

Brock University's Strategic Mandate Agreement Submission



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Hon. Brad Duguid, M.P.P.
Minister of Training, Colleges and Universities
14th Floor, Mowat Block
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Toronto, ON M7A 1L2

Re: SMA Introductory Message from the President and Vice-Chancellor

Dear Minister Duguid,

Please find attached Brock University's Strategic Mandate Agreement (SMA) submission for your consideration.

I am writing this cover letter to explain why this document is not only important to Brock University's distinct mission, but also how our SMA will play an important role strengthening our surrounding communities as well as Ontario's post-secondary education system.

Brock has always responded to the province's evolving needs and priorities. Over the years, we increased access to quality post-secondary education; created closer relationships with the college sector; enhanced access to university through innovative pedagogy; developed the educated workforce that is driving forward the Niagara and Ontario economy; and recognized the need to differentiate Brock's academic and research priorities.

In doing so, Brock always understood the need for the careful allocation of public resources entrusted to it, and the importance of accountability as we served our students, our surrounding communities and the province.

At the same time, Brock has remained aware of the magnitude of the changes that have impacted the Niagara region and all of Ontario. Understanding our role as a social, cultural and economic driver of a region in need, we see the wisdom of constantly re-evaluating our strategic priorities in order to maximize our effectiveness as a post-secondary institution. Indeed, while we share many core characteristics with our sister institutions, we also have a unique trajectory shaped largely by the needs of our surrounding communities and our sense of responsibility to respond to those needs. The appendices contained herein illustrate this.

As Brock has responded to the priorities of the province and the needs of its surrounding communities, the University itself has been transforming. Through its first 30 years, Brock was a relatively small, mostly undergraduate, student-centred and learning-focused teaching institution with a few pockets of research excellence and a handful of graduate programs.

In the late 1990s, Brock made a commitment to serve a greater number of students, to make research and graduate studies pervasive features of the University, to internationalize, and to grow co-op education offerings from a few programs in business to a robust program offering one of the most comprehensive ranges of co-op specializations in Canada. As a result, Brock's enrolments have doubled and the overwhelming majority of students choosing to study at Brock now come from outside Niagara. The University has also increased its graduate offerings almost seven-fold, and boasts active and eminent researchers across all of its Departments and Faculties.

To the architects of this planned development, this was a push to "comprehensiveness" — to share common traits with a family of universities of which we wished to be a member. However, as we changed, we came to a point where we risked losing ourselves in the pursuit of conformity with others.

Therefore, since 2006 we have embraced another compelling goal: to redefine our distinctive place, our individuality, that differentiated focus that makes us uniquely Brock, and that provides a special experience for our students. At the core of this quest to define our unique stance was a central question: 'Ought our location in Niagara matter?' The answer was a resounding "yes."

That strategy may be summed up in three points:

1. Brock put students' priorities and interests at the forefront of our previously developed strategic plan by expanding the choices that students have in content delivery and learning models. While the traditional lecture and seminar delivery system remains important, we know that our students expect and demand more flexibility in how, when and where they can study and learn. To this end, we have invested substantially in the operations of our Centre for Pedagogical Innovation and as a result, we are significantly increasing our online and hybrid course offerings. We recently appointed a Vice-Provost, Teaching and Learning who will be co-ordinating initiatives designed to further enhance the University's teaching and learning culture through a full range of traditional, experiential and innovative pedagogies. We also will be incorporating learning outcomes with all new teaching and learning initiatives.

These approaches will let students pursue post-secondary studies in an individualized manner, allowing them to complete their degree at a pace that can be accelerated or adjusted. This customization makes university more affordable, allowing students to work toward a degree while remaining employed, or alternately by allowing them to complete studies more quickly and enter the workforce earlier. These pedagogical initiatives address the various means by which students can learn, at the pace of and in accordance with patterns that accommodate the constraints of contemporary student lifestyles. This approach is particularly crucial in Niagara, due to the region's low post-secondary retention and completion rates.

Brock also understands the need for more effective use of the University's physical infrastructure. To this end we have developed plans to greatly enhance our spring and summer offerings as we move toward integrated tri-semester academic programming. The fact that Brock has the third-largest co-op education program in Ontario, the fifth largest in Canada, the largest in Canada in terms of Business students, and a growing demand for co-op education, further recommends this action.

Brock recognizes that the cluttered landscape in post-secondary education can create issues in attracting and retaining domestic and international undergraduate students. To respond to these issues we challenged the Brock community to break through the boundaries of academic convention and creatively explore alternative pedagogies. We engaged our campus community in an integrated strategic planning exercise that gave us a road map to achieve and measure our new strategic directions.

To this end, Brock is also working with other Ontario post-secondary institutions to develop joint course options, increase the number of transferable credits and make the student experience more enriching through experiential learning and other non-traditional approaches. We will continue to work in partnership with our local college to promote seamless integration in shared programs and initiatives. We already have 10 joint program agreements, with others under development, and have established joint academic adviser/liason officers. We are making it easier for people to maximize their education by leveraging both college and university experience.

2. In defining our place within not only the post-secondary academic community, but also within our surrounding community, Brock developed an internal call for proposals for transdisciplinary hubs.

Brock knows that research is not done in silos, and that in order to create a culture of innovation and fresh approaches, researchers must collaborate across their disciplines. Real-life issues and challenges are multi-faceted, and need transdisciplinary solutions.

Brock has a role to play in the social, economic and cultural change of Niagara, and so the University looked to create transdisciplinary research hubs that work with community partners to find real-life solutions. Under the rubric of their themes, the University has, thus far, established and funded five research hubs that are shaping the development of future undergraduate and graduate programs, especially doctoral programs. The process used to define these themes included extensive consultation and the use of focus groups. Our method for competitively selecting these competing institutes under these themes was via a rigorous internal RFP process and peer-reviewed adjudication.

The success of transdisciplinary hubs that work directly with local community partners could become a model that is replicated throughout Ontario's post-secondary landscape.

Allowing students who join these institutes to work alongside our researchers on real-life community challenges, attracts the best and brightest Canadian and international students. This real-life experience enriches their formal education and prepares them to make an accelerated impact as they enter their future careers.

3. The recent economic downturn hit the region of Niagara particularly hard. Committed to supporting its surrounding communities, and recognizing that these same communities were at a crossroads, senior leadership at Brock became actively involved in developing strategies with local governments to help set a new course for the region. Part of the economic redevelopment plan recognized the role post-secondary institutes can play by leveraging the resources necessary for the success of the region's emerging industry clusters.

Brock has built on its institutional strengths in areas that support the region's emerging industry clusters such as green technology, biomanufacturing, digital media, life sciences, and developing partnerships with local organizations and businesses. We also have been actively involved in supporting local SMEs, entrepreneurs and intrapreneurs through community partnerships across the region. These partnerships have seen the development of business incubators and support services that engage students, local businesses and entrepreneurs in enhancing the prosperity of the region.

Brock also supports the local economy through service learning, experiential learning and co-op education programs that attract students from around the world. Increasingly, students see the benefits provided by flexible learning and real-life work experiences for future labour market participation.

Brock is a draw for international students because they can start a business while completing their education. Our on-campus incubator BioLinc, managed by Brock's Goodman School of Business, our support services through a partnership with Innovate Niagara, make Brock stand out as a desirable destination for entrepreneurial-minded students.

These initiatives, and those included in our SMA, are only a few of the more than 200 community partnerships and outreach collaborations that allow Brock to play a vital role in the Niagara community. Leaders across our surrounding communities overwhelmingly agree that the University's continued presence in these efforts is crucial to Niagara's economic and intellectual transformation.

