



ACADEMIC COUNCIL AGENDA
Wednesday, May 21, 2:30 p.m. to 4:00 p.m.
Vitali Student Lounge

MISSION: An engaged liberal arts university community in which our Catholic character, Catholic intellectual tradition, and commitment to reconciliation and equity inform unique learning experiences that promote critical thought, creativity, and articulate expression.

- 1.0 Land Acknowledgment
- 2.0 Opening Prayer
- 3.0 Committee Reports
 - 3.1 Educational Policy Committee (*Chair, M. Yenson*) Decision
 - 3.2 Scholarship and Bursary Committee (*Chair, G. Gemson*) Decision
- 4.0 Reports
 - 4.1 President (Interim) Information
 - 4.2 Vice-President and Academic Dean (Interim) Verbal Report
 - 4.3 King's University Council Students' Council Report Information
- 5.0 The Unanimous Consent Agenda
 - 5.1 Mission Integration and Inclusion Committee Information
 - 5.2 Governance and Nominations Committee Information
 - 5.3 Teaching Excellence Awards Committee Information
 - 5.4 Minutes of the Meeting of April 23, 2025 Decision
- 6.0 Items Removed from the Consent Agenda Discussion
- 7.0 New Business
- 8.0 Adjournment

A handwritten signature in blue ink, appearing to read "Paul Wilton", is written over a horizontal line.

Paul Wilton



ACADEMIC COUNCIL
MINUTES OF MEETING
APRIL 23, 2025

The meeting was held in Labatt Hall, Room 103.

COUNCILORS:

Laura Béres
Nonie Brennan
Graham Broad
Claudia Clausius
Adrienne Co-Dyre
John Dool
Russell Duvernoy
Jeannette Eberhard
Jordan Fairbairn
Josephine Gemson
Eunice Gorman
Chaya Halberstam
Erin Hannah 🌐

Joe Henry
Peter Ibbott
Jen Jeffrey
Liam Kennedy
Allyson Larkin
Miriam Love
Kristin Lozanski
Donna Maynard
Alison Meek
Laura Melnyk Gribble
Jacquie Newman
Loretta Norton (for M. Penner)
Brian Patton
Jeff Preston

Pat Ryan
Jane Sanders
Steve Shajimon
Jennifer Silcox
Ridley Smith
Ricardo Soto
Natalie Spruce
Thomas Tieku
Joseph Turnbull
Robert Ventresca
Corinne Walsh
Paul Wilton
Mark Yenson

🌐 Virtual

MINUTE TAKER: Ann Hoffer

R. Ventresca, Chair, called the meeting to order at 2:38.

1.0 Land Acknowledgment

R. Soto offered the land acknowledgement.

2.0 Opening Prayer

M. Yenson led the opening prayer addressing the loss of Pope Francis and Earth Day and acknowledging Pope Francis' encouraging urgent action to protect the environment.

R. Ventresca welcomed all and acknowledged that today is Shakespeare Day and acknowledged Paul Werstine's retirement and his interview on CBC Morning today. Further, R. Ventresca acknowledged administrative professionals' day and those who do work behind the scenes to support academic governance at King's including long-time King's employee Samantha Pearson who is retiring at the end of the month.

3.0 Committee Reports

3.1 Educational Policy Committee

M. Yenson, Chair, presented the following motions for decision:

MOTION: That Academic Council approve the following new program proposal.

**• Sociology - Theory-to-Action: Applied Social Research Certificate
M/S Educational Policy Committee**

CARRIED

MOTION: That Academic Council approve the following course/program proposals.

**• History 2133 – Cults, Terror And Extremism In 20th Century America
• Jewish Studies – Major/Minor
• Social Work 4458 A/B – Introduction to Trauma and Violence
• Sociology 4446 F/G – Committing Sociology at King’s University**

College

M/S Educational Policy Committee

CARRIED

MOTION: That Academic Council approve the following course/program proposals.

a. That effective September 1, 2025, St. Peter’s Field Education 5380 be introduced at King’s University College.

b. That effective September 1, 2025, St. Peter’s Field Education 5381 be revised at King’s University College.

c. That effective September 1, 2025, Interdisciplinary Studies 2277F/G be withdrawn and Pol/SJPS 2260F/G be introduced at King’s University College.

d. That effective September 1, 2025, IS 2277F/G be withdrawn from the Minor in Migration and Border Studies module and that PIR/SJPS 2260F/G be introduced in its place at King’s University College.

e. That effective September 1, 2025, the MOS Honours Specialization and Specialization in Organization and Human Resources be revised from 10.0 courses to 9.5 courses at King’s University College.

f. That effective September 1, 2025 the progression requirements for the Honours Specialization in Social Work be revised at King’s University College.

M/S Educational Policy Committee

CARRIED

3.2 Scholarship and Bursary Committee

M. Yenson on behalf of J. Gemson presented the motion for decision:

MOTION: That Academic Council approve the recommendation that the Gerald Killan Regis Entrance Scholarship and the President's Regis Entrance Scholarships be awarded to the five highest admission averages in the May round of offers which is based on a combination six grade 12 U final grades and midterm grades (including prerequisites). To maintain the scholarship, a student must maintain a final average of 85%.

M/S Scholarship and Bursary Committee

CARRIED

A council member asked about a humanitarian fund previously held in Campus Ministry that was used to support refugees. The Committee had asked the Foundation that this fund be redirected to support international students in need effective September 2025. The Council member expressed a desire to continue to see King's support refugees especially because London is one of the fastest growing Canadian cities for refugees. J. Henry noted that the fund had not been used in several years and that the committee wanted to ensure the funds would be used to help students in need and by directing to international students they could also ensure the funds were available to refugees. A. Larkin will forward the committee information on refugee needs that could help inform future use of funds.

4.0 Reports

4.1 President (Interim)

R. Ventresca commented on his March 26, 2025 report to Council which was tabled from the April 2 meeting. R. Ventresca highlighted that the Finance and Risk Management Committee of the Board had unanimously recommended to the Board the budget recommended by Academic Council and received administration's plan to achieve surplus budgets by 2030.

It was also highlighted that King's is nearing agreement with Western on a renewal of the affiliation agreement with some small affiliation fee relief expected over three years.

The draft operational review is still being reviewed by administration who is verifying StrategyCorp's numbers and it is expected the report will be released in early May. R. Ventresca emphasized the operational review is one of several inputs into King's financial sustainability planning and not a blueprint for action. King's will have its own approach to achieving financial sustainability which is informed through a collegial approach through the appropriate decision-making bodies.

R. Ventresca acknowledged Claudia Clausius winning the full-time teaching excellence award, Rachel Birnbaum receiving the King's Charles medal, and Graham Broad, Patrick Ryan, and Derek Silva earning the rank of full professor.

A discussion ensued on the letter from the Board Chair providing an update to Academic Council on the Executive Search Policy consultation and recent passage of the policies by the Board. Members of Council expressed concern that they did not feel the Board had adequately incorporated Council's feedback in the approved policies. Councilors expressed their desire for Academic Council to express its concerns and objection to the Board and ensure these are documented in Academic Council's minutes.

MOTION: That Academic Council formally express its grave disagreement with the policy proposal as crafted by the Board, noting that it does not sufficiently reflect the recommendations provided by the Council. We encourage a renewed commitment to the spirit and letter of bicameralism and alignment with the Council's recommendations in a revision of this policy that better integrates the recommendations, particularly in the appointment of the VPAD.

Moved: C. Halberstam

Seconded: C. Clausius

CARRIED

4.2 University Council Students' Council Report

R. Soto spoke to his report provided to Academic Council in advance of the meeting. R. Soto highlighted the new executive members elected to King's University College Students' Council (KUCSC), a new partnership to provide 30 phone chargers to students, an update on the dissolution of the London Transit Commission's Board and the resulting impact on advocacy efforts to secure a bus stop near King's. R. Soto highlighted KUCSC's agreement to raise student fees by 2%, and the Faculty Association's donation to support providing food to students in need. R. Soto also highlighted KUCSC's support of the classroom modernization project.

R. Ventresca thanked R. Soto for his leadership of KUCSC and all members of KUCSC for their leadership and engagement this year.

