

# **King's Strategic Planning Workshops Responses to the Discussion Questions**



**March 2016**

## 1. a) Why does King's exist?

Session #1	Session #2	Session #3	Session #4	Session #5
<ul style="list-style-type: none"> <li>Provide high-quality post-secondary education</li> <li>Alternative to the "big" classroom</li> <li>To emphasize and demonstrate the value of a liberal arts education</li> <li>Preparation for the future - skills training, communication, bridging with community, "critical thinking" *key</li> <li>To produce high quality research - resolution of tension regarding research with full and part-time faculty</li> <li>Primary focus is teaching</li> <li>Catholic values informing learning</li> <li>Fundamental backbone of what we do/are. Faith-based learning environment</li> <li>Values perspective</li> <li>Prepare students to become members of civil society</li> <li>A Diocesan creation - an expression of the Catholic intellectual tradition (Ex Corde Ecclesiae)</li> <li>Exist to be distinctive from Western (through Catholic roots)</li> </ul>	<ul style="list-style-type: none"> <li>We are the best liberal arts Catholic university in Canada</li> <li>We educate</li> <li>Small university, small classes, close connection between profs and students, because of the student's preparation for after university, provide alternative option for students</li> <li>We create better people→ students achieve personal level of success as a part of Western</li> <li>Historic connection with Catholic church</li> <li>We generate knowledge (professors do research, publish books/articles)</li> <li>We are very involved in the community and our students participate in experiential learning programs; our programs are helping-oriented</li> <li>The ability to collaborate and connect</li> <li>Create educated and engaged citizens</li> <li>The social justice aspect is central to King's</li> <li>Our place and space is its own experience</li> <li>Our student services reflect our size</li> <li>Historic artefact, organic growth brought us to where we are</li> </ul>	<ul style="list-style-type: none"> <li>Education and formation of people</li> <li>History - 1954 men</li> <li>Research</li> <li>Improving society and local community</li> <li>Further church's mission</li> <li>Qualification/degrees</li> <li>Faith-based liberal arts community (IMPORTANCE)</li> <li>Intimate community</li> <li>Social work</li> <li>Paul Werstine</li> <li>Improving and contributing globally and locally</li> <li>Social justice</li> <li>Student engagement</li> <li>Challenging, yet safe environment</li> <li>Accessible academia for students</li> <li>Gives a different way of learning from the Western model - student centered and adjusting to changing needs of student body/population</li> <li>Community engaged activities</li> <li>A good place to be a faculty member</li> <li>Catholic</li> <li>Respect for all faiths and beliefs (inclusive)</li> <li>For each student to reach their potential</li> <li>To develop local and global</li> </ul>	<ul style="list-style-type: none"> <li>Develop better citizens</li> <li>Provide an alternative to large campus experience</li> <li>Commitment to community service and social justice</li> <li>Opportunity for alternative learning</li> <li>Provide parish, faith based experience</li> <li>Provide job skills</li> <li>Leadership opportunities</li> <li>Local university</li> <li>Employer - living wage, decent employment</li> <li>Fostering relationships within the local community and internationally</li> <li>Different ways of learning i.e. experiential, accessible, and inclusive</li> <li>Student focused academically, strong opportunities for learning</li> <li>Holistic view of the student i.e. campus ministry</li> <li>Personal service and attention</li> <li>Combine compassion with education, and relationship</li> <li>Learning about self</li> <li>Supports at many levels</li> <li>Flexible environment to support student learning</li> <li>Integrated learning support</li> <li>Leadership in arts and social studies</li> </ul>	<ul style="list-style-type: none"> <li>Historically - part of seminary (men only); part of Brescia (women's only); King's - offshoot to seminary</li> <li>Purpose: Liberal Arts degree</li> <li>Personalized education</li> <li>Continued path in Catholic education</li> <li>Focus on social justice</li> <li>Opportunity to be in unique programs (SCI, Social Work, THAN, etc.)</li> <li>Care for the whole person - mind, body, spirit, pastoral care</li> <li>Community - baptized, married, buried</li> <li>**Smaller, intimate setting</li> <li>Not a number</li> <li>Catholic college - services Catholic community</li> <li>Maintains Catholic academic tradition - integrative (intellectual - includes diversity, CST)</li> <li>Philosophy and theology</li> <li>Residence - rules + regulations fit with Catholic tradition</li> <li>For parents - they are comfortable to know their children are in a Catholic community</li> <li>Parents/students need option to have access to a smaller campus community e.g. do not want to</li> </ul>

**1. a) Why does King's exist?**

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	<ul style="list-style-type: none"> <li>▪ University education is necessary. Exists to fill need/ demand</li> <li>▪ Unique programs keep us competitive (Thanatology, SJPS, Disability studies etc.)</li> <li>▪ Love of learning</li> <li>▪ "King's ethos + culture"- openness; culture of caring</li> <li>▪ Prepare students for public service + citizenship</li> <li>▪ Form students to "live well at liberty" "expand horizons"-- figure out ends of life/good choices</li> </ul>	<p>leaders to engage in change</p> <ul style="list-style-type: none"> <li>▪ To create the conditions to have a meaningful life</li> <li>▪ Access to an intellectual community for those who may not have such opportunity (liberal arts 101)</li> <li>▪ Offers unique programming</li> <li>▪ Recognition that students learn differently - learning environment/culture that is unique from Western and other universities (values all learning styles)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Research that advances knowledge</li> <li>▪ Strong language programs</li> <li>▪ Desire to have the religious aspect to education</li> </ul>	<p>get lost in an enormous campus</p> <ul style="list-style-type: none"> <li>▪ More social connections, chance to make friends in small campus</li> <li>▪ Active humanism on a smaller scale</li> <li>▪ Our programs and what we have to offer</li> <li>▪ Experiential learning opportunities</li> <li>▪ Because of the support of large donors</li> <li>▪ Student life/King's Centre and nicer buildings</li> <li>▪ Broadly based historical perspective</li> <li>▪ Extend high school experience</li> <li>▪ Excellent preparation for grad school</li> <li>▪ Engagement is possible for more students</li> <li>▪ Student appreciation</li> <li>▪ Extensive bursary and scholarship opportunities (government grants)</li> <li>▪ Alumni support/proud</li> <li>▪ Awesome faculty (researchers)</li> </ul>

**1. b) What does King's need to do to ensure a strong and vibrant future?**

Session #1	Session #2	Session #3	Session #4	Session #5
<ul style="list-style-type: none"> <li>▪ Have a strategic plan in place - Hmm</li> <li>▪ Continuous development of programs to meet the needs/ goals of student body within society</li> <li>▪ Investment in infrastructure (i.e. residence)</li> <li>▪ Investment in research</li> <li>▪ Increase number of active labs that students can join</li> <li>▪ Maintain technology within classroom and college-wide</li> <li>▪ Offer a unique experience compared to other universities in the area</li> <li>▪ Centres of excellence</li> <li>▪ Hire more full-time faculty</li> <li>▪ Emphasize <i>teaching</i> experience of college</li> <li>▪ Justify <i>Liberal arts education</i></li> <li>▪ Budgetary considerations are essential</li> <li>▪ Student recruitment and retention is key</li> <li>▪ Establish a firmer link between programs and jobs <ul style="list-style-type: none"> <li>○ What are the learning <i>goals</i> of the course</li> <li>○ Learning outcomes -&gt; creating better people -&gt; volunteers for example</li> </ul> </li> <li>▪ Internationally and nationally recognized programs that are viewed as excellent</li> </ul>	<ul style="list-style-type: none"> <li>▪ Turning perception of Kings to the reality of King's</li> <li>▪ Recruit students, maintain and retain. Stay relevant to students, promote what makes King's special</li> <li>▪ We require active learning rather than passive</li> <li>▪ Define the benefits of Liberal arts education</li> <li>▪ Maintain staff, admin, faculty -&gt; good working environment balance of education and social engagement -&gt; tie everything together -&gt; interdisciplinary</li> <li>▪ Develop a better strategy outside of London area by recognizing and promoting the benefits that students appreciate</li> <li>▪ Create a dialogue through storytelling (e.g. personal experience)</li> <li>▪ Encourage and recognize students, staff and faculty accomplishments</li> <li>▪ Maintain and build on our physical space to develop a strong community space</li> <li>▪ Need to ensure our programs and structures reflect our values e.g. large number of part-timers</li> <li>▪ Figure out how "big" we want to be</li> <li>▪ Ensure our services to all King's community members are maintained in proportion to</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attract great students</li> <li>▪ Hire for mission</li> <li>▪ Extol the virtues of the mission</li> <li>▪ Understanding and supporting the diverse constituents</li> <li>▪ No small parts only small actors</li> <li>▪ Differentiation from others</li> <li>▪ Nurturing all members and all aspects of the community</li> <li>▪ Build and maintain church partnerships</li> <li>▪ Foster sense of pride in the Catholic liberal arts college and its inclusivity</li> <li>▪ Maintaining relations with graduates</li> <li>▪ Continue to fight for our portion of provincial \$\$</li> <li>▪ Showcase our talents and what makes us unique</li> <li>▪ Promote our entire community</li> <li>▪ Stabilize funding</li> <li>▪ Focus on student centered learning and values</li> <li>▪ Innovative ways of delivering teaching and learning</li> <li>▪ Continued international and First Nation students</li> <li>▪ Be more clear on how King's is different and how we support student success (unique programs)</li> <li>▪ Balance our scale of size, while generating revenue and still maintaining a smaller/intimate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create partnerships (local and global)</li> <li>▪ Maintain relationships</li> <li>▪ Create profit</li> <li>▪ High academic standards to produce exceptional graduates</li> <li>▪ Being small</li> <li>▪ More residences for in London students and upper year students</li> <li>▪ Non-traditional residences buildings</li> <li>▪ Maintain unique architecture</li> <li>▪ Maintaining close community</li> <li>▪ Get land across the street to grow</li> <li>▪ More innovative recruiting strategies</li> <li>▪ Investing in faculty and resources</li> <li>▪ Creating partnerships that focus on helping students after graduating</li> <li>▪ Strong strategic direction</li> <li>▪ International and globalization</li> <li>▪ Diversify types of teaching methods using technology, blended learning, distance studies</li> <li>▪ Offer unique and relevant academic programs that are socially responsive i.e. innovative, WOW, outside of the box programs, disability studies</li> <li>▪ Appropriate resourcing - outreach to high schools outside the London community</li> </ul>	<ul style="list-style-type: none"> <li>▪ A balance in meeting students' demands and academic integrity</li> <li>▪ Maintain and develop diversity (for the good of local and international students)</li> <li>▪ Maintain personalized approach even in growth**</li> <li>▪ Maintain and enhance enrollment</li> <li>▪ Focus on academic reputation (poor sister, lower entry grades)</li> <li>▪ Feeder schools - need more space and services (e.g. high anxiety - can't accommodate all of the needs of students)</li> <li>▪ *Better advertising for High School (to recruit)</li> <li>▪ Build on experiential learning (build co-op)</li> <li>▪ Better accessibility</li> <li>▪ Provide skills for integrating information in an increasingly fragmented world</li> <li>▪ Promote interdisciplinary and cross disciplinary world</li> <li>▪ Have a Nobel Peace Prize winner come from here</li> <li>▪ Flagship accomplishment</li> <li>▪ Less restrictions for courses (students should be able to take courses at Western and King's)</li> <li>▪ Engage local community</li> <li>▪ Serving emerging communities (retirees, lifelong learners)</li> <li>▪ Promotion in larger/wider</li> </ul>

## 1. b) What does King's need to do to ensure a strong and vibrant future?

Session #1	Session #2	Session #3	Session #4	Session #5
<ul style="list-style-type: none"> <li>▪ Branding for each program               <ul style="list-style-type: none"> <li>○ e.g. Disabilities Studies -&gt; Core values</li> <li>○ Build excellent programs so people will come and <i>stay</i></li> </ul> </li> <li>▪ Attract engaged students</li> <li>▪ Support different pedagogies in regards to teaching</li> <li>▪ More/better integration of resources and classroom learning (producing more independent and therefore strong students)</li> <li>▪ Improve morale, address issues of morale - full-time and part-time instructors</li> <li>▪ Need a more comprehensive focus in the college as a whole</li> </ul>	<p>whatever our size is/will be</p> <ul style="list-style-type: none"> <li>▪ Accessibility of education to students - need to ensure we adapt (distance studies, evening/weekend/part-time studies)</li> <li>▪ Build upon support systems for international students</li> <li>▪ Better engage alumni, recent grads</li> <li>▪ Resources/support for transition to career; mentoring, interns, co-ops, workshops</li> <li>▪ Improve collegiality and sense of community; "knowing and being with one another"</li> <li>▪ More experiential learning, e.g. co-op, travel</li> </ul>	<p>setting</p> <ul style="list-style-type: none"> <li>▪ Communicating our unique experience - be BOLD</li> <li>▪ Predicated on excellence - Wellesley excellence - highlight this, the metrics of this</li> <li>▪ Tie to employment outcomes</li> <li>▪ Continue raising funds</li> <li>▪ Aligning resources to continue to support the needs of students/faculty</li> <li>▪ Create opportunities for liberal arts students to engage with other students from universities (to consolidate self-identity)</li> <li>▪ Repositioning programming (repackaging programs so they remain relevant to prospective students and local community)</li> <li>▪ Exit surveys or some sort of formal process to gain data on the students who leave (why?)</li> <li>▪ Work-study programs, research and TA-ships to provide more work opportunities for students</li> <li>▪ Continuing to build external relationships within local community (businesses, etc.)</li> <li>▪ Indigenous populations - reaching out</li> <li>▪ Developing greater awareness of indigenous presence locally - the land itself</li> <li>▪ Need to bring research and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Co-op programs, internships</li> <li>▪ Grow extra-curriculars</li> <li>▪ Invest in programs that are struggling in present but may be valuable and relevant in the long term</li> <li>▪ Continue to be inclusive</li> <li>▪ Role of Catholic faith in recruitment- deterrent?</li> <li>▪ Increase diversity of student population</li> <li>▪ Develop culture where faculty and students develop fully</li> <li>▪ Faculty/student ratio especially in first year</li> <li>▪ Develop a proper strategy to improve relationship with Western</li> <li>▪ Recruitment in Toronto and internationally</li> <li>▪ Devote resources</li> <li>▪ We should be major destination for small towns surrounding London</li> <li>▪ Balance need for growth with maintaining small interactive community</li> <li>▪ Outreach to low income students in context of provincial funding</li> <li>▪ Less cars/surface lots</li> <li>▪ Better foundation for online courses and post-grad certificate studies</li> <li>▪ Liaising with Fanshawe College -</li> </ul>	<p>national/international circles to draw students from larger regions</p> <ul style="list-style-type: none"> <li>▪ More art, gardens, community gathering spaces and events</li> <li>▪ More space!!!</li> </ul>

