

# Brock University

Performance and Overview Indicators  
September 2021



 WELCOME TO THE BEST YEARS OF YOUR LIFE. 

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## Brock at a Glance

### Vision

Brock University is a dynamic, comprehensive university that makes a positive difference in the lives of individuals in our Brock community, the Niagara Region, Canada and the world through leadership, innovation and excellence in learning, teaching, research, scholarship and creativity across disciplines.

### Mission

Brock flourishes through the scholarly, creative and professional achievements of our students, faculty and staff. Although we share a common purpose, we recognize and honour knowledge pursued through diverse perspectives and approaches. Our academic mission is to nurture and support our students and faculty in the discovery of knowledge through exemplary scholarship, teaching and service.

### Values

- Integrity and respect
- A unique student experience
- Freedom of thought and expression coupled with academic responsibility
- The generation and mobilization of knowledge
- Innovation through disciplinary and transdisciplinary scholarly activities
- Inclusivity, diversity and equity
- Reconciliation and decolonization
- Sustainable, accountable and transparent stewardship

## Overview

The University's Institutional Strategic Plan was approved by the Brock Board of Trustees and the Senate, reflecting the collaborative and consultative process involved in its development and the shared strategic priorities established. The Strategic Plan process and the development of associated indicators for success mirror efforts undertaken by a number of other peer universities in recent years.

**Brock's strategic priorities for 2018 – 2025 are as follows:**

- Offer a transformational and accessible academic and university experience;
- Build research capacity across the University;
- Enhance the life and vitality of our local region and beyond; and
- Foster a culture of inclusivity, accessibility, reconciliation and decolonization.

The Strategic Plan states that the realization of the strategic priorities would lead to enhancement in teaching and learning, research, scholarly and creative activities; community engagement aimed at advancing Brock as a comprehensive university of choice for students, faculty and staff as well as alumni, partners and other stakeholders; advanced improvements in students' academic and university experience; growth in the quantity, quality and impact of inquiry, knowledge and originality; and expanded and intensified bonds with local and global partners to increase Brock's reputation.

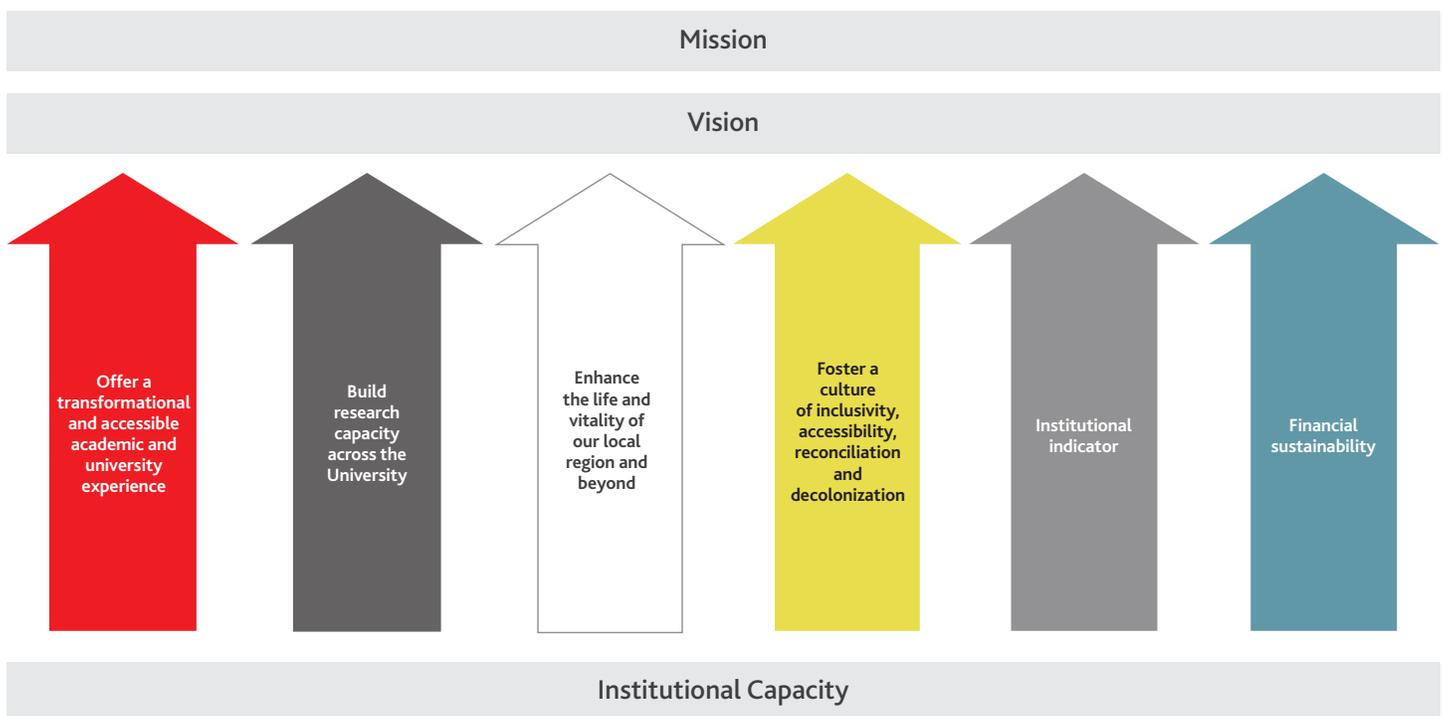
Furthermore, the Strategic Plan states that these developments will be reflected in Brock's enrolments. Specifically, Brock aims to increase its degree-seeking enrolment from its 2017/18 level of 18,0171 to 21,282 by 2024/25, representing an average 2.4 percent annual growth over the seven-year period of the Strategic Plan. International student enrolment will increase from the 2017/18 level of 10 percent to 17 percent of total Brock enrolment levels by 2024/25. While the COVID-19 pandemic has impacted Brock's enrolments, especially at the international level, a strong rebound post-pandemic could still allow Brock to achieve these objectives by the end of the Strategic Plan period.

Indicators were developed for annual reporting on progress made in support of the strategic priorities. The first iteration of the annual performance indicators report was released in September 2020. This is the second edition. The annual performance indicator reports will also be supported by an interim progress review in 2022 and a final report in 2025.



This current report provides annual data covering the period from July 1, 2020 to June 30, 2021 for the performance indicators established in last year's report, noting that these indicators were developed in collaboration with and approved by the Senate and Board of Trustees.

The current dynamics of the post-secondary environment in Ontario introduce several factors that are highly influenced by government, such as tuition levels and government grant funding. As such, they can be dynamic and even volatile. The additional impacts of the pandemic have made them even more so. For instance, in order to respect the public health measures required to help control the COVID-19 pandemic Brock offered instruction primarily online from March 2020 until September 2021. As the province paused to respect government stay-at-home orders, most faculty members and staff worked from home. Face-to-face meetings were held only rarely, including with both internal and external stakeholders. Certain types of research were slowed down or required to interrupt their work briefly, which had impacts on student academic progression and faculty productivity. While necessary, and despite the best attempts at mitigation, the impact of COVID will be obvious in some of the performance indicators. The indicators and metrics outlined in this report therefore take into account the post-secondary environment as well as the Strategic Plan and its priorities.



The mapping framework informing the structure of the Strategic Plan and indicators is reflected above. The information in this report aims to provide an overview of the University's performance. The indicators and metrics this report contains are divided into two primary groups: 'Institutional Performance Indicators' and 'Institutional Reporting Indicators'. The performance indicators tend to be broader in scope and attach specific targets or goals to be achieved for each academic year (e.g., enrolment), while the reporting indicators aim to provide informative data about the University, recognizing that they could be affected by forces outside its control (e.g., graduate earnings, which are determined by the broad labour market and by student choice as much as by the actions of the University).

