

UPDATE Jan 2019

**Office of the Vice-Provost,
Teaching, Learning and Student Success,
Brock University**

*Institutional Teaching, Learning and Student Success Strategic Plan
2017-2020*

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Introduction

Brock University is a comprehensive university, strongly rooted in the Niagara Region. Brock is committed to outstanding experiential education and a unique student experience grounded in innovative teaching and learning, transdisciplinary research, and community engagement.

This Integrated Strategic Plan replaces the 2013-2017 five-year Brock University Teaching and Learning Plan. It is designed to align with the Brock University Strategic Plan (2017-2020) and the Brock University Strategic Mandate Agreement (2017-2020). The Plan integrates the strategic goals of five administrative units, federated under the Office of the Vice-Provost, Teaching, Learning and Student Success in 2016. These units include: Centre for Pedagogical Innovation; Student Wellness and Accessibility; Student Life and Community Experience; Student Success; and Co-op, Career, and Experiential Education.

Mission and Vision

Brock University's academic mission is to nurture and support its faculty and students in the discovery of knowledge through exemplary scholarship, teaching, and learning. This Institutional Teaching, Learning, and Student Success Plan contributes to that mission through the alignment of innovative pedagogical approaches and student services in order to contribute to positive student learning outcomes and student success.

Our mission is to equip future-ready students with the knowledge, experience, skills, and competencies that will prepare them to meet the challenges of a quickly changing, knowledge-based global economy.

Our vision is to be the leading Canadian mid-sized comprehensive university defined by the integration of innovative teaching and learning and a unique and exceptional student experience.

Values

We value the importance of teaching, learning, and the student experience within a context that honours the seven core values of the University:

- integrity and respect
- freedom of thought and expression coupled with academic responsibility
- unique student experience
- innovation
- accountability and stewardship
- sustainability
- generation and mobilization of knowledge

In addition, the following values inform and strengthen our actions:

- accessibility
- pedagogical innovation
- diversity
- community engagement
- global citizenship

We value the equal and interrelated contributions of teaching and research excellence, and seek to engage all learners within a context that honours the diversity of knowledge and experience.

The Institutional Context:

Since 2013, with the establishment of the Office of Vice-Provost, Teaching and Learning, Brock University has been engaged in discussions that have focused on the renewed importance of innovative pedagogy within the context of enhancing the University's commitment and accountability in the area of teaching expertise, the quality of the student experience, and student success. There has been a definite emphasis and interest on the importance of measuring learning outcomes, developing a broad range of innovative teaching and learning pedagogies, defining and expanding experiential education opportunities for students, enhancing and better aligning centralized student support services, and articulating learning outcomes as they relate to career-ready skills and competencies. These themes are evident in Brock University's Strategic Mandate Agreements (2012-2017; 2017-2020) and the Draft Brock University Strategic Plan (2017-2020).

Brock University's Strategic Mandate Agreement (2012)

This document identified three strategic goals: student-centred teaching and learning; the expansion of transdisciplinary institutes; and an investment in the Niagara Region's newly emerging industry clusters. The expansion of online learning, experiential learning, and the generation of a more robust Spring/Summer trimester were among the strategic actions that informed the 2013 Institutional Teaching and Learning Plan.

Brock University's Strategic Mandate Agreement (2017)

This document identifies the following strategic priorities: Student Experience; Innovation in Teaching and Learning Excellence; Access and Equity; Research Excellence and Impact; Innovation, Economic Development and Community Engagement; Enrolment Strategy and Program Direction; and Institutional Collaborations and Partnerships. The continued expansion of innovative teaching and learning pedagogies and experiential education, together with the development of new tracking systems and metrics of excellence for co-curricular engagement, student accessibility, and student success are strategic goals that inform the 2017 -2020 Institutional Teaching, Learning and Student Success Strategic Plan.

Goals, Actions and Measures of Success

The primary purpose of this *Institutional Teaching, Learning and Student Success Strategic Plan* is to provide a framework of goals, actions and measures of success contributing to the realization of the university's strategic objectives, and to identify the partnerships and collaborations essential to achieving these goals. The *Plan* has been organized into the five major areas of teaching and learning aligned with the organizational units reporting into the VP Teaching, Learning and Student Success. Each area identifies strategic actions and measures of success projected over a three-year period of implementation. While each organizational unit assumes primary responsibility for the objectives outlined under each broad category, there is considerable collaboration and support between all units and these partnerships have been identified. These five areas encompass:

1. Teaching and Learning Advancement (Centre for Pedagogical Innovation)
 - Educational leadership
 - Instructional development
 - E-Learning
 - Educational technologies
 - Curriculum and program enhancements
 - Infrastructure and learning environments
2. Student Academic Supports (Student Success Centre)
 - Learning supports/skills
 - Indigenous student services
 - Central academic advising
3. Health and Wellness (Student Wellness and Accessibility Centre)
 - Student health services
 - Personal counselling
 - Accessibility
4. Community engagement (Student Life and Community Experience)
 - Student life and community experience
 - Student leadership
 - Student conduct
5. Co-op, Career and Experiential Education
 - Co-operative Education programming and operations
 - Career education, curriculum and skills translation
 - Experiential learning

Institutional Partners/Stakeholders

This plan incorporates the goals and measures of success identified by the five units reporting to the Vice Provost Teaching, Learning and Student Success. In addition, the following academic and administrative units are identified as institutional partners and stakeholders; they are listed in the plan with the following abbreviations. We would like to acknowledge that there are other units and individuals who may not be formally identified in these initiatives, but who nonetheless play an important role in contributing to the quality of teaching, learning and student success at the University.