**1. b) What does King's need to do to ensure a strong and vibrant future?**

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		liberal arts together	recognize their social services experience <ul style="list-style-type: none"> <li>▪ Liaison with local summer job opportunities in a more visible manner</li> <li>▪ Better marketing of services</li> <li>▪ Stop saying students aren't engaged....challenge them!</li> </ul>	

**2. a) What is the value of our affiliation with Western?**

Session #1	Session #2	Session #3	Session #4	Session #5
<ul style="list-style-type: none"> <li>▪ Brand - National/Global (Diploma)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Instant value: Western degree. International reputation, vast</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shared resources: health, library, research, professors, sports,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Access to lots of resources</li> <li>▪ Reputational link, which is</li> </ul>	<ul style="list-style-type: none"> <li>▪ *Reputation</li> <li>▪ Name recognition internationally</li> </ul>

## 2. a) What is the value of our affiliation with Western?

Session #1	Session #2	Session #3	Session #4	Session #5
<ul style="list-style-type: none"> <li>▪ Reputation by field/discipline</li> <li>▪ Access to Western classes/ facilities (world class) without making the investment - \$4.7 million/year</li> <li>▪ Access to grants/funding via Western's size - limited</li> <li>▪ Access to athletics (sports)</li> <li>▪ Shared library catalogue and electronic resources i.e. DATABASES</li> <li>▪ Cross-institutional relationships that can be fruitful - Faculty access to grad students improves our funding applications (SSHRC, e.g.)</li> <li>▪ Leverage our differentiation - we can really focus on certain topics - easier to get things done</li> <li>▪ Allows our decision-making to be direct - town-hall style</li> <li>▪ Affiliation allows for our campus to get grants for grad students</li> <li>▪ Provides for level of autonomy for King's - continue to grow this</li> <li>▪ Advertising - recruitment</li> <li>▪ Achieve Liberal Arts education and opportunity to get a minor in another discipline</li> <li>▪ Can join UWO clubs</li> <li>▪ Access to Health Services</li> <li>▪ Access to Student Benefit Plan</li> <li>▪ Access for faculty to Graduate teaching - grant funding</li> </ul>	<ul style="list-style-type: none"> <li>array of courses, programming, services, etc... to combine liberal arts with science</li> <li>▪ Cost benefits e.g. Library databases</li> <li>▪ Athletics program, clubs, student experience</li> <li>▪ We have an intimate and considerably larger campus than other affiliates</li> <li>▪ Access to resources, expertise, etc.</li> <li>▪ For faculty members, opportunity for grad supervision (supports) and networking/collaboration (faculty retention)</li> <li>▪ For employees, greater opportunities for professional development and networking</li> <li>▪ From recruitment standpoint, we work with Western to improve/promote the college</li> <li>▪ Alumni services</li> <li>▪ Exchange programs our students can utilize - benefit in collaborating</li> <li>▪ Opportunity to leverage government funding</li> <li>▪ Caliber of services available to King's would never be possible as a small liberal arts university</li> <li>▪ Library services</li> <li>▪ Worldwide reputation (for faculty and students)</li> </ul>	<ul style="list-style-type: none"> <li>student services (e.g. gym facilities, fire department, etc.)</li> <li>▪ Mustang sports</li> <li>▪ "Western's" brand - International reputation aided by our affiliation</li> <li>▪ Expertise/ideas</li> <li>▪ International reputation</li> <li>▪ Beautiful campus</li> <li>▪ A model for us to look to</li> <li>▪ Poaching staff (this is a positive thing)</li> <li>▪ Larger venue for student experience</li> <li>▪ Research and educational hub</li> <li>▪ Community of kindred spirits</li> <li>▪ Broader range of services</li> <li>▪ Professional expertise</li> <li>▪ Access to graduate students/ programs</li> <li>▪ Interdisciplinary collaborations within and with other departments</li> <li>▪ Professional Development opportunities</li> <li>▪ Library databases available for research</li> <li>▪ Provides "big university" experience</li> <li>▪ More choices re: course selection</li> <li>▪ "Best of both worlds" branding by King's</li> <li>▪ Quality brand name that appeals to young audience</li> </ul>	<ul style="list-style-type: none"> <li>important</li> <li>▪ Greater ability to attract students - know King's through Western</li> <li>▪ Students have the ability to participate in larger activities, part of larger community</li> <li>▪ Greater diversity, opportunities to learn from diverse community</li> <li>▪ Orientation is to larger institution and affiliates, things that could not be done alone i.e. national talent is a draw</li> <li>▪ Ability to engage in graduate research</li> <li>▪ Staff have access to staff at Western, sharing opportunity</li> <li>▪ Student mobility between campuses</li> <li>▪ Double major at King's and other campuses</li> <li>▪ Best of both worlds - this message has been changing too...where are we?</li> <li>▪ More academic choice - joint research (promote it more!)</li> <li>▪ Continue in grad programs</li> <li>▪ Inter-institutional programs</li> <li>▪ Number of conferences</li> <li>▪ Build inter-campus programs</li> <li>▪ Participating in education at Western for faculty</li> <li>▪ Supervising grad students</li> <li>▪ Opportunity to attract grad students as teaching assistants</li> </ul>	<ul style="list-style-type: none"> <li>▪ Resources - gym, teaching support, etc.</li> <li>▪ Research seminars</li> <li>▪ IT supports</li> <li>▪ Library - excellent system, better hours</li> <li>▪ Sports programs</li> <li>▪ Clubs, communities</li> <li>▪ Opportunities for collaboration</li> <li>▪ Grad school</li> <li>▪ Students can take science and advanced math</li> <li>▪ Rehabilitation</li> <li>▪ Medical services, pharmacy</li> <li>▪ Counselling</li> <li>▪ Research centres</li> <li>▪ *Influence - muscle</li> <li>▪ Host events - space (use of)</li> <li>▪ Convocation Hall</li> <li>▪ Excellent teams</li> <li>▪ Football games/sporting events</li> <li>▪ Beautiful campus</li> <li>▪ Western degree</li> <li>▪ Teaching support centre</li> <li>▪ Inter-professional education opportunities</li> <li>▪ That we get to take their emotional and spiritual refugees</li> <li>▪ That students require lower entrance average to be accepted to King's</li> <li>▪ Book store</li> <li>▪ Their hub is very alive</li> <li>▪ UCC - Film, bank, etc.</li> </ul>

**2. a) What is the value of our affiliation with Western?**

Session #1	Session #2	Session #3	Session #4	Session #5
	<ul style="list-style-type: none"> <li>▪ Good recruitment advantage</li> <li>▪ Draw on grad students for instruction and proctoring</li> <li>▪ Access to resources of other affiliates; joint programs</li> <li>▪ Lobbying - USC Health plan, bus pass. Faculty access to teaching resources centre and actual degrees</li> <li>▪ Student choice = best of both worlds, choice of what works best for students benefit for ranking</li> </ul>	<ul style="list-style-type: none"> <li>▪ Our connection with a world class university as well as offering our own unique programming/ community contributions</li> <li>▪ Indigenous services</li> <li>▪ We make Western a better school - we given them a conscience</li> </ul>	<ul style="list-style-type: none"> <li>▪ Library services</li> <li>▪ Some areas have positive relationship with Western</li> <li>▪ They take a lot of the load off of our shoulders (Student Senate, policy, administration)</li> <li>▪ Value of having a close knit community with the benefits of a larger campus</li> <li>▪ Western degree**</li> <li>▪ Sports opportunities at main campus (varsity)</li> <li>▪ Monopoly for summer courses and funding opportunities</li> </ul>	<ul style="list-style-type: none"> <li>▪ More opportunities for international collaboration</li> <li>▪ “Best of both worlds” - big university/smaller liberal arts</li> <li>▪ More course choices</li> <li>▪ Campus police</li> <li>▪ Conferences, concerts, speakers</li> <li>▪ Varsity and intramural sports</li> <li>▪ Nutrition</li> <li>▪ Student health and bus plan</li> <li>▪ Broad elective opportunities</li> <li>▪ Ability to get degrees across multiple affiliates and main</li> <li>▪ Access to USC drug plan (and option to opt out)</li> <li>▪ Access to Medical services</li> <li>▪ Economics of scale</li> </ul>

**2. b) What are the limitations of our affiliation with Western?**



Session #1	Session #2	Session #3	Session #4	Session #5
<ul style="list-style-type: none"> <li>▪ Limited by Western's control over funding allocation - often get "frozen out" of decisions. Decisions are just made without us involved</li> <li>▪ Lens of Catholic mission vs. Western</li> <li>▪ Can't control destiny freely - have to follow their criteria</li> <li>▪ Have to follow their Senate process for academic choices and for partnerships/agreements/etc.</li> <li>▪ *Limited in terms of access to research funding, grad program support</li> <li>▪ Hard to build our own profile under Western's shadow - but we do establish difference</li> <li>▪ *Hard to get ministry funding (building)</li> <li>▪ Difficult to recruit first years vs. main campus</li> <li>▪ How does Western really view King's?</li> <li>▪ Often hurts our reputation. Creates perception of "back door to Western" - admission average is lower at King's</li> <li>▪ Course offerings limited by what is taught at Western</li> <li>▪ Student course selection hampered by restrictions</li> <li>▪ Hard to get our own profile always being under the Western umbrella</li> </ul>	<ul style="list-style-type: none"> <li>▪ More competition as typical student age population declines</li> <li>▪ Expense of the affiliation (\$4.9 million)</li> <li>▪ Constrains program choice -&gt; especially for unique programs</li> <li>▪ We can't control admission criteria</li> <li>▪ Hard to differentiate ourselves</li> <li>▪ We compete for same pool of students and money (both with enrolment, alumni, fundraising, etc.)</li> <li>▪ The label of "college" sometimes implies we are less, is this a product of the agreement</li> <li>▪ Cross flow agreement is currently costing way too much</li> <li>▪ Difficult to be creative/unique with limited scale</li> <li>▪ Supposed to be representing our interests, but this is not always the case</li> <li>▪ Sometimes a conflict of interest</li> <li>▪ Constrains program creativity - an element of paternalism to this</li> <li>▪ Some students use King's as a stepping stone to get into main campus</li> <li>▪ Lack of understanding of affiliation agreement leading to confusion among service providers</li> <li>▪ Retention at King's-- we lose students to Western (1, 2, 3, 4</li> </ul>	<ul style="list-style-type: none"> <li>▪ Branding may work against what we have here at King's - may overshadow King's affiliation/education</li> <li>▪ Competition - enrollment</li> <li>▪ Western's dictation of: programming, entrance marks, etc.</li> <li>▪ Don't understand the education of the "whole person"</li> <li>▪ Inadequate student mental health services</li> <li>▪ Sometimes they take the King's glory</li> <li>▪ Would Western disown us if there was a major issue?</li> <li>▪ The affiliate voice gets lost: academically and financially - trickle down with Government funding</li> <li>▪ They own our degrees = control</li> <li>▪ David vs. Goliath</li> <li>▪ Western athlete and not a King's athlete; opportunistic</li> <li>▪ Lack of voice, ignored and taken for granted</li> <li>▪ Limitation of services King's students can access at main campus</li> <li>▪ Too difficult for students to transfer from main to King's</li> <li>▪ Poor communication</li> <li>▪ Stigma of Western being more academically rigorous</li> <li>▪ Confusion by International students (language of university/</li> </ul>	<ul style="list-style-type: none"> <li>▪ Big brother mentality</li> <li>▪ Part of this needing to strengthen relationships with other affiliates, especially Huron</li> <li>▪ Who are they and what do they specialize in?</li> <li>▪ Inflexibility - resistance to change and new ideas</li> <li>▪ Things that work for King's - may not be as relevant to Western and may not proceed</li> <li>▪ Courses/programs that would work well may not receive Senate approval</li> <li>▪ Students from main campus take King's courses, funding doesn't travel with them</li> <li>▪ Unequal relationship</li> <li>▪ Entrance grades very high</li> <li>▪ Devaluing of liberal arts</li> <li>▪ Do not have same opportunity to address senior government</li> <li>▪ Grants allocated by Western</li> <li>▪ Competition for students</li> <li>▪ No recognition at OUF and regional guidance presentations</li> <li>▪ Lack of integration of King's in Western research</li> <li>▪ Lower academic admissions averages</li> <li>▪ Impact on relative reputation</li> <li>▪ Preparation for academic success/retention</li> <li>▪ Ivey admissions - tailoring course choice. For marks? OR Ivey</li> </ul>	<ul style="list-style-type: none"> <li>▪ Resource restrictions</li> <li>▪ Course restrictions</li> <li>▪ Impedes our autonomy</li> <li>▪ Different policies/forms</li> <li>▪ Miscommunication</li> <li>▪ Lack of influence in Senate and governing bodies</li> <li>▪ Funding issues</li> <li>▪ Lack of access to internal research funding</li> <li>▪ Capital funding (taken by Western)</li> <li>▪ Confusion about our affiliation</li> <li>▪ Poor sister :(</li> <li>▪ *Canada geese out of control!</li> <li>▪ Clubs - restrictions</li> <li>▪ Reputation - can be adversely impacted by Western's actions</li> <li>▪ Buses - transportation - only during certain hours</li> <li>▪ Parking at Western</li> <li>▪ Limits on intersession/summer courses</li> <li>▪ Poach students</li> <li>▪ Lack of research support for King's (King's faculty cannot apply for CIHR)</li> <li>▪ Lack of coordination of services</li> <li>▪ Mismatch of services</li> <li>▪ Values clash -&gt; that reflects badly on King's, though a Western practice</li> <li>▪ Cultural bias between campuses - students, colleagues (us vs. them)</li> <li>▪ Weakens profile of the liberal</li> </ul>

