

April 2010

VISION, VALUES AND LEARNING

A Strategic Plan for
King's University College
2010–2014



PREAMBLE

King's University College is the Catholic co-educational institution affiliated with *The University of Western Ontario* (Western). Founded in 1954, the College provides general and honours degree programs in the liberal arts, social sciences, and Social Work, and a Master's degree in Social Work. Sponsored by the Roman Catholic Diocese of London, the College is a community of approximately 3100 full time and 650 part time students (including 375 international students), 200 full-time and 120 part-time faculty, staff, and professional and administrative officers. It is renowned as a centre of teaching excellence positioned in the top rank of institutions of higher learning in Canada for the quality of its teaching faculty. Not only do its faculty teach remarkably well, but their scholarship continues to enhance King's reputation as one of Canada's first-class undergraduate colleges. Students are supported in their academic endeavours by a full range of student development and personal counselling services in an environment that values inclusiveness and diversity. They consistently express high praise for the quality of instruction, the small class sizes, the ease of access to faculty and staff, and the respectful and supportive community atmosphere. Furthermore, students enjoy the wide variety of extra-curricular activities available to them on campus, and embrace the many experiential learning opportunities beyond the classroom.

The College is committed to fostering a community of engaged scholars by enhancing academic programs, support for research, classroom, office and communal space; by balancing accessibility with a commitment to improving the academic quality of the student body; and by maintaining the core values of King's as a Catholic university college.

OUR MISSION

King's is a Catholic university college committed to the ongoing creation of a vital academic community animated by a Christian love of learning and the pursuit of truth. The College fosters an environment based on open inquiry, Christian values and service to the larger community.

Our mission embraces our ideals. It provides a direction for change, a foundation for the formulation of policy, and a philosophy for the conduct of our affairs.

The educational process at the College is nurtured through the formation of a community of faculty, students, administrators, and staff bound together by mutual respect, shared trust, and a common love of learning. The creation of this authentic community is inspired by the College's Catholic character. Within this supportive environment, the understanding of our world and our place within it is achieved in a deeper and fuller way.

The College has developed its curriculum, student services, and campus ministry out of a concern for the development of students as whole persons, that is, for the spiritual as well as the academic, social, physical, and economic elements of their lives. To succeed in today's world, students need to clarify their convictions and values. Education is laden with values, and King's openly celebrates the importance of these values while simultaneously demanding that they be held up to scholarly scrutiny.

A cornerstone of the College's identity is its belief in the imperatives of social justice and social concern in Christian thought, and the centrality of these values to our students' engagement in contemporary issues. Accordingly, the College also adds a powerful "commitment to service" to the educational experience of its students within *The University of Western Ontario* community. Some of the strongest currents running within the Catholic intellectual tradition are concerned fundamentally with the formation of character focused on service, the use of students' talents to serve those in need especially the most marginalized and the poor, the use of education to shape society and the encouragement of students to seek opportunities to change the world.

OUR CATHOLIC COLLEGE

Our status as an affiliated university college not only underscores our connection to *The University of Western Ontario*, but to the Roman Catholic Diocese of London which is the formal sponsor of our institution. This formal connection to the Diocese defines our character as a Catholic university college and as such has significant academic implications.

The Catholic character of King's shapes its intellectual life and its educational quest. An authentic Christian faith enables human development in all dimensions, including the life of the intellect. By seeking to read the signs of the times, the College engenders a mature faith, responsible to the past, the present and the future. Accordingly, our academic community is regularly invited to reflect on the relevance of our programs to the Catholic intellectual tradition.

Pope John Paul II's Apostolic Constitution on Catholic Universities entitled *Ex Corde Ecclesiae* provides the framework for our understanding of a Catholic university's identity, mission and activities.

The Board of Directors of King's University College annexed the general norms of *Ex Corde Ecclesiae* to the official documents of the College on November 1, 2004.

We at King's have come to understand a Catholic college to be an educational community committed to academic excellence in teaching and research. Our members

- believe, or are open to the possibility, that authentic Christian faith fosters human fulfilment in all dimensions, including the life of the intellect;
- create an environment where the Christian faith of believers is examined, nourished, respected and shared by communal expression and celebration;
- are inspired by a love of truth, and recognizing that their grasp of it is incomplete, persist in seeking it;
- recognize the role of the Magisterium, the teaching authority within the Church, in articulating Catholic tradition and the role of theologians in its development;
- respect each other as persons gifted by God with insights that further the Catholic community's progress towards truth;
- respect the considerable degree of pluralism found among Catholic thinkers;
- engage in a creative dialogue between the Church's teachings and the challenge of living in the current historical situation;
- examine other belief systems in a spirit of fairness and honesty;
- recognize their shared interdependence and are encouraged to foster a community marked by honesty, openness, caring and mutual responsibility;
- summon the honesty and courage to acknowledge their own mistakes with humility and those of others with charity;
- promote social justice as an institutional priority;
- ensure that institutional structures serve the common good of the community.

