



ACADEMIC COUNCIL AGENDA
Wednesday, April 2, 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*) Decision
 - 3.2 Educational Policy Committee (*Chair, M. Yenson*) Decision
 - 3.3 Scholarship and Bursary Committee (*Chair, G. Gemson*) Decision
- 4.0 Reports
 - 4.1 President (Interim) Information
 - 4.2 Vice-President and Academic Dean (Interim) Verbal Report
 - 4.3 King's University Council Students' Council Report Verbal Report
- 5.0 The Unanimous Consent Agenda
 - 5.1 Appointments Promotions and Tenure Information
 - 5.2 Cardinal Carter Library Committee Information
 - 5.3 Mission Integration and Inclusion Committee Information
 - 5.4 Research Committee Information
 - 5.5 Strategic Enrolment Management Committee Information
 - 5.6 Governance and Nominations Committee Information
 - 5.7 Minutes of the Meeting of February 12, 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: Educational Policy Committee
Re: Report of the Meeting on March 5, 2025
Date: April 2, 2025

1. For Approval:

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

- [Sociology](#) - Theory-to-Action: Applied Social Research Certificate

M/S

Educational Policy Committee

2. For Approval:

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

- [History 2133](#) – Cults, Terror And Extremism In 20th Century America
- [Jewish Studies](#) – Major/Minor
- [Social Work 4458 A/B](#) – Introduction to Trauma and Violence
- [Sociology 4446 F/G](#) – Committing Sociology at King's University College

M/S

Educational Policy Committee

Respectfully submitted,

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

M. Yenson (Chair)

Sociology – The Theory-to-Action: Applied Social Research Certificate

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

Name of the Module/Certificate: Theory-to-action: applied social research

Academic Unit: *Department of Sociology*

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

Anticipated Date of Introduction: *September 1, 2025*

Primary Contact: Dr. Josephine Gemson, Interim Associate Academic Dean, King's University College, associate.dean@kings.uwo.ca

Department/Program Contact:

Dr. Liam Kennedy, Chair, Department of Sociology, King's University College,
lkenne56@uwo.ca.

Education Policy Committee (EPC) Approval Date (or equivalent committee):

King's EPC: **TBD**

King's Academic Council: **TBD**

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

- No
 Yes

New Calendar Copy (check the box below to confirm)

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

Consultation Process (check the box below to confirm)

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

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

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

Consultation with relevant Department Chairs and Deans has taken place. (as part of item 2.1).

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

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

1.1 Provide a description of the proposed module.

The Theory-to-Action: Applied Social Research certificate at King's University College is designed to provide students with the theoretical and practical tools to design, conduct, interpret, and critically evaluate quantitative and qualitative social research. This certificate program will ensure students gain valuable experience applying their knowledge as they carry out their own independent and/or group research projects.

The proposed certificate is in sync with several program learning outcomes (see 3.3 below). We believe an applied social research certificate will help prepare students for both graduate school and for the job market. As noted below (see 1.3 below), labour market analytics indicate demand, and particularly local demand, for quantitative and qualitative research skills. This certificate is a formal way to recognize the social research skills that our program graduates develop and hone over the course of their degree.

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

The 2022 IQAP external reviewers' report recommended the "department develop a certificate made up of the department's social research methods and statistics courses to be awarded to students who complete these courses with the potential addition of an applied student research project".

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

In summer 2024 the Department of Sociology surveyed current students to understand their experiences of the sociology and criminology programs and get their feedback on a range of ideas. We specifically asked current HSP and Honors Double Major students about the proposed certificate. All students who responded to this question (n=6) indicated that the proposed certificate would be beneficial to the program. This suggests some student demand.

1.3.1 If appropriate, comment on the relevance of the proposed module to graduate employment prospects, i.e., if there is an established career path for graduates of this module. *Labour Market Analytics data provided by the OAQE in summer 2024 suggest Ontario is a hotspot for social research positions, with wages higher than the national median. Furthermore, the reports project the 4 NOC codes to experience growth over the next 7 years. When adding quantitative & qualitative research skills, analytical skills, SPSS proficiency the median advertised salary jumps by \$10,000. This could indicate demand for these specific skills. This is especially notable locally, where Western University and the University Health Network are two of the top 5 or so companies looking for job applicants with these skills provincially. Lastly, Western's posting intensity is listed at 4:1 which suggests there is some urgency in filling these social research roles. The reports are available upon request.*

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

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

The proposed certificate will involve the creation of one new capstone course, SOC4446: Committing Sociology. This course will require students to design and complete an applied social research project under the supervision of full-time faculty. The creation of this course is in direct response to a recommendation in the 2022 cyclical review.

SOC4446 will be solo or team taught by existing faculty. Each full-time faculty member who is interested in teaching the course will be put on a rotation list so they will be able to anticipate when they will have the opportunity to teach this course. This list will allow faculty to plan out their two-year teaching cycle with SOC4446 in mind. On rare occasions, we might expect a faculty member to take on a .25 overload if they choose to team-teach this course. We believe the option of team teaching is important pedagogically so that we can provide adequate instruction to and mentorship of students taking on their first social research projects. We hope each year to strike a balance and ensure instructors have expertise in quantitative and qualitative research as well as criminology and sociology.

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

The proposed certificate would serve students in existing Sociology modules. Indeed, we hope this certificate might attract additional students to the Sociology HSP and assist with medium and long-term sustainability / viability of that module. We do not anticipate any resource implications.

2.0 Method for the Proposal of the New Module

2.1 Describe how the consultation process was undertaken and include a list with the names and roles of the persons and/or groups consulted. Please also indicate the date the consultation was sent to the parties as well as who has reviewed or received the completed version of the proposal, as submitted to SUPR-U.

Consultation with OAQE before and after submitting the letter of intent. Email communication with Bryce Evon about interpreting labour market data in June 2024. Virtual meeting with Jovan Groen in December 2024.

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

Based on preliminary feedback, we have clarified there are minimal anticipated resource implications for the proposed certificate. We also now underscore our belief that the certificate may help support the medium and long-term sustainability and viability of existing program modules.

3.0 Objectives, Outcomes and Requirements

Describe:

3.1 the module's objectives (see [Definition](#)).

The Theory-to-Action: Applied Social Research certificate at King's University College will provide students with the theoretical and practical tools to design, conduct, interpret, and critically evaluate quantitative and qualitative social research. Students will gain valuable experience identifying, applying, evaluating, and critiquing systems of knowledge production in senior theory courses, reflect on the social sciences as sites of colonization, operationalize their sociological knowledge through research methods in a reflexive manner, and then carry out their own independent and/or group research projects in 3000-level methods courses and in the new 4000-level course, Committing Sociology.

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

Western's sociology program states that graduates will develop skills relating to data collection and interpretation as well as qualitative and quantitative analysis. The proposed certificate is consistent with this mission.

The Towards Western at 150 strategic plan emphasizes "learning by doing" as enriching the student experience. The inclusion of a 4000-level applied social research project is consistent with this objective. Moreover, the same strategic plan notes that Western will advance reconciliation and "support efforts of our faculty and staff to consider how to incorporate indigenous ways of knowing into our curricula" – this certificate includes SOC2108 Decolonizing Social Science, which we believe is fundamental to this endeavour.

3.3 the module's learning outcomes (see [Definition](#)).

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

Western Degree Outcomes	Program Learning Outcomes	How does the module/certificate support the achievement of each outcome (e.g., via which courses, other learning experiences)	How does the module/certificate plan to evaluate the achievement of each outcome (e.g., rough sense of types of assessments, assignments, milestones)
Knowledge	<p>Identify and apply various (HSP = evaluate and critique) systems of knowledge production (e.g. empirical, theoretical, indigenous) about the social world</p> <p>Interrogate common-sense assumptions about local and global narratives of the social world and identify the connections between personal and societal issues</p> <p>Demonstrate the ability to critically assess the historical and continuing impact of colonialism and colonial structures on Indigenous peoples both within Canada and globally as well as awareness of Indigenous perspectives and knowledge</p>	<p>SOC2108 SOC2205 SOC2206 SOC3306 SOC3310 SOC4404 SOC4405 SOC4409</p> <p>SOC2206 SOC3306 SOC3310 SOC4404 SOC4405</p> <p>SOC2108 SOC3310 SOC4404 SOC4405</p>	<p>Closed or short-answer test questions; analytical or problem-solving test questions; analytical or problem-solving assignments; lab assignments; seminar or tutorial assignments; critical analysis; essay; creative writing; journaling or reflective writing; visual or graphic (e.g., infographic, poster)</p>
Literacies and Interdisciplinarity	<p>Operationalize sociological knowledge through quantitative and qualitative research methods in a reflexive manner</p> <p>Collect and evaluate qualitative and quantitative data in order to develop substantive knowledge</p> <p>Evaluate the legitimacy of data sources and situate data within</p>	<p>SOC2205 SOC2206 SOC3306 SOC3310 SOC4446</p> <p>SOC3306 SOC3310</p> <p>SOC2205 SOC2206 SOC3306 SOC3310 SOC4446</p>	<p>Data collection; Analytical or problem solving assignment; Lab assignment; Research positionality statement; Critical analysis; Essay</p>

