



**ACADEMIC COUNCIL AGENDA**  
**Wednesday, February 12, 2:30 p.m. to 4:00 p.m.**  
**South Annex Building, Room 060**

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

- 1.0 Land Acknowledgment
- 2.0 Opening Prayer
- 3.0 Committee Reports
  - 3.1 Planning and Priorities Committee (*Chair, M. Yenson*) Information
  - 3.2 Educational Policy Committee (*Chair, M. Yenson*) Decision
- 4.0 Reports
  - 4.1 President (Interim) Information
  - 4.2 Vice-President and Academic Dean (Interim) Information
  - 4.3 King's University Council Students' Council Report Information
- 5.0 The Unanimous Consent Agenda
  - 5.1 Governance and Nominations Committee (*Chair, M. Yenson*) Decision
  - 5.2 Scholarships and Bursaries Committee (*Chair, J. Gemson*) Decision
  - 5.3 Strategic Enrolment Management Committee Information
  - 5.4 Minutes of the Meeting of January 23, 2024 Decision
- 6.0 Items Removed from the Consent Agenda Discussion
- 7.0 New Business
- 8.0 Adjournment

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

Paul Wilton



**Report to:** Academic Council

**From:** Planning and Priorities Committee

**Re:** Budget Update for 2024-2025

**Date:** January 29, 2025

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The Planning and Priorities Committee met on January 27 and discussed Enrolment Assumptions, new Budget Model, Budget Memo and the Five-Year Physical Plant Capital Budget:

**Enrolment Assumptions:**

The Committee reviewed the current tool that focuses on projections and retention and discussed the new comprehensive model which is being created to account for various external factors, including international/domestic billing, different revenue models and external influences.

The committee discussed international retention, space utilization, and the evolving enrolment and hiring plans; how to grow and direct efforts towards international recruitment with a focus on building relationships with high schools and taking proactive steps in putting more resources into attracting these students, and the importance of this strategic investment as it is necessary to drive this growth.

**New Budget Model:**

The Committee discussed the new budget model tool being developed, highlighting its potential to help the institution in multi-year planning and addressing some of the financial gaps.

The tool was clarified noting that this is a prediction model. It is designed to review historical data and project future trends which will be essential for guiding future decision-making. The model will help with multi-year planning by linking balance sheets and income statements, providing a clearer view of both short-term and long-term financial health. The prediction model will continue to be developed and refined, making sure that it captures all relevant data (tuition, student fees, and other revenue sources). Additionally, ensuring that the tool can help forecast financial performance over multiple years will support better strategic planning.

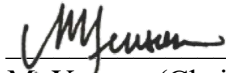
**Budget Memo:**

The Committee discussed the 10-Step Planning and Budget Process. The new budget process was explained identifying the clear timeline and advising that Taskforce will focus on reviewing different budget models give members a chance to familiarize themselves with the new process and their role in it, particularly how it might differ from previous years.

**Five-Year Physical Plant Capital Budget:**

The Committee review the capital budget and it was discussed that going forward, a 10-Year Capital Plan will be created which will include new projects, ongoing maintenance and preservation needs. This will be a lengthy process but it will allow for a more structured approach to managing capital expenditures.

Respectfully submitted,



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M. Yenson (Chair)

**Attachments:**

- 2025-2026 Draft Budget Work Plan
- 2025 Budget Continuity Report

**King's University College at Western University**

**2025-2026 *Draft* Budget Work Plan**

<b>Month</b>	<b>Date</b>	<b>Day</b>	<b>Draft Work Plan</b>
January	27	Monday	Planning & Priorities - Discuss Budget Model
January	28	Tuesday	Operational Management Team - Discuss Budget Model & Approach (3X3)
January	30	Thursday	Scenario planning with Budget prediction tool
February	3	Monday	President's Task Force Planning & Budgeting (Budget Model)
February	14	Friday	Budget due by Academic Chairs to Academic Dean's Office
February	20	Thursday	Operational Management Team
February	26	Wednesday	Board Meeting - Decision on Budget Parameters
March	5	Wednesday	BUH's Budget & Strategic Initiative submissions due to Finance
March	13	Thursday	<b>Budget &amp; Board Parameters</b> documents to Planning & Priorities committee
March	19 & 20	Wednesday & Thursday	Planning & Priorities to review, approve and recommend to Academic Council

King's University College

Revised Budget 2024-2025

<u>Account #</u>	<b>Contribution to Surplus (Deficit)</b>	<b>Comments</b>
<b>1-440-4400</b>	<b>88,416.00</b>	Original Budget Surplus
<b>Revenue Adjustments:</b>		
Exchange Program	200,000.00	Increase in revenue
Grants	90,000.00	Increase in grant
Tuition Fees	(5,296,177.00)	Reduction in Tuition Fees
Residence Fees	(497,000.00)	Reduction in Residence fees
Conference Revenue	10,000.00	Increase in conf. revenue
<b>Subtotal - Revenue Adjustments</b>	<b><u>(5,493,177.00)</u></b>	
<b>Expenditure Adjustments:</b>		
<b>President (500)</b>	7,536.00	5% reduction
<b>Marketing (505)</b>	49,775.00	5% reduction
<b>Communication (515)</b>	7,832.00	5% reduction
<b>Enrolment Services (510)</b>	122,000.00	5% reduction
<b>ISP (730)</b>	828,000.00	5% reduction
<b>Finance (520)</b>	173,395.00	5% reduction
<b>Central Services (540)</b>	3,000.00	5% reduction
<b>Human Resources (525)</b>	13,041.00	5% reduction
<b>Student Affairs (530)</b>	12,500.00	5% reduction
<b>EDI (535)</b>	7,400.00	5% reduction
<b>ITS (550)</b>	74,210.00	5% reduction
<b>Alumni (560)</b>	3,624.00	5% reduction
<b>Campus Ministry (570)</b>	15,000.00	5% reduction
<b>Library (710)</b>	34,000.00	5% reduction
<b>Physical Plant (630)</b>	88,423.00	5% reduction
<b>ADO (700..899)</b>	(37,118.00)	Add. Request
<b>Salary Adjustments</b>	(1,424,456.00)	Adj. to reflect negotiated amounts
<b>CRM</b>	250,000.00	Deferred
<b>Research - New Build</b>	600,000.00	Lease in lieu of New Build
<b>OTR</b>	(150,000.00)	Add. Request
<b>External Consultant - SEM (500-5180)</b>	(70,000.00)	Add. Request
<b>Expense Adjustments</b>	<b>608,162.00</b>	
<b>Total Revised Net Surplus (Deficit) for 2024-2025:</b>	<b><u>(4,796,599.00)</u></b>	
<i>Accounts Receivable (Domestic &amp; International fees)</i>	(354,533.00)	Bad debts written off vary between 3%-5% of receivable
<b>Revised Projected Deficit 2024-25</b>	<b><u>(5,151,132.00)</u></b>	



**Report to:** Academic Council  
**From:** Educational Policy Committee  
**Re:** Report of the Meeting on January 29, 2025  
**Date:** February 12, 2025

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**For Information:** The Chair invited all Program Coordinators and Associate Directors to join the EPC meeting for discussion of a new Curricular Planning Framework and Program Evaluation Framework. The Curriculum Planning Framework offers guidance to help academic unit leaders in their course planning, to optimize course offerings for sustainable enrolments and minimize course cancellations. New thresholds for course maintenance have been set:

- 1000-level: 25
- 2000-level: 20
- 3000-level: 15
- 4000-level: 15

A draft Academic Program Evaluation Framework was presented to EPC for discussion and feedback, and will be further refined in keeping with EPC's responsibility to "develop and maintain a policy framework for the establishment, review, renewal, and/or discontinuance of academic programs" (EPC Terms of Reference).

**For Information:** The Chair presented Western's recently revised policy on course numbering for undergraduate courses [Course Numbering Policy](#). Revisions include more careful oversight of special topics courses. EPC reviewed special topics courses proposed by departments/schools for Summer 2025 and Fall-Winter 2025–26 to identify potential overlap, duplication, or opportunities for collaboration.

