

Strategic Mandate Agreement (2014-17)

Between:

The Ministry of Training, Colleges and Universities

&

Brock University

ONTARIO'S VISION FOR POSTSECONDARY EDUCATION

Ontario's colleges and universities will drive creativity, innovation, knowledge, and community engagement through teaching and research. They will put students first by providing the best possible learning experience for all qualified learners in an affordable and financially sustainable way, ensuring high quality and globally competitive outcomes for students and Ontario's creative economy.

BROCK UNIVERSITY'S VISION/MANDATE

Brock University envisions itself as a dynamic postsecondary 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; and 3) Extends knowledge through excellence in research, scholarship, and creativity.

PREAMBLE

This Strategic Mandate Agreement between the Ministry of Training, Colleges and Universities (the Ministry) and Brock University outlines the role the University currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the Ministry's Differentiation Policy Framework.

The Strategic Mandate Agreement (SMA):

- Identifies the University's existing institutional strengths;
- Supports the current vision, mission, and mandate of the University within the context of the University's governing legislation and outlines how the University's priorities align with Ontario's vision and Differentiation Policy Framework; and
- Informs Ministry decision making through greater alignment of Ministry policies and processes to further support and guide the University's areas of strength.

The term of the SMA is from April 1, 2014, to March 31, 2017. The SMA proposal submitted by the University to the Ministry has been used to inform the SMA and is appended to the agreement.

The Ministry acknowledges the University's autonomy with respect to its academic and internal resource allocation decisions, and the University acknowledges the role of the Ministry as the Province's steward of Ontario's postsecondary education system.

The agreement may be amended in the event of substantive policy or program changes that would significantly affect commitments made in the SMA. Any such amendment would be mutually agreed to, dated, and signed by both signatories.

BROCK UNIVERSITY'S KEY AREAS OF DIFFERENTIATION

Brock University's areas of strength include: undergraduate teaching excellence with foci on work-integrated, service, and small-group learning; regional partnerships; and continued excellence in research and associated graduate programs, with a special focus on transdisciplinary research hubs highlighting areas of strength that contribute to the social, economic, and cultural development of the Niagara Region.

ALIGNMENT WITH THE DIFFERENTIATION POLICY FRAMEWORK

The following outlines areas of strength agreed upon by the University and the Ministry, and the alignment of these areas of strength with the Ministry's Differentiation Policy Framework.

JOBS, INNOVATION, AND ECONOMIC DEVELOPMENT

This component highlights institutions' collaborative work with employers, community partners, and regions, or at a global level, to establish their role in fostering social and economic development, and serving the needs of the economy and labour market.

1.1 AREAS OF INSTITUTIONAL STRENGTH

Brock University contributes to economic and social development of the Niagara region through partnerships with community and business organizations. Examples include:

Business and Technology Partnerships:

- Innovate Niagara, a consortium composed of key regional business support organizations that assists in the generation of innovative enterprises.
- Niagara Interactive Media Generator (nGen), which has seen nine successful companies launched in the last few years.
- The Niagara Community Observatory, involving business, community, government, and other organizations.
- Since 2011, the members of the Institute of Advanced Bio-manufacturing have had 19 patents that have been proved or are at various stages of development, nine within the first year of operation. The Institute supports the growth of the region's emerging niche bio-product manufacturing, life sciences, and environmental and other "green" technologies industry clusters.

Health Partnerships

- The Cairns Family Health and Bioscience Research Complex is attracting national and international students to Niagara to conduct research.
- BioLinc, a life science incubator, provides students and community members with entrepreneurial support.

- The Jack and Nora Walker Canadian Centre for Lifespan Development Research houses more than 50 researchers and partnerships with 99 not-for-profit community organizations.
- The Centre for Healthy Development disseminates strategies to develop the physical literacy skills necessary to lead healthy, active lives.
- The Brock-Niagara Centre for Health and Well-Being provides cardiac and neuromuscular rehabilitation programs, as well as senior exercise programs.

Community Partnerships

- The Marilyn I. Walker School of Fine and Performing Arts will open in 2015.
- The position of Director of Innovation and Commercialization at Brock is a key component of the integration of innovation and research. Brock has seen 42 new partnerships, an increase in the number of researchers interested in commercializing their intellectual property, and 63 new small and medium enterprises (SMEs) engaged with the University.

1.2 Metrics

Institutional Metrics	System-Wide Metrics ¹
<ul style="list-style-type: none"> • Percentage of students participating in entrepreneurial activities • The number of new or small businesses helped by BioLinc and Innovate Niagara • Alignment of Brock’s strategies with the local government’s economic plans 	<ul style="list-style-type: none"> • Graduate employment rates • Number of graduates employed full-time in a related job

2. TEACHING AND LEARNING

This component will capture institutional strength in program delivery methods that expand learning options for students, and improve the learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

¹ Additional system-wide metrics focused on applied research, commercialization, entrepreneurial activity, and community impact will be developed in consultation with the sector.

