation, where factors like high inflation, increasing interest rates, fewer new housing projects, and slower job growth, as well as geopolitical uncertainties, are putting pressure on Ontario's economic outlook.

Ontario's economic future is uncertain, with the possibility of a slowdown in 2024

- In Ontario, GDP forecasts for 2024 were more than cut in half to 0.5% compared to 1.1% in 2023.¹
- Nationwide, higher interest rates are helping to alleviate price pressures. Consumer Price Index (CPI) inflation in Ontario has significantly declined from its peak in 2022 to 3.3%, while CPI across Canada stands at 3.1%.
- Elevated shelter price inflation persists due to higher mortgage interest rates, rent, and other housing costs.

Ontario's job market has been growing steadily in recent years but is now slowing down.

- In 2023, Ontario's job growth slowed down compared to 2021 and 2022, with employment increasing by 183,200 jobs (or 2.4%). The annual unemployment rate in the province also slightly rose from 5.6% in 2022 to 5.7% in 2023.
- Even though Ontario's working-age population (aged 15 and over) grew at the fastest rate in 2023, the increase in the province's labor force was even greater, at 2.5%. Consequently, the labor market participation rate rose slightly to 65.5%, reaching its highest level since 2015.

Ontario's economic outlook is not unique

- Global economic forecasts for 2024 indicate a slowdown in growth due to high inflation, leading major central banks to tighten monetary policies.
- In the United States, real GDP is forecasted to grow by 2.3% in 2023 and 1.1% in 2024, which is twice the growth expected for Ontario.
- In Quebec, Canada's second-most populous province, real GDP is anticipated to grow slightly by 0.6% and 0.7% respectively during the same period.

Job growth in 2024 is expected to slow, indicating a transition to an 'employer's market'.

In 2022, out of Ontario's 16 major industries, 15 experienced employment growth:

- Professional, scientific, and technical services (e.g., legal, accounting, engineering) saw the largest increase of 51,000 jobs (6.8%).
- Ontario's public administration sector, comprising federal, provincial, municipal, and Indigenous public administration workers, also grew by 6.7% from 2021 to 2022.
- The municipal sector accounted for approximately 45% of the new jobs in 2022, marking a 6.8% increase in the municipal workforce size from 2021.

Reflection: What strategic opportunities exist for King's in Ontario's current and medium-term economic climates?

Ontario's Labour Market Needs

Ontario, along with its regions, is actively engaged in global competition, driving economic advancement and enhancing the standard of living for its residents. The province requires a highly skilled workforce and innovative solutions to effectively address the demands of the job market, stimulate economic expansion, and stay competitive on the global stage alongside other economies.

According to occupation demand projects for university educated workers over a period of 2021 – 2030, a total of 928,700 workers will be needed to fill job openings for occupations that typically require a university education over the decade:

- + **Science, technology, engineering, and mathematics (STEM)** occupations will require **233,000+** positions.
- + **Education, law, and social community and government services**, are anticipated to require **178,000+** will create positions.
- + **Health occupation** will require **148,000+** new positions.
- + **Business, financial, and administration** will generate approximately **128,000** positions.

Drivers of Ontario's Labour Market Needs:

Economic Growth | GDP growth is affecting the demand for labor across sectors. Furthermore, global demand for Ontario's exports, shifts in supply chains, and competition for international markets is further driving the need for trained and skilled labour. Ontario's government has an ambitious infrastructure plan which calls for highly skilled university talent to meet the province's economic needs.

Aging Ontario population | Needs of the aging population will drive growth in operational health spending triggering the demand for health workers including physicians, nurses, personal support workers, coordinators, and supervisors.

Increasing population | Increasing in-migration of young immigrants and the growth of their families will drive the need for an increasing number of primary and secondary school teachers.

Industries in Ontario:

- Professional, scientific and technical services
- Construction
- Finance, insurance, real estate, rental and leasing
- Wholesale and retail trade
- Health care and social assistance
- Public administration
- Accommodation and food services
- Information, culture and recreation
- Transportation and warehousing
- Educational services
- Manufacturing
- Utilities
- Business, building and other support services
- Agriculture
- Forestry, fishing, mining, quarrying, oil and gas
- Other services (except public administration)

Reflection: What strategic opportunities exist for King's to adapt its offering to align with Ontario's labour market needs?

SPOTLIGHT | The Canadian Future of Work

The way we work is evolving. Research shows that digitization and the COVID-19 pandemic have sped up changes in how work is done in Canada. Both employees and employers are adapting to these changes as they happen.



Recent large-scale shift in remote work has changed the job market.

Remote work has its benefits, such as boosting well-being, job satisfaction, and saving time and money. However, it can also strain the bond between employees and employers.

- According to the 2022 Shaping the Future of Work in Canada Survey (FWCS), which included over 5,000 participants across Canada, remote work improved job quality and well-being, especially in terms of personal and family advantages like reduced commute time. Despite positives, remote work has led some to feel less connected to their organization or employer, with 42% of respondents who had experienced remote work during the pandemic agreeing that "remote work has shown me that I can work from anywhere, making me feel less tied to a specific organization or employer.

The shift to remote work has widened the gap between different groups of workers and highlighted existing inequalities in the job market and society.

- Remote workers tend to be well-educated, with high household incomes, and are typically aged between 35 and 54.
- Remote workers also tend to report higher levels of satisfaction with their work compared to on-site workers across various measures such as mental and physical health.



Artificial Intelligence (AI) is increasingly disrupting the job market, bringing both big risks and opportunities.

AI will bring changes to various industries, impacting different groups of employees and society in different ways based on factors such as social background, skills, specialization levels, and job tasks.

- Automation poses a significant risk for Canadian workers. Around 40% of Canadians work in jobs with a medium risk of automation, while 22% are in high-risk jobs. Jobs in agriculture, natural resources, utilities, and manufacturing are more at risk while jobs in health, law, education, community, and government services are less likely to be automated.

AI could also promote inclusivity in the job market with some Canadian employers exploring AI-driven solutions to reduce bias and enhance inclusion in their hiring processes.

- While organizations are increasingly aware of the benefits of a diverse workforce, many lack the resources or knowledge to attract diverse talent for entry-level positions.
- To tackle this issue, CivicAction, a Canadian non-profit, developed and tested the HireNext Tool, an online assessment aimed at helping employers create more inclusive job postings. So far, 126 employers in Ontario, Nova Scotia, and Alberta have used the tool to modify 187 job postings. Half of these employers reported attracting a more diverse pool of candidates after using the tool and adjusting their job postings.

Sources:

Future Skill Centre, May 2023 Shaping The Future Of Work In Canada.
Future Skill Centre, September 2021 Artificial Intelligence Learning Bulletin
[HireNext Artificial Intelligence (AI)-enabled Job Posting Tool

London Ontario | Social landscape

London Ontario is facing a number of complex social challenges. Presented below are select challenges:

Health and homelessness crisis:

Similar to many other regions, the City of London is grappling with a health and homelessness emergency. In 2022, 4923 individuals were recorded on London's By-Name List of homeless individuals, with 790 of them sleeping without shelter. Acknowledging that resolving this issue requires collective effort, the City is adopting a comprehensive approach to tackle this challenge, which involves expanding housing options and offering housing support services.

Mental health and addiction:

Mental health issues and addiction issues are a significant concern in London Ontario as they are in many urban cities. Access to mental health services and addiction treatment can be limited, leading to challenges for those in need of support.

Supporting Refugees and Asylum Seekers:

With an increasing number of refugees and asylum seekers in London, there is an increasing demand for newcomer services, the burden of which is being felt predominantly by emergency shelters. London has seen a recent influx of refugees who have often landed in larger cities such as Toronto and moved to London.

Low Labour Market Participation:

London Economic Region has one of the lowest labour market participation rates in Canada. The labour market participation in London Economic Region 2021 final report found that since 2009 there has been a particularly low labour market participation of those aged 25-54 relative to the rest of Ontario. Potential reasons for this decreased participation rate include: poverty and low income, health conditions, shifts in industrial activity, mismatch between skills and available opportunities, homelessness and housing, and transportation.