To be a vibrant centre of Catholic intellectual reflection and social criticism, King's cultivates a strong presence of articulate and committed Catholics, particularly faculty. As a vital extension of this, College members from all faiths and religious persuasions make essential contributions to the institution. The exchange of different ideas and perspectives enhances the learning atmosphere at the College and leads to a broader understanding of the human condition we all share.

In Ontario and Canada, the undergraduate liberal arts college model of post-secondary education flourishes in the affiliated/federated college sector comprised largely of autonomous denominational institutions subsumed within the public system of higher education. At King's the affiliated/federated university college model rests upon the denominational status that defines its mission, character, and identity within its affiliation relationship with the constituent university.

Notwithstanding its denominational particularities, the College is noted for its openness, and genuine respect for differences in faith and culture among faculty, students, and staff. Academic freedom and the freedom to evaluate critically, the right to act and to think creatively, are all of central importance as they are in the comprehensive public university. But other values get special emphasis precisely because of its denominational status – the dignity of every human person; social justice, peace, reconciliation, and diplomacy; a truly human quality of life for all; and a concept of community based on friendship, solidarity, collegiality and subsidiarity.

College students are actively engaged in the London community and beyond, volunteering in schools, churches, charitable organizations, and social agencies, as well as participating in the programs of agencies like Intercordia, Frontier College, and World Vision. It is the denominational basis of the College that allows it to challenge and inspire students to use their education as a foundation for lives shaped by love, by faith, and by commitment to building a world in which dignity and the potential of every human being can be fulfilled.

OUR UNIVERSITY COLLEGE

As a liberal arts college, King's is a place where knowledge is disseminated in the liberal arts tradition to prepare undergraduate students for further study in graduate or professional programs or to begin their working careers.

At the same time, as a university, King's is a place where knowledge is created through the encouragement of original scholarship. It is also a place where the development of particular graduate programs may be the natural outgrowth of this creativity.

It is this dual identity as a traditional liberal arts college and university that has fostered the concept of the teacher – scholar as the working model for all faculty. Teaching is at the heart of our academic endeavours at King's. Professors are expected to be fully engaged in the undergraduate learning experience while continuing to infuse their instructional activities with creativity derived from original research. In this way, faculty serve as exemplars of the lifelong learner.

King's works to instil a passion for lifelong learning in its students in a multitude of ways. It teaches them to think critically without prejudice, to be open to a wide diversity of ideas, and to express themselves well orally and through the written word. The College fosters these educational goals through high quality programs in the traditional disciplines of the social sciences and humanities that include economics, history, modern languages, political science, philosophy, religious studies, psychology and sociology, complemented by programs in management and organizations studies and Social Work. In addition, King's offers a range of additional programs that are unique within the broader framework of *The University of Western Ontario* including Catholic Studies, Childhood and Social Institutions, World Religions, Social Justice and Peace Studies, and Thanatology.

King's builds its academic community by carefully assessing all applicants for admission, recruiting from both Canada and around the world students with the highest intellectual and personal qualities to create a student body that is geographically, culturally and economically diverse. In addition, it seeks out and retains highly qualified faculty who are enthusiastic about their disciplines, open to interdisciplinary perspectives, and wish to share their knowledge with others.

The relationships between students and faculty are fostered by small classes and by ample opportunities outside the lecture hall for them to interact. This experience of an interconnected community is supported by an outstanding academic library, optimal classroom space, a highly engaged campus ministry and first class registrarial, counselling, information and student support services. Recognizing that the interrelationships of students outside the classroom contribute significantly to their self-development, the College encourages a broad range of social and athletic activities. It also strives to provide attractive, welcoming and secure residences, dining areas and communal spaces.

King's encourages a collegial decision-making process. Faculty, students, administrators, staff, alumni, and members of the community all have representatives on the major governing and policy-making bodies of the College and have a significant voice in creating College policies.

Affiliation with Western offers King's students the broadest spectrum of courses and programs, as well as access to the University Library System and participation in the larger academic and social life on its campus. Similarly, affiliation with St. Peter's Seminary allows for a productive interchange of students and faculty, greater diversity in academic programming, and expanded library services.

King's University College is firmly committed to the policy of internationalization articulated by the Association of Universities and Colleges of Canada (AUCC) in the belief that international openness and understanding will prepare students for living and working in a context of global interdependence, and will provide them with immeasurable personal, educational and ultimately, social benefits.

CONTEXT

Over the four years of this plan, the future development of the College will be shaped by its affiliation agreement with Western, the assumptions related to the national, provincial and local context summarized in Appendices A, B and C and limitations as documented by Statistics Canada, the Association of Universities and Colleges of Canada's *Trends in Higher Education*, The Council of Ontario Universities' (COU) *Reaching Even Higher: The Next Multi-Year Funding Plan for Postsecondary Education*, and The University of Western Ontario's strategic plan, *Engaging the Future, 2006*. Four themes dominate Western's strategic plan: graduate expansion, interdisciplinarity, internationalization and student engagement. The last three of these themes inform many of the strategies in *Vision, Values and Learning*.

Nationally, enrolment in universities will continue to grow over the next decade. But this growth will be distributed unevenly across the country and will be driven predominantly by participation rates rather than by demographics. The demand for a university education is increasing globally in response to economies that are increasingly knowledge based. Canada will continue to be an attractive destination for international students.