As you can see by the extensive progress we have been able to make on all three of these strategic fronts, this plan is not a new one. The progress achieved has been driven by a shared belief among our Board, our Senate, our faculty and our student and community leaders that these changes will propel Brock and Niagara forward. We are confident about fulfilling our commitments in this regard. We know that Brock's plans must remain responsive to the needs of our internal, our local and our provincial constituents, and reflect their evolving circumstances. We will evaluate our plans based on such things as academic performance, strategic community partnerships, spinoff companies formed, Brock's contribution to the knowledge economy, student satisfaction, private support and our influence in the economic, social and cultural revitalization of our community.

We look forward to partnering with the provincial government to help improve the post-secondary landscape in Ontario. We believe the initiatives contained within our submission will result in substantial and multiple returns on any investments made.

Sincerely,



Jack Lightstone

Part 1:

Brock University - Mandate Statement: Teaching, Research, and Service

In a 1946 Convocation address at the University of Sheffield, British Poet Laureate John Masefield described the “splendid, beautiful and enduring” nature of a university:

It is a place where those who hate ignorance may strive to know, where those who perceive truth may strive to make others see; where seekers and learners alike, banded together in the search for knowledge, will honour thought in all its finer ways, will welcome thinkers in distress or in exile, will uphold ever the dignity of thought and learning and will exact standards in these things.

Brock University strives to be this place where seekers and learners band together to affirm “the dignity of thought and learning and exact standards in these things.” This is Brock’s mandate.

Founded in 1964 in response to community activism and bolstered by local financial, moral, and political support, Brock University is known for its track record in strong and effective teaching, innovative research and creativity, and community connectedness. Part of Brock’s uniqueness is the covenant with our students made explicit in the value statement of our Integrated Strategic Plan: “We seek to uphold Brock University’s commitment to a unique student experience at the individual level that responds effectively to the changing landscape of knowledge through relevant curriculum and innovative pedagogy.”

21st-century Brock: Accessibility, Mobility, and Student-Centered Teaching and Learning

Brock’s commitment to enhancing innovative and high-quality teaching and learning is core to its history and identity. Brock’s continued dedication to excellence as part of a unique student experience is illustrated by the recent appointment of a Vice-Provost with responsibilities for Teaching and Learning (T&L). The Vice-Provost (T&L) has worked closely with the Centre for Pedagogical Innovation to support the extension of Brock’s commitment to online and hybrid learning. The fact that Brock is developing 20 new online courses this year, with an equivalent number in each of the next two years, speaks on the one hand, to the degree of interest by our faculty members in exploring fresh approaches to teaching, and on the other, to the leadership of the President, who in his former position was the founder of e-Concordia. Plans are in place to continue to develop online and hybrid courses across most of Brock’s programs. The Vice-Provost (T&L) has also assumed a leadership role in significantly increasing our spring and summer offerings by expanding the number of courses and programs taught in a variety of delivery modes, including online, hybrid, traditional format, and other courses taught in intensive, compressed timeframes. This is further enhanced by our continued growth in co-op programs, increasingly requiring a full offering of courses in spring and summer.

In order to satisfy student interest in and demand for academic credit-bearing service and experiential learning, Brock has established a Centre for Service Learning. The appointments of a Faculty Associate for Service Learning in the Centre for Pedagogical Innovation and a Service Learning Coordinator in the Student Life and Community Experience Unit buttress this commitment. In addition, Brock has approved service learning credit courses and expanded student opportunities for international service learning (for example, in Namibia and Cuba). Last year, 6,181 Brock students were enrolled in courses that involved a community engagement component. Approximately 6,890 students are involved in community service activities outside of, and within course requirements, amounting to more than 65,000 hours of student volunteer service in local and international community agencies and charitable organizations, providing an in-kind contribution of close to \$1 million to the local and global communities. This growth in service learning complements Brock’s significant presence in cooperative education. With more than 3,000 undergraduate and graduate students enrolled in 39 programs it is the third largest in Ontario, the fifth largest in Canada, has the highest number of business co-op students in the country, and is the largest in terms of Masters level students involved in cooperative education. Productivity and mobility gains that have resulted from innovative approaches such as robust tri-semester options and other innovations are more fully articulated under Part 3, Priority 1.

In addition to a variety of year-round delivery modes, Brock has collaborative and articulation agreements with more than 20 colleges, giving students access to a variety of new transfer credit options. Examples of these agreements include our Nursing program’s partnership with Loyalist College and a new fully integrated degree program in digital gaming that will soon be offered jointly with Niagara College, engaging students on both campuses for the duration of the program. Brock has received funding from CUCC to be the lead institution on a pilot project exploring credit transfer and pathways between universities and colleges, and we are currently completing Phase 1 of that project. The Faculty of Education’s BECE program with Niagara College and other colleges, now in its second year of operation, dovetails with the new early learning Kindergarten program endorsed and supported by MOE and MTCU.

Brock has many award-winning teachers, and we continue to support our outstanding faculty members who teach effectively and passionately across a range of delivery modes, including the traditional classroom. We are proud of our tradition and commitment to

the seminar system and small group learning, an approach that continues to be valued by current students and alumni. Our track record in both established and emerging modes of teaching and learning shows clearly how we put students first. Illustrative calculations of productivity gain can be found in Part 3 of this submission.

Research: Establishing a Culture of Research Leadership

Brock is committed to innovative research and creativity. The development of a culture of research leadership at Brock is the result of a deliberate decision, made thirteen years ago, to ensure that Brock attracts outstanding scholars into its faculty ranks. Brock researchers are strengthening our reputation through partnerships with Brock's founding community to create the knowledge, services and infrastructure required for the Niagara region's success in a globalized economy. Through transdisciplinary community-based research—such as the work of our Cool Climate Oenology and Viticulture Institute, the Niagara Community Observatory, the Jack and Nora Walker Lifespan Development Research Centre, and other units—Brock has differentiated itself and provided a model for other institutions and sectors

Our expanded transdisciplinary path mobilizes our very best researchers to advance initiatives that will transform our communities and provide world-class models for creativity and innovation in university-community partnerships. Its most recent iteration began with a University-wide call for team proposals for the establishment of transdisciplinary research hubs that generated 16 letters of intent involving more than 120 faculty members. An adjudication committee selected eight proposals to proceed to a full-scale application. With the assistance of external referees, the Committee recommended funding five new transdisciplinary hubs (further details are provided in Part 3). The foci of these new hubs are relevant to the region, the province, and the academic fields of the researchers. Indeed, the relationship of these hubs to the community priorities noted below is obvious: they all have community or industry partners and are meeting the needs of the emerging creative economy. Finally, the hybrid scholarly themes emerging from these hubs are providing the focus for new undergraduate and graduate programs, particularly new doctoral programs. The University looks forward to the establishment of additional transdisciplinary research hubs in the future.