STRATEGIC CONSIDERATIONS

Local University Addressing Local Issues | King's consists of subject matter experts in fields of Social Work, Child and Youth Studies, Disability Studies, Sociology to name a few. As such, King's is well positioned to leverage its in-house expertise to be a thought leader and social innovation hub for local issues and challenges in London Ontario through its research.

Increasing Affordable Housing Options | Through its residence, King's can offer affordable and safe housing options for students.

Aligning with Catholicity | In alignment with King's Catholic values, King's can play a significant role in helping those in the community who need it most through service learning opportunities.

Training London's Future Workforce | King's is home to a large local student population, many of whom may continue to choose to work and live in London after graduating. King's is well positioned to train future staff and leaders in the non-profit sector, health care sector, education sector, and public service through its undergraduate offering.

Changing Demographics of Future Cohorts of Local Students | With increasing refugees and asylum seekers in the region, King's will need to adapt how it plans to attract and recruit local students.

Reflection: What are the strategic opportunities for King's in the context of addressing the local social challenges?

Postsecondary Education Landscape



The Political Landscape

The current provincial government is directed at increasing the affordability of postsecondary education and ensuring that it delivers the skills that the job market demands. However, the affordability agenda has meant that tuition has been frozen with no operating funding increases from government. Over the last few years provincial policy efforts have challenged institutions' financial sustainability and shifted to a student outcomes-based performance. More recently, additional funding has been proposed to address these gaps with more emphasis on transparency and efficiency.

Strengthening Accountability and Student Supports Act, 2024 | Aims to require colleges and universities to disclose ancillary fees and student costs clearly, promote tuition fee transparency, and mandate policies for mental health support and combating racism and hate, including antisemitism and Islamophobia.

Tuition Policy | For 2023-24, tuition fees remain frozen at the 2019-20 fee levels for a third consecutive year for Ontario residents, though the ministry is allowing tuition increases for limited programs for 2023-24.

The ongoing tuition freeze, coupled with increasing operating costs, continues to exacerbate the sector's challenges with financial sustainability and has resulted in institutions relying increasingly on revenue from international students' tuition. In 2022, the Auditor General warned that **relying heavily on international students could jeopardize the financial stability** of the Province's 23 public universities. The pandemic underscored this risk, with deferred enrollment causing a drop in tuition revenue and student enrollment. Recently, it was announced that this **freeze will continue for at least three more years**.

College Credential Expansion | Ontario's public colleges have been given permission to **offer three-year degrees and expand select four-year degrees** to address labor shortages, particularly in high-demand sectors like electric vehicles, technology and infrastructure. This initiative aims to support the growth of the auto sector, advance critical infrastructure projects, and **increase access to postsecondary education in smaller communities**. The expansion of college degree programs is a competitive threat to universities.

MCU's Blue Ribbon Panel Findings

The panel was established to provide advice and recommendations for the long-run financial sustainability of Ontario's publicly assisted postsecondary education sector, particularly colleges and universities. **Implement an Integrated Funding Framework:** This involves adjusting enrollment limits, increasing funding per student, and creating tailored funding mechanisms for northern institutions.

- 1. Financial Accountability Framework:** It stresses the need for financial transparency and accountability in postsecondary institutions.
- 2. Enhance Cost Efficiency and Effectiveness:** Suggestions are provided for improving financial management and efficiency in colleges and universities.
- 3. Addressing Regional Needs:** Recognizes unique challenges in Northern Ontario and proposes specific approaches.
- 4. International Student Enrollment:** Identifies the financial risks of heavy reliance on international student fees.
- 5. Support for French-Language Education:** Proposes restructuring options for French-language institutions.
- 6. Indigenous Learners and Institutes:** Advocates for tailored strategies to support Indigenous learners, respecting their unique knowledge systems.

Reflection: With competing direction and needs of the institution, how can King's evolve to be nimble, relevant and sustainable in this sector?

SPOTLIGHT | Ontario Investing Nearly \$1.3 Billion to Stabilize Colleges and Universities

In response to the Blue Ribbon Panel’s recommendations as well as growing issues within the postsecondary sector due to financial challenges, the Province recently announced various measures to support the sector:

- **\$903 million over three years** through the new Postsecondary Education Sustainability Fund starting in 2024-25, **including \$203 million** in funding for top-ups for institutions with greater financial need.
- **\$167.4 million over three years** in additional funding for capital repairs and equipment.
- **\$15 million over three years** beginning in 2024-25 through the Efficiency and Accountability Fund to support third-party reviews that will identify actions institutions can take to drive long-term cost savings and positive outcomes for students and communities. These reviews will target structural issues as well as operational policies in order to improve sustainability and student experiences.
- **\$65.4 million** to support research and innovation, including **\$47.4 million** for the infrastructure refresh of Ontario’s Advanced Research Computing systems and **\$18 million** for their ongoing operations and maintenance.
- **\$23 million** to enhance mental health supports, including **\$8 million** for the Postsecondary Mental Health Action Plan over three years.

The province will also launch a career portal to help students understand labour market needs and make informed decisions on postsecondary education. This will consolidate various sources of information to help students and newcomers access education and careers in Ontario.

STRATEGIC CONSIDERATIONS

- Strategically **allocate the new funding** to position King’s for long-term sustainability.
- **Incorporate flexibility** in the plan to ensure Efficiency review findings are implementable and align with the Plan overall.
- **Prioritize capital repairs and equipment** that will address the housing issue and enhance students academic and social experience.
- **King’s robust wrap around supports needs more investment** but now also needs to align with the emphasis on enhanced mental health supports.

SPOTLIGHT | International Students

Over the years postsecondary institutions have increasingly relied on international students' tuition to help maintain financial sustainability due to stagnated operating grants, declining domestic enrolment and overall increasing cost of operations. More recently, there has been increasing pressure from other levels of government to make international enrolment more sustainable.

Context | Increase in International Students Enrolment

Since 2000, the number of international postsecondary students in Canada has surged from nearly 40,000 in the late 1990s to almost 420,000 by 2020-21.

The growth in international student enrollment is driven primarily by their higher tuition fees, which help compensate for limited government funding. Additionally, these students enhance classroom diversity and slightly boost institutions' global rankings, as the presence of international students is considered a mark of quality. In 2021-22, they constituted 17.6% of university and 22% of college enrollments.

Engineering is more favored by international students, accounting for 17% of their enrollments, compared to domestic students. Conversely, fields like social sciences, humanities, health care, and education are less favored. However, international student enrolments in humanities were rising pre-COVID, mitigating a larger decline in this sector.

Current State of International Students Recruitment and Experience

- There has been an increasing trend of fraudulent student recruitment overseas. The IRCC task force investigation last year found 1,550 fraudulent student permit applications, with 450 not detected initially, contributing to a surge in study permit applications. The IRCC task force, active since 2017, identified 285 cases where students were involved in fraud, while others were unintentional victims.
- The housing crisis in Canada is exacerbating affordability challenges for international students, who are also being depicted as contributors to this issue, compounding their struggle with high tuition costs.

Current Political Climate

- In October 2023, Immigration Minister Marc Miller announced plans to revise the International Student Program, focusing on fraud prevention, including a new system for verifying international students' acceptance letters with Canadian post-secondary institutions.
- In January 2024, the Federal government has implemented a two-year limit on international student permits, aiming for a 50% reduction in Ontario's study permits.
- In response, the Ontario government has announced that they will be mandating colleges and universities to provide housing for new international students and will pause new partnerships with public colleges and private institutions.

Reflection: For the past five years King's has consisted of 21% international students; however, in the evolving context this is set to decline. What must King's do to decrease its reliance on international student tuition revenue and navigate the political challenges? With the international student market becoming more competitive, how will King's position itself?

Sources:


The Globe and Mail. Immigration Minister announces measures to combat fraud against international students. 27 October 2023.


The Globe and Mail. Ontario announces new measures for international students to protect 'integrity' of education system. 26 January 2024.


Higher Education Strategy Associates. The State of Postsecondary Education in Canada. 2023.


Sector Evolution


STRATEGIC DRIVERS	Technological Advances Digital platforms and tools are becoming more sophisticated.	Demographic Changes Aging populations and youth bulges are affecting demand.	Economic Factors The need for a skilled workforce.	Societal Needs Focus on sustainable development and community engagement.	Demand Collaboration and competition.
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 **Focus on Lifelong Learning |** With the rapid pace of technological change, there's a growing understanding that education doesn't end after a degree. Institutions are offering more continuing education opportunities, and there's an increasing demand for adult and professional education.


