

2020-2025 Strategic Mandate Agreement

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Ontario 
MINISTRY OF COLLEGES AND UNIVERSITIES

Brock
University

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Signing Page

2020-2025 Strategic Mandate Agreement

Signed Between

Brock University

And

Ministry of Colleges and Universities

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

SIGNED for and on behalf of Brock University by:


Shelley Tapp
Deputy Minister


Gervan Fearon
President and Vice Chancellor


Date

August 30, 2020
Date

This agreement focuses on performance-based funding associated with the institution's differentiation envelope and enrolment corridor funding. Special purpose/other institutional grants are not included as part of this agreement.

The Government remains committed to SMA3 (2020-25) and implementing the performance-based funding model for colleges and universities approved as part of Budget 2019.

Given the uncertainty regarding future impacts of the COVID-19 outbreak on the SMA3 metrics, the Ministry will delay the planned activation of performance-based funding for two years --Year 1 (2020-21) and Year 2 (2021-22) of SMA3. To determine how to link SMA3 metric performance to institutions' funding beyond Year 2, each year the Ministry will engage institutions through the SMA3 Annual Evaluation process to assess SMA3 metric performance for the current year; and, evaluate potential COVID-19 impacts on the SMA3 metrics for future years. This will include a review of the performance-based funding starting point proportion. Metric data collection, evaluation, and publication will proceed through the SMA3 period as planned.

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

Introduction

Preamble

This Strategic Mandate Agreement between the Ministry of Colleges and Universities and Brock University is a key component of the Ontario government's accountability framework for the postsecondary education system.

The Strategic Mandate Agreement (SMA):

- Outlines provincial government objectives and priority areas for the postsecondary education system
- Describes the elements of Ontario's performance-based funding mechanism, including the university's annual performance-based funding notional allocation for the five-year SMA3 period
- Establishes the corridor midpoint that will form the basis of enrolment-related funding over the five-year SMA3 period
- Supports transparency and accountability objectives, and
- Establishes allowable performance targets for 10 metrics upon which institutional performance will be assessed.

This SMA is for the fiscal period from April 1, 2020 to March 31, 2025.

Ontario's Objectives

SMA3s are bilateral agreements between the ministry and the province's publicly-assisted colleges and universities and are a key component of the Ontario government's accountability framework for the postsecondary education system. This cycle of agreements is focused on promoting accountability through transparency and a focus on performance outcomes. The following objectives underline SMA3:

- Increasing trust and accountability through transparency and improved performance outcomes in Ontario's postsecondary education system
- Reducing red tape by striking an appropriate balance between accountability and reporting through streamlined processes and a reduced number of metrics
- Incentivizing colleges and universities to redirect resources and invest in initiatives that result in positive economic outcomes
- Encouraging alignment of postsecondary education with labour market outcomes, and
- Incentivizing differentiation and specialization to support increased efficiencies.

Institutional Profile

The ministry recognizes the importance of supporting a differentiated system, and recognizing institutional specializations, as a means of enhancing efficiencies in the postsecondary education sector.

The Institutional Profile is intended to describe how the university's institutional mission and strategic goals support the priority areas of the Ontario government, as identified in this agreement. Institutions may also wish to include narrative related to the post-COVID-19 context for the institution.

Brock University is rooted in Niagara, Ontario and pursues a global reach through its leadership in teaching and learning; research, scholarly and creative activities; and support for the vibrancy of communities.

Established in 1964, the University today supports the educational and career aspirations of over 19,000 students through the efforts of dedicated scholars and staff members across six academic Faculties (Education, Humanities, Social Science, Mathematics & Sciences, Applied Health Sciences and Goodman School of Business) and numerous administrative units. It offers 150 undergraduate and graduate degrees, is home to 13 Canada Research Chairs and among Ontario's top 5 universities for the National 3M Awards for Teaching Excellence.