Community, Entrepreneurship, and Partnership at Brock: Driving Transformation in our Region

As emphasized in the President's cover letter, Brock's location in Niagara plays a key role in the University's identity. Perhaps because the region was instrumental in the founding of Brock, the University has always had a sense of reciprocal responsibility to its regional communities. Over the last century the Niagara region has been exposed to intermittent historical and contingent economic setbacks. Shortly after Brock was founded, the region experienced several decades of precipitous economic contraction. In the face of the decline of traditional industries, the local community realized the need for transformative change to the economic base of Niagara. Brock provided access to post-secondary education, thereby attracting new students to the region, increasing their mobility in the emerging economy, and building human capital in and for Niagara. At the same time as the region itself was looking to the future, the President of Brock and others were active in pursuing various regional economic development initiatives, working with community groups such as the St Catharines–Thorold Prosperity Council, the Niagara Economic Development Corporation, and nGen (Niagara Interactive Media Generator). The community consultations generated two documents—Paths to Prosperity and Niagara Economic Development Plan 2008. These documents set priority growth targets that both reaffirmed the importance of the largest economic sectors in Niagara, and targeted other potential growth sectors, including:

- Tourism, hospitality and recreational services
- Niche bio-product manufacturing and value-added agriculture processing
- Culture and digital media and software development
- Environmental, energy and other "green" technologies
- Health and wellness, life sciences

Brock sees its mandate as creating regional partnerships and providing the knowledge, skills, and, increasingly, the services, activities, and infrastructure necessary to ensure the region is successful in its efforts to realize these new directions.

Brock: A Preferred Place to Work and Study

As a public, service-oriented institution, our employees are essential and foundational to productivity, innovation, and efficiency. In creating our Integrated Strategic Plan, we have identified being "a preferred place to work and study" as both a core value and a strategic priority. We understand the nested relationship between student and employee engagement, productivity, and innovation. We know that a fully engaged workforce outperforms (e.g., profit margins in the private sector, cost reductions and efficiencies in the public sector) organizations whose workforces are not engaged. To enable employees to be productive, we must provide the tools and a

work environment that support their wellbeing. We are committed at Brock to implementing an Organizational Development Program and a Strategic Human Resources Plan. Additionally, we are building partnerships with local employers and community partners such as Niagara College and the Niagara Region to find efficiencies in the areas of organizational development and staff training.

Part 2:

Brock University – Vision Statement

Following widespread internal and external consultation, in December 2010–January 2011 Brock's Senate and Board of Trustees approved the principles and academic direction of our Integrated Strategic Plan. Brock's stated vision is clear and definitive: "Brock University envisions itself as a dynamic post-secondary educational institution that: 1) Makes a difference in the lives of individuals in our Brock community, the Niagara Region, Canada, and the world; 2) Demonstrates leadership and innovation in teaching and learning across disciplines; 3) Extends knowledge through excellence in research, scholarship, and creativity." The Integrated Strategic Plan elaborated this vision in a mission statement that puts people –students, faculty and staff – first and commits to providing a transformative experience inside and outside the classroom: "Brock University works to enhance the economic, social, cultural and intellectual lives of the communities around us–Niagara, Ontario, Canada, and beyond–and to demonstrate the vital ways in which we contribute to the betterment of society in the 21st century."

Brock's statement of values includes **Innovation, Integrity and Respect, Accountability and Stewardship, Sustainability, and the Generation and Mobilization of Knowledge**. The generation and mobilization of knowledge is key to our contribution to the needs of the future economy of the region. Further, our values underscore that students are our passion—hence the articulation of the importance of "Pedagogy, Teaching and Learning" in the Mandate Statement. Brock makes a difference by enriching the intellectual life of our students through an explicit commitment to provide a "unique student experience."

Brock students and our community expect, deserve, and demand high quality, innovation and productivity from their investments made through tuition, taxes and donations. We embed accountability in our values: "We are stewards of public and private resources and are accountable for our performance. We commit to provide sufficient information to allow informed evaluation of our performance by the Board of Trustees and the public at large."

As an academic institution, Brock University understands its mandate in the context of the core social functions of the University: pedagogy, teaching and learning; research, creativity and knowledge creation; and service to community. Brock understands that students in the 21st century expect and require a wide range of learning options and commits to supplement established and proven pedagogies with delivery modes appropriate to the era. These include, but are not limited to: expanded on-line and hybrid instruction; service, cooperative, and experiential learning; year-round teaching and learning; short-duration intensive block course delivery; and credit for mentorship and international experiences. The complexities of the 21st century demand approaches to research, scholarship and creativity that recognize the need for some scholars to create epistemic communities beyond the established fields of knowledge by drawing on the collective wisdom and insights of different disciplines, Departments and Faculties. To this end, Brock has announced its leadership role in forging new transdisciplinary research hubs to address compelling issues and problems that are vital to the academic community and society at large. This approach places the University as the centre of the forces that make a difference in the intellectual, cultural, social and economic vitality of the region, province and world. It is through Brock's commitment to enhance learning and to make learning as widely accessible as possible, as well as its many contributions to knowledge, creativity, and understanding, that make Brock University a vital regional, provincial and national resource. To claim that we make a difference in the lives of individuals, communities and the world is a bold and even brash vision, but that is precisely what Brock does now, and will continue to do in the future on an expanded scale. While we cannot know precisely what society will require of us over the next decade, we have a sense of what we can contribute over the next three to five years. In what follows, we articulate three academic content areas of strategic priority and action.

Part 3:

Brock University – Priority Objectives

Priority #1:

Serving the 21st-Century Learner–Putting Students First

Brock has always been responsive to the needs, interests, and aspirations of its students. That is what it means to put students first. As we begin our second 50 years as a university, it is apparent that our 21st-century students are increasingly diverse, and expect a variety

of learning experiences, opportunities, and points of access. Offering a broad array of teaching and learning options and delivery modes across a wide range of programs is therefore one of our strategic priorities. To augment the traditional lecture and seminar approach, which remains valued by all, as evidenced in the 2012 CUSC survey, we will offer a series of new modes of delivery and approaches to teaching and learning. An **Expansion of Community Engagement in Service Learning** will be accomplished, with an increase of 400 student placements in 2013-14, with subsequent incremental increases of 200 student placements for 2014-15, 2015-16 and 2016-17. New and existing courses will be expanded and/or developed using Brock's established model. These courses will enhance student engagement, community involvement, and student academic success by awarding academic credit for service learning in community-based placements. **Brock's Online Course Offerings** will be complemented with additional online courses that will be developed in 2012-13 across all Faculties. In 2013-14, 113 total course sections will be taught online, with a forecasted student enrolment of 5,000. This growth will continue over the next three years, with a projected enrolment target of 15,000 by 2016-17. Online and hybrid courses are available to Brock and non-Brock (via letters of permission) students. Brock is also committed to **doubling our Spring/Summer offerings and enrolments** over the next five years. From the 2012 baseline year, this increased Spring/Summer activity will yield over 9,000 course registrations. **International service learning courses** will help meet Brock's internationalization goals by introducing 12 international service learning field courses. **Experiential capstone courses for 200 more upper-year students to be developed over the next three years** will enhance Brock's noteworthy NSSE scores for senior students by expanding active-collaborative learning, undergraduate research, and student-faculty interaction. **Mentorship support for up to 1,000 students** is vital to the development of career-related and entrepreneurship skills that enhance employability. **Bridging courses for 200 more international and new immigrant students** will introduce core skills for degree level expectations, thus enhancing access, recruitment and retention, and facilitating the development of community relations. In response to increased student demand, **a pilot initiative for an accelerated degree in Nursing** will be developed. This pilot will be designed as a tri-semester program in partnership with the new Niagara Health System hospital. The development, identification, validation and assessment of learning outcomes is imperative for all new academic initiatives as it is in Brock's ongoing academic review process.