**For Approval: SOC/SUPR-U Course and Program Proposals**

The following course and program proposals are recommended to Academic Council for approval (see appendix A).

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

**M/S**

**Educational Policy Committee**

1. [Economics 2222 A/B](#) – Econometrics I **Course revisions**
2. [History Minor/Major](#) – **Module revisions**
3. [Philosophy 3072 F/G](#) – Bernard Lonergan on Religion and Culture **Course revisions**
4. [Philosophy 3886 F/G](#) – Advanced Topics in Social Political Thought **Course revisions**
5. [Psychology 3262 F/G](#) – Current Research in Behavioral Pharmacology **New course**
6. [Psychology 3300 F/G](#) – Applied Clinical Settings **New course**
7. [Psychology Major](#) – **Module revisions**
8. [Social Justice and Peace Studies 3365 F/G](#) – Alternative Dispute Resolution **Course revisions**

Respectfully submitted,

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M. Yenson (Chair)

## Economics 2222A/B

**Subject:** Revision of Economics 2222A/B: Econometrics I

**Motion:** Effective September 1, 2025, Economics 2222A/B be revised as shown at King's University College.

**Rationale:** The rationale for the change to economics 2222A/B is to fix an issue that arose when we eliminated statistical science 2035 at King's and replaced it with Economics 2222A/B + 2223A/B or 2222A/B + Analytics and Data Science 2036A/B. The old statistical sciences 2035 allowed more general 1.0 mathematics foundation and did not require economics foundation from year 1, which enabled MOS to have its specialization students in OHR, for example, get through their degree without calculus. We closed that door, and also inadvertently closed the door to the Arts and Analytics Minor approved by MEM. The cleanest fix is to add statistical sciences 1024A/B to the 0.5 list of courses in the prerequisites that currently only have calculus options. The economics and finance pathways are still protected because Economics 2223A/B requires calculus from year 1. To summarize, this change better fulfills our original intent of removing Statistical Sciences 2035 and merging all MEM students into the same first semester stats/metrics course.

**Link to Current Calendar Copy (if applicable):** [Economics 2222A/B: Econometrics I](#)

**Proposed Calendar Copy (for approval):**

**Economics 2222A/B: Econometrics I** (14 characters)

An introduction to econometric description and inference which covers: descriptive statistics for cross-section and time-series samples; probability, discrete and continuous probability distributions, random variables; estimators and sampling distributions; confidence intervals and tests of hypotheses; simple linear regression for normal and non-normal populations.

**Antirequisite(s):** All other courses in Introductory Statistics (except Statistical Sciences 1023A/B and Statistical Sciences 1024A/B): Biology 2244A/B, Economics 2122A/B, Geography 2210A/B, Health Sciences 3801A/B, MOS 2242A/B, Psychology 2811A/B, the former Psychology 2810, the former Psychology 2820E, Psychology 2830A/B, Psychology 2850A/B, Psychology 2851A/B, Social Work 2207A/B, Sociology 2205A/B, Statistical Sciences 2035, Statistical Sciences 2141A/B, Statistical Sciences 2143A/B, Statistical Sciences 2244A/B, Statistical Sciences 2858A/B.

**Prerequisite(s):** Economics 1021A/B and Economics 1022A/B; 0.5 from Mathematics 1225A/B, Mathematics 1230A/B, Calculus 1000A/B, **Statistics 1024A/B**, and 0.5 from Mathematics 1229A/B, Mathematics 1600A/B, Calculus 1301A/B or Calculus 1501A/B.

**Extra information:** 3 lecture hours. This course cannot be taken concurrently with or prior to taking Data Science 1000A/B as they will become antirequisites to one another in these sequences.

**Course Weight:** 0.5

## History Minor/Module

**Subject:** Revision of the modular requirements of the Minor in History at King's University College.

**Motion:** That effective September 1, 2025 the module requirements of the Minor in History at King's University College be revised to allow up to 1.0 History course at the 2100-level and change the requirement of 1.0 course at the 3000-level to be 1.0 course at the 2200-level or above.

**Rationale:** The Department of History's current course offerings at the 2100-level cannot currently be counted towards modular requirements. This change, along with the change of 1.0 course at the 2200-level or above, will bring King's Department of History's modular requirements into closer alignment with the Department of History at Western and Huron.

**Link to Current Calendar Copy (if applicable):**

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21219&SelectedCalendar=Liv e&ArchiveID=>

**Proposed Calendar Copy (for approval):**

MINOR IN HISTORY  
History

Admission Requirements

Completion of first-year requirements, including at least 0.5 course with a mark of at least 60% from History 1401E, History 1404E, History 1601E, History 1801E, History 1812F/G, History 1813F/G, History 1814F/G, History 1820F/G, History 1901E, or the former History 1403E.

Module/Program Information

**Module**

4.0 courses:

**1.0 course** from: History at the 2100-level or above ~~History 2201E, History 2203E or History 2205E.~~

**2.0 courses** from History 2201E, History 2203E, History 2205E, History 2301E (U.S. History), History 2403E (European), History 2431F/G (European), History 2432F/G (European), History 2501E (Latin America), History 2650E (East Asia), History 2800F/G (Methods), History 2808F/G (Philosophy of History).

**1.0 course** in History at the 2200 or above ~~3000 level.~~



## Philosophy 3072 F/G

**Subject:** Modifications for Philosophy 3072 F/G at King's University College

**Motion:** That effective September 1<sup>st</sup>, 2025, the description and prerequisite for Philosophy 3072 F/G be revised at King's University College.

**Rationale:** The change in description better reflects the course content. The change in prerequisite enables 3<sup>rd</sup>- and 4<sup>th</sup>-year students in programs other than philosophy who are interested in this topic to enrol without requiring special permission from the department. Since a key aspect of this course focuses on Lonergan's work on elaborating a foundational philosophy for transdisciplinary inquiry, the change in prerequisite would enhance possibilities for transdisciplinary learning and discussion.

**Link to Current Calendar Copy (if applicable):**

[https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS\\_022198\\_1&SelectedCalendar=Live&ArchiveID=](https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_022198_1&SelectedCalendar=Live&ArchiveID=)

**Proposed Calendar Copy (for approval):**

**Philosophy 3072F/G**

**BERNARD LONERGAN ON RELIGION AND CULTURE** (40 characters)

Short Title: LONERGAN ON RELIGION & CULTURE (30 characters)

### Course Description

The Canadian Lonergan's work on a 'foundational philosophy' ~~knowing and on being~~ presents ~~possibilities for enriching discussions~~ ~~a possible ground for dialogue~~ among scholars ~~in many fields and in various religions.~~ ~~science, philosophy and theology, and~~ ~~also among believers in various religions.~~ This course examines and applies Lonergan's ideas on the basis of culture, religious experience, the relation of faith and reason, spirituality, and secularity. ~~some of his distinctive notions on the intelligibility of the universe, believe and faith, revelation, love, and hope.~~ (45 words)

### Pre or Corequisites

Prerequisite(s): 3rd or 4th year standing in a **Philosophy** program.

### Extra Information

Extra Information: 3 hours.

**Course Weight:** 0.50

**Breadth:** CATEGORY B

**Subject Code:** PHILOSOP

## **Philosophy 3886 F/G**

**Subject:** Modification for Philosophy 3886 F/G at King's University College

**Motion:** That effective September 1<sup>st</sup>, 2025, the prerequisite for Philosophy 3886 F/G be revised at King's University College.

**Rationale:** The change in prerequisite enables interested 3<sup>rd</sup>- and 4<sup>th</sup>-year students in programs other than philosophy to enrol without requiring special permission from the department. The topics chosen for this course are interdisciplinary in scope and interest.