At the provincial level, enrolment growth over the next decade will be primarily in the greater Toronto area. Despite large investments in post secondary education by the provincial government through its *Reaching Higher* plan, much of the funding served the unexpected growth in enrolment over the past decade rather than costs related to quality improvement. The COU is proposing a new multi-year "maintaining quality while growing" funding model designed to address cost escalation, accessibility and quality improvements.

Locally, the College is faced with the ongoing challenge of maintaining distinctiveness and identity as it wrestles with uneven demand for its programs, responds to program developments at its partner institutions and continues its quest to provide a transformative educational experience for its students. As an affiliate of *The University of Western Ontario*, King's recognizes the need to develop mutually beneficial strategies in partnership with the constituent university, Brescia University College and Huron University College in areas of common concern and opportunity.

OUR VISION

To be the finest Catholic institution of higher learning in Canada.

CORE VALUES

Academic Excellence

Academic Freedom

Catholic Mission

Community

Social Justice

Inclusiveness

Diversity

Collegiality

Environmental Sustainability

CORE ACADEMIC COMMITMENTS

The academic development of our students, faculty and programs will be guided by our commitment to

- promote the teacher/scholar ideal;
- deliver a significant learning experience;
- deliver distinctive programs of high calibre;
- deliver high quality library and information technology services;
- deliver a range of excellent counselling and student support services;
- develop internationalization;
- integrate residence life into the learning experience;
- promote spiritual development, leadership, volunteerism and service.

GOALS AND OBJECTIVES

The following six interrelated goals serve to identify the key areas for policy development and implementation in support of our mission.

- 1. To establish a community of engaged scholars actively pursuing the acquisition, creation and dissemination of knowledge;**
- 2. To articulate, realize and celebrate the Catholic vision in all dimensions of College life;**
- 3. To enhance the spirit of community within the College;**
- 4. To develop the College's regional, national and global profile;**
- 5. To consolidate and augment the legal, organizational and financial position of the College;**
- 6. To create an environmentally sustainable College.**

Each goal expresses an ideal that is defined at a practical level by a set of supporting objectives. Each objective, in turn, is attainable through a series of implementation strategies. Responsibility for each strategy has been assigned to the budget unit head(s), academic units and/or committee(s) who play a significant role in the initiation and/or development of the corresponding policy. It is understood that responsibility for policy is also shared by any parent committee where responsibility extends beyond development to adoption and implementation. Finally, it is understood that ultimate responsibility for all policy that flows from this strategic plan rests with the College's Board of Directors.

The strategies and responsibility assignments form an action plan designed to guide policy development at the College over the four years of this plan. Goals, objectives, and strategies are organized with corresponding responsibility assignments in the pages that follow. The abbreviations for the responsibility assignments that appear next to the strategies are defined below.

AEC	–	Admissions and Enrolment Committee
AD	–	Academic Dean
AUS	–	Academic Units
BD	–	Board of Directors
CC	–	College Council
CFO	–	Chief Financial Officer
CIPD	–	Coordinator of International Program Development
CL	–	Chief Librarian
CR	–	Collective Responsibility
CT	–	Chaplaincy Team
CTRS	–	Centres
DDAA	–	Executive Director of Development and Alumni Affairs
DHR	–	Director of Human Resources
DPP	–	Director of Physical Plant
DS	–	Dean of Students
FC	–	Faculty Council
EPC	–	Educational Policy Committee
FDN	–	Foundation
IRCPL	–	Institute for Religion, Culture and Public Life
ITS	–	Information and Technology Services
IWG	–	Internationalization Working Group
PL	–	Principal
RGC	–	Research Grants Committee
RR	–	Registrar
RPC	–	Research Planning Committee

GOAL 1 To establish a community of engaged scholars actively pursuing the acquisition, creation and dissemination of knowledge.

1.1 To create significant learning experiences for our students.

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| 1.1.1 | To continue to reduce the student/fulltime faculty ratio; | EPC, AUS |
| 1.1.2 | To manage enrolment to enhance the learning experience; | EPC, AEC |
| 1.1.3 | To align staffing to enhance the learning experience; | AUS |
| 1.1.4 | To explore the possibility of a foundation program in first year; | EPC, AUS |
| 1.1.5 | To develop an experiential/service learning policy; | CC, DS |
| 1.1.6 | To support and encourage faculty participation in pedagogical skill development; | EPC, AUS |
| 1.1.7 | To reconcile program and course design with learning outcomes; | EPC, AUS |
| 1.1.8 | To promote the effective use of online and information resources; | ITS, CR |
| 1.1.9 | To begin to develop measures of learning outcomes; | EPC, AUS |
| 1.1.10 | To foster significant learning in all aspects of the student experience; | CR |
| 1.1.11 | To utilize student feedback in program and course design; | EPC, AUS |
| 1.1.12 | To explore the implications of new technological approaches to learning including the possible expansion of online learning. | EPC, AUS, ITS |