 **Shorter, Skills-based Programs |** With the changing nature of work and the importance of lifelong learning, there is a growing trend towards offering shorter, more focused programs that provide specific skills or knowledge, often in response to industry needs (i.e., microcredentials).


 **Flexible Learning Paths |** Institutions are recognizing the diverse needs of their student populations, leading to more part-time programs, adult education opportunities, and pathways that allow students to design a significant portion of their learning journey.

 **Emphasis on Experiential Learning |** Beyond traditional classroom settings, there's a greater focus on co-op programs, internships, fieldwork, and other forms of hands-on learning. These experiences aim to better prepare students for the workforce and provide real-world context to their academic studies.

 **Online and Blended Learning |** The COVID-19 pandemic hastened the adoption of online learning and blended learning across institutions. While many students and faculty were initially resistant or unprepared, many have come to appreciate the flexibility.

 **Competency-Based Education |** There's a growing sentiment that the skills students acquire might be more important than the degrees themselves. More institutions are moving away from the traditional time-based model of education to a competency-based model.

 **Open Educational Resources (OER) |** The use of free or low-cost, publicly available educational materials is increasing. However, there's ongoing debate over quality assurance and intellectual property related to OER.

 **Partnerships |** Global collaboration among institutions in research, student exchanges, and curriculum development is enhancing the international perspective of many programs. Additionally, partnerships with other Ontario institutions offer an efficient course delivery method, where students can take online courses from local institutions that count towards their degree.

Spotlight: Platforms such as Khan Academy and edX by Harvard University are making high-quality education and postsecondary education increasingly accessible and affordable.

Spotlight: One of the recommendations from the Blue-Ribbon Panel is to look for possible partnerships with similar institutions for shared course delivery. Currently, King's has a partnership with Fanshawe College for their Bachelor of Arts in Finance and Wealth Management.

Reflection: Based on the evolving trends: (i) How can King's tailor its programming to reflect these trends? (ii) What resources and capabilities does King's need to make it happen?

Current State | Liberal Arts & Humanities Education

Despite a 20% decline in Liberal Arts enrollment in Canada due to a push for "job-ready" majors and misconceptions about job prospects, employers increasingly value the "soft skills" like leadership, creativity, and teamwork that Liberal Arts & Humanities education provides.

Factors to the Decline

- **Labour market demands:** Technology driven changes causing an increase in demand for STEM knowledge and skills.
- **Decline in funding:** Government policy and funding decisions are increasingly catering towards this market shift.
- **Lack of understanding of job opportunities:** Prospective students and parents not understanding the potential career pathways available through a liberal arts and humanities education.

Value Of Liberal Arts / Humanities Education

- ✓ Cross discipline learning fosters a well-rounded intellectual foundation valued by many industries.
- ✓ Addresses global issues like climate change, reconciliation, and AI.
- ✓ Develops in-demand human skills.
- ✓ Enhances cultural, historical, and social awareness.
- ✓ Equips students for the changing job market and tech advancements.
- ✓ Achieves employment rates and incomes comparable to other fields.

According to LinkedIn's [2019 Global Talent Trends report](#), "89% of recruiters say when a hire doesn't work out, it usually comes down to a lack of soft skills."

STRATEGIC CONSIDERATIONS



Increase and better integrate research opportunities into undergraduate liberal arts programs to enhance learning outcomes and find solutions to social issues.



Embed experiential learning into the programming to prepare students to be job-ready.



Make academic programming more interdisciplinary where liberal arts is combined with other disciplines.



Articulate the value of liberal arts through different voices such as alumni and faculty.

Reflection: What can King's do to better position the value of Liberal Arts / Humanities education? How does King's programming need to evolve to meet the markets needs?

SPOTLIGHT | Liberal Arts and Humanities Differentiator Tactics

The delivery and approach to liberal arts and humanities education is changing to reflect industry needs, the ever-changing world and to stay relevant. **Presented below are differentiators that other academic institutions have adopted which can be replicated and adapted to the King's context:**

Academic Debating

- **Tutorial System (Williams College):** Two students conduct advanced work together and meet weekly with their professor to analyze debate. Topics such as colonialism in South Asia, American poets Walt Whitman and Emily Dickinson and skills for a model economy.
- **Program Format (St. Olaf College):** A team-taught interdisciplinary experience that comes with heavy reading and encourages academic debate. Topics include “American Conversations,” “Enduring Questions” and “Race Matters.”

Writing Seminar (Bowdoin College): Students complete required writing seminar in their first two years.

Mandated Interdisciplinary Course (Bowdoin College): Students must take a course in mathematical, statistical or computational reasoning; inquiry in the natural sciences; difference, power and inequity; international perspectives; and visual and performing arts. By sophomore spring, after faculty consultation, they declare a major.

Senior Thesis (Bates College): Mandating a senior thesis that involves a semester or two of original research and writing and a final paper on a topic of the student's choosing.

Open Curriculum (Hamilton College): Students have a flexible curriculum with no prerequisites except to complete three writing courses. Students work one-on-one with advisers to develop personal education goals, a task made possible by the college's high faculty-to-student ratio.

Specialized Events / Initiatives (College of the Holy Cross): The department offers Athens and Rome study abroad options, a Manuscripts, Inscriptions and Documents Club for ancient text work, and an annual Classics Day to teach high schoolers about Roman culture on the New England campus.

Real-world Learning Experiences (Trinity College): Offering students program-specific work-integrated learning, such as the Legislative Internship Program where Political Science students intern at Hartford City.

Reflection: How does King's programming approach need to evolve? What kind of tactics can King's incorporate into its teaching?

SPOTLIGHT | Liberal Arts and Humanities Career Pathways in the Digital Age

Technological evolutions require a knowledge of fields such as biology, education, health sciences and human behavior. Tackling today's biggest social and technological challenges requires the ability to think critically about their human context, which is something that liberal arts & humanities graduates happen to be best trained to do.

VALUE PROPOSITIONS

✎ Liberal arts & humanities provide a **solid foundation for long-term employment**.

✎ Employers' growing appreciation for **varied skills and comprehensive education**.

✎ Today's job market **values the critical thinking, problem-solving, creativity, and communication skills** honed by liberal arts education, enhancing their cross-industry employability.

✎ Liberal arts & humanities graduates are **proficient in merging concepts** from various fields to address global challenges.

"The uniquely human skills polished by a well-rounded liberal arts education will make job candidates more competitive for all roles in the digital economy," Intuit's Chief Product Officer Alex Chriss

Artificial Intelligence | In the rapidly evolving field of artificial intelligence posing significant challenges and disruptions, graduates with humanities and social sciences degrees are proving indispensable. Their deep understanding of human culture, ethics and communication is critical for developing AI that is effective, ethically sound and culturally aware.

User Experience | UX designers improve user interactions with products by researching, prototyping, and gathering feedback. They need design skills, empathy, and storytelling. Liberal arts grads are ideal for UX roles, given their understanding of human culture and behavior.

Digital Marketing | The digital revolution has also opened doors for liberal arts graduates in digital marketing, content creation, and user experience design. By combining their creative and analytical skills with digital tools, they can contribute to the development of compelling online experiences and data-driven strategies.

Data | Data analysts use statistical tools to analyze and present data for organizational goals, requiring quantitative, analytical, and communication skills. Liberal arts majors can excel in this field by applying their critical thinking to data interpretation and understanding the ethical and business contexts of their analysis.

Reflection: How is King's marketing the value of a liberal arts and humanities degree? How is King's informing prospective and current students of the labour market opportunities for their degrees? Where are King's alum now and how can they and faculty define the career pathways better?

King's Key Catholic Comparators

As outlined in this section, postsecondary education is evolving and becoming more competitive. **King's is competing in a market that is increasingly demanding high quality and immediate return on investment.** Each institution outlined in this slide has been identified as a comparator that holds similar characteristics as King's.