**Link to Current Calendar Copy (if applicable):**

[https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS\\_028857\\_1&SelectedCalendar=Live&ArchiveID=](https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_028857_1&SelectedCalendar=Live&ArchiveID=)

**Proposed Calendar Copy (for approval):**

**Philosophy 3886F/G**

**ADVANCED TOPICS IN SOCIAL POLITICAL THOUGHT** (43 characters)

Short title: Adv Topics Soc/Pol Thought (26 characters)

### **Course Description**

An advanced reading seminar in Social Political Thought. See the department website for details about the authors and topic being treated in any given year.

### **Pre or Corequisites**

Prerequisite(s): 3rd or 4th year standing in a ~~Philosophy or Social Political Thought~~ program.

### **Extra Information**

Extra Information: 3 lecture hours.

**Course Weight:** 0.50

**Breadth:** CATEGORY B

**Subject Code:** PHILOSOP

## Psychology 3262 F/G

**Subject:** Introduction of Psychology 3262F/G: Current Research in Behavioural Pharmacology at King's University College.

**Motion:** That effective September 1, 2025, Psychology 3262F/G: Current Research in Behavioural Pharmacology be introduced at King's University College.

**Rationale:** Currently, the department offers a 0.5 credit at the 3000-level in Behavioural Pharmacology as a special topics course. This course has been offered 5 times since Fall 2021. The current proposal is to transition this special topics course to a permanent offering.

**Link to Current Calendar Copy (if applicable):** N/A

### **Proposed Calendar Copy (for approval):**

Psychology 3262F/G

Current Research in Behavioural Pharmacology (44 Characters)

Short Title: Curr Research in Behav Pharm (28 Characters)

### Course Description

This course provides a general overview of behavioural pharmacology in the context of reading, critiquing, and communicating peer-reviewed literature. Specific discussions of research methodologies and ethics in behavioural pharmacology will be included. (32 Words)

### Pre or Corequisites

**Prerequisite(s):** [Psychology 2221A/B](#), [Psychology 2135A/B](#), and [Psychology 2840F/G](#) (or Psychology 2801F/G, Psychology 2802F/G, the former Psychology 2800E, the former Psychology 2820E, Psychology 2830A/B, Psychology 2855F/G or Psychology 2856F/G) and registration in the third or fourth year of Honours Specialization in Psychology, Honours Specialization in Applied Psychology, Honours Double Major, Major or Specialization in Psychology, or permission of the Department.

**Antirequisite(s):** [Psychology 4222F/G](#), [Pharmacology 4380A/B](#), [Physiology and Pharmacology 4980E](#), [Psychology 3392F/G](#) (if taken at King's in 2021-22, 2022-23, 2023-24, or 2024-25)

### Extra Information

**Extra Information:** 3 lecture hours

**Course Weight:** 0.50

**Breadth:** CATEGORY A

**Subject Code:** PSYCHOL

## Psychology 3300 F/G

**Subject:** Introduction of Psychology 3300F/G: Applied Clinical Settings at King's University College.

**Motion:** That effective September 1, 2025, Psychology 3300F/G: Applied Clinical Settings be introduced at King's University College.

**Rationale:** This course combines both theoretical and applied knowledge relevant to both the thesis and applied streams in psychology. The anticipated impact is to fill a critical gap for students interested in better understanding career options within clinical psychology. This course has been successfully offered for several years.

**Link to Current Calendar Copy (if applicable):** N/A

[https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS\\_024235\\_1&SelectedCalendar=Live&ArchiveID=](https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_024235_1&SelectedCalendar=Live&ArchiveID=)

**Proposed Calendar Copy (for approval):**

Psychology 3300F/G

Applied Clinical Settings (26 characters)

### Course Description

This seminar course introduces students to applied clinical psychology areas of expertise and settings. It is designed to familiarize students with approaches utilized by clinicians in diverse settings regarding mental health. The course is also designed to develop writing skills through reflections and clinical discourse through presentations.

(47 words)

### Pre or Corequisites

**Prerequisite(s):** [Psychology 2301A/B](#) (or [Psychology 3301F/G](#)), [Psychology 2840F/G](#) (or [Psychology 2801F/G](#), [Psychology 2802F/G](#), the former Psychology 2800E, the former Psychology 2820E, [Psychology 2830A/B](#), Psychology 2855F/G or Psychology 2856F/G), and registration in the third or fourth year of Honours Specialization in Psychology, Honours Specialization in Applied Psychology, Honours Double Major, Major or Specialization in Psychology, or permission of the Department.

**Antirequisite(s):** Psychology 3995F/G taught in 2023-24.

### Extra Information

**Extra Information:** 3 lecture hours

**Course Weight:** 0.50

**Breadth:** CATEGORY A

**Subject Code:** PSYCHOL

## Psychology Major

**Subject:** Removal of the calendar note regarding limited enrolment in the Major in Psychology at King's University College.

**Motion:** That effective September 2025, the calendar note regarding limited enrolment in the Major in Psychology be removed at King's University College.

**Rationale:** Enrolment in the Major in Psychology at King's is not limited and is open to all eligible students. Removal of this calendar note will remove inaccurate information.

**Link to Current Calendar Copy (if applicable):**

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21235&SelectedCalendar=Liv e&ArchiveID=>

**Proposed Calendar Copy (for approval):**

Major  
MAJOR IN PSYCHOLOGY  
Psychology

~~Enrolment in this module is limited. Meeting the minimum requirements does not guarantee that students wishing to transfer into this module will be offered enrollment.~~

Admission Requirements

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Completion of first-year requirements, including 1.0 from [Psychology 1000](#), [Psychology 1000W/X](#), [Psychology 1002A/B](#) and [Psychology 1003A/B](#), or [Psychology 1010A/B](#) and [Psychology 1015A/B](#) with a mark of at least 60%; [Mathematics 1228A/B](#), and [Statistical Sciences 1024A/B](#).

Module/Program Information

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### Module

6.5 courses:

**0.5 course:** [Psychology 2840F/G](#).

**0.5 course** from: Psychology 2100-2299.

**0.5 course** from: Psychology 2300-2799.

**1.0 additional course** in Psychology at the 2000 level of above

**3.5 additional courses** in Psychology at the 2100 level of above\*.

**0.5 course** from: [Writing 1020F/G](#), [Writing 1022F/G](#) or [Writing 2101F/G](#).

**\*Note:** Students enrolled in an Honours Double Major must complete at least 1.0 Psychology course at the 3000-level or above.

## Social Justice and Peace Studies 3365 F/G

**Subject:** Revision to the title and course description of Social Justice and Peace Studies 3365F/G at King's University College.

**Motion:** That effective September 1, 2025, the title of Social Justice and Peace Studies 3365F/G: Alternative Dispute Resolution be revised to Conflict Resolution, Difficult Conversations, and the course description be revised as shown.

**Rationale:** The new title better reflects the content taught in this course.

**Link to Current Calendar Copy (if applicable):**

[https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS\\_028667\\_1&SelectedCalendar=Live&ArchiveID=](https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_028667_1&SelectedCalendar=Live&ArchiveID=)

**Proposed Calendar Copy (for approval):**

**Course Title:** Social Justice and Peace Studies 3365F/G: ~~Alternative Dispute Resolution~~ **Conflict Resolution, Difficult Conversations** (86 characters)

**Short Title:** **Conflict Resolution** (19 characters)

**Course Description:** This course examines the major methods and theories used for resolving disputes by situating ~~Alternative Dispute Resolution [ADR]~~ **conflict resolution** in its historical, social and legal context. It will provide a critical examination of ~~ADR~~ **conflict resolution** techniques and processes through cases studies and role-playing.

**Prerequisite(s):** [Social Justice and Peace Studies 1025F/G](#) and [Social Justice and Peace Studies 1026F/G](#), or permission of the Program Coordinator.