1.2 To provide support for research that meets the requirements of our faculty and the academy.

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| 1.2.1 | To create a research planning committee; | EPC |
| 1.2.2 | To increase the recognition of the scholarly activity of faculty; | EPC, RPC |
| 1.2.3 | To promote and develop the College research plan; | RPC |
| 1.2.4 | To develop policies and practices to manage the increase in scholarly activity; | RPC, RGC |
| 1.2.5 | To establish a rotating research fellow position; | EPC |
| 1.2.6 | To seek out opportunities to establish an endowed chair; | EPC, FDN, AUS |
| 1.2.7 | To build a community of student scholars; | CR |
| 1.2.8 | To develop and maintain a strong cooperative relationship with Research Western. | RPC, RGC |

1.3 To deliver distinct and transformative programs of high calibre.

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| 1.3.1 | To make distinctiveness a major consideration for new programs and courses; | EPC, AUS |
| 1.3.2 | To create a strong liberal arts foundation for all College programs; | EPC, AUS |
| 1.3.3 | To manage resources for program quality rather than variety; | EPC, AUS |
| 1.3.4 | To organise program structure to distinguish honors programs; | AUS |
| 1.3.5 | To revise existing programs to complement rather than duplicate those at other campuses; | EPC, AUS |
| 1.3.6 | To promote student leadership and engagement; | CR |
| 1.3.7 | To foster interdepartmental cooperation in curriculum development and course offerings. | EPC, AUS |

1.4 To maximize participation in our Four Year programs.

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| 1.4.1 | To recruit students of high academic promise; | AEC |
| 1.4.2 | To require program structure to support seminar courses; | AUS |
| 1.4.3 | To increase the variety and breadth of international exchanges; | EPC, AUS, PL, RR, IWG, CIPD |
| 1.4.4 | To identify areas of excellence and enhance offerings in these areas; | EPC, AUS |
| 1.4.5 | To partner with high quality programs at other campuses. | EPC, AUS |

1.5 To optimize support for academic programs and courses.

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| 1.5.1 | To establish guidelines for the allocation of Limited Term Appointments; | EPC, AD |
| 1.5.2 | To establish guidelines for additions or reductions to complement; | EPC |
| 1.5.3 | To develop policy that supports the delivery of thesis courses and independent studies; | AUS, AD |
| 1.5.4 | To expand the use of graduate students for marking and tutorial responsibilities; | EPC, AUS |
| 1.5.5 | To decrease the percentage of courses taught by part time faculty; | EPC, AUS |
| 1.5.6 | To assign dedicated secretarial and or administrative support to departments with more than 2000 course registrations; | AD, AUS |
| 1.5.7 | To develop more collaborative learning study space in the library; | CL |
| 1.5.8 | To increase communication between the various counselling support services; | AD, DS, RR |
| 1.5.9 | To promote a greater use of information technology to deliver services to students; | ITS, CR |
| 1.5.10 | To make greater use of student feedback to improve services to students. | CR |

GOAL 2 To Articulate, Realize and Celebrate the Catholic Vision in all Dimensions of College Life

2.1 To express the Catholic identity of the College in a visible way.

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| 2.1.1 | To encourage research initiatives with Catholic themes; | RPC, IRCPL |
| 2.1.2 | To ensure that external appraisers address issues of College mission and vision in their appraisals of academic programs; | AD |
| 2.1.3 | To increase Board engagement in the expansion of Catholic life at King's; | PL |
| 2.1.4 | To organize retreats and conferences for the College community; | CT |
| 2.1.5 | To support the Religious Life Lecture Series; | CT |
| 2.1.6 | To work closely with both the Diocese of London and St. Peter's Seminary on issues of common concern; | PL, CT |
| 2.1.7 | To encourage greater interaction between the College and the national and global Church through engagements with the Association of Catholic Colleges and Universities of Canada (ACCUC), the Association of Catholic Colleges and Universities (ACCU) and the International Federation of Catholic Universities (IFCU). | PL |

2.2 To ensure that a strong Catholic presence is maintained within the College.

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| 2.2.1 | To continue developing initiatives designed to attract and recruit Catholic scholars in every discipline; | AEC, EPC |
| 2.2.2 | To encourage leadership consistent with the College mission in every unit; | PL, CR |
| 2.2.3 | To give primacy to recruitment in Catholic high schools in Ontario and abroad; | AEC, RR |
| 2.2.4 | To foster relationships with Catholic schools, boards and organizations; | AEC, PL, RR |
| 2.2.5 | To develop recruitment initiatives, including discipline-based programs, with partner boards and colleagues in the secondary system. | AEC, RR |

GOAL 3 To Enhance the Spirit of Community Within the College.

3.1 To provide an environment that nurtures and encourages an inclusive community.

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| 3.1.1 | To engage all constituencies of the College community in Campus Ministry programs, religious events and celebrations; | CT, PL |
| 3.1.2 | To reflect the ecumenical and multi-faith dimensions of the Catholic mission in community events, celebrations, and services; | CT |
| 3.1.3 | To encourage participation by all constituent groups on the major governing bodies of the College. | PL, CC |

3.2 To ensure that the campus is safe, accessible, aesthetically pleasing and encouraging of collegial and respectful discourse.