Communication	theoretical perspectives		
	Communicate	SOC2205	Individual and group presentations; Policy brief; Visual or graphic; Research proposal or report; Design project (e.g., podcast, zine)
	sociological analyses in relevant formats, including	SOC2206	
	written, oral, visual, and/or digital, using	SOC3306	
	appropriate theoretical, scholarly, and/or empirical sources	SOC3310	
	SOC4404		
Resilience and Life-Long Learning	Engage self and others in ongoing	SOC4405	Seminar or tutorial assignment; Class discussion; Policy brief; Research proposal or report; Critical analysis; Design project (e.g., podcast, zine, documentary)
	critical reflection of taken-for-granted	SOC2108	
	assumptions of human experiences through	SOC2205	
	developing a growth mind-set that fosters perseverance towards	SOC2206	
	challenging tasks	SOC3306	
Global and Community Engagement	Situate problems of social inequality within institutional contexts and at a range of social scales (e.g. local, national, global) and explore meaningful solutions	SOC3310	Essay; Policy brief; Critical analysis; Visual or graphic (e.g., poster/infographic)
		SOC4446	
		SOC2206	
	Demonstrate an ability to integrate	SOC3306	
	sociological inquiry and empirical research to raise awareness of local and global inequities with broader application in public-policy and community settings	SOC3310	
Critical Inquiry and Creative Thinking	Demonstrate an ability to identify the various components of complex social issues	SOC4404	Critical analysis; Essay; Media or content analysis; Analytical or problem solving assignment
		SOC4405	
		SOC4446	
	Identify the intersections between	SOC2206	
	different structural dimensions such as age, gender, race, class, and sexuality in enabling or constraining individual experiences	SOC3306	
Professionalism and Ethical Conduct	Demonstrate appropriate professional, interpersonal, and collaborative skills and competence / familiarity with institutional	SOC3310	Completion of TCPS 2 Core: Tutorial; Research positionality statement; Critical analysis
		SOC4404	
		SOC4405	
		SOC4446	
		SOC4446	

research ethics protocols	SOC2206 SOC3306 SOC3310
Recognize the need to apply sociological knowledge outside of the classroom in a manner that values and respects different groups	SOC4404 SOC4405 SOC4446

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

The proposed certificate necessitates the creation of one new 4000-level course, Committing Sociology. All other courses in the proposed module are already being offered and are taught by full-time faculty or long-term CUPE instructors.

Committing Sociology calendar description:

An introduction to the various meanings, practices, implications, and critiques of Public Sociology, while developing an understanding and appreciation of Sociology's application to the public-sphere and beyond the academic community.

3.5 the admission and progression requirements, if any.

Admission requirements:

Completion of first year requirements with no failures and a minimum cumulative average of 65%.

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

Program Year 1 (if applicable)	0	0	0	0	0
Program Year 2	2	3	4	5	6
Program Year 3	2	3	4	5	6
Program Year 4	0	2	3	4	5

Annual Ongoing	4	7	1 1	1 4	1 7
Anticipated # of completions		2	3	4	5

3.7 What impact, if any, would this module have on the adequacy of resources to sustain the quality of the learning experience, such as faculty complement, administrative support, library support, information technology support, adequacy of space, laboratory access, and academic counselling.

The new certificate should have little impact on program administrative support and academic advising. The 65% average will have to be calculated by hand on an individual basis by the advising team. This should be manageable. No new classroom or learning spaces are required. Existing full-time faculty will teach most of the courses and no new faculty hires are required to sustain the proposed certificate.

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

We will ask those who have completed the certificate to complete an exit survey as part of our ongoing efforts to solicit feedback from current students and alumni.

3.9 Provide new calendar copy for the proposed module.

Description:

The Theory-to-Action: Applied Social Research certificate at King's University College is designed to provide students with the theoretical and practical tools to design, conduct, interpret, and critically evaluate quantitative and qualitative social research. This certificate program will ensure students gain valuable experience applying their knowledge as they carry out their own independent and/or group research projects.

Admission requirements:

Completion of first year requirements with no failures and a minimum cumulative average of 65%.

Program requirements:

Module 4.0 courses

To qualify for the Theory-to-Action: Applied Social Research certificate, students must achieve an overall average of 65% in the following 4.0 courses:

0.5 course Sociology 2108A/B

2.5 courses Sociology 2205A/B, Sociology 2206 A/B, Sociology 3306F/G, Sociology 3310F/G, and Sociology 4404F/G

0.5 course from Sociology 4405 F/G OR Sociology 4409F/G

0.5 course Sociology 4446F/G

History 2133 – Cults, Terror And Extremism In 20th Century America

Subject: History 2133 course hour revision at King's University College.

Motion: That effective September 1st, 2025 the course History 2133 will revise the number of contact hours from three to two.

Rationale: To bring this into line with the other 2100 level History courses at King's University College.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_023573_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

History 2133

CULTS, TERROR AND EXTREMISM IN 20TH CENTURY AMERICA

Course Description

The purpose of this course is to explore a variety of cults, terrorists and extremist groups that have emerged in modern American history, including Neo-Nazis, Scientology, and Al Qaeda.

Extra Information

Extra Information: ~~2 lecture hours, 1 tutorial hour.~~ 2 lecture hours.

Course Weight: 1.00

Breadth: CATEGORY A 

Subject Code: HISTORY

Jewish Studies Major/Minor

Subject: Revisions to Jewish Studies Major/Minor Requirement

Motion: That effective September 1st, 2025, the module requirements of Jewish Studies offered at Huron University College and King's University College be revised and re-listed as presented in this proposal.

Rationale: Jewish Studies is a program offered jointly by Huron University College and King's University College, with courses drawn from numerous disciplines at Huron University College, King's University College, and Western University. Some courses offered at Huron University College, King's University College, and Western University that could enrich the Jewish Studies module are not included therein while other courses that have never been offered, are no longer offered, or are not offered regularly are included. This SOC proposal is put forward to: add pre-existing courses (HIS 2608F/G, HIS 3430F/G) that would enrich the Jewish Studies major and minor modules; to remove from the list of courses offered to complete the Jewish Studies major or minor courses that have never been offered or that are no longer offered (Film Studies 3316F/G, German 2141A/B, MIT 3191F/G, Women's Studies 2152A/B, Religious Studies 2213F/G, Religious Studies 2346F/G / Jewish Studies 2346F/G, Religious Studies 3175F/G); to move courses offered at irregular intervals due to a variety of reasons from serving as required courses to courses available from "pick lists" to complete the Jewish Studies major or minor (Religious Studies 2345F/G / Jewish Studies 2345F/G); to move a course to a more appropriate modular category (Religious Studies 2169A/B); and to move a course deemed to be pedagogically significant from being an optional course to a required course to complete the Jewish Studies major or minor (Religious Studies 2286F/G). Accordingly, the module requirement for the Jewish Studies major and minor must be revised to accommodate these changes.

<Proposals>

Proposal I: Major in Jewish Studies

Link to Current Calendar Copy (if applicable):

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20756&SelectedCalendar=Live&ArchiveID=>

Proposed Calendar Copy (for approval):

MAJOR IN JEWISH STUDIES
Jewish Studies

Note: The Major in Jewish Studies is jointly offered by Huron University College and King's University College.

Admission Requirements

Completion of first-year requirements, with a minimum mark of 60% in each course.

Module/Program Information

Module

6.0 courses:

1.0 courses from: [Jewish Studies 1370F/G](#), [History 2821F/G](#), [History 2822F/G](#).

~~0.5 course: [Jewish Studies 2345F/G](#) cross listed with [Religious Studies 2345F/G](#).~~

~~0.5 course from: [Jewish Studies 2346F/G](#) cross listed with [Religious Studies 2346F/G](#),
[Jewish Studies 2347F/G](#) cross listed with [Religious Studies 2347F/G](#).~~

0.5 course: [Religious Studies 2286F/G](#)

1.0 course from: [Hebrew 1020](#), [Hebrew 1030](#), [Hebrew 1040A/B](#), [Hebrew 1041A/B](#),
[Hebrew 2200](#), [Hebrew 2240A/B](#), [Hebrew 2241A/B](#), [Hebrew 3300](#).

3.0 3.5 courses from ~~the former [Jewish Studies 2801F/G](#)~~ or the following three categories, including a minimum of 0.5 course from each category:

Expressions ~~–Literature and Art:~~ **(Languages and Arts):** ~~[Film Studies 3316F/G](#) (only if taken prior to September 2013);~~ [French 2211F/G](#); [Hebrew 1020](#), [Hebrew 1030](#), [Hebrew 1040A/B](#), [Hebrew 1041A/B](#), [Hebrew 2200](#), [Hebrew 2240A/B](#), [Hebrew 2241A/B](#), [Hebrew 3300](#) (if not taken to satisfy the requirements described earlier in the module); [Jewish Studies 2145F/G](#) / [Religious Studies 2145F/G](#); [Jewish Studies 2345F/G](#) / [Religious Studies 2345F/G](#), [Jewish Studies 2790F/G](#), [Jewish Studies 3790F/G](#), [Jewish Studies 4790F/G](#).