4.3 Vice-President and Academic Dean (Interim) Report

M. Yenson provided an updated on the Indigenous Lead Initiative on Senate's next agenda and the expectation that affiliates integrate under this policy. A motion will be brought back to Academic Council when drafted. An update on enrolment was provide showing King's slightly lagging in international first-year admissions, and pacing ahead of targets in terms of domestic first-year enrolment. M. Yenson asked faculty to consider supporting recruitment by engaging in the

faculty phone campaign. A. Hoffer was going to present on convocation but instead an email will be sent out shortly with this information.

A council member asked if meetings could be extended to two hours. The request will be referred to Governance and Nominations Committee.

5.0 The Unanimous Consent Agenda

5.1 Appointments Promotions and Tenure Information

5.2 Cardinal Carter Library Committee Information

5.3 Mission Integration and Inclusion Committee Information

5.4 Research Committee Information

5.5 Strategic Enrolment Management Committee Information

5.6 Governance and Nominations Committee Information

5.7 Minutes of the Meeting of February 12, 2025 Decision

5.8 Teaching Excellence Award Committee Information

5.9 Minutes of the Meeting of April 2, 2025 Decision

Motion: To approve the consent agenda

Moved: J. Jeffrey Seconded: D. Maynard

CARRIED

6.0 Items Removed from the Consent Agenda

None.

7.0 New Business

Concerns were expressed about accommodated exams, M. Yenson indicated he would share these concerns with Enrolment Services and the accommodated exams office at Western.

Council members expressed the need for more policies on artificial intelligence, this matter will be brought to Educational Policy Committee.

A Council member asked about the status of the potential Navitas partnership at Western. R. Ventresca indicated administration is watching discussions closely, and will report back to Academic Council as the issue progresses.

8.0 Adjournment

MOTION:

To adjourn the meeting [at 4:28pm].

Moved: A. Larkin Seconded: L. Melnyk Gribble

CARRIED

Robert Ventresca,
Chair

Paul Wilton,
University Secretary



Report to: Academic Council
From: Educational Policy Committee
Re: Report of the Meeting of May 7, 2025
Date: May 9, 2025

1. For Approval:

MOTION: That Academic Council approve the following course/program proposals.

- a. That effective September 1, 2025, The Major Module Revision- Introduction of Major in English for Teachers be introduced at King's University College.

M/S

Educational Policy Committee

Respectfully submitted,

A handwritten signature in black ink, appearing to read "M. Yenson", written in a cursive style.

M. Yenson (Chair)

New Undergraduate Module/Certificate Proposal Process and Template

Proposals for all new undergraduate modules within approved degrees require review and approval by Western's Senate and in certain circumstances must subsequently be approved by the Quality Council.

This template is associated with the proposal of modules (and certain undergraduate certificates) that will be evaluated as part of the "Major Modifications" protocol in Western's Institutional Quality Assurance Process (IQAP) document. Typically, module proposals that fall into this protocol are those for which 1) requirements and learning outcomes are not substantially changed from other modules in the program; and 2) the proposed module(s) comprises primarily existing courses and is offered with existing faculty expertise and resources. Program or module proposals that are more substantive follow the "New Program Approval" protocol, as outlined in the IQAP document.

Once completed this template will be presented at the Subcommittee on Program Review – Undergraduate (SUPR-U). The proposal will also be subsequently presented to the Senate Committee on Academic Curriculum and Awards (ACA) and Senate. Pending any requests for additional information, the review and approval process typically takes a few months.

Support with the development of the proposal can be procured through the Office of Academic Quality and Enhancement (OAQE) and/or the Centre for Teaching and Learning (CTL).

Any questions can be directed to the OAQE at: OAQE@uwo.ca. For questions about calendar copy or the governance process for proposals, contact the Secretariat at: academic_submissions@uwo.ca.

Proposals must be submitted by the Dean's Office as an MS Word document to the Secretariat at academic_submissions@uwo.ca. The Secretariat provides support for determining the appropriate governance pathway.

New Undergraduate Module/Certificate Proposal Template
(when evaluated as a Major Modification)

Name of the Module/Certificate: Major in English for Teachers.

Academic Unit: English, French, and Writing.

Faculty / School / Affiliate University College: King's University College.

Anticipated Date of Introduction: September, 2025.

Primary Contact: Dr. Mark Yenson, Academic Dean, King's University College.
mark.yenson@kings.uwo.ca

Department/Program Contact: Dr. Ian Rae, Chair, Department of English, French, and Writing. irae@uwo.ca

Education Policy Committee (EPC) Approval Date (or equivalent committee): *List the EPC and approval date. For joint, combined, or shared modules/certificates, EPC approval is required from all participating Faculties. Please also include any other bodies that have approved the proposal.*

King's University College EPC, TBD.

New Courses: Does this proposal contain courses that have not yet been approved by the Subcommittee on Undergraduate Academic Courses (SOC)? Please note that courses must be approved by SOC before a new program proposal may proceed to SUPR_U.

- ☒ No
☐ Yes

New Calendar Copy (check the box below to confirm)

- ☒ New calendar copy for the proposed program has been included as part of item 3.9

Consultation Process (check the box below to confirm)

Officially, consultation takes place between Deans' and Departmental offices. Initial consultation may have taken place between Faculties and Departments at Western and the Affiliated University Colleges, the relevant University Library, Education Policy Committees (or equivalent bodies), other institutions (if relevant to the proposal), and the Registrar's Office. However, the responsibility for a proposal rests with the Office of the Dean.

The Office of the Dean will send a copy of the proposal to the relevant Associate Deans Academic (or equivalent) and Department Chairs of other faculties. They will have 30 days from the date the proposal is received to comment. Departments are encouraged to think broadly about consultation and to consult all other Departments/Faculties, including interdisciplinary programs offered between Departments/Faculties, that may be impacted by the proposal.

If, in the view of SUPR-U or ACA, a proposal has not had sufficient consultation, the proposal will be referred back to the Faculty, School or Affiliated University College until this has been done.

☐ Consultation with relevant Department Chairs and Deans has taken place. (as part of item 2.2).

Further consultation with the Department of English and Writing Studies at Western is required. See section 2.1.

☐ A final version of this proposal has been shared with the OAQE ahead of submission.

A version of this proposal will be submitted to OAQE once it has been vetted by EPC at King's.

1.0 Description and Rationale (please add text below each of the following headings)

1.1 Provide a description of the proposed module.

This module aims to create a unique educational experience for undergraduate students by capitalizing on the interdisciplinary strengths of the Department of English, French, and Writing (EFW) at King's. The proposed module combines core elements of the existing Minor in English for Teachers at King's (5.0 credits), which was developed in consultation with the Faculty of Education at Western, with the pedagogy-focused courses of our Writing program's Certificate in the Teaching and Practice of Writing (3.0 credits). The distillation into a single Major of the English and Writing courses most relevant to aspiring teachers acknowledges the fact that the traditional Major in English Language and Literature is adept at teaching students to read, write, and think critically for themselves, but the module does not necessarily instruct students on how to teach these same skills to youths who have different strengths, weaknesses, and sociocultural backgrounds. Students enrolled in the new Major in English for Teachers module (6.0 credits) will be asked to take the equivalent of a 1.0 credit from the following courses from the Certificate in the Teaching and Practice of Writing: 2208F/G (Teaching Writing), 2230F/G (Writing and Discourses of Childhood), 2262F/G (Writing and Disability Studies), 2301F/G (Tutoring Writers), and 3100F/G (Writing and Antiracism). Instructing prospective teachers how to empower a broad range of learners will lead to personal growth for our students while simultaneously giving them an advantage in the burgeoning market for elementary and high school teachers, early childhood educators,

specialized tutors, and related educational occupations. The Major for Teachers also focalizes its literature survey on fields that commonly form part of high school curricula, including Canadian Literature, Indigenous Literatures, Speculative Fiction, and Shakespeare.

- 1.2 What has led to the proposal of this module (e.g., recommendation from a program review, evolution of the discipline, result of monitoring a new program, change in faculty expertise, student demand, efficiencies, etc.)?