Brock contributes approximately \$640-million in annual economic activity¹ to the local region, and has a responsibility to help generate the talent, innovation and network capital to advance community progress and household prosperity. To help Brock move with certainty into the future, we have a new Institutional Strategic Plan. Titled "[Brock University: Niagara Roots – Global Reach](#)", it spans the period 2018 to 2025. The Plan was developed through consultation with hundreds of participants from across the University and neighbouring communities. These efforts led to four key strategic priorities being identified in the Plan, namely:

- 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 realization of these priorities will result in enhancements in student experience, research, scholarly and creative activities, and community engagement. With enrolment expected to surpass 21,000 by 2025, we are planning for greater graduate academic programming and research activities; increased representation of Indigenous students and underrepresented groups; improved recruitment and retention; and a higher proportion of international students. Brock will continue to nurture its excellence in teaching and learning, including all aspects of experiential education and work-integrated learning, as well work with business and community partners to meet local education and labour market needs. We will continue to contribute to regional community and economic development and maintain research capacity as a leading comprehensive university at the national and international level.

With the emergence of the COVID-19 pandemic, Brock University has faced and overcome enormous challenges and we expect this to continue as we move towards the recovery stage. Throughout the pandemic, we have been fulfilling our dual role as a postsecondary educational and regional community institution in our responses to COVID-19. We have and will continue to put our students first and to prioritize the health, safety and wellness of our students, faculty and staff. There will be challenges to achieving the metrics of this Strategic Mandate Agreement since the economic repercussions as a result of the pandemic will have an impact on factors such as

¹ https://brocku.ca/niagara-community-observatory/wp-content/uploads/sites/117/NCO_Policy-Brief_36-THE-BROCK-EFFECT-Final.pdf

enrolment, job placements for current students and graduates and overall student success. We will do everything we can to ensure the success of our students and Brock; however, broader economic conditions beyond our control will likely continue to have a significant and measurable impact on the university.

Performance-Based Funding

Notional Annual Allocation

For the 2020-2025 SMA cycle, Brock University's annual allocation of performance-based funding has been calculated by the ministry in accordance with the university funding model and Ontario's Performance-based Funding Technical Manual. Brock University's notional allocations will not be impacted by previous year performance, and will follow a graduated activation plan as follows:

	2020-21*	2021-22*	2022-23	2023-24	2024-25
Differentiation Envelope	\$19,082,011	\$28,868,594	\$38,655,469	\$48,442,343	\$53,335,781
Performance-based Grant	\$19,082,011	\$28,868,594	\$38,655,469	\$48,442,343	\$53,335,781

* Activation of performance-based funding will not be in place for 2020-21 and 2021-22. Thereafter, activation for the following years will be determined through the SMA3 Annual Evaluation process.

**Further details on calculations are available in Ontario's Performance-based Funding Technical Manual. The Performance-based Grant has been capped at the system-average annual proportion and residual funding remains part of the Differentiation Envelope. Notional allocation represents the Performance-based Portion of the Differentiation Envelope capped to the system-wide average.

***The notional allocations presented above are estimates based on 2019-20 final operating grant totals.

Institutional Weighting Strategy

The performance-based funding mechanism in this SMA enables institutions to assign metric weightings to reflect institutional strengths and differentiated roles in the postsecondary education system. Assigned metric weightings will impact performance-based funding on a metric-by-metric basis per the table below. Metric details are described in the following section.

Metric	Institutional Assigned Weightings & Notional Performance-based Funding									
	2020-21		2021-22		2022-23		2023-24		2024-25	
	Max 35%, Min 10%	Max 30%, Min 5%	Max 25%, Min 5%	Max 25%, Min 5%	Max 25%, Min 5%	(%)	(\$)	(%)	(\$)	
1. Graduate Employment Rate in a Related Field	10%	\$1,908,201	5%	\$1,443,430	5%	\$1,932,773	5%	\$2,422,117	5%	\$2,666,789
2. Institutional Strength/Focus	20%	\$3,816,402	20%	\$5,773,719	20%	\$7,731,094	20%	\$9,688,469	20%	\$10,667,156
3. Graduation Rate	10%	\$1,908,201	5%	\$1,443,430	5%	\$1,932,773	5%	\$2,422,117	5%	\$2,666,789
4. Community/Local Impact – Student Enrolment	35%	\$6,678,704	30%	\$8,660,578	25%	\$9,663,867	25%	\$12,110,586	25%	\$13,333,945
5. Economic Impact (Institution-specific)	15%	\$2,862,302	20%	\$5,773,719	20%	\$7,731,094	20%	\$9,688,469	20%	\$10,667,156
6. Research Funding & Capacity: Federal Tri-Agency Funding Secured	10%	\$1,908,201	5%	\$1,443,430	5%	\$1,932,773	5%	\$2,422,117	5%	\$2,666,789
7. Experiential Learning	--	--	5%	\$1,443,430	5%	\$1,932,773	5%	\$2,422,117	5%	\$2,666,789
8. Research Revenue Attracted from Private Sector Sources	--	--	5%	\$1,443,430	5%	\$1,932,773	5%	\$2,422,117	5%	\$2,666,789
9. Graduate Employment Earnings	--	--	5%	\$1,443,430	5%	\$1,932,773	5%	\$2,422,117	5%	\$2,666,789
10. Skills & Competencies	--	--	--	--	5%	\$1,932,773	5%	\$2,422,117	5%	\$2,666,789