COMPARATOR	HIGHLIGHTS
St. Thomas More College Location: Saskatoon, Saskatchewan Type of Institution: Catholic/ Liberal Arts / Federated University Enrolment: Over 5.2K (2021-22)	<ul style="list-style-type: none">• Certificate programs that mix and match students interest that can be completed before, during or after a degree. The courses can be used toward degree requirements as well. Programs include Catholic Studies, Labour Studies, Peace Studies, Religious Literacy & Ukrainian Studies.• Dedicated efforts towards Truth and Reconciliation with an endowed chair designed to enhance awareness and appreciation of Indigenous spirituality and reconciliation.
DePaul University Location: Chicago, Illinois Type of Institution: Catholic University Enrolment: 21K	<ul style="list-style-type: none">• Central location in a big city leading to a large network of connections and opportunities.• 16:1 Student to faculty ratio.• More than 90% of recent undergraduate and graduate degree recipients were employed, continuing their education or not seeking employment within six months of graduation.
College of the Holy Cross Location: Worcester, Massachusetts Type of Institution: Small / Catholic / Liberal Arts Enrolment: 3K	<ul style="list-style-type: none">• 10:1 student to faculty ratio.• One of a select group of colleges (fewer than 100) that meets 100% of each admitted student's demonstrated financial need.• Families with a total income of \$75K or less receive a full tuition grant.• Faith-based immersion program that on average 250 students participate in.

Truth and Reconciliation in the Sector

In releasing the final findings in 2015, the Truth and Reconciliation Commission of Canada (TRC) made 94 Calls to Action “in order to redress the legacy of residential Schools and advance the process of Canadian reconciliation.” 19 of these Calls to Action have direct implications for postsecondary settings and those working within these settings. Of the 19 Calls to Action some were made directly to postsecondary settings across Canada. TRC Calls to Action address the education of students and the implementation of course content on Indigenous people and their pre and post-contact history, including the process of colonization and the impacts of the Indian Residential School system.

Universities Canada’s Commitments to TRC

- **Policies, Strategic Plans, and Governance:** Universities acknowledge their role in colonialism and commit to reconciliation efforts, including supporting key Indigenous rights and justice initiatives.
- **Opportunities for Indigenous Community:** They aim to create opportunities for Indigenous community members through respectful governance, policies, and strategies.
- **Addressing Systemic Racism:** Universities recognize systemic anti-Indigenous racism, committing to respectful campuses with mechanisms for addressing racism and dedicated Indigenous support.
- **Indigenous Student Success:** A strengths-based approach focuses on Indigenous student success, emphasizing holistic support and role models.
- **Teaching and Learning:** The Indigenization of curricula, incorporating Indigenous Knowledges and educational practices, is a priority.
- **Language Resurgence:** Efforts to support Indigenous language resurgence involve collaboration with Indigenous communities and educators.
- **Research:** Universities are committed to research partnerships with Indigenous communities that prioritize respectful, mutual benefits.
- **Community Engagement:** Reciprocal community engagement seeks to meet Indigenous needs, enhance partnerships, and support Indigenous youth outreach.
- **Accessible Community-Based Learning:** Accessible community-based learning opportunities are developed to align with Indigenous Peoples' needs, fostering connections with their heritage.
- **Supporting Indigenous-Led Resurgence:** Supporting Indigenous-led resurgence, universities aim to improve Indigenous representation and provide necessary support for advancement and retention.
- **Training for Non-Indigenous Community:** Training and resources for non-Indigenous community members are provided to foster reconciliation and decolonization efforts.



Indspire conducted research to understand how TRC can be incorporated into postsecondary settings from Indigenous students' perspective. The following were recommended:

1. Core funding for Indigenous students, to pursue postsecondary education and a strengthening of funding for on campus Indigenous student service resources:
 - a) Indspire recommends that increased and sustainable funding be provided for the staffing and provision of Indigenous student services, so the post-secondary educational system can benefit all Indigenous students.
 - b) Indspire recommends that increased and sustainable funding for Indigenous students be committed by the Government of Canada in Budget 2019.
2. Ongoing monitoring and evaluation of implementation of the TRC Calls to Action in postsecondary spaces.
3. The strengthening of Indigenous culture, identity and belonging through mentorship on campus and beyond.

STRATEGIC CONSIDERATIONS

- ✓ What are King’s current efforts towards truth and reconciliation?
- ✓ What skills, expertise and capabilities does King’s have to dedicate efforts to TRC?
- ✓ Over the next four years, what does King’s want to accomplish towards TRC?

CASE STUDIES | TRC in Postsecondary Institutions

“Making university more accessible to Indigenous peoples also means ensuring the experience is inclusive.”

TORONTO METROPOLITAN UNIVERSITY (TMU)

- Established the TRC Strategic Working Group in 2018 with a broad membership from across the university, including Indigenous and non-Indigenous members.
- The working group provides a forum for members to raise issues related to reconciliation, report progress on recommendations from the Community Consultation Summary Report, and seek advice or support on proposed initiatives.
- The work of the TRC Strategic Working Group complements the activities and recommendations of the Standing Strong Task Force and the Indigenous Education Council.
- The Mash Koh Wee Kah Pooh Win (Standing Strong) Task Force was established in November 2020, to explore Egerton Ryerson's life, legacy, and the significance of commemoration within the community.
- The Task Force's report proposed 22 recommendations, including renaming the institution, enhancing support for Indigenous scholarship, and expanding educational opportunities on Indigenous history and relations.

ST. THOMAS MORE UNIVERSITY

- Chair in Indigenous Spirituality and Reconciliation as a source of intellectual leadership both inside and outside the academy.
- Scholar on Indigenous Education works with members of the STM community to build capacity, collaborate and consult, and honour Indigenous cultures.
- STM faculty has established the Academic Working Group on Indigenous Engagement composed of faculty members who are committed to Indigenization.
- Provides courses related Indigenous Culture.
- Dedicated efforts to develop positive relationships with Indigenous Elders, leaders, communities and groups in Saskatchewan including hosting Treaty Elders at conferences.

LAKEHEAD UNIVERSITY

- Chair for Indigenous Chair for Truth and Reconciliation dedicated to develop and implement reconciliation project and provide annual TRC reports on Lakehead's progress.
- Lakehead University will be hosting and celebrating intercultural conversations through a series of eight modules designed by members of the President's Council on Truth and Reconciliation (PCTR). Faculty and staff will be offered a completion certificate to add to their teaching dossiers and resumes.
- Resources are available to support students making the transition from remote communities. Daycare spaces are set aside for Indigenous students arriving with children as well as support to find living accommodations for Indigenous students is provided.
- In 2016, the university also made it mandatory for all students to complete at least one course that contains a minimum of 50% Indigenous content.

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY (BCIT)

- Indigenous Vision – Framework for academic action and accountability.
- Signed the Indigenous Education Protocol for Colleges and Institutes Canada.
- Recruited Indigenous Champions within their departments to mobilize action.
- Conducts Indigenous 101 Workshop and Three-open-sourced Indigenous Modules for staff, administrators and faculty.

Sources:

Toronto Metropolitan University. Truth & Reconciliation.
St. Thomas More College University. Indigenization at STM.
Lakehead University. Truth and Reconciliation.

British Columbia Institute of Technology. Indigenous Initiatives.

The King's Experience



King's Experience

In recent years, the landscape of postsecondary education has been transformed significantly by the COVID-19 pandemic. This global crisis has driven individuals to reconsider their approaches to work, learning, business, and daily routines. Despite these shifts in perception, many perceive postsecondary education institutions as resistant to change, lacking innovative business strategies, and operational agility. Recognizing that staff, faculty, and students are embracing a new way of living, working, and learning, universities will need to acknowledge and adapt to these evolving realities. This calls for a reevaluation of how institutions attract, recruit, retain, and cultivate relationships with staff, faculty, students, and community members. **Presented below are emerging trends that King's should consider, derived from external research and affirmed through stakeholder consultations.**

Staff and faculty experience matters.

Regardless of their role at the University—whether full-time faculty, part-time faculty, new staff, or student staff—staff and faculty experience at King's is important. Employees want to be treated and recognized in a manner that aligns with the value they perceive they bring to the organization. They seek a workplace culture that acknowledges and appreciates their contributions and the experience they have directly influences their ongoing and prospective relationship with the institution, affecting their likelihood to recommend it as a place to study, work, teach, donate to, and collaborate with.