The proposed Major was developed in response to student demand for a career-oriented module in the English program (see section 1.3), as well as market demand for English teachers in our region (see section 1.3.1). Many of our graduates in English intend to apply to Teachers College, so it makes sense to prepare them for the kinds of literature taught in elementary and high schools, as well as to equip them with the kinds of training in grammar, tutoring, and anti-racism pedagogies that our Writing program offers. In March, 2024, the proposed Major was the subject of a long discussion with the external examiners for the IQAP review of the English program: Dr. Natasha Duquette, Vice President Academic and Dean of Our Lady Seat of Wisdom College, and Dr. André Loiselle, Dean of the Faculty of Humanities, St. Thomas University. Their *IQAP Report* on our program enthusiastically endorsed the idea of a Major for Teachers module:

During the two-day visit we discovered that the French program offers a “French for Teachers” stream, whereby students who meet certain requirements during their French module are automatically accepted in the Bachelor of Education at Western. We were impressed with this innovative idea and would recommend that the English program, in addition to their current minor in English for Teachers, also explore the possibility of establishing an “English for Teachers” module stream to both increase enrolments and meet labour market demands for K-to-12 educators. (13)

The “Final Assessment Report and Implementation Plan” from Western’s Senate then responded to the *IQAP Report* by endorsing the Major for Teachers plan: “While first-year courses [in English at King’s] are well enrolled, numbers in the program itself remain modest. Explore varied recruitment avenues to increase enrolment, including developing an English Program for teachers. (Embedded in Recommendation #7 and #9).” The proposed module does not, at present, include a direct pathway into the Faculty of Education at Western, as in the French example above. We aim to give students more flexibility in their choice of Teachers College.

To the best of our knowledge, there is no comparable undergraduate Major in English for Teachers in the province of Ontario. The closest comparator would be the University of Toronto’s combined degree, Major in English / Master of Teaching, with its more advanced focus on graduate studies in Education. In this program, students “earn a bachelor’s degree from the Faculty of Arts and Science and an accredited professional Master of Teaching degree at the Ontario Institute for Studies in Education (OISE), St. George (STG) campus. They will be recommended to the Ontario College of Teachers for an Ontario Teacher’s Certificate of Qualifications as elementary or secondary school teachers”

([https://sgs.calendar.utoronto.ca/combined/STG%20Eng%20\(Maj\)%20HBA~MT](https://sgs.calendar.utoronto.ca/combined/STG%20Eng%20(Maj)%20HBA~MT)).

Undergraduate students in this program may apply for conditional admission to the Master of Teaching program as early as their third year. However, the combined degree is a six-year program with a focus on graduate studies in Education, hence the program boasts “eligibility to apply for doctoral study” as one of its outcomes. The University of Toronto program therefore differs from the undergraduate aims of the proposed Major at King’s in its timeframe and career path.

Likewise, Lakehead University offers a concurrent degree that combines an English Major with a Bachelor of Education (BABED) in a five-year program (<https://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=30&chapterid=9843&topicgroupid=31805&loaduseredits=True>). Rather than bundling degrees together or restricting graduates to particular Education programs, the Major in English for Teachers at King’s will offer a four-year degree that will prepare graduates to become competitive candidates at the Teacher Education or graduate institution of their choosing.

The Major in English for Teachers module at King’s also arose out of discussions within the Department of English, French, and Writing that aimed to find ways to better integrate our titular programs, wherever possible, and to make practical use of available pedagogical resources. Such integration reflects the spirit of interdisciplinary enquiry that King’s embeds into the university’s mission (see section 3.1).

- 1.3 Describe what evidence there is of substantial new demand or need for the new module in this area and what other grounds there are to justify introducing this module (e.g., student demand, social need, new opportunity).

Expanding the Minor in English for Teachers into a Major responds to popular demand. Enrolment in our Minor for Teachers module has grown in recent years, moving from a low of five enrolments in the Minor in 2017 to fourteen in 2023 and 12 in 2024. We believe that the Major for Teachers, being rare Ontario, will be even more attractive, particularly since school boards in our region are expanding at a breakneck pace. Additionally, the Minor for Teachers and the Honors Specialization in English Language and Literature are always the two most popular topics of discussion at Open Houses and recruitment sessions. Developing a career-oriented middle ground between these two polarities would allow students in the Minor to scale up their studies in EFW without abandoning their career-specific training. Indeed, in recent years, we have had students request to take the Minor in English for Teachers alongside a Major in English Language and Literature, so as to get the best of both of the scholarly and career-oriented modules.

- 1.3.1 If appropriate, comment on the relevance of the proposed module to graduate employment prospects, i.e., if there is an established career path for graduates of this module.

If not already completed as part of the Letter of Intent, please contact the OAQE for market insight data related to the proposed program’s core themes. A summary of which can be integrated as part of the section above.

According to market research conducted at King’s as part of an institutional brand survey in 2023, the London region has been one of the fastest growing regions in

Canada for the last five years, especially among 18-25 year olds. Demand for elementary and secondary school teachers is high and growing in the region, especially in the London District Catholic School Board, whose “student population has increased approximately 30% over the past five years”

(<https://www.ldcsb.ca/apps/news/article/846088>). Likewise, the secular Thames Valley District School Board (TVDSB) bills itself as “the fourth largest school board in Ontario and a major employer in one of Canada’s fastest growing regions. Our inclusive and diverse board serves 84,000 students and employs nearly 14,000 staff across the City of London, Elgin, Middlesex and Oxford Counties, Chippewas of the Thames First Nation, Munsee-Delaware Nation and Oneida Nation of the Thames”

(https://www.tvdsb.ca/en/our-board/employment-opportunities.aspx?_mid_=507).

King’s, as a Catholic institution open to students of all faiths, is uniquely poised to serve such growing school boards, both regionally and provincially. The burgeoning need for teachers is not a statistical blip, but rather a well-established trend provincially, with the Ontario College of Teachers reporting in 2021: “Primary-junior English-language teachers now report just three per cent unemployment in their first year after licensing, down sharply from eight per cent rate in 2020. In the teacher surplus era of the last decade, English-language teacher unemployment peaked at 37 per cent. No longer surplus to Ontario’s needs, these teachers are once again in high demand”

(<https://www.oct.ca/becoming-a-teacher/transition-to-teaching/previous-reports/2021-survey#:~:text=Primary%2Djunior%20English%2Dlanguage%20teachers,peaked%20at%2037%20per%20cent>). We believe that the new Major in English for Teachers will

give undergraduate students at King’s a distinct advantage over the general pool of applicants applying to Teachers College, because our Major will signal to the admissions committee that the educational choices of the King’s graduates are tailored to the needs of their chosen occupation, and that the applicants’ commitment to the profession is longstanding.

The Lightcast labour market statistics generated by Bryce Evon in Office of the Vice-Provost (Academic Programs), which survey the period between 2019 and 2024, support these claims. Graduates of the Major in English for Teachers would be extremely well positioned in both the elementary and high school job markets. Graduates of the Major for Teachers would be strong candidates for six of the top eleven occupations identified in the reports, ranked according to the quantity of new postings: General Elementary School Teacher (#1), Bilingual / ESL / Foreign Language Teacher (#2), and English Teacher (#5), General Middle / High School Teacher (#7), Drama Teacher (#8), and Reading Teacher (#11). The London District Catholic School Board ranked fourth in new job postings for elementary school teachers among Ontario school boards and private educational institutions. The City of London also ranked fourth among Ontario cities for the most new job postings for elementary school teachers (9). Among the specific skills listed in the Ontario job postings for elementary school teachers, seven out of ten are part of the instructional basis of the proposed Major for Teachers: “Teaching” (#1), English Language (#3), Communication (#4), Research (#6), Interpersonal Communications (#7), Ethical Standards and Conduct (#8), and Writing (#9). Wages for elementary school teachers in the sample period have risen 44.5% on average (4). According to the “Key Insights” document generated as an appendix to the Lightcast report on elementary school teachers, the median salary listed

in the job postings, and the overall median salary of teachers in the sector, are growing: “Median advertised salary of roughly \$54,000 (11% of postings advertised salary, not enough data). Government recorded data shows the median salary for this NOC Code is \$96,000” (“Key Insights” 1).