Brock has partnered with Niagara College to change the landscape of post-secondary attainment in the Niagara region. Given that the region has one of the lowest university participation rates in the province, both institutions have tackled the issue of access. Through the transition program in general arts and science established with Niagara College, students are able to consider the option of higher education. Brock has a significant percentage of First Generation students (26.8 per cent) and has developed specific initiatives for these students and their parents to navigate the steps in post-secondary attainment. Furthermore, in comparison to a set of similar-sized institutions, Brock's students have greater financial need and the University has made a commitment to support these students beyond the minimum OSAP assessment. Within our demographic, more than six per cent of students have been identified with a disability. Once again, a strong emphasis has been placed on the retention and success of these students. Within the province, we provide access to a significant number of students from small and medium sized communities and the GTA. Approximately 70 per cent of our students are from outside Niagara. Our admission policies provide opportunities and access for students to enroll in three-year programs in general arts, sciences, social sciences and humanities thus differentiating Brock from similar sized universities whose admissions policies differ for this cohort.

Brock offers a quality education with academic and support interventions that track students' progression and improve their retention and graduation rate. Students have flexible options that enable them to work, study and complete their programs on an accelerated or interrupted trajectory. Even with these access measures in place, we continue to see high rates of graduation (80 per cent). Brock has one of the lowest operating costs per student in our peer group of "comprehensive" universities. Yet, at the same time, we are an excellent value proposition for students and parents given our graduation and employment rates.

In brief, we give Ontario students an avenue to complete their degree with flexibility, with financial support and with a high rate of success. We strengthen our communities, our region and Ontario overall, with our increased access for students. The following summaries of three of these items illustrate the positive impact of these types of innovations in terms of enhancing student access, choice and mobility and generating efficiencies and revenue.

Efficiencies, Productivity, and Benefits

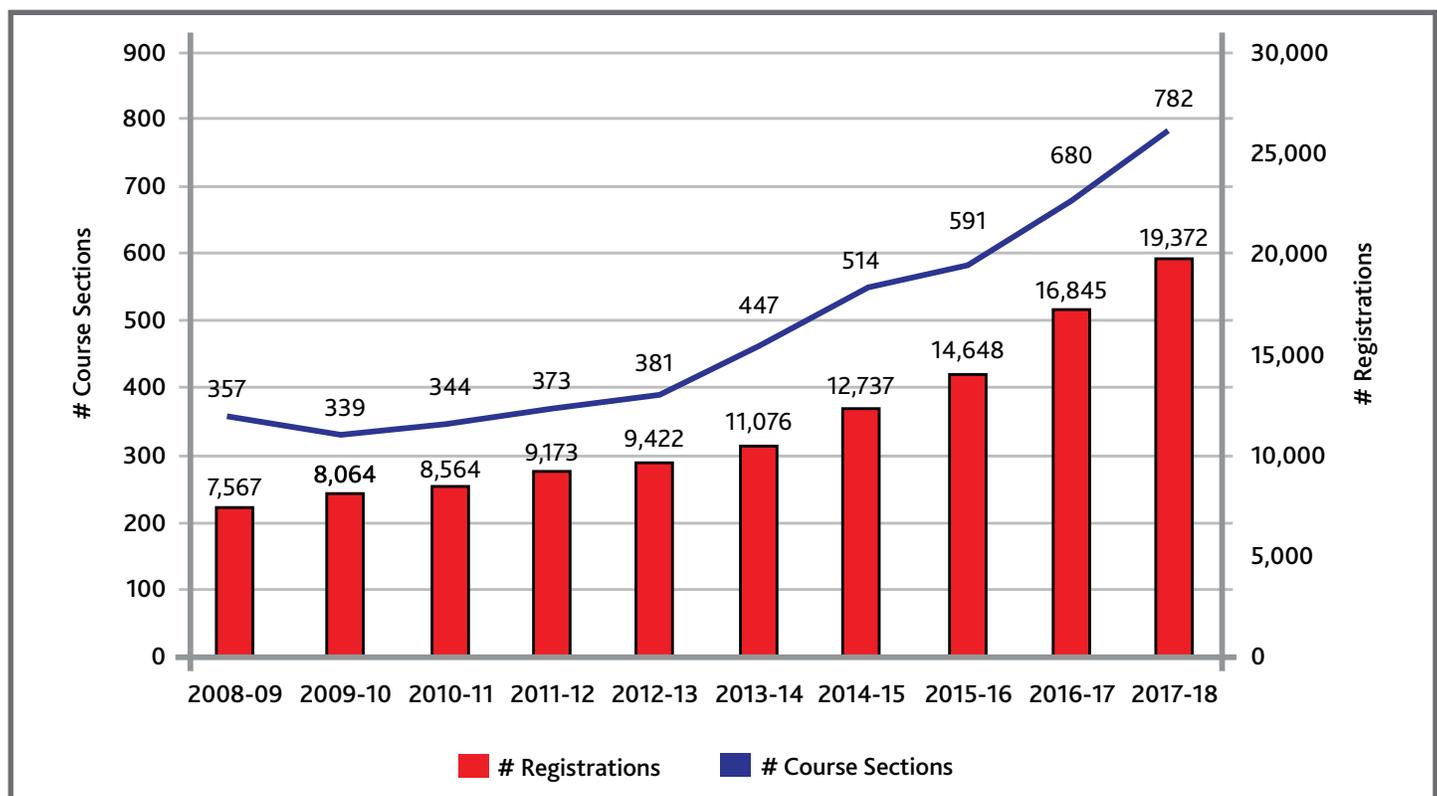
By expanding online offerings, service and experiential learning, and co-op programs for students, we anticipate significant benefits. We are also committed to enhancing our spring and summer course offerings. Brock University increased its undergraduate Spring/Summer course offerings by 17% in 2013 as compared to 2012. Projecting a continued 15% increase in undergraduate course offerings and enrolments over the next five years, we will achieve a course registration target of 19,000. Other benefits of these initiatives include increased access and options for students, faster time to completion, increased access for non-traditional students, expanded

community engagement, greater student choice, and optimization of the student experience. By way of example, an estimate of operating budget gains and enhanced revenues related to implementing just two of these initiatives follows.

Expanded Online Offerings				
Academic Year	Total Course Sections Taught Online	Forecasted Student Enrolment	Enrolment per Course Section	Net Income from Online Courses Before One-Time Development Costs*
2013-14	113	5,000	44	3,081,353
2014-15	153	7,500	49	4,934,093
2015-16	213	12,000	56	8,525,861
2016-17	293	15,000	51	10,253,802

*Net income is conditional upon new F2F enrolments in traditional classroom spaces

Spring/Summer Undergraduate* Courses and Registrations: History and Projections**



Notes:
 *Undergraduate courses include all courses that are non-graduate.
 **Assume annual course offerings and registrations increase by 15% (assuming average class size remains steady from year to year). Depending on class size, course sections and registrations do not have to increase by the same percentage.

Based on our commitment to enhance Spring/Summer course offerings, we estimate that revenue generated from the Spring/Summer initiative could equal \$6.48 million by 2017-18. This teaching schedule will open up space for the Fall/Winter term allowing Brock University to increase enrolment with existing infrastructure; thus, having positive overall impacts on the operating budget .

In order to ensure the quality, effectiveness, and efficiency of our commitment to innovative pedagogy and experiential learning, we will develop system-wide performance indicators that will specifically benchmark and track three institutional metrics: a) online and e-learning course offerings and enrolments; b) Spring/Summer course offerings and enrolment; and c) the percentage of graduating undergraduate students who indicate that they have done community service or volunteer work.