Talent management has become an increasing area of focus for universities.

In the aftermath of the pandemic, staff and faculty are increasingly prioritizing work-life balance, opportunities for career advancement, and flexible work arrangements. However, these preferences may not align with the conventional practices of universities. Postsecondary institutions are often restrained by the salaries they can offer prospective hires due to pay-band limitations and employment contracts. As a result, recruits might see permanent positions in the private sector, offering higher salaries, as being more appealing than roles in public institutions that provide short-term contracts with less competitive pay.

Students are increasingly questioning the value of their university degrees.

In the past, obtaining a postsecondary degree was seen as the main path to a career. But opinions about university degrees have shifted over time. Nowadays, not all degrees are considered equally valuable, and just having a degree does not always lead to career advancement or success. There's a greater focus on learning through experience and the importance of developing a network and personal brand while still in university. As such, many students are becoming more selective, favoring university programs that offer hands-on experiences and chances to build professional connections.

The traditional student market no longer exists.

Educational institutions need to adjust to changing demographics and the evolving factors that influence students' university choices. Women are increasingly outpacing men in achieving postsecondary education, and a growing number of immigrants are exceeding the general population in obtaining university degrees. Furthermore, there's a notable increase in Indigenous students pursuing higher education. To stay current, universities must broaden their student demographic and find ways to appeal to learners from various backgrounds.

King's Brand Identity

In the current global market, universities face competition due to global student mobility and limited funding. Brand identity, significance, image, and reputation are crucial for universities to stand out, enhance their image, and strengthen their reputation.

King's brand is important for attracting and retaining students, faculty and staff. Feedback from consultations indicate that **King's internal stakeholders see the value of conveying a strong and unified brand that captures the essence of King's.** While most agree with this, there continues to be internal debate regarding what King's brand should be and how the University should best present itself.

Building brand awareness is critical in supporting King's domestic student enrollment. For students, the **University's brand is a critical part of their decision-making process for applying to and enrolling at King's.** Past KUC Strategic Positioning Concepts Research demonstrated that **awareness of King's is higher among domestic student intenders interested in Social Sciences (49%) and Liberal Arts (43%) and lowest among Business prospects (18%).**¹ Feedback from consultations indicated that many outside of the University's catchment are unaware of King's and how it is different than Western University.

King's brand is important for attracting and retaining faculty and staff. Feedback from consultations indicate that the University's reputation is important to faculty and staff as it impact their career progression and growth.

STRATEGIC CONSIDERATIONS

Building Name Recognition | When students select their university of choice on OUAC, the option to select King's is provided under the Western logo. This means that King's must create brand awareness beyond logo recognition.

Pre-enrollment Relation Building | Leaning into King's essence as a small local university, King's should continue to foster and build relationships with local high schools and community members presenting King's as the school of choice for those seeking a high-quality postsecondary educational experience close to home.

Establishing Brand Recognition Outside of London | King's has traditionally appealed to local domestic students. However, it should explore methods to attract domestic students from outside London, Ontario, and potentially boost revenue through residence fees.

Building Local Partnerships | King's should build local relationships and partnerships to further enhance its reputation. Local employers should trust that graduates from King's are highly competent and job ready.

"Liberal arts university", "teaching focused university", "a university that welcomes diversity", "a university where everyone feels welcome" were the highest selected identities that Team King's Survey respondents identified as identities King's should embody in the future.

Reflection: What kind of strategic actions can King's take to affirm its brand identity with its current and potential stakeholder groups?

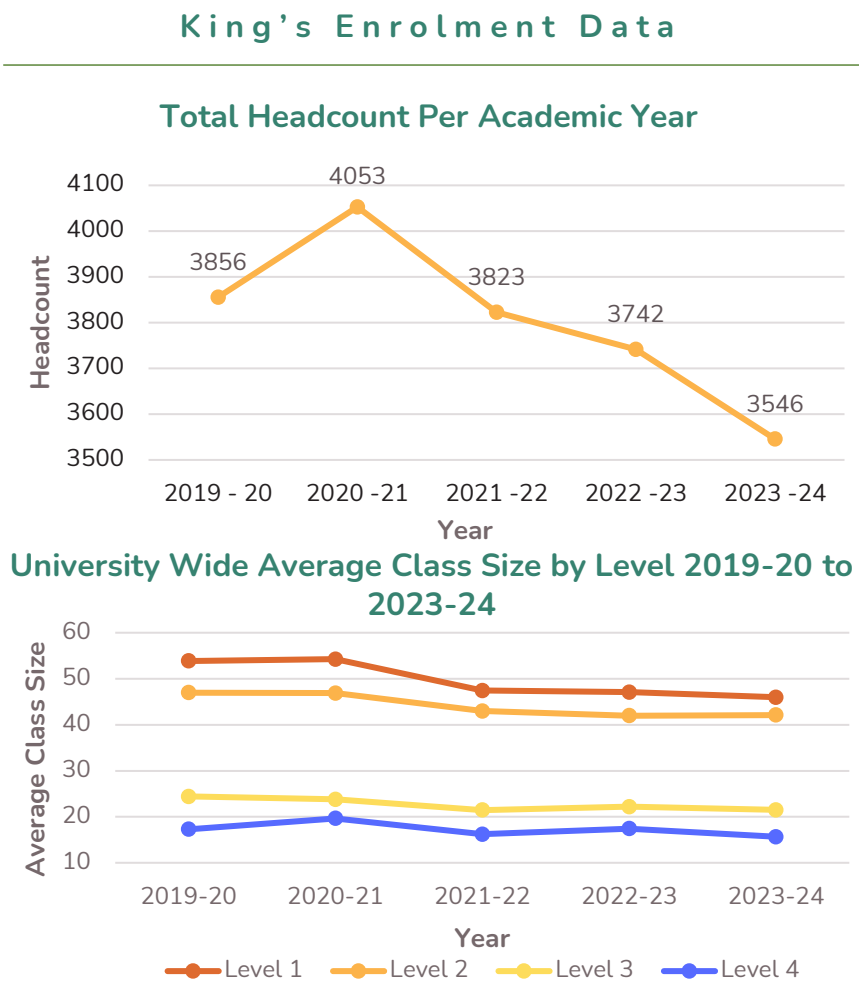
King's Student Enrolment

Current Demographics (2023-24)	3,546	22	20
	students enrolled	median age of students	median age of first year students
	81.73%	46%	19.4%
	of students are enrolled full-time	of students are enrolled in Social Science – BA 4 Year	of students are international

Most international students at King's are from China. Of the 601 international students enrolled at King's in 2023-24, **87.7% of international students are from China, 2.8% are from India, 1.9% are from Vietnam, and 1.6% are from Pakistan.** Over the past 3 years, the proportion of Chinese international students has remained relatively while the proportion of Indian students has marginally declined by approximately 1% per year.¹

For 2023-24, 69% of King's registered students from Ontario are from the London area. London area includes: London, St. Thomas, Woodstock, Strathroy, Lucan, and Ilderton. Indicating that most of King's students are from local communities. During consultations, most students noted that they chose to attend King's because of its proximity to home.

Sociology, Psychology, and Economics, and Management and Organizational Studies have been the most subscribed to subjects at King's since 2014-15. With **50.15% of international students enrolled in the BA Social Science 4 year program, and 32.63% enrolled in the Bachelor of Management and Organizational Studies 4 year program** in 2023-24.¹



Reflection: What strategic actions can the new strategic plan include to improve King's student enrolment while maintaining King's close-knit communal essence?

Spotlight | International Student Prospects

With many international student prospects taking an “investment” approach to studying, it is important to identify the needs and expectations of international student prospects and provide offerings, incentives, and experience that meet if not exceed international student expectations.

King’s projected enrolment of new year 1 undergraduate international students by 2028-29 is 190 students. This continues to be lower than the 300 new year 1 undergraduate international students that enrolled at King’s in the 2020-21 academic year. In order to attract international student prospects, King’s will need to actively employ strategies that present King’s as the destination university for international students.