Institutional Partners/ Stakeholders – Admin & Academic	Abbreviation	Institutional Partners/ Stakeholders – Admin & Academic	Abbreviation
Centre for Pedagogical Innovation	CPI	Senior Administrative Council	SAC
Information Technology Services	ITS	Institutional Analysis	IA
James Gibson Library	LIB	University Accessibility Coordinator	UAC
Coop, Career and Experiential Education	CCEE	Faculties /Graduate Studies	FAC/ FGS
Student Success Centre	SSC	University Accessibility Coordinator	UAC
Student Life and Community Experience	SLCE	Senate - Teaching and Learning Policy	TLP
Human Resources	HR	Senate - Graduate Studies	SCGS
Registrar’s Office	REG	Committee - Space Advisory	C-SA
Finance	FIN	Committee - Classroom Renewal Teaching and Technology	C-CRTT
Marketing and Communication	MARCOM	Committee - Academic Integrity Advisory	C-AIA
International Services	INT	Committee - Accessible Teaching, Learning & Student Experience	C-ATLSE
Brock International	BINT	University Services	Univ. S

Centre for Pedagogical Innovation

Despite the remarkable diversity of the teaching and learning environment in the 21st century, the expertise of the instructor still remains the single most critical determinant of student achievement.¹ Whether engaged in face to face, online or experiential based modalities, the efficacy of the medium is directly linked to ability of the instructor to find ways to make knowledge comprehensible and meaningful. As such, Brock University is committed to the provision of a teaching and learning environment that is flexible and diverse, both in terms of the strategies and technology that are available for faculty to employ, and to our growing diversity of learners and ways of learning. In addition, a learner-centred educational environment that values innovative pedagogy must provide institutional resources and incentives that nurture teaching excellence and expand opportunities for the scholarship of teaching and learning.

Toward this end, this plan identifies a number of actions that will provide resources for innovative pedagogy, create opportunities for instructional development for faculty and graduate students, and foster a culture that values quality teaching. These actions, designed to support teaching and learning advancement, include:

- Continue to offer opportunities for organizational, instructional and personal development in the field of higher education pedagogy.
- Continue to develop institution-wide “best practice” principles for quality teaching.
- Strengthen engagement and understanding of Scholarship of Teaching and Learning (SoTL).
- Strengthen online and blended course development to increase flexibility in the student learning experience.
- Partner with CCEE to offer a range of grant opportunities to develop EE courses, provide sustainability funding for current initiatives, and encourage faculty professional development.
- Establish partnerships and collaborations both internally and externally that contribute to quality teaching.
- Encourage the implementation of international exchanges and professional development opportunities in pedagogical knowledge.
- Contribute to program and course curricular re-imagination to strengthen and enhance the student experience.
- Contribute to the creation of institutional policies and protocols for instructors’ use of technological tools in teaching.
- Work with Senate to establish policies and protocols with respect to summative course evaluation using an online instrument.
- Initiate an institutional wide survey examining perceptions of Brock’s teaching culture and share data with Senate through Teaching and Learning Policy Committee.
- Contribute to an institutional exploration of the use of Open Educational Resources (OERs) across campus.

1. See, e.g., Hattie, J. (2009). *Visible learning: a synthesis of over 800 meta-analyses relating to achievement*, New York: Routledge.

Teaching and Learning Advancement - Centre for Pedagogical Innovation

1. Goals	Actions	17-18	18-19	19-20	Metrics	Status Update
a) Enhance leadership capacity in teaching and learning	i. Reorganization of CPI to ensure sustainability	X	X	X	Increased staffing in place for ed tech and curriculum support	Process initiated in Oct 2017; curriculum specialist hired in 2018; ed developer and ed tech developer to be hired winter 2019
	ii. Appoint additional leadership positions in CPI		X	X	Appointed	Two Associate Directors and two Managers now in CPI org
	iii. Establish award for innovative pedagogy			X		On hold – limited funding
	iv. Expand Faculty Associate program		X	X		On hold – to be determined by incoming Director July 2019
b) Contribute to Teaching and Learning Policy's plans for indigenization initiatives arising from IEAC recommendations	i. Establish indigenization as topic of annual spring perspectives conference		X		# of participants; raise awareness	On hold till VP Indigenization is hired and in place
	ii. Investigate opportunities to partner with Tecumseh Centre for educational outreach		X	X	Increased educational outreach; annual workshops	Partnered with Tecumseh Ctr on training opportunity in 2018;
	iii. Support and enhance indigenization of university curriculum through workshops and events	X	X	X	Increased awareness and discussion of indigenous issues	See above

1. Goals	Actions	17-18	18-19	19-20	Metrics	Status Update
c) Promote Scholarship of Teaching and Learning (SoTL)	i. Promote annual celebration of SoTL projects	X	X	X		Held annually; next event March 2019
	ii. Establish online listing of all SoTL projects at Brock beyond the Chancellor chair projects		X	X	Online links in place	To be reviewed
d) Develop and implement improved practices and protocols in teaching	i. Maintain and continuously update course syllabus template with current policies.	X	X	X	Ongoing	Template updated as of Jan 2019
	ii. Establish program to mentor and support sessional instructors.		X	X	Online module created with resources	On hold till staffing increase allows for new projects
	iii. Retention project: Create community of practice for instructors of large classes to share strategies for eliciting formative feedback & pilot Blue Pulse	X			Established; data collected.	Report submitted in June 2018; CPI made the decision to remove Blue Pulse as not being utilized; formative feedback still promoted
	iv. Implement survey of perceptions of teaching culture for faculty, staff and students	X	X	X	Survey completed; data collected; report submitted	Overview of data on website Sept 2018; report presented to TLPC Feb 2019
	v. Continue workshop series and CoP on mindfulness and contemplative practices; build a labyrinth	X	X	X		Labyrinth to be built by FM in spring 2019;
	vi. Work with programs to explore emerging curricular opportunities for flexible learning, HIPS, online and blended, and intensive learning experiences	X	X	X		Ongoing