Priority Areas and Performance Metrics

Summary

To support improved performance in key areas aligned with the Ontario government's priorities and objectives, the allowable performance targets will be set against metrics that measure institutions' effectiveness in addressing the evolving needs of the labour market, enhancing the skills and competencies of our students, and supporting a postsecondary education system that strengthens Ontario's economic competitiveness.

The combination of established targets and assigned metric weightings will be used for institutional assessment of performance through the SMA3 Annual Evaluation process.

Skills & Job Outcomes

This priority area seeks to measure and evaluate the university's role in supporting student and graduate outcomes and alignment with Ontario's economy. Metrics measure institutional commitment to areas of strength and specialization; students' preparation with the skills essential for employment; experiential learning opportunities; graduation; and positive labour-market outcomes for graduates, through the following performance indicators:

- Graduate Employment Rate in a Related Field
- Institutional Strength/Focus
- Graduation Rate
- Graduate Employment Earnings
- Experiential Learning
- Skills & Competencies

Economic & Community Impact

This priority area seeks to measure and evaluate the university's role in supporting Ontario's economy. Metrics measure the attraction of federal research funding; funding from private sector sources; the positive economic impact on local economies brought by students at an institution, and the differentiated ways institutions demonstrate economic impact, through the following performance indicators:

- Community/Local Impact of Student Enrolment
- Economic Impact (Institution-specific)
- Research Funding & Capacity: Federal Tri-Agency Funding Secured
- Research Revenue Attracted from Private Sector Sources

Productivity, Accountability & Transparency

To support the Ontario Government's objective of enhanced transparency and accountability, institutions will provide reporting data in the following areas which will not be tied to performance funding:

- Faculty Activity
- Faculty Compensation

Skills & Job Outcomes

Performance Metrics: Narrative

Metrics will be initiated over three years as new data is collected and validated. For 2020-21, allowable performance targets are calculated using historical data as per the Performance-based Funding Technical Manual.

For the remainder of the SMA3 cycle, allowable performance targets will be calculated annually as per the Performance-based Funding Technical Manual using the most recent historical data available for Brock University and included as part of the SMA3 Annual Evaluation process for performance-based funding. See appendix for details regarding historical data and annual allowable performance targets.

For the Skills and Competencies metric being initiated for performance-based funding in 2022-23, the Ministry of Colleges and Universities will apply a ‘participation weighting’ of 5% of annual performance-based funding notional allocation for all institutions. Institutional targets will not be set for this metric in SMA3. Participation will be validated and included as part of the SMA3 Annual Evaluation process for performance-based funding.

Graduate Employment Rate in a Related Field

Proportion of graduates of undergraduate (bachelor or first professional degree) programs employed full-time who consider their jobs either “closely” or “somewhat” related to the skills they developed in their university program, two years after graduation

Metric initiated in 2020-21

Narrative

Student success upon graduation and beyond is a significant area of focus for Brock. We have taken steps to identify specific competencies in academic learning that relate to career skills in the workplace, and we use this knowledge to assist students as they transition to the labour market. For example, our Skills Translation Coordinator has led a project to help students identify and integrate career-related skills and program-specific competencies and learn how to communicate them more effectively to employers. Brock has also made an effort to improve student knowledge and understanding of career options related to their area of study through the establishment of an innovative Career Zone starting in 2017 that has assisted students and employers with considering and mapping out potential career paths.