King’s has an overreliance on Chinese international students. In 2023-24, 87.7% of King’s international students are from China. King’s has consistently relied on China as a source of international students. This is particularly concerning as **geopolitical issues may greatly impact King’s** should in a situation where majority of the international countries are from a singular source country.

King’s is unable to unilaterally adjust tuition to incentivize international student enrolment. Western establishes King’s tuition leaving King’s unable to incentive students to enroll at King’s with lower tuition. To offset this, **King’s can provide incentives to encourage enrolment.** The KUC Price Elasticity Study recommends that King’s consider entrance awards valued at \$5K or \$10K, tuition guarantee (particularly for business programs), and housing incentives to attract diverse international students.

King’s existing international students have the potential to be global brand ambassadors for the university should they have a positive experience at King’s. Consultations with international students revealed that many feel a disconnect between what they are sold in recruitment (e.g. integrated Canadian learning experience, interaction with the local community both in school and outside, facilities, etc.) and what they find their experience to be. Many note a lack of integration with domestic students, subpar facilities, and limited support with life outside of school. **Improving the international student experience at King’s is essential to support the recruitment of more students.**

STRATEGIC CONSIDERATIONS



International student intenders are more interested in Computer sciences and Natural Sciences and less interested than Domestic intenders in Educaiton, Criminology, Humanities and Social Justice.



Small classroom sizes are not a top priority for many international student prospects.



Reputation matters to international student prospects and they are prepared and pay more to attend a university with a strong reputation.



Paid work opportunities are important to international students as they consider which country to study in.



For most international student intenders, the top source of financial support is parents or guardians.

Reflection: What opportunities to improve King’s ability to attract and retain international students need to be reflected in the new strategic plan?

Student Experience

The following themes, raised through in-person student engagement sessions the online survey, and relevant focus groups, and other student contributions, provide a **snapshot of the student experience at King's**.



Students highly value the close-knit learning environment fostered at King's.

They appreciate the sense of community and intimacy in academic and social interactions **with many attributing their well-being and academic achievements to the positive influence of this community.**



Outdated classrooms and residence facilities impact the overall student experience.

Students identified gaps in the quality and variety of classrooms and residence amenities at King's expressing a **desire for modern facilities that facilitate both learning and socializing.**



Students perceive a gap between theoretical knowledge and practical skills necessary for the workplace.

Although they acknowledge the quality of academic education at King's, they struggle to bridge the gap between classroom learning and real-world applications. **Many feel that career development is not adequately prioritized, leading to a disconnect between academic education and career readiness.**



International students are experiencing a disparity between what they were promised during recruitment and the reality they encounter.

They express disappointment that **the services and facilities they expected, considering the substantial tuition fees they pay to attend King's, do not align with what they receive.** Many international students note the food and residence as a primary area of dissatisfaction for them.



Students are calling for more transparency and a greater voice at the decision-making table.

Many students voice uncertainty about King's future following the merger of Brescia University College with Western University. Observing the difficulties encountered by their peers at Brescia, many students emphasize the need for greater transparency in decision-making processes at King's. **They advocate for student involvement and information-sharing regarding pivotal decisions affecting King's future and are calling for open forums to discuss key issues that impact student life.**



Some students perceive King's as a pathway to Western University.

For some students, King's is a stepping stone into Western University. The **access and connections that King's students have to Western are attractive and a factor for why select students chose to attend King's.**



The Catholic identity of King's instills a feeling of comfort and security among students and their families.

Even non-Catholic students express that King's Catholic identity fosters a sense of comfort, **contributing to a welcoming and familial atmosphere on campus.**



Team King's Survey participants identified the following priorities that King's needs to prioritize to provide an overall better student experience:

Quality of academic programming, more experiential learning opportunities, quality and/or availability of classrooms, opportunities / spaces for social interaction and connection, and more financial supports.

Reflection: What kind of strategic actions can King's take to affirm its brand identity with its current and potential stakeholder groups?

Staff and Faculty Experience

Staff and faculty want to be active contributors to King's future. They understand the importance of their role at King's and are eager to be part of the University's future. **Outlined below are key themes that emerged from engagement with King's staff and faculty:**

Staff and faculty are feeling Overwhelmed and undervalued.

Many have expressed concerns that their departments lack sufficient staffing and resources leading to excessive workloads and responsibilities that extend beyond their usual duties. **Despite frequently going above and beyond, staff and faculty feel their extra efforts are not appropriately recognized, appreciated or compensated appropriately.**

There is a need for an improved physical working environment.

Staff note that the current setup, where many employees are occupying small offices while others remain unoccupied, **hampers productivity.**

There is a growing concern for job security. Given the **uncertainty regarding the University's financial future**, many staff and faculty are concerned about job security.

Since the COVID-19 pandemic, there's been a noticeable decline in the sense of community and camaraderie at King's.

Small, community-building events such as "wine and cheese night" no longer take place impacting King's collegial and community atmosphere. Consequently, **staff members feel disconnected from colleagues** outside their immediate working environment.

There's a widespread perceived gap between staff, faculty and senior administration. Many staff believe that limited transparency between staff and senior administration hinders inter-departmental collaboration and imposes top-down directives without input from those responsible for implementing them. There's a strong **call for greater transparency and a more inclusive, collaborative approach in decision-making processes.**

There is a siloing within departments. Staff and faculty

note that there's a noticeable issue with departments operating in isolation, focusing solely on their own success rather than the broader objectives of the university. This **siloing limits cross-departmental communication and collaboration**, undermining the university's ability to operate cohesively and efficiently.

As King's grows it is increasingly difficult to maintain the personalized student experience that is promised to students. Staff and faculty note that increasing classroom sizes have forced them to provide less attention to each student resulting in them being **unable to keep up with student needs.**



48% of Team King's respondents that are staff and faculty have the resources and tools needed to effectively teach students and/or conduct research **but could be improved.**



Team King's respondents that are staff and faculty identified the following types of resources or supports they need more from KUC: **professional development and upskilling, administrative support and technology and software.**

Reflection: What opportunities to improve the staff and faculty experience and satisfaction need to be reflected in the new strategic plan?

Spotlight | Community Perspective

Alumni, donors and the broader community at King’s are essential stakeholders for the University. Their engagement and support can have far-reaching positive impacts on King’s reputation, finances, attractiveness as an employer and educator, and its ability to fulfill its academic mission. **Outlined below are key themes that emerged from engagement with King’s alumni, donors, and community members.**

Alumni can bolster King’s reputation and brand identity: King’s has a passionate and engaged alumni and donors who are dedicated to helping King’s achieve success. Alumni suggest that King’s host more events to **foster a stronger sense of belonging and pride among its alumni community.**

Enhancing Professional Development Opportunities for Students: Select alumni note the importance of **providing students with mentorship opportunities, skill training, and helping them build a professional network** by tapping into King’s alumni network. Humanities, Psychology / Criminology, Sociology and Social work are the top degree majors among Alumni.


Preserving King’s special learning environment: As the University changes over time, there is a worry among alumni that King’s might lose the unique qualities that make it special. They hope that King’s will **maintain its close-knit, familial ambiance, ensuring that future cohorts of students can also enjoy a memorable academic and social experience.**

Reaffirming King’s Catholic Identity and Emphasizing Social Justice and Diversity, Equity and Inclusion: There is a need for King’s to reaffirm its role as a Catholic institution that is committed to Catholic values, social justice, and human right. Furthermore, some note that there is a need to **embed Catholic values, such as service, throughout King’s academic and student support programming and to place a greater emphasis on diversity, equity, and inclusion.**


Educational Excellence: The community calls for King’s **to highlight its academic prestige and differentiate itself from Western** by emphasizing the value of studying at King’s. Furthermore, King’s is encouraged to **modernize its educational experience** by digitizing the way it teaches students through the use of smart classroom and AI.

Over 52% of participants of the Community Survey identified “Arts and Humanities,” “Social Sciences,” and “Social Work.” as areas of focus for King’s academic programming and research over the next five (5) years


STRATEGIC OPPORTUNITIES

**Relationships**

King’s has the opportunity to engage more deeply with its alumni, donor, and broader community, strengthening the University’s brand reputation through quality education and alumni impact.

**Building Partnerships**

King’s has access to a wide network of professionals that it can tap into to build partnerships that benefit the University and its students.