The Lightcast report for the high school sector tells a similar story. Among Ontario cities, London currently sits in sixth place for job postings. Currently, no particular London school board ranks in the top ten provincially for job postings in the high school sector, but we expect that the surge in elementary school hires will eventually carry forward into high school employment. Furthermore, the leading school boards provincially are in neighbouring cities, such as Toronto (#1), Hamilton (#4), and Kitchener-Cambridge-Waterloo (#5). Among the top twelve occupations listed in the job postings in the sample period, graduates of the Major in English for Teachers would be suited to five occupations, including the top three: Bilingual / ESL / Foreign Language Teacher (#1), English / Language Arts Teacher (#2), Middle / High School Teacher (#3), Reading Teacher (#7), and Drama Teacher (#12). Wages for high school teachers in the sample period have risen 45.8% on average (4). According to the “Key Insights” document generated as an appendix to the Lightcast report on high school teachers, the median salaries of the job postings in the sector, as well as the overall average salary in the sector, are growing: “Median advertised salary of roughly \$62,000 (44% of postings advertised salary, not enough data). Government recorded data shows the median salary for this NOC Code is \$100,000” (“Key Insights” 1). These statistics, we believe, will make a compelling case for students to pursue a career in teaching by first enrolling in the Major in English for Teachers at King’s.

1.4 What are the prospective effects of the proposed module on the involved academic units and faculties (e.g., teaching loads)?

The proposed Major will not place a serious burden on teaching loads. The module makes use of existing courses in the English, Writing, and New Liberal Arts programs at King’s, where there is sufficient room within the normal enrolment caps for additional students. The one significant impact on our English program, as well as on the English programs at Western and Huron (see 1.5 below), concerns the teaching of ENG 3680F/G, the Indigenous Literatures of Turtle Island. EFW is committed to putting into practice the educational recommendations of the Truth and Reconciliation Commission in their report, *Honouring the Truth* (2015), and our program offerings need to affirm our desire to foster reconciliation between settler and Indigenous populations. Students enrolled in the new Major for Teachers will therefore be required to take Indigenous Literatures of Turtle Island as part of this reconciliation process and to prepare them for similar curricular demands in elementary and high school systems.

To meet these new module requirements, EFW will have to offer ENG 3680 regularly and we have been in touch with the poet Melissa Schnarr to teach the course in the upcoming academic year. Schnarr is perfectly suited to teach ENG 3680 because of her deep ties to our region, as an Anishinaabe and Kanien'keha'ka from Bkejwanong Territory (Walpole Island), with family ties in Six Nations of the Grand River. Schnarr also ran a faculty workshop on “Decolonizing the Curriculum” at King’s this year and delivered a public lecture as part of the King’s Author Series (January 14th, 2025).

1.5 What are the prospective effects of the proposed module on other modules or programs (e.g., enrolments, use of resources)?

EFW's programming commitment to ENG 3680 puts pressure on Western and Huron because the Chairs of the three English programs want to avoid program duplication and to ensure that all Indigenous initiatives meet the new enrolment threshold requirements. Dr. Ian Rae, Chair of EFW, therefore met with Dr. Manina Jones, Chair of English and Writing Studies at Western, and Dr. Scott Schofield, Chair of English and Cultural Studies at Huron, on January 24th, 2025, to coordinate our efforts concerning ENG 3680. We agreed that King's and Western will offer ENG 3680 in alternating years, while Huron will not adopt the 3680 course code, which is already established at King's and Western. Instead, Huron will introduce a slightly different offering of their own with a different course code.

Both Western and Huron also offer a Minor in English for Teachers

(https://www.uwo.ca/english/english_studies/modules_and_programs/pdfs/old_MN-ET.pdf and

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20723&SelectedCalendar=Live&ArchiveID=>), but we are proposing to build the King's Minor into a Major by placing greater emphasis on the practice of educating students to teach writing and to foster analytical skills in a diverse range of learners. Students in the Major for Teachers will be strongly encouraged to take ENG 2299 (Critical Practice), which is mandatory in the second year of the Major in English Language and Literature, because 2299 will complement the pedagogical focus of the Writing courses within the proposed English module. Critical Practice is a course unique to King's that focuses on the practical application of theoretical concepts to the analysis of literary and cultural phenomena. ENG 2299 includes an embedded tutor system to help our students put their critical skills into practice. First-hand experience of this tutoring system will provide aspiring teachers with a powerful model for their own future mentorship, and indeed many of our senior English and Writing students work as peer-tutors at The Write Place, the writing centre at King's.

It is also EFW's hope that the Writing program will benefit from the 1.0 requirement in the Major in English for Teachers module, particularly with regards to the upper-year offerings of the Writing program. Although Writing attracts very strong enrolment in its 1000- and 2000-level courses, the upper-year courses attract fewer students, probably because they lack a strong presence on modules at King's. The Writing program itself offers a Minor in Writing and Social Change as well as a Certificate in the Teaching and Practice of Writing (<https://www.kings.uwo.ca/academics/writing/writing-programs-offered/>). These offerings attract very modest modular enrolment, but greater exposure to the Writing program might compel some English Majors to pursue the Minor in Writing and Social Change.

2.0 Method for the Proposal of the New Module

2.1 Describe how the consultation process was undertaken and include a list with the names and roles of the persons and/or groups consulted. Please also indicate

the date the consultation was sent to the parties as well as who has reviewed or received the completed version of the proposal, as submitted to SUPR-U.

The Department of English, French, and Writing passed a motion at their meeting on May 9th, 2024, to create a Major in English for Teachers module; the Chair subsequently met with members of the English and Writing programs to draft the module. The Writing Coordinator, Dr. Vidya Natarajan, was particularly helpful in the design of the eventual module, as she also designed the Certificate in the Teaching and Practice of Writing. The Chair of EFW presented the Major for Teachers module to the Department at a special August 14th meeting and members voted to endorse the module subject to some small modifications suggested at the August meeting. The Educational Policy Committee (EPC) at King's then discussed the proposed Major, including the module description, on September 11th. The proposed Major received enthusiastic support from EPC and suggestions were made by the Chairs of Disability Studies, Childhood and Youth Studies, and the Catholic Studies for Teachers programs to develop future collaborations. These consultations may result in cross-listed courses that would later be added to the Major through the SOC process. Finally, a letter of intent concerning the proposed Major in English for Teachers was submitted by the Academic Dean at King's, Dr. Mark Yenson, to Dr. Susan Lewis, Vice-Provost (Academic Programs) at Western, on November 13th, 2024.

- 2.2 Summarize any feedback, concerns and/or changes that have resulted from the consultations. If no feedback was received, please note this.

Dr. Susan Lewis reviewed the letter of intent for the proposed Major in English for Teachers and informed Dr. Yenson on February 14th, 2025, that the proposal may move forward to SUPR-U as a major modification provided that the final proposal be submitted for consultation to the Department of English and Writing Studies at Western prior to the proposal moving forward to SUPR-U.

3.0 Objectives, Outcomes and Requirements

Describe:

- 3.1 the module's objectives (see Definition).

The Major in English for Teachers module (6.0 courses) is designed for students who intend to apply to Teachers College or to find related employment in the education sector. The Major in English for Teachers focuses on literary fields commonly taught in high schools (Canadian Literature, Indigenous Literatures, Speculative Fiction, Shakespeare) and it trains students to teach writing and to develop anti-racism pedagogies.

By teaching students how to bridge cultural and disciplinary divides, the proposed Major responds to the three key imperatives of *Renewing the Promise*, the new *King's Strategic Plan 2024-29*:

1. Leaning into the differentiated Mission of King's by fostering an intellectually curious, welcoming, diverse and inclusive community of learning. We aim to

build on our reputation for teaching excellence by continuing to develop innovative programs and experiences that enhance accessibility and promote inclusive excellence in student learning.

2. Strengthening our value as a smaller university by creating diverse opportunities for the personal and professional growth of students, faculty and staff. We know that this depends on respectful relationships, an intentional commitment to foster and sustain community, and high-quality supports both inside and outside the classroom.

3. Renewing the promise of the liberal arts to foster a genuine dialogue among disciplines, making interdisciplinarity a fundamental feature of teaching and research. We will promote teaching and research that synthesizes knowledge and experiential learning in pursuit of truth and impact in serving the common good.