Numerous benefits for students, Brock, and the province will result from the systematic integration of these new modes of course delivery and teaching and learning into our repertoire of activities. Robust spring and summer offerings, along with alternate delivery modes and partnerships with other institutions, promise to facilitate student progress through the post-secondary system. The proposed Life Sciences program will take full advantage of a range of delivery modes across four Faculties, accommodating an initial cohort of 100 students that will grow to a steady state enrolment of 400. In addition, the proposed building for the Goodman School of Business has the potential to facilitate an additional enrollment of 600 Business students in steady state (2018/19). The undergraduate Business programs in the Goodman School exhibited a 26% increase in first choice applications in 2012/13. The strength of its flagship accounting co-op program, first in Ontario to be accredited towards the new CPA accounting designation in combination with its Masters degree in Accountancy, will see a significant increase in student demand. In particular, the educational requirements for the new Canadian-wide CPA Accounting designation means that students must complete a fifth year of study at the Masters level. This requirement alone could result in an increase in enrollment of close to 200 by 2015/16, however space is limited. All of these pedagogical initiatives and the efficiencies and productivity associated with them will serve to facilitate improvement in student access and the quality of the student experience.

Priority #2:

Establishing Transdisciplinary Research Hubs and Developing New Graduate and Undergraduate Programs

The economic, scientific, environmental, cultural, social, political, and aesthetic world has become so multifaceted and intricate as to be virtually incomprehensible when examined through traditional discipline-based lenses alone. Many of the most pressing challenges of the communities around us cannot be comprehensively addressed either within classical disciplinary boundaries or without the communities' active partnerships. This understanding informs the decision contained in Brock's strategic plan and the mandate statement to gather a critical mass of successful researchers from across all the Faculties and offer them an opportunity to develop transdisciplinary approaches to major questions of importance in both academic and community domains.

Brock's internationally recognized Cool Climate Oenology and Viticulture Institute (CCOVI) was Brock's first true transdisciplinary research hub. By expanding its activities beyond the science disciplines of oenology and viticulture, CCOVI is creating multidisciplinary research networks that are addressing areas across the grape and wine value chain and effectively strengthening Ontario's grape and wine industry. CCOVI's success has significantly contributed towards Brock's transdisciplinary culture and has paved the way towards the success of the University's current and future transdisciplinary hubs.

The first competitive peer-review process resulted in five transdisciplinary hubs being funded by Brock:

Brock-Niagara Centre for Health and Well-Being • Institute for Advanced Bio-manufacturing • Lifespan Development Research Institute • Social Justice Research Institute • Sustainability: A Transdisciplinary Space for Transformative Change

Each of these hubs provides a conjoining of the priorities of Brock University, the region, and the province in a number of ways. In terms of student enrolment, several of the approved hubs have immediate plans for new graduate programs in specialized growth areas. The titles of the hubs mesh with the region's identified strategic industry clusters noted in the Mandate Statement. Each hub is committed to partnerships in the community—some directly private sector and entrepreneurial, others in the not-for profit and community service sectors. All use the new knowledge they produce for the benefit of students, citizens, and the economic prospects of the region and Ontario. All are well on their way to attaining world-renowned stature. It is expected that the hubs will also form partnerships and collaborations with the college sector, in particular Niagara College. The hubs provide a unique opportunity to draw on existing strengths and expertise and to rechannel those strengths into intellectual initiatives and directions that simultaneously expand knowledge, offer opportunities for students through innovative pedagogies, engage entrepreneurs, and serve the diverse needs of our communities. By the summer of 2014, the University will have directed \$1 million operating dollars annually to these five hubs, and will have benefitted from real or in-kind contributions from their community and/or industrial partners.

As formal components of Brock University, these hubs, and those that will be created following future competitions, are expected to provide ongoing performance assessments that include utilizing Brock's measures of research success in securing external funding, impact on SMEs, student success, and community impact.

These flagship transdisciplinary hubs create knowledge breakthroughs that simply were not possible before. They demonstrate how university research can have true social impact through partnership with communities. They are creating a new generation of researchers who have both deep roots in disciplinary knowledge and the transdisciplinary experience that allows them to solve problems and create knowledge in the most effective manner possible. In the first competition, the engagement of over 100 scholars,

the creativity of the proposals, the depth of the interdisciplinary commitment demonstrated by the participants, and the responses of the external referees, all indicate that while many may speak of interdisciplinary initiatives, Brock University is actively and aggressively differentiating itself in this regard.

Priority #3:

Building a Network of Partnerships that Promote Prosperity through Entrepreneurship, Innovation, and Creativity

Brock strives to be the model for how institutions of higher education can partner with their communities to establish a culture of innovation and meet the needs of the creative economy. Having first-hand knowledge of the challenges and issues facing our community enables Brock to fulfill its responsibility in the transformation of Niagara. By fostering and facilitating entrepreneurial culture, Brock graduates create jobs. Fostering an entrepreneurial culture also enables and empowers students to apply their energy and training to the development of new enterprises that will generate new employment opportunities for others. Bringing together research, innovation, and commercialization creates an environment that mobilizes new knowledge and understanding that lead to more questions and additional breakthroughs. Creating community partnerships allows partners to work together as teams of unique contributors, thus achieving more than groups working in isolation. There are many examples of the enhanced social, cultural and economic benefits that are possible when a university engages with its community. Some of Brock's partnerships in Niagara include the following:

- Leadership in creating **Innovate Niagara**, a consortium composed of key regional business support organizations—Niagara Region, City of St Catharines, Regional Innovation Centre, Niagara Interactive Media Generator (nGen), Greater Niagara Chamber of Commerce—partnered to help foster the next generation of innovative enterprises. Innovate Niagara's new web portal is an accessible tool to make its incubation services available to a wider range of clients.
- The **Cairns Family Health and Bioscience Research Complex at Brock** is a \$115 million facility built by virtue of a partnership between all three levels of government that is attracting national and international students and experts to Niagara to conduct research in areas such as cancer, osteoporosis, insect-borne and infectious diseases, and pain control using unique biotechnologies and green chemistry.
- **BioLinc** is a life science incubator located in new state-of-the-art facilities at Brock's Cairns Complex, and managed by the Goodman School of Business, that was created in partnership with Innovate Niagara. This incubator will provide community members and Brock students invaluable entrepreneurial support and the unique opportunity to work with peers and experts.
- **The Jack and Nora Walker Canadian Centre for Lifespan Development Research** houses more than 50 researchers (from all seven of Brock's Faculties) and has partnerships with 99 not-for-profit community organizations.
- The **Niagara Community Observatory** facilitates research involving business, community, government and other organizations in the Niagara Region geared to policy and program design for Niagara community agencies.
- The **Centre for Healthy Development** promotes research and practice with local, provincial, national, and international partners to provide a vehicle for creating, evaluating and disseminating effective strategies to develop the physical literacy skills necessary to lead healthy, active lives.
- Bridging academic and community health innovations, the **Brock-Niagara Centre for Health & Well-Being** is a research center that partners with the community to provide cardiac and neuromuscular rehabilitation programs as well as senior exercise programs.
- The **Marilyn I. Walker School of Fine and Performing Arts'** relocation to downtown St Catharines will be integrated with the City's Performing Arts Centre, to revitalize the downtown area and create an innovative cultural hub. This collaborative relationship follows upon our partnership with Niagara College and the City of St Catharines to establish the **Niagara Interactive Media Generator (nGen)**, which has seen nine successful companies launched in the last few years.
- Brock University's plans for a new **Goodman School of Business** building and new innovative business programs will create opportunities for students to engage in entrepreneurial activities well before graduation. In particular, greater accessibility for all Brock students to complete a minor in Business as part of their degree programs, including studies in entrepreneurship, will facilitate and foster a culture of innovation and commercialization within a transdisciplinary context.
- Brock has taken learning beyond the traditional boundaries of the classroom. Brock's Goodman School of Business is in the process of developing a number of initiatives to expand opportunities for students: an entrepreneurial co-op program; Corporate Social

Responsibility and Sustainability Initiatives; an increased reach for our MBA consultants to work with community partners; increased course offerings for community businesses through its Centre for Innovation, Management and Enterprise Education (in partnership with the Greater Niagara Chamber of Commerce); and courses that further develop leadership skills in our students.