## Institutional Performance Indicators: Definitions

Priority	Indicator	Definition	Lead
Providing a transformational and accessible academic and student experience	Enrolment	Total student population, including domestic and international undergraduate and graduate students	Provost
Increasing the University's research capacity	Research revenue	All revenue from government grants, institutions, foundations and the private sector for research purposes	Vice-President, Research
Enhancing the life and vitality of communities across Niagara region and beyond	Economic impact	Brock University's effect on the Ontario economy	Chief Financial Officer Executive Director, Government and Community Relations
Fostering a culture of inclusivity, accessibility, reconciliation and decolonization	Self-identified Indigenous students	Self-identified Indigenous students, including First Nations, Inuit, and Métis students, as reported to Brock's Aboriginal Student Services office	Director, Human Rights & Equity
	% of programs that include Indigenous context, culture, history and/or thought	To be collected from departments in 2022 based on Senate-approved Indigenous learning outcomes, which are currently under development	Vice-Provost, Indigenous Engagement
	% of programs that include content related to equity, diversity and/or inclusion	To be collected from departments in 2022	Provost
External indicator	Maclean's rankings	Brock's performance in Maclean's University Rankings, specifically in the Comprehensive category	Provost
Financial sustainability	Revenues / Expenses	University's funding budget	Chief Financial Officer
	Donations	All donations to the University	AVP, Advancement & External Relations
	Dominion Bond rating	Independent audit of Brock's credit rating	Chief Financial Officer

Priority	2018-19	2019-20	2020-2021
Provide a transformational and accessible academic and student experience	<b>Enrolment</b> 19,112	<b>Enrolment</b> 19,796	<b>Enrolment</b> 19,723
Increase the University's research capacity	<b>Research Revenue</b> \$14,592,000	<b>Research Revenue</b> \$11,715,000	<b>Research Revenue</b> \$11,778,000
Enhance the life and vitality of communities across Niagara region and beyond	<b>Economic Impact</b> \$640,000,000	<b>Economic Impact</b> \$652,566,000	<b>Economic Impact</b> \$2,404,893,623
Foster a culture of inclusivity, accessibility, reconciliation and decolonization	<b>Self-identified Indigenous students</b> 326	<b>Self-identified Indigenous students</b> 303	<b>Self-identified Indigenous students</b> 321
	<b>% of programs that include Indigenous context, culture, history and/or thought</b> N/A	<b>% of programs that include Indigenous context, culture, history and/or thought</b> N/A	<b>% of programs that include Indigenous context, culture, history and/or thought</b> N/A
	<b>% of programs that include content related to equity, diversity and/or inclusion</b> N/A	<b>% of programs that include content related to equity, diversity and/or inclusion</b> N/A	<b>% of programs that include content related to equity, diversity and/or inclusion</b> N/A
Institutional indicator	<b>Maclean's rankings</b> Overall: 13 Satisfaction: 3	<b>Maclean's rankings</b> Overall: 14 Satisfaction: 4	<b>Maclean's rankings</b> Overall: 13 Satisfaction: 2
Financial sustainability	<b>Revenues</b> \$344,049,000	<b>Revenues</b> \$346,977,000	<b>Revenues</b> \$328,996,000
	<b>Expenses</b> \$337,590,000	<b>Expenses</b> \$339,319,000	<b>Expenses</b> \$316,102,000
	<b>Net</b> \$6,504,000	<b>Net</b> \$7,658,000	<b>Net</b> \$12,894,000
	<b>Donations Cash received:</b> \$4,952,000	<b>Donations Cash received:</b> \$3,773,000	<b>Donations Cash received:</b> \$4,397,000
	<b>Recognized audited financial statement:</b> \$3,896,000	<b>Recognized audited financial statement:</b> \$4,224,000	<b>Recognized audited financial statement:</b> \$3,987,000
	<b>Dominion Bond rating</b> A (High)	<b>Dominion Bond rating</b> A (High)	<b>Dominion Bond rating</b> A (High)

# Overall Strategic Trajectory

Priority	2020-21	2024-25
Provide a transformational and accessible academic and student experience	<b>Enrolment</b> 19,723	<b>Enrolment</b> 21,282*
Increase the University's research capacity	<b>Research Revenue</b> \$11,778,000	<b>Research Revenue</b> Improved
Enhance the life and vitality of communities across Niagara region and beyond	<b>Economic Impact</b> \$2,404,893,623	<b>Economic Impact</b> TBD
Foster a culture of inclusivity, accessibility, reconciliation and decolonization	<b>Self-identified Indigenous students</b> 321	<b>Self-identified Indigenous students</b> Target 2-4% enrolment growth per year
	<b>% of programs that include Indigenous context, culture, history and/or thought</b> N/A	<b>% of programs that include Indigenous context, culture, history and/or thought</b> Improved
	<b>% of programs that include content related to equity, diversity and/or inclusion</b> N/A	<b>% of programs that include content related to equity, diversity and/or inclusion</b> Improved
Institutional indicator	<b>Maclean's rankings</b> Overall: 13 Satisfaction: 2	<b>Maclean's rankings</b> Overall: 12-13 Satisfaction: 4-6
Financial sustainability	<b>Revenues</b> \$328,996,000	<b>Revenues</b> \$403,988,000*
	<b>Expenses</b> \$316,102,000	<b>Expenses</b> \$403,988,000*
	<b>Net</b> \$12,894,000	<b>Net</b> \$0
	<b>Donations</b> \$4,397,000	<b>Donations</b> \$10,000,000
	<b>Dominion Bond rating</b> A (High)	<b>Dominion Bond rating</b> A (High)

# Risk Management

Indicator	Risk	Mitigation
Enrolment	Low - Persistence of COVID-19 into 2021-22, especially if it continues to limit international travel; low population growth rate in the key 101 demographic; increased competition from other universities, which increased their intake during COVID	Full brand review; increase advertisement and outreach within Ontario; increased recruitment effort for Indigenous and international students; development of new programs and courses that are highly attractive to students (e.g., engineering)
	High - Strong rebound from COVID. Greater outreach to Indigenous community may result in increase in these related numbers	
Research Revenue	Low - Changes in federal or provincial funding framework adversely affecting research; failure to establish research and academic capacity in priority areas determined by government (e.g., STEAM)	Establishment of incentive initiatives and research service capacity to support University members developing proposals, especially in federal and provincial research priority areas
	High - Continued advancement in the research culture and capacity of Brock result in increases in funding applications as well as success rates.	
Economic Impact	Low - The impacts of the pandemic, reduced government funding and/or persistent lower enrolments require that the University reduce the scale of its activities	Lobbying to government on the importance of universities for their local communities and the role universities can play in economic development
	High - A strong economic recovery and/or an activist government provide the University with new opportunities for growth	
Self-identified Indigenous Students	Low - A slow economic recovery from COVID-19, with slow student return to in-person courses	Getting early information from the Registrar's Office on enrolment levels to assist with service planning
	High - Strong engagement with Indigenous communities and awareness of Brock University programs and services could require added investment in Indigenous student services	
% of programs that include Indigenous context, culture, history and/or thought	Low - Inability to attract or retain qualified faculty members; consensus definition may be difficult to achieve; inability to incentivize program creation, which can be a long and onerous process	Early collaboration with Senate and strong central support for faculty members, departments and Faculties that wish to develop programs in priority areas
	High - Rapid proliferation of programs in this area allows the University to rethink their place in the curriculum	
% of programs that include content related to equity, diversity and/or inclusion	Low - Consensus definition may be difficult to achieve; inability to incentivize program creation, which can be a long and onerous process	
	High - Rapid proliferation of programs in this area allows the University to rethink their place in the curriculum	