**Antirequisite(s):** Social Justice and Peace Studies Special Topics 3370 F/G (2018-19).

**Extra Information:** 3 hours.

**Course weight:** 0.50

**Breadth:** Category A

**Subject Code:** SOCLJUST

**Course Numbering Policy, Essay Courses, and Hours of Instruction**

<b>Policy Category:</b>	Registration and Progression
<b>Subject:</b>	Course Numbering, Essay Courses, and Hours of Instruction
<b>Subsections:</b>	<a href="#">Course Numbering Policy for Undergraduate Courses</a> ; <a href="#">Blended Courses</a> ; <a href="#">Essay Courses (Undergraduate Degrees)</a> ; <a href="#">Hours of Instruction for Undergraduate Courses</a> ; <a href="#">Hours of Instruction – 1000-1999 Courses</a> ; <a href="#">First Year Courses/Classes</a> ; <a href="#">Additional Qualification Courses</a> ; <a href="#">Graduate Course Offerings</a>
<b>Approving Authority:</b>	Senate
<b>Responsible Committee:</b>	Senate Committee on Academic Policy
<b>Related Procedures:</b>	*
<b>Officer(s) Responsible for Procedure:</b>	*
<b>Related Policies:</b>	*
<b>Effective Date:</b>	September 1, 2025 <del>April 22, 2022</del>
<b>Supersedes:</b>	April 22, 2022; September 2019

**COURSE NUMBERING POLICY FOR UNDERGRADUATE COURSES**

**Course Numbering**

1. Course Numbers: Courses are labelled with a ten-character field where the first four characters are numeric and the last six characters may be used for an alphabetic suffix.

Course Titles: If the title exceeds 30 characters the course must be given an alternate “short title” of 30 characters or less for use by the **Office of the Registrar’s Office**.

Course Descriptions: May not exceed 50 words.

2. Each course will be identified by the department/program offering it. If the course is to be cross-listed and offered by more than one department/program, this should be stated clearly in the original proposal for the course.
3. Courses will be numbered according to the following format:

0001 - 0999\* Pre-University level introductory courses  
1000 - 1999 Year 1 courses  
2000 - 4999 Senior-level undergraduate courses  
5000 - 5999 Professional Degree courses in Dentistry, Education, Law, and Medicine  
6000 - 6999 Courses offered by **Western** Continuing Studies  
7000 - 8999 *Not yet designated*  
9000 - 9999 Graduate Studies courses

\* These courses are equivalent to pre-university introductory courses and may be counted for credit in the student's record, unless these courses were taken in a preliminary year. They may not be counted toward essay or breadth requirements, or used to meet modular admission requirements unless it is explicitly stated in the Senate-approved **outline-of-the module/program**.

### Undergraduate Course Suffixes

1. All suffixes are in upper case and indicate the following with regard to course weight and session. The suffixes I and O will not be used to avoid confusion with numbers.
2. Suffixes will be added according to the following format:

No suffix	1.0 course not designated as an essay course
A	0.5 course offered in first term
B	0.5 course offered in second term
A/B	0.5 course offered in first and/or second term
C	January courses in the Faculty of Law (4.0 credit weight)
D	February/March/April (FMA) courses in the Faculty of Law
E	1.0 essay course
F	0.5 essay course offered in first term
G	0.5 essay course offered in second term
F/G	0.5 essay course offered in first and/or second term
H	1.0 accelerated course (8 weeks) in the <b>Arthur Labatt Family School of Nursing</b>



## Course Numbering

J	1.0 accelerated course (6 weeks) in the Arthur Labatt Family School of Nursing
K	0.75 course (integrated curriculum of HBA1 program) at the Richard Ivey School of Business School
L	Unassigned
M	Unassigned
N	Unassigned
P	Unassigned
Q	0.25 course offered in the first half of first term
R	0.25 course offered in the second half of first term
S	0.25 course offered in the first half of second term
T	0.25 course offered in the second half of second term
U	0.25 course offered in other than a regular session
V	0.375 course offered by the Faculty of Education
W	1.0 accelerated course offered in first term
X	1.0 accelerated course offered in second term
Y	0.5 course offered in other than a regular session
Z	0.5 essay course offered in other than a regular session

### Undergraduate Course Offerings

#### Contact Hours

Contact hours for courses offered in conventional face-to-face format include the number of hours per week for lecture, required laboratory sessions, and required tutorial sessions. Contact hours normally are not listed for online-only courses unless students are required to participate in regularly scheduled online sessions at specific times. In this context, "lecture" refers to any regularly scheduled classroom contact time with the main instructor (or instructors, in team-taught courses), not the pedagogical design of the course. Laboratory or tutorial sessions held within lecture sessions are not listed separately. Graduate course entries do not normally include contact hours.

#### 1. Course Designations

In most cases:

- a) A full course (1.0 course) will have no suffix or will have an E suffix. A full course has a minimum of 48 contact hours.
- b) A half course (0.5 course) will have an A, B, F, G, Y or Z suffix. Two 0.5 courses are the equivalent of one 1.0 course, whether or not they have been taken in the same subject. A half course has a minimum of 24 contact hours.
- c) A quarter course (0.25 course) will have a Q, R, S, T or U suffix to indicate the term. A quarter course has a minimum of 12 contact hours.

## Course Numbering

Other designations have also been approved, as follows:

- d) C and D courses are offered by the Faculty of Law
- e) H and J courses are offered by the Faculty of Health Sciences in the Compressed Time Frame Nursing program
- f) K courses are offered by the ~~Richard Ivey School of Business~~ **School**
- g) V courses are offered by the Faculty of Education
- h) W and X courses are accelerated full courses (often language courses) which are offered in one term only. They may not be designated as essay courses and normally will not be scheduled during high demand hours, i.e., Monday to Friday from 10:30 a.m. to 3:30 p.m.

### 2. Course Inactivation

- a) If a course is not offered for a period of five years, following consultation with the relevant Faculty, School or Affiliated University College, the Office of the Registrar will inform the Subcommittee on Undergraduate Academic Courses (SOC) ~~DAP (the Deans: Academic Programs virtual committee)~~ that the course will be withdrawn from course offerings and removed from the Academic Calendar ~~calendar~~ and master timetable.
- b) If a Special Topics course has been offered ~~two times~~ with the same topic ~~for a period of three years~~, the Faculty, School or Affiliated University College, should they wish to offer the course again, must ~~propose~~ ~~introduce~~ the course to SOC for its approval as a regular course offering and include the former course as an antirequisite for the years it was offered as a Special Topics offering, e.g., "Economics 4490F/G, if taken in 2023-24 or 2024-25." ~~"Geography 1106A/B, if taken in 2001-02, 2002-03, 2003-04."~~

### BLENDING COURSES

Blended courses have both face-to-face and online instruction, as well as on-campus exams. These course offerings are clearly identified by designated section numbers in the undergraduate Academic Calendar ~~academic calendar~~ and lecture timetable. In the identified blended courses, ~~a minimum of 1/3 of scheduled class time must occur in each mode of course delivery. at least 30% of student learning integral to the course occurs in the online interactive learning environment.~~ For example, in a half (0.5) course at the undergraduate level, at least ~~eight~~ 8 of the required 24 contact hours will occur online ~~and face-to-face~~.

### ESSAY COURSES (Undergraduate Degrees)

Students are encouraged to take an essay course in first year.

Only Western courses designated as essay courses may be used to fulfil this requirement.

Departments must identify essay courses, and the courses will be designated as such in the Academic Calendar. However, courses which are not identified as essay courses may require a significant component of course work in the form of essay writing.

The guidelines for the minimum written assignments refer to the cumulative amount of written work in a course ~~but excludes written work in examinations~~.

An essay course must normally involve total written assignments (i.e., essays or other appropriate prose composition, excluding examinations) as follows:

Full course (1000 to 1999):	at least 3000 words
Half course (1000 to 1999):	at least 1500 words
Full course (2000 and above):	at least 5000 words
Half course (2000 and above):	at least 2500 words

and must be so structured that the student is required to demonstrate competence in essay writing to pass the course.

The structure of the essay course must be such that in order to pass the course, the student must exhibit some minimal level of competence in essay writing and the appropriate level of knowledge of the content of the course.