2.1 Areas of Institutional Strength

Brock responds to student needs in the 21st century by providing students with service, co-operative, and experiential learning opportunities; year-round teaching and learning; short-duration intensive block course delivery; and credit for mentorship and international experiences. Activities in these areas include:

Supporting Unique Student Experiences

- Brock recently appointed a Vice-Provost, Teaching and Learning, who works closely with the Centre of Pedagogical Innovation.
- Students have flexible options that enable them to work, study, and complete their programs on an accelerated or interrupted trajectory.
- Partnered with the new Niagara Health System hospital to develop a tri-semester pilot program for an accelerated degree in Nursing.

Experiential Learning Opportunities

- Brock provides service learning credit courses and expanded student opportunities for international service learning (for example, in Namibia and Cuba). Furthermore, Brock recently established the Centre for Service Learning.
 - In 2012-2013, 6,181 students were enrolled in courses with a community engagement component.
 - Approximately 6,890 students are involved in community service, amounting to more than 65,000 hours of student volunteer service, providing an in-kind contribution of close to \$1M.
- Brock provides students with co-operative education opportunities.
- With more than 1,800 undergraduate and graduate students enrolled in 39 programs, Brock Co-op 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 Master's-level students involved in co-operative education.

2.2 Additional Comments

Institutional Strategies

- Brock is developing 20 new online courses this year, with an equivalent number to be developed in each of the next two years.
- Brock is increasing 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.
- An expansion of Community Engagement in Service Learning is expected to result in an increase of 400 student placements in 2013-14, with subsequent incremental increases of 200 student placements in 2014-15, 2015-16, and 2016-17.

2.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Service learning student enrolment • Online course enrolment • Spring/summer undergraduate enrolment 	<ul style="list-style-type: none"> • Student Satisfaction Survey results • Graduation rates • Retention rates • Number of students enrolled in a co-op program at institution • Number of online course registrants, programs, and courses at institution

3. STUDENT POPULATION

This component recognizes the unique institutional missions that improve access, retention, and success for underrepresented groups (Aboriginal, first generation, students with disabilities) and francophones. This component also highlights other important student groups that institutions serve that link to their institutional strength. This may include, but is not limited to, international students, mature students, or indirect entrants.

3.1 Areas of Institutional Strength

Brock supports access for underrepresented students, and other student groups, by:

- Operating in a region with one of the lowest university participation rates. Brock is partnering with Niagara College to provide a transition program in general arts and science.
- Providing access to a significant number of students from small and medium sized communities and the Greater Toronto Area (GTA). Approximately 70% of Brock’s students are from outside Niagara.
- Delivering specific initiatives for first generation students (comprising 27.8% of enrolment) and their parents to help navigate the steps towards postsecondary education attainment.
- Committing to supporting students with financial need beyond the minimum OSAP assessment.
- 6% of students have been identified with a disability.
- Providing students with academic and support interventions that track students’ progression, and improve their retention and graduation rates.

3.2 Additional Comments

Institutional Strategies

- 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.

3.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none">• First generation student enrolment• First generation student retention rate• Aboriginal student enrolment• Aboriginal student retention rate	<ul style="list-style-type: none">• Number and proportion of Aboriginal, first generation, students with disabilities, and francophone students at an institution• Number and proportion of international students enrolled in Ontario (as reported in annual institutional enrolment reporting)• Proportion of an institution's enrolment that receives OSAP

4. RESEARCH AND GRADUATE EDUCATION

This component identifies the breadth and depth of institutional research activity (both basic and applied), and will identify institutional research strengths from niche to comprehensive research intensity.

4.1 Areas of Institutional Strength

Brock University focuses on transdisciplinary community-based research. Examples include:

- The internationally recognized Cool Climate Oenology and Viticulture Institute (CCOVI), strengthening Ontario's grape and wine industry.
- Five new transdisciplinary hubs, including the:
 - 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

- These new hubs are relevant to the region, the province, and the academic fields of the researchers.
- The hubs leverage the strength of Brock researchers. For example, members of the Institute for Advanced Bio-manufacturing include two Tier I Canada Research Chairs.

4.2 Additional Comments

- System-wide metrics reflect the University’s focus in a number of research areas.