## Risk Management

Indicator	Risk	Mitigation
Expenses	Low - The new realities after the pandemic minimize or eliminate common types of expenses (e.g., travel)	Fiscal discipline and focus on the priorities laid out in the strategic plan
	High - Adjustment to the teaching online and other changes brought about by the pandemic require investment in new areas	
Donations - Cash received	Low - Philanthropic giving is reduced during challenging economic times following the pandemic	Continued engagement with alumni and potential donors; carefully crafted campaign; adjustment to philanthropic realities post-COVID
	High - A strong campaign and engagement with new major donors leads to significant gifts	
Dominion Bond Rating	Low - The University is forced to assume further debt to make up for reduced funding and/or lower enrolments as the pandemic persists	Fiscal discipline and continued attempts to identify new markets and increase enrolment
	High - The University continued to perform well financially despite the challenges of the pandemic	

# Institutional Reporting Indicators

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**PRIORITY:**

# Offer a transformational and accessible academic and university experience



## Reviewing Brock's brand and value proposition

In December, Brock launched a review of its brand in the post-secondary marketplace and of its value proposition to current and prospective students. Led by a committee that includes student, staff and faculty representatives, the brand renewal project has been highly consultative, engaging both internal and external stakeholders such as alumni and student applicants. The project will yield a set of recommendations, which the University will work on implementing in the coming year.

## A focus on micro-credentials to support economic recovery

A significant academic focus during COVID has been placed on laying the necessary policy groundwork to support the development of micro-credentials at Brock. A working group on the topic was struck in October, and with the collaboration of Senate an institutional definition of 'micro-certificates' was established. The Provost has been at the forefront of the sector conversation through the Council of Ontario Universities and both academic and administrative units around the University have begun developing micro-credential ideas in anticipation of government funding opportunities. The next academic year will be critical to funding and launching these ideas, and micro-credential offerings will grow as Brock pursues its ambitions related to Continuing Studies.

## Awards and accolades for the Goodman School of Business

Despite the disruption caused by the pandemic, the Goodman School of Business has been recognized in a number of ways in the 2020-21 academic year. These include:

- 3 Being ranked first in Canada by global rating agency Eduniversal among institutions in its Palmes of Excellence League, which recognizes business schools with reinforcing international influence;
- Becoming only the third North American school to receive the prestigious Business School Impact System (BSIS) label from the European Foundation for Management Development in recognition of the School's local and global impact;
- Being recognized by the Association to Advance Collegiate Schools of Business' (AACSB) Innovations that Inspire Initiative for its partnership with the United Nations Association of Canada;
- Being ranked first in Canada by QS Global Ranking among MBA programs for the diversity of its class and faculty; and
- Completing the three-peat at the World Trade Centre competition, with Goodman students winning the binational case competition for the third year in a row.

## Brock Sport Science programs ranked in the world's top 100

QS University World Rankings has placed Brock's Sport Management and Kinesiology programs among the top 100 sports science programs in its 2021 rankings by subject.

## Fitness centre upgrades completed

In a project driven forward by the Brock University Students' Union and the Graduate Students' Association, whose members voted in favour of funding the new facility, Brock's The Zone fitness centre has tripled in size and been equipped with state-of-the-art training gear. The renovated facility will play a key role in training student-athletes and in supporting the physical and mental well-being of all members of the Brock community in the years to come.



## Brock students pursue summer research through VPR fund

Forty-two students received a Research Training Award from the Office of the Vice-President, Research in the summer of 2020. Valued at \$6,000, the awards enabled undergraduate and graduate students to complete summer research training internships in Faculties across Brock. Students received an opportunity to enhance their knowledge and skills through interaction with faculty members and hands-on research and training experience, increasing their awareness of potential educational and career pathways in the process.

## Faculty of Graduate Studies creates new professionalization opportunities

The Faculty of Graduate Studies launched a two-day professional development conference to help graduate students prepare for life after graduate school. Keynote presentations and workshops included sessions on identifying skills, writing resumes and CVs, storytelling, emotional intelligence, and research internships. Working with Development and Alumni Relations, FGS also created a new group on LinkedIn to help current graduate students connect more easily with alumni from Brock graduate programs.

## Federal funding helps develop Global Learning course

Brock has received funding from the Government of Canada's Outbound Student Mobility Program to help develop a Global Learning course to help foster intercultural competencies and global perspectives while also enhancing student awareness of international learning and employment opportunities. As part of the course, students will engage in local and international intercultural activities, identify and investigate potential outbound mobility opportunities, and review pre-departure training to support their safety. The course is planned for delivery in 2021-22.

## Brock Dramatic Arts moves live production online

With large gatherings banned under public health guidelines, Brock Dramatic Arts faculty, students and staff found an innovative way to present its Fall 2020 Mainstage theatre production to live audiences. The performances were livestreamed for free on YouTube, allowing students to satisfy key academic requirements of their program within the confines of pandemic conditions.



## Moving forward Engineering at Brock

Creating academic programming in the area of engineering has been an aspiration of Brock's since its creation. This year, several important steps were taken to help bring this dream closer to reality. Brock began the search for its first dedicated engineering hires with three tenure-track appointments, in addition to three more cross-appointments with cognate fields. Through the work of the Engineering Advisory Committee and the Special Advisor to the President, in May Senate approved the creation of a Department of Engineering to house academic programs and faculty appointments in the area. Brock's first engineering program, a minor in Engineering Science, will begin accepting students in September 2021.

# COVID-19

## COVID RESPONSE

Understanding the impact of the pandemic on the academic and personal lives of members of its community, Brock took a number of steps this year to support students in their academic progression, as well as faculty members, professional librarians and staff in their work.



- A number of marquee undergraduate and graduate student events and services, including Welcome Week and student mental health services, were transitioned online to ensure continuity despite the impact of the pandemic.
- Working in close collaboration with the Brock University Students' Union and the Graduate Students' Association, the University worked to reduce and minimize student fees, especially for those services from which students would not be able to benefit due to campus closures and the virtual teaching environment.
- Over the holiday break, Brock extended its closure by two days and delayed the first day of classes for the Winter term by one week, in order to provide members of the Brock community with more time to rest and recover.
- In coordination with Senate, the University extended grading under disruption options to students for courses taken in the Fall 2020, Winter 2021, and Spring/Summer 2021 terms. These provisions allow students to choose credit/no credit grading for up to 5.0 credits within certain limitations.
- When restrictions on large gatherings made on-campus convocation ceremonies impossible, the University pivoted quickly to a virtual convocation, including a 'Convocation in a Box' mailed to graduands. With the June 2020, Fall 2020 and June 2021 ceremonies all taking place online, graduates from those ceremonies will be invited to celebrate their graduation on campus in a series of special events once it is safe to do so.



## Planning for Fall 2021

On January 21, Brock was one of the first universities in Ontario to announce its clear intention and planning for a significant return to campus in the Fall 2021 term, with as many courses offered on campus as public health measures would allow. A working group was struck to develop and plan for a range of scenarios based on the possible evolution of the pandemic in the coming months. Working with the Deans and with academic units, a course schedule was developed that took place primarily on campus but also incorporated sufficient online, hybrid and hyflex options to meet the needs of students who cannot travel to Brock, including international students. Final decisions with respect to course delivery will be made over the summer once the extent of public health guidelines become clear.