The term "essay" is to be understood broadly to include many of the reports, reviews, summaries, critiques, and some laboratory reports that are currently assigned, as well as essays in the strictest sense. The essential point is that the assignments involve assembling information and argument and presenting it in connected prose.

Depending on the course, the language of the essay may be English, French, or any of the foreign languages, but artificial and/or machine languages do not meet this requirement.

Course-wide uniformity of designation is a practical necessity. Where a multi-sectioned course is identified as an essay course, all sections of that course must include the appropriate essay component.

The alternative of separate courses with different course numbers, differing only in the essay course component (or lack of it), remains. This is consistent with existing regulations but requires "new course" approval through the Dean's Office by means of **SOC** ~~the Deans: Academic Programs (DAP) committee~~.

### HOURS OF INSTRUCTION FOR UNDERGRADUATE COURSES

The following course prescriptions are established:

- A full (1.0) course at the undergraduate level shall require a minimum of ~~forty-eight (48)~~ contact hours.
- A half (0.5) course at the undergraduate level shall require a minimum of ~~twenty-four (24)~~ contact hours.
- A course with a weight of 0.375, offered by the Faculty of Education, shall require a minimum of ~~twenty (20)~~ contact hours.
- A quarter (0.25) course at the undergraduate level shall require a minimum of ~~twelve (12)~~ contact hours.

### HOURS OF INSTRUCTION - 1000-1999 COURSES

The hours of instruction for courses at the 1000-1999 level in the Faculties of Arts and Humanities and Social Science shall not exceed three class hours per week, or a combination of class and laboratory hours not to exceed four hours per week in total.

### FIRST YEAR COURSES/CLASSES

1. In each department, lecturing in first year courses should, in general, be done by members of faculty.
2. Departments will single out the teachers best qualified for first year teaching for assignment to first year classes.
3. Departments will make every effort to ensure that first year classes taught by more than one person have cohesion and continuity.
4. A common curriculum will be established in each course (1000-1999) with multiple sections.
5. Each department periodically will reappraise its first year course offerings to ensure that they adequately accommodate changes in Secondary School curricula, changes in the discipline, and the diverse levels of preparation attained by incoming students.

### ADDITIONAL QUALIFICATION COURSES (FACULTY OF EDUCATION)

Additional Qualification courses are offered by the Faculty of Education as non-credit courses. AQ courses appear on a student's transcript. Students register directly in AQ courses and do not need to be admitted to the university. Normally, AQ courses represent a time commitment from students of 125 hours per course and are accredited by the Ontario College of Teachers (OCT). AQ courses are approved by SOC.

### GRADUATE COURSE OFFERINGS

1. Graduate courses do not use course suffixes to identify course features.
2. Cross-listed graduate courses
  - a. A course should normally only be cross-listed if expectations for completing the course are different (e.g., additional assignments, increased required reading etc.), or are assessed differently (e.g., assignment expectations are greater for one group than another) for two, or more, groups of students based on: degree level (e.g., doctoral vs. masters); academic career level (undergraduate vs. graduate); or, program (e.g., computer science vs. electrical computer engineering).

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**Last Reviewed:** \*

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TO: Members of Academic Council  
FROM: Robert Ventresca, President (Interim)  
DATE: February 4, 2025  
RE: Monthly Report for February 2025

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Dear Colleagues,

### **Speaking about Mission**

As many of you know, I am a historian by training and, I like to say, temperament. In studying, writing and teaching about the past I've come to appreciate – and take every opportunity to promote - the value of historical thinking as an educational tool for informed, active engagement in the major issues of our day. In numerous recent conversations about the challenges we face in post-secondary education, I've had occasion to reflect that my optimism for King's and for higher education is grounded in an appreciation of the historical resilience of universities. In their book *University Governance in Canada*, Eastman, Jones, Trottier and Bégin-Caouette observe that universities “have a long history of resilience and great capacity for adaptation and innovation.” They go on to note that Canadian universities are well-equipped to adapt and flourish in a time of global disruption. That's because, among other qualities, “faculty, students and staff possess immense talent, knowledge, and energy.” And, as I noted at the recent Community Assembly, while faith in the value of a university or college degree has faltered in recent years, higher education continues to enjoy greater degrees of public trust than most other institutions, including health care, the courts and government.

With public trust comes responsibility, and opportunity. To borrow again from *University Governance in Canada*, “[a] university's leaders and governing body members must have a deep grasp of its mission, a clear-eyed view of its capacities, opportunities, and responsibilities, and an acute understanding of what these imply for its strategy and activities at this juncture in human history.” You have heard me say before that our mission, our distinctive purpose, is a powerful source of differentiation in an increasingly competitive landscape. Mindful of the needs of those whom we serve through our mission, I remain focussed on working collaboratively and collegially with Academic Council, and with all King's constituencies, to ensure our long-term flourishing.

### **Governance Update**

I am pleased to report that the substantive business of academic governance is proceeding well and steadily gathering pace and strategic focus. It is often said that committees do the heavy lifting of governance. As many members of Council know first-hand from their work on one or more of these committees, the work is substantial and we find ourselves on a steep learning curve in many instances

working with new or reformed structures in a time of great uncertainty in our sector, and wider social and economic disruption. I want to acknowledge the work that all governance committees have been doing to assess existing capacities, identify opportunities and challenges to harness the knowledge, talent and energy of faculty, students and staff in response to significant financial challenges. Against the backdrop of 25 years of experience in one dimension or another of governance at King's and Western, what I have experienced and observed of current committee work, and the deliberations of Council itself, are a source of confidence and optimism for our future. I note, for example, a greater clarity of purpose, careful attention to data-driven deliberations and decisions, and an appreciation of the need for more intentional information sharing, collaboration, and integrated planning among and across operational and governance committees especially in areas around strategic enrolment management, planning and budget.

### **Classroom Modernization Initiative**

Our Director of ITS, Dominique Perreault, has provided me with a comprehensive update to share with Council on ongoing initiatives that align with priorities and plans outlined in our strategic framework, *Renewing the Promise: King's 2030*, namely the modernization of operations and campus spaces.

The committee overseeing the **Classroom Modernization Initiative** has selected two classrooms (W147 and W148) in Wemple Hall to be amalgamated into one fully modernized classroom. This project will be reviewed from a cost-benefit standpoint by the Planning and Priorities Committee, using a new evaluative process that will assess all new strategic initiatives as part of an integrated planning and budget process.

The case for support will highlight that the project would achieve the following:

- **Space Optimization:** The new design will maximize usable space, providing a flexible layout suitable for various teaching and learning styles.
- **Accessibility:** The classroom will meet and exceed accessibility standards, ensuring an inclusive environment for all students and faculty.
- **Modern Furniture:** Ergonomic and modular furniture will be introduced to enhance comfort and adaptability.
- **Advanced Technology:** State-of-the-art interactive displays, audio-visual systems, power at every desktop, and collaborative tools will be installed to support modern pedagogical practices.
- **Pedagogical Innovation:** The space will be designed to foster flexible and innovative teaching methods.
- **Indigenous Learning Space:** we are exploring the possibility of transforming an existing space into an Indigenous Learning Space, to reflect our institutional commitment, reiterated and amplified in the strategic framework, to truth and reconciliation by fostering Indigenous knowledge.

The Committee is currently preparing the Request for Proposal (RFP) for a design and build engagement. Should the project be approved, the completion timeline for this proof-of-concept (POC) classroom is set for November 2025, in time for the Winter term. Insights gained from this project will directly inform overall planning for campus modernization.



I want to acknowledge the work ITS is doing, in collaboration across units, to complete much-needed upgrades to our network infrastructure. Many of the most critical aspects of this infrastructure are hidden from view, but ITS is working diligently to ensure we achieve and maintain industry-standard design, equipment and practices. These upgrades reflect our strategic commitment to operational excellence, addressing significant risks posed by disorganization and outdated equipment, such as outages and physical damage to critical infrastructure. By addressing historical shortcomings in infrastructure, we are laying a foundation for adaptation, innovation and continued success. This will ensure the highest level of reliability and service for students, faculty, and staff.