## 2. b) What are the limitations of our affiliation with Western?

Session #1	Session #2	Session #3	Session #4	Session #5
<ul style="list-style-type: none"> <li>Often don't accept King's pre-requisites</li> </ul>	<p>year) - what is our messaging to keep students AND retain positive image of our "neighbour/parent" Western?</p> <ul style="list-style-type: none"> <li>We are always in their shadow (we get lumped in with Western)</li> <li>Long memory of challenging times/issues. When do we forget and try again? (within King's)</li> <li>Constraints on graduate program growth</li> <li>Recruiting at high grade point average</li> <li>Limits of courses and programs (e.g. veto power)</li> <li>The political world and effort needed to create new initiatives</li> <li>Less value of money</li> <li>Western is single voice KUCSC, lobbying, credit taken for our successes</li> <li>Module constraints: confusion of who we are - overshadowing of Western, develop courses that Western is willing to accept</li> </ul>	<p>college)</p> <ul style="list-style-type: none"> <li>Limited growth of graduate programs</li> <li>Expensive - extortion</li> <li>Identity sometimes inconsistent with ours</li> </ul>	<p>students academically motivated?</p> <ul style="list-style-type: none"> <li>Complacency in areas Western offers strong services i.e. intramurals</li> <li>More promotion of King's/ Western events at all campuses</li> <li>Not as big of a voice as Western when decision making</li> <li>Presentations presented to all campuses - Western bias</li> <li>Work better with affiliates</li> <li>King's courses perceived to be easier by main campus students</li> <li>King's is holistic, understands that your education is not just about your grades</li> <li>Education is an experience, King's is accommodating and has good communication between admin and students</li> <li>Research funding is limited</li> <li>Provincial funding for campus development</li> <li>No graduate studies creates limitations for all</li> <li>Limitations when we have to follow Western's lead on many decisions</li> </ul>	<p>arts</p> <ul style="list-style-type: none"> <li>Limits graduate program opportunities</li> <li>Waiting for Western to take initiative or lead</li> </ul>

## 3. a) What does it mean to operate based on a Catholic mission?

Session #1	Session #2	Session #3	Session #4	Session #5
<ul style="list-style-type: none"> <li>▪ Faith and Reason</li> <li>▪ Mercy; Compassion</li> <li>▪ Distributive justice - Social justice, Catholic Studies</li> <li>▪ Person - Human centered</li> <li>▪ Faith-growing experience</li> <li>▪ Actualize C.S.T. - “see, judge, act”</li> <li>▪ Equitable and fair collegial relations - Improve full-time and part-time faculty employment</li> <li>▪ Respect for institutional Church but freedom to question, interrogate, critique</li> <li>▪ Notion of service -&gt; promote these types of opportunities <ul style="list-style-type: none"> <li>○ Service in the pursuit of justice</li> </ul> </li> <li>▪ Deliberate in planning around community - Catholic mission = inclusivity and equity</li> <li>▪ Look at “whole person” with respect to admissions and providing opportunities beyond marks only</li> </ul>	<ul style="list-style-type: none"> <li>▪ Depends on the time period. The perception is important. The choices we make are value driven (some notion of the good life, virtue -&gt; helping oriented, service based)</li> <li>▪ It means we are inclusive, what does this mean in different countries we recruit from? What does this mean when interviewing employers-&gt; dialogue; respect for others</li> <li>▪ Adds value in the workplace and in the classroom. Different perspectives but also informs our culture and associated policies</li> <li>▪ The more elastic the definition is, the more it serves our community</li> <li>▪ Community collective endeavour</li> <li>▪ Ethics/beliefs/values -&gt; brings attention to the surface</li> <li>▪ How does our history impact our current mission in regards to being a Catholic institution?</li> <li>▪ Connection with a religious and intellectual tradition that emphasizes <ul style="list-style-type: none"> <li>○ That reality is more than just material</li> <li>○ More than just the product of subjective opinion</li> <li>○ Promotes human flourishing in all its dimensions</li> </ul> </li> <li>▪ Living Gospel values</li> </ul>	<ul style="list-style-type: none"> <li>▪ The formation of the whole person - overall health and wellness as well as education/learning</li> <li>▪ To be Catholic - core values - Catholic Social Teaching</li> <li>▪ Goal of making the world a better place</li> <li>▪ The pursuit of truth</li> <li>▪ Fostering and living out the value of inclusion</li> <li>▪ Open to inquiry</li> <li>▪ Thinking beyond boundaries</li> <li>▪ Acknowledging past indiscretions</li> <li>▪ Catholic education tradition - intellectual thought - liberal arts</li> <li>▪ Catholic social thought</li> <li>▪ Guiding Principles - i.e. Mass</li> <li>▪ Sense of identity - whole person, building/being community</li> <li>▪ To become, to belong and transform</li> <li>▪ A safe environment to ask the big questions of life</li> <li>▪ Owning the Catholic mission among all members of King’s community</li> <li>▪ Owning the vision - best catholic liberal arts college in Canada</li> <li>▪ Speaks to us about being individuals, spirituality</li> <li>▪ Vocation - education not just for a job</li> <li>▪ Exposure to a world of wonder</li> <li>▪ All inclusive</li> </ul>	<ul style="list-style-type: none"> <li>▪ Care for the whole person</li> <li>▪ Inclusivity</li> <li>▪ Develop values</li> <li>▪ Develop responsible people</li> <li>▪ Understanding role of religion in public life</li> <li>▪ Service to all faiths</li> <li>▪ Social justice</li> <li>▪ Service to others</li> <li>▪ Academic freedom</li> <li>▪ Humility</li> <li>▪ Choice of participation</li> <li>▪ Spiritual counselling</li> <li>▪ Volunteering opportunities</li> <li>▪ Acceptance</li> <li>▪ Service to community especially the marginalized</li> <li>▪ Walking the talk</li> <li>▪ Engage in active citizenship</li> <li>▪ Compassion and treating the other with respect</li> <li>▪ Openness to different values and ideas</li> <li>▪ Rules in residence for example, connected to Catholic moral teaching, setting us apart, guest rules</li> <li>▪ Bigger picture perspective permeates everything</li> <li>▪ Appeal to values based learning, countering positivistic reductionistic approaches that are common at institutions of higher learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ethics</li> <li>▪ Values</li> <li>▪ Being inclusive</li> <li>▪ Universal education experience</li> <li>▪ Focus on church values e.g. social justice, diversity, social determinants of health</li> <li>▪ Community</li> <li>▪ Access to Campus Ministry</li> <li>▪ Equity</li> <li>▪ Less inclusive - e.g. “Jesus is everywhere”/oppressive</li> <li>▪ Impression that one needs to be Catholic to fit in/impression that it is not welcoming to others</li> <li>▪ What does it mean to say “Catholic values” (does not exclude LGBT community or other faiths)</li> <li>▪ More integrated educational experience - more cross-pollination between departments</li> <li>▪ Smaller class sizes</li> <li>▪ Should be the most universal student experience possible</li> <li>▪ Explicit -&gt; having religious studies, campus ministry</li> <li>▪ Implicit -&gt; teaching lessons on...poverty, social teaching, human dignity, etc. Recognizing the whole person, other religious needs/interests</li> <li>▪ Intellectual curiosity and wonder, promoting critical reflection, a search for truth</li> </ul>

**3. a) What does it mean to operate based on a Catholic mission?**

Session #1	Session #2	Session #3	Session #4	Session #5
	<ul style="list-style-type: none"> <li>▪ Underlying ethical and moral dimension that is engaged with the world to make it better</li> </ul>			<ul style="list-style-type: none"> <li>▪ Supporting the arts, creativity and imagination</li> <li>▪ Continuing cultural appropriation policies</li> <li>▪ Integrate campus ministry counselling support with other services</li> <li>▪ Not just conveying information but school is engaged in <i>formation</i> - any school can provide information</li> <li>▪ Address whole person</li> </ul>

**3. b) Operate based on a Catholic mission - What are we doing well?**

Session #1	Session #2	Session #3	Session #4	Session #5
<ul style="list-style-type: none"> <li>▪ Offer range of faith experience</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Catholicism is not</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fully staffed campus Ministry/</li> </ul>	<ul style="list-style-type: none"> <li>▪ Program alignment with values</li> </ul>	<ul style="list-style-type: none"> <li>▪ There is a welcoming</li> </ul>

### 3. b) Operate based on a Catholic mission - What are we doing well?

Session #1	Session #2	Session #3	Session #4	Session #5
<ul style="list-style-type: none"> <li>▪ Care about student voices</li> <li>▪ Campus ministry</li> <li>▪ Student crisis services (SSP, counselling)</li> <li>▪ Welcome atmosphere created</li> <li>▪ Veritas series, King's House does this well with topics that are current</li> <li>▪ We wear our Catholicity in terms of representation at the college</li> <li>▪ Support/outreach with refugee initiatives</li> <li>▪ Balance of promotion of Catholicity</li> <li>▪ Campus Ministry has multi-faith resources</li> <li>▪ Noon-time mass</li> <li>▪ Community partnerships               <ul style="list-style-type: none"> <li>○ School boards</li> <li>○ Living the mission well</li> <li>○ Poverty research</li> <li>○ Hospitality centre</li> <li>○ Refugees</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>overbearing</li> <li>▪ Some of our programs exemplify our Catholic mission well (e.g. SJPS, Disability studies)</li> <li>▪ We offer a variety of faith-based services for the many different faiths represented</li> <li>▪ Great programs are offered (e.g. KUCSC speaker series; veritas)</li> <li>▪ Recruitment marketing; tour guides (training/messaging)</li> <li>▪ Recruitment inclusion of other faith groups</li> <li>▪ Programs/services for/on other faiths</li> <li>▪ Safe spaces for dialogue</li> <li>▪ Robust campus ministry</li> <li>▪ Wide range of ministries and programs, e.g. inter-religious dialogue</li> <li>▪ Jewish Catholic studies centre</li> <li>▪ Inclusive/welcoming of all denominations encourages the continual research of truth</li> <li>▪ Give students knowledge of outside world</li> <li>▪ Connection with Catholic high school boards</li> <li>▪ Not requiring a religious studies course - we get many calls double checking King's does not require this before people accept their offer</li> <li>▪ Continue to work closely with</li> </ul>	<ul style="list-style-type: none"> <li>team               <ul style="list-style-type: none"> <li>○ Outreach</li> <li>○ Formation/counselling (\$ for students in crisis) with students, staff, faculty</li> </ul> </li> <li>▪ Identity</li> <li>▪ Many social justice activities</li> <li>▪ Inclusive and multi-faith focus</li> <li>▪ Very specific curriculum in Religious studies</li> <li>▪ Partnerships with all Catholic school boards</li> <li>▪ Living out the Faith</li> <li>▪ Muslim prayer room</li> <li>▪ Veritas lecture series</li> <li>▪ Connection/outreach with St. Joseph's Hospitality Centre</li> <li>▪ Social Justice - engaging with liberation theology and solidarity</li> <li>▪ Welcoming, inclusive community - open to all</li> <li>▪ Inter-faith peace camp (summer)</li> <li>▪ Refugee contact</li> <li>▪ Ex Corde Ecclesiae</li> <li>▪ Outreach into the broader community</li> <li>▪ King's choir</li> <li>▪ Graduation mass</li> <li>▪ Andrew J. = board meeting organization and communication</li> <li>▪ Opening prayers during meetings and ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>i.e. BSW, MSW, Poverty Research Centre</li> <li>▪ Offering diverse spiritual and religious services</li> <li>▪ Partnerships with other faith groups and institutions</li> <li>▪ Relations with broader London community</li> <li>▪ Religious life lecture series</li> <li>▪ Amount of masses offered on campus - flexible, meet members of the community</li> <li>▪ Campus ministry has a really strong presence</li> <li>▪ Service to the poor</li> <li>▪ Walk the talk</li> <li>▪ Wrestle with tough issues</li> <li>▪ Accommodating diverse needs i.e. Student Life Centre, group study rooms</li> </ul>	<ul style="list-style-type: none"> <li>feeling/collegial/vivacity</li> <li>▪ Commitment to an engaged student experience</li> <li>▪ Safe space stickers in Campus Ministry</li> <li>▪ Multi-faith courtyard - welcoming</li> <li>▪ The fact that we have the biggest Campus Ministry in Canada</li> <li>▪ Connected to the local and national Catholic community</li> <li>▪ Support for research and dialogue in Catholic Thought</li> <li>▪ Inclusivity of London community into King's community</li> <li>▪ Community gatherings - celebrations and choir, refugee support</li> <li>▪ Staying in line with Catholic values and beliefs</li> <li>▪ Inter-faith diversity (Elementary school, Interfaith camp)</li> <li>▪ Outreach to high school students</li> <li>▪ Students of other faiths can and do align with the values of the Catholic tradition</li> </ul>