- The creation of the position of Director of Innovation and Commercialization at Brock is a key component of the integration of the cultures of innovation and research leadership that now characterizes our institution. In a relatively short time, Brock has seen 42 new partnerships, an increase in the number of researchers interested in commercializing their intellectual property, and an increase of 63 new SMEs engaged with the University. Successful innovation puts ideas into practice by responding to and fulfilling a real need in a target community. Brock's innovations in pedagogy, in the development of research and application, and in community partnership have all been designed to mobilize the creativity and responsive leadership that make a difference to our students, to the research community, and to the community in which we live.

Conclusion

It might seem that inertial forces drive Ontario's universities to sameness as they all aspire to pursue and transmit knowledge on the same universal stage of academe. Brock seeks to educate a new generation of students, to some of whom we will pass our torch and so renew ourselves, as we renewed the pursuits of our academic forebears. More recently, with the expansion of our research capacity and with approximately 75 per cent of our students coming from beyond our region, Brock is becoming an increasingly important player on this transnational academic stage. At the same time, our sense of rootedness in the community has become a defining feature of Brock. For us, these are extremely positive and mutually supportive developments. Brock recognizes that the world is changing rapidly, that our students are not as we were, that our place in the communities around us demands a commitment at least equal to our commitment to the University, and that our students' learning must bridge the world of academe and experience the realities of those communities—whether in their economic, social or cultural spheres. Thus our building of intellectual capital—our own and that of our students—must be conditioned by this dual commitment to investing in the educational, economic, social, and cultural capital of our region.

Brock's dual commitment uniquely conditions our mandate, vision, and priorities. Whether one considers our transdisciplinary vision that provides focus for new institutes and new programs, the innovative learning opportunities that we are creating for our students, or the infrastructure and networks we are building with communities to advance their development, Brock is creating a fabric that is unique by virtue of our place, our people, and our planning. The "splendid, beautiful and enduring" university described by Masefield has been created right here at Brock: made in Niagara, but with the world in mind.

President's Summary Statement

"At the heart of Brock's strategy and shaping our specific place among, and contribution to, Ontario's universities is a simple, but aspirational idea that we are making manifest in our teaching, research and service. It is to overcome a number of the traditional boundaries that have limited these endeavours and, consequently, universities' mandates. They are: the boundaries between the academy and the surrounding communities; the divide between the formal classroom experience and the experience of the realities of those communities, and the limitations of time, space and access imposed by the physical walls of classrooms; the boundaries that create the silos of our disciplines, which so often do not map onto the challenges of the living communities, near and further afield, of which we are a part. For us, this has created newly modulated ways of being a university, and it has caused us both to build upon and to focus our particular strengths.

Since no other institution has both our particular strengths and is situated in the centre of concentric circles of communities that we inhabit, no one can be us as we transcend these boundaries in teaching, research and service. But at the same time, the model that we have been building can be adopted and adapted elsewhere in Ontario and beyond.

So, to address the developmental needs and problems of the communities around us, we fully engage those communities, have identified where we have especial and relevant research strengths, and create transdisciplinary hubs that have community partners, because none of these communities' challenges can be addressed within the silos of traditional disciplines and without their active engagement. In so doing, we also provide unique educational-research experiences for our students.

In teaching and learning, we augment our valued seminar system, small-group learning, and considerable coop education offerings by linking in other compelling ways formal learning within the academy to learning experiences in the community. As a result, we serve both the community and the well-rounded development of our students. Moreover, we increasingly overcome the limitations of time and space, our own and the students', by significantly scaling up online, hybrid and summer offerings.

Finally, together with the communities around us, we are building effective networks and institutions that will drive their development economically, socially and culturally. We are their active partner in nurturing young entrepreneurs (many of whom are and will be our students and graduates) and the small and medium-sized enterprises in our region's targeted economic growth clusters.

All of this is borne of such a simple idea, the results of which are so much more--for us and our students, for the communities around us, and perhaps for some other universities."



Letters of Support



THE CORPORATION OF THE
CITY OF ST. CATHARINES

BRIAN McMULLAN
MAYOR

Box 3012, 50 Church Street,
St. Catharines, Ontario, Canada L2R 7C2
Tel: 905-688-5600 www.stcatharines.ca

September 24, 2012

Dr. Jack Lightstone
President & Vice-Chancellor
Brock University
500 Glenridge Ave.
St. Catharines, ON L2S 3A1

Dear Dr. Lightstone,

On behalf of the City of St. Catharines, I would like to express my support for Brock University's Strategic Mandate Agreement submission to the Ministry of Training, Colleges and Universities.

A strong relationship between the City and Brock has been forged. Together we have launched a number of exciting initiatives, all of them for the benefit of the students and the citizens of the Niagara Region.

The creative thinking of Brock's leaders has resulted in several joint initiatives with our City, including the upcoming move of the Marilyn I. Walker School of Fine and Performing Arts to its new downtown location. This move will make an enormous impact on the core cultural centre of St. Catharines.

We have also been proud to partner with Brock, along with several other key organizations, in the development of the Innovate Niagara program which brings the Region's business resources together to provide a more efficient and streamlined approach to overcome the challenges faced by the Region's innovators.

While there is much work still to do, we believe that our partnership with Brock and its commitment to the Niagara community have played a key role in the revitalization of St. Catharines and the Niagara Region. We look forward to partnering with the University on future endeavours and are pleased to lend our support.

Sincerely,

A handwritten signature in black ink, appearing to read "Brian McMullan".

Brian McMullan
Mayor



OFFICE OF THE REGIONAL CHAIR

GARY BURROUGHS

The Regional Municipality of Niagara
2201 St. David's Road, P.O. Box 1042
Thorold, Ontario L2V 4T7
Telephone: 905-685-1571
Fax: 905-685-6243
E-mail: gary.burroughs@niagararegion.ca

September 25, 2012

Dr. Jack Lightstone
President and Vice-Chancellor
Brock University
500 Glenridge Avenue
St. Catharines, ON L2S 3A1

Dear Dr. Lightstone:

I am pleased to provide this letter of support for Brock University as part of their Strategic Mandate Agreement submission to the Ministry of Training, Colleges and Universities.

As an upper tier municipality, Niagara Region provides a wide array of programs and services to the residents of Niagara including public health, water and wastewater, social services and economic development. We recognize the significant contribution that Brock University makes to Niagara's social, cultural and economic sectors, and the valuable role that it plays as a community partner in a multitude of endeavours.

Niagara Region recently made changes to way in which we deliver economic development services and have found Brock, led in large part by your efforts as President, to be immensely supportive of the new direction and an active participant, supporter and partner in the new economic development model that is unfolding in our community. Niagara Region has invested in Brock's newly-opened Cairns Family Health and Bioscience Research Complex, as we recognize the incredible potential and lasting contribution this new facility will have on transforming Niagara's economy well into the future.

As a member of Innovate Niagara, a collaboration of community partners including post-secondary, government, non-profits and business, Niagara Region is able to capitalize on research capacity, enabling partnerships, access to innovative faculty through the University, and new opportunities afforded to the Region through Brock's leadership with Innovate Niagara.

Regional Council recently passed a motion highlighting and supporting the importance of Brock's Faculty of Business and the immense contribution it makes to ongoing economic development initiatives throughout Niagara, providing a wide array of supports and services to the business community.

