



STUDENT SERVICES

Strategies to Support Academic Plan (2014)

The Student Service departments exercise a critical role in supporting the academic mission of the university. Student Services will be involved in the implementation of several strategies related to the Academic Plan (2014). These strategies will be integral to recruitment and retention, experiential learning, student engagement and satisfaction, leadership development, community outreach and social responsibility. The Student Services areas have expanded their mandate to include graduate student support. The team will play a key role in bringing the brand to life and in delivering on the brand promise.

A. Recruitment and Admissions:

The following objectives in the Academic Plan 2014 relate directly to this unit:

- Increase minimum admission averages to Brock to 80% for certain high-demand programs.
- Increase minimum admission averages to 75% for all other programs.

The following **strategies** would support the achievement of these objectives, but additional funds are required (over and above the existing operating budgets):

Staffing:

- 1 position: Market Research and Data Analysis (\$45,000)
- 1 position: New media recruitment coordinator (coordinating, responsible for the prospective student portal, social marketing and networking, web 2.0 applications, electronic outreach) (\$45,000)

Tactics:

- Targeted single and multi-day campus experiences for highly qualified students (conferences; camps; residential academic/enrichment experiences)
- Targeted Faculty-based applicant activities
- Parent Activities/Information (campus-based events to strengthen connections – potential for referrals)
- Targeted strategies for strengthening ties with private school community; IB school community; AP schools.
- Single and multi-day campus experiences for teachers and guidance professionals
- Online and New Media Expansion – increased capacity for online visuals and interactivity & functionality; increased capacity to participate in virtual fairs, etc.
- Targeted scholarship events for qualified prospective students

B. Retention Strategy:

The following four broad retention goals have been identified as part of Brock's Undergraduate Retention Strategy and tie closely with the Academic Plan 2014:

1. Enhance academic performance through increased learning support
2. Enhance transition experiences for Year One students
3. Enhance Academic Advising
4. Enhance financial assistance opportunities to enable students to achieve their academic goals.

To support these 4 goals, the following strategies have been recommended over and above the requests for resources made by the various Student Services units.

*International Student Workshop Series – \$1500

*Financial Peer Assistants - \$7000

*Early Alert program for Math and other keystone courses - \$13,000

*Return from Academic Probation and Suspension program and staffing \$50,000.

University / College Partnerships

Joint Advisor / Liaison Position – Brock University/Niagara College

This position has demonstrated success towards the support of expanding opportunities between the University and the community, and in particular the support and ongoing development of productive collaborative activities between Brock University and Niagara College.

Reporting to both institutions, this position is responsible for facilitating the successful transition of targeted groups of students between Brock University and Niagara College in partnered and articulated programs (such as the Partners program). Primarily responsible for providing academic advising services and transition planning, the position also has responsibilities in aspects of recruitment initiatives for articulated programs between the two institutions, for the tracking and assessment of student success in these programs, and developing a framework for future advising and recruitment initiatives to ensure that they are sustainable over time. The position has high visibility and credibility at both campuses, and increased visibility with community partners (e.g. teachers and guidance counselors and other relevant community groups).

Salary - \$45,000 (FT 12 Month - Note: Niagara College contributes half)

Support Expenses - \$8,000 (Campus and Outreach Activities, Materials)

C. International Market Development:

There are three items in the Academic Plan which relate to International Market Development (IMD): increasing international graduate enrolment, increasing and diversifying undergraduate international enrolment, and community outreach.

Strategies:

1. New Hire in IMD for Grad/ESL recruitment. \$50K budget allocation.
This position should be at least partially subsidized by Graduate Studies and ESL, but both "units" have a mandate for increased enrollment.
2. The Joint Ventures budget was cut by 31,420.00 in the "base budget" for 08/09, and this directly affects our ability to generate revenue through collaborative agreements. (Examples of collaborative agreements include College of the Bahamas (Tourism and the Environment) and Bermuda College.) This budget line should be reinstated.
3. New Hire in IMD for U/G recruitment. \$50k budget allocation.
Community outreach in immigrant organizations/communities is not only important to the image of Brock University but helps us gain access to recruitment and partnership contacts abroad. This may also have the added effect of securing donors for scholarships (e.g. The Trinidad Twinning Association).