**3. b) Operate based on a Catholic mission - What are we doing well?**

Session #1	Session #2	Session #3	Session #4	Session #5
	Catholic school boards			

**3. c) Operate based on a Catholic mission - What can be improved?**

Session #1	Session #2	Session #3	Session #4	Session #5
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### 3. c) Operate based on a Catholic mission - What can be improved?

Session #1	Session #2	Session #3	Session #4	Session #5
<ul style="list-style-type: none"> <li>▪ Question should be reframed to “Should we maintain a Catholic Mission?”</li> <li>▪ Promote Catholic values, religion, study &lt;- *I suggest we do a good enough job already. It’s a fine line, we are there!</li> <li>▪ Appreciate debates, discussions, meeting new people</li> <li>▪ Promote/openness re: religious courses               <ul style="list-style-type: none"> <li>○ Reward with extra credit (course)*</li> </ul> </li> <li>▪ Research Newman Centre</li> <li>▪ Less part-time faculty</li> <li>▪ Promote faculty involvement and engagement in the Catholic intellectual tradition</li> <li>▪ Intersection of faith concerns and topical pieces               <ul style="list-style-type: none"> <li>○ An entry for folks not in the know. Not being too inward thinking, connect other topics (i.e. teachings of Pope Francis and popularity of Bernie Sanders)</li> </ul> </li> <li>▪ How we represent our Catholic nature with a focus on inclusion</li> <li>▪ Student specific events for multi-faith promo - celebrating various religious festivals</li> <li>▪ Events that promote interfaith interaction (veritas series, continue, do more of this)</li> </ul>	<ul style="list-style-type: none"> <li>▪ The affiliation with St. Peter’s could be improved to incorporate their students better into the King’s community -&gt; continue to collaborate/improve this with our department</li> <li>▪ Better communication of what “Catholic tradition” and “mission” means to non-Catholics</li> <li>▪ Acknowledge our history - even when ugly. Indigenous affairs, sexual assault, etc.</li> <li>▪ More creative arts (Catholicism promotes expressions of beauty)</li> <li>▪ Improve a holistic approach to education</li> <li>▪ Promote campus ministry more</li> <li>▪ Connection with the indigenous affiliation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify the signifiers of our Catholic identity in practice - in language that resonates/is accessible i.e. consciousness re: poverty, other social issues</li> <li>▪ Aspiration to be top Liberal Arts institution and Catholic identity</li> <li>▪ Hiring practices - how to share signifiers of our Catholic values (respect of Catholic Social Teaching)</li> <li>▪ Involving the spiritual dimension in all aspects of student life e.g. the big questions, residential life (using campus ministry in a more integrated fashion)</li> <li>▪ Communicating, developing general understanding that faith and reason go together in Catholicism</li> <li>▪ Developing grounds for reflective activity/experiences</li> <li>▪ More active engagement in local and wider community</li> <li>▪ Create space for both big thoughts and a recognition of the realities that we are systemically defined</li> <li>▪ Connecting with alumni (i.e. service learning trips, courses)</li> <li>▪ Supporting/resourcing campus ministry</li> <li>▪ Owning Catholic mission</li> <li>▪ Dedicated prayer/worship space</li> </ul>	<ul style="list-style-type: none"> <li>▪ Telling students a Catholic mission means inclusion and discussion with other religious backgrounds</li> <li>▪ Emphasizing campus ministry and that it’s not just for people who are Catholic</li> <li>▪ More recognition of the programs campus ministry offers</li> <li>▪ Clarity of what it means that King’s has a Catholic mission/ belongs to the Catholic tradition - this message has changed over the years...where are we?</li> <li>▪ Communication with students covering sexual issues</li> <li>▪ Deeper understanding and acceptance of sexuality and sexual wellness across campus including residences</li> <li>▪ Educate spiritually as well as mentally (whole person)</li> <li>▪ Based on Catholic intellectual traditions</li> <li>▪ Community outreach from SJP aspects of the church</li> <li>▪ Scholarships and bursaries</li> <li>▪ Inclusive of all people and all faiths</li> <li>▪ Development of moral and ethical leadership for the future</li> <li>▪ Ethics course should be mandatory for each program</li> <li>▪ Promotes a caring community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Need to be more transparent</li> <li>▪ Other groups working with campus ministry</li> <li>▪ Engage wider college community in breadth of Catholic intellectual, spiritual, educational tradition</li> <li>▪ Image</li> <li>▪ Need to be supportive of all students (e.g. not just about the \$)</li> <li>▪ More meaningful engagement with students</li> <li>▪ More inclusive</li> <li>▪ Change impressions that others have e.g. only apply if you are Catholic</li> <li>▪ Main campus is more diverse and the diversity is more visible</li> <li>▪ Communicate that <i>all</i> are welcome (not just for Catholics)</li> <li>▪ Reaching out and connecting to campus ministry</li> <li>▪ Creating an Indigenous space</li> <li>▪ Value promotion vs. overt religiosity</li> <li>▪ Improve relationship with Diocese of London</li> <li>▪ Ensuring students of all faiths feel included/welcome</li> <li>▪ Improve sense that everyone is welcome here - don’t have to be Catholic to attend/become involved</li> </ul>

### 3. c) Operate based on a Catholic mission - What can be improved?

Session #1	Session #2	Session #3	Session #4	Session #5
<ul style="list-style-type: none"> <li>▪ Promotion of the idea of service (community)</li> <li>▪ Embody the voices of Catholic mission within the college, among colleagues, faculty, staff, etc.</li> <li>▪ Greater connection between campus ministry and student services</li> <li>▪ Emphasize the distinction between the Catholic mission statement and secular administration and research agenda</li> <li>▪ Better communication that King's is open to all-faith/no faith students/faculty</li> </ul>		<ul style="list-style-type: none"> <li>▪ Catholic mission doesn't start and stop in the office of campus ministry - deeper integration - it doesn't end at graduation - focus on this more</li> <li>▪ Enhance alumni voice on importance of Catholic mission</li> <li>▪ More opportunities with spiritual integration among staff/faculty</li> <li>▪ Indigenous space if we have a Muslim prayer room</li> </ul>	<ul style="list-style-type: none"> <li>▪ Okay to discuss faith (safe space), to debate, to have open conversations</li> <li>▪ Foster growth and transformation</li> <li>▪ Multi-faith space</li> <li>▪ Too much "scary Jesus" on the walls</li> <li>▪ In documents but never checked up on or monitored (teachers and students)</li> <li>▪ Accessible and inclusive towards students and each other - size is KEY</li> <li>▪ Sponsor more refugee students education</li> <li>▪ Encouraging academic understanding of religion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Selling ourselves - people outside of King's may never know about us -&gt; actions/activities to make us stand out - differentiates the school without being exclusive</li> <li>▪ More opportunities for Parish life</li> </ul>



**4. a) What can we do to prepare students for a meaningful experience once they leave King's? What should we *continue* doing?**

Session #1	Session #2	Session #3	Session #4	Session #5
<ul style="list-style-type: none"> <li>▪ Building community here and beyond to the communities they join (e.g. alumni events)</li> <li>▪ Continuing to treat folks as people and not numbers (how they matter)</li> <li>▪ Cross-faculty opportunities to maintain a brand education</li> <li>▪ Articulate benefits of liberal arts education</li> <li>▪ Promoting our grads as examples</li> <li>▪ Creative combinations of degree opportunities (promote)</li> <li>▪ Continue developing/strengthening student services</li> <li>▪ Continue to build bridges with alumni</li> <li>▪ Continue to bring research into the classroom</li> <li>▪ Continue fostering the pride in King's our alumni feel/express</li> <li>▪ Bring closure to the questions of the affiliation: continue and celebrate OR sever and move forward</li> <li>▪ Promote job counselling and placement</li> <li>▪ Ask faculty to help grads - references, strategy</li> <li>▪ Alumni can use library services - promote</li> <li>▪ Explore continuing education - online, certificates</li> </ul>	<ul style="list-style-type: none"> <li>▪ What does "experience" mean? What is meaningful? And who decides?</li> <li>▪ Enhance discussions surrounding outcomes from specific programs (at SAO); other opportunities that build on skills</li> <li>▪ Integrate student services in academic programs. Build on programs</li> <li>▪ Provide information about career opportunities and networks (e.g. speakers) and grad schools</li> <li>▪ Support our campus ministry program - that offers a medium of fostering spiritual life and gets you to ask the "bigger questions"</li> <li>▪ Grad school prep workshops</li> <li>▪ Career services</li> <li>▪ Community environment</li> <li>▪ Close contact with alumni</li> <li>▪ Continue SAO, increase use of this program</li> <li>▪ Support for students -&gt; academics-&gt; courses -&gt; personal</li> <li>▪ KAMP</li> <li>▪ Include alumni</li> <li>▪ More financial counselling for students</li> <li>▪ Alumni mentorship programs and other related mentorship programs</li> <li>▪ Continue hiring great faculty</li> <li>▪ Continue our important</li> </ul>	<ul style="list-style-type: none"> <li>▪ Class structure that encourages critical thought</li> <li>▪ Small class size, seminar style</li> <li>▪ Exposure to life outside of classroom</li> <li>▪ Experiential courses across disciplines; an experiential/practicum component to each course/interdisciplinary</li> <li>▪ King's Hour - connects to life outside of class; choosing speakers in future (as present) that help students</li> <li>▪ Alumni relations and "Life After King's" series</li> <li>▪ Bringing in businesses that would hire King's grads</li> <li>▪ "Students-to-Business" event again</li> <li>▪ Continue to foster community through Alumni</li> <li>▪ Interdisciplinary **cross-listing courses; offering 'streams' - aligned with values re: Catholic Social Teaching</li> <li>▪ Career day for all fields</li> <li>▪ Linkages to City of London</li> <li>▪ Kinder, gentler institution</li> <li>▪ 2 year MSW program</li> <li>▪ Refugee sponsorship - student involvement</li> <li>▪ Continued involvement of Parish and Veritas series</li> <li>▪ Monthly St. Joseph's hospitality</li> </ul>	<ul style="list-style-type: none"> <li>▪ Networking events with alumni speakers</li> <li>▪ Social work week - program week with professional speakers from the community</li> <li>▪ Small class experience</li> <li>▪ Fostering independence/critical thinking</li> <li>▪ Experience learning</li> <li>▪ Maintaining the level of student services and academics</li> <li>▪ Continue and expand scholarships</li> <li>▪ Make some student supports mandatory</li> <li>▪ Expand career services and put money where mouth is</li> <li>▪ Expand on EBM Career Fair/Networking</li> <li>▪ Give students vocabulary and understanding of value of liberal arts education beyond career</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experiential learning opportunities</li> <li>▪ Holistic reflection, creating whole people (balanced)</li> <li>▪ Forming students to be versatile thinkers</li> <li>▪ Creative global citizens</li> <li>▪ Encouraging engagement</li> <li>▪ Creating and maintaining a connection to King's</li> <li>▪ Expand partnerships (opportunities: international, grad, career)</li> <li>▪ Continue networking, updating and connecting with alumni</li> <li>▪ Lobbying government for more support for liberal education</li> <li>▪ Experiential</li> <li>▪ Work Study opportunities</li> <li>▪ Project-based learning</li> <li>▪ Alumni chapters</li> </ul>

**4. a) What can we do to prepare students for a meaningful experience once they leave King's? What should we continue doing?**