Since bringing together co-op, career, and experiential education under one office, we have seen a 700% increase in 1:1 student appointments with our career education team, having gone from 66 appointments in 2015-16 to 529 in 2018-19. In 2016, we hired a Career Curriculum Specialist who works with faculty and departments to embed career theory into the classroom, which encourages students to think about the skills and competencies developed in the classroom and their direct translation to the labour market.

Brock has also hired dedicated resources to support employer engagement and as a result saw an increase of 698% of employer engagement on campus, going from 18 in 2015-16 to 143 in 2018-19.

Brock has also grown the Plus programs which are co-curricular experiential learning programs to support student success. The Plus programs are four-year non-credit programs that support student career success concurrently with their academic study through job shadowing, networking with professionals, skills development workshops and community service projects. Students receive a co-curricular transcript for their participation. The Plus programs now include Law Plus and Lab Skills Plus in addition to doubling the enrollment for Med Plus.

Brock is currently in the process of launching *Talent Bridge*, a unique program² which supports new graduates as they obtain industry-specific training, licensing and tools required to bridge into high-demand industries. The first industry Brock will work with is the insurance industry. This program began in 2020.

Brock remains strongly committed to working with graduates as they transition to the working world and achieve their career goals. We are also working with the local Chambers of Commerce on labour market training and talent development needs. However, for this agreement we weighted this metric at 5% given its susceptibility to broader economic factors. Labour market performance and correspondingly student employment are significantly influenced by macroeconomic developments and trends beyond the control and actions of the University.

Source: Ministry of Colleges and Universities - Ontario University Graduate Survey

Institutional Strength/Focus

Health and Well-being through the Lifespan and Scientific and Technological Applications

Proportion of enrolment (FTEs, domestic and international, all terms for undergraduate students and Summer and Fall terms for graduate students) in an institution's program area(s) of strength

Metric initiated in 2020-21

Narrative

As the University has grown over the past 50 years, it has developed institutional strength and focus in the category of health and well-being through lifespan and scientific and technological applications. Brock has developed transdisciplinary areas that cross faculties and involve multiple departments and programs across the University, both at the undergraduate and graduate levels. These areas support each of the priorities in Brock's Institutional Strategic Plan.

Initially, traditional programs in physical education and psychology dealt with the physical and mental aspects of health. As the University evolved and new programs were introduced, the focus has shifted to health over the entire lifespan. Programs added over the years included kinesiology, inclusive and therapeutic recreation, community health, child and youth studies, and applied disabilities studies. More recently, new programs added include public health, professional kinesiology, a PhD in child and youth studies, and within the last year a new program in applied gerontology.

The strength of this growing area is also reflected in the community's desire to partner with Brock. We have agreements in place to collaborate with several local partners in the health and scientific sectors, including Niagara Health, Pathstone Mental Health and the Hotel Dieu Shaver Health & Rehabilitation Centre. The MOUs allow Brock to formalize partnerships, yield results, and set measurable goals and outcomes to be achieved by all the partners, working together to advance social and community development. These partnerships also expand co-creation of knowledge and provide valuable experiential learning opportunities for students. The hosting of the Canada Games in Niagara in 2021 also represents further opportunities for partnerships in our programs associated with sport and health.

Responding to the needs of the community, Brock has put a focus on expanding our scientific and technological applications programming. For example, there is demand in the Niagara community and beyond for a science program that is designed to give students the opportunity to learn outside the classroom and outside their textbooks. This is why we have created and approved a minor in engineering science that helps meet this demand. Students will undertake projects alongside local employers and local communities in every corner of the Niagara region, and gain practical real-world experience that will set them apart after graduation.

² <https://brocku.ca/brock-news/2020/01/brock-pioneers-breakthrough-to-link-graduates-with-employers/>

Given the prominence of these areas of strength and their alignment with the priorities outlined in the Institutional Strategic Plan, the University has weighted this metric at 15% for each year of SMA3.

Source: Provided by Institutions, validated by University Statistical Enrolment Report (USER)/Ministry of Colleges and Universities

Graduation Rate

Proportion of all new, full-time, year one university students of undergraduate (bachelor or first professional degree) programs who commenced their study in a given fall term and graduated from the same institution within 7 years

Metric initiated in 2020-21

Narrative

Brock University is committed to ensuring that students who begin their studies at our institution successfully complete them and achieve their academic goals. Our commitment to student success is reflected in our Institutional Strategic Plan priority to “offer a transformational and accessible academic and university experience.”