Experience ~~–History and Social Science~~ **(History and Social Science):** [History 2608 F/G](#), [History 3416F/G](#), [History 3430F/G](#), [History 3807E](#), [History 3808F/G](#), [History 4426E](#); [Jewish Studies 2791F/G](#), [Jewish Studies 3416F/G](#), [Jewish Studies 3791F/G](#), [Jewish Studies 4791F/G](#); [Political Science 3329F/G](#) (only if taken prior to September 2015), [Political Science 4409F/G](#); [Religious Studies 2169A/B](#), [Religious Studies 3450F/G](#), the former [History 3608F/G](#).

Ideas ~~–Classical and Modern Jewish Thought:~~ **(Classical and Modern Jewish Thought):** [Jewish Studies 1250F/G](#), [Jewish Studies 2792F/G](#), [Jewish Studies 3792F/G](#), [Jewish Studies 4792F/G](#); [Philosophy 2665F/G](#), [Philosophy 2667F/G](#); [Religious Studies 2114A/B](#), [Religious Studies 2163A/B](#), [Religious Studies 2168A/B](#), ~~[Religious Studies 2169A/B](#)~~, [Religious Studies 2171A/B](#), [Religious Studies 2204F/G](#), ~~[Religious Studies 2213F/G](#)~~, [Religious Studies 2259F/G](#), ~~[Religious Studies 2286F/G](#)~~, ~~[Religious Studies 2346F/G](#)~~ / ~~[Jewish Studies 2346F/G](#)~~ (if not taken to satisfy the requirements described earlier in the module), [Religious Studies 2347F/G](#) / [Jewish Studies 2347F/G](#), [Religious](#)

[Studies 2420A/B](#), [Religious Studies 3020F/G](#), [Religious Studies 3030F/G](#), [Religious Studies 3175F/G](#), [Religious Studies 3453F/G](#), [Religious Studies 4040F/G](#); or other courses in each category from a list maintained by the Faculty of Arts and Social Sciences at Huron University College.

Note: Some courses in this module may require prerequisites; students are advised to check course prerequisites carefully.

Proposed Calendar Copy (for approval): Not applicable

Course Summary (for information): Not applicable

- **Course Learning Outcomes**
- **Anticipated Grading Structure**

Proposal II: Minor in Jewish Studies

Link to Current Calendar Copy (if applicable):

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20757&SelectedCalendar=Live&ArchiveID=>

MINOR IN JEWISH STUDIES Jewish Studies

Note: The Minor in Jewish Studies is jointly offered by Huron University College and King's University College.

Admission Requirements

Completion of first-year requirements, with a minimum mark of 60% in each course.

Module/Program Information

Module

4.0 courses:

1.0 course from: [Jewish Studies 1370F/G](#), [History 2821F/G](#), [History 2822F/G](#).
0.5 course: ~~[Jewish Studies 2345F/G](#) cross listed with [Religious Studies 2345F/G](#).~~
0.5 course from: ~~[Jewish Studies 2346F/G](#) cross listed with [Religious Studies 2346F/G](#);~~
~~[Jewish Studies 2347F/G](#) cross listed with [Religious Studies 2347F/G](#).~~

0.5 course: [Religious Studies 2286F/G](#)

0.5 course from **Expressions** – ~~Literature and Art~~ (**Languages and Arts**): ~~Film Studies 3316F/G (only if taken prior to September 2013);~~ [French 2211F/G](#); [Hebrew 1020](#), [Hebrew 1030](#), [Hebrew 1040A/B](#), [Hebrew 1041A/B](#), [Hebrew 2200](#), [Hebrew 2240A/B](#), [Hebrew 2241A/B](#), [Hebrew 3300](#) (if not taken to satisfy the requirements described earlier in the module); [Jewish Studies 2145F/G / Religious Studies 2145F/G](#); [Jewish Studies 2345F/G / Religious Studies 2345F/G](#), [Jewish Studies 2790F/G](#), [Jewish Studies 3790F/G](#), [Jewish Studies 4790F/G](#).

0.5 course from **Experience** – ~~History and Social Science~~ (**History and Social Science**): [History 2608 F/G](#), [History 3416F/G](#), [History 3430F/G](#), [History 3807E](#), [History 3808F/G](#), [History 4426E](#); [Jewish Studies 2791F/G](#), [Jewish Studies 3416F/G](#), [Jewish Studies 3791F/G](#), [Jewish Studies 4791F/G](#); [Political Science 3329F/G](#) (only if taken prior to September 2015), [Political Science 4409F/G](#); [Religious Studies 2169A/B](#), [Religious Studies 3450F/G](#);

0.5 course from **Ideas** – ~~Classical and Modern Jewish Thought~~: (**Classical and Modern Jewish Thought**): [Jewish Studies 1250F/G](#), [Jewish Studies 2792F/G](#), [Jewish Studies 3792F/G](#), [Jewish Studies 4792F/G](#); [Philosophy 2665F/G](#), [Philosophy 2667F/G](#); [Religious Studies 2114A/B](#), [Religious Studies 2163A/B](#), [Religious Studies 2168A/B](#), ~~[Religious Studies 2169A/B](#)~~, [Religious Studies 2171A/B](#), [Religious Studies 2204F/G](#), ~~[Religious Studies 2213F/G](#)~~, [Religious Studies 2259F/G](#), ~~[Religious Studies 2286F/G](#)~~, ~~[Religious Studies 2346F/G / Jewish Studies 2346F/G](#)~~ (if not taken to satisfy the requirements described earlier in the module), [Religious Studies 2347F/G / Jewish Studies 2347F/G](#), [Religious Studies 2420A/B](#), [Religious Studies 3020F/G](#), [Religious Studies 3030F/G](#), ~~[Religious Studies 3175F/G](#)~~, [Religious Studies 3453F/G](#), [Religious Studies 4040F/G](#);

0.5 1.0 course from any of the three categories listed above (**Expressions, Experience, and Ideas**).

Or other courses in each category from a list maintained by the Faculty of Arts and Social Sciences at Huron University College.

Note: Some courses in this module may require prerequisites; students are advised to check course prerequisites carefully. *Hebrew is not mandatory for the Minor but a Hebrew course is recommended.

<End of Proposals>

Social Work 4458 A/B – Introduction to Trauma and Violence New Course

Subject: Social Work 4458A/B: Introduction to Trauma and Violence

Motion: That effective September 1, 2025, Social Work 4458A/B: Introduction to Trauma and Violence be introduced in the School of Social Work at King's University College.

Rationale:

This course has been offered as a special topic elective for the past three years. It has been offering important theoretical understanding and practical skills for BSW students, many of whom will work with services users impacted by some form of violence or trauma. This course has regularly been in demand as an elective, providing education regarding an approach to practicing with service users which is being used more regularly in settings where social work is practiced.

Proposed Calendar Copy (for approval):

Calendar Description:

Social Work 4458A/B: Introduction to Trauma and Violence (36 characters)
Short Title: Into to Trauma and Violence (27 characters)

This course is designed to prepare social work students to understand who is at greatest risk of experiencing violence and the impact of that violence. This course will provide theoretical understanding and practical approaches for social workers providing services to those impacted by violence. (44 words)

Pre or Corequisites

Prerequisite(s): Registration in the professional BSW (Honours) program.

Extra Information

Extra Information: 3 lecture hours.

Course Weight: 0.50

Breadth: CATEGORY A

Subject Code: SOCWORK

Sociology 4446 F/G – Committing Sociology at King’s University College

Subject: Introduction of 4466F/G Committing Sociology at King’s University College.

Motion: That effective September 1, 2025, Sociology 4446F/G be introduced at King’s University College

Rationale: To offer senior students an opportunity to conduct an applied research project. This course would also be part of a certificate in applied social research that is in development by the department.

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=MAIN_006601_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Course Title: Sociology 4446F/G Committing Sociology (19 characters)

Course Description: An introduction to the various meanings, practices, implications, and critiques of Public Sociology, while developing an understanding and appreciation of Sociology’s application to the public-sphere and beyond the academic community. (31 words)

Antirequisite(s): Sociology 4485F/G taken in 2024-2025

Prerequisite(s): Registration in fourth year or above in a Department of Sociology module.

Extra Information: 3 seminar hours.

Course Weight: 0.5

Breadth: CATEGORY A

Subject Code: SOCIOLOG



Report to: Academic Council
From: Scholarship and Bursary Committee
Re: Report of the Meeting on March 7, 2025
Date: April 2, 2025

For Information:

The Scholarship and Bursary Committee provides for information to Academic Council the following update on the Paul & Virginia Werstine Shakespeare Scholarship at King's University College, following further consultation as requested.