<https://trocku.ca/fall/guide/>

**Brock** University  
Fall term @ Brock

What's new | Fall 2021 guide

**Return to Campus: A guide for Fall 2021**

As Brock University continues to prepare for a significant return to on-campus instruction and activity in September 2021, this page includes information for current and prospective students about what to expect in the Fall at Brock. This information will be updated regularly to reflect the changing conditions of the pandemic in the months ahead, as well as the evolution of public health measures.

**COVID-19 UPDATES**

**BROCK IS ACTIVELY PLANNING FOR THREE POTENTIAL SCENARIOS**

Scenario A	Scenario B	Scenario C
<p>Course delivery with a significant return to on-campus instruction, complemented with online and hybrid delivery elements to support students who may wish to study online.</p> <p>Scenario A represents a public health situation in which vaccine roll-out has occurred according to the timelines laid out by the federal government, with most individuals vaccinated at least partially by September. Public health measures, including physical distancing requirements, will have been lifted, allowing for University facilities to be used at their normal capacity.</p> <p><b>THIS CURRENTLY REPRESENTS BROCK'S MOST LIKELY SCENARIO FOR SEPTEMBER AND THE ONE FOR WHICH WE ARE PLANNING MOST INTENSIVELY.</b></p>	<p>Course delivery with some return to on-campus instruction, with significant online and hybrid delivery elements.</p> <p>Scenario B represents a situation where the public health conditions are steadily improving but some public health measures – especially physical distancing – remain in place. The capacity of Brock's largest classrooms with two metres physical distancing in place is about 50 students. As a result, if two metres physical distancing remains in place in September, all courses with more than 50 students would likely need to be offered online.</p>	<p>Course delivery almost entirely online, as has been the case for example during lockdowns.</p> <p>Scenario C would occur only in the case of a deteriorating public health situation and the imposition of future lockdowns. In this scenario, on-campus instruction would occur exceptionally and only where public health guidelines permitted.</p>

**PRIORITY:**

# Offer a transformational and accessible academic and university experience

*To be a destination of choice for undergraduate, graduate and part-time students, we must ensure an academic and university experience that positively transforms our students' abilities, understanding, and impact on the world. We teach future-ready students and equip lifelong learners with a zest for knowledge, as well as skills and competencies that will enable them to achieve their full academic, professional, career and life potential. Core to our student experience is the development of engaged citizens who are resilient, involved, career-ready and versatile.*

**GOAL:**

**Deliver high-quality programs that meet the interests and needs of students, and support them to achieve their potential in life.**

Actions:

- Review and renew academic programs regularly and expeditiously to ensure that they reflect students' interests and animate their desire to expand and challenge their abilities and perspectives.
- Increase and enhance programming that leverages the distinct cultures, geography, economic composition and demographic profile of our region.
- Develop programs that meet labour market and societal needs by tailoring them to provide students with the skills required for current and potential areas of growth.
- Map learning outcomes with career and life skills and competencies to facilitate academic program renewal and development and facilitate existing and future academic pathways.
- Increase experiential learning and high-impact practices across all academic programs.
- Improve and enhance pedagogical support and development opportunities for faculty and staff.

**GOAL:**

**Expand Brock's lifelong learning opportunities for our students and members of the community.**

Actions:

- Adopt flexible and inclusive courses and program delivery formats, including a tri-semester schedule, to better meet the needs of a broader demographic.
- Expand and formalize responsibilities for lifelong learning such as part-time degree offerings and professional development opportunities.
- Create initiatives that lead from certificate or diploma programs to an undergraduate or graduate credential, further skills for working professionals (micro credentialing) and offer learning opportunities for older adults.

**GOAL:**

**Provide an engaging campus experience that meets students' needs and provides social, cultural and recreational opportunities for all students.**

Actions:

- Ensure that students receive timely and proactive support services.
- Continue to build capacity in ExperienceBU and the co-curriculum.
- Continue to improve effective and well-integrated student services in order to meet the needs of an increasingly diverse student body.
- Enhance and improve recruitment and other supports to ensure personal and academic success for Indigenous, international, and first-generation students.

**GOAL:**

**Offer globally-oriented learning and experience opportunities.**

Actions:

- Attract world-leading scholars to Brock.
- Increase active partnerships with highly reputable international academic institutions and global organizations to facilitate opportunities for student and faculty engagement and collaboration.
- Encourage faculty and students to be actively engaged in research, scholarship and academic studies in other countries and bring their learning and perspectives back to Canada to share within local communities.

Priority	Outcomes	Indicator	Included in SMA	FY 17/18 Actual	FY 18/19 Actual	FY 19/20 Actual	FY 20/21
Offer a transformational and accessible academic and university experience	The programs and experiences Brock offer attract an increasing number of students	Enrolment*	No	18,832	19,112	19,796	19,723
	Institutional strength/focus	Increase in programs of strength	Yes	48.7%	50.5%	51.0%	53.3%
		Programs with explicit learning outcomes	No	N/A	N/A	84%	100%
	Students graduate with a Brock degree	Undergraduate retention to graduation	Yes	74.9%	75.8%	73.9%	74.5%
	Students are prepared for life after Brock	Graduate employment rate (two-year)	No	96.9%	96.0%	95.9%	
		Skills and competencies	Yes	N/A	N/A	N/A	New in SMA3
		Experiential learning as defined by Ministry	Yes	42.5%	40.1%	37.9%	35.9%
	Students succeed in their studies	Undergraduate retention rate (year 1 to year 2)	No	89.2%	88.5%	86.7%	87.7%
		Graduate degree time to completion	No	N/A	N/A	Master's: 2.5 yrs PhD: 5.2 yrs	Master's: 2.7 yrs PhD: 5.2 yrs

\* Institutional Performance Indicator

**PRIORITY:**

# Build research capacity across the university



## Brock-led research team gets \$2.5 million SSHRC grant to study policies impacting diverse Canadian families

Dr. Andrea Doucet was awarded a \$2.5 million grant from the Social Sciences and Humanities Research Council of Canada (SSHRC). She will be leading an international team of researchers to study how childcare services, parental leave policies and employment policies impact diverse Canadian families.

## Brock grants \$120,000 through the Research Initiative Award

The Research Initiative Award (RIA) is a program that recognizes and supports researchers who have made efforts to build research capacity at Brock through the development and submission of a grant funding application to eligible external funding agencies. The RIA covers expenses that will advance the researcher's research program, which will in turn enhance the program's eligibility for future applications. Accordingly, the RIA is awarded to researchers who have applied to an eligible external funding agency but were not successful. This year over 39 researchers received support to advance further their research program.



## Professor Mariek Schmidt helps land Mars Rover

Earth Sciences professor Mariek Schmidt collaborated with NASA on its mission to land the Perseverance rover on Mars in February. Supported by the Canadian Space Agency, Schmidt is the only scientist from a Canadian institution among the team of 13 Participating Scientists. Her work will focus on using an x-ray fluorescence spectrometer called the PIXL to determine the fine-scale elemental composition of Martian surface materials.





## Funding awarded for research related to the Canada Summer Games

With the Canada Summer Games delayed until August 2022 as a result of the pandemic, Brock extended its funding for Games-related research to include an additional cohort of winners. In total 11 researchers were chosen to receive a grant from the 2020 round of Brock University's Vice-President, Research Canada Games Grants program.

## Workshop series aims to build better research at Brock

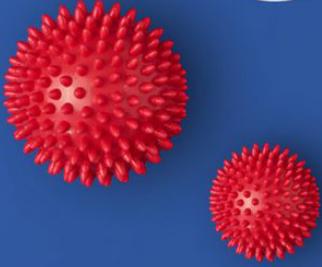
The Brock University Library and the Office of Research Services have teamed up to offer a ten-part series of virtual workshops on a variety of research topics. The 'Building Better Research' series covers everything from budgeting grants to managing research data to finding the right journals to publish scholarly work. The series is being run as a pilot to better serve the needs of Brock researchers.