Brock set a goal to meet and/or exceed the provincial retention rate of 89.5% and graduation rate of 72%. We understand that supporting student success and retention takes a concerted effort from the entire Brock community. For this reason, Brock launched the BU 4U Retention and Graduation Grants in 2017, which provides funding for academic retention initiatives. The first year of the program resulted in initiatives that promoted experiential learning and skills tutorials for first-year students; graduation support for non-traditional and transfer students; and increased retention through intramural sport participation. Having impacted nearly 16,000 students in 2017-18, these retention grants continued into a second year with programs that enhanced accessibility, mobility, student-centered learning and pedagogy. The third year commenced in 2019-20.

Through these diverse initiatives, Brock has witnessed increased retention and graduation rates. The initiatives also prepare students to positively influence others, thereby producing spin-off effects that can in turn promote retention. Five key themes emerged as being the most effective methods to enhance student retention and graduation rates. Those were:

- 1) supporting academic success for first-year students;
- 2) providing regular and ongoing communication with students through various digital and social mediums;
- 3) increasing opportunities for positive social interactions amongst students;
- 4) increasing access to regular student support services; and;
- 5) fully supporting experiential learning and experiential education opportunities for students.

Armed with this information, Brock will continue to improve its retention rates and support student success. Brock is invested in the success of our students. As our University continues to grow, the opportunities and supports that we are able to offer our students expand as well. Brock remains committed to making continuous improvements over the long-term in order to provide an enriching learning environment that will allow our students to succeed as both Brock students and Brock graduates. Our long-term approach is why we have rated this metric at 5%.

Source: University Graduation Rate Data Collections

Graduate Employment Earnings

Median employment earnings of university graduates, two years after graduation

Metric initiated in 2021-22

Narrative

Brock's employment earnings two years after graduation are higher (\$40,820 for 2017-18, \$38,882 for 2016-17, and \$39,145 for 2015-16) than both the Niagara median income of \$31,601 and the Ontario median income of \$33,529.³ In Niagara, post-secondary educational attainment is lower than the provincial average. Post-secondary educational attainment for Niagara is 56.6% compared to 63.3% for Ontario and a University certificate, diploma at bachelor level or above is only 31.1% compared to 44.6% for Ontario.⁴ In such a climate, a university education at Brock provides even greater earnings potential and economic opportunity for residents of Niagara.

Brock supports graduates as they transition to the working world and pursue the economic opportunity that the region presents. Our Career Education office assists employers in recruiting students for full-time, part-time, new graduate, volunteer and summer positions. Approximately 15% of full-time undergraduate and graduate students are enrolled in one of our 40 co-op programs. To help ensure the University's cohort of graduates have the tools to put their best foot forward after earning their degree, Brock hosts a graduate send-off, which encourages third- and fourth-year students to explore available resources that will help them find a career that suits their interests, experience and skills.

The Niagara region is undergoing significant economic realignment in the manufacturing sector and is characterized by primarily small and medium-sized enterprises. As a response, we are working with local employers around the application of engineering sciences and established an entrepreneurship centre (Brock LINC) to be a catalyst for improved business competitiveness and job creation.

Brock is supporting economic development by offering programs that are in demand for the local workforce. As noted in SMA2, Brock's institutional strengths consist of degree programs in Health and Wellbeing across the Lifespan, Science and Technological Applications, Business, and Education. It is no coincidence that these align with the top 5 sectors by employment growth (2012-2019) in Niagara⁵, which are accommodation and food services; health care and social assistance; professional, scientific, technical service; educational services; and transportation and warehousing. It is evident that Brock is fulfilling the labour market needs of the region.

As noted above, Brock graduates are already doing well relative to the median incomes in Niagara and Ontario. However, due to the unpredictability of broader economic factors that can influence the labour market, we have decided to take a cautious approach to this metric and have weighted it at 5%. Nevertheless Brock remains committed to supporting our graduates in achieving success in the labour market.