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| 3.2.1 | To develop and implement the College's safety, emergency and pandemic response plan; | CC, DHR, DPP |
| 3.2.2 | To develop space and activities that will facilitate both student social interaction and more intensive student/faculty interaction; | CC, DS, CTRS |
| 3.2.3 | To support the efforts of the King's University College Foundation to provide community space for off campus and residence students in a new student life center; | BD, FDN, CC |
| 3.2.4 | To comply with the Ontarians with Disabilities Act standards through the development and implementation of accessibility plans for all persons with disabilities studying, visiting and working at King's; | CC, DHR, DPP, DS |
| 3.2.5 | To continue to raise awareness of emotional safety issues such as harassment and bullying through training and professional development. | CC, DHR |

3.3 To provide an environment that fosters the best employment experience.

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| 3.3.1 | To provide a productive, fulfilling, fair and respectful work environment; | CC, DHR |
| 3.3.2 | To raise the consciousness of the community about multicultural issues and the value of cultural diversity; | CC, DS, DS, CR |
| 3.3.3 | To develop a talent development and mentoring system to enhance the leadership capacity of managers and staff. | CC, DHR |

GOAL 4 To develop the College's regional, national and global profile.

4.1 To enhance the College's public profile and prestige.

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| 4.1.1 | To work collaboratively with the constituent university and the other affiliated university colleges; | PL, CC, FC, CR |
| 4.1.2 | To assist the Foundation in the development of its partnerships and donor networks; | CC, PL, RR, DDAA |
| 4.1.3 | To continue to expand relationships with partner boards and others in the secondary system; | PL, RR |
| 4.1.4 | To establish dialogue and cooperative action between King's University College and the ministries in other universities, high schools, parishes, and Catholic social agencies; | PL, RR, CT |
| 4.1.5 | To engage King's University College Alumni and enhance their ongoing association with King's; | PL, DDAA |
| 4.1.6 | To foster closer relationships between the College, the city of London and neighbourhood associations; | PL |
| 4.1.7 | To create an Institute for Religion, Culture and Public Life. | CC, PL |

4.2 To continue to develop the College's program of internationalization.

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| 4.2.1 | To continue to develop our program in keeping with the <i>AUCC Statement on Internationalization and Canadian Universities</i> ; | PL, IWG, RR |
| 4.2.2 | To recruit and retain outstanding international students; | RR |
| 4.2.3 | To diversify the international student population; | RR, CIPD |
| 4.2.4 | To develop additional partnerships with selective universities abroad; | PL, RR, CIPD |
| 4.2.5 | To create further exchanges and relationships with Catholic universities around the world; | PL, RR, CIPD |
| 4.2.6 | To explore the creation of alumni chapters abroad. | PL, DDAA |

Goal 5 To consolidate and augment the legal, organizational and financial position of the College.

5.1 To complete the formal incorporation of the College.

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| 5.1.1 | To work with the College legal counsel and diocesan officials to resolve the remaining issues related to incorporation; | PL, CFO |
| 5.1.2 | To budget for the costs of incorporation. | CC, PL, CFO |

5.2 To provide for the necessary financial and physical resources to meet the ongoing needs of program delivery.

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| 5.2.1 | To plan for financial stability while respecting the provisions of the academic plan and the academic review; | CC, CFO |
| 5.2.2 | To provide for costs related to campus development and anticipated space needs over the next five years. | CC, CFO |

5.3 To review the College's governance policies and organizational structure.

- 5.3.1 To create a joint committee of the Board and College Council to review the governance and organizational structure of the College. CC, BD

5.4 To expand philanthropic support opportunities.

- 5.4.1 To complete the fundraising for The Student Life Campaign; FDN, DDAA
- 5.4.2 To expand outreach to and through alumni; FDN, DDAA
- 5.4.3 To prioritize new fundraising initiatives. CC, DDAA

Goal 6 To create an environmentally sustainable College.

6.1 To build environmental awareness and literacy.

- 6.1.1 To encourage all centers and academic units to promote forums and speakers on environmental awareness; CC
- 6.1.2 To develop a dynamic website as a focal point for both education and discussion on environmental sustainability; CC, ITS
- 6.1.3 To encourage environmental sustainability themes in the curriculum and in research. EPC, AUS, RPC

6.2 To build capacity and commitment to achieve environmental sustainability.

- 6.2.1 To develop partnerships with other campuses, local government and organisations to build support and commitment for environmental sustainability; PL
- 6.2.2 To seize opportunities to implement sustainability initiatives. CR, DPP

6.3 To develop a sustainability plan.

- 6.3.1 To conduct an environmental audit of the entire campus; CC, DPP
- 6.3.2 To create a long term College environmental sustainability plan; CC
- 6.3.3 To develop metrics to measure compliance with the College sustainability plan. CC, DPP