D. Student Development Centre:

- 1) In support of the goal in Brock's academic plan related to Teaching and Learning to "...engage students both inside and outside the classroom", the Student Development Centre will need the following annual amount in order to sustain the Learning Skills infrastructure *as it currently exists* when the Government funding ends in 2010. This infrastructure has been created in response to a huge increase in service demand, coming directly from the students and faculty, part of which is associated with our increased visibility in the Learning Commons.

Staff Salaries – Four FT 9 month Instructor positions @ \$35,000
One FT 12 month Outreach Coordinator position @ \$45,000
Operating Costs = \$70,000

Total – Learning Skills = \$255,000

- 2) In support of the same Teaching and Learning goal related to engagement inside and outside the classroom, and the goal related to Community Outreach, the Student Development Centre will need the following annual amount in order to sustain *at its current level* the concept of a Centre for Leadership and Student Engagement and the related Student Leadership programs and services.

Staff Salary – One FT 12 month Student Leadership and Engagement
Coordinator @ \$45,000

Program Development (e.g. Leaders Academy/Smart Start) @ \$17,240

It is hoped that this will be the first of a number of new programs, conferences and services to be developed as part of the Centre

Total – Leadership = \$62,240

- 3) Also in support of Teaching and Learning and engagement outside the Classroom, and Community Outreach, the following amount will be needed to support the Aboriginal Scholars program *as it currently exists* when the government funding ends in 2009.

Staff Salary – One FT 9 month Program Coordinator @ \$35,000

Operating Costs for programming (i.e. tutoring, mentoring, leadership, learning Skills etc.) = \$65,000

Total – Aboriginal Support = \$100,000

- 4) In support of the research objective to expand commercialization opportunities through the development of appropriate intellectual property agreements, the Student Development Centre will need funding to keep our Online Learning Skills Program Developer. This position is currently being funded through the First Generation envelope which is scheduled to end in 2010. We have completed and piloted within the University, the first online interactive program on Essay Writing, and we have begun to develop plans for marketing this product externally. We have plans to develop a number of other online programs (e.g. Critical Thinking, Problem-Solving for Math (and Science) etc.). We expect these programs will generate revenue for the University.

Staff Salary – One FT 12 month Online Program Developer - \$45,000

Research dollars to track and report program usage and impact - \$20,000

We currently have HECQO funding for this until 2010.

Total – Online Program Development = \$65,000

- 5) To support all of the above Student Development Services, we have had to add an Administrative staff four days per week. This salary is currently being picked up by Services for Students with Disabilities from a carry-over budget surplus which is dwindling and will soon no longer be available to cover this position. This position needs to increase to 5 days per week, given the continual increase in activity in the SDC's programs. This position supports all the goals in the academic plan that are supported by the SDC and needs to become part of the base budget.

One FT 12 month Administrative Assistant position - \$35,000

Total Administrative Support = \$35,000

E. Department of Residences:

The Dept of Residences, services, facilities and operations align with all seven institutional values stated in Brock 2014. Also, the Dept of Residences is particularly attached to three of the five key directions.

The Dept of Residences is an ancillary operation; therefore, it is assumed that any costs or expenses incurred in order to align with Brock 2014 goals would be recovered by the residence operation.

Strategies Supporting 2014:

Research Objective:

Ensure adequate resources for information technology to support expanded scholarly activities

Strategy:

The residence system, through the operations of ITS (Telecommunications, web development, etc) continues to provide residence students with reliable telecomm and internet connections and service. We have funded upgrades and plan to continue to enhance and support high quality information technology service within residence.