### **Alumni, Donor and External Relations**

As you may know, I have been holding regular listening sessions with members of the various administrative units, as well as occasional coffee hours, and also small group meetings with the academic Chairs/Directors; all with a view to hearing questions and concerns while also conveying accurate information and a strategic vision for the future of King's in a time of review and change.

I have also met with local elected officials at the federal, provincial and municipal level, as well as community partners in various sectors. My purpose has been to advocate for King's as a vibrant and vital presence in the community, and a reliable strategic partner for current and/or prospective opportunities. I use these opportunities to advocate for government to recognize the importance of universities, including smaller liberal arts-based institutions like King's, to enhancing the quality of life of individuals and communities.

One of the highlights of my role as Interim President is alumni and donor relations. As noted in my December report, in the Fall term I heard firsthand about the enduring impact of a King's education in meetings with alumni whose experience of King's spans over 50 years. Most recently, on January 24, I hosted a webinar for King's alumni to provide an update, focussing on our strategic priorities, updates on our governance changes, as well as answering thoughtful questions about our plans to address the financial situation in our sector. Numerous other alumni engagement events are planned for the balance of the Winter term. In all these engagements, I underscore that King's alumni are our most effective ambassadors whose personal and professional stories testify to the enduring promise of a King's education.

### **Planning and Budget Update**

For a detailed update, I invite you to review the Report to Academic Council from the Planning and Priorities Committee. Briefly, we are making steady, substantive progress towards the development of a new multi-year approach to planning and budget; a major objective of the new strategic framework to enhance transparency and strategic budgeting, in support of long-term sustainability. In respect of due governance processes, the Planning and Priorities committee is engaged in a multi-step budget work plan to prepare the 2025-2026 budget for Council's consideration, in alignment with the parameters set out by the Board's Finance and Risk Management Committee.

Please note that the timelines of the budget work plan anticipate consideration by Academic Council of the 2025-2026 budget by early April.

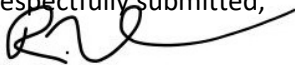
At the same time, on a separate but parallel track, the **President's Task Force on Planning and Budget** is finalizing a workplan to begin soliciting input from King's constituencies and evaluating comparators to inform the recommendation of a new budget model to achieve our strategic priorities over the next 3-5

years. It is important to underscore that budget models reflect institutional priorities and processes; they should incentivize decision-making to support major strategic goals to advance mission. Ultimately, decision-making rests with budget unit holders and governance systems; in our case, the Board, budget unit heads (administration) and Academic Council.

### **Awards and Achievements**

- The Highly Commended Students for the Global Undergraduate Awards this year are Ian MacKenzie (History) and Megan Scrivens (Politics and International Relations/Social Justice and Peace).
- Thomas Tieku was elected Vice President of the International Studies Association (Representing 100 countries, ISA has over 6,500 members worldwide and is the most respected and widely known scholarly association in this field.)
- Graham Broad (PI) and Amy Shaw (University of Lethbridge) have been awarded a SSHRC Connection grant to host a workshop in March 2025 at King's: "Canada in the Second World War: New Directions in Scholarship". The workshop will bring together over a dozen emerging scholars to King's and get King's students directly involved in academic conference planning.
  - Thank you to the Research Office for their support of Dr. Broad's SSHRC grant application.

Respectfully submitted,



R. Ventresca, Ph.D.

President (Interim) and Professor



**Report to:** Academic Council  
**From:** Academic Council's Governance and Nominations Committee  
**Re:** Report of Meetings Held in January 2025  
**Date:** February 5, 2025

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The Academic Council's Governance and Nominating Committee convened on January 15, 2025 and January 28, 2025 to discuss the following items:

### **Virtual Participation**

**MOTION: Council functions primarily as an in-person meeting. To maintain accessibility, a member who is reasonably unable to attend in-person may participate virtually.**

**M/S Committee**

### **Academic Council's January Agenda**

The committee members approved and provided feedback on Academic Council's draft February agenda which was incorporated in the meeting package.

### **Indigenous Community Member Appointment to Academic Council**

The Committee received an update that the candidate identified in partnership with the Indigenous Postsecondary Education Council (IPEC) at Western is no longer able to serve during the 2024-2025 academic term. The Committee will continue to work with IPEC to fill this vacancy on Council.

### **Motion Regarding Faculty Assembly**

The committee discussed consultation about a faculty assembly consistent with the motion from January's Academic Council meeting. The survey will be drafted by and reviewed at the next committee meeting.

### **Postponing March 19 Academic Council to April 2**

The committee has rescheduled the March 19 Academic Council meeting to April 2 to accommodate the timeline for developing the FY26 budget.

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M. Yenson (Chair)



**Report to:** Academic Council  
**From:** Scholarship and Bursary Committee  
**Re:** Report of the Meeting on January 30, 2025  
**Date:** February 12, 2025

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**For Approval:**

The Scholarship and Bursary Committee met on January 30, 2025, and brings forward to Academic Council the following motion for the introduction of new awards at King's University College:

**MOTION: That Academic Council approve the introduction and terms of reference of the following awards:**

1. [Paul & Virginia Werstine Shakespeare Scholarship](#)
2. [School of Social Work Diversity and Equity Award](#)

**M/S**

**Scholarship and Bursary Committee**

Respectfully submitted,

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J. Gemson (Chair)

## **Paul & Virginia Werstine Shakespeare Scholarship**

**Establishment:** The award was created in 2024 as a result of a \$15,000 pledge from Foyston, Gordon & Payne Inc. (FGP). It was established to support and enable access to education for finance students.

**Establishment:** This scholarship was established in 2024 by a gift from Paul and Virginia Werstine. Shakespeare remains one of the most influential of English writers and Dr. Paul Werstine has spent his career teaching Shakespeare and Medieval and Renaissance English Literature at King's University College.

### **Calendar description:**

#### **Paul & Virginia Werstine Shakespeare Scholarship**

This scholarship was established to honour Fellow of the Royal Society of Canada and Distinguished University Professor Paul Werstine who retired from King's in 2025 after teaching at his alma mater for 49 years. This scholarship celebrates his legacy as a teacher, mentor, and researcher, and honours his distinguished career educating others about Shakespeare and Medieval and Renaissance English Literature. Established by Paul and Virginia Werstine, this scholarship is granted to the King's student who has achieved the highest grade in ENG 3330E – Shakespeare taught at King's University College.

The successful recipient may hold this scholarship with other student scholarships.

**Amount of Scholarship:** \$4,000.00

**Scholarship Effective:** 2025-2026 academic year.

## **School of Social Work Diversity and Equity Award**

**Establishment:** This award was established in 2025 thanks to the support of the King's University College Foundation, the School of Social Work and members of the King's Community. The award was created to empower the next generation of social workers to pursue their education and help reduce systemic barriers for students from equity-denied communities.

### **Calendar description:**

#### **School of Social Work Diversity and Equity Award**

This award is made possible by the generosity of multiple donors and King's University College Foundation. This award is granted annually to an international or domestic student entering, or continuing, full-time or part-time study at King's in the School of Social Work. Preference will be given to MSW students who identify as a member of the Black community, First Nations, Metis or Inuit, or a person of Colour. King's values diversity and equity in our student body, and has designed this award to address historical and contemporary injustices that have created barriers to higher education for these members.

The award will be presented annually based on academic achievement and demonstrated financial need. The financial need may relate to direct educational costs and/or living costs. The successful recipient may hold this award with other student awards.

Each candidate must submit the following:

1. A completed application, and
2. A short paragraph of not more than 250 words outlining the path that brought them to King's, and what they hope to achieve after graduation.