[Paul & Virginia Werstine Shakespeare Scholarship](#)

M/S

Scholarship and Bursary Committee

For Approval:

The Scholarship and Bursary Committee discussed moving the awarding of the Regis and Killan Entrance Scholarships from July to May, basing them on second-term midterm grades with a final average condition of 85%, to better support conversion efforts.

Rationale: The Regis and Killan Entrance Scholarships are currently awarded in July based on final grades. At that time, it is given to a student who has already accepted the offer of admission. This does not help with conversion since the students have already been accepted. We would like to move the awarding of the scholarship back in to the beginning of May and base it on second term midterm grades with condition of final average of 85%.

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

Respectfully submitted,

J. Gemson (Chair)

Paul & Virginia Werstine Shakespeare Scholarship

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.

TO: Members of Academic Council
FROM: Robert Ventresca, President (Interim)
DATE: March 26, 2025
RE: Monthly Report for March 2025

Dear Colleagues,

I am pleased to present my latest report highlighting key developments and initiatives at King's. As we continue to advance our mission and strategic priorities, I wish to update Council on several important matters.

Speaking about Mission

Mission Integration and Inclusion

I recently announced administrative changes designed to integrate the Offices of Campus Ministry and Equity, Diversity, Inclusion, and Decolonization (EDID) into the fabric of campus life (*Appendix 1*). This restructuring represents an opportunity to achieve a major priority identified in our [Strategic Plan](#), creating a mission integration framework which enhances capacity for building inclusion, belonging, affinity and connection across King's administration, academic programs, and student organizations.

Equity, diversity, inclusion, and respect for all persons are integral to our mission and values as a university and, specifically, as a Catholic university. Our belief in the inherent dignity of the human person and our educational tradition of caring for the whole person are not merely performative statements but active, daily and intentional commitments to fostering belonging. These core principles remain foundational to our identity and mission.

We remain committed to reviewing and enhancing equitable policies and practices to ensure inclusive excellence in student supports, campus life, and in the hiring and promotion processes for all faculty and staff.

I believe that moving from the model of stand-alone administrative offices to an integrated approach, with our system of governance deeply engaged through the Mission Integration and Inclusion Committee of Academic Council, places King's in a leadership position in Canadian higher education.

Report from the Board

Operational Review

The Board received a summary of the draft Operational Review at its February meeting. Administration is now reviewing the draft report and updating the financial projections based on the latest information available. The Board has asked Administration to use the draft document as an additional source of information to prepare the budget which will come before Academic Council on April 2.

Executive Search Policies

The Board has passed the Executive Search Policies. A letter to Academic Council from Board Chair Nonie Brennan is attached to this report (*Appendix 2*).

Planning and Budget

FY26 Budget Proposal

Please see the report from the Planning and Priorities Committee on the proposed budget for Fiscal Year 2026.

Action Plan for Mission-Driven Sustainability

Administration is preparing an Action Plan to be presented to the Board at its April meeting. This plan articulates our vision for protecting the academic mission of King's and our promise to provide access for all to a well-rounded, transformative educational experience. To protect and advance our mission, we need to return King's to balanced budgets and create the conditions for long-term financial sustainability—with the goal of achieving balanced budgets within 5 years.

The pillars of our approach include:

1. Remaining Focused on Strategic Priorities outlined in the Strategic Plan, *Renewing the Promise: King's 2030*. This includes the completion of a new Academic Plan identifying key priorities from a programming perspective to align with strategic enrolment management strategies.
2. Development of a New Budget Model and Multi-Year Planning and Budgeting. This entails, in addition to proactive and data-driven planning, changing the mechanics of financial reporting, as well as providing a five-year projection beginning with the coming fiscal year (FY26).
3. Strategic Initiatives in next year's budget and beyond in programming and innovation to drive revenue growth with a focus on effective strategic enrolment management. Key strategies to be discussed and developed by administration in collegial collaboration with the Strategic Enrolment Management Committee of Academic Council and other constituencies include:
 - Targeted growth in domestic enrolment and maximizing international student numbers.
 - Front-end strategic investments to drive revenue, protect existing enrolments, and reduce costs.
4. Cost-Management and Alternative Revenue Sources. In addition to ongoing cost-management measures, many of which have been deployed in the current fiscal year, we continue to explore – and welcome suggestions on – the development of stable, sustainable alternative revenue sources. To that end, I want to acknowledge KUCSC and their executive team for their work with our administration on the development of a new student fee process which will help to fund core services through increases to student ancillary fees. The KUCSC has shown leadership in identifying this additional revenue source as crucial to student success. I would like to thank them for their leadership, partnership and collaborative spirit.
5. Asset Valuation and Land-Use Analysis.
6. Review of the Affiliation Fee Framework to enhance cost-sharing opportunities with Western and Huron.
7. Financing options to mitigate risk of projected cash shortfall.

Enrolment Update

Please see the Enrolment Update from March 24, 2025 (*Appendix 3*).

Executive Summary:

We are approximately one-third of the way toward our target for the start of term in September. We continue to see strength in domestic enrollment—tracking ahead of our pace last year for domestic students. As expected, we are tracking behind on international acceptances. On balance, we are trending toward our 'realistic' target for revenue.

More specifically, from a revenue perspective, we are currently projecting about half a million dollars below target at this point. This is likely to change since international acceptances typically convert later in the cycle than domestic accepts. Furthermore, we build into the budget a contingency buffer to account for variances in target to actual revenue of about 3-5%. In short, we remain confident that we will land in the realistic target for revenue, which informs budgeting for fiscal year 2026 and our 3-year projections.

Navitas-Western

Please see the report from Western Senate about proposed partnership between Western and Navitas (*Appendix 4*).

King's is in regular communication with Western, through contact with the President's Office and as members of Western Senate. We are monitoring the discussions at Western and will provide updates as they become available. We may need/want to have a similar conversation here about Navitas and implications for King's should Western proceed in that direction. This would involve discussions with academic departments, the Strategic Enrolment Management Committee and Academic Council.

Leadership News

I am pleased to announce and welcome [Carri Rodgers-Rowley](#) to our administrative team as Director of Institutional Planning and Finance. Carri brings extensive experience in the public sector and specifically in higher education, including her previous role at Western University's largest faculty, the Schulich School of Medicine & Dentistry.

Awards and Achievements

I am delighted to report that Dr. Rachel Birnbaum has been awarded the King Charles III Coronation Medal. This prestigious honor recognizes individuals who have made significant contributions to their communities and to Canadian society. Dr. Birnbaum's ground-breaking work in family law, child custody, and the intersection of social work and legal systems continues to influence policy and practice across Canada, exemplifying King's commitment to research excellence and social justice.

I welcome any questions or discussion on these matters and look forward to our deliberations on April 2nd.

Respectfully submitted,



R. Ventresca, Ph.D.

President (Interim) and Professor

From: President's Office <president@kings.uwo.ca>
Sent: February 25, 2025 11:07 AM
To: President's Office <president@kings.uwo.ca>
Subject: New Integrated Mission Model for King's



February 25, 2025

Dear King's Community,

As you know, King's is working through the appropriate governance channels to develop and implement a multi-year planning and budget model to help us navigate current challenges in post-secondary education. This planning will help to ensure the long-term financial sustainability of our university. I wish to reiterate what I wrote in my December message and shared at the Community Assembly in January: swift but strategic action is necessary to control expenses and reduce costs while investing to remain competitive in an increasingly uncertain and challenging environment. While we don't face the issues of debt burdens, like many other institutions, we have had deficits for two straight years and expect that to continue for the next several years.

We do have a window of time in which to be proactively planning to achieve sustainable balanced budgets within 5 years. In short, we are taking early actions, following the principles outlined in the Community Assembly, Board of Directors and other governance meetings. To that end, we have started to deploy a series of measures that will create the conditions for our long-term success. This includes, for example, targeted cost-containment measures in discretionary spending for the current fiscal year as well as voluntary early retirement options for eligible employees.

Today I am writing with an important update about some administrative changes we are undertaking to foster a new integrated mission model for King's that aligns with planning for long-term sustainability. We are confident that these changes will enhance our commitment to equity, diversity, inclusion and belonging as well as further integrate spiritual support into campus and student life. The changes are as follows:

The Office of EDID

Effective May 1st, Jennifer Slay, Director of EDID, will assume a new EDID advisory role. She will continue to advise leadership and faculty on how to integrate EDID into all units within the university as a consultant. In reflecting on these changes, Jennifer Slay offers the following reflection to share with you all: "I have always experienced King's to be a place where people care deeply about fostering an inclusive and just society. At the same time, there is still much work to be done. I am appreciative of the opportunity to support King's in a new capacity and remain committed to ensuring that EDID is not just a statement of values, but a lived reality for everyone."

Campus Ministry

Effective immediately, we will begin to transition Campus Ministry into the portfolio of Dean of Students and Campus Life (formerly Student Affairs). Bringing Campus Ministry into a reimagined Campus Life portfolio will help King's continue to meet its commitments to offering a holistic educational experience by caring for the spiritual needs of students, consistent with our mission as a Catholic university affiliated with Western University.