**Brand Ambassadors**

To differentiate itself, King’s has the opportunity to leverage its alumni and donor network who can serve as brand ambassadors for the University. Alumni in particular are well poised to advocate for King’s and promote the university within their industries.

Reflection: What are the key priorities to enhance alumni, donor, and broader community engagement that need to be reflected in the new strategic plan?

King’s Academic & Research Experience


King’s has a rich history of being a teaching university that provides students with a holistic education. Students at King’s are taught to be critical thinkers prepared to be productive and constructive members of society. **Presented below are key insights gathered through stakeholder engagement and a review of King’s academic offerings.**


Creating a “King’s grown” pipeline to graduate or professional schools | King’s is known for it’s excellent undergraduate training. Similar to Catholic Studies for Teachers, King’s has the opportunity to establish relationships with graduate and professional programs at Western and create a pathway for King’s undergraduate to receive guaranteed acceptance or preferred acceptance into select programs.

Implementing career readiness into the academic experience | During consultations, students note a desire to have more practical career ready skill embedded into their academic learning. The King’s Promise has been highlighted by students as a great opportunity to become career ready: however, they are seeking more opportunities customized to their academic programs inside the classroom.

Providing executive education | King’s provides a holistic education to its undergraduate students and is well positioned to provide executive level education to upskill mature learners already in the job market.

Encouraging undergraduate research involvement | King’s consists of expert faculty members with extensive subject matter expertise. King’s has the opportunity to embed research into the undergraduate academic experience by providing students with the opportunity to engage in research early in their academic journeys. In consultations, students note that they lack exposure to and the opportunity to participate in the research taking place at King’s.

 **36%** of Team King’s Survey participants believe King’s is providing the **practical skills and training** students need in their chosen fields.

 **45%** of Team King’s Survey participants believe King’s is providing the **theoretical knowledge** students need in their chosen fields.

STRATEGIC ENABLERS	Societal needs drive academic programming and research.	Faculty expertise drives the development and delivery of courses and contribution to research.	Budget provides access to the tools and resources King’s needs to support academic and research initiatives.	Student interest and feedback provides King’s with direction as to what academic programs will have successful enrolment.	Industry and community signal the need for specific research and academic programs.
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Strategy Foundations & Emerging Strategic Opportunities



Overview

This section outlines considerations regarding King's vision, mission, values, and potential strategic opportunities and initiatives. It is based on research and stakeholder engagement conducted by StrategyCorp thus far.

Key themes identified from this research and engagement are provided to aid in framing options for defining or redefining King's vision, mission, and values. Additionally, a categorized list of potential strategic opportunities is presented, though not exhaustive. These opportunities are categorized into Student Experience, Academic and Research Excellence, Our People, and Operational Excellence.

The intention behind presenting this information is to encourage further discussion among stakeholders regarding the renewal of King's identity and to determine the focus of the next strategic plan

King's | Defining Institutional Identity (1/4)

Current Strategic Plan		
Mission	Vision	Values
King's is a public Catholic University College engaged in the open pursuit of truth and the discovery and sharing of knowledge in service to humanity. By integrating academic programs rooted in the liberal arts with comprehensive student support, King's creates an inclusive and empowering space for students by nourishing their capacity for critical thought, articulate expression, creativity, and ethical action.	To be the leading undergraduate university in Canada, recognized as a centre of academic distinction, personal enrichment, and global engagement.	<p>As a Catholic University College committed to the dialogue of faith and reason and the integration of knowledge for the good of society, we undertake to preserve and promote our basic mission of service to the Church and to humanity. This undertaking must include both discernment and action, to ensure a process beyond ourselves. We aim to be a welcoming, diverse and inclusive community that is animated by a spirit of charity, mutual respect, and cultural dialogue. We are committed to strategic initiatives that will allow us to better align our pursuit of knowledge with service to the common good.</p> <p>Seeking sincerely to be a place of community and global engagement, we acknowledge in a special way the need to undertake initiatives to promote social justice; to redress historical injustices that have resulted in marginalization and discrimination; to improve access to higher education for historically disadvantaged individuals and communities; to speak "uncomfortable truths" (Ex Corde Ecclesiae) about the nature and origins of the problems of our time; and to promote the ethical use and equitable sharing of the world's resources.</p>

Reflection: What in the current mission, vision and values is still important and relevant to King's today?

King's | Defining Institutional Identity (2/4)

- Founded in 1954, King's at Western University is a liberal arts university college with its roots in the Catholic intellectual tradition.
- King's is recognized for its excellent academic programs, commitment to research excellence, generous scholarships and comprehensive student services.
- Over the years, as King's continued to grow and evolve with the sector, there has been a lack of clarity with King's identity. Throughout the engagement it was emphasized that coupled with a lack of direction, King's employees, faculty and students are not sure what its value proposition is in this sector.

The following characteristics of the University emerged across the engagements conducted with stakeholders:

Catholic Roots

Catholicism is integral to King's identity and its affiliation with Western. Over time, the clarity of its Catholic identity and its significance to King's has become less defined. While some believe that Catholicism is foundational to King's existence, as outlined in its affiliation agreement, others view it as its sole purpose within the institution.

Liberal Arts University

King has long been celebrated for its strong commitment to liberal arts and humanities education. However, the rise of a technology-driven economy has seen a shift in demand away from traditional liberal arts disciplines. Moreover, the presence of the School of Management, Economics, and Mathematics has led some to question King's classification as a purely liberal arts institution.

Small-Size University

King's University is renowned for its tight-knit and strong community, offering personalized services and small class sizes that foster close relationships among students, staff and faculty. However, as the university navigates the challenges of growing enrollment and financial sustainability, maintaining this small-scale environment is becoming increasingly difficult.

Teaching vs Research University

King's is renowned for its teaching excellence, serving both faculty and students. Recently, efforts have been made to bolster its research capabilities. While research presents clear benefits, there are concerns regarding King's ability to fully support and direct this expansion effectively.

Reflection: What is (or could be) King's identity as a postsecondary institution in the current market? Within Western Campus? How should or could this identity differentiate King's in its ability to compete for faculty, research, and investment?

King's | Defining Institutional Identity (3/4)

King's strategic plan will need to establish a renewed vision and mission for the Institution. The following sets out the most common thematic elements presented by stakeholders for King's renewed vision and mission as a postsecondary institution.

POTENTIAL VISION THEMATIC ELEMENTS

Canada's Ethical Playbook

We produce ethical visionaries that are here to serve their community and the world.

The Greater Good

Our education and research is catered towards the greater good. Everything we do is to make a positive impact in the world.

Canada's Go-to Liberal Arts Education

Promoting critical-thinking, problem solving and adaptability in a constantly evolving and technologically driven world.

Embrace Differences

We embrace differences, promote dialogue and encourage innovation.

Comprehensive Education

We breakdown knowledge silos to develop evidence-based solutions for the real world.

Transformational Experience

Being at King's cultivates an enhanced version of yourself.

POTENTIAL MISSION THEMATIC ELEMENTS

Student Focus

Student success is success for King's— student focused in our programs, experiences and services.

Differentiated Offerings

Distinctive academic offerings, unmatched experiential learning, and interdisciplinary collaborations amongst faculty and affiliated institutions.

Holistic Experience

Nourishing capacity for critical thinking by providing a comprehensive education that includes, knowledge, experience and social responsibility.

Academic and Research Excellence

Be excellent where we have a right to be excellent based on programs, faculty, research, industry and third-party partnerships, alumni, geographic and market proximity.

Promoting Liberal Arts

Championing and building awareness of the value of a liberal arts education,

Reflection: What does King's aspire to be as a postsecondary institution in the future? And what does it need to be to get there?

King's | Defining Institutional Identity (4/4)

King's strategic plan will need to be built on a strong set of organizational values. The following sets out the most common thematic elements presented by stakeholders for King's values as a postsecondary institution.

POTENTIAL VALUES THEMATIC ELEMENTS

Interdisciplinary Innovation

Interdisciplinary perspectives are at the core of the solutions we bring to real world challenges.

Advocacy

To speak "uncomfortable truths" and pursue truth and knowledge for the betterment of society.

Diversity, Equity, and Inclusion Empowerment

We welcome all and empower our students, faculty and staff to share their voices and experiences.