**Amount of Award:** \$1,000.00

**Award Effective:** 2025-2026 academic year.



**Report to:** Academic Council  
**From:** Strategic Enrolment Management Committee  
**Re:** Report of the Meeting on January 20, 2025  
**Date:** February 12, 2025

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**For Information:**

Three task forces have been established; Attraction, Conversion and Retention, each with a concise and well-defined mandate. Each group will include an analytical member to support data-driven decision-making. In the short term, these task forces will focus on identifying actionable tactics and removing existing barriers. Their findings and recommendations will be reported back to the SEM committee by the end of February. This approach aims to translate high-level strategies into concrete operational objectives, ensuring continuous progress and alignment with institutional goals.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "M. Yenson".

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M. Yenson (Chair)



ACADEMIC COUNCIL

MINUTES OF MEETING

JANUARY 22, 2025

The meeting was held at 2:34 p.m. in South Annex, Room 060, and via Zoom.

COUNCILORS:

Laura Béres	Joe Henry	Pat Ryan
Nonie Brennan	Peter Ibbott	Jane Sanders
Graham Broad	Jen Jeffrey	Steve Shajimon
Claudia Clausius	Liam Kennedy	Jennifer Silcox
Adrienne Co-Dyre	Allyson Larkin	Ridley Smith
Tracy Cunningham	Miriam Love	Ricardo Soto
John Dool *	Kristin Lozanski	Natalie Spruce
Russell Duvernoy	Donna Maynard	Thomas Tieku
Jeannette Eberhard	Alison Meek	Joseph Turnbull
Jordan Fairbairn	Laura Melnyk Gribble	Robert Ventresca
Josephine Gemson	Jacque Newman	Corinne Walsh
Eunice Gorman (for CT)	Loretta Norton (for MP)	Paul Wilton
Chaya Halberstam	Brian Patton	Mark Yenson
Erin Hannah	Jeff Preston	

OBSERVER(S): Vishal Kothari

MINUTE TAKER: Ann Hoffer

R. Ventresca, Chair, called the meeting to order.

1.0 Land Acknowledgment

A. Larkin offered a land acknowledgement.

2.0 Opening Prayer

A. Larkin opened with a prayer.

3.0 Committee Reports

3.1 Planning and Priorities Committee

M. Yenson, Vice-President Academic Dean, provided a high-level review of the report (*circulated with the agenda*). A 29-minute discussion ensued.

- Mark explained that the hiring plan, endorsed by EPC and Academic Council, prioritizes LTAs for program sustainability. With PPC support, he returned the plan to Chairs and Directors before proceeding with postings, noting hires are subject to budgetary approval.



- A three-year budget forecast model, developed over the holidays, is being verified. It will be reviewed by the PPC, AC, and the Board. R. Ventresca noted that a monthly change report will be implemented, with more frequent updates after Monday's PPC meeting.
- A newly constituted drafting committee, including Associate Deans, J. Eastabrook, I. Rae, and A. Larkin, is working on the Academic Plan, incorporating earlier consultation and drafting and the new strategic framework. No official report yet. A curricular planning framework and academic program evaluation framework will be presented to EPC next week.
- The curricular planning framework helps AUHs in course planning, offerings and optimization. Mark noted that PPC will explore growth vs non-growth strategies, both of which will be presented at next week's EPC meeting.
- The SEM group will forecast enrolments targets for submission to Western. Emphasizing the need for better data to support projections, V. Kothari shared that a more accurate forecast can be made after the November 1<sup>st</sup> Ministry registration freeze.
- Revenue is budgeted on the assumption that all international students will pay full tuition. Since 2016, the provincial government classified students taking 3.5 courses as full-time, but universities must pro-rate fees.
- Various scenarios - pessimistic, realistic, optimistic - are being considered. K. Thomson added that three scenarios for each of the next three years will be planned, and this work will continue in the coming weeks.

### 3.2 Strategic Enrolment Management Committee

M. Yenson, Vice-President Academic Dean, clarified that the report (*circulated with the agenda*) includes very conservative projections for international students based on as-yet unknown Provincial Attestation Letter allocations. He stated that he had also reached out to Western to emphasize that the projections were conservative and that King's was working with the strong hope of a higher allocation. Mark provided a verbal update, noting that K. Thomson has joined the committee and that three task forces have been formed to focus on student attraction, conversion, and retention. These task forces, with both internal and external SEM members, have a quick turnaround for both immediate and long-term strategies. A 19-minute discussion ensued.

**J. Newman moved, R. Soto seconded,  
Academic Council approve the 2025-2026 enrolment targets recommended by the  
Strategic Enrolment Management Committee.  
CARRIED (1 abstention)**

- Last year's target for domestic students was 600, and we exceeded it with 678. T. Cunningham added that while we have internal stretch goals, we must ensure our projections are accurate to secure grant funding from Western. Tracy also discussed how upper-year student transfers will be counted going forward.
- With graduate programs now included, Western must factor them into their PAL allotment. Given budget challenges, we need to adopt a realistic, cautious approach.

- Due to the government's new reporting process, we must now track every offer letter sent to international students and obtain a copy of their visas. Enrolment Services is working closely with International Services to gather this information from students already here.
- It was noted that we will have clarity before finalizing our budget, unlike last year.
- It was proposed that we develop/create standard historical data (2-3 pages) for Academic Council members to better assess projections, including bounce and boundary conditions. This would help address the need for higher domestic yields, despite uncertainty around boundary conditions (program capacity plus residence).

*V. Kothari departed at 3:38 pm.*

### 3.3 Governance and Nominations Committee (Chair, M. Yenson)

Referring to the report (*circulated with the agenda*), M. Yenson, Vice-President Academic Dean, shared his hope to soon propose the name of the Indigenous community member to be appointed to Academic Council.

#### **C. Clausius moved, B. Patton seconded**

**That Academic Council direct the Governance and Nominating Committee to consult with the College's faculty and academic librarians regarding the creation of an inclusive Faculty Assembly at King's and bring forward its recommendations regarding such an assembly to Academic Council.**

**CARRIED (14 in favour; 7 opposed; 8 abstentions)**

The new governance structure shifted to a representative model, leaving many academic members without a forum to raise issues with the VPAD. It was proposed that faculty meet with the VPAD once or twice per term. GNC was asked to initiate discussions on this proposal. An 18-minute discussion followed.

- Concerns were raised about empowering members not on Academic Council, given the Faculty Assembly's lack of decision-making authority
- Elected representatives relay information between the Council and constituencies. The proposal suggests GNC consult with faculty and librarians to assess interest and explore solutions, noting inconsistent broader academic community meetings, with the Faculty Association as the primary discussion
- The Community Assembly and what is being proposed for the Faculty Assembly serve different purposes.
- A friendly amendment was proposed to have the GNC investigate unit issues before establishing the Faculty Assembly. However, the amendment was not supported by the mover and seconder.
- Discussion on whether GNC should prioritize ensuring the consultation process reflects faculty and librarian views. Concerns were raised about creating the proposed entity before addressing foundational issues, such as operational challenges faced by small units.

### 3.4 Educational Policy Committee

Referring to the report (*circulated with the agenda*) and noting the SOC/SUPR-U course and program proposals come moved and seconded, M. Yenson, Vice-President Academic Dean, open the floor for discussion.

#### **Education Policy Committee moved and seconded**

**That Academic Council approve the following course and program proposals, as amended.**

1. ASL 2030A/B
2. SJPS 3363F/G
3. THAN 2206F/G, 2606A/B, ~~2204F/G~~
4. TNLA 3907A/B/Y
5. POL-SJPS 3320E
6. PSYCH – Module revisions
7. SOCI-DS 3339F/G
8. WRITING 1002F/G

#### **CARRIED**

The following amendments were requested:

- **THAN 2204F/G** should be removed as the modular revisions were tabled for further discussion.
- **ASL 2030A/B** should include the breakdown of weights when percentage values are provided.
- **TNLA 3907A/B/Y** update the position for the Experiential Learning Coordinator as that position no longer exists. Mark noted that EPC considered using the current Social Science and Interdisciplinary course codes for internships, but these codes require payment, which is why alternative codes were proposed.