We will continue to partner with the Diocese of London to continue the important role of priest-chaplain to animate a full and vibrant liturgical and sacramental life at King's, and to serve the spiritual needs of our community.

King's remains firmly dedicated to supporting Christ the King University Parish and we will be announcing shortly opportunities for the university parish community to discern together how best to sustain parish life and its community outreach while also better integrating into the life of the university.

Why the Change?

Equity, diversity, inclusion, and reconciliation are integral to our identity and mission as a pluralistic learning community animated by rich intellectual, social and spiritual dimensions. One way we fulfill our mission of Catholic higher education is by being responsive to the people and the purpose we serve. In this time of discernment and transition, the King's community is called to think beyond the model of stand-alone administrative units responsible for advancing the work of mission integration and EDID.

We strongly believe we will better serve our community by integrating both EDID and Campus Ministry into all aspects of campus life. We remain committed to accompanying and empowering students, faculty and staff from equity-denied and underserved communities.

Finally, as promised, we want to continue to provide a more frequent and interactive forum to update our community on all things King's. To that end, we will have two Community Assemblies in early March, one in-person and one online. Stay tuned for time and place.

Sincerely,



Robert A. Ventresca, Ph.D.
President (Interim) and Professor
King's University College at Western University

King's University College |
kings.uwo.ca



King's University College | 266 Epworth Avenue | London, ON N6A 2M3 CA

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March 26, 2025

Re: Approval of Board's Executive Search Policies

Dear Members of Academic Council,

As you know, the Board began consultations with Academic Council on executive search policies in October 2024. On behalf of the Board, I want to express my appreciation for the thorough consultation conducted by members of Academic Council, the thoughtful feedback collected, and the collegial discussion at November's Council meeting.

The Board wanted to ensure that your feedback could be carefully considered by our Governance Committee by giving adequate time for the committee to review. This was not possible before the November board meeting, so the Governance Committee considered your feedback at their next scheduled meeting in February.

As a result of your feedback, the Governance Committee drafted revisions to the draft policies that the Board later approved. We believe the changes adopted as a result of your feedback make the processes more transparent and accountable, foster better communication between the Board and Academic Council, support role clarity and adherence to good practice.

While we were unable to incorporate all of your feedback, some key revisions which were informed by your comments include provisions which:

- Require consultation by the Board with the advisory committees who are, in part, appointed by Academic Council, on the skills, attributes, future priorities which should be considered in the hiring/reappointment processes;
- Specify the advisory committees should consider conducting a community consultation on the required skills, attributes, and future priorities. The policies specify the advisory committee should consider for this consultation a survey in which the committee has access to raw data, and an opportunity for King's community members to provide written input;
- Flexibility on requiring use of an external search consultant;
- A requirement for the advisory committee chair to report back to Academic Council on how community input was used in the process;
- Removing the vice-president chosen by the president previously proposed to sit on the Vice-President and Academic Dean Search Committee and replacing them with a faculty member chosen by the president;

The approved [presidential](#), [vice-president and academic dean](#), and [vice-president \(non-academic\)](#) policies are now available online.

I want to thank in particular Chaya Halberstam, Kristin Lozanski, and Patrick Ryan who are the faculty representatives on Academic Council's Governance and Nominations Committee for their extraordinary effort put into reviewing the feedback received and pulling this together into a report for Academic Council and the Board Governance Committee's consideration.

I look forward to continuing to engage you for your input in decision-making.

Sincerely,



Nonie Brennan
Board Chair

24-Mar-25

New Admission Scenarios and Progress to Target Tracking								
Student Type	2024-25 (As of September 18, 2024)	2025-26			Comparison to Past	Progress to Target (Accepts)		
	Actuals	Pessimistic	Realistic	Optimistic	24-Mar-24	24-Mar-25	Variance to Realistic	% of Target
Domestic (First Year):	694	605	683	740	175	195	-488	29%
Domestic (Senior Infusion):	151	100	130	140	41	57	-73	44%
International (First Year):	75	62	90	121	13	12	-78	13%
International (Senior Infusion):	17	17	31	0	3	6	-25	19%
TOTAL DOMESTIC:	845	705	813	880	216	252	-561	31%
TOTAL INTERNATIONAL:	92	79	121	121	16	18	-103	15%
Total New Admission Students:	937	784	934	1,001	232	270	-664	29%

Revenue Implications

	# Students
Domestic overage vs. last year	36
Domestic target vs. last year	-32
Domestic advantage	68
International over/under vs last year	-2
International target vs last year	29
International disadvantage	27
Net Domestic Impact Revenue Projected at 4 to 1 dom/int ratio: Reduction of Intn'l target, from dom advant	17
Net International disadvantage	10
Revenue loss implication of reduced International students at \$45,000 per student	\$450,000

# of PALs	# of PAL's Issued	# Reserved for St. Peter's	Remaining PALs
125	10	5	110

Internationalization at Western

In recent years, Western has strengthened its focus on educating international students and expanding its global reach. We have invested substantial resources, enabling us to focus on diverse regions of the world through the hiring of regional recruiters in key markets. These regional recruiters are incremental staff within Admissions and Recruitment, reinforcing our commitment to focused outreach. We have also engaged more third-party private sector agents and made better use of international platforms. While our efforts had some success, several factors have put us in a position where we are sliding backward, rather than moving forward.

At the same time, our ability to leverage financial levers to support international recruitment has diminished. Domestic tuition has been frozen at pre-2018 levels, and provincial grants have remained stagnant at 2016–17 levels. With inflation and rising labour and infrastructure costs, Western’s operating budget is under growing pressure.

Many other large Canadian universities established internationalization strategies long before Western. As a result, we don’t have the same depth of diverse and trusted relationships that others developed over the past two decades, and the same can be said for our research partnerships. Consequently, we are trending behind our peer institutions.

The world has experienced a number of disruptions that have limited our progress, as well as that of other universities. The COVID-19 pandemic, new geo-political instability, and now the federal international study permit caps have not only constrained our recruitment efforts and potential, but also impacted Canada’s international reputation, making us more vulnerable in an already challenging landscape.

As evident in *Figure 1*, we have the lowest proportion of international undergraduate students in the U6 (7.5 per cent in 2024–25) and are far below our peers’ average of 18.3 per cent. While all but one institution in the U6 have seen declining international enrolments, Western’s losses are deeper and start from a lower fraction. The trend has been a steady decrease since 2019–20.

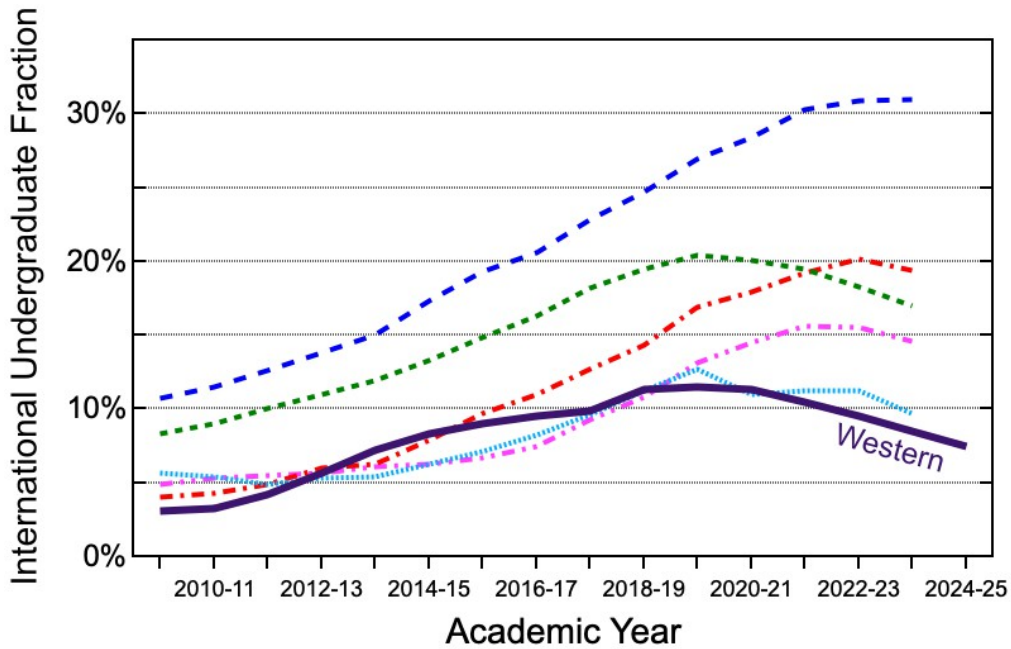


Figure 1. Proportion of international undergraduate students in the U6.

The downward trend in international undergraduate student fees since 2020-21 (see Figure 2) amounts to \$40 million in lost revenue per year—funds that would go a long way to supporting our research and teaching missions by providing more funds for grants, scholarships, and faculty and staff hiring.