Since students hoping to teach in high schools are required to have two “teachables” and to operate in an interdisciplinary fashion within their courses, as well as across the range of courses offered by their peers, the proposed Major for Teachers must operate in a similar manner. In addition to bridging the disciplinary frameworks of the English and Writing programs, students in the Major for Teachers will have the opportunity to enrol in the King’s Scholar program in The New Liberal Arts (<https://www.kings.uwo.ca/academics/kings-scholar/>). The King’s Scholar program (KS) enables high-achieving students from across the King’s campus—not only students in English or the Humanities—to study pressing cultural issues through three disciplinary lenses: English, History, and Philosophy. KS courses also employ multiple instructors to give students exposure to different disciplinary methodologies. Upper-year KS students thereafter train to become instructors themselves by mentoring second-year KS students. These unique interdisciplinary and mentoring strategies will serve prospective teachers well in their own future practice, and hence KS courses are included in the new Major for Teachers module as an option alongside our literature survey courses.

3.2 the consistency of the module’s objectives with Western’s mission, values, strategic priorities, and academic plans.

King’s shares with Western “a determination to build on our successes, and to work toward a more prosperous, just, and inclusive society,” as articulated in Western’s strategic plan, *Towards Western at 150* (4). The inclusion of anti-racism training and a mandatory course on Indigenous Literatures is a reflection of this commitment to inclusive schools and communities. Adding an Indigenous instructor for ENG 3680 will also complement the Indigenous Strategic Plan as summarized in *Towards Western at 150* (15). We agree with Western’s strategic plan that “[t]eaching and learning are ancient practices to be celebrated and adapted for each century” (10) and we have designed the literature survey in this new Major specifically to serve the prospective teachers of the early 21st century, not the 20th, while simultaneously incorporating ancient Indigenous knowledge systems into our pedagogy. In order “to sustain an environment of learning and teaching that celebrates intellectual curiosity and that sets

the highest standards of creativity and analytic rigour” (10), we have also included in the Major courses from the competitive King’s Scholar program and embraced this program’s approach to pedagogy, which is interdisciplinary by design and includes a peer-mentoring system, as well as capstone projects of the kind lauded in Western’s strategic plan (10). Finally, in order to build into the Major “a broad array of experiential learning opportunities that contribute to [students’] holistic development and that dovetail with their academic programs” (13), we have also introduced an experiential learning course, ENG 2262, which is not present in the Minor for Teachers module. ENG 2262 is focused on understanding global water issues through hands-on engagement with, and guest lectures from experts on, the ecology of the Thames River system.

3.3 the module’s learning outcomes (see Definition).

3.3.1 Use the following Learning Outcome Table to outline the alignment of program learning outcomes, Western degree outcomes and likely courses addressing each.

The Learning Outcomes of the English program at King’s are as follows:

- (1) Cultivate independent inquiry tailored to individual strengths and differences, giving diverse students the flexibility to succeed in their own ways.
- (2) Demonstrate, in writing and speech, a critical command of key formal and generic categories, making distinctions within major historical periods of literature, and evaluating the social and cultural issues of the past in dialogue with the present.
- (3) Conduct close reading and discourse analysis of primary texts, even while reflecting on the formation and expansion of literary canons in English and the larger stakes that inform this evolution.
- (4) Perform research using both print and digital resources, developing information literacy and inclusive citation practices, and incorporating this research into one’s own written and verbal analyses in a critical way.
- (5) Scrutinize texts in historical, cultural, and linguistic contexts, evaluating the assumptions and limitations of relevant scholarly methodologies and creating sophisticated arguments in writing and speech that cross disciplinary boundaries, while recognizing the chief conceptual and theoretical assumptions and/or limitations of each critical methodology.
- (6) Consider a diverse range of ethical stances and positionalities, such as decolonization, anti-racism, environmental justice, gender and sexual identities, and class in the study of literature, recognizing that our discipline has the potential to perpetuate existing structures or to imagine and create other worlds.
- (7) Collaborate in group settings in a manner that is intellectually courageous, responsible, and supportive, establishing an original voice in writing and speech that is in conversation both with a larger community of thinkers and with one’s own lived experience.

- (8) Improve reading comprehension, sustain concentration, and nurture the value of pleasure, all in order to thrive in an increasingly distracted world.
- (9) Communicate effectively, producing persuasive and well-researched writing, formulating questions, and articulating ideas clearly and effectively, in ways that are not only academically rigorous but which might also be transferrable to a professional work environment.

Western Degree Outcomes	Program Learning Outcomes	How does the module/certificate support the achievement of each outcome (e.g., via which courses, other learning experiences)	How does the module/certificate plan to evaluate the achievement of each outcome (e.g., rough sense of types of assessments, assignments, milestones)
Knowledge	PLO 2; PLO 8.	All courses. Knowledge of major authors, national historical movements, literary periods, and theoretical traditions.	Final exams, mid-term tests, essays, weekly reading quizzes, book and article reviews.
Literacies and Interdisciplinarity	PLO 4.	All courses. Knowledge of literary schools, genres, devices, and practical approaches to literary analysis; inclusion in the English module of courses from the Writing and New Liberal Arts programs.	Final exams, essays, short-answer questions, long-answer questions, glossary quizzes, article analyses.
Communication	PLO 4; PLO 7; PLO 9.	All courses. Independent research projects; individual and group collaborations, presentations; research poster and exhibit design.	Individual and group presentations, group projects, capstone conference, poster sessions, media analyses, Perusall and Voicethread fora, participation grades.
Resilience and Life-Long Learning	PLO 1.	Critical reflections on questions of virtue, value, beauty, gender identity, nationhood, and selfhood, as these things are variously defined across historical periods and cultures;	Self-assessments, peer assessments, take-home tests, essay outlines, and other process-oriented tools, such as journaling.

		process-oriented individual and group assignments.	
Global and Community Engagement	PLO 7.	All courses, but especially: English 2262F/G (Water and Our World: Literature, Ecology, Activism), English 2501E (Canadian Literature Survey), English 3560E (Southern Ontario Gothic), WRIT 2230F/G (Writing and Discourses of Childhood), WRIT 2262F/G (Writing and Disability Studies), 2301F/G (Tutoring Writers), and Writing 3100F/G (Writing and Antiracism). Ecological activism, partnerships with the Antler River Rally; field trips to regional theatres; public lecture series online and in person; public film screenings and author readings.	Reflection pieces, community projects, theatre reviews, media analyses, student exchanges, global essay competition, and field training to identify ecosystem health.
Critical Inquiry and Creative Thinking	PLO 1; PLO 2; PLO 3.	All courses, but especially: collective creation of a one-act play in Canadian Drama (3776F); creative writing workshops (2262).	Portfolios, peer evaluation of performance and script production to supplement professor's grade (3776); peer tutoring at The Write Place; student poetry readings; regional poetry and short story competitions.
Professionalism and Ethical Conduct	PLO 6; PLO 9.	Time management training; archival, print, and digital research skills; critical reflections on changing value systems; 3000-level courses on race, class,	Essay deadlines, capstone conference, independent research project; online manuscript transcription assignment.

		gender, and sexuality issues.	
--	--	-------------------------------	--

- 3.4 how many new courses will be developed in support of the proposed module? How many courses in the proposed module are already being offered? What are the implications of the proposed module for the instructional load of the academic unit(s)? Please append to the proposal the descriptions of any new courses to be introduced.

No new courses will be introduced to support this module.

- 3.5 the admission and progression requirements, if any.

Completion of first-year requirements, including 1.0 from English 1000-1999, with a mark of at least 60%.

- 3.6 the projected module enrolment at initial offering and over the next 5 years (full-time/part-time and domestic/international, as applicable). Please use the following table as a starting point. Expand to capture sub-groups as applicable. Describe any forecasted net gains in enrolment.

The proposed Major in English for Teachers module is primarily intended for students who aspire to teach elementary or high school in Canada. The module therefore caters primarily to the domestic market.

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Year 5
Program Year 1 (if applicable)					
Program Year 2	3	4	4	4	5
Program Year 3	3	4	5	5	5
Program Year 4	4	5	6	6	6
Annual Ongoing	10	13	15	15	16
Anticipated # of completions	9	12	14	14	15

- 3.7 What impact, if any, would this module have on the adequacy of resources to sustain the quality of the learning experience, such as faculty complement,

administrative support, library support, information technology support, adequacy of space, laboratory access, and academic counselling.