Source: Educational and Labour Market Longitudinal Platform/Statistics Canada

³ <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/details/page.cfm?Lang=E&Geo1=CD&Code1=3526&Geo2=PR&Code2=35&SearchText=Niagara&SearchType=Begins&SearchPR=01&B1=All&GeoLevel=PR&GeoCode=3526&TABID=1&type=0>

⁴ <http://www.livinginniagarareport.com/learning-education-2017/levels-of-education-attainment-2/>

⁵ <https://niagaracanada.com/data/regional-quick-facts/>

Experiential Learning

Number and proportion of graduates in programs, who participated in at least one course with required Experiential Learning (EL) component(s)

Metric initiated in 2021-22

Narrative

In 1982 Brock University introduced its first co-op education program in accounting. Today this program is one of the largest co-op accounting programs in the province and its success has led to the introduction of experiential learning across the University that we see today. Currently, Brock offers co-op options in 31 undergraduate and 9 graduate programs across five faculties. Students apply for the co-op program of their choice directly from secondary school. With students entering a co-op program in first-year, this allows the office of Co-op, Career and Experiential Education (CCEE) to begin working with students early in their program of study to ensure that they are successful in attaining the full co-op advantage. The CCEE Office works to prepare the students for entry into the workforce (resume writing, mock interviews, etc.), and coordinates employer recruitment and candidate interviews.

The only faculty where co-op is not an option is the Faculty of Education since concurrent and consecutive teacher education students participate in practicum placements as part of their program requirements necessary for registration with the Ontario College of Teachers. These practicum placements are key to the training and education of teacher candidates achieving the necessary experience to be successful teachers following graduation.

Not only has the number of co-op programs grown, but Brock has also expanded the range of experiential learning opportunities that are available to students as they complete their studies. This list now includes 20 curricular and 7 co-curricular activities, recognized by Brock's Senate as fulfilling an experiential learning component of a degree program. Today, Brock has experiential education opportunities in 100% of its programs. It is the University's intention that every student will have experienced at least one type of experiential learning during the course of their studies.

For this metric, Brock will report on co-op, practicum and field/clinical placements completed by our students. Although experiential learning is a priority for the University, this metric is weighted at 5%. Brock has defined experiential learning to include a range of activities outside of the scope of this metric that we believe are also important and add value to the educational experience. We intend to grow and improve all of our experiential learning opportunities.

Source: Institutions

Skills & Competencies

Education and Skills Online: Random sample of students (domestic and international)

Metric initiated in 2022-23

Narrative

Brock is committed to ensuring that our students are equipped with the skills and competencies necessary to succeed in their careers beyond graduation. This is reflected in the Institutional Strategic Plan under our priority to "offer a transformational and accessible academic and university experience." Brock University will participate in the Education and Skills Online assessment.

Source: Education and Skills Online Assessment, Organisation for Economic Co-operation and Development (OECD)

Economic & Community Impact

Performance Metrics: Narrative

Metrics will be initiated over three years as new data is collected and validated. For 2020-21, allowable performance targets are calculated using historical data as per the Performance-based Funding Technical Manual.

For the remainder of the SMA3 cycle, allowable performance targets will be calculated annually as per the Performance-based Funding Technical Manual using the most recent historical data available for Brock University and included as part of the SMA3 Annual Evaluation process for performance-based funding. See appendix for details regarding historical data and annual allowable performance targets.

Community/Local Impact of Student Enrolment

Institutional enrolment share in the population of the city (cities)/town(s) in which the institution is located
Metric initiated in 2020-21
Narrative
<p>Enhancing the life and vitality of our local region and beyond is one of the four key priorities under Brock’s Institutional Strategic Plan. Brock University is committed to working with the Niagara community to respond to the needs of society, support growth and development, and strengthen community vitality and vibrancy.</p> <p>Brock University plays a key role as an institutional anchor within the Niagara region. The University leverages its resources to bridge relationships amongst community members and organizations and builds partnerships that support mutual goals. The University has established partnerships with a number of community partners (public and private) that seek to advance social and economic development.</p> <p>Approximately 75% of all Brock students come from outside the Niagara region, drawing talented students into the region. Brock graduates over 4,000 students each year, many of whom choose to stay in Niagara, contributing to the expansion and diversity of the talent and skills pool necessary for economic growth and prosperity. In addition, our continuing education programs offer opportunities for those already employed to return to school to upgrade their skills.</p> <p>Recently, Brock University established the Brock LINC which leverages the University’s resources in support of local businesses and serves as an incubator for students and community members hoping to initiate and expand their support for economic development in Niagara even further. The Brock LINC is dedicated to supporting applied research, entrepreneurship, commercialization and business start-ups in Niagara. It is expected the Brock LINC will play a transformative role in the economic development ecosystem for the local region.</p> <p>Given our strategic priority and focus to support community development, we have weighted this metric at the maximum amount.</p>