1. Goals	Actions	17-18	18-19	19-20	Metrics	Status Update
	vii. Facilitate the development of policies and protocols with respect to formative and summative course evaluation	X	X	X	New policies established through TL Policy committee	Senate cttee established– Sept 2018, CPI represented on all committees looking at course evaluation policies
	viii. Support programs in delivering high quality experiential education	X	X	X		Faculty Associate for Experiential Education term concludes in 2019
	ix. Maintain and expand faculty and TA awards program; encourage nominations for external awards	X	X	X		3M recipients increased in 2018
e) Establish internal and external partnerships to support teaching	i. Contribute to an institutional exploration of the use of Open Educational Resources (OERs) across campus in partnership with the Library	X	X	X	Educational outreach; Increase in OER adoption	University wide event held Dec 2017; workshops hosted by CPI in 2018; OER created as a subcommittee of TLPC in 2018/19
	ii. Partner with visiting scholars in educational development in collaboration with Brock International	X	X	X	Host one cohort at Brock semiannually or external visit	CPI hosted 10 visiting scholars from Shandong University in Aug 2017; facilitated FDW in Beijing Jiaotong U in Nov 2018
	iii. Maintain and expand on existing collaborations with Niagara College	X	X	X	Successful launch of ADED eCampus Ontario project in fall 2018	Maintain partnerships through shared ISWs; development of online course offering; online course modules in EE

1. Goals	Actions	17-18	18-19	19-20	Metrics	Status Update
	iv. Work in partnership with Experiential Education team to support programs and faculty in developing, delivering, and redesigning high quality experiential education.		X	X	New contract staff member (funded through Career Ready Funding) hired in 2018 to support EE enhancement initiatives at the university-wide, faculty-wide and program level	Faculty Guidebook for EE website developed in partnership with EE team launched in 2018; faculty and staff development seminars on integrating technology into EE held in 2018; multiple faculty development events and showcases planned for 2019
f) Foster greater visibility and communication about teaching	i. Establish greater teaching presence in university spaces and on website through utilizing communications personnel	X	X	X	New CPI website; Update annual report template &	New format for annual report created in 2018; disseminated to all senior admins
	ii. Dedicate resources to developing communications on teaching and learning	X	X	X	Increase number of stories on website	Increase in profile; Hired part time writing support (H. Junke) and work with D. Hunt from communications for
g) Further develop instructional programming to support graduate students	i. Maintain and showcase 4 levels of programming for graduate students and TAs	X	X	X	ongoing	Ongoing
	ii. Establish team of graduate student ISW facilitators	X	X	X	ongoing	ongoing

1. Goals	Actions	17-18	18-19	19-20	Metrics	Status Update
h) Enhance e-Learning capacity across institution	i. Develop new online/blended courses in collaboration with faculty	X	X		One course per year	Hold - grants not approved for 18/19 budget but small development grants have been paid through Ecampus funding
	ii. Establish showcase of and public dissemination of online/blended courses	X	X	X	Annual showcase held	Courses & tools showcased in annual
	iii. Investigate opportunities through eCampus Ontario for new initiatives in elearning or OER	X	X	X	Grants received	Gov't put on hold till sept 2018; still on hold as of Jan 2019
i) Enhance and evaluate innovative use of Educational Technologies in teaching and learning	i. Create an inventory of ed tech tools		X		Inventory available	Available
	ii. Establish annual showcase of innovative uses of ed tech tools in partnership with ITS	X	X	X	Annual showcase being held	Held successfully in 2017 & 2018
	iii. Assess and evaluate efficacy of range of ed tech tools including Office 365, LMS tools, etc			X		On hold till ed tech developer hired
j) Enhance teaching and learning infrastructure and technological capacity	i. Maintain ed tech steering committee in partnership with ITS, faculty to provide oversight on initiatives	X	X	X	Monthly meetings	On target
	ii. Provide educational outreach regarding use of active learning classrooms			X		Little progress due to shortage of staff

1. Goals	Actions	17-18	18-19	19-20	Metrics	Status Update
	iii. Contribute to institutional discussions regarding new builds of teaching spaces	X	X	X	CPI is represented on CRTTC committee	Ongoing. Facilitated use of Th253 eclassroom remaining as active learning space
	iv. Partner with units to explore use of learning analytics to improve student learning and retention			X		Hope to focus on this in 19/20 once staff hired
	v. Monitor and expand institutional use of eXplorance Blue for online course evaluations	X	X	X	Continued uptake across depts	Ongoing; Senate cttee reviewing evaluations; contract to be renewed in June 2019
	vi. Secure LMS by moving support to a cloud hosted solution			X	Cloud hosted	Sakai now supported by Longsight effective dec 2018
k) Support academic units in systematic curriculum review and enhancement initiatives	i. Provide support and consultation to academic units undergoing cyclical academic review	X	X	X	Participation in IQAP orientation and invitation to units to utilize services	Guide to Curriculum Mapping at Brock resource developed in 2018
	ii. Facilitate curriculum analysis with academic units as part of formal and informal curriculum enhancement processes	X	X	X	Invitations from academic units to facilitate retreats and consultations	ongoing
	iii. Gage and analyze student perceptions of innovative pedagogical practices to inform university, faculty, and program-level curricular decision making		X	X	Secured BU4U retention grant in 2018 to conduct survey of student perceptions of impact of EE and high impact practices	Report will be delivered in Fall 2019

Student Academic Supports

Description and Highlights

The Student Success Centre at Brock University was formed in the summer of 2016 and is comprised of A-Z Learning Services, central Academic Advising, and Aboriginal Student Services. This new configuration of support services for students is designed to provide key academic supports as well as cultural supports for our Indigenous student population. Both areas are critical to students' overall success at Brock, and can be complex in that each area can be impacted by and/or contribute to other areas of student achievement, social/cultural integration and their health and well-being throughout their university experience and beyond. It is important that we maintain a broad perspective and be flexible in the creation of programs and services to meet the needs of a very diverse student population.