Appendix A

The National Context

- Between 2003/2004 and 2007/2008, full-time university enrolment in Canada increased by approximately 58,287 or 7.90 percent.
- In 2007/2008, there were about 796,440 full-time students at Canadian universities and university colleges – approximately 653,403 undergraduates and 121,866 graduate students. An additional 269,910 students were enrolled part-time – 159,288 in undergraduate and 43,923 in graduate programs.
- Of this total of 1,066,000 students, 613,000, or 57.3%, were women and 452,600, or 42.4%, were men. The proportion of women, slightly lower than in past years, was similar to 2002/2003.
- From 2006 to 2016, national full-time enrolment is expected to grow by an additional 70,000 (or nine percent) full-time students in the low growth scenario to 150,000 (or 18 percent) full-time students in the high growth scenario. Even if participation rates were held constant over the whole 10-year period, enrolment would increase by some 15,000 students. However, demography and the factors affecting university participation rates will play out differently for individual universities and the drivers of change for enrolment will exert different pressures in different regions.
- National enrolment in the social and behavioural sciences and law grew by 11.91% over the period 2003/2004 to 2007/2008 and by –0.77% over the period 2006/2007 to 2007/2008. The figures for the humanities over the same periods were 2.86% and –1.52% respectively; and for business, management and public administration, 9.05% and 1.22% respectively.
- After stagnating in the mid-1990's, full-time master's and PhD enrolment has risen rapidly from 65,000 students in 1996 to 102,000 students in 2006. This is a 57 percent increase over the decade, with most of that growth having taken place since the fall of 2000.
- Since 1996, the number of visa students on Canadian university campuses has grown rapidly to approximately 70,000 full-time and 13,000 part-time students in 2006. In 2006/07, international students made up 6.8% of bachelor's and other undergraduate degree program FTE enrolment, but 17% of master's and 21% of PhD programs.
- Beginning in about 2012, the population aged 18 to 22 will begin to decline nationally. However, participation rates, which grew strongly in all regions of the country between 2000 and 2006, continue to be a more important driver of enrolment increases than changes in the population of key cohorts.
- Since 2000 bachelor's degree enrolments for the 18 to 21 year-old cohort have grown much more rapidly than the underlying change in the population in that age group in every province.

- Over the last 16 years, the number of full-time jobs filled by graduate degree holders has grown from 550,000 in 1990 to more than one million in 2006.
- Between 1990 and 2006, jobs for university graduates doubled, whereas jobs for those who had not completed any postsecondary education declined. Over the next decade, the requirements of an increasingly knowledge-based economy and the record retirement levels of the baby boom generation could fuel further growth in the demand for workers with a university education.
- Across Canada, one-third of today's university professors are over the age of 54. Over the next decade, due to retirements and normal attrition, universities will need to replace about 15,000 of these faculty members.
- Canadian universities also will need to hire up to 20,000 new faculty by 2011 to respond to a projected 20% to 30% increase in student enrolment, as well as to respond to demands for greater quality and rising research requirements. By 2010, it is estimated that Ontario universities alone will require 11,000 new faculty.

Appendix B

The Provincial Context

- In Ontario the annual rate of growth has been dropping steadily from 3.93% in 2004/2005 to 1.12% in 2007/2008.
- Between 2004-05 and 2008-09, institutions added over 25,000 undergraduate spaces and over 10,000 graduate spaces (with more growth in 2009-10), and improved access for first-generation students, Aboriginal students and students with disabilities.
- Since 2005-06, Reaching Higher has brought significant increases in revenue to Ontario post secondary institutions. The government's commitments in Reaching Higher, however, did not envision the magnitude of growth over the past five years; as a result, much of the investment intended for quality improvement was diverted to serve the growing numbers of students.
- To enable Ontario to succeed in the new economy, the Premier wants more students graduating to ensure that 70% of the population has a postsecondary qualification. The government is calling for transformational changes to enhance student experience, improve retention and graduation rates, enhance teaching and increase student mobility between institutions.
- Immigration trends demographics and a rising appetite for higher education are expected to drive-up university applications from Toronto-area students in the 18 to 24 year old age group in the Greater Toronto Area (GTA) region with a 24% increase projected for 2005 to 2031 (an additional 126,000 potential students).
- For the same period as above, growth in this age group for regions outside the GTA is projected at more modest levels to 2013 – 2014 and then falling to 7% below 2005 levels by 2031. This trend may be offset by rising participation rates which climbed to 27% for the 18-24 years age group in 2005 – 2006.
- University expansions and branch campuses are being planned within the GTA and in neighbouring communities to meet the growing demand for university in the GTA. In addition, The Higher Education Quality Council of Ontario (HEQCO) has proposed a “No Frills” (online) university for the Toronto area.
- The recession has exacerbated the commuter effect and changed enrolment patterns. Community College enrolments have risen by 7% in each of the last three years and the demand for non-traditional modes of instructions at universities is growing.