We look forward to continuing our engagement with Brock and to the innovative prospects that will emerge as our partnership grows stronger with time. Niagara Region is committed to providing effective, efficient, quality services to our residents, and we appreciate and value the partnership and support provided by Brock University to achieve this objective.

Our community has come to rely on the expertise, support and vision of Brock University, and we will continue to work collaboratively with you to improve the quality of life for all Niagara's residents.

Yours truly,

A handwritten signature in blue ink that reads 'Gary Burroughs'.

Gary Burroughs
Regional Chair



September 17, 2012

Dr. Jack Lightstone
President & Vice-Chancellor
Brock University
500 Glenridge Ave.
St. Catharines, ON L2S 3A1

Dear Dr. Lightstone,

On behalf of the Greater Niagara Chamber of Commerce, I am writing to express my support for Brock University's Strategic Mandate Agreement submission to the Ministry of Training, Colleges and Universities. The Chamber's long-standing professional relationship with the University has allowed us to see first-hand the extent of its involvement with the Niagara community. We continue to benefit from our partnership with Brock in building the future of business in the Niagara Region.

The relationship between the Chamber and Brock has been strengthened by a number of initiatives in recent years, including our partnership in creating, with others, the Innovate Niagara consortium which as you know is doing great things in advancing the growth of innovation in our region.

Brock's Faculty of Business has been particularly effective in integrating its programs and its students with the surrounding community. For example, we applaud its efforts in opening the Management Development Centre, open not only to students at Brock, but to all lifelong learners interested in learning new skills which will lead to a higher level of contribution to their business and the community.

Brock remains at the leading-edge of research commercialization, as shown by the recent opening of the state-of-the-art Cairns Complex among many other initiatives, including the Cool Climate Oenology & Viticulture Institute. Brock continues to foster an entrepreneurial environment.

We believe that Brock's Strategic Mandate Agreement submission illustrates its success in driving the growth of business innovation in the Niagara Region. We are proud to be partners with the University in piloting the continued growth of our community.

Sincerely,

A handwritten signature in blue ink, appearing to read "Walter Sendzik".

Walter Sendzik
CEO, Greater Niagara Chamber of Commerce





niagara interactive media generator

1 St. Paul St., Unit 10
St. Catharines, ON L2R 7L2

www.ngen-niagara.com 905-685-3460

September 25, 2012

Dr. Jack Lightstone
President & Vice-Chancellor
Brock University
500 Glenridge Ave.
St. Catharines, ON L2S 3A1

Dear Dr. Lightstone,

I would like to express my support for Brock University's Strategic Mandate Agreement submitted to the Ministry of Training, Colleges and Universities. As the Manager of Client Service at nGen, Niagara's Regional Innovation Centre and a member of the Ontario Network of Excellence (ONE), I've had the opportunity to work closely with Brock University and have seen the positive impacts its community partnerships and cross-disciplinary institutes are having on the economic development of the Niagara Region.

nGen grew out of an idea created by Brock University and today supports entrepreneurs active in Niagara's emerging industry clusters: interactive digital media; health, wellness and life sciences; bio-products; advanced manufacturing; and green energy & technology. As a result of the University's continued collaboration with community leaders and businesses, and its awareness of Niagara's changing economic landscape, it remains pivotal to the success of nGen's programs and services. For example, in many cases mirroring its academic focus to the economic development goals of the region, Brock provides the resources necessary for the success of local entrepreneurs. Its Centre for Digital Humanities, including its Interactive Arts and Science (IAS) program, provides opportunities for local entrepreneurs to develop skills related to new media and digital interactivity. The University's Faculty of Business provides opportunities for entrepreneurs to develop the knowledge and skills necessary to transform new ideas into successful businesses. Its newly built Cairns Family Health and Bioscience Research Complex provides state-of-the-art facilities, including a business incubator, which will support the development of innovative ideas and their commercialization.

To offer the services necessary as Niagara's Regional Innovation Centre, nGen draws frequently on Brock as an academic resource in Niagara. We direct local entrepreneurs to Brock's researchers and programs that offer the unique expertise and skill development opportunities that support the growth of new and innovative businesses. As a founding partner of nGen, Brock University has been, and continues to be, a key partner of nGen and a crucial contributor to the Niagara Region.

Sincerely,

A handwritten signature in blue ink that reads 'N'ora Kalb'.

N'ora Kalb, Manager of Client Services





Contact Info

p 905-685-3460

e info@innovateniagara.com

innovateniagara.com

September 24, 2012

Dr. Jack Lightstone
 President & Vice-Chancellor
 Brock University
 500 Glenridge Ave.
 St. Catharines, ON L2S 3A1

Dear Dr. Lightstone,

As the CEO of Innovate Niagara, I have seen first-hand the benefits resulting from Brock's commitment to its surrounding communities and would like to express my support for its Strategic Mandate Agreement submission to the Ministry of Training, Colleges and Universities. The University's partnership with Innovate Niagara provides small businesses and entrepreneurs with the unique and necessary resources that support their success and the Niagara Region's economic re-development.

The recent economic downturn forced Niagara to re-evaluate its economic development model. One aspect of Brock's support for the region's re-development included its leadership creating Innovate Niagara. I had the opportunity to work with Brock to build this service, to experience directly the impact of its expertise, its partnerships and its commitment to the region. We worked with local businesses and community leaders, to create a consortium of local organizations, to ensure Innovate Niagara would meet the needs of local entrepreneurs and ensure the region's future prosperity.

Formerly, it was necessary for a business to consult several different organizations before receiving the assistance required in the critical start-up or development phases of its growth. Today, in large part due to Brock's efforts in pulling together the right resources, Innovate Niagara is able to provide a comprehensive set of services, in one central place, to entrepreneurs and small and medium-sized companies. From the perspective of both business leaders and the organizations which form Innovate Niagara, this streamlined approach will help drive the growth of innovative clusters in the Niagara region.

Brock not only played a vital role in the creation of Innovate Niagara but, as one of its present day partners, the University continues to be a key player in its successful operation. Its expertise includes leveraging resources, including business incubators and mentorship programs, which are necessary for innovative ideas to become commercial realities. Its Faculty of Business is playing a pivotal role in the development of a unique web-based portal that will extend Innovate Niagara's services to a much broader community, enhancing the economic prosperity of the region.

Having worked with Brock, and having seen the impacts of its commitment to St. Catharines and the Niagara region at large, I am of the strong belief that Brock has, and will continue to, make a positive difference in our community.

Sincerely,



Jeff Chesebrough, CEO

Brock University Students' Union
Students' Centre 500 Glenridge
St. Catharines, Ontario L2S 3A1
☎ 905 688 5550 x3568 📠 905 641 7581

September 26, 2012

Dr. Jack Lightstone
President & Vice-Chancellor
Brock University
500 Glenridge Ave.
St. Catharines, ON L2S 3A1

Dear Dr. Lightstone,

On behalf of the Brock University Students' Union (BUSU), I would like to express my support for the Strategic Mandate Agreement submission by Brock University to the Ministry of Training, Colleges and Universities. BUSU takes great pride in our partnership with Brock. Our organization and the students we represent have benefitted enormously from the programs and services Brock has put in place.

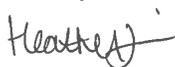
In the provision of past services, Brock has partnered not only with representatives of BUSU but with students themselves, listening to their concerns and needs and responding swiftly and effectively.

Specifically, the access to extensive online learning, as outlined in Priority 1 of the submission, will enable learners to be more successful with their academic endeavors. In today's climate, it is crucial that the university environment mirrors the community that surrounds it in terms of its use of technology. Brock's innovative and flexible approach to learning ensures that students can learn at their own pace, whether that be at an accelerated rate or within an extended time frame.