## Research revenue in 2020-21 hits record levels

Research revenue on a cash basis reached \$19.1 million in 2020-21, up from \$14.2 million in 2019-20. This represents a 35% increase and reflects increased research intensity at Brock.

# COVID-19



## COVID RESPONSE

### CCOVI partners with local distillery to produce hand sanitizer

Brock's Cool Climate Oenology and Viticulture Institute (CCOVI) contributed to Niagara's pandemic efforts by donating nearly 5,000 litres of wine to Beamsville-based Dillon's Small Batch Distillers, which converted the wine into nearly 1,000 bottles of hand sanitizer for the local community. The partnership came at a stage of the pandemic when hand sanitizer was coveted and in short supply. Every year, CCOVI must discard wine from completed staff and student research projects to make room for new bottles.



### Research examines experience of racialized communities during COVID-19

President Gervan Fearon partnered with University of Toronto professor Walid Hejazi and the Canadian Arab Institute to complete a study that identifies the challenges faced by marginalized groups during the pandemic and that makes recommendations to inform policy and program interventions. More than 200 participants from different racialized communities were interviewed and surveyed to better understand their lived experience of the pandemic.





## **Brock invests \$227,000 to support student research delayed by COVID**

The pandemic had a variable impact on student and faculty research across campus. In some cases, research progress was unaffected or even facilitated. But in other cases, the pandemic slowed down the ability to complete specific kinds of research projects. The Special Research Completion Fellowship was created to support graduate students who original program completion date was at the conclusion of the Winter 2021 term but was delayed due to COVID. The fellowship enabled students to continue their studies until such time as their research could be completed, making up for any negative effects of the pandemic.

## **Brock researchers receive SSHRC grants for COVID research**

Brock faculty members Corliss Bean and Heather Ramey were awarded nearly \$50,000 in Partnership Engage Grants by the Social Sciences and Humanities Research Council of Canada. The funds were provided by SSHRC's COVID-19 Special Initiative program to support research into COVID-19 related issues such as the adaptability of health service organizations, domestic violence, and the mental health of disadvantaged youth. Professor Bean's project will help build capacity for staff at the Boys and Girls Club of Canada to integrate trauma-informed practices, while Dr. Ramey's research will partner with UNICEF Canada to lead a cross-country study of how COVID-19 has impacted the well-being of children and youth.



**PRIORITY:**

# Build research capacity across the university

*Our research focus is central to our identity. Brock will invest in building a world-leading research institution, grounded in scholarly excellence and strong graduate and post-graduate programs. We will leverage our strengths within and across disciplines to enhance research impact.*

**GOAL:**  
**Nurture a culture of research and creative excellence.**

Actions:

- Integrate research, knowledge and creative values and processes into policy, governance and administration, and create a culture aimed at output, uptake and impact.
- Grow application rates, success rates and overall income for grant applications.
- Enhance recruitment of excellent graduate students, post-doctoral researchers and visiting scholars within Canada and internationally.
- Connect research and scholarly activities conducted by members of the Brock community to global issues.
- Explore expanded undergraduate research and creativity opportunities.

**GOAL:**  
**Invest in research infrastructure and support to ensure sustainable and accessible research services for the Brock scholarly community.**

Actions:

- Identify and invest in strategic initiatives with the greatest potential to enhance Brock's research intensity.
- Integrate research and experiential education, in part by developing Brock LINC's capacity to enhance student innovation, entrepreneurship, research and commercialization.
- Invest strategically in major research tools and associated infrastructure.
- Increase internal research funding supports and small grants.

**GOAL:**  
**Enhance transdisciplinary research and high-impact research practices.**

Actions:

- Support collaborative research activity across disciplines and academic institutions, as well as non-academic partners.
- Build on Brock's institutional experiences of transdisciplinary research.
- Enhance and promote awareness of transdisciplinary, impact-focused and problems-based research.
- Develop and promote areas of strategic focus on research, balancing specialization with diversity in strategic research development.

**GOAL:**  
**Build awareness of Brock University as a centre of research excellence.**

Actions:

- Promote awareness of Brock as a research, training and mentorship destination for excellent graduate students and postdoctoral researchers.
- Enhance international research activity and partnerships.
- Create strategies and practices for the celebration and recognition of scholarly accomplishments of research faculty, students, visiting researchers and staff.
- Facilitate global knowledge exchange by participating in and hosting international symposia.
- Highlight the global impact of research and scholarly activities conducted by members of the Brock community.

Priority	Outcomes	Indicator	Included in SMA	FY 17/18 Actual	FY 18/19 Actual	FY 19/20 Actual	FY 20/21
Build research capacity across the university	Production of high-quality research	Research revenue audited financial statements*	No	\$12.794M	\$14.592M	\$11.715M	\$11.778M
		Federal Tri-Agency funding secured	Yes	\$7.608M	\$8.148M	\$7.865M	\$10.213M
		Total number of external research grants held	No	713	651	557	498
		Proportion of tenure-stream researchers holding external grants	No	303/614	278/623	253/623	242/622
		Total overhead received	No	\$2.037M	\$2.261M	\$2.326M	\$2.398M
	Research is mobilized through external partnerships	Research funding attracted from private sector sources	Yes	\$1.582M	\$2.086M	\$2.390M	\$2.216M
		Number of new research partnerships	No	32	18	15	26

\* Institutional Performance Indicator

**PRIORITY:**

# Enhance the life and vitality of our local region and beyond



## Brock announces relocation of Hamilton campus to Burlington

In October, Brock announced that it had signed a Memorandum of Understanding with the City of Burlington to relocate its current Hamilton campus. The University and the City will work together in the coming months to identify potential sites and to collaborate in securing a new location. A new location in Burlington will provide Brock with a more modern facility that can support a broader range of academic programming, as well as increased access to major highways and public transit routes. The projected opening date for the new location is 2023.

## Learning Lab provides online tutoring for local children

During a disrupted school year in the K-12 sector, students in the Faculty of Education's Concurrent Education program helped local children develop their literacy skills outside of their virtual classroom. Students were involved in a Reading and Literacy Development course that normally involves tutoring at either the Brock Learning Lab or at a local school. As Brock courses moved online, so too did the experiential component. The program grew in popularity as the year went on, with 15 clients participating in Spring 2020, 33 clients in Fall 2020 and 109 clients in Winter 2021.



## Brock hosts 1834 Fellowship Policy Forum

The 1834 Fellowship helps to prepare remarkable Black youths for civic leadership roles and supports their skills and career development. Brock hosted the inaugural 1834 Fellowship Policy Forum, a virtual event which welcomed 40 fellows from Ontario, Quebec and Alberta for three days of online engagement. The lineup included activities and panels featuring elected officials, including Canadian Minister of Families, Children and Social Development Ahmed Hussen and Prime Minister Justin Trudeau.



## Brock named one of Hamilton-Niagara's Top Employers

Brock was recognized for the third time as one of Hamilton-Niagara's Top Employers in 2021. Each employer was evaluated based on the physical workplace; work and social atmosphere; health, financial and family benefits; vacation and time off entitlements; employee communications; performance management practices; training and skills development opportunities; and community involvement. The University had previously received the designation in 2017 and 2018 as well.

## Partnering in knowledge mobilization

Various academic and administrative units within the University have partnered with community partners to organize knowledge mobilization activities, such as lectures, seminars and speaker series.