With this objective in mind, the Student Success Centre has developed the following plan of action to address the unique needs of students in the 21st century, focusing on activities, events and partnerships that enhance academic skill development and learning, and collaborative partnerships to expand opportunities that foster student development:

Learning Services

Brock's Learning Services provides strategy-based support to foster the development of academic skills and life skills, which are integral to student success. The primary mechanisms for these supports are public workshops scheduled in the Learning Commons (~200/yr), faculty-requested workshops delivered in lecture (~100/yr), the Science and Math Drop-In Centre (47 hrs/wk), and the Writing and Study Skills Drop-In Centre (20 hrs/wk). As well, one-to-one consultations are provided for high-needs students, and the Tutor Registry is available for course-specific support.

To adapt to the increased Experiential, Blended, and Online courses, Learning Services will also be increasing alternative methods for accessing services including live-streamed workshops, remote consultations, and online workshops. Our primary goals are to:

- a. Provide small group learning opportunities
- b. Provide peer-to-peer learning opportunities
- c. Increase learning support resources for non-traditional students and for students participating in non-traditional learning experiences
- d. Support at-risk groups

Aboriginal Student Services

The Aboriginal Student Services (AbSS) department is focused on providing a welcoming, supportive and inclusive environment for Aboriginal students and visitors to our campus.

Our primary goal is to help all Aboriginal students, including First Nations, Metis and Inuit, make the transition to the Brock University community, and to provide support and resources to enhance their academic success and cultural identity at Brock. Recognizing that the transition to a university environment may be difficult due to differing cultures and perspectives, we have designed social and academic supports in a culturally sensitive manner. We encourage Aboriginal students to maintain their identity within the university setting, and work closely with community partners to enhance the success of both current and prospective students. We contribute significantly to the recruitment of Indigenous students to Brock through consultation and collaboration with the Indigenous community in Niagara and beyond.

Our primary goals include:

- Recruiting Indigenous students to study at Brock
- Providing academic, social and cultural supports to Aboriginal students

Contributing to the cultural competency (relating to indigenous issues) of the university community

Central Academic Advising

Central Academic Advising is comprised of only 3 staff who are responsible for:

- Students looking to change their major and/or explore adding a minor to their degree
- Undeclared or Undecided students
- Students in BA Social Sciences, General Humanities or BSc Science programs (i.e., without a specific major and formerly General Studies)
- Students on Academic Probation
- Students returning to studies following an absence
- Students who have general questions about university rules and regulations

The advisors work in collaboratively with the Registrar's office, faculty-based advisors, A-Z Learning Services, and other student support areas to ensure that students have access to the best advice and direction available to them.

Student Academic Supports

2. Goals	Actions	17 - 18	18 - 19	19 - 20	Metrics	Status Update
a) Provide small group learning opportunities for academic	i. Provide scheduled public workshops	X	X	X	Number of student contacts (1% annually); student satisfaction; increase in # of workshops	
	ii. Provide faculty requested course-specific workshops	X	X	X	# of student contacts (1% annually); student satisfaction; increase in # of workshops	
	iii. Partner with faculties of Math & Science/Social Sciences to develop a first year academic support course	X	X	X	Increased retention rates in large first year courses	Course with Social Sciences is under development and will go to UPC fall 2018
b) Provide peer-to-peer learning opportunities	i. Maintain and strengthen drop in learning centres	X	X	X	# of student contacts (1% annually); Student satisfaction	
	ii. Tutor registry	X	X	X	# of tutors (.5% annually); # of one hour sessions; Student satisfaction	

2. Goals	Actions	17-18	18-19	19-20	Metrics	Status Update
c) Increase learning support resources for non-traditional students and students participating in non-traditional learning experiences	i. Online workshops	X	X	X	# available; unique student users (.5% annually); qualitative data	
	ii. Live stream workshops	X	X	X	Number available; unique student users; qualitative data	
	iii. Remote consultations	X	X	X	# of student contacts (1% annually); student satisfaction	
d) Increase support for at risk student groups	i. Strategies conference	X	X	X	Qualitative data; retention rates benchmarked against previous years	
	ii. Mindful transitions	X	X	X	# of student contacts (.5% annually); Qualitative data; retention rates benchmarked against previous years	
	ii. Boost ON00	X	X	X	# of student contacts (.5% annually); Qualitative data; retention rates benchmarked against previous years	

2. Goals	Actions	17-18	18-19	19-20	Metrics	Status Update
	iii. Step ON00	X	X	X	# of student contacts (.5% annually); Qualitative data; retention rates benchmarked against previous years	
	iv. CHEM5N01	X	X	X	Qualitative data	
	v. Participate in other on-campus retention initiatives involving advising	X	X	X	Number of events Number of student contacts (direct/indirect) Student feedback Retention data	
	vi. FITA	X	X	X	# of student contacts (.5% annually); Qualitative data; retention rates benchmarked against previous years	

Note: The majority of funding for this unit comes from a Provincial grant; we are bound by the funding agreement to meet grant objectives, timelines and targets. We have attempted to align these requirements with institutional strategies and priorities. It should be noted, however that we have received notification from the Ministry that the First Generation grant is being re-purposed and may significantly impact our targets for outreach and service.