- *Reaching Higher: The McGuinty Government Plan for Post-Secondary Education*, released in the May 2005 Budget, set new directions in post-secondary education. The government will invest \$6.2 billion in Ontario's universities, colleges and training programs by 2009-10. This multi-year investment in post-secondary education - the most significant in 40 years - represents a 39% increase compared to the 2004-2005 funding base.
- The *Reaching Higher* plan calls upon the post-secondary education sector to improve access, quality and accountability. These results are to be achieved through the following initiatives:

Access: Student Financial Assistance

- Provide \$358 million in new investment in student financial assistance by 2009-10, more than double the base funding provided in 2004-05;
- Improve financial assistance for 135,000 low- and middle-income students in 2005-06;
- Offer in co-operation with the federal government and the Canada Millennium Scholarship Foundation new low-income tuition grants of up to \$6,000 for 16,000 first-year dependent students;
- Further enhance student support with an Ontario-only grant of up to \$3,000 for 16,000 second-year dependent students;
- Join with the federal government to expand eligibility for student loans and increase weekly loan amounts from \$110 to \$140 for single students for the 2005-06 school year;
- Reduce how much money middle-income parents are expected to contribute to their children's education, expand interest relief and recognize computer costs in student loan needs assessments;
- Provide \$50 million annually to match funds raised by colleges and universities to establish endowments for student financial assistance. A new Ontario Trust for Student Support will be based on an allocation method that takes into consideration the limited fundraising capacity of smaller institutions; and
- Continue to work with the federal government to broaden and expand student assistance.

Access: Enrolment and Outreach

- Significantly increase enrolments in colleges and universities;
- Substantially expand graduate education by 12,000 students in 2007-08 and 14,000 by 2009-10 through new investments of \$220 million annually by 2009-10;
- Invest \$10 million in 2005-06, rising to \$55 million by 2009-10, to undertake new programs and outreach for under-represented groups such as Francophones, Aboriginals, people with disabilities and those who would be the first in their family to attend college or university; and
- Implement a new strategy to attract more international students and encourage study abroad for Ontario students.

Quality

- Increase faculty at colleges and universities to accommodate higher enrolment and improve student success;
- Propose to establish a Research Council of Ontario to advise on and co-ordinate research priorities and to raise Ontario's profile as an international research centre;
- Work with post-secondary institutions to ensure that the student experience is enhanced; and
- Improve pathways for students and increase collaboration between Ontario colleges and universities.

Accountability

- Create multi-year agreements between the government and institutions that would set out enrolment and quality improvement targets;
- Establish a new, arm's length Higher Education Quality Council of Ontario to take a lead role in supporting quality improvement in post-secondary education; and
- Propose to make Ontario's universities subject to the provisions of the *Freedom of Information and Protection of Privacy Act* and ensure that Ontario publicly funded post-secondary institutions are transparent and accountable to the people of Ontario, while respecting academic freedom and competitiveness.

- Given the demands on the public purse from other sectors such as health care, it is unlikely that these operational and capital grant increases for the university sector will be sufficient to meet both the quality improvement needs caused by years of underfunding, and the demands of recent and projected enrolment growth. More than ever, universities will be forced to rely on alternative approaches to revenue generation to meet funding shortfalls.
- The College will continue to rely on the fund-raising efforts of the King's University College Foundation as it raises revenues for scholarships, bursaries, academic programs, and physical plant improvements. In addition, the Foundation will increase the public awareness of King's University College through special events for the community.
- Since the elimination of the fifth year of high school in 2003, many first-year students entering the College are now under the age of majority (18). This necessitates a greater focus on Duty of Care issues. Accordingly, King's University College, along with all post-secondary institutions in Ontario, must continue to develop and/or amend policies to deal with the following issues of potential liability: expectation of release of information to, and greater involvement of, parents/guardians (of students under 18); international students under the age of 18; duty of care as it applies to events organized by student groups regardless of whether or not they are sanctioned by the College administration; contracts (e.g. Residence agreements); releases and waivers (academic, co-curricular and social activities); purchase and use of alcohol on campus; internet access.
- New faculty will be needed to meet the increased demand, replace retiring faculty, and bring Ontario's student/faculty ratio in line with the Canadian average. Recruiting of new faculty will be even more challenging given competition among an increasingly global marketplace for new hires.
- Over 1990/91 to 2006/07, the number of full-time Canada Student Loan recipients grew by 92% in Ontario and by 64% in British Columbia, while declining by 31% in Newfoundland and by 28% in Manitoba. In 2005-06 (according to the latest available information), more than 225,584 post-secondary students relied on the province's Ontario Student Assistance Program (OSAP). At King's University College, in that same year, some 32% of our students were OSAP eligible, and many who were not were forced to rely on personal loans.
- The average debt of students graduating in Ontario with a four year degree in 2006 was \$21,000. The growth in student debt levels has been slowed by the introduction of the federal Millennium Bursary program and the provincial Queen Elizabeth II needs-based scholarship program. The McGuinty Government's *Reaching Higher* student assistance plan should also alleviate this problem.

- The COU in its submission to the provincial government entitled, *Reaching Even Higher: The Next Multi-Year Funding Plan for Postsecondary Education* is recommending the following:
 - a multi-year commitment to operating revenue that provides full funding for all students, and increases base funding by a reasonable factor to address ongoing growth in costs in order to provide more spaces without eroding quality;
 - a multi-year commitment to increases to base operating funding for investments in quality over and above funding for growth to allow institutions to make sustainable improvements to the student experience and learning outcomes.