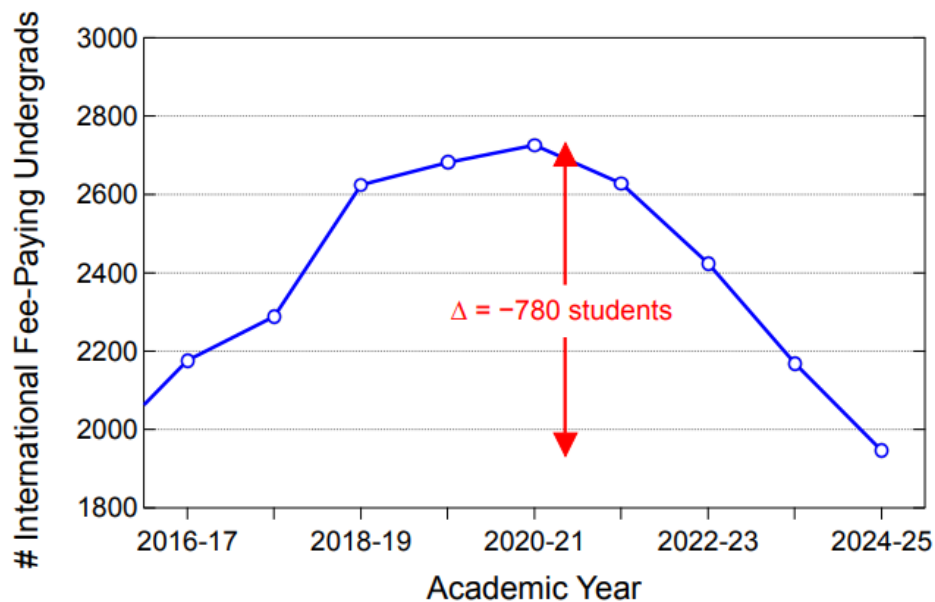


Figure 2. Total number of undergraduate students at Western paying international fees (2016–2025). The decrease of 780 students represents \$40 million in lost revenue.

In sum, internationalization in the current context requires a multi-pronged approach—one that is comprised of multiple parallel tracks, including sustained direct recruitment efforts, as we have been doing; exploring transnational education concepts; and tapping into the expertise of international education providers with a proven track record of working with public institutions in Canada.

Educating international graduate and undergraduate students is an important aspect of Western's global engagement strategy. We want to attract talent from around the world, and encourage global and diverse perspectives in our classrooms. At the same time, the financial realities will likely compound over the next years, and there is no indication that the Province will provide sustained new incremental funding for higher education.

In 2019, Western first explored a potential partnership with Navitas as one way to strengthen its international recruitment strategy. Given the declining trends in enrolment and financial constraints, it is time to consider whether a complementary effort like this could help Western regain lost momentum.

Potential Partnership with a Third-Party International Education Provider

It is common practice for universities to turn to industry specialists to augment their in-house recruiting efforts. At Western, we apply high ethical standards to third-party relationships. We already employ 22 agencies to recruit from 60 countries. Third-party providers have well established relationships and highly specialized expertise to support universities with recruitment, first-year education and wrap-around services for students new to Canada. Seven Canadian institutions (the University of Alberta, the University of Manitoba, Simon Fraser University, Toronto Metropolitan University, the University of Lethbridge, the University of Victoria and Wilfrid Laurier University) have partnered with international education providers/recruiters to establish pathways on their campuses. Partnering with a third-party provider would augment our current capacity to recruit internationally by adding to Western's existing international student recruitment streams.

One such provider is [Navitas Canada](#). Navitas has more than 30 years of experience establishing pathways and now operates with 39 university partners (five in Canada) in 16 countries. Navitas annually recruits more than 60,000 students from 151 countries. It would take Western decades to come close to developing such a network on our own and would require significant investment.

At the undergraduate level, Navitas provides an individually tailored pathway program that is equivalent to a first-year university program preparing students for progression into their second year at the partner university. During their first year at the International College, students would pay the same international tuition level as in effect at Western and would receive personalized academic and cultural support, helping them to adapt to both

university-level instruction and life in a new country. This model expands access to international education to a greater number of students.

Canadian universities that have partnered with Navitas have not reduced staffing levels within their in-house international recruitment teams; in fact, some have grown due to adoption of an integrated recruitment approach and by reinvesting incremental resources generated through the partnership.

If Western partnered with Navitas, we would be the first university in Canada to collaborate on recruiting professional master's students. Professional master's programs serve students with undergraduate degrees—often paired with significant work experience—who seek to advance their careers. Unlike research-based master's programs, which provide experience and training in research and scholarship, professional master's programs are specifically designed for re-skilling and upskilling with a great focus on real-world applications, often including experiential learning opportunities such as practicums or internships. There is a global demand for such credentials in a wide range of fields including education, engineering, health care, information and media, business and finance, analytics, etc. Expanding professional master's enrolment is a priority for our faculties.

The proposed partnership would provide opportunities for international students who do not meet the traditional admission requirements, or who wish to enhance their background or learning skills prior to entering a graduate program, to earn a Western degree. The International College would provide a structured pathway for students to gain the necessary academic background to meet the entrance requirements for a professional master's program at Western. It would also prepare students to be successful in graduate-level education in Canada.

Beyond Canada, Navitas collaborates with institutions worldwide at the undergraduate and graduate level, including many top-ranked universities such as the University of Melbourne (ranked 13th globally in the QS World University Rankings 2025), University of Sydney (QS 18), Lancaster University (QS 141) and Deakin University (QS 197), among others.

Why Navitas?

Navitas has a long track record in several countries, including Canada, partnering with public education institutions for over 20 years. They are familiar with the features of the Canadian education system and its regulatory environments. Policymakers in provincial governments, including Ontario, trust Navitas to advise on international student trends worldwide. Navitas Canada ownership is substantially Canadian and its leadership consists of an experienced Canada-based executive team and advisory board comprised of former university presidents, senior civil servants, and long-serving international education leaders.

As noted above, Navitas has active partnerships with 39 universities around the world. In the Navitas portfolio, Western would be a distinct offering for students looking for a highly ranked, comprehensive, research-intensive university in Canada.

Navitas has evolved since Western first considered a partnership 2019. They have continued their record of success and have established new partnerships. And the nature of those partnerships has changed. In recent partnerships with other Canadian universities, instructors in Navitas programs are academic staff at the partner university.

Under a new potential partnership with Navitas, International College instructors would be academic staff at Western with rights under the Collective Agreement between Western and the University of Western Ontario Faculty Association (UWOFA). The specifics of this arrangement would need to be determined through discussions between Western and UWOFA. With input from the Western community, we can establish an agreement that aligns with our institutional priorities.

How would a partnership with Navitas work at Western?

It is important that any proposed partnership with Navitas address several key elements for a proposal to move forward.

Recruitment Oversight: Western is committed to ethical and responsible recruitment practices, ensuring that international students receive transparent guidance and strong academic support. Any potential partnership must align with these values. Navitas will follow the same ethical recruitment practices as Western requires of all its third-party providers.

Pathway Admission and Transition to Western: The potential partnership must attract talented students to Western. We are committed to maintaining our high admissions standards and ensuring incoming students are prepared to succeed in our programs and contribute to our learning community. Undergraduate students entering through the international college pathway would be recruited from a Western-approved band, allowing Western's direct recruitment and college recruitment to work in tandem. Students may enter with slightly different academic profiles, and they would have demonstrated their abilities through the pathway program before progressing to Western. We need to be confident that the support provided by Navitas will set students up for successful progression to programs at Western.

Academic Work: High-quality instruction is the product of high-quality instructors. Instructors would have to meet our expectations and be appropriately recognized within Western's employment structures and faculty bargaining units. Under a new potential partnership with Navitas, International College instructors would be

academic staff at Western who would have rights under the Collective Agreement between Western and UWOFA. Details of this arrangement would need to be worked out between the University and UWOFA.

Academic Oversight: We must have oversight of the academic programming in the International College, as Western's Senate-approved courses would be taught there. We would also oversee assessment criteria to ensure that students entering our programs in the second year have met the same first-year learning outcomes and standards as their peers. Departments would be engaged in this oversight and would be funded for this.

Student Support Services: Students at the International College would receive additional student support services designed to ensure they are set up for success as they enter Western. These include an additional hour of instruction per week, an infusion of course content with disciplinary literacy, separate English-language instruction (delivered through our own English language program), additional non-credit courses as required, and social and cultural integration support.

Student Experience: It will be essential that students in the International College integrate with Western students and the surrounding community immediately, and not be isolated from the rest of campus. Labs and specialized instruction would be booked on the Main Campus at Western. Students at the first-year International College would pay ancillary fees like Western students and have access to library, social, recreational, health, and mental health services offered through Student Experience and Western International. We would need to work with the Western's University Students' Council (USC) and Society of Graduate Students (SOGS) to explore how International College students could participate in clubs and student activities. We would work with faculties, departments, programs and support units on ways to welcome and integrate students early.

Western has by far the largest fleet of residences in Ontario, and second only to the University of British Columbia in Canada. We are in the enviable position to be able to offer all first-year students a spot in residence, and with a new undergraduate residence underway, we will be able to offer multi-year housing options.