Student Academic Supports – Academic Advising

Goals	Actions	17 - 18	18 - 19	19 - 20	Metrics	Status Update
a) One-on-one advising	i. Scheduled appointments	X	X	X	Number of appointments (1% increase annually) Student feedback	
	ii. Drop ins	X	X	X	Number of contacts (1% increase annually) Student feedback	
b) Marketing and promotion	i. Website updates/improvements	X	X	X	Number of enhancements Student feedback	
	ii. University events	X	X	X	Number of events Number of contacts (where possible to track)	
	iii. Hallway displays (booth)	X	X	X	Number of displays (increase 1-3 annually) Number of student contacts	
c) Retention Initiatives	i. Participate as requested in Vocantas campaigns	X	X	X	Number of campaigns Number of student contacts (direct/indirect) Student feedback Retention data	

Goals	Actions	17-18	18-19	19-20	Metrics	Status Update
	ii. Participate in other on-campus retention initiatives involving advising	X	X	X	Number of events Number of student contacts (direct/indirect) Student feedback Retention data	
d) Improve and enhance advising services	i. Actively engage in working group exploring current/potential Academic Advising models and other opportunities to expand Advising services to students	X			Identify a new/revised model and strategic direction for Academic Advising at Brock	
	ii. Implement new strategy and develop Mission, Vision, Values and a comprehensive strategic plan for Advising at Brock	X	X		Engage with working group and current advisors Engage with faculty deans and Advisors re implementation	
	iii. Coordinate monthly meetings and develop a Community of Practice for all Academic Advisors on campus	X	X	X	Assume responsibility for organizing monthly meetings	Done Developed and launched a Sharepoint site for all advisors on campus
	iv. Develop professional development strategy for Academic Advisors to improve productivity and better serve students	X	X	X	Develop core competencies and identify current PD available Develop training and	Action plan with timelines developed at

Goals	Actions	17-18	18-19	19-20	Metrics	Status Update
					development plans for Advisors	NACADA Summer Institute
e) Enhance online tools and resources	i. Engage a co-op student to review existing online resources, analyze best practices at other institutions	X			Report generated for future planning and implementation	Done
	ii. Develop a framework for enhanced online information, tools and resources for Brock	X	X	X	Ongoing development	Framework complete Online tools & resources under devt

Student Academic Supports – Aboriginal Student Services

Goals	Actions	17-18	18-19	19-20	Metrics	Status Update
a) Recruit Aboriginal students	i. Participate in recruitment activities in high schools and Indigenous communities across Ontario, in partnership with APSIP	X	X	X	Number of APSIP events Total student contacts (.5% increase annually)	
	ii. Perform outreach to Six Nations, and regional target areas, including local school boards	X	X	X	Number of meetings Number of contacts (.5% increase annually)	
	iii. Attend career fairs, secondary school site visits, and Native Friendship Centres to promote Brock academic programs	X	X	X	Number of events and school visits Number of student contacts (.5% increase annually)	

Goals	Actions	17-18	18-19	19-20	Metrics	Status Update
b) Provide academic enrichment programs and supports for Aboriginal students	i. Drop in support (partnership with A-Z Learning Services)	X	X	X	Number of student visits (maintain 2016-17 levels) Feedback/Satisfaction	
	ii. Tutoring services (partnership with A-Z Learning Services)	X	X	X	Number of student visits (maintain 2016-17 levels) Feedback/Satisfaction	
	iii. Customized workshops (partnership with A-Z Learning Services)	X	X	X	Number of workshops (as requested by AbSS) Number of participants Student satisfaction	
	iv. Enhance on-line supports <ul style="list-style-type: none"> • Revise and enhance website • Update online resources 	X	X	X	Number of new enhancements/additions/update Website analytics	
c) Engage with community and provide community-based programs	i. Aboriginal Youth Spring Science Camp	X	X	X	Targets as per MAESD Grant Requirements	
	ii. Conferences, Partnerships, community engagement	X	X	X	Targets as per MAESD Grant Requirements	
	iii. Aboriginal Youth Cultural March Break Camp*	X	X	X	Targets as per MAESD Grant Requirements	
	iv. Aboriginal Mentorship Initiative	X	X	X	Targets as per MAESD Grant Requirements	

Goals	Actions	17-18	18-19	19-20	Metrics	Status Update
d) Provide cultural support to students	i. Elder in Residence	X	X	X	# student contacts	Available approx.. 1-2 days per week
	ii. Cultural workshops	X	X	X	Number workshops requested/delivered Number participants	
	iii. Social engagement opportunities	X	X	X	Number of opportunities/events Number of students/participants Student/participant feedback (qualitative)	
e) Contribute to cultural understanding within Brock community	i. Elder in Residence	X	X	X	Number of presentations and meetings	
	ii. Two Row Council	X	X	X	Actively participate on TRW	
	iii. In-class presentations	X	X	X	Number of presentations Participant feedback	
f) Ensure community consultation	i. AEC	X	X	X	Meet at least 4 times per year	

Student Wellness and Accessibility

Description and Highlights

SWAC was formed in the spring of 2016 by reconfiguring the Student Development Centre. SWAC brings together student health services, personal counseling services and student accessibility services. The three year strategic plan involves laying the groundwork for the vision of providing integrated student wellness services at Brock. Highlights completed in 2016-2017 include:

- Normalizing the changes made in 16/17 by assigning work previously completed by vacant positions
- Establishing lines of accountability creating opportunities for dialogue about the changes and the vision
- Begin forming a common vision and mission statement by examining the goal of integration
- Establish a culture and mechanisms that ensure practice is informed by evidence and leading practices
- Ensure that the student voice (demand for service) is the primary driver for how and why services/programs/supports are designed and delivered
- Change in leadership to support the integrated service delivery within SHS