Source: University Statistical Enrolment Report (USER), Ministry of Colleges and Universities, Census Data/Statistics Canada

Economic Impact (Institution-specific)

<i>Co-op, Nursing and Teachers Education practicum student placements in Niagara</i>
Annual count of Co-op student and practicum placements in the Niagara Region
Metric initiated in 2020-21
Narrative
<p>Access to talent is often referred to as one of the biggest challenges for industry as well as a key economic driver for regional success. Brock has been working to support the career success of our students and building partnerships in the Niagara region supplying in-demand talent with career ready skills directly to industry. Since 2013, we have grown our diverse co-op offerings by 20% to a total of 40 major degree programs at both undergraduate and graduate levels across five Faculties. Brock’s co-op programs include 30% work experience during their academic studies and in general follow the accreditation standards for co-op programs according to Co-operative Education and Work-Integrated Learning Canada (CEWIL), the national accrediting body of postsecondary co-op programs. Our commitment to the local region has been the driving force to increase the number of paid co-op employment opportunities in Niagara. Our regional industry partners include all levels of government, large multi-national firms and small and medium-sized enterprises. We work closely with local associations across Niagara to ensure that our community has access to the talent they need; through our engagement with our local Chambers of Commerce, the Niagara Industrial Association and economic development agencies. In 2019, 442 co-op students from Brock completed work terms ranging from twelve to sixteen weeks of full-time employment in the Niagara region, which is accountable for over 30% of the overall population of co-op students on work terms that year. The University has experienced a 39% increase in the number of regional co-op hires compared to 2015.</p> <p>Moving forward, we continue to look at the labour market needs, the future skills required and emerging industries in a responsive way. Additionally, we continue to work with the non-profit sector in Niagara to ensure they have the talent and skills required to operate their much-needed services. As we expand into growth industries, Brock will ensure that our students can access well-defined, quality co-op programs that will prepare our students for the jobs of today and tomorrow and our employers with the early talent needed to succeed in a rapidly changing environment. In keeping with our Institutional Strategic Plan priority to “enhance the life and vitality of our local community and beyond”, we have decided to weight this metric at 20% in the first year.</p>

Source: Brock Co-op data warehouse; Practicum data housed by respective Faculty offices

Research Funding & Capacity: Federal Tri-Agency Funding Secured

Amount and proportion of funding received by institution from federal research granting agencies (SSHRC, NSERC, CIHR) in total Tri-Agency funding received by Ontario universities
Metric initiated in 2020-21
Narrative
<p>Brock University’s Institutional Strategic Plan elevates the aspiration to “Build Research Capacity Across the University” to one of Brock’s four strategic priorities. An explicit goal under this priority is to “grow application rates, success rates and overall income for grant applications,” which will require deepening the institution’s already strong and growing engagement with major Tri-Agency research funding programs. We expect this deepened engagement to result in even greater success in securing research funding.</p> <p>Through deliberate investment, graduate program development, and faculty and research staff hiring excellence, Brock University has greatly increased its research intensity in every respect over the past decade. From this strong basis of growth, Brock will enter a new phase of research intensification across all categories of activity.</p>

To maintain its position in Tri-Agency grant success, proportional to the Ontario average, and then sustain its upward trajectory Brock has implemented several strategies: 1) dedicating funding to support re-applications for unfunded grant applicants; 2) developing action plans to increase grant application rates based on Faculty and Department strategic plans and regular consultation; and 3) identifying significant grant opportunities that strategic investment can help secure. This strategy involves building around existing areas of strength, as defined in SMA2, while promoting and supporting scholarly and graduate training work that maximizes grant-winning prospects.