- The Environmental Sustainability Research Centre teamed up with Niagara Parks to deliver a speaker series on a range of topics related to the environment.
- The Goodman School of Business CPA Ontario Centre for Public Policy held its annual accounting symposium on the topic of reimagining what work, life, business and education will look like after COVID-19.
- Sociology professor Kate Bezanson co-authored a policy statement titled From Stabilization to Stimulus and Beyond: A Roadmap to Social and Economic Recovery, which makes recommendations to address disparities in Canadian society laid bare by COVID-19.
- Brock and the McConnell Foundation co-hosted a community dialogue on 'building back better' from COVID-19, with attendees including Niagara Region Chair Jim Bradley, Burlington Mayor Marianne Meed Ward, as well as senior representatives from the education, health care, social services, wine, economic development, and business sectors.

## GSB launches Business Breathers

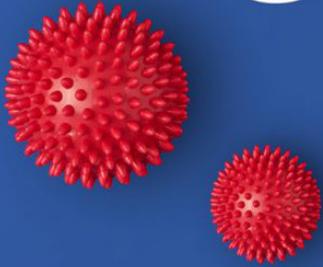
To add relief from the strain of the pandemic and to provide additional professional development opportunities to those in the local region, the Goodman Group introduced the monthly "Business Breathers" webinar series, which generated more than 3,000 unique registrants and more than 30,000 views.



## Brock partners with HOPA Ports to support local economy

Brock formalized a partnership with HOPA Ports – the Hamilton-Oshawa Port Authority – to collaborate on activities that would support the local economy. The agreement will see Brock and HOPA Ports work together to provide experiential learning opportunities, including co-op placements, and to pursue research collaborations that support marine and industry needs. Offering port and marine assets on the Great Lakes, HOPA Ports recently announced an expansion into Niagara, with plans to showcase the region's prime access to water, road and rail transportation. The collaboration will help support the development of Brock's engineering program and will expand on both organizations' commitment to the environment and the region.

# COVID-19

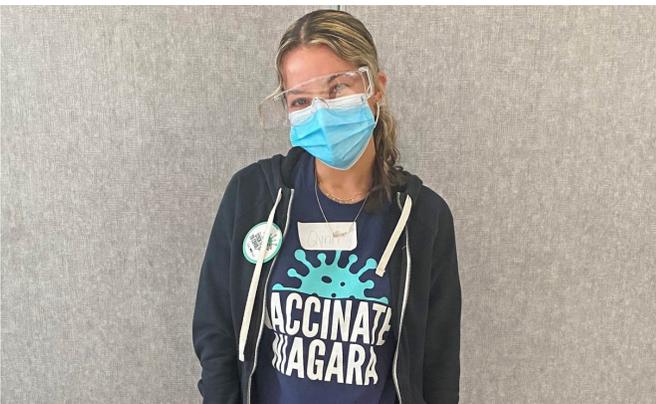


## COVID RESPONSE



### **Brock selected by Niagara Region as COVID-19 mass vaccination site**

In March, the Niagara Region announced its list of COVID-19 mass vaccination clinics, with Brock selected as a site serving both the communities of St. Catharines and Thorold. Over 5,000 seniors from the local community were vaccinated at Brock over the Easter long weekend, with the site remaining available for the Region's use until the beginning of the Fall term.



### **Nursing students part of front-line COVID response**

During the Winter 2021 term, Brock has 275 nursing students in clinical placements at hospitals and long-term care homes across the province. An additional 172 nursing students would be on placement during the Spring 2021 term. The placements are part of an integration of classroom learning and clinical practice that begins as early as the first year – an experience that took on greater meaning during the COVID-19 pandemic, which affected all sectors of the health care sector to varying extents.

## Funding allows Brock students to support local businesses

Funding from the Government of Canada's Canada Summer Jobs program allowed Brock to hire 19 students into positions to help Niagara businesses in their recovery from COVID-19. The students were employed by the University but worked in conjunction with local chambers of commerce on a variety of projects requested by local businesses, such as moving to an online sales platform for the first time. With students coming from a number of different Faculties and Departments, businesses were able to access a wide variety of expertise such as business, computer programming and communications.



## Community engagement activities and service move online

As the pandemic made physical gatherings impossible, Brock moved a number of its community engagement activities and services online in order to continue to support the local community through COVID times.

- Brock's Lifespan Development Research Institute and the Faculty of Applied Health Sciences hosted a number of activities to promote the importance of being active for older adults, including talks and virtual exercise classes.
- After running its first Virtual April Break Camp in the spring, Brock Recreation launched new summer programming for youth, including its Babysitting Training Course, Home Alone Program and Online Safety Course.



## Brock students fundraise for face shields

Civiconnect, a non-profit consulting group founded by political science students Hope Tuff-Berg and Kailene Jackson, hosted a digital fundraiser supporting creation of 3D-printed face shields for Niagara's front-line workers. For the production side of the project, they partnered with a local business whose 3D printers had largely been sitting idle due to the pandemic's effect on their business. The face shields were donated to a range of local organizations, including Project Share, long-term care and retirement homes, Niagara Midwives, and hospitals in both Niagara Falls and St. Catharines.



**PRIORITY:**

# Enhance the life and vitality of our local region and beyond

*Brock is committed to working with the communities in Niagara, Ontario, Canada and the world. Through local and global connections, we increase opportunities for the residents of Niagara. By responding to the needs of society and supporting its growth and development, we strengthen community vitality and vibrancy.*

**GOAL:**

**Increase and enhance enriching opportunities for our students, alumni, faculty and staff to engage with the community.**

Actions:

- Establish a mechanism to create and sustain long-term, mutually beneficial community partnerships that will:
  - Expand knowledge mobilization and application through collaborations, both on and off campus.
  - Develop Brock-Niagara community-based accessible programming and resources.
  - Support celebration events that acknowledge our community connections.
  - Encourage active participation in student life, ranging from volunteer and employment opportunities to clubs, intramurals and Brock Sports.
- Encourage and enhance community use of University services and facilities by:
  - Continuing to make Brock resources more accessible to the community.
  - Creating purposeful opportunities for the community to visit Brock.
  - Supporting the development and maintenance of facilities where people learn and live.
  - Ensuring communications and marketing efforts are reaching and understood by the wider community.

**GOAL:**

**Support regional economic, social and cultural vitality.**

Actions:

- Support entrepreneurship, commercialization and innovation by:
  - Encouraging entrepreneurially-minded students, faculty and community members to start businesses by providing knowledge, resources and space through Brock LINC programming;
  - Fostering creativity and curiosity through engagement with technology and new digital methods through Brock's Makerspace and Digital Scholarship Lab; and
  - Increasing the volume, diversity and impact of commercialized IP and innovation.

- Increase access to programs that are in high demand by students and by society that will increase the employability of graduates.
- In partnership with our communities, anticipate and respond to societal needs through the co-creation of knowledge of local and global opportunities and challenges.

**GOAL:**

**Enhance engagement with Indigenous communities in the spirit of reconciliation.**

Actions:

- Continue to build a welcoming and respectful environment on and off campus.
- Promote two-way dialogue between Indigenous and non-Indigenous people.
- Enhance programming, courses, research and creative activities that promote the understanding of Indigenous pedagogies, systems of knowledge, cultures and histories.

**GOAL:**

**Cultivate outstanding relationships with our alumni starting with their earliest interactions with the University.**

Actions:

- Enable graduating students to transition to active alumni status through new initiatives and communication strategies.
- Enhance outreach to alumni and develop additional ways to be involved and recognized in campus life.
- Celebrate the accomplishments and significance of our graduates.
- Build experiential learning, research and community engagement partnerships with alumni.