The priorities are divided into two elements:

- Fostering a highly effective team (Staff facing)
- Enhancing the student experience with SWAC (Student facing)

Student Wellness and Accessibility

3. Goals	Actions	17-18	18-19	19-20	Metrics	Status Update
a) Foster a highly effective team	i. Develop a SWAC integrated strategic plan in alignment with a new Teaching, Learning and Student Success Plan		X		Leaders identified and engaged in development plans	
	ii. Identify and train the next level of leaders	X			Leaders identified in each program area	Gaps in leadership development identified in SAS and SHS; new hires to include leadership capacity
	iii. Right size (equitable distribution) and right level (delegation or appropriate skill level) workload			X	Workload benchmarking is established and reviewed regularly by	
	iv. Foster staff engagement by establishing an integration committee that will develop operational actions to support the strategic vision of integration	X			Committee established; terms of reference developed; work plan developed, work plan initiated	completed
	v. implement a new staffing model for student health services	X			New model implemented	completed

3. Goals	Actions	17-18	18-19	19-20	Metrics	Status Update
b) Enhance the student experience with SWAC	i. Align services / supports / programs with demand = resources coincide with cycles of demand - increase student outreach during periods of peak demand		X		Analytics gathered and services/program/supports/ resources reviewed and adjusted if needed; review annually	In progress
	ii. Create feedback mechanisms and use feedback to inform services/supports/programs		X		Mechanisms exist, feedback gathered analyzed and used Public reporting	In progress – establishing a student advisory committee
	iii. Establish public reporting and accountability through AGM which includes student feedback			X	Report prepared and shared at AGM	
	iv. Establish a baseline graduation rate for students who access accessibility services	X			SMA 2017 metric – graduation rate	In progress – template developed and being tested with Power BI
	v. Implement new student mental health initiatives (e.g, FITA)	X			Programs implemented by target dates	Completed and ongoing
	vi. Apply for internal student retention grant (joint proposal with SLCE)	X			Application submitted on time	Application submitted; grant received; deliverables in progress for a suicide response
	vii. Finalize and implement actions identified in Brock's Student Mental Health and Addictions Plan	X			Plan finalized and approved by board; actions implemented	Approval completed; actions in progress

3. Goals	Actions	17-18	18-19	19-20	Metrics	Status Update
	viii. Streamline access to services by implementing a triaged approach for students accessing counseling and/or		X		Streamlined approach developed and implemented	In progress
	ix. Explore wellness of students not on main campus (MI Walker School and Hamilton campus)	X			Engage stakeholders not on main campus; respond to	Completed – wellness events occur on both campuses now
	x. Respond to recommendations in the 2017 Human Rights Task Force re: diversity in student service provision in SHS and PCS	X			Response reviewed and action plan developed	RFP for counselling services included feedback re: diversity; SHS working on feedback regarding health services approach

Student Life and Community Experience

Description and Highlights

2016/2017 was a year of continued growth and change for Student Life & Community Experience, *also referred to herein as Student Life; SLCE*. In recent years, the department has assumed direct responsibility for several additional University programs and services that are central to student engagement and success; examples include: orientation and first year experience programs, student event risk management, leadership development programs, non-academic student discipline, student-at-risk-protocol and procedures, Alternative Reading Weeks, the Brock Leaders Citizenship Society and the Golden Key Honour Society. Building on the existing complement of Student Life programs and services, and benefitting from the continued success and growth of ExperienceBU and the Campus-Wide Co-Curriculum; the department has significantly expanded our campus and community touchpoints, and extended our positive impact on the Brock student experience.

Community Engagement

4. Goals	Actions	17 - 18	18 - 19	19 - 20	Metrics	Status Update
a) Increase awareness of local partnerships and local opportunities for students.	i. Host a community celebration annually to celebrate students and community partners on a larger scale	X	X	X	Reception held 17-18 Formal dinner in 18-19	In progress
	ii. Increase marketing initiative across campus – to students, staff and faculty - to directly market the opportunities	X	X		Roll out new summer marketing Increase Brock News features	
b) Build capacity for students to engage in community and service learning activities	i. Develop a fourth ARW opportunity to diversify options for students			X	Design and implementation of the trip/experience	
	iii. Work with community partners to increase capacity of project sites (be innovative in projects, ie. Days for Girls project that feeds into our ARW programming)	X	X	X	Increased capacity at project sites	17-18 capacity increase
c) Increase our impact in the Niagara community	i. The Brock Leaders Citizenship Society and Brock's Golden Key International Chapter will organize current and new initiatives, to raise their profile within Brock and Niagara, and to give back to local and global communities.	X			Apply and be awarded Key Chapter status	Brock GK has been awarded Key Chapter
	ii. Increase participation in community projects	X	X	X	Increase by 20% a year	
d) Engage students in outside the classroom learning and skill building activities	i. Increase engagement in a current leadership development programs; and create new opportunities for students to develop leadership skills (i.e. short-term skill-based workshops)	X	X	X	Increase student participation rates Launch of new workshops	
	ii. Establish an annual cycle of development and training for current and emerging student			X	Formalized cycle developed and	