Student Centred

Every decision, every initiative is focused on the success and growth of our students.

Excellence

Continuously pushing the boundaries of knowledge, fostering innovation and empowering our staff, faculty and students to achieve excellence.

Collaboration

We stand stronger together by sharing, listening, and working together.

Community Engaged

We work with and for the greater good of the community.



Team King's Survey Top Five Identified Values

1. Student-Centred
2. Academic and Research
3. Community Engaged
4. Diversity, Equity and Inclusion Empowerment
5. Excellence

Reflection: What behaviours do we want to promote amongst our people? What adjectives would we want people using to describe the King's experience?

Emerging Strategic Opportunities | Student Experience

Strategic Opportunity		Potential Initiative	
1.1	Providing Holistic Student Experience	a	Enhance and improve student mental health and well being services available to students to support them in their academic journey at King's.
1.2	Supporting Career Readiness	a	Enhance career readiness offerings at King's to support the transition from university to the workforce. This includes providing equipping students with career-ready skills, practical experiences, and professional networking opportunities.
		b	Enhance student supports to help students succeed academically and socially at King's.
		c	Develop opportunities for students to connect with Alumni for mentorship opportunities.
1.3	Enhancing Student Recruitment	a	Enhance relationships with public and private high schools and elementary schools across southern Ontario to position King's as a destination of choice for students pursuing a university education.
		b	Market the value of King's as a close-knit liberal arts community of scholars that prepared undergraduate students for a successful academic and professional future.
		c	Enhance strategies to enroll underrepresented groups including indigenous students.
		d	Enhance community of scholars, by increasing population of King's domestic students in residence.
		e	Strategically attract, recruit, and retain a diverse international student body.
		f	Strategically diversify enrolment and achieve economies of scale by prioritizing enrolment growth in low enrolment programs.
1.4	Enhancing a sense of belonging	a	Create an integrated student culture that engages both domestic and international students to foster a life long relationship between students and King's.

Emerging Strategic Opportunities | Academic and Research Excellence (1/2)

Strategic Opportunity		Potential Initiative	
2.1	Providing a Cross-Disciplinary Experience	a	Develop approaches to cross – disciplinary curriculum development to provide students with the opportunities to gain exposure to programs across King's.
		b	Integrate a liberal arts education into the fabric of all King's program offerings to ensure that all graduates of King's receive a holistic and well-rounded education.
2.2	Differentiating King's Academics	a	Differentiate King's academic program offerings from those at Western by showcasing King's unique program offerings.
		b	Distinguish King's as a promising path to graduate school, professional school, and professional designation by producing students who are prepared for rigorous academic challenge, and through strategic partnerships with Western University's faculties.
		c	Further build a strategic 402 Corridor partnership with Lambton College to create more paths for students to move between King's and Lambton College for four year degree offerings, graduate diplomas, and masters programs.
2.3	Building partnership with the public and private sector	a	Partner with local industry, such as the healthcare sector and social services sector to develop programming aligned with industry needs, positioning King's as the destination for a career-focused undergraduate education.
		b	Increase opportunities for students to engage in experiential learning, innovation, and collaboration with local industry to gain job-ready skills while completing their undergraduate education.
		c	Establish partnerships with local municipalities, hospitals, and community organizations to facilitate research partnerships and work-integrated learning opportunities for students.

Emerging Strategic Opportunities | Academic and Research Excellence (2/2)

Strategic Opportunity		Potential Initiative	
2.4	Fostering the Development of Global Perspectives	a	Strategically and selectively foster relationships with international universities.
2.5	Integrating Equity Diversity and Inclusion and Advancing Truth and Reconciliation	a	Provide resources for faculty and staff to integrate equity, diversity, and inclusion into all fabrics of all King's academic program offerings, research activities, and services.
		b	Advance the Truth and Reconciliation Commission Calls For Action and Universities Canada's Commitment to Truth and Reconciliation.
2.6	Research in Support of Student Learning	a	Continue to promote King's research activities and expertise to internal and external stakeholders to raise the profile of KUC's research locally, nationally, and globally.
		b	Implement a strategic approach to secure research awards and grants to ensure faculty are on the cutting edge of knowledge in their field and equipped to share this knowledge with students.
		c	Increase opportunities for undergraduate students to take part in research activities.

Emerging Strategic Opportunities | Our People (1/2)

Strategic Opportunity		Potential Initiative	
3.1	Developing and Implementing a Talent Management Plan	a	Support retention of support staff and part-time faculty across their career span from recruitment to succession through a talent-focused approach that fosters career.
		b	Review compensation of part-time faculty to provide competitive compensation that encourages part-time faculty to stay at King's.
		c	Increase opportunities for professional development of staff and faculty to support their career trajectory and ensure students are receiving high-quality service.
		d	Build partnerships with local FNMI groups to support the recruitment, hiring, and promotion of indigenous faculty and staff.
3.2	Providing Opportunities for Relationship Building	a	Facilitate opportunities for staff and faculty to socialize to foster an inclusive and collaborative environment.

Emerging Strategic Opportunities | Our People (2/2)

Strategic Opportunity		Potential Initiative	
3.3	Reconnecting with Alumni and donors	a	Create opportunities for domestic and international alumni to engage with Kings through events and mentorship programming.
3.4	Establishing Foundations of Culture	a	Invest in training, learning, and transfer programs/ events to build Equity, Diversity, and Inclusion and advance Truth and Reconciliation understanding and competencies in all staff, faculty, administrators, and Board of Director members.
		b	Develop and implement standardized onboarding programs for staff, faculty, and administrators, to build culture, lay foundations for success, and develop a common understanding of King's Catholic Mission.
		c	Create mechanisms for feedback that provide staff and faculty with opportunities to provide regular feedback regarding their experience.

Emerging Strategic Opportunities | Operational Excellence (1/2)

Strategic Opportunity		Potential Initiative	
4.1	Modernize Service Delivery	a	Conduct an efficiency review of King's operations to identify areas for efficiencies.
		b	Develop a multi-year Digital Modernization Plan that provides a strategic approach for ongoing technology-based improvements across King's. This includes but is not limited to: <ul style="list-style-type: none"> • Procuring and implementing a solution to support efficient and effective data analysis to support data driven decision making. • Modernization of classroom spaces. • Implementing digital tools into academic delivery.
4.2	Develop and Implement a Communication Strategy	a	Collaboratively develop a communication and stakeholder engagement strategy and plan to enhance the quality and reach of King's engagement with internal and external stakeholders.
4.3	Facilitate Internal Collaboration	a	Facilitate the development of inter-departmental relationships and collaboration to support resource sharing and eliminate redundancies in work.
4.4	Improve Collegial Governance	a	Implement the recommendations as per the Report on King's Governance Review through amendments to Article 12 of King's Board of Directors bylaws.
4.5	Enhancing King's Campus	a	Refresh King's Campus Development Strategy for the renewal, maintenance, and development of King's campus.
		b	Improve and modernize residence space to encourage first year and upper year domestic students to live on residence to both support the housing needs of students and increase revenue generation for King's.
		c	Develop and implement a multi-year business plan to optimize the year-round utilization and financial return on King's physical assets.

Emerging Strategic Opportunities | Operational Excellence (2/2)

Strategic Opportunity		Potential Initiative	
4.6	Developing and Implementing a Financial Sustainability Plan	a	<p>In a transparent and collaborative manner, develop and implement a plan to diversity funding sources to achieve financial sustainability.</p> <p><i>Consider exploring:</i></p> <ul style="list-style-type: none"> • Student recruitment opportunities • Human resource requirements • Entrance awards • Industry partnerships • Philanthropic revenue • Increased revenue from on-campus housing
4.7	Developing and Implementing Environmental and Sustainability Process	a	In collaboration with the Environment and Sustainability Committee, develop and implement a plan to integrate sustainability into its operations, education, and community engagement, demonstrating commitment to environmental stewardship, resource efficiency, and leadership in sustainable practices.
4.8	Execute the Strategic Plan	a	The Board of Directors and Senior Administration to plan for effective strategic plan oversight.
		b	The Board of Directors and Senior Administration to develop and implement their respective frameworks to support oversight functions for the implementation of the strategic plan.



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