4.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Number of major transdisciplinary projects • Number of community research partnerships • Graduate supervision quality satisfaction 	<p>Research Capacity</p> <ul style="list-style-type: none"> • Total sponsored research • Number of research chairs • Number of graduate degrees awarded • Number of graduate awards/scholarships <p>Research Focus</p> <ul style="list-style-type: none"> • Graduate degrees awarded to undergraduate degrees awarded • Graduate to undergraduate ratio • PhD degrees awarded to undergraduate degrees awarded <p>Research Impact</p> <ul style="list-style-type: none"> • Normalized Tri-Council funding (total and per full-time faculty) • Number of publications (total and per full-time faculty) • Number of citations (total and per full-time faculty) • Citation impact (normalized average citation per paper) <p>International Competitiveness</p> <ul style="list-style-type: none"> • Ratio of international to domestic graduates (used by Times Higher Education Rankings) • Aggregate of international global rankings

5. PROGRAM OFFERINGS

This component articulates the breadth of programming, enrolment, and credentials offered, along with program areas of institutional strength/specialization, including any vocationally oriented mandates. This component also recognizes institutions that provide bilingual and/or French-language programming for students.

5.1 Areas of Institutional Strength

Current program areas of strength include:

1. Health and Well-Being
2. Business
3. Lifespan Issues
4. Social Justice
5. Fine and Performing Arts
6. Education

Proposed program areas for growth include:

1. Health and Well-Being
2. Lifespan Issues
3. Sustainability and Social Justice
4. Business

5.2 Additional Comments

The Ministry supports Brock's growth in business and notes the linkage between the expansion of business programming with the proposed construction of a new building. Approval of new construction, however, is outside the scope of the SMA process. Support for program growth does not imply support for additional infrastructure or additional graduate space allocation above what is included in the SMA.

5.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none">• Number of programs that meet the needs of professional certifying organizations, community employers' needs, and regional priorities	<ul style="list-style-type: none">• Institution-specific and provincial Key Performance Indicators, including employment rate after two years, percentage of students completing the degree, and OSAP default rates for each area of strength• Program enrolment

6. INSTITUTIONAL COLLABORATION TO SUPPORT STUDENT MOBILITY

This component profiles partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, credit transfer pathways and collaborative or joint programs between or within sectors.

6.1 Areas of Institutional Strength

Brock has collaborative and articulation agreements with more than 20 colleges. Examples of these agreements include:

- Nursing program partnership with Loyalist College.
- 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.
- The Faculty of Education's Bachelor of Early Childhood Education program with Niagara College and other colleges.
- Expanded existing bilateral transfer agreements to multilateral agreements, most recently with Brock's Bachelor of Arts in Community Health and diploma programs in Dental Hygiene, Massage Therapy, and Pharmacy Technician.
- Brock will continue to work closely with Niagara College to develop additional articulation agreements, particularly in business related programs.

Brock supports university to university student mobility.

- At the undergraduate level, Brock welcomes transfers from Canadian universities and has a transfer policy in place. An Admissions Criteria Chart is available online.
- Brock offers a joint PhD in Educational Studies with Lakehead University and the University of Windsor.

6.2 Additional Comments

The Ministry encourages Brock to develop further degree pathways in business and other disciplines with Niagara College and other institutions.

Institutional Strategies

- Brock is the lead institution on a pilot project under the Ontario Council on Articulation and Transfer (ONCAT), exploring credit transfer and pathways between universities and colleges in Game Development and Game Design, and has completed Phase 1 of that project.

6.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Number of programs by program type: <ul style="list-style-type: none"> – Degree completion (normally 2+2) – Blended (alternating terms) – Integrated (simultaneous courses) • Number of successful graduates from articulation agreements • Number of applicants and registrants • Number of college graduates enrolled • College graduates before admission • College graduates from blended programs 	<ul style="list-style-type: none"> • Number of college and university pathways and/or articulation agreements (college-college, college-university, university-college) • Number of transfer applicants and registrants • Number of college graduates enrolled in university programs

ASPIRATIONS

The Ministry recognizes the importance of supporting institutions to evolve and acknowledges the strategic aspirations of its postsecondary education institutions; the SMA is not intended to capture all decisions and issues in the postsecondary education system, as many will be addressed through the Ministry’s policies and standard processes. The Ministry will not be approving any requests for capital funding or new program approvals, for example, through the SMA process.

Institution-Specific Aspirations

- New building for the Goodman School of Business.
- Establishment of additional transdisciplinary research hubs in the future.

ENROLMENT GROWTH

The strategic enrolment and planning exercise is in the context of a public commitment in the 2011 Budget to increase postsecondary education enrolment by an additional 60,000 students over 2010-11 levels. This government has demonstrated a longstanding commitment to ensuring access to postsecondary education for all qualified students.

Baseline Projected Eligible Full-Time Headcounts

	2014-15	2015-16	2016-17
Undergraduate	13,917	13,740	13,932

Brock University's planned enrolment forecast as expressed in this baseline eligible enrolment scenario is considered reasonable and in line with Ministry expectations, based on the current and projected demographic and fiscal environments.