An 8-minute discussion followed:

- The proposed interdisciplinary courses would allow students to complete internships alongside classes 1-2 days per week. Currently, internships must occur during breaks, such as the summer term, when students have no other coursework.
- Mark noted that we have an informal process for interdisciplinary courses (with 1-2 students in summer and the VPAD advising them) and no resource implications at the moment. If enrollment increases, faculty overload may be needed.
- Clarification was sought on the time sensitive MOS program proposals which are current being reviewed by EPC virtually.

### 3.5 Research Committee

E. Hannah, Associate Dean (Research), provided the context for introduction of the subcommittee, referencing the report (*circulated with the agenda*). Given the motion comes moved and seconded, the floor was opened for discussion. A 5-minute discussion followed.

#### **Research Committee has moved and seconded**

**That Academic Council accept the new Terms of Reference for the Research Grants and Awards Subcommittee of the Research Committee**

#### **CARRIED**

- The Research Committee collaborated with Paul Werstine to maintain continuity, effectively grandfathering members under the old governance structure to ensure work begins on May 1<sup>st</sup>
- King's internal research grants involves the collective agreement, which references a research grants committee. J. Newman offered to present this to KUCFA and the Executive to draft a letter of understanding.
- The Subcommittee has 12 faculty members. A research faculty member will chair, supported by Rodney Parker and Ramanpreet Grewal, instead of the Associate Dean Research.

#### 4.0 Reports

##### 4.1. President (Interim)

R. Ventresca, President (Interim), provided a verbal update, referencing his December 17, 2024 report to Academic Council, on the new budget model, discussions with external relations, and an upcoming alumni virtual event. Rob commended the Planning and Priorities Committee and Strategic Enrolment Committee for the quality of discussions and thanked members for their time and commitment.

An update on the classroom modernization initiative was provided, reporting that W147 and W148 will be merged into a modernized space with flexible layouts, advanced technology, accessibility, and Indigenous learning elements. A RFP is being prepared for the 2025 proof of concept, incorporating survey results into the design.

A 4-minute discussion followed.

- The potential use of Kenny theatre for teaching was raised, considering budget constraints and the need for space optimization. R. Ventresca reminded members that the campus development plan has been paused. M. Yenson shared that the classroom modernization working group is seeking external funding for this initiative.
- K. Thomson noted that a strategic initiatives process, focusing on attraction, conversion, and cost reduction, will be implemented and shared alongside budget planning information.

Rob acknowledged the difficult times, emphasizing the need for faith and representing King's well, assuring that we will navigate these challenges together.

##### 4.2. Vice-President and Academic Dean (Interim)

M. Yenson, Vice-President and Academic Dean (Interim), provided a verbal update on a few notable achievements which were followed by a round of applause:

- Thomas Tieku was elected Vice President of the International Studies Association
- Graham Broad, Principal Investigator, and Amy Shaw (University of Lethbridge), have been awarded a SSHRC Connection grant to host the workshop "Canada in the Second World War: New Directions in Scholarship" in March 2025 at King's, bringing emerging scholars and engaging King's students in academic conference planning.

Mark presented OUAC enrolment data (PALs/applications), highlighting the percentage change from last year. He thanked those involved in IQAP Cyclical reviews, mentioned

no new affiliation discussions, and announced the Open House on March 22, encouraging faculty to attend and welcome students.

4.3. King's University College Students' Council Report

R. Soto, President of King's University College Students' Council, verbally highlighted key points from his written report (*appended as Appendix A*).

R. Smith announced 24 clubs attending next week's event in the Garron Lounge, noting information is on the KUCSC website, and event details are on the whiteboard in the lounge.

5.0 THE UNANIMOUS CONSENT AGENDA

**J. Jeffrey moved, B. Patton seconded**

**That Academic Council receive the updated Appointments Promotion and Tenure Committee Report on the Consent Agenda as amended and approve the Minutes of Meeting of November 20, 2024.**

**CARRIED**

The P&T Report will be updated to list Stephanie Baird in place of Laura Beres and note the vacant seat previously held by Carrie Traher, who is no longer at King's.

6.0 ITEMS REMOVED FROM THE CONSENT AGENDA

No items were removed.

6.0 New Business

It was noted that the Mission Integration and Inclusion Committee had yet met.

**ACTION: P. Wilton to confirm the administrative support to the Mission, Integration, and Inclusion Committee, including polling members and booking the first meeting, and providing ongoing support.**


Loretta Norton will fill Marcie Penner's seat on Academic Council until July 2025 during her Sabbatical Leave.

7.0 Adjournment

L. Melnyk Gribble moved, and C. Clausius seconded, to adjourn the meeting at 4:41 p.m.

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Robert Ventresca,  
Chair



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Paul Wilton,  
University Secretary



**Academic Council KUCSC Presidents Update**  
**Wednesday Jan 22, 2025**

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**Meeting with the City of London Transit Team to discuss transit plans. To follow up with local Councillors to draft a motion for the end of semester.**

Meeting with the City of London Transit Team resulted in much important data sharing of both their roadmap plans for the next few years alongside our plan for an ideal bus stop. Next steps to follow through with City Councillors include reaching out to local city councillors of our regionality and collaborating with the USC's External Affairs VP to connect with other Councillors of interest within the month.

**Selection of Interim Vice President of Student Events (VPSE) Complete, on-boarding has begun this week.**

Internal interviews and selection processes for our interim-VPSE have been complete effective as of last week. We have now welcomed Kaygen Dache as our interim VPSE for the remainder of the 2024-2025 Academic Year. on-boarding began Saturday morning and will continue throughout the month.

**Initiation of a KUCSC Strat Plan for 2025-2026 Academic Year.**

After consultation with several Professors with academic experience in Strategic planning, we will begin the necessary data acquisition to formulate a strategic plan for the coming 2025-2026 academic year.

**Signing of the MOU between Social Workers Student Association (SWSA) and KUCSC.**

Signing of an MOU between Social Workers Student Association and KUCSC has solidified a strong relationship between two bodies of student leadership that has bore much fruit for both organizations. This has helped us coordinate support for the students of the Social Work Department more effectively.

## **Initiation of plans to supplement Classroom Modernization Initiative with Student Funds from previous 2017 referendum for campus development.**

A student referendum in 2017 for the addition of 50\$ in our tuition for 20+ years for the construction of new physical campus developments from Alumni Foundation will be investigated with support from KUCSC to see if it is possible to allocate funds into Classroom Modernization to best alleviate both Student and Faculty concerns regarding current building quality in essential Classroom sectors such as the Wemple East Wing. Will be a plan that will run past our term, on-boarding for continued support will be guaranteed from the KUCSC.

## **Ombudsperson Selection Committee Entering into final stages**

The Ombudsperson selection committee as of our MOU with the USC and HUCSC have the KUCSC President set to sit and vote in this year's Ombudspersons Selection Committee. While information is confidential, a final candidate can be expected before April for the coming 2025-2026 Academic Year. The selection of someone impartial, with an understanding of student affairs and affiliate value has been the forefront selection process from the KUCSC.

## **Western Main Campus Senator Affiliate Student Seat Acclaimed.**

After effort from our Vice President of Student Affairs, Ridley Smith - we have discovered that King's Students hold a guaranteed seat within Western Senate, a seat that has been unused for over 4 years. With great news we announce that not only has this been resolved but we can welcome in a new vote within Western Senate for King's from Braedan Lovie who has been selected as our 2025-2026 Affiliate Student Representative in the Western Senate.

## **Beginning of KUCSC Executive Elections for 2025-2026 Academic Year.**

KUCSC Executive Elections began as of last Friday. Nomination period will run from the 17th-30th. This will be followed by a week of preparing potential candidates before our campaigning and election period promptly begins on the 7th of February until the 14th. Results of these elections will be announced after the February 15th-23rd reading week meaning that results will be made publicly available as of February 24th.