Cost: to be provided by ITS

Graduate Studies:

Increase the proportion of graduate students to 10 percent of FTE population.
Increase the proportion of international students to 30 percent of graduate FTE population.

Strategy:

Currently the Dept of Residence accommodates a very small number of graduate students (approx 15). Also, the Dept of Residences guarantees residence accommodation to international students. Should the graduate student population increase, and the international graduate student population increase, the Dept of Residences will need to respond by setting aside more spaces for this population. A significant increase in demand for residence may renew consideration for adding more residence spaces.

Teaching and Learning:

“A Brock University education will engage students both inside and outside the classroom... and inspire them to become contributing members of society and leaders.... Brock University will...promote student leadership, social responsibility and innovation.”

Strategy:

The student leadership opportunities within residence are plentiful: Residence Life Staff, Residence Action Council, Crew, Service Desk staff and other sub-committees or groups within these larger bodies. Several student leaders have gone on to become leaders in their field.

Plans to offer Community Service Learning opportunities for residence students as well as establish Living Learning Communities within residence may require investing in more resources (and staff).

Cost: salary \$35,000-45,000, office space and some administrative support.

F. Career Services:

The Career Services Department supports several of the objectives in the Academic Plan. In addition to our core service of providing information, resources and advice to students and alumni in their career planning, we provide a rich array of specialty programming. Our suite of Experience Plus programs provide students and alumni with the opportunity to connect with employers and community agencies in a variety of ways

One of the most recent additions to the Experience Plus programming is the Mentorship Plus initiative. The program was created to support institutional and academic goals related to retention, experiential learning, and community engagement. A pilot program is underway to test the elements of the program design; a full description of the initiative follows. This program is uniquely suited to support several key objectives of the academic plan related to community outreach, teaching and learning, and graduate studies.

Mentorship Plus

Mentorship Plus is designed to help students succeed by assisting them through major transitions, most notably the transition from high school to university and the transition from university to the next stage of their careers. The program will engage students, alumni and community members to support and learn from each other through mentoring

relationships. First year students will be connected with senior student mentors who are committed to helping new students with the transition to university life. Brock graduates and Niagara community members will work with graduating students to provide real-life exposure to the world of work and/or advanced academic opportunities. In the course of program participation, students will participate in skill building exercises and community engagement activities that will help them create important networks needed to increase their success as a Brock student and beyond.

Mentorship Plus launched its pilot program in September 2008 with a goal of engaging 182 participants. By 2014, the program aims to engage over 5000 student, alumni and community members in mentoring activities. To achieve success, Mentorship Plus will require budgetary support for technology and staffing resources. Investment in commercial mentoring software will provide automated matching, administrative and communication tools for staff, students, alumni and community participants. In addition, mentoring software will allow students to tap into the support and expertise of Brock Alumni outside of Niagara. Estimated costs for mentoring software are approximately \$27,000/year. As program participation grows, staffing needs will increase. By 2010/11, the program aims to provide service to 810 participants. Estimated costs for increased administrative and program facilitator support by 2010/11 are \$66,000, with costs increasing over subsequent years relative to student participation levels.

The Career Services Mentorship Plus program will engage graduate students in two ways. As mentors, they will have the opportunity to enrich their own learning and research by mentoring an undergraduate student with similar interests. As a mentee, they will have the opportunity to be matched with a mentor (either academic or business) to help them with career exploration.

G. Student Awards & Financial Aid:

The Student Awards and Financial Aid Office have the following two proposals in support of the Academic Plan 2014. These proposals speak to increasing graduate enrollment at Brock University and enhancing the intellectual, personal and social development of our current Brock student leaders.

Strategies:

Establish a joint program with the Graduate Studies Office encouraging undergraduate students to continue their postsecondary education at the Master's Level.

A start up cost of \$10,000.00 to be shared equally between the SAFA and Graduate Studies Office.