Session #1	Session #2	Session #3	Session #4	Session #5
	placement requirements in certain of our programs	visits <ul style="list-style-type: none"> <li>▪ Continued outreach to Catholic community</li> <li>▪ Interfaith camp</li> <li>▪ Building upon our wellness groups: yoga, mindfulness for students</li> <li>▪ Living green, leaving a green footprint</li> <li>▪ Excellent teaching and research!</li> <li>▪ A workshop tending to student future wellbeing - transition from University to life/career</li> <li>▪ Support faculty external/internal grant resources</li> </ul>		

**4. b) What can we do to prepare students for a meaningful experience once they leave King's? What should we stop doing?**

Session #1	Session #2	Session #3	Session #4	Session #5

**4. b) What can we do to prepare students for a meaningful experience once they leave King's? What should we stop doing?**

Session #1	Session #2	Session #3	Session #4	Session #5
<ul style="list-style-type: none"> <li>▪ Stop being so anxious about “career focus”; reframe this</li> <li>▪ Stop viewing students as “kids” - we are all adults here! Stop coddling</li> <li>▪ Stop setting up teaching and research as mutually exclusive</li> <li>▪ Stop thinking of ourselves as a “local” university</li> <li>▪ Stop seeing departments as “silos”</li> <li>▪ Stop seeing Western as the enemy</li> <li>▪ Stop the “this side of the street”/“that side of the street”</li> <li>▪ Stop offering courses faculty, but not that students, want</li> <li>▪ Stop looking back and start looking forward</li> <li>▪ Stop looking inward for solutions - look to the environment (vague?)</li> <li>▪ Restrict part-time faculty</li> <li>▪ Stop focusing excessively on student numbers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stop imposing what we identify/ as “meaningful experience”</li> <li>▪ 3-year degrees</li> <li>▪ Non-essay courses</li> <li>▪ Internal competition among departments</li> <li>▪ Stop fostering internal competition</li> <li>▪ Comparison to Western main campus</li> <li>▪ Multiple choice exams - in upper year course</li> <li>▪ Stop the inferiority complex</li> </ul>	<ul style="list-style-type: none"> <li>▪ Duplicating efforts by departments (individual) and collaborate instead on career development for students (breaking down silos among faculty and within departments)</li> <li>▪ Relying on email as primary form of communication between faculty and students</li> <li>▪ Stop expecting students to know what students are expecting coming into university</li> <li>▪ Stop being consumed by the past</li> <li>▪ Stop apologizing for being Catholic</li> <li>▪ Rigidity of programming degree requirements</li> <li>▪ Stop doing things same old way</li> <li>▪ Stop doing things because that’s how Western does them</li> <li>▪ Hoarding resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Not lumping King’s in with Western - not relying on Western for all career services</li> <li>▪ Separate identities between King’s and Western</li> <li>▪ Complaining about affiliation</li> <li>▪ Being personalistic</li> <li>▪ Stop policing students and programs</li> <li>▪ Stop assuming status quo will get us through</li> <li>▪ Stop assuming students will make all the connections that are necessary</li> <li>▪ False advertisement re: job placement - check the facts - we have expertise on faculty to make our case on reliable data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Working/teaching in silos</li> <li>▪ Focusing too much on content or assessment</li> <li>▪ Stop hiring people on contract faculty***</li> <li>▪ Having events in conflict for the same resources</li> <li>▪ Stop communication without a communication plan - remove barriers</li> <li>▪ Ease on overlaps across courses</li> <li>▪ Being proactive, less reactive</li> <li>▪ Remedial programs - stop accepting students to make money (affects our academic integrity and reputation)</li> <li>▪ Actively stop/hinder erosion of academic standards</li> <li>▪ Allowing students to pass who don’t meet academic standards</li> <li>▪ Breaking the class size limits e.g. seminar classes - erodes quality of education</li> </ul>

#### 4. c) What can we do to prepare students for a meaningful experience once they leave King's? What should we start doing?

Session #1	Session #2	Session #3	Session #4	Session #5
<ul style="list-style-type: none"> <li>▪ Think about focusing on qualitative/practically/concretely               <ul style="list-style-type: none"> <li>○ How we form the human person - what we're preparing them for</li> <li>○ Are they different from Western?</li> <li>○ We should differentiate our programs from Western - history student at King's as compared to Western</li> </ul> </li> <li>▪ Faculty mentoring? Faculty advisors?               <ul style="list-style-type: none"> <li>○ Harvard model</li> <li>○ 1st year level (yes)</li> <li>○ Will help with retention</li> <li>○ For small groups</li> <li>○ Why does it matter smaller colleges exist? Here's why</li> <li>○ Flip the transition from high school to university</li> <li>○ Count as a credit?</li> <li>○ Continuing/summer education</li> </ul> </li> <li>▪ Better promotion of what King's grads are now doing - you're preparing yourself for more than a career               <ul style="list-style-type: none"> <li>○ A King's grad started the Root Cellar - is this well-known?</li> </ul> </li> <li>▪ Raise profile of career counselling at King's earlier (yes)               <ul style="list-style-type: none"> <li>○ R.O.I.</li> <li>○ Enhance provision of career</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Start preparing them from day 1</li> <li>▪ Co-curricular records; leadership activities, etc.</li> <li>▪ Ask students why they are here - What is meaningful? What is experience; Make students part of process</li> <li>▪ Mandatory, college-wide liberal arts standards (basic composition; foundational core curriculum in L.A.)</li> <li>▪ Emphasis on essay courses</li> <li>▪ Senior projects</li> <li>▪ Career counselling - enhance</li> <li>▪ Graduate mentoring for 4th year students</li> <li>▪ Co-op/placement with London communities</li> <li>▪ Enhance experiential learning opportunities - Develop our relationships with businesses in London so that they can mentor our students and fund the university</li> <li>▪ Advertise the transformable skills that students gain</li> <li>▪ More post-certificate programs, potentially available online</li> <li>▪ Numeracy testing</li> <li>▪ More multi-year programming and events</li> <li>▪ Look beyond the Western model for inspiration</li> <li>▪ Be bold; be aspirational</li> </ul>	<ul style="list-style-type: none"> <li>▪ More communication between faculty and students via monitors, library, eye level announcements, posters, Tim Horton's screen</li> <li>▪ King's graduates telling their stories about why they came and stayed at King's - what attracted students to King's in first place? What made it meaningful for them when they left King's?</li> <li>▪ Mature students' stories and students with accessibility needs - How King's made their learning possible</li> <li>▪ More intentional alumni support and continuing studies</li> <li>▪ Develop regular enrichment opportunities for alumni (arts, education, experience)</li> <li>▪ Partnerships with Continuing Studies at Western</li> <li>▪ Bridging/orientation for First Year Students</li> <li>▪ Working with First Nations community               <ul style="list-style-type: none"> <li>○ Mandatory course in First Nations</li> <li>○ First Nations Faculty</li> </ul> </li> <li>▪ Mandatory course - writing/philosophy and religious studies/ethics justice</li> <li>▪ Student peer mentoring; outside of King's (home and in the</li> </ul>	<ul style="list-style-type: none"> <li>▪ Career Days at King's</li> <li>▪ Individual departments do career nights</li> <li>▪ How to network yourself into graduate programs</li> <li>▪ More graduate programs at King's coming to do presentations at King's</li> <li>▪ More awareness about career counselling, more office hours</li> <li>▪ Increasing King's reputation in the community</li> <li>▪ First years going around the community with liaison officers</li> <li>▪ More placement and co-op opportunities</li> <li>▪ Fostering relationships with the other affiliates</li> <li>▪ Make it easier for students to move between programs, collaboration</li> <li>▪ Improving on strategic presence and visibility at UWO</li> <li>▪ Model social justice intentionally</li> <li>▪ Hiring more full time faculty</li> <li>▪ Eliminating disparity between employees</li> <li>▪ Mentorships and internships</li> <li>▪ Provide opportunities for networking</li> <li>▪ Career counselling</li> <li>▪ Expose students to holistic programs (broadly educated)</li> <li>▪ More multi-disciplinary programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hire more full-time faculty</li> <li>▪ Mentor students intentionally from first year</li> <li>▪ How can we provide longer term funding for departments?</li> <li>▪ Review residence assignments to build better relationships (inclusive)</li> <li>▪ Encourage diversity in course selection</li> <li>▪ Create a master plan of events to allow maximum engagement</li> <li>▪ Building career planning into courses with alumni or community partners</li> <li>▪ Encourage students to think beyond London</li> <li>▪ More pronounced focus on wellness</li> <li>▪ Career days for all programs</li> <li>▪ Placement and/or co-op services (maintain and develop further beyond social work)</li> <li>▪ Find more space</li> <li>▪ Better classrooms with better design</li> <li>▪ Enforcing rules and policies for students</li> <li>▪ More support for instructional design and blending learning, experiential learning</li> <li>▪ Co-taught/team-taught courses - increased flexibility</li> <li>▪ Address need for integral human</li> </ul>

**4. c) What can we do to prepare students for a meaningful experience once they leave King's? What should we start doing?**

Session #1	Session #2	Session #3	Session #4	Session #5
<p>services (more accessible)</p> <ul style="list-style-type: none"> <li>▪ More emphasis on writing - in class and write place</li> <li>▪ Promotion of degree, learned skills for employability</li> <li>▪ Focus on alumni mentoring program                             <ul style="list-style-type: none"> <li>○ "10,000 cups of coffee campaign" at Western, linking students to mentors</li> </ul> </li> <li>▪ Start having alumni at open house events</li> <li>▪ Start hosting collaborative events between departments (i.re. Entrepreneurship workshops)</li> <li>▪ Put tenured faculty in 1st year courses to inspire/excite students (yes)</li> <li>▪ Recognize core competencies and invest in and support them</li> <li>▪ Focus efforts/resources on what students want, not what faculty want</li> <li>▪ Ensuring every student has at least one management course</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have more cross-departmental, cross-functioning meetings/ gatherings beyond formal college council to improve dialogue and understanding</li> <li>▪ Centralize all student and support services</li> </ul>	<p>community)</p> <ul style="list-style-type: none"> <li>▪ Knowledge for knowledge... do you need to be job ready</li> <li>▪ Post-graduation surveys</li> </ul>	<ul style="list-style-type: none"> <li>▪ Higher emphasis on careers and coffee</li> <li>▪ More writing labs as a requirement</li> <li>▪ Strong presentation skills</li> <li>▪ Group projects and teamwork</li> <li>▪ Develop entrepreneurial skills (creating company skills)</li> <li>▪ Leadership skills and community service opportunities</li> <li>▪ Co-curricular recognition for students</li> <li>▪ Resume building activities</li> <li>▪ Supervising work study students</li> <li>▪ Social media for alumni focused on 'after' university life</li> <li>▪ Sharing resources, experiences, continued connection with King's and resources (like Student Success Centre at Western)</li> <li>▪ Experiential learning - connecting classroom learning with real world applications</li> <li>▪ Surveys after grads leave us the following year - identify needs, issues, what has happened</li> <li>▪ Career counselling to begin year 1</li> <li>▪ Know/identify why students leave between years 1 and 2</li> <li>▪ Grad fair</li> </ul>	<p>formation - character - life coaches</p> <ul style="list-style-type: none"> <li>▪ Actively engaged with students - meet with coach/mentor</li> <li>▪ Have a more accessible campus</li> <li>▪ Create a King's song</li> <li>▪ Help students to be more responsible for their academic life</li> <li>▪ Help students avoid bad habits</li> <li>▪ Support them in being financially healthy and leaving with less debt</li> <li>▪ Create more jobs for students and help students build C.V. while they are here</li> <li>▪ Better support for resume writing</li> <li>▪ Large scale annual event for alumni</li> <li>▪ Job fairs on campus, invite employers on campus</li> <li>▪ Supports -&gt; teach students what they can do with their degrees</li> <li>▪ Lifelong learning program</li> </ul>