Success Metrics: The success of the partnership will need to be quantified. We will develop clear metrics, such as student graduation rates, diversity of students' home countries, and distribution across a range of programs, with reports to Senate.

As the proposal is developed, other priorities brought forward from the Western community will be considered as we collectively aim to adapt to different trends in the international space.

Benefits to Western

Western stands to gain significant benefits from a partnership with Navitas. As a university community, we set ambitious goals for ourselves: expanding our global reach, growing our faculty, staff and student complements, and increasing our impact both locally and globally. International education is a key part of this vision.

Partnering with Navitas would allow us to leverage their specialized expertise and proven success in international student education, as well as their extensive global recruitment network. With over 60,000 students recruited annually from across the globe, their reach is one that would take Western decades and substantial investment to build on our own.

Global Engagement: A partnership with Navitas would help us meet our Senate-endorsed global engagement goals. We would be able to reach international students who may not have otherwise considered Western or who would require additional academic preparation before fully integrating into our programs. These students would add to our overall enrolment level. Our campus would be more diverse, with students from a wider range of countries enrolling in a broad set of disciplines and programs.

The proposed partnership would also strengthen our global reputation. International ranking agencies consider the education of international students as an important criterion for their evaluation.

Navitas' track record of attracting and preparing international students for successful academic transitions has been demonstrated at other institutions. Through their partnership with Navitas, students enroll across a broad spectrum of disciplines, demonstrating the potential impact such a model could have at Western.

A growing international student base today means greater global alumni connections in the future. Western's international graduates will be tomorrow's leaders in government, industry, and higher education worldwide and, as our lifelong ambassadors, contribute to Western's profile and reputation on the global stage.

Financial: The financial benefits are significant. Not only would the proposed International College operate at no direct cost to Western, but it would also produce direct financial benefits to Western:

- New Benefits:
 - During year one of undergraduate studies, students pay tuition to the College set at the same level as international tuition in effect at Western.

Navitas would pay a royalty associated with the students enrolled in first year at the International College.

- We would receive international tuition for undergraduate students in years two, three, and four of their study and for graduate students when they transition to any of our professional master's programs. These are students who would not otherwise come to us. As an illustration, 200 incremental undergraduate students, who successfully transition to Western would result in approximately \$10 million in tuition revenue.
- A steady stream of additional revenue would increase our ability to advance our educational and research missions by allowing us to make further to investments in faculty, student supports, staff positions and research infrastructure that benefit both faculties and support units.
- This partnership would create more teaching opportunities under the Collective Agreement.
- Revenue Sharing:
 - At Western, we would share a significant portion of the royalties from year one at the International College with the programs providing academic oversight to Navitas' pathway programs.
 - The sharing of international student tuition from years two to four will follow our normal revenue sharing practices.
 - A significant portion of the incremental revenue would be invested back into scholarships for international students.
- Cost Recovery:
 - Navitas would pay rent for the space it occupies/uses on our campus.

Governance

Both Senate and Board approvals would be required.

**Report of the Appointments, Promotion, and Tenure Committee
to King's University College Academic Council
on April 2, 2025**

COMMITTEE MEMBERS

Appointments, Promotion and Tenure Committee	
Chair (Vice-President and Academic Dean)	Mark Yenson
Faculty member from Group A	Corina Sandu
Faculty member from Group A	Krista Lysack
Faculty member from Group B	Ben Muller
Faculty member from Group B	Wendy Ellis
Faculty member from Group B - Social Work	Stephanie Baird
Faculty member from Group C	Pat Ryan

FOR INFORMATION

King's Appointments, Promotion, and Tenure Committee met on January 23, 2025, to consider a recommendation for renewal of a probationary tenure track contract for Dr. Jess Notwell in the Department of Sociology.

The following was recommended for July 1, 2025:

Contract Renewal

Dr. Jess Notwell	Sociology
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The committee met again on February 26, 2025, to consider a recommendation for renewal of a probationary tenure track contract, and applications for promotion to the rank of Full Professor.

The following was recommended for July 1, 2025:

Contract Renewal

Dr. Jafar El Armali	School of MEM
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Promotion to Full Professor

Dr. Graham Broad	History
Dr. Pat Ryan	Childhood and Youth Studies
Dr. Derek Silva	Sociology

Respectfully submitted,



Mark Yenson, Chair – King's Appointments, Promotion, and Tenure Committee



Cardinal Carter Library Committee Summary Report to Academic Council

Committee Members: A.Co-Dyre (Chair), A. Domingues (recorder), P. Cushing, M. DeCampos, J.K Kato, M. McIntosh, L. McLean, E. Swiatek, R. Vito, L. Whidden, M. Yenson

The committee met on Wednesday, February 26th and March 4th, 2025

1. Library Committee Report – key points discussed:

a. Budget 2025-26

The College has identified a structural budget deficit that requires an immediate response. All departments have been asked to complete a 3x3 of budget scenarios – 3 years with 3 scenarios (pessimistic, realistic, optimistic) each. The Library has done so and has been asked to submit the pessimistic scenario as our budget for F25-28. This includes a minimum 15% reduction in year 1, F25-26, which the library has met.

Linda and Emma have reviewed their collective areas and have provided suggested cuts to help meet the ask.

A fulsome discussion ensued about the cuts and offsets and the following motion was made.

Motion: To recommend the proposed Cardinal Carter Library budget, with no further reductions, so as to retain essential services and resources to meet academic and operational requirements under the academic mission of the College.

So moved and seconded by the committee

b. Author Series Update

This series took place on Tuesday, January 14th, with Melissa Schnarr as our author. The day consisted of three events, all well received. Due to budgetary constraints we cannot offer this event next year but will reassess its return in the future.

2. New Business

a. MSW student Feedback (M. McIntosh):

MSW students provided positive feedback on Emma Swiatek's OMNI presentation. The session was viewed as extremely helpful by the students with the request that it be delivered at the beginning of each term. It was suggested that M. McIntosh bring this request to the MSW coordinator to either schedule into the orientation or into classroom time at the beginning of the year.



Report to: Academic Council
From: Mission Integration and Inclusion Committee
Re: Report on Inaugural Meeting and Initial Proceedings
Date: March 18, 2025

The Mission Integration and Inclusion committee met for the first time on February 28, 2025.

Committee Chair:

This first meeting was initially chaired by Dr. Mark Yenson, VPAD. As per the terms of reference for this committee, an election was held to confirm a faculty representative as chair. Dr. Allyson Larkin was elected to the position for a two-year term.

Work Plan:

The first order of business was to discuss the parameters and work plan for the committee. Dr. Mark Yenson suggested we start with a review of the *Ex Corda Ecclesiae* document. All agreed this would be a good place to start and copies of the document were made available to all committee members.

Future Meetings:

The committee agreed we should meet again soon to discuss *Ex Corda Ecclesiae*. We will meet again on April 10, 2025.

The committee adjourned with no further items to discuss or present.



Report to: Academic Council
From: Research Committee
Re: Report of the Meeting: March 7, 2025
Date:

For Information:

The Research Committee convened on **March 7, 2025** to adjudicate the 2025 King's Research Excellence Scholar Grants, the 2025 King's Research Excellence Chair-Established, the 2025 Renée Soulodre-La France Excellence in Research Award- Early Career, and the 2025 SIG Explore and Exchange Grants. The committee passed the following motions:

MOTION: That Natalia Bezmaternykh, Dustin Ciufu, and Thomas Malleson be awarded the 2025 King's Research Excellence Scholar Grants.

M/S **J. Silcox/ J. Xu** **CARRIED**

MOTION: That Lucy Hinton be awarded the 2025 Renée Soulodre-La France Excellence in Research Award (Early Career).

M/S **J. Sanders/ A. Co-Dyre** **CARRIED**

MOTION: That Graham Broad be awarded the 2025 King's Research Excellence Chair (Established).

M/S **L. Melnyk-Gribble/ J. Sanders** **CARRIED**

MOTION: That Jacquetta Newman and Rosemary Vito be awarded the 2025 SSHRC Exchange Grants.

M/S **A. Co-Dyre/ J. Sanders** **CARRIED**

Respectfully submitted,

E. Hannah (Chair)

King's will be officially honouring the recipients at the Knowledge Exchange and Impact Celebration. To maintain a coordinated announcement, please do not share on social media until King's Communications has published its story.



Report to: Academic Council
From: Strategic Enrolment Management Committee
Re: Report of the Meeting on February 26, 2025
Date: April 2, 2025

For Information:

The Strategic Enrolment Management Committee convened on February 26, 2025. The three task forces, on Attraction, Conversion, and Retention, presented their reports, findings and recommendations.

Recommendations for immediate action, including enhanced Open House and upcoming conversion events, were endorsed by the SEM committee. The work of the task forces is ongoing, as is development of the SEM Plan.

For Information:

That the Strategic Enrolment Management Committee recommend to the Governance and Nominating Committee to approve the reassignment of the Chair position to Karen Thomson, Chief Operating Officer.