The Brock Leaders Citizenship Society

The Brock Leaders Citizenship Society would provide the Brock Leaders a means of connecting with other campus leaders to further both their personal development as well as their involvement in the community. Currently, the Brock Leaders are an underutilized resource with exceptional potential. Each year the university awards up to 15 incoming students this prestigious award. The Brock Leaders Citizenship Society will assist these exceptional students in organizing, inspiring and creating citizenship involvement opportunities for themselves, the University and the surrounding community.

One of the models we are looking to follow is the Luckyday Foundation at the University of Mississippi. The Luckyday Foundation not only awards scholarships to exceptional incoming students but also provides personal development, support, motivation and networking opportunities with other student leaders.

Number of Students Participating-40

Costs: Scholarships \$8,000 (over 4 years) per student (covered through a separate award budget)

Operating Cost (per year) -\$40,000.00 for student project grants, foundation in leadership certification, events, etc.

Personnel-\$30,000 (1 person half days to start)

H. International Services & Brock International Collaboration:

The Office of International Services in collaboration with the Brock International Office proposes to help implement the Brock 2014 Academic Plan by creating a Global Programming Coordinator position. This position would be dedicated to:

1. Expanding the classroom for Canadian students by facilitating a multi-disciplinary approach to learning as stated in the Vision Statement of the Plan and as identified by the branding exercise. This objective could be realized by the Global Programming Coordinator developing new graduate & undergraduate exchanges, supporting the Solidarity Experiences Abroad programs, assisting faculty in developing short term courses taught overseas, and promoting the Visiting International Professor program to faculty and to partner institutions overseas to increase the number of visiting professors bringing international expertise and perspectives into the classroom.
2. Reaching out to the community, as stated in the Academic Plan, to encourage student participation in global development education. This objective could be realized through activities such as International Plus, Solidarity Experiences Abroad, International Education Week, International Development Week, and WUSC, and by building new strategic partnerships with international associations and agencies in the Niagara Region.
3. Promoting opportunities for increased faculty involvement in international development and/or collaborative research projects, as stated on page five of the Plan.

I. University Accessibility Coordinator:

As a public sector organization Brock University is *legally mandated to comply* with the Accessibility for Ontarians with Disabilities Act (AODA) Standards.

- Accessible Customer Service (O.R 429/07) (enforceable Jan 1, 2010)
- Accessible Information and Communication (proposed enforcement Dec 31, 2011)
- Accessible Transportation (undetermined enforcement date)
- Accessible Built Environment (undetermined enforcement date)
- Accessible Employment (undetermined enforcement date)

It is the role of the Accessibility Coordinator to successfully coordinate the AODA compliance efforts on campus – however in order to do this it will be necessary for the university as an entity and the university areas within (both academic and administrative)

to look for opportunities to integrate the specific Accessibility Standards above within the strategic, long-term or business planning cycles of the seven Faculties and administrative units and also within existing strategic university-wide plans – such as the Academic Plan or others.

It is therefore within this framework that I reviewed the Academic Plan to provide ***anticipated costs that may be incurred by the university to comply with the AODA and support the Academic Plan.***

Academic Plan - Planning Framework

“Brock University’s intention to address its space shortage through additional construction...”

Strategies:

Accessibility Audit and Design Standards Project

The University (through the Facilities Management Department) began in 2007 funding \$200,000 (FRP) annually to address existing accessibility priorities and projects (physical barriers) identified by the 2006 Accessibility Audit Project in *academic* and administrative areas on campus. Additionally a second outcome of the AA and DS Project is the pending adoption of the FADS by Brock University, which will allow Brock University to “design new buildings and facilities that will meet the needs of all members of the University Community “(outcome). (BUFMOP 1-4)

To continue to support the Academic Plan 2014 it is recommended that the university (delivered through the Facilities Management Department in cooperation with the Accessibility Coordinator) continue to utilize available FRP funding annually (as available from the Province).