4. Goals	Actions	17 - 18	18 - 19	19 - 20	Metrics	Status Update
	leaders and student organizations at Brock.				delivered	
	iii. Advance ExperienceBU and the Campus-Wide Co-Curriculum; and further integrate the platform with existing administrative and recognition mechanisms (i.e. BUSU clubs, event risk management, campus promotions, Experience Plus, student awards).	X	X	X	Increase participants, organization, and academic intersections Full integrated of BUSU processes	
e) Improve student affairs procedures and services	i. Implement a new Student Code of Conduct that will formally introduce restorative justice practices	X			RJ nearing 80% of all cases	Complete
	ii. Design and implement a dispute resolution service for students involved in conflict on or off-campus.		X	X	Design complete; marketing and implantation ongoing	In progress
	iii. Strengthen administrative processes and increase support resources and training to effectively manage an expected increase volume of SAR cases brought about by the reduced stigma against mental health and improved visibility of support services.		X	X	Process improvement ongoing; Training to escalate in September	In progress
f) Expand orientation and transition programs for new students	i. Develop an integrated marketing and communications campaign for summer transitions programs (Smart Start, LEAP, and Base Camp) and increase participation for LEAP and Base Camp.	X			# of participants # of participants who complete more than one program	
	ii. Expand the LEAP program to include both an overnight and day program options.	X			Additional day program dates added	Completed
	iii. Conceptualize and implement innovative and diverse programming and supports for new	X	X	X	Implement revised academic orientation	Pilot Sept 2018

4. Goals	Actions	17 - 18	18 - 19	19 - 20	Metrics	Status Update
	students that extends throughout the school year.				and programs	
	iv. Implement a multi-year planning cycle for the Orientation Planning Committee and explore alternative funding and resource model for transition and orientation programming.	X	X		Develop annual planning cycle; establish internal campus partnerships	
g) Improve services and experience of students living off-campus	i. Analyze the Off-Campus Living Survey to better understand the experiences of students living off-campus and design programs and initiatives to better support this student population.	X	X		Analyze 17-18 Redesigned survey '18 Design new initiatives	Ongoing
	ii. Explore the opportunities to implement Off-Campus Living/Learning Communities (complementing the existing Living/Learning Community program in Residences) as a means to increase off-campus student engagement, satisfaction and retention.		X	X	New initiatives launched Increase off-campus student engagement	Launching Brock SOCS 2018
h) Improve and maintain neighborhood relations	iii. Establish new community engagement initiatives (e.g. Community Standards protocol, NRPS partnership).	X			Implement program and establish benchmarks Signed MOU	MOU consultations underway
	Establish protocol and programming for managing community concerns related to off-campus students		X		Protocol developed and implemented	

Co-op, Career, and Experiential Education (CCEE)

Brock University's roots have been imbedded in experiential education from its early stages. The experiential focused seminar system and early adoption of co-operative education, co-curricular transcripts and community service has positioned Brock to grow as a University that believes in hands-on education to strengthen student's learning. Brock has established itself as having a reputable co-op program with 40 co-op program offerings as well as a wide variety of different types of other experiential education opportunities being done in pockets throughout the university by experiential champions. In the late 1970's Brock University was one of the first universities to launch a co-curricular transcript to aid students in recognizing how their outside the classroom involvement helps build transferable career skills and marketable competencies. In 2015, as part of a series of restructuring initiatives, senior management at Brock directed the former departments of Co-operative Programs, Career Services, and Goodman Career to merge as one department and add the centralized branch called Experiential Education therefore creating Co-op, Career & Experiential Education. The process of merging the departments began in early 2015. The newly appointed Director for Co-op, Career and Experiential Education (CCEE) organized a strategic planning retreat where the first two years of the department's road map was mapped out. Over those two years, nearly all of their goals and priorities were reached and Brock's CCEE department has become a model which other universities and colleges have been looking to emulate. In late 2016, Brock was the first University in Canada, and possibly North America, to have their Senate approve a set of definitions of experiential education. Having a common set of definitions and a collaborative approach to increase experiential offerings will aid in the growth of its curricular experiential offerings and tie the experiences with career education and development. In spring 2017, the department of Co-op, Career & Experiential Education came back together to map out their strategic priorities for the next 3 years, which align with the University's strategic plan and Strategic Mandate Agreement as well as supporting their own departmental vision of striving to be the leader in quality experience in co-op, career & experiential education in Canada. The departmental mission of bridging learning to practice by cultivating student talent, career development and individual growth through proactive engagement of industry, academia and community, is supported by their values of quality, respect, teamwork, pride, passion and integrity.

Co-op, Career & Experiential Education

5. Goals	Actions	17 - 18	18 - 19	19 - 20	Metrics	Status Update
a) Enhance Strategic Partnerships (Internally & Externally)	i. Cultivate and Nurture Client Service for Employer & Community Partners	X	X	X	- Launch Law Plus Program& Increase Med Plus	
	ii. Improved Faculty and Departmental Relationships, Alignment & Awareness	X	X	X	- Stakeholder satisfaction above 80%	
	iii. Grow programming & services to align with needs of the community		X	X	- Employer/Community retention rate of 75%	
	EE Establish an approach on promoting Student Work Integrated Learning Program (SWILP) funding			X	- CCEE internal referrals tracked	
	EE staff involved in associations relevant to our work and taking on leadership			X	- Publish Faculty guide book – experiential & career curriculum	
	v. Increase Alumni engagement in hiring, mentoring and other opportunities within CCEE	X	X	X	- Increased new opportunity for experiential learning through SWIP program	
	vi. Track and monitor all community partnerships with enhanced system			X	- Increased programming with Alumni & Donor Relations	
	vii. Consistent reciprocal relationship with Academic Advisors	X	X	X	- Launch Orbis Outcome	
viii. Develop and promote tools and resources for partners and stakeholders	X	X	X	- Maintain Co-op Work term Employment Rate over 90%		
					- 10% growth of new community/employer partners	
					- Increase in offerings of CCEE programming and referrals from partners	
					- Launch a CCEE/Brock wide Community/ Employer appreciation event	
					- Number of research projects CCEE is involved in increasing year over year	