Access

- accommodate growth through expansion on existing campuses, creation of multi-site delivery by a number of institutions, and partnerships among institutions – both among universities and with colleges; and expansion of e-learning that builds on the strengths of resources already in place, to increase access to learning outside of traditional classroom models;
- continue to adjust assistance levels in its student support programs to reflect costs for students as a result of changes in its tuition policy framework.

Quality

Possible uses of funding enhancements to improve quality for students include:

- expanded student services and interactions with faculty and other teaching staff to increase student engagement and, consequently, increase graduation rates;
- expanded multilateral credit transfer agreements for college graduates that result, for example, in block transfer of credits;
- enhancements to library collections;
- collaborations among instructors to develop curriculum and learning objects to improve teaching and learning;
- expanded support for universities' teaching and learning centres – resources and processes to help instructors improve teaching, including enhancements to technology; and
- additional staff to develop and coordinate opportunities for experiential learning.

Accountability

- transform multi-year accountability agreements into strategic agreements between each institution and the province that clarify and build on each institution's specific strengths and priorities;
- multi-year agreements that result in programs that are responsive to economic opportunities, regional, provincial, national and international opportunities and contribute to Ontario's new economy.

Credit Transfer

- expand pathways for students to transfer credits from other institutions, to improve outcomes for students, and to improve the effective and efficient use of resources.
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- The March 2010 Ontario budget included the following initiatives in postsecondary education:
 - Investing \$310 million to add 20,000 new spaces to colleges and universities in September, 2010. This is in addition to providing \$155 million in 2009-10 to fully support enrolment growth at colleges and universities, including \$65 million announced through the Fall *2009 Ontario Economic Outlook and Fiscal Review*;
 - Aggressively promoting Ontario postsecondary institutions abroad to encourage the world's best students to study here, settle here and help Ontario build a stronger economy. The province is aiming for a 50% increase in the number of international students from approximately 37,000 to 54000;
 - Improving students' ability to navigate Ontario's postsecondary education system by providing additional resources to support the implementation of a credit transfer system.

Appendix C

The Local Context

- The King's University College Enrolment Plan for 2010-14 projects a levelling-off in first-year enrolment of about 915 students, with the total College enrolment stabilizing in 2014-15 at about 3181 students including 340 international students. These numbers of students will fill the capacity of classroom/office space, and put considerable strain on administrative office, food service and lounge space. The limits to physical plant expansion on lands under College control will have largely been reached.
- In past years, the College relied on growth in student numbers and tuition fees to balance its budget. By 2014 - 15, when both a steady state of enrolment and the limits of physical expansion are reached, the College will not be able to rely on growth in student numbers and tuition to enhance operating budgets.

King's and Western – Challenges and Opportunities

- There are many advantages to affiliation with *The University of Western Ontario*. While not exhaustive, the following list highlights some of the clear academic advantages for our faculty and students:
 - Our students receive the degrees of the *The University of Western Ontario* upon graduation;
 - Students and faculty have full access to the support services of a major university (athletics, student services, health services, etc.);
 - Students have access to a vast array of course offerings, including the sciences, that are only available on a large campus while continuing to enjoy the more intimate atmosphere of King's for most of their studies;
 - Students and faculty have full access to the library holdings of a major research intensive university through our Shared Library program;
 - Faculty enjoy the opportunity to work collaboratively with colleagues on the other campuses;
 - Faculty have the opportunity to participate in graduate programs through adjunct membership in the School of Graduate Studies;
 - Faculty enjoy the opportunity of applying for UWO internal research grants.

- **Challenges and Opportunities**
 - Issue of size
 - For many years, we have claimed that our students experience the best of both worlds – a small college experience set within a large university. Over those same years we have grown in size to the point where it may be more accurate to describe the experience as a small university experience set within a large university. Given how enrolment dependent our revenue is, there will be a strong impulse to increase our enrolment to meet budgetary requirements. Aside from the obvious challenges (and additional costs) this poses for class sizes and infrastructure, there is also the issue of how much larger we can grow before we can no longer define ourselves as an affiliated college.
 - Issue of Unique and complementary
 - One of the challenges as a liberal arts and social science oriented college is that most of our disciplinary modules are also offered elsewhere on campus, with the implication that virtually all of our program and course development must take place within an inter-institutional context in which different strategic goals, values and resources must be accommodated. Thus, modules in English, French, Philosophy, History, Economics, Political Science, Psychology and Sociology as well as Management and Organizational Studies are also offered at other units of the university. We do offer unique programs and modules in World Religions, Catholic Studies, Social Work, Childhood and Social Institutions, Social Justice and Peace Studies, Thanatology and Global Commerce. But even in these areas, intercampus cooperation is necessary for all programs must be approved by the Senate of the university;
 - Because of the financial aspect of our cross-teaching arrangements, it is not unusual for one unit's creativity to be rewarded by duplication in some form or another by other units of the university in order to reduce the cost of crossflow. This is understandable given the current arrangements, but it is nevertheless challenging as each unit seeks to develop unique programs.
 - The King's strategic plan is one of many plans
 - There is an ongoing challenge in harmonizing the strategic plan of a primarily undergraduate affiliated college with the plans of several faculties and schools situated within a research intensive multi-faceted university focused on the expansion of its graduate programs.