## 5. Why would students choose to come to King's five years from now?

Session #1	Session #2	Session #3	Session #4	Session #5
<ul style="list-style-type: none"> <li>▪ Feel it's a good fit for their personal objectives - understand what King's is about, comfortable here</li> <li>▪ Good program choices, good facilities, affordability, provision of services</li> <li>▪ Greater access to faculty</li> <li>▪ Experiential learning outside the classroom, ways to put into practice theory in class</li> <li>▪ Classroom culture (smaller, more intimate classes = more participation)</li> <li>▪ Maintain, build and grow good reputation and community culture</li> <li>▪ Emphasis on what makes/sets our programs apart</li> <li>▪ Mentorship/bridging</li> <li>▪ Single-room residence - maybe</li> <li>▪ State-of-the-art technology</li> <li>▪ Blended learning</li> <li>▪ Experiential learning opportunities</li> <li>▪ Unique programming (Thanatology, SW, C.S.I., Dis. Studies, Religion, too)</li> <li>▪ Strong student support (Career, SSD, Personal Counselling, Learning Skills and library)</li> <li>▪ They know they will graduate with skills/abilities that will make them employable in the short</li> </ul>	<ul style="list-style-type: none"> <li>▪ Same reasons as now</li> <li>▪ Small classes: availability and approachable professors -&gt; "best of both worlds"</li> <li>▪ Access to services and resources of Western</li> <li>▪ Concern for students</li> <li>▪ Well laid-out and resourceful structures, compact "village"</li> <li>▪ Location (close to home)</li> <li>▪ Specific programs (esp. unique ones)</li> <li>▪ Interdisciplinary collaboration</li> <li>▪ Quality and research interests of faculty members</li> <li>▪ Still small</li> <li>▪ Community -&gt; meeting place</li> <li>▪ Individual and unique "niche" courses/programs</li> <li>▪ Outstanding student accommodation</li> <li>▪ Engagement, interactive and active learning</li> <li>▪ Flexibility of programs -&gt; find your path</li> <li>▪ The best Catholic Liberal arts college in Canada</li> <li>▪ Personal staff and faculty -&gt; community that is person-centered</li> <li>▪ Career focus - co-op opportunities</li> <li>▪ Continued experiential learning opportunity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Unique programming - enhance Catholic Liberal Arts</li> <li>▪ Diverse community</li> <li>▪ A strong sense of community</li> <li>▪ World-class facilities</li> <li>▪ Welcoming spaces for Indigenous students</li> <li>▪ The overall high quality of student experience</li> <li>▪ Diversity of thought</li> <li>▪ High quality/diversity of faculty</li> <li>▪ Opportunities for experience based learning - international</li> <li>▪ High level of student support - holistic approach</li> <li>▪ Catholic roots, tradition</li> <li>▪ Open and welcoming of all faith traditions and students of no faith/religious affiliation</li> <li>▪ To enhance their own citizenship</li> <li>▪ Great educational option for both local and non-local students</li> <li>▪ Recognition of the links between higher learning and the job market</li> <li>▪ Online learning opportunities, community based learning</li> <li>▪ IDEA: accessible campus to everybody</li> <li>▪ Post-secondary education is necessary for employment</li> <li>▪ IDEA: there is a strategy in place for students to bridge between their degree and the work force</li> </ul>	<ul style="list-style-type: none"> <li>▪ Vibrant academic community, reputable faculty</li> <li>▪ Individual approach</li> <li>▪ Experiential learning</li> <li>▪ Exchanges, reputation, academic excellence</li> <li>▪ Co-op opportunities</li> <li>▪ Graduate programs, affiliation with Western</li> <li>▪ Small class sizes with credentials from a big university</li> <li>▪ Excellent first year experience</li> <li>▪ Academic rigour</li> <li>▪ Multicultural commitment</li> <li>▪ Interdisciplinary</li> <li>▪ Job placement and graduate placement</li> <li>▪ Good scholarship, financial support</li> <li>▪ Extra-curricular activities</li> <li>▪ Student support services</li> <li>▪ Maintain close community feel</li> <li>▪ Unique programs must stay (Than, SJPs)</li> <li>▪ Employability for graduates</li> <li>▪ Opportunities to go on to graduate studies</li> <li>▪ Attracted to our (hopefully new) residences that will add to our community</li> <li>▪ Expanded opportunities in King's grad MSW program</li> <li>▪ Unique community feel with small class sizes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Quality education - w/ technology, w/specialty programs, prepared for post-grad choices</li> <li>▪ Student development/support needs met (wellness, specialized services) <ul style="list-style-type: none"> <li>○ Community capacity building -&gt; personalized services</li> </ul> </li> <li>▪ Student/staff interactions</li> <li>▪ New grounds and residence experience</li> <li>▪ Expanding grad programs</li> <li>▪ Western affiliation</li> <li>▪ Pathways for partnering institutions</li> <li>▪ International partnering</li> <li>▪ Career development and preparedness (attention -&gt; opportunities)</li> <li>▪ Small community advantage - best of both worlds</li> <li>▪ Academic reputation *** - promote <ul style="list-style-type: none"> <li>○ Name recognition - tell our story</li> </ul> </li> <li>▪ Maintain Catholicity</li> <li>▪ Catholic teacher formation</li> <li>▪ Experiential learning</li> <li>▪ Personalized education approach</li> <li>▪ International exposure</li> <li>▪ Opportunity for unique programs</li> <li>▪ Lifestyle - in keeping with what is attractive to students - need</li> </ul>

## 5. Why would students choose to come to King's five years from now?

Session #1	Session #2	Session #3	Session #4	Session #5
<p>and long term - lifelong learning, critical thinking as well as applicable "work" skills</p> <ul style="list-style-type: none"> <li>▪ Reputation, courses that resonate</li> <li>▪ Thematic clustering (subjects, courses)</li> <li>▪ Practical directions for their future</li> <li>▪ Higher earning potential - \$\$</li> <li>▪ Maybe keep student debt load smaller (S. Ontario)</li> <li>▪ Academically rigorous, academic standards and extracurricular/co-curricular experiences               <ul style="list-style-type: none"> <li>○ and supports to experiences/concerns</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Enhanced engagement in the community</li> <li>▪ Celebration of research and publication/accomplishment - faculty, staff, students</li> <li>▪ Welcoming environment, viewed as a safe space for groups that may feel marginalized</li> <li>▪ Effectively advertising the value that King's has to offer, especially its programs that provide opportunities for more meaningful work</li> <li>▪ Work to expand our internship opportunities and this will encourage students to apply</li> <li>▪ We do not "mass produce" graduates; our students and alumni are engaged and make a difference in their communities</li> <li>▪ Our beautiful student centre showcasing growth and the potential for future development</li> <li>▪ Work to increase diversity on campus</li> <li>▪ We will have a fully developed wellness program for everyone</li> <li>▪ We will have more course credit-based opportunities at King's re: employment/experiential learning</li> <li>▪ More collaborative programs with Fanshawe</li> <li>▪ Better transition opportunities</li> </ul>	<ul style="list-style-type: none"> <li>▪ IDEA: students get their own mentoring coach to navigate their path/decision making</li> <li>▪ More intimate and attentive learning environment - keep size relatively small</li> <li>▪ Nurturing environment for the whole person</li> <li>▪ Attract mature students due to inclusive environment</li> <li>▪ Improve our facilities</li> <li>▪ Undivided campus both literally and figuratively</li> <li>▪ Differentiate from Western - we are a community</li> <li>▪ Enhance student services - more integration</li> <li>▪ Culture of engagement and friendliness</li> <li>▪ Caring environment where you want your children to be</li> <li>▪ Resourcing undersubscribed areas</li> <li>▪ Social work PhD program or other graduate program</li> <li>▪ An attractive, clean space - GREEN</li> <li>▪ Experiential learning opportunities</li> <li>▪ Innovative classroom environments</li> <li>▪ Enhanced continued education options</li> <li>▪ An appreciation of a critical and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Internationally recognized scholars in our faculty</li> <li>▪ Student to teacher ratio is GREAT!</li> <li>▪ Internships and co-ops</li> <li>▪ Influential leadership teams</li> <li>▪ Maintain exceptional reputation with successful alumni</li> <li>▪ Opportunities to expand international exchange</li> <li>▪ Jobs for students on campus</li> <li>▪ Parking and the 2 hr. time limit</li> <li>▪ Relevance of programs to aging demographic e.g. gerontology, social work, thanatology</li> <li>▪ New residence and student services space integrated</li> <li>▪ Classrooms on the cutting edge of technology</li> <li>▪ Choose to come to King's - sense of how the experience will benefit their careers and life goals</li> <li>▪ Relevance - making the connections, translate learning identity to skills/abilities, critical thinking in a compassionate foundation</li> <li>▪ Importance of teaching excellence is valued</li> <li>▪ Responsiveness to student experiences, opinions</li> <li>▪ Integrated learning experience outside classroom in a purposeful</li> </ul>	<p>supports, community and spiritual supports</p> <ul style="list-style-type: none"> <li>▪ Recognize integrity of the whole of the person - mind, body, soul</li> <li>▪ Parents/students worry about employment prospects - need pathways to careers - need more career counsellors (done well)</li> <li>▪ Experiential learning opportunities, blending learning - need support for this!!!               <ul style="list-style-type: none"> <li>○ Instructional design support needed</li> </ul> </li> <li>▪ Events connecting academic reality with community e.g. mayoral debate</li> <li>▪ Service to community, outreach</li> <li>▪ London Poverty Research Centre</li> <li>▪ Employability</li> <li>▪ Universal design and accessible campus</li> <li>▪ More awareness of Centres - creativity</li> <li>▪ More professional/masters programs</li> <li>▪ 2 or 3 PhD programs</li> <li>▪ Online and blended programs</li> <li>▪ More continuing education programs/liberal arts 101</li> <li>▪ Validated student success statistics</li> <li>▪ More services e.g. health clinic mini book store, better gym</li> <li>▪ Available health support - and</li> </ul>

## 5. Why would students choose to come to King's five years from now?

Session #1	Session #2	Session #3	Session #4	Session #5
	<p>for students (high school, college and other universities)</p> <ul style="list-style-type: none"> <li>▪ Our scholarships continue to increase</li> <li>▪ Part-time faculty will be unionized and have better job security</li> <li>▪ The external community (community, business leaders, alumni, city, partners, government) will have a clear concise picture of who King's is and what we excel at, what makes us great (better/more resources for communication/marketing)</li> <li>▪ Reputation - word of mouth from current students, alumni, faculty and staff</li> <li>▪ Positive relationship with Western and harmonious partner, not competitor</li> <li>▪ Because they know about the successful alumni, who attended King's</li> </ul>	<p>ethical thinker</p> <ul style="list-style-type: none"> <li>▪ Student support services that perhaps are unavailable - free in the community</li> <li>▪ Because my parents went to King's</li> <li>▪ Improved residence **given strong programming</li> <li>▪ Continued competitiveness for developing a good student experience</li> <li>▪ Reputation of King's graduates (Alumni)</li> <li>▪ King's helps you make a difference in the world</li> <li>▪ Like-minded people</li> <li>▪ Personal development, employability and community development</li> <li>▪ Clearly differentiated from other institutions and the differences are self-evident</li> <li>▪ Build a compelling argument - promotion, branding - not only volume but coherence in communication/marketing</li> <li>▪ Recruit more students from GTA</li> <li>▪ Because we will understand the unique needs/perspective of 'millennials'</li> <li>▪ Developing infrastructure</li> <li>▪ Rethinking gender - assignment in residences</li> <li>▪ Remaining committed to</li> </ul>	<p>way</p> <ul style="list-style-type: none"> <li>▪ Affiliation with Western</li> <li>▪ Small classes</li> <li>▪ Liberal arts university with best reputation in Canada</li> <li>▪ Catholic faith connection</li> <li>▪ Staff dedicated to student support</li> <li>▪ A beautiful liveable campus that encourages academic engagement</li> <li>▪ High graduation rates</li> <li>▪ Exceptional student supports</li> <li>▪ Identifies students who are struggling early</li> <li>▪ Strong mentoring program/scholarships</li> <li>▪ More graduate programs</li> <li>▪ Community feel - community within a community</li> <li>▪ Connection with professors</li> <li>▪ Liaison officers who go to high schools</li> <li>▪ Acceptance of mature students</li> <li>▪ Getting students engaged/involved</li> <li>▪ Doing our reviews and surveys well (and feedback like this) helps us promote ourselves</li> <li>▪ Share your excitement about being involved! Speak about the benefits! Tell people why you've stuck with it</li> </ul>	<p>our own SERT</p> <ul style="list-style-type: none"> <li>▪ More hours for Tim Hortons e.g. open on Saturday</li> <li>▪ More renowned visiting scholars - with reputation returning to visit <ul style="list-style-type: none"> <li>○ Even online</li> <li>○ Have a famous, someone with broad inclusive appeal/inspiring, speaker</li> </ul> </li> <li>▪ More research opportunities for students</li> <li>▪ More international experience opportunities</li> <li>▪ Compete with Western e.g. David vs. Goliath -&gt; create a friendly rivalry or healthy competition</li> <li>▪ Improved residence</li> <li>▪ Improved transportation to campus/access to campus</li> <li>▪ More green</li> <li>▪ Creation of a positive education experience and environment for students, faculty and staff (culture)</li> <li>▪ Fostering opportunity for open, explorative and critical dialogue around education</li> <li>▪ Expand opportunity and options for diverse career development (mentors, profs, other students, community partners)</li> <li>▪ Building great supportive relationships between all</li> </ul>



**5. Why would students choose to come to King's five years from now?**

Session #1	Session #2	Session #3	Session #4	Session #5
		signature programs; standing for values e.g. social concern, etc.		stakeholders (outside and inside the class/school)