	ix. Grow Community/Employer partnership receptions & recognition	X	X	X	<ul style="list-style-type: none"> - Each staff member belong to and involved with at least on Association related to their work. - Brock Competencies and Faculty specific competencies developed and used within career & experiential education 		
	x. Engage in Research related to CCEE		X	X			
	xi. Work with Faculties & Departments to develop Brock Wide Career Competencies & Faculty Specific Competencies		X	X			
	xiii. Career Curriculum model imbedded in programming	X	X	X			
b) Increase Communication and Brand Awareness	ii. Cohesive consistent brand for CCEE developed & utilized in all CCEE materials	X	X	X	<ul style="list-style-type: none"> - One CCEE Social Media presence (multiple platforms) - A brand identity established and awareness created (impressions & stories) - Establish term & yearly reports - Increase referrals coming from internal stakeholders - Decrease of dependency on email and increase use of communication platforms - New Awards established and presented 		
	iii. Develop & engage CCEE team in one common purpose		X	X			
	iv. Cohesive social media & marketing strategy	X	X	X			
	v. Increase News Stories	X	X				
	vi. Better internal CCEE communication	X	X	X			
	vii. Increase awareness of expertise of staff and events on campus	X	X	X			
	viii. Create tools and resources for students/community	X	X	X			
	ix. Stakeholder recognition awards established and presented annually.		X	X			

c)Assurance of Quality	i. Establish quality measures for each stakeholder (Service Quality Index – SQI)		X		<ul style="list-style-type: none"> - Measurements established - Key Performance Indicators established for each role within CCEE - Career Development model established and used as quality assurance indicator - Assurance of learning outcome indicators met in experiential offerings - Stakeholder satisfaction at 80% average - Increased student engagement in offerings year over year - Increase number of consultations being done by CCEE staff in programming & departmental meetings/retreats & reviews - Increase in CCEE programming (i.e ee/ce) throughout academic years - Develop process and checks to ensure consistent language being used 	
	ii. Satisfaction surveys developed for services		X	X		
	iii. Align all career related documents with Career Development Model and ensure consistent messaging	X	X			
	iv. Create a report on institutional recommendations on improvements in Co-op					
	v. Develop & Utilize feedback mechanism of community partners feedback to inform assurance of learning in experiential offerings		X	X		
	vi. Increase CCEE involvement further into Faculties		X	X		
	vii. Scaffold student learning across degree	X	X	X		
	viii. Develop & support Community & Employer partnerships	X	X	X		
	ix. Ensure consistency across experiential definitions and use	X	X	X		
d)Develop a Front Door Approach	i. Facilitate a quick and easy pathway to connect/contact CCEE	X	X		<ul style="list-style-type: none"> - CareerZone launched - 100% interaction with stakeholders tracked in CareerZone - Hire BrockU campaign launched - CareerZone CheckIn/Market 	
	ii. Ensure all CCEE staff can represent all areas	X	X			
	iii. Central place for CCEE staff to store/find info and resources	X	X			

	iii. CareerZone Check In & CareerZone Market opened	X	X		<ul style="list-style-type: none"> - Opened - Merge multiple accounts and one email/contact established - Increase of referrals amongst CCEE employees 	
	iv. HireBrockU campaign launched			X		
	v. CareerZone (technology) used CCEE wide		X	X		
	vi. Increase clarity of roles within CCEE internally	X	X			
e) Enhance Student Experience	i. Co-ordinate with various internal partners (i.e. Academic Advisors, Student Life & Engagement, SWAC, Alumni) to learn and deliver programming	X	X	X	<ul style="list-style-type: none"> - Student satisfaction with services at 80% average - Increased Co-op retention of 5% year over year (non-academic) - Successfully launch ON90 and other on-line course content - Launch a CCEE roadmap by 2020 	
	ii. Increase ease of service – delivery of content on-line			X		
	iii. Develop a RoadMap for success for students encompassing all of CCEE offerings		X	X		
	iv. Create student feedback path		X			
f) Build capacity in Experiential Learning and Career Education	i Identify experiential courses in student calendar	X	X		<ul style="list-style-type: none"> - Courses successfully identified in the Course Calendar - Career Education and curriculum grown into courses - Growth in experiential learning within courses 2% year over year - Increase in number of first year courses with EE 	
	ii. Continue education and awareness of EE and CE opportunities to internal and external stakeholders	X	X	X		
	iii. Execute Career Ready Grants	X	X	X		
	iv. Tie competency framework into curricular and co-curricular		X	X		

iv. Develop career competencies for University		X	X	<ul style="list-style-type: none"> - Successfully launch all Career Ready projects and all monies spent - Increase number of first year courses with EE - Increase in number of courses using Experience BU domains - Brock wide & Faculty specific competencies developed - Outcome launched and operationalized by 2020 - CCEE strong partner within Brock Linc - Successfully launch 1 new co-op program per year that meet all CEWIL criteria - Recruit 100 current students into co-op - Launch at least one course with a virtual field experience - Increase in International experiences - Increase of Faculty nominations linked to experiential or career education 	
v. Increase number of courses with career & experiential components (with a focus on first year)	X	X	X		
vi. Track & report student on-campus employment, including reflection and traced competencies			X		
vii. Launch Experience Record and Research Catalogue with new CareerZone Outcome Launch		X	X		
viii. Career & Experiential Learning as a cornerstone within the Brock Linc		X	X		
ix. Build more depth and breadth in Co-op Education	X	X	X		
x. Professional competencies within outcomes of syllabus			X		
xi. Leverage digital technologies to grow experiential		X	X		
xii. Growth in International opportunities		X	X		
xiii. Grown number and impact of Faculty Champions		X	X		