Priority	Outcomes	Indicator	Included in SMA	FY 17/18 Actual	FY 18/19 Actual	FY 19/20 Actual	FY 20/21
Enhance the life and vitality of our local region and beyond	Economic impact*	Economic impact in Ontario	Yes	\$634.920M	\$640.000M	\$652.566M	\$2.405B
	Local engagement	Institutional enrolment as share of the Niagara population	Yes	20.40%	20.66%	21.40%	22.60%
		Strategic university partnerships (MOUs)	No	N/A	N/A	9	16
		Percentage of Brock students from the Niagara region	No	N/A	N/A	N/A	N/A
	Global engagement	Number of international agent agreements	No	N/A	N/A	234	272
		Number of international partnerships	No	N/A	N/A	28	130
	Engagement with alumni	Number of contactable alumni vs. aggregate alumni population	No	64.3%	63.3%	74.4%	74.0%

\* Institutional Performance Indicator

**PRIORITY:**

# Foster a culture of inclusivity, accessibility, reconciliation and decolonization



## Office of Research Services launches new Indigenous Research Grant

The Office of Research Services has launched a new Indigenous Research Grant, which is funded by the Office of the Vice-President, Research. The grant, valued at up to \$7,500 per proposal, enables Brock researchers, scholars, postdocs and those holding limited-term appointments to undertake research or creative activities in any discipline and on any topic that related to Indigenous people.



## Brock partners with Niagara College for REDress project

Brock University and Niagara College partnered to remember missing and murdered Indigenous women, girls, and two-spirit people during a weeklong display of red dresses and through a series of virtual events in February. Brock has hosted an installation of red dresses to raise awareness around the commemoration.

## Brock joins Onyx Initiative as inaugural partner

Brock became one of a few post-secondary institutions selected to partner with others as part of the Onyx Initiative, a non-profit and national diversity initiative designed to establish more equitable career opportunities for Black students. Other partners included McMaster and Ryerson universities, George Brown College, Manulife, TD Bank, Bell Canada, and the Coalition of Innovation Leaders Against Racism.

## President Fearon named co-chair of BlackNorth Initiative Education Committee

When the Canadian Council of Business Leaders Against Anti-Black Systemic Racism announced its Board of Directors and committee Chairs, Brock President Gervan Fearon was named co-Chair of the Education Committee. The BlackNorth Initiative challenges senior Canadian business leaders to commit their companies to specific actions and targets designed to end anti-Black systemic racism and create opportunities for those who identify as BIPOC. The Initiatives includes participation from more than 200 organizations representing more than 30 percent of the companies on the TSX 60 market.

## Faculty of Math and Science launches Indigenous scholarships

Brock's Faculty of Math and Science has created three new scholarships to support Indigenous students as they pursue programs in the Faculty at either the undergraduate or graduate level. Funded through the Dean's Strategic Discretionary Fund, the scholarships will see 15 students receive a total of \$110,000.

## FOSS launches new academic programs focused on diversity

The Faculty of Social Sciences has launched several new academic programs that offer different new and innovative approaches to diversity topics. For example, the minor in African Studies began in September 2020 and combines three mandatory sociology courses and two additional credits from a broad array of courses offered in various departments and programs to create a new focus area of study for students. Similarly, the new specialization in Leadership, Diversity, Community, and Culture within the Applied Disability Studies program is geared towards students interested in graduate-level training focused on leadership, community-engaged research and scholarship, and social policy relevant to the disability sector.

## Women in Leadership initiative launched

The Faculty of Social Sciences has created Women in Leadership, an initiative that aims to support women in formal and informal leadership positions and to encourage the next generation of potential women leaders. Speakers and panel discussions took place throughout the academic year and covered such topics as community engagement, mentorship, intimate partner violence, affordable housing, equitable post-pandemic economic recovery, and personal stories of leadership development. Presenters included Brock faculty, staff and alumni, as well as members of the wider community.

## Indigenous teaching lodge gifted to Brock

Thanks to a gift from the Niagara Peninsula Aboriginal Area Management Board, a teaching lodge has been built in an open area behind Schmon Tower on the edge of the Niagara Escarpment. To build the lodge, a team of youth from the NPAAMB's Naabidisiwin program spent several days assembling the structure at the beginning of May. The lodge will be used for an array of activities, including Indigenous language teaching and a quiet space for healing.

## Brock increases access with two new admissions pathways

Brock has created two new student admissions pathways in response to shifting student needs during the pandemic. The 'Open Studies' admission category will allow students who want to take a course or two for personal interest or professional development to do so without registering in a formal program study, while the 'Fresh Start' pathway will allow students who have begun their studies at another post-secondary institution to apply to Brock for admission based on their high school grades. Both of these pathways will make it easier for students from a variety of non-traditional backgrounds to pursue a post-secondary education at Brock.



## First cohort of Horizon Scholarship winners announced

In 2019, Brock created the Horizon Scholarship fund, which would provide \$1 million over 10 years to attract high-achieving graduate students from Black, Indigenous, People of Colour (BIPOC) and other under-represented groups. In 2020, the first cohort of winners was announced, with 20 students from research-based graduate programs receiving \$5,000 each.



**PRIORITY:**

# Foster a culture of inclusivity, accessibility, reconciliation and decolonization

*At Brock, we believe that a diverse and welcoming learning community is built upon the foundation of exceptional students, faculty, staff and alumni. This requires that Brock be attractive and welcoming to people of all identities, and accepting of the unique histories and experiences of Indigenous people within the Canadian state.*

**GOAL:**

**Strengthen relationships of trust with Indigenous communities and partners across all sectors and activities of the University.**

Actions:

- Enhance and improve recruitment, retention, and learning, as well as other supports for Indigenous, international and first-generation students, including the creation of a dedicated web portal for students from under-represented groups outlining the services and resources available to them.
- Improve data capabilities to track and assess institutional success in recruiting and retaining students from under-represented groups, including Indigenous students.
- Actively recruit outstanding students from Niagara, as well as from diverse regions and backgrounds from around the world.
- Enhance programming for under-represented or marginalized groups that introduces them to the University.
- Increase the visibility of Indigenous culture on campus, such as Indigenous art, and create a dedicated space for Indigenous students on campus.
- Raise awareness of equity-oriented research conducted on campus, including research involving Indigenous groups.
- Expand advancement strategies to increase philanthropic funding for Indigenous and other equity-oriented initiatives

**GOAL:**

**Promote effective human resource practices and philosophies that improve inclusivity, accessibility, reconciliation and decolonization.**

Actions:

- Ensure that university-wide structures best serve the values and strategic priorities of the University.
- Provide training and support for search committees on the principles of equity, diversity, inclusion and cultural competency.
- Broaden the scope of training programs for new and continuing Chairs and Directors.

- Continue to implement the recommendations from the report of the Brock University Human Rights Task Force, including a workplace climate survey and equity census.
- Communicate the efforts and impacts of the President's Advisory Committee on Human Rights, Equity and Decolonization across the campus on a regular basis.
- Foster internationalization across the campus so that students from all parts of the world feel welcomed and supported in achieving their academic goals.
- Recruit and retain a diverse group of outstanding staff by providing rewarding and fulfilling careers.
- Develop ongoing training and expand programs for professional development.
- Continue to provide competitive offers of employment, compensation and benefits to ensure a quality work life.

**GOAL:**

**Further celebrate the success of our faculty, staff, students and alumni.**

Actions:

- Provide better communication, as well as career and recognition opportunities for faculty, staff, students, alumni and sessional instructors.
- Increase scholarship and award opportunities for exceptional students who have demonstrated excellence academically, socially, culturally and/or athletically.
- Ensure that reporting mechanisms and communication with external university ranking organizations reflect the strengths of the University as a post-secondary institution and the accomplishments of faculty, staff, students and alumni.