**6. What bold thing should King's be doing?**

Session #1	Session #2	Session #3	Session #4	Session #5
<ul style="list-style-type: none"> <li>▪ Endowment fund for humanities (religion?)</li> <li>▪ International students</li> <li>▪ U.S. recruitment - Catholic H.S.</li> <li>▪ H.S. classes held on campus (12th grade)</li> <li>▪ Famous visiting faculty (e.g. Peter Mansbridge)</li> <li>▪ Christ the King day - whole day - dinner and lecture</li> <li>▪ Pope visit King's?</li> <li>▪ Require programs to fund themselves <ul style="list-style-type: none"> <li>○ Forces you to think "what do students want"</li> <li>○ Drive programmatic need and market demand</li> <li>○ Experiential</li> <li>○ Engagement</li> <li>○ Excellence</li> <li>○ Differentiate</li> <li>○ High level/critical thinking</li> <li>○ Academic rigour</li> </ul> </li> <li>▪ Cluster of courses - thematic, big thinking/diversity of ideas and perspectives to solve big problems and stimulate innovation</li> <li>▪ Building a service requirement for all students as part of degree component</li> <li>▪ (Library) writing class should be mandatory as first year requirement</li> <li>▪ Don't be afraid to run deficit</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore graduate school programs</li> <li>▪ Develop the seminary land</li> <li>▪ Endowed chairs</li> <li>▪ Emphasis on academic excellence - culture of doing your best</li> <li>▪ Small first year classes (seminars capped at 15)</li> <li>▪ Expanding access to programs</li> <li>▪ Investment in branding, professional marketing/ not only in terms of recruitment - but community partnership, faculty accomplishments. Shape how external audience sees King's</li> <li>▪ Develop relationship with business, co-ops, internships, etc. (ideally for credit)</li> <li>▪ Have a team to develop external relationships with businesses, etc.</li> <li>▪ Develop a cohort model program... this is unique, competitive, etc.</li> <li>▪ Build a better residence/renovate the current ones</li> <li>▪ We need to be more bold and more confident with our affiliation goals</li> <li>▪ Bolder branding</li> <li>▪ Get rid of modular system</li> <li>▪ Encourage cross-module flexibility; promote interdisciplinary</li> <li>▪ Strong 1st year core curriculum,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Community garden</li> <li>▪ Promote/develop a unique marketing/communications plan - geared towards many populations: students, parents, general public, potential funders</li> <li>▪ Getting success stories out</li> <li>▪ Education marketed as self-discovery, exploring options, cultivating flexibility and resilience</li> <li>▪ Cultivating well-rounded students</li> <li>▪ Raise profile as Centre of Excellence</li> <li>▪ Build relationship with Indigenous communities</li> <li>▪ Embracing technology in classroom/outside</li> <li>▪ Tech. support for faculty/staff (training)</li> <li>▪ More student engagement - bridging - orientation</li> <li>▪ Create March Break experience for Grade 11 and up</li> <li>▪ Support for parents (parent orientation)</li> <li>▪ Mature students - more needs to be done to meet their needs (i.e. child care, etc.)</li> <li>▪ Broadening our understandings of who a student is (i.e. age)</li> <li>▪ To bring well-known speakers to King's</li> <li>▪ Support, service, inclusion for</li> </ul>	<ul style="list-style-type: none"> <li>▪ Break away from Western entirely</li> <li>▪ Have a rally with everyone: admin, students, etc.</li> <li>▪ Stay small/increase resources</li> <li>▪ Start co-op (attract GTA people)</li> <li>▪ 1st years have faculty mentor</li> <li>▪ Join KUSCSC and King's as administrative bodies</li> <li>▪ Develop joint programs with Fanshawe</li> <li>▪ Emphasize that we have BMOS program</li> <li>▪ Combined with other liberal arts programs</li> <li>▪ More summer programs</li> <li>▪ Year round programs</li> <li>▪ Accelerated graduation</li> <li>▪ 100% classes taught by full time faculty</li> <li>▪ One employment contract for all employees</li> <li>▪ One student services area</li> <li>▪ Make workshops like this standard</li> <li>▪ Work with all student leadership teams</li> <li>▪ 100% guaranteed placements, job, or grad school</li> <li>▪ Co-op opportunities for all programs</li> <li>▪ Paperless King's</li> <li>▪ Citizenship course for everyone</li> <li>▪ Transform first year into a personalized student support,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Declare itself an expert in Teaching and Education</li> <li>▪ Reaffirm an inclusive Catholic identity</li> <li>▪ Integrated curricular and co-curricular experience</li> <li>▪ Shut down Epworth, remove parking lots and have open student spaces (including river, paths, etc.)</li> <li>▪ Make King's known (where it is, what it is)</li> <li>▪ Put a church on campus</li> <li>▪ Green</li> <li>▪ Acquire and expand space for stronger education - build greater Catholic community</li> <li>▪ New residence</li> <li>▪ Online course work (prov., int.)</li> <li>▪ Open up programs to more international opportunity</li> <li>▪ Invite local media to campus events</li> <li>▪ LTC bus stops on Epworth</li> <li>▪ Better and more accessible food</li> <li>▪ Invite Kings e.g. of Denmark or England to campus (great leaders) <ul style="list-style-type: none"> <li>○ Someone who leads big things</li> </ul> </li> <li>▪ Cultural festival that includes people talking of <i>all</i> experiences, including negative, new topics</li> <li>▪ Human library</li> <li>▪ Gym</li> </ul>

## 6. What bold thing should King's be doing?

Session #1	Session #2	Session #3	Session #4	Session #5
<ul style="list-style-type: none"> <li>○ More profound fundraising initiatives</li> <li>▪ Career services - integrate/promote, all students should be aware, done before they graduate, done in first 2 years</li> <li>○ Something for mature students to better integrate these students into our community</li> <li>▪ Find effective ways to creatively address existing discrepancy and tensions between full-time and part-time faculty e.g. support for research, compensation, benefits</li> <li>▪ Bringing into question Catholic mission statement</li> <li>▪ Build a new residence</li> <li>▪ Acquire seminary property</li> <li>▪ Bring all administrative departments in proximity of each other (too spread out across campus)</li> <li>▪ Bring all faculty together in one area</li> <li>▪ New student services area - more visible</li> <li>▪ Re-evaluate campus-wide space</li> <li>▪ "Common" liberal arts core (require certain courses)</li> <li>▪ Social spaces for faculty/staff interaction (i.e. pub)!!!</li> <li>▪ Faculty advisor/small group experience (15-20 students) - 1st</li> </ul>	<p>college wide; 4th year major project; but allow students to pick courses widely from disciplines</p> <ul style="list-style-type: none"> <li>▪ Work more closely with affiliates (joint appointment of faculty)</li> <li>▪ New residence but promote on campus living</li> <li>▪ Programs for high-functioning people with intellectual disabilities, who don't have post-secondary options</li> <li>▪ Inciting the revolution</li> <li>▪ Go solo</li> <li>▪ Outside regular demographic for students</li> <li>▪ Extending Liberal arts 101</li> <li>▪ Each student connects with alumni mentor</li> <li>▪ Co-op opportunities for all programs</li> <li>▪ Provide Master programs (stand-alone not offered by Western)</li> <li>▪ Downtown locations (campuses)</li> </ul>	<p>students with disabilities</p> <ul style="list-style-type: none"> <li>▪ Programs that link to existing professional associations (i.e. College of Psychotherapist)</li> <li>▪ Relationship building and collaborative partnerships</li> <li>▪ Innovative niche programming (enrichment programming, programs that connect to specific professions i.e. women's leadership, social work, psychotherapy, evaluation, conflict resolution, coaching)</li> <li>▪ Coaching for students as a distinct support that helps students to navigate, grow and foster their positive development and change - different from Academic Counselling, therapy, ministry, career counselling, etc.</li> <li>▪ Dismantle pension plan to allow more pivoting to changing trends and free up money</li> <li>▪ Do away with old brick and mortar program with lower enrolment - make part of a stream or added value</li> <li>▪ Show students what they want - student experience</li> <li>▪ Building frameworks for the foundation of certifications beyond a liberal arts degree - i.e. professional designations within psychology in the same way</li> </ul>	<p>humanistic approach with small student faculty ratio</p> <ul style="list-style-type: none"> <li>▪ Invest in year 1</li> <li>▪ Improve accessibility especially in Wemple</li> <li>▪ More resources to improve student faculty ratio</li> <li>▪ Communal spaces for departments</li> <li>▪ Continuous customer service training and standards for support staff</li> <li>▪ Use existing land better - build up on non-floodplain parking lots</li> <li>▪ More pedestrian/cycle/transit to and from campus</li> <li>▪ Become independent university to garner better grants</li> <li>▪ Eliminate super highway to and from ADO and enrolment services</li> <li>▪ Fantastic teaching</li> <li>▪ Include student council in more planning and decision making</li> <li>▪ Better events and planning for incoming international students for Frosh week</li> <li>▪ Better transition from high school to university</li> <li>▪ Buy seminary land to improve or dream about wants for the future</li> <li>▪ Maybe more or better residences or soccer fields to encourage active lives - these can act as</li> </ul>	<ul style="list-style-type: none"> <li>▪ Swimming pool (DL 130)</li> <li>▪ More buildings</li> <li>▪ More opportunities for mindfulness sessions</li> <li>▪ Better King's merchandise</li> <li>▪ Book store</li> <li>▪ More cultural studies centres</li> <li>▪ Non-smoking campus</li> <li>▪ Bilingual university</li> <li>▪ Gender neutral washrooms</li> <li>▪ Invest in what is important - instead of spreading resources thin</li> <li>▪ Build a church</li> <li>▪ Expand and break free from Western</li> <li>▪ International branches</li> <li>▪ Parking spaces increased</li> <li>▪ Make our students take a real science course! Not the history of science</li> <li>▪ More space</li> <li>▪ Need more residence space - build</li> <li>▪ School of Management &amp; Economics - rebrand</li> <li>▪ Hire more support service/administrative staff, counselling</li> <li>▪ More graduate programs</li> <li>▪ Leadership in Community Service sector - degree</li> <li>▪ Greater autonomy in programming</li> </ul>

## 6. What bold thing should King's be doing?

Session #1	Session #2	Session #3	Session #4	Session #5
<p>year</p> <ul style="list-style-type: none"> <li>▪ Better integration of whole university community</li> </ul>		<p>finance feeds to accounting designations</p> <ul style="list-style-type: none"> <li>▪ Show parents what they need in brochures - career development days, successful alumni and students, % for career success</li> <li>▪ Partner with government - case competition asking students to solve a community problem - open to multiple disciplines - like a national engineering competition</li> <li>▪ If not close old programs, add co-op or internship opportunities as part of program (eng., soc, any liberal arts program not doing well)</li> <li>▪ Stay in touch with every student post-graduation</li> <li>▪ Dis-affiliate (and connect/affiliate with other Catholic institutions) or increase partnership with Western</li> <li>▪ Integrated student services 'centre'</li> <li>▪ Set up our own high school</li> <li>▪ International partnerships - i.e. Daughters For Life</li> <li>▪ Satellite campus in GTA or more online offerings</li> <li>▪ Elevator speech re: King's and Catholic education</li> <li>▪ Ph.D. programs</li> <li>▪ More graduate programs</li> </ul>	<p>healthy breaks for students between classes</p> <ul style="list-style-type: none"> <li>▪ More emphasis and financial support towards mental health opportunities for students</li> <li>▪ Cutting edge academic programs that are responsive to global/world needs</li> <li>▪ Have the courage to support new programs</li> <li>▪ Use of space with students needs paramount i.e. one stop shop for academic counselling, personal, financial, social, spiritual counselling and academic support services</li> <li>▪ Services visible and accessible (many not aware of range of services available)</li> <li>▪ Mechanisms to support skill development for those where there is a gap               <ul style="list-style-type: none"> <li>○ i.e. students need to withdraw - what services are we able to provide to build skills for them to be successful</li> </ul> </li> <li>▪ Designated group that follows research in liberal arts education and applies our grad experience to this research</li> <li>▪ Use of high impact learning practices in all classrooms</li> </ul>	<ul style="list-style-type: none"> <li>▪ Certificate programs</li> </ul>

**6. What bold thing should King's be doing?**

Session #1	Session #2	Session #3	Session #4	Session #5
		<ul style="list-style-type: none"> <li>▪ Buy the seminary!</li> <li>▪ Re-do and build new residence spaces</li> <li>▪ 21st century classrooms: no tech and high tech</li> <li>▪ Move space!</li> <li>▪ Indigenous space</li> <li>▪ Daycare</li> <li>▪ Senior support</li> <li>▪ Better mental health services</li> <li>▪ \$\$\$</li> <li>▪ Increased focus on healthy living: finance, health, relationships</li> <li>▪ Wellness Clinic/Centre: Existing, expanded, drawing from Western</li> <li>▪ Green space behind Wemple</li> <li>▪ Advocate for the liberal arts</li> <li>▪ Really BIG wellness centre (psych, spiritual care, etc.)</li> <li>▪ Radical overhaul of EPC</li> <li>▪ Ethical investing</li> <li>▪ Hire First Nations elder</li> <li>▪ Polling our First Nations students for ideas</li> <li>▪ Dedicated prayer and worship space for seminary grounds that we should purchase</li> <li>▪ Thematic streams of courses</li> <li>▪ Rethink buildings and spaces on campus</li> </ul>		