The proposed module would not put any additional strain on administrative support, library support, information technology support, or space requirements. The Academic Advising unit at King's is also well equipped to address the needs of students in the proposed English Major. The Advising unit features two counsellors with undergraduate degrees in English and the unit is headed by Miriam Love, who holds an M.A. in English, is ABD in Theory & Criticism at Western, and has taught for the English program at King's in the past.

However, the proposed module would increase the urgency of the need for a tenure-track Indigenous instructor in our program, a need recognized by the external examiners' recommendations in the 2024 *IQAP Report* for the English program at King's. This report emphasizes that simply including Indigenous content in our courses is insufficient and that ENG 3680 needs to be properly developed, preferably under Indigenous guidance. The report recommends "that, to bolster Indigenization and decolonization, the University should consider building capacity in this area, especially in consultation with local First Nations communities" (5). Responding to this imperative, EFW submitted a formal request for a tenure-track hire in "Indigenous and American Literatures" in 2024, but the request was denied because of a hiring freeze. EFW will continue to submit this request in the upcoming rounds of hiring because such a core course should not be taught by part-time instructors over the long term. An Indigenous hire would also complement the aforementioned course offerings focused on environmental issues, which we are designing as "stream" that students can follow from first to fourth year at King's.

3.8 Describe plans to monitor and assess the quality and sustainability of the module (e.g., dedicated committee, exit survey, annual focus group).

EFW will conduct exit surveys for the first three years that students graduate from the module to make sure that the course design suits student needs. We will then compare the exit survey information with the annual Alumni Satisfaction surveys in the English program and monitor the SQCT results for the courses that comprise the module. The latter task will be completed on an ongoing basis.

3.9 Provide new calendar copy for the proposed module.

Major in English for Teachers Module

The Major in English for Teachers module (6.0 courses) is designed for students who intend to apply to Teachers College with the long-term goal of working in the elementary or high school systems. This Major focuses on literary fields commonly taught in public schools. The Major trains students to foster critical thinking, teach writing skills, and develop anti-racist pedagogies.

1.0 credits from: English 2262F/G (Water and Our World: Literature, Ecology, Activism), English 2501E (Canadian Literature Survey), English 3560E (Southern Ontario Gothic), English 3775E (Topics in Canadian Literature), English 3776F/G (Canadian Drama).

1.0 course from: English 2033E (Children's Literature), English 2071F/G (Speculative Fiction: Science Fiction), English 2072F/G (Speculative Fiction: Fantasy), English 2299F/G (Critical Practice). Students are strongly encouraged to take ENG 2299F/G in their second year.

1.0 course from: English 2102E (20th and 21st Century Drama), English 2239E (Survey of Noted Catholic Authors), English 2301E (British Literature Survey), English 2401E (American Literature Survey), English 2601E (Global Literatures in English Survey), The New Liberal Arts 2901E (The Birth of the Modern), The New Liberal Arts 3901F/G (Enlightenment to Crisis), The New Liberal Arts 4901F/G (Global Warfare to Post-Political).

1.0 course from Writing 2208F/G (Teaching Writing), 2230F/G (Writing and Discourses of Childhood), 2262F/G (Writing and Disability Studies), 2301F/G (Tutoring Writers), and Writing 3100F/G (Writing and Antiracism).

1.0 course: English 3330E (Shakespeare).

0.5 course: English 3680F/G (Indigenous Literatures of Turtle Island).

0.5 course from: English at the 3000 level or above, excluding 3680F/G.

Note: Speech 2001 may not be counted toward the Major in English for Teachers.



Report to: Academic Council
From: Scholarship and Bursary Committee
Re: Report on the Meeting on May 12, 2025
Date: May 14, 2025

For Approval:

The Scholarship and Bursary Committee met on May 12, 2025, and brings forward to Academic Council two motions for approval.

Entrance Scholarships

The committee discussed revising the entrance scholarships eligibility criteria to an average of 85% from 82%.

Background & Rationale:

Amy Casson and Mark Yenson were guests at the committee meeting. Amy presented information on the various scholarships available to King's students.

It was noted that the current eligibility criterion for entrance scholarships is a minimum average of 82%, and does not align with those of comparator universities. The screenshot below provides a setting of the King's \$1500 scholarship at 82%

ENTRANCE SCHOLARSHIPS					
SCHOOL	80%	82%	85%		90%
ALGOMA	\$1,500.00		\$2,500.00		\$ 3,000.00
YORK	\$1,000.00		\$1,500.00		\$ 2,500.00
CARLETON	\$1,000.00		\$2,000.00		\$ 3,000.00
TRENT	\$1,000.00		\$1,500.00		\$ 2,500.00
LAURENTIAN	\$1,000.00		\$1,500.00		\$ 3,000.00
NIPISSING	\$1,000.00		\$1,500.00		\$ 2,500.00
LAKEHEAD	\$ 750.00		\$1,250.00		\$ 2,500.00
BROCK	\$ 400.00		\$ 900.00		\$ 1,900.00
KING'S		\$1,500.00	\$2,500.00		\$ 3,000.00
TMU			\$ 750.00		\$ 1,500.00
ON TECH			\$1,000.00		\$ 2,000.00
U OF T			\$1,000.00		1,500-2,000
OTTAWA U			\$1,000.00		\$ 2,000.00
WINDSOR			\$1,000.00		\$ 2,500.00
WATERLOO			\$1,000.00		\$ 2,000.00
WESTERN					\$ 2,500.00
HURON					\$ 1,500.00

The proposed adjustment to raise the eligibility criteria from 82% to 85% serves a dual purpose – it better aligns King’s with comparator institutions and addresses the notable increase in number of high school students achieving averages in the low 80s.

The Committee accepted the policy in principle, pending information on the impact of the same – both in number of students who would be eligible for the scholarship as well as the project cost savings¹. If approved, the revised eligibility criteria would be effective from September 2025.

Motion:

That Academic Council approve a revision to the entrance scholarship eligibility, increasing the eligibility criteria to an average of 85%, instead of 82%.

SHSM Scholarships

The committee discussed revising the SHSM scholarships and reducing the amounts from \$2000 to \$500.

Background & Rationale:

Amy Casson and Mark Yenson were guests at the committee meeting. Amy presented details on the various scholarships available to King’s students.

¹ Tom Gray’s office to provide these details.

It was noted that the current SHSM scholarship amount of \$2000 is unusually high and not aligned with offerings at other universities. The original intent of the \$2000 scholarship was to compete with Brescia University College, which has since closed. A quick back-of-the-envelope calculation suggested immediate potential savings of app. \$44,000 if the scholarship was reduced to \$500.

The Committee accepted the policy in principle, pending information on the impact of the same – both in number of students who would be eligible for the scholarship as well as the project cost savings². If approved, the revised eligibility criteria would be effective from September 2025.

Motion: That Academic Council approve a change in the amount of the SHSM scholarships, from \$2000 per student to \$500 per student.

Respectfully submitted,

A handwritten signature in cursive script that reads "Josephine Gemson". The signature is written in black ink on a white background.

Josephine Gemson, PhD
Interim Associate Academic Dean, and
Chair, Scholarship & Bursary Committee

² Tom Gray's office to provide these details.

Report to: Academic Council
From: Scholarship and Bursary Committee
Re: Report of Meeting

For Information:

The Scholarship and Bursary Committee provides for information to Academic Council the following:

Scholarship and Bursary Committee

For Information Purposes:

The Scholarship and Bursary Committee discussed the Foundation Awards.

The Foundation Board and departments of Alumni and Development and Finance, regularly review the accounts that support donor funded awards. As a result of this review, the following adjustments will be made, effective 2025/26, to accurately reflect annual investment allocations on Foundation held endowments:

- Edward A. MacNeil Award – annual award value will be increased to \$1,000
- Al Koop Award – annual award value will be increased to \$1,000
- J.M.S. Careless History Club Scholarship – annual award value will be increased to \$1,000
- Phelan Family Award in History – annual award value will be decreased to \$1,400
- Lovell and Vivian Lord Award – annual award value will be decreased to \$1,400
- Margaret Mason Award – annual award value will be decreased to \$1,100
- Jeffery G. Roche Memorial Award – annual award value will be decreased to

\$1,100 These adjustments do not impact the scholarship/award criteria or donor intent.