In keeping with the University's focus on innovative learning and entrepreneurship, BUSU has partnered with Brock to bring Blueprint to students in the Brock community. Blueprint is an entrepreneurship program which supports students in their efforts to develop and grow their business ideas. With the support of Brock and other community partners students' dreams of launching their own businesses can more quickly become reality.

We look forward to a future in which BUSU and Brock will continue to work together to build innovative student programs and services.

Sincerely,



Heather Finn
President, BUSU



United Way
St. Catharines & District

80 King Street
Unit 3, Ground Floor
St. Catharines, ON L2R 7G1
office@stcatharines.unitedway.ca
Tel: 905.688.5050
Fax: 905.688.2997

Charitable Registration:
BN13053 2443 RR0001
www.unitedwaysc.ca

September 24, 2012

Dr. Jack Lightstone
President & Vice-Chancellor
Brock University
500 Glenridge Ave.
St. Catharines, ON L2S 3A1

Dear Dr. Lightstone,

The extent to which Brock University has engaged with and provided support for community organizations cannot be overstated. Brock's commitment to the Niagara community is unprecedented and as the Executive Director of the United Way of St. Catharines and District, I have seen this first-hand. Therefore, I wish to express my support for Brock's Strategic Mandate Agreement submission to the Ministry of Training, Colleges and Universities, which is so critical to the continued support for our community.

The impacts of our partnership with Brock have been felt throughout the Niagara Region through fundraising initiatives and innovative student programs. Brock's experiential learning programs enable students to become involved in our community in a meaningful way. Students have the opportunity to immerse themselves fully in not-for-profit organizations and businesses within the community and develop approaches that will really move an organization forward. This style of learning benefits the students as they learn the "ins and outs" of an organization and how to problem solve effectively. As importantly, struggling organizations are assisted in real ways.

Brock understands the needs of its students and of its community and together we will continue to work together in order for everyone to thrive.

Sincerely,

A handwritten signature in black ink, appearing to read 'Frances Hallworth'.

Frances Hallworth
Executive Director

Change starts here.

Serving the Municipalities of: Grimsby, Lincoln, Niagara-on-the-Lake, St. Catharines, Thorold and West Lincoln



**Office of the Chair
Board of Trustees**

Brock University
Niagara Region
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September 27, 2012

Dr. Jack Lightstone
President & Vice-Chancellor
Brock University
500 Glenridge Ave.
St. Catharines, ON L2S 3A1

Dear Dr. Lightstone:

On behalf of the Brock University Board of Trustees, I would like to express my enthusiastic support for the University's Strategic Mandate Agreement submission to the Ministry of Training, Colleges and Universities.

The Strategic Mandate Agreement submission accords with the University's strategic planning documents endorsed by the Board. The submission reflects the key elements of the university's strategic mandates, which include:

- 1) A focus on high quality teaching, using innovative pedagogies incorporating technology, service learning, co-op experience, joint programs with other educational institutions, seminar and small group experiences and year-round use of the campus;
- 2) Facilitating research, including transdisciplinary community-based research, which enhances the cultural, social and economic fabric of our local and international communities; and
- 3) Building key community partnerships which target growth sectors and support the rejuvenation of the Niagara region.

The Strategic Mandate Agreement submission clearly illustrates how Brock is strategically focusing on these key areas, and I can say that it is doing so with the full support of the Board.

Sincerely,

Joe Robertson
Chair, Board of Trustees
Brock University

Brock

Chair of Senate

Brock University
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September 27, 2012

Dr. Jack Lightstone
President and Vice-Chancellor
Brock University
500 Glenridge Ave.
St. Catharines, ON L2S 3A1

Dear Dr. Lightstone:

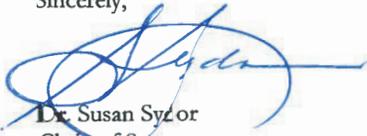
The Senate of Brock University has been engaged separately and together with the Board of Trustees over the past two years to develop and oversee the strategic directions for Brock University. We recognize that change, transformation, and even the affirmation of strongly held traditional values, is a dynamic and complicated process in complex organizations, and especially in universities. The Brock University Senate and its committees have held a number of meetings focussed on these issues.

The integrated strategic academic plan for the university was discussed at a special meeting of Senate in November 2010. Subsequently, Senate supported the principles of the plan in a vote of Senate in December 2010. In the years between this initial commitment and the submission of this proposal to develop a strategic mandate agreement, the various Senate committees have incorporated aspects of the strategic academic plan in the normal course of doing its business. More critically, however, the Governance Committee of Senate joined with the Executive Committee of the Board of Trustees to oversee the development of the Strategic Plan throughout the university over the past academic year. This coordinated and cooperative endeavour between the two governing bodies of the university is unique in post-secondary organization. In winter 2012 Senate engaged in discussion on an executive paper, *Whither Pedagogy*, to consider the challenges of 21st century pedagogy and followed this in the spring with a special interactive meeting of Senate on issues and directions in innovative pedagogy. The Senate of Brock University is engaged and committed to further involvement in the development of our academic mission.

Most recently, Senate held two meetings focussed on the principles conveyed in our SMA proposal. The thoughtful and open conversation among Senators representing various academic disciplines again emphasized the engagement of faculty and their commitment to student-focussed education, the seminar system and small group learning that has characterized Brock University from its inception, the importance of critical thinking skills and innovation in higher education, the reciprocal relationship of our university with the community it serves and the capacity that post-secondary education has to transform lives.

It is my pleasure to confirm to you and others that Senate was involved in the drafting of the strategic plan for the University had input into the SMA and that the SMA is consistent with the principles of the strategic academic plan approved by Senate.

Sincerely,



Dr. Susan Syzor
Chair of Senate



Dear Minister Murray and the Ministry of Training, Colleges and Universities,

Traditionally Brock University has been predicated upon and embodied their reputation as a growing institution dedicated to strong and passionate teaching, research innovation and advancement, and an unrelenting commitment to community. Since its inception, Brock University has continued to expand seemingly every facet of student engagement, from world-class faculty in state of the art classrooms to cutting-edge research facilities, equipment and infrastructure, to extracurricular services and amenities.

Brock University continuously demonstrates an understanding of current and future trends in academic and societal requirements and is dedicated to undertaking any necessary changes to ensure that students are provided with the highest level of post-secondary education in each of the rapidly advancing disciplines. These attributes are accentuated by the broad diversity of courses, often spanning multiple disciplines, the commitment to develop and expand online courses and hybrid learning, and the investment into crucial services such as the Centre for Pedagogical Innovation and the invaluable people like the Vice-Provost Teaching and Learning who administer them.

Brock University understands the added requirements, pressures and stresses placed upon current scholars who are not only students but also parents, care-givers, guardians, employees, financial providers, and many others. In addition to the diversity of classes and multitude of new, dynamic approaches to teaching, Brock University exhibits a diverse course schedule to accommodate ever changing student needs. Additionally, the added external influences placed upon students have recently translated into a higher prevalence of health concerns. Brock University has always closely monitored the health of their students and made continual improvements to support services on campus. This is highlighted by the developing partnership with Wellspring Niagara, which aims to provide a wide array of social and medical services accessible to all students at Brock.

For the reasons and rationale provided above, and for a multitude of reasons not explored or expanded upon due to space constraints; the Graduate Students' Association strongly supports Brock Universities Mandate Statement.

Graduate Students' Association



President, Kiel G. Ormerod