Ensure adequate resources for the Library to support expanded scholarly activities
Ensure adequate resources for information technology to support expanded scholarly activities

Accessible Information and Communication

The Accessible Information and Communication Standard is now in the “public” review period until January 16th 2009. It is anticipated this proposed Standard will become law next spring with an anticipated enforcement date of December 31, 2011. The impact of these standards on the university and areas within (such as ITS, the Library, Communications and others) will be significant and consideration will need to be given by university administration to the financial and human resources attached to attaining or upgrading infrastructure, technology and system wide planning and training of staff.

To support the Academic Plan 2014 – dimension of Research above – *ensuring both adequate resources for Library and Information Technology to support expanded scholarly activities while complying with the anticipated Information and Communications Standard requiring accessibility to all information and communication to persons with disabilities* it is recommended that:

*Consideration be given to the allocation of short term secondments/assignments of staff with an ITS, adaptive technology background as well as possible internships of skilled graduate students with a similar qualified background to undertake a review of the readiness of the institution.

*Beginning in 2009, ensure specifics of the Accessible Information and Communications

Standard are *integrated within anticipated tenders and purchases of infrastructure items and technology*. For example, ordering accessible electronic formats of text-based materials, business enterprise systems that meet accessibility requirements, web pages incorporate accessible user interfaces and file formats, etc.

Expand opportunities for community members to be engaged in University programs of all kinds.

Accessible Customer Service and Accessible Built Environment

The Accessible Customer Service Standard will be enforceable on January 1, 2010. The Standard applies to the provision of goods and services to persons with disabilities when studying or visiting the university. An Accessible Customer Service Project Group has been formed with representatives from: Student Development Centre, Facilities Management, Recreation Services, The Centre for the Arts, Registrar's Office, Library, Community and Ancillary Services and Residences with the goal of drafting the policies, practices and procedures on behalf of the university for approval and the mandated documentation and reporting requirements to the Province. Ongoing training of all university staff, volunteers, contractors and any other people who interact with the public or with third parties on behalf of Brock, or who are involved in developing our policies, practices and procedures on the provision of goods and services is also mandated.

To support the Academic Plan 2014 in this area ensuring a welcoming and accessible campus for persons to be engaged in university programs while complying with the Accessible Customer Service Standard (January 1, 2010) it is recommended that:

*Beginning in 2010 establish a budget (5000.00) for the Accessibility Coordinator to meet the specific training requirements (development of online modules, training materials – fast fact sheets, pod casts etc) of the Accessible Customer Service Standard, the Information and Communication Standard, and the anticipated Employment Standard. The funds would be used by the department with the most applicable need – so for example Employment Standards –specific training information/modules may need to be developed to train staff on the accommodation of employees with disabilities, applicable policies, practices and procedures, etc.

*Continuation of FRP funding to remove physical and architectural barriers to ensure a welcoming and accessible campus for community members.

J. Off-Campus Living/Community Connections:

In support of the various experiential learning goals relating to Community Outreach that are outlined in the University's Academic Plan, Community Connections/Off-Campus Living will require the following annual resources:

Staff Salary - Off-Campus Living Coordinator \$45 000 (FT 12 Month)

(there is potential for this cost to be shared with Niagara College based on the joint Off-Campus Living program launched in July 2008)

Staff Salary - Community Service-Learning Coordinator \$50 000 (FT 12 Month)

(this position will look to bolster learning that occurs beyond the classroom. Examples of this type of programming include Community Service-Learning initiatives, and Living/Learning Centers, both on and off-campus.

I would also like to highlight the necessity of securing on-going funding for the **Student**

Leadership and Engagement Coordinator and the development of a **Centre for Student Leadership and Engagement**. This case for support has been submitted separately by the Student Development Centre.

It is anticipated that the programming and operational costs associated with these positions and the broader Community Connections activity centre will continue to be subsidized by the revenues generated by the Off-Campus Living Advertising Service.