Respectfully submitted,

Josephine Gemson

TO: Members of Academic Council
FROM: Robert Ventresca, President (Interim)
DATE: May 14, 2025
RE: Monthly Report for May 2025

Dear Colleagues,

The following report highlights progress we are making as a community towards strategic priorities identified in *King's 2024-2029 Strategic Plan: Renewing the Promise*. Please note that a similar progress report was shared with the Board of Directors in April 2025.

In addition to this written report, please note that I will be providing verbal updates on the following initiatives-in-progress. More detailed and substantive information will flow to/from Academic Council and its respective committees as per relevant governance norms and operational responsibilities.

1. Proposed Partnership between Western and Navitas: Implications for Internationalization at King's
2. Artificial Intelligence at King's: Collegial Framework for Policies on Responsible AI Use at King's
3. Veritas Lecture Series for 2025-2026

Inclusive Student-Centred Learning Community

Strategic Goal: Strengthen the King's Community Ethos and Student Focus

❖ *Develop and implement a plan to optimize the delivery and awareness of academic and non-academic student support services, including streamlining digital and physical access to services and better coordinating services with Western.*

- We anticipate successful completion of a renewed affiliation agreement is imminent. Further detailed updates to follow. Highlights include an agreement in principle for Western to provide temporary affiliation fee relief from 12% currently to 11% in FY26, 11.5% in FY27, and 12% in FY28.
- Affiliation agreement talks have also yielded a promising commitment from Western to begin discussion on a new model of affiliation that seeks to find further areas of collaboration in pursuit of academic quality, and financial efficiencies by reducing duplication
- Identified efficiencies in intercampus bus costs informed by service utilization data.

Strategic Goal: Build the King's Community

❖ *Develop and implement an environmentally and financially sustainable long-term campus development plan that includes enhancing the physical accessibility of the built environment, optimizing digital capacity, improving student housing, communal spaces, and ancillary services.*

- King's Foundation redirected \$1.75 Million dollars of previously restricted donor dollars to better align with King's strategic objectives. These funds will be the foundation to kick-off a new capital campaign and provide a showcase for future donor development (Details in next section).
- Administration has engaged Zelinka Priamo on a preliminary land-use analysis to identify opportunities to generate additional revenue from King's land and buildings.
- The preliminary report identifies priority opportunities for two mid-rise mixed-use developments just inside the entrance to the South side of campus from Colborne Street. This location was identified based on existing zoning, heritage view corridor protections on site, and potential speed of implementation.
- The report said that King's existing buildings that could potentially be declared as surplus (International House, Communications House, and Epworth place condos) are currently being used at their maximum zoning potential. Administration will continue efforts to optimize revenue from these assets.
- These findings will inform a review of the Campus Master Plan and exploration of potential mission-focused and revenue generating uses for these parcels.

Excellence in Education and Research

Strategic Goal: Strengthen Strategic Enrolment Management

❖ *Develop and implement a multi-year strategic enrolment management plan that establishes sustainable enrolment targets, diversifies domestic and international enrolment, including equity-denied student segments, and strategically targets enrolment growth to lower enrolment programs.*

- Created a three-scenario enrolment projection tool used to build a five-year budget forecast.
- In a collaborative initiative of Administration and the Strategic Enrolment Management Committee of Academic Council, developed three distinct plans for attraction, conversion and retention that were activated immediately to impact September 2025 student intake.
- Increased engagement of faculty to convert prospective students who have been sent offers of admission.
- Reviewed Enrolment Services enrolment structure and integrated recruitment with marketing and communications under new temporary leadership.
- Assessed international recruitment model and agent management, ending some external contracts, renegotiating others, with plan to introduce in-house international recruitment expertise.

❖ *Develop value-creating partnerships with school boards, postsecondary institutions, and external partners that increases the equity and diversity within, and expands the reach and influence of, King's community-building and recruitment efforts, academic program offerings, and research capabilities.*

- R. Ventresca, Keynote Speaker, Canadian Independent School Counsellors (CISC) National Conference, Toronto, April 27, 2025. Approximately 120 attendees from across Canada.
- Hosted a Catholic School Partnership meeting with Directors of Education from local Catholic school boards.

- Hosted London District Catholic School Board Student Senate Leadership Event, and Black History Month celebration.
- Hosted Principals and Guidance Counsellors from local school boards for a lunch at King's highlighting key updates regarding King's admissions processes and academic programs.

❖ *Enhance the infrastructure, supports, and recognition for classroom excellence, pedagogical innovation, and experiential learning initiatives.*

- The **Classroom Modernization Initiative** proposed in the Strategic Initiatives in the draft FY26 budget includes two classrooms (W147 and W148) in Wemple Hall to be amalgamated into one fully modernized classroom.
- The project is intended as a proof of concept to inform future campus modernization efforts.
- Funding has been provided from both the Foundation (\$250,000 ++) and Student Council (\$1.5M), therefore there is to be no budgetary impact to King's. Using existing space ensures no additional operating or maintenance costs.
- This project will achieve the following:
 - **Space Optimization:** The new design will maximize usable space, providing a flexible layout suitable for various teaching and learning styles
 - **Accessibility:** The classroom will exceed accessibility standards, ensuring an inclusive environment for all students and faculty
 - **Modern Furniture:** Ergonomic and modular furniture will be introduced to enhance comfort and adaptability
 - **Advanced Technology:** State-of-the-art interactive displays, audio-visual systems, power at every desktop, and collaborative tools will be installed to support modern pedagogical practices
 - **Pedagogical Innovation:** The space will be designed to foster flexible, and innovative teaching methods

❖ *Create a Roadmap for King's-led Research*

- Hosted the annual Research Week, a campus-wide celebration of faculty, student, alumni, and community-engaged research. Anchored to King's mission to serve the common good and develop ethically grounded changemakers, Research Week exemplified the inclusive, interdisciplinary, and socially impactful scholarship that defines King's.
- Research Week supports the long-term development of King's Research Roadmap by showcasing the centrality of research to the undergraduate student experience at King's, identifying emerging research strengths, increasing visibility and engagement with internal and external stakeholders, and fostering a sense of shared purpose across the academic community.
- Research activity continues to grow in scope and impact with 1/3 of faculty holding external research grants. King's is currently administering \$2,928,494 in active external research grants, and faculty are involved in externally funded projects totalling over \$8.5 million.

- For 2024-2025, 42% of external grant funding and 44% of internal research grant funding was committed to student training, mentorship, and experiential learning.

Mission Enabling Culture and Organization

Strategic Goal: Strengthen Support for Mission Focused Leadership

❖ *Bring the King's community together to develop and implement a mission integration, equity, diversity, and inclusion framework that sets out core principles and priorities for King's approach and capacity for building inclusion, belonging, affinity and connection across its administration, faculties, schools, and student organizations.*

- Restructured stand alone models of Campus Ministry, and Office of Equity, Diversity, Inclusion and Decolonization (EDID) to refocus on greater integration of these functions with each other and throughout the academic and administrative structures of the College.
- Director of EDID now serving as advisor over next year to inform efforts to better integrate EDID efforts throughout the College.
- Incorporated Campus Ministry under the Dean of Students and Campus Life portfolio to align programming and support with student needs. Consultation with students about structure and priorities related to Campus Ministry.
- Engaging Mission Integration and Inclusion Committee on how to integrate these efforts throughout the College using the appropriate governance and operational channels.
- Ongoing engagement and dialogue with the Diocese of London regarding the ongoing support for Christ the King University Parish.
- Transferred responsibility for Veritas Lecture Series from Campus Ministry to the President's Office, as to provide institutional focus for mission related themes consistent with our mission, vision and values.

Strategic Goal: Drive Mission Focused Financial Sustainability and Operational Excellence

❖ *Develop and implement an operational transformation plan with third-party support to enhance King's policies, processes, structures, technologies, and revenue and resource planning to better deliver on its mission and strategy.*

- A departure from the "incremental" budget approach used in the past, and introduction of modified zero-based budget approach with a new Strategic Initiative funding envelope. President's Task Force ongoing to review all models, and schedule implementation for FY27 planning cycle.
- As reported in my community update on May 7:
 - The Board approved the fiscal year 2026 budget recommended by Academic Council in April which reverses a 10+ year pattern of consistent, year-over-year increases in expenses. This was achieved through the introduction of rigorous economies, including early retirement and administrative restructuring.
 - As I shared during the Community Assembly on May 8, the Administration acknowledges that more must be done immediately and over the next 3 to 5 years to ensure a viable future for King's as a small, primarily undergraduate Catholic university

affiliated with Western University. Accordingly, in addition to exploring revenue-generating opportunities such as asset monetization and a more favourable affiliation fee framework, we are working to introduce additional economies in the coming fiscal year through to 2030. This will include program portfolio review through the appropriate governance channels, namely EPC and Academic Council, to align mission, market and long-term sustainability requirements.