Priority	Outcomes	Indicator	Included in SMA	FY 17/18 Actual	FY 18/19 Actual	FY 19/20 Actual	FY 20/21
Foster a culture of inclusivity, accessibility, reconciliation and decolonization	University admissions include under-represented groups	Number of self-identified Indigenous students*	No	375	326	303	321
		Number of self-identified first-generation students	No	N/A	N/A	N/A	N/A
		Number of self-identified racialized students	No	N/A	N/A	N/A	N/A
		Number of self-identified students with disabilities	No	N/A	N/A	N/A	N/A
		Number of self-identified 2SLGBTQ+ students	No	N/A	N/A	N/A	N/A
		Number of students receiving OSAP support	No	10,932 FT	10,157 FT	9,491 FT, 269 PT	9,778 FT, 352 PT
		Number of self-identified scholars from under-represented categories	No	N/A	N/A	N/A	N/A
	Course delivery and curriculum	Indigenous major courses developed and delivered	No	N/A	N/A	N/A	N/A
		Self-identified Indigenous instructors and staff	No	N/A	N/A	N/A	N/A
		% of programs that include Indigenous context, culture, history and/or thought	No	N/A	N/A	N/A	N/A
		% of programs that include content related to equity, diversity and/or inclusion	No	N/A	N/A	N/A	N/A

\* Institutional Performance Indicator

**PRIORITY:**

# Institutional ranking and financial sustainability

*The 'Institutional ranking' metric reports on Brock's performance in externally motivated and administered assessments. These include the annual Macleans ranking of Canadian universities, as well as several accountability assessments required by Ontario's Ministry of Colleges and Universities.*

*Brock has a mandate to maintain balanced budgets while pursuing and protecting the academic mission of the University. Its ability to do so is assessed in the 'Financial sustainability' metric.*





## **Brock's budget remains balanced despite the COVID disruption**

Developed annually through a months-long consultative process, Brock's annual budget is approved every May by the Board of Trustees, with Senate endorsing that the proposed budget meets the University's academic mission. Since 2015, Brock has had a mandate from the Board to present a balanced budget, and the University has held true to this commitment with the 2020-21 and 2021-22 budgets despite the significant financial impact of the COVID pandemic. Among other highlights, the 2021-22 budget includes increased investment in undergraduate scholarships and graduate fellowships, as well as financial support for a cluster hire of Indigenous faculty members and Brock's first dedicated Engineering faculty members.



## **Brock rises in Maclean's rankings**

For the third year in a row, Brock ranked first among Canada's comprehensive universities for student mental health supports. The University also rose to second among comprehensive universities for overall student satisfaction and increased its overall rank to 13th. In new areas of success, Brock was ranked second for the strength of its academic advising, fourth for its promotion of Indigenous visibility, and fifth for experiential learning. As a comprehensive university, Brock is ranked against the University of Waterloo, Guelph, Carleton, Simon Fraser, and other large Canadian universities that offer a range of graduate and undergraduate programming but do not have medical schools.



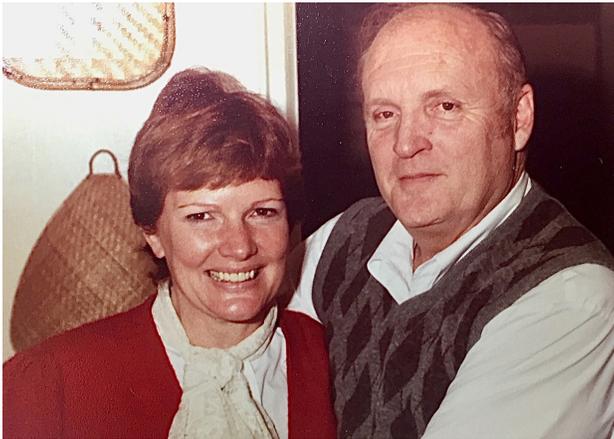
## **Brock Library now home to the Alexander Hamilton collection**

Brock's Archives and Special Collections is now home to the Alexander Hamilton collection, a compilation of documents detailing the growth of the Canadian postal system and profiling the life of Hamilton, a prominent businessman and influential community leader. The collection, which is valued at just under \$350,000 and includes about 2,500 pieces, has been recognized as culturally significant by the Department of Canadian Heritage. It was donated to Brock on behalf of the estate of Robert Band by relatives.



## Hilary Pearson appointed Brock's Chancellor

In October 2020, Hilary Pearson was installed as Brock's ninth Chancellor, replacing outgoing Chancellor Dr. Shirley Cheechoo. Pearson's many career achievements range from serving in senior policy roles in the federal government, to advising some of Quebec's largest corporations, to forging a new platform for Canadian philanthropy – a role for which she received the Order of Canada.



## Brock receives \$2.7M gift for the Gerald B. Mitchell Centre in Experiential Education

When Stephanie Mitchell, a donor and friend of Brock, passed away in December 2019, she left the University with a \$2.7M legacy gift in honour of her late husband to establish the Dr. Gerald B. Mitchell Centre of Excellence in Career & Experiential Education. The Centre will provide students with expanded work opportunities during their studies, improve access to under-represented group and deepen research into career and experiential education.



## FirstOntario Credit Union partners with Brock to support financial literacy

A new partnership between Brock and the FirstOntario Credit Union will help students of all ages improve their financial literacy skills through the development of new student-centred programming. Future financial literacy programming will seek to equip youth and young adults with a strong financial foundation; cultivate entrepreneurship and venture growth; and develop highly skilled graduates who will generate innovative ideas, foster creativity, and create jobs and wealth in Niagara. Support from FirstOntario will also help to create a unique podcast for FinTip\$, a financial literacy drop-in program offered through Brock's Student Accounts and Financial Aid Office.

## Financial Sustainability

Institutional Indicators	Outcomes	Indicator	Included in SMA	FY 17/18 Actual	FY 18/19 Actual	FY 19/20 Actual	FY 20/21 Actual
	Students have a positive experience	Maclean's student experience ranking*	No	5/15	3/15	4/15	2/15
		Maclean's overall ranking*	No	15/15	13/15	14/15	13/15
		Graduate employment earnings (two years after graduation)	Yes	\$40,494	\$43,083		
		Graduate employment rate in a related field	Yes	89.2%	88.5%	89.6%	
		National Survey of Student Satisfaction (NSSE) [Overall experience as "Excellent" or "Good"; 1st year and 4th year student populations]	No	1st: 81% 4th: 83%	N/A	N/A	1st: 80% 4th: 81%

\* Institutional Performance Indicator

Financial sustainability	Outcomes	Indicator	Included in SMA	FY 17/18 Actual	FY 18/19 Actual	FY 19/20 Actual	FY 20/21 Actual
	Foster financial sustainability and prominence of the University	Total revenues*	No	\$326.082M	\$344.094M	\$346.977M	\$328.996M
		Total expenditures*	No	\$320.940M	\$337.590M	\$339.319M	\$316.102M
		Deficit/surplus	No	\$5.142M	\$6.504M	\$7.658M	\$12.894M
		University endowment	No	\$96.671M	\$107.026M	\$103.896M	\$123.810M
		Dominion bond rating*	No	A (high)	A (high)	A (high)	A (high)
		Donations – Cash received*	No	\$6.903M	\$4.952M	\$3.773M	\$4.397M
		Donations – Revenue recognized audited financial statements	No	\$3.639M	\$3.896M	\$4.224M	\$3.987M

\* Institutional Performance Indicator



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