K. Student Health Services:

As Brock looks ahead to 2014, the collective success of its academic goals and objectives will, depend on the collective health of its individual undergraduate and graduate students. Brock Student Health Services intends to play an active and proactive role in maintaining this health. We will do this by building on our current strengths of quality medical care, educational outreach, and collaborative research partnerships.

The University has been aware for several years of Student Health Services' desperate need for space and we are grateful for all the efforts to date on our behalf. As we engage in plans for 2014 it is evident that almost none of what we list below can be accomplished without 1,200 square feet of additional space. (\$300,000 - \$600,000)

Specifically, we perceive the need for support in the following areas. Each area will be indexed as to which of the one, or more, dimensions of research, graduate studies, teaching and learning, and community outreach it applies.

Graduate Studies /Teaching and Learning Strategic Support

Enhanced Medical Care for Graduate Students - Graduate students experience stressors specific to their educational situation. Student Health Services wants to increase its profile within the graduate student population and provide mental health support services in the form of a mental health nurse and/or psychiatrist. These services could also be accessed by undergraduate and international students.

Health Professional position: \$40,000.

We are currently running at maximum patient capacity and could not handle any increase in graduate student numbers without additional medical examination space.

As graduate student enrollment increases we will be required to increase our hours of operation over the summer months. Staffing would require a part time nurse for six weeks at a cost of \$6,000 and a part time administrative assistant for six weeks at a cost of \$3,000.

We would like to expand our services to students by engaging selected health care professionals such as a massage therapist and a dietician. This will support the goal of providing an educational experience of the highest quality.

Teaching and Learning and Community Outreach:

We need a part time position for a Health Educator with additional web support. Student Health Services would like to develop web-based health education packages for such issues as mental health, alcohol and drug abuse, travel medicine, nutrition and healthy eating and living away from home for international students. We will require sophisticated web support and development. These tools could be available to the wider

community through Brock's website. Such web based tools help to engage students in self-learning and self-care.

We have also included in our plan for additional space, a wellness centre, which would provide health educational support accessible to all Brock students. It would be advantageous for students to have access to a Wellness Centre where they would have access to valid health education and discuss their health concerns. The cost for a part time health educator \$30,000, web developer \$20,000, resources \$5,000.

Research and Community Outreach Strategic Support:

There is great potential for Student Health Services to collaborate with external research agencies, both public and private, thereby contributing to the University's strategic plan. Student Health Services would greatly benefit from access to a Research Facilitator/Coordinator. It is anticipated that this would be, at most, a one quarter time position. We are currently involved in collaborative research programs with the Regional Niagara Public Health, Ministry of Health and Long Term Care, and the American College Health Association. A Research Facilitator would enable us to increase the number of research projects with which we could be involved. This position would be essential if we are to capitalize on commercial intellectual property opportunities. The cost of this would be approximately \$20,000.

L. Matheson Learning Commons:

The development of strong academic programming in the Matheson Learning Commons is directly related to the teaching and learning goals in the academic plan. As a major focal point of informal learning on campus, the Learning Commons will be able to realize its potential with the addition of a position devoted to program development and coordination. Several other learning commons in Canada have such positions. For example, the Learning Commons at Guelph has some of the richest program offerings in the country, due in large measure to its Director of Learning Commons Programs position.

A position of this nature would require a minimum salary of **\$75,000**.

(Note: there is no overlap between this position and the responsibilities of the Learning Commons Manager who is focused on day to day operational activities).

b. **Peer Assistants.** Many of the services in the Matheson Learning Commons are delivered by student peers. An annual allocation of **\$75,000** would cover costs and allow for some limited program enhancement (e.g. Graduate student mentors; Supported Learning Groups peer mentors).

Equipment

The computers in the Matheson Learning Commons will need to be replaced at least twice during the period covered by the academic plan. Cost estimates for these replacements are roughly **\$300,000** (\$150,000 x 2).