## 7. What is the most important thing you heard today? (individual responses)

Session #1	Session #2	Session #3	Session #4	Session #5
<ul style="list-style-type: none"> <li>▪ Reward students with an extra credit for taking philosophy/religious studies (Catholic character of society)</li> <li>▪ The process was more productive than expected - the fact that King's future is being considered seriously is important enough</li> <li>▪ We are pretty good, but we will need to <i>be smart and creative</i> to prosper; address issues of morale across groups to foster <i>real</i> community; don't be afraid to get smaller to get better</li> <li>▪ Emphasis on the divide of full-time and part-time faculty needs to be addressed - part-time staff is integral and they seem to be under-represented</li> <li>▪ Most important thing I heard: how the build-up of ideas just by chatting can blossom; loved the "art" lesson - favourite part</li> <li>▪ Invest in King's future; full-time faculty, Write Place, more land</li> <li>▪ Build representational advantage - focusing on program of academic rigour and recognized excellence</li> <li>▪ Making King's a great place to work and to learn - engagement between students, staff and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Various perspectives from different "levels" - staff, faculty, students, employees who have been here for a long time vs. new employees</li> <li>▪ The diversity in approaches to making King's great and different in the years to come - the whole as opposed to the individual pieces</li> <li>▪ What was unheard, i.e. encroachment of neo-liberalism in Canadian universities. The questions we ask must be formed as a response to this encroachment</li> <li>▪ Overall, that there are people that share much of the same desires and vision for the college</li> <li>▪ Our community isn't clear about King's vision. We don't know/agree on who we are and where we want to go. 5 year plan is important but what is our 20 year? 100? What do we do best and why?</li> <li>▪ That the university landscape is changing and relevance to students needs to be about recruitment, retention, but most importantly the development of the whole person; successfully</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interdisciplinary programs not fully realized</li> <li>▪ Coaching relationships for every student: career, connecting dots, mentoring, self-discovery, academic</li> <li>▪ Continue building on foundation of inclusive community</li> <li>▪ Break down ivory tower barriers and make King's more accessible to broader community for ongoing learning initiatives</li> <li>▪ King's is unique and we need to tell the world! It's about the formation of the whole person</li> <li>▪ Thinking tactically - need to think much more strategically</li> <li>▪ Build relationships with our Indigenous Community neighbours</li> <li>▪ We need a clear, concise message about what Catholic education at King's means</li> <li>▪ What can we do to make King's a strong, vibrant community - continuous improvement, small class sizes, marketing</li> <li>▪ We need to think beyond our departments, instead of what is good for "me", what is good for King's</li> <li>▪ To build a wellness centre</li> </ul>	<ul style="list-style-type: none"> <li>▪ The sense that King's is open to BOLD ideas - we have not been very BOLD to date</li> <li>▪ Academics are core, but student experience must be addressed</li> <li>▪ Focus on the things we do well and build on them - numbers and retention = the by-product of doing everything right - we already have a great foundation</li> <li>▪ Approaching our affiliation with Western from strategic point of view and stop complaining about it - complaining is not a strategy</li> <li>▪ Bring a stronger emphasis on maintaining experiential learning and provide co-op opportunities</li> <li>▪ Do not separate Western and King's - may benefit faculty, King's admin, etc. but is detrimental for students</li> <li>▪ How valuable a 'small' community is to King's</li> <li>▪ How engaged and enthusiastic King's undergrads are</li> <li>▪ King's students are happy here but we need to do a better job of telling others about our strengths</li> <li>▪ Be bold - break away from Western entirely and acknowledge the diversity of King's - BMOs and Liberal Arts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Expanding support programming with outreach</li> <li>▪ Students more likely to go to a friend for support than to one of our services</li> <li>▪ Student support - financially and emotionally</li> <li>▪ Working in silos</li> <li>▪ Expansion, amalgamate</li> <li>▪ Communication gap - student and administration</li> <li>▪ We need to expand the college to obtain opportunities and grow</li> <li>▪ We need more support services for financial and mental health needs</li> <li>▪ King's is unique and it has people who are passionate about its future and its student experience - it needs to put itself "on the map" by offering the best education experience through teaching excellence</li> <li>▪ Investing in priorities instead of spreading current resources thinly e.g. student services</li> <li>▪ Don't sacrifice academic integrity - uphold academic standards - really promote quality education - the whole person - body, mind, soul</li> <li>▪ Reputation should be our core</li> </ul>

## 7. What is the most important thing you heard today? (individual responses)

Session #1	Session #2	Session #3	Session #4	Session #5
<p>faculty; promoting the student as a whole person; we are not producing workers</p> <ul style="list-style-type: none"> <li>▪ Final thought: Establishing King's as a community with the students as well as staff and faculty. This will help us stay united and strong</li> <li>▪ We need to remember our roots, our history, how we got here. Institutional memory is <i>very</i> important</li> <li>▪ There is not a clear articulation of why King's exists; Need to reach "conclusion" on: Key competencies; The Western affiliation question - either decide to maintain affiliation and celebrate and maximize benefits or terminate and move forward; Affiliation question needs to be concluded to set the framework for other strategic decisions</li> <li>▪ We don't recognize and support what we are good at and therefore are not good at or differentiated from others anything; there is no need for King's to exist so cross your fingers that we stay in business</li> <li>▪ We have a difficult time articulating what we are known for and what we do well. There are distinct challenges between</li> </ul>	<p>helping students throughout their whole university experience will lead to successful alumni and a better experience</p> <ul style="list-style-type: none"> <li>▪ It is hard to develop a brand when there is no resolution to some split - catholic mission - mixed federal affiliation with Western - mixed feeling to the foundation isn't clear</li> <li>▪ The perspective of people in other areas of the college faculty, staff, admin. More opportunities to collaborate in this manner would be helpful</li> <li>▪ I appreciated the collegiality and openness of my colleagues today and especially the chance to plan with people. I didn't get a chance to get together</li> <li>▪ Everyone at my table values King's and believes in its future. However, in order to realize some of our goals/dreams, it will be important to think outside the box and work cohesively as a group</li> <li>▪ Positive and negative comments re: affiliation with Western. I heard more support than not but also heard that going solo could set us apart to make us shine</li> <li>▪ Get rid of the modular system</li> <li>▪ Need to improve focus on</li> </ul>	<p>integrating on campus resources - student development seminar, and adding services from Western psychology, medicine and nursing</p> <ul style="list-style-type: none"> <li>▪ There is a strong faith in King's liberal arts and Catholic centre and that it is more important now than ever</li> <li>▪ We already do such great programming, but we need to centralize student support services and create an area of wellness</li> <li>▪ Expanded wellness resources for staff and students</li> <li>▪ Every single thought shared by our group. It was fantastic!</li> <li>▪ Changing the marketing strategy to exemplify the success that a King's education brings to a potential student - this place isn't just a logo it is a dynamic place, a home</li> <li>▪ The agreement and importance of Catholic identity</li> <li>▪ The need for a large dedicated Catholic workshop space</li> <li>▪ Deep concern for King's and Catholicity as our campus continues to grow</li> <li>▪ The need to enhance our Catholic identity</li> <li>▪ That there is a fundamental lack</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reach out to the GTA and Ontario - start co-op</li> <li>▪ Develop graduate programs</li> <li>▪ Invest in first year to make class sizes smaller and work intensively on skills and imparting humanistic values of liberal arts education</li> <li>▪ Waterloo Street between east lot and SLC is dangerous - need crosswalk - remove street parking between Diocese and east lot</li> <li>▪ College has a strong potential to become a great college, but is unable to reach its potential due to limited resources</li> <li>▪ Some faculty aren't ready to hear student input - I was cut off many times today and don't feel welcomed back</li> <li>▪ Student council representatives should be more involved as it is their job to represent student voices</li> <li>▪ Many contradictory understandings of King's goals and mission - discussion focused on increasing offers but without focus on the sources of revenues</li> <li>▪ Don't lose community feel and small class sizes</li> <li>▪ Improving student success after King's is vital - how do we better gauge how students are faring</li> </ul>	<p>objective</p> <ul style="list-style-type: none"> <li>▪ We accept students that are high need that fail and hurt our reputation</li> <li>▪ The Catholicity of the college differentiates it from other institutions without making it exclusive - this is King's niche</li> <li>▪ People that are not involved in religious studies/campus ministry are interested in Catholic identity - we are not alone!</li> <li>▪ Need to openly discuss Catholic values/academic tradition - implicit/explicit walk the talk</li> <li>▪ Some people see the "Catholic" identity of King's as alienating - we need to find ways of showing its inclusivity, openness to diversity</li> <li>▪ Negative experience of non-Catholic students due to prominent or excessive Catholic imagery or artwork</li> <li>▪ Inclusivity (be more inclusive to other faiths)</li> <li>▪ Being a Catholic college may not be inviting - in fact may be intimidating to some</li> <li>▪ Inclusivity - welcoming to ALL so people aren't intimidated by Catholic and instead see loving, compassion, caring, supportive, merciful values for all</li> </ul>

## 7. What is the most important thing you heard today? (individual responses)

Session #1	Session #2	Session #3	Session #4	Session #5
<p>pedagogical perspectives of the departments</p> <ul style="list-style-type: none"> <li>▪ King's has to value research in the same way it has historically valued teaching; With the changes that need to be made, it will be important to act in spite of the many individuals who prefer the status quo</li> <li>▪ King's needs to look at the "big" picture as society is <i>now</i>, what students and faculty and staff need <i>now</i> - not what has always been - a fresh, bolder perspective</li> <li>▪ Infrastructure and collaboration. Admin, faculty and students working together and continuity year-to-year</li> <li>▪ Everyone in agreement that student services need a more visible space</li> <li>▪ Need new residence</li> <li>▪ Communication is key to attract "non-Londoners"</li> <li>▪ We need to dream bigger and not allow fear to frame our future</li> <li>▪ Focus on practical initiatives to maintain/increase enrolment</li> </ul>	<p>interdisciplinary collaboration. Integration of knowledge and life</p> <ul style="list-style-type: none"> <li>▪ Only 3 year degrees design and offer distinctive King's courses/ programs</li> <li>▪ The university needs to invest in its future and make bold actions that benefit staff and students and faculty</li> <li>▪ Creating co-op programs and building connections between alumni and current students. Highlight students and alumni "making a difference"</li> <li>▪ We found it difficult to be bold. We are very conservative about change</li> <li>▪ King's should work together with Brescia more collaboratively. Faculty members should teach courses at both Brescia and King's</li> <li>▪ King's needs a clear unified direction that all faculty, administration, staff and students can work towards</li> <li>▪ We need to stop comparing ourselves to Western and students taking pride in us institutionally and culturally</li> <li>▪ There is a lot of room for growth - lots of great ideas about how King's can grow as a community. We are very well connected</li> </ul>	<p>of resources and support for campus ministry and that this integral part of our identity needs to be more deeply integrated on campus</p> <ul style="list-style-type: none"> <li>▪ "We need to stop apologizing for being Catholic" - let's focus on reconciliation in a positive way</li> <li>▪ Fostering successful, resilient students will strengthen King's mission</li> <li>▪ The importance of COLLABORATION not separation/ isolation between departments, students, teachers, alumni - use combined strengths for success, not focusing so much on distinguishing differences, but how to bring them together</li> <li>▪ King's has unique stories, provides unique opportunities and programs - these stories can help build our reputation - need to find effective ways to communicate to all our populations</li> <li>▪ Goal that each student would have access to coaching to help them discern/navigate their future</li> <li>▪ There are opportunities for King's to innovate and develop niche markets that build on our strengths as an organization</li> </ul>	<ul style="list-style-type: none"> <li>▪ Responsive to the global/social needs of our society</li> <li>▪ Programs to make a difference</li> <li>▪ Adequately support (administratively and with funding) the specialized, unique programs at King's that are pillars of excellence for this institution - programs that are relevant to our current social and age demographics (and those projected in the next decade - i.e. aging population, services sector needs, upper level policy making)</li> <li>▪ Enriching the student experience, particularly in terms of first year scholarships - academically and financially and expanding outreach</li> <li>▪ Career services expansion</li> <li>▪ Fostering a strong 1st year experience</li> <li>▪ Respecting King's Catholic identity</li> <li>▪ A co-op program at King's - this would help draw a lot of students to King's and also help students make connections once they graduate and help students get jobs</li> <li>▪ Maintaining King's community - what makes King's unique and special is our community vibe, so promoting growth without losing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Most is what I already knew</li> <li>▪ The continued commitment to the integrity and growth of our Catholic faith</li> <li>▪ Having more support services for students, as demand is high but space and # is limited</li> <li>▪ Stay bold, stay committed to providing the best experience for students - be unique</li> <li>▪ Learning about issues faculty faces (i.e. research opportunities - lack of)</li> <li>▪ Need more Tim Hortons</li> </ul>



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	<p>within London and we do a lot of amazing things for our city. However, I think it will be creative to use these</p> <ul style="list-style-type: none"> <li>▪ Developing programs that allow students to use their knowledge, get experience and connect with professionals -&gt; we need to make our degrees practical</li> <li>▪ Providing students with more career services and career planning opportunities - workshops, networking events etc. as a graduate from a liberal arts institution this is invaluable as we enter into the professional, largely corporate-oriented world</li> <li>▪ Perspectives were like-minded. Everyone interested in growing King's to be the best it can be. Interesting take on how to do that. Idea of additional King's campus</li> <li>▪ Develop a national brand</li> <li>▪ Cohort modelled program</li> <li>▪ No religious studies course</li> <li>▪ We need to re-negotiate the cash flow agreement</li> <li>▪ Respond to the demand for online courses before we lose more students</li> <li>▪ Investing in co-op education. Liaison with businesses. Our students have co-op,</li> </ul>		<p>this aspect</p>	

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	internships/volunteer opportunities to give them real world experience, and make them job ready			