Respectfully submitted,

M. Yenson (Chair)



Report to: Academic Council
From: Governance and Nominations Committee
Re: Report of Meetings Held in March 2025
Date: March 25, 2025

The Academic Council's Governance and Nominating Committee met on March 4, 2025 to discuss the following items:

Survey for Faculty Assembly

The committee reviewed the draft survey prepared by K. Lozanski and C. Halberstam, focusing on its logic-based questions, the definition of "faculty," and the need to gauge broader community support through Academic Council and its committees. Suggestion revisions included improving feedback on Community Assembly participation and responsiveness, and including profile information for analytics. The Committee plans to present data graphing at the next Council meeting.

New KUCSC Executive

The transition of outgoing and incumbent KUCSC representatives on the committee led to the recommendation to invite the incoming representatives to the next meeting for a smooth transition, and to host an orientation session for all new members of Council and its Committees.

Academic Council

Concerns were expressed regarding transparency, timely submission of information prior to Academic Council, and the rescheduling of the March Council meeting. It was noted that the March meeting was rescheduled to early April to allow for submission of reports from several committees of Academic Council.

M. Yenson (Chair)



ACADEMIC COUNCIL

MINUTES OF MEETING
FEBRUARY 12, 2025

The meeting was held at 2:35 p.m. in South Annex, Room 060, and via Zoom.

COUNCILORS:

Laura Béres
Nonie Brennan
Graham Broad *
Claudia Clausius
Adrienne Co-Dyre
Tracy Cunningham
John Dool *
Russell Duvernoy *
Jeannette Eberhard
Jordan Fairbairn *
Josephine Gemson
Eunice Gorman (for C. Traher)
Chaya Halberstam
Erin Hannah

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

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

OBSERVERS: Karen Thomson, Jim Donovan Panchaud

MINUTE TAKER: Ann Hoffer

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

1.0 Land Acknowledgment

R. Ventresca offered a land acknowledgement.

2.0 Opening Prayer

J. Donovan Panchaud opened with a prayer.

3.0 Committee Reports

3.1 Planning and Priorities Committee

M. Yenson, Committee Chair and Vice-President Academic Dean, asked if there were any questions regarding the report submitted with the agenda. No questions were raised.

K. Thomson discussed the FY26 budget process, highlighting the shift from an incremental to a bridge budget model, combining zero-based budgeting for operating funds and activity-based budgeting for strategic initiatives. She explained that three scenarios (pessimistic, realistic, optimistic) will guide proactive mitigation scenarios, aligned with enrolment cycle triggers. A 3- to 5-year outlook will allow for adjustments and investments. Karen also mentioned the President's Task Force on Planning and Budget, established in fall 2024, which will provide a budget model recommendation in the coming months. She noted that an integrated approach to strategic planning and budgeting is in place, with all Chairs and Budget Unit Heads given a template for the

Planning and Priorities Committee's decisions. The Vice-President and Academic Dean will manage the academic side, while the Strategic Enrolment Management Committee will conduct a deeper-dive by program and student type, though this work will not be completed this cycle. The goal is to increase budget process transparency over time. A 5-minute discussion ensued.

- The existing 8-year conversion rate data is being projected forward, with the realistic scenario showing little change.
- The transition to starting with a zero-based budget is necessary due to the current structural deficit, which will worsen without action.
- The Strategic Plan needs to be translated into an Operational Plan. Key initiatives will be presented to Planning and Priorities, and departments have been asked to include correlations between retention, conversation, and attraction in their proposals
- International Student Program, the largest budget line, is for tuition offsets aimed at reducing international students accounts

ACTION: Revised Budget Reports to now include footnotes to help members interpret the data.

3.2 Educational Policy Committee

M. Yenson, Committee Chair and Vice-President Academic Dean, noted that the motion comes forward, already moved and seconded. A 3-minute discussion followed, highlighting positive feedback on the removal of prerequisites in philosophy courses, which increases access for other students, as well as the new formatting.

**Education Policy Committee moved and seconded
That Academic Council approve the following course and program proposals.**

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

CARRIED

4.0 Reports

4.1 President

R. Ventresca, President (Interim), adding the following verbal updates to his written report that was circulated with the agenda.

- 125 International Student Visas have been allocated to King's, with four assigned to the Seminary. A positive gesture from Western; however, expectations should be tempered as international applications are down. Unused Visas will be clawed back if not use by June 30th.
- The search for a Director of Institutional Planning and Finance (DIPF) is underway, aligning with the Strategy Corp report's emphasis on better data integration. This role focuses on integrating finance, planning, and analysis. The VPSS portfolio was reorganized to elevate strategic discussions, including IT's involvement in data governance and AI.
- A culture shift is needed for data-driven planning, as the old budget-based approach no longer works for us. A sector-experienced accountant has recommended a new approach to refine our thinking.

The floor was opened for questions, leading to an 18-minute discussion.

- The ideal candidate for the DIPF role will be an accountant with experience in public sector post-secondary education.
- In response to questions about the DIPF's reporting structure and the number of VPs, Rob shared the details are pending approval of appointments, policies and procedures. The focus is currently on immediate needs, with Rob tasked to assess and recommend next steps.
- We need an Institution Planning and Budget Office with connections to DIPF (finance, planning, and analysis), IT (Dom Perreault for technical governance and ethics), and the inter-department unit group (Planning and Priorities).
- Faculty expertise in predictive modelling was highlighted, along with the need for a clearer data definitions and improved data sharing, while workload concerns were noted despite strong faculty interest.
- It was emphasized that members must have and be able to interpret these packages, and the Planning and Priorities Committee is encouraged to prioritize CRM

4.2 Vice-President and Academic Dean (Interim) Information

M. Yenson, Vice-President Academic Dean, delivered a verbal report, highlighting that much of his recent focus has been integrated into his committee work, particularly with the Strategic Enrolment Management Committee. He thanked K. Thomas for her energy and expertise, as well as the contributions of other Committee members. Mark shared that 125 PALs have been granted and emphasized the need to focus on conversions. He also provided examples of strategic ideas begin discussed by the Attraction, Conversion, and Retention task groups. A 2-minute discussion ensued.

- King's PALS are offered universally, similar to Western and Huron, and are not performance-based.
- Scholarships can strategically enhance recruitment and retention of stellar students.
- Both equity and excellence are addressed in the strategic plan, and criteria of the affiliation agreement are being met.

4.3 King's University Council Students' Council Report

Tabled.

5.0 The Unanimous Consent Agenda

Agenda items 5.1 Governance and Nominations Committee Report, and 5.2 Scholarships and Bursaries Committee Report, and and 5.4 Minutes of the Meeting of January 23, 2024 were moved from the Consent Agenda to 6.1, 6.2 and 6.3 respectively.

**J. Preston moved, J Jeffrey seconded
That Academic Council receive the Strategic Enrolment Management Committee Report on the Consent Agenda.
CARRIED**

6.0 Items Removed from the Consent Agenda

6.1 Governance and Nominations Committee

M. Yenson, Committee Chair and Vice-President Academic Dean, introduced the motion regarding virtual participation, which was already moved and seconded. A 1-minute discussion followed.

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.

CARRIED

- No existing policy currently in place.
- The University Secretary will be the arbiter of such request, trusting that individuals seeking accommodation have made the appropriate assessment.

6.2 Scholarships and Bursaries Committee

J. Gemson, Committee Chair and Associate Dean Academic, introduced the motion regarding the introduction of new awards at King's, which was already moved and seconded. A 5-minute discussion followed. The original motion as amended as follows:

MOTION: That Academic Council approve the introduction and terms of reference of the School of Social Work Diversity and Equity Award

(The Paul & Virginia Werstine Shakespeare Scholarship was removed from the motion.)

CARRIED

- The School of Social Work Diversity and Equity Award mentions 'financial need' without specifying how its determination. Students submit a budget to qualify for this designation but are not required to include it with each scholarship application.
- The first "establishment" paragraph in the Paul & Virginia Werstine Shakespeare Scholarship will be removed; the second is correct.
- The Paul & Virginia Werstine Shakespeare Scholarship is linked to a third-year course, but could be awarded to a fourth-year student; the Werstines are to be consulted to confirm intent.

ACTION: The Paul & Virginia Werstine Shakespeare Scholarship was referred back to the Committee for clarification from the Werstines.

6.3 Minutes of the Meeting of January 23, 2024

It was noted that K. Thomson, Chief Operating Officer, should be listed as a participant. The roster currently only includes the vacant Vice-President Financial and Support Services role. The University Secretary clarified that By-law revisions require Board approval. Members invited K. Thomson and the new Director of Institutional Planning and Finance to attend Council meetings as a resource.

Clarification was provided that the apostrophe in the councillor list denotes regrets.

L. Melnyk Gribble moved, P. Ibbott seconded

To approved the Minutes of the Meeting of January 23, 2024, as amended

CARRIED

7.0 New Business

No items were identified.

8.0 Adjournment

C. Clausius moved, and L. Melnyk Gribble seconded, to adjourn the meeting at 3:50 p.m.
CARRIED

Robert Ventresca,
Chair

Paul Wilton,
University Secretary