Please rest assured that King's will continue to manage these financially challenging times in ways that are consistent with our mission, vision and values. These include transparency, communication and collegiality.

Data Policies

- To support King's strategic goal of modernizing operations and enhancing decision-making, under the leadership of Dominique Perreault, Director of ITS, we have implemented comprehensive **Data Management** policies.
 - These policies establish clear standards for how data is [collected](#), [stored](#), [accessed](#), shared, and [protected](#) across all departments and faculties.
 - By formalizing data practices, we are improving data quality, consistency, and availability; key pillars for advancing analytics, operational efficiency, and service delivery.
 - Strengthening [data governance](#) also significantly enhances our cybersecurity posture by reducing vulnerabilities associated with unmanaged or siloed data.
 - In addition, these policies provide an essential framework for better [risk management](#), helping us comply with legislative requirements (such as FIPPA and PHIPA), reducing exposure to operational, reputational, and legal risks.

Strategic Goal: Grow and Empower our People

❖ *Develop and implement a talent management model that integrates policies, programs, and processes for strategically developing, engaging, and retaining diverse faculty and staff across the talent lifecycle (from recruitment to succession).*

- Partnered with Sigma Succession to develop leadership competency benchmark that aligns with King's mission, vision, and values.
- Benchmark will serve as a foundation for future talent management and leadership development initiatives at King's.
- Created working group of diverse employees to provide feedback on the competencies that are most crucial for success, align with our strategic goals and leadership needs.
- Introduced a form of Responsibility Management budget planning with leadership team, creating accountability for staff costs, not just discretionary costs, for the first time.

Acknowledgements

I want to acknowledge the important contributions of Emily Carrothers, Associate Director, Student Wellness, together with all of Accessibility, Counselling and Student Development in Student Affairs, to the development of Western's Mental Health Strategic Plan which came to Senate this month. Emily is a

member of the Advisory Committee and we are edified by Western's public recognition of the contribution King's is making to this critical element of our educational mission.

Respectfully submitted,

A handwritten signature in black ink, appearing to be 'R. Ventresca', with a long, sweeping horizontal line extending to the right.

R. Ventresca, Ph.D.

President (Interim) and Professor



Academic Council KUCSC President's Update May 21st, 2025

A New Year of KUCSC - Introducing the new team!

Before I begin my inaugural report to Academic Council as the new KUCSC president, I would like to express my thanks to everyone involved. This is the first Academic Council meeting officially involving the 2025-2026 KUCSC team and we are grateful to begin our work here. This transition has felt incredibly seamless. The continued, active inclusion of student voice in this council and in governance at large at King's has played no small part in that.

We at the KUCSC look forward to working with all of you in a myriad of ways this year. Our Vice President of Student Affairs Aidan Bobkowicz, our Academic Council Student Liaison Arashdeep Chahal, and myself are particularly excited to continue contributing to the good governance and institutional health of King's.

We wish you a restful summer and the best of luck in your endeavours leading into AY25/26.

Updates

Finalization of Classroom Modernization Donation

The KUCSC executive is very excited to announce the 1.25 million dollar donation towards Classroom Modernization passed by the King's Board of Directors in their last meeting. Many thanks to Terra Ahrens, King's Foundation, and the 2024-2025 KUCSC executive for their continued work and effort in making this project possible. We are beyond excited to continue our work on this project.

Hiring and Representative Elections

The KUCSC executive is currently finalizing our associate and coordinator hiring for the upcoming year. We are in discussions regarding how best to move forward with the rest of our summer hiring for representatives and other vacant positions. I hope to communicate with academic units regarding how we might best promote these positions in the departments!

Connecting with other Students' Councils

Over the past month, I have had the pleasure of both attending the joint KUCSC and HUCSC Student Leader Social where I was able to meet many of the HUCSC executives and hear about their plans for the future. Many thanks to Doreen, Angeer, and Student Affairs for extending the invitation to us. I was equally able to attend the USC Partner's Reception where I met with both the outgoing and incoming USC executive alongside several members of Western admin. Both of the HUCSC and USC executive teams were very receptive towards the prospect of future collaboration with the KUCSC. Best of luck to Jayden and Kathleena and their teams in the year to come!

Continued Transit Discussions with the City of London

Earlier this week, I was able to meet with councillor Sam Trosow to discuss further steps in the implementation of King's Transit Plan. He indicated that the City of London will be looking at proposals for transit improvements for the upcoming budget cycle beginning in June. Councillor Trosow also provided insight into the status of the LTC in light of the dissolution of the organization earlier this year. We are currently in the process of speaking with city officials in the assembling of a proposal for our transit plans and our next steps in its implementation.



Report to: Academic Council
From: Mission Integration and Inclusion Committee
Re: Committee Report
Date: May 13, 2025

The Mission Integration and Inclusion Committee met on May 2, 2025.

- I. At this meeting it was decided that an additional faculty member should be added to the committee. As the terms of reference for this committee currently require only two faculty members and stipulate that one must chair the committee, the addition of another faculty member will allow for greater participation and representation in the development of this committee.
- II. Potential speakers for next year's Veritas Lecture Series' speakers were also discussed. The following invitations will be extended for
 - a. The Sisters of St. Joseph Indigenous Reconciliation lecture:
Dr. Niigan Sinclair (Indigenous reconciliation, University of Manitoba).
 - b. Christ the King Lecture:
Dr Cory Labrecque (ethics and AI, Université Laval).



Report to: Academic Council
From: Governance and Nominations Committee
Re: Report of Meeting Held in May 2025
Date: May 15, 2025

The Academic Council's Governance and Nominating Committee (Committee) also met on May 15, 2025 and discussed the following items:

Faculty Assembly Survey

The committee reviewed the results of the Faculty Assembly Survey and will provide the results to Academic Council in a report from the Committee in June.

Academic Council Self-Evaluation

The Academic Council bylaw (s. 4.9) requires Academic Council to have an annual self-evaluation. The Committee reviewed a draft self-evaluation and provided input. The self-evaluation will be circulated to Committee for a final review before being sent out to Academic Council members to complete.

Executive Search Policies

The Committee was updated that the President and Faculty Members on the Board communicated Academic Council's concerns regarding the Executive Search Policies to the Board at its April meeting. The Board has referred the feedback to its Governance Committee for an additional review. The Governance Committee will again receive Council's initial letter with their input on the policies as well as a copy of the relevant Academic Council motion from Council's April meeting.

A handwritten signature in black ink, appearing to read "M. Yenson", is written above a horizontal line.

M. Yenson (Chair)

Report to: Academic Council on May 21, 2025

From: Teaching Excellence Awards Committee

Date: 5 May 2025

The Committee met on Wednesday, 30 April 2025, to consider nominations for the Award of Excellence in Teaching for Part-time Faculty for the 2024-2025 academic year.

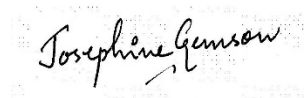
The criteria for a nomination to go forward includes:

- Nominations from at least three individuals
- Be teaching in the current year
- Have taught at least 2 courses at King's
- Willingness to accept the nomination
- Submission of a teaching dossier to add to the package for consideration

Three part-time faculty members were formally considered by the committee, after checking for eligibility and willingness to stand.

The Committee is pleased to advise Academic Council that this year's recipient of the Teaching Excellence Award for Part-time faculty is Professor Lucas Andersen. Prof. Andersen will be invited to present at the celebrations held later this year, during the Christopher Perrin Beatty Lectures.

Respectfully submitted

A handwritten signature in black ink that reads "Josephine Gemson". The signature is written in a cursive style and is positioned above a faint, dotted rectangular box.

Dr. Josephine Gemson, Associate Academic Dean (Interim)

And Chair, Teaching Excellence Awards Committee