GRADUATE ALLOCATION

The Province committed to allocate an additional 6,000 graduate spaces in the 2011 Budget. The allocation of the balance of the 6,000 graduate spaces is informed by institutional graduate plans, metrics identified in the differentiation framework, and government priorities. Based on these considerations, the allocation for Brock University is provided below.

	2014-15	2015-16	2016-17
Master's	607.89	643.41	673.40
PhD	98.95	105.08	111.26
Total	706.84	748.49	784.66

While the Priorities Envelope will not be supporting new or expanded Master in Accounting programs, the Ministry commits to working with institutions on any required approval requests, including determining an appropriate and equitable fee framework for institutions offering these programs.

The Ministry commits to ensuring Brock University is not disadvantaged in graduate space reporting or tracking as they work towards an institutional strategy to address new accreditation standards in the field of accounting.

Note: For a detailed breakdown of graduate space allocations, see Appendix.

FINANCIAL SUSTAINABILITY

The Ministry and the University recognize that financial sustainability and accountability are critical to achieving institutional mandates and realizing Ontario's vision for the postsecondary education system. To this end, it is agreed that:

- It is the responsibility of the governing board and Senior Administrators of the University to identify, track, and address financial pressures and sustainability issues. At the same time, the Ministry has a financial stewardship role. The Ministry and the University agree to work collaboratively to achieve the common goal of financial sustainability and to ensure that Ontarians have access to a full range of affordable, high-quality postsecondary education options, now and in the future; and
- The University remains accountable to the Ministry with respect to effective and efficient use of provincial government resources and student resources covered by policy directives of the Ministry, or decisions impacting upon these, to maximize the value and impact of investments made in the postsecondary education system.

The Ministry commits to engage with the sector in spring 2014 to finalize the financial sustainability metrics to be tracked through the course of the SMAs, building on metrics already identified during discussions that took place in the fall of 2013.

MINISTRY/GOVERNMENT COMMITMENTS

Over time, the Ministry commits to aligning many of its policy, process, and funding levers with the Differentiation Policy Framework and SMAs in order to support the strengths of institutions and implement differentiation. To this end, the Ministry will:

- Engage with both the college and university sectors around potential changes to the funding formula, beginning with the university sector in 2014-15;
- Update the college and university program funding approval process to improve transparency and align with institutional strengths as outlined in the SMAs;
- Streamline reporting requirements across Ministry business lines with the goals of (1) creating greater consistency of reporting requirements across separate initiatives, (2) increasing automation of reporting processes, and (3) reducing the amount of data required from institutions without compromising accountability. In the interim, the Multi-Year Accountability Report Backs will be adjusted and used as the annual reporting mechanism for metrics set out in the SMAs;
- Consult on the definition, development, and utilization of metrics;
- Undertake a review of Ontario's credential options; and
- Continue the work of the Nursing Tripartite Committee.

The Ministry and the University are committed to continuing to work together to:

- Support student access, quality, and success;
- Drive creativity, innovation, knowledge, and community engagement through teaching and research;
- Increase the competitiveness of Ontario's postsecondary education system;
- Focus the strengths of Ontario's institutions; and
- Maintain a financially sustainable postsecondary education system.

SIGNED for and on behalf of the Ministry
of Training, Colleges and Universities by:

ORIGINAL SIGNED BY

Deborah Newman
Deputy Minister

April 16, 2014

Date

SIGNED for and on behalf of
Brock University by:

ORIGINAL SIGNED BY

Dr. Jack Lightstone
Executive Head

May 5, 2014

Date

APPENDIX

Brock University - Summary of Graduate Space Allocations to 2016-17, FTEs

	Master's	PhD	Total
<i>2013-14 Graduate Space Target</i>	589.40	85.75	675.15
Adjustments to Graduate Targets (pre 2015-16)	18.49	13.20	31.69
Graduate Allocation Envelopes			
General Allocation Envelope	40.51	8.43	48.95
Priorities Envelope	25.00	3.88	28.88
Graduate Spaces Allocated to 2016-17, over 2013-14	84.00	25.51	109.51
<i>2016-17 Graduate Space Target</i>	<i>673.40</i>	<i>111.26</i>	<i>784.66</i>

Notes:

1. Adjustments to Graduate Targets (pre 2015-16) include: (i) 2013-14 approved fungibility requests; (ii) 2014-15 final Master's allocations; (iii) resets of graduate targets, if any; and, (iv) other Ministry commitments, including further conversions.
2. General Allocation Envelope includes all metrics-based space allocations for 2015-16 and 2016-17.
3. Priorities Envelope includes: (i) Ministry and institutional priorities; and, (ii) approved spaces for identified niche programs.
 - a. Note: The 7 Master's spaces allocated in 2015-16, and 18 Master's and 3.88 PhD spaces allocated in 2016-17, as part of the Priorities Envelope, are provided to support Brock University's strengths in Environmental Sustainability and Lifespan Development hubs.