Brock University’s mix of disciplinary strengths adds nuance to its engagement with Tri-Agency programs; often the number of grants or the success rate of applicants is a more illuminating proxy for excellence when the dollar value of grants is known to vary by the discipline or the specific granting Council, rather than by the excellence and impact of the research. Brock will track a range of these indicators and maximize them strategically to support research excellence.

As Brock aims to improve its research excellence, it should be noted that Tri-Agency funding specifically is just one goal of our overarching Institutional Strategic Plan priority to build research capacity across the University. For this reason, we have weighted this metric at 5% as we will continue to take actions to improve research outcomes across the board.

Source: Tri-Agency Institutional Programs Secretariat

Research Revenue Attracted from Private Sector Sources

Research revenue attracted from private sector sources
Metric initiated in 2021-22
Narrative
<p>Brock University has a strong track record of research and innovation collaboration with the private sector, not-for profit community organizations and foundations as well as individuals and businesses. Most notably on the private sector side are the grape and wine industry, biomanufacturing, and health and sports industries. A 2016 report found that the Cool Climate Oenology and Viticulture Institute (CCOVI), which partners with the grape and wine sector on industry-driven research priorities, contributed more than \$91 million in economic impact to the Ontario economy in 2014-15.</p> <p>Recent investments in industry collaborations include the development of virology services at CCOVI, with associated progress towards a clean-plant program; the launch of the Brock Connect industry contact portal; the launch of Brock LINC; and the recently announced major investment in the Validating, Prototyping, and Manufacturing Initiative (VPMI). The VPMI will support research and development, innovation, and commercialization for businesses in the bioproducts, biosciences, bioagriculture and chemical manufacturing sectors.</p> <p>Moving forward, Brock will continue to seek out private sector partners to advance research and innovation and regional cluster development. This is strongly aligned with Brock’s Strategic Plan goal to support regional economic development and vitality. Brock’s recent investment in the VMPI is already evidence of our commitment to increasing our collaboration with private sector partners. Further leveraging Brock’s research capabilities in partnership with local businesses to promote business innovation, growth and productivity will be essential in achieving the goals and priorities of the Strategic Plan.</p> <p>We fully expect the VPMI to significantly improve Brock’s capabilities in attracting research revenue from private sector sources in the long-term. However, the VPMI will not be fully operational in the initial years of this SMA and will take time to be established; hence we have weighted this metric at 5%.</p>

Source: Council of Ontario Finance Officers (COFO)

Productivity, Accountability and Transparency

Reporting Metrics – Attestation

This priority area of the Ontario government supports the government’s goal of increasing trust and accountability through transparency and improved performance outcomes in Ontario’s postsecondary education system.

These metrics are not tied to funding, and are used to measure and report on the following indicators:

- *Faculty Activity*
- *Faculty Compensation*

Faculty Activity

Information regarding Brock University Faculty Activity will be made publicly available in Year 3 (2022-23).

Faculty Compensation

Information regarding Brock University Faculty Compensation will be made publicly available in Year 3 (2022-23).

Enrolment Profile

In addition to the performance-based funding outlined in sections above, institutions will receive enrolment-related funding through a funded corridor 'midpoint' to provide funding predictability to institutions. These enrolment corridor midpoints for universities were established as part of the 2017-20 Strategic Mandate Agreements (SMA2), and account for adjustments related to graduate expansion and teacher education achieved targets.

Corridor Midpoint

For funding purposes **29,118.94** Weighted Grant Units (WGUs) will be the corridor midpoint value for the five-year period from 2020-25 for Brock University. Enrolment-related funding will be distributed consistent with this level of enrolment and subject to the funding framework set out in the *Ontario University Funding Formula Reform Technical Manual, May 2017, Version 1.0*. Funding eligible enrolments are defined by the *Ontario Operating Funds Distribution Manual*.

2019-20 Midpoint (A)	2019-20 Funded Graduate Growth (Master's) (B)	2019-20 Funded Graduate Growth (Doctoral) (C)	2019-20 Teacher Education Growth (D)	2020-25 SMA3 Midpoint (A+B+C+D)
28,157.95	637.44	323.54	-	29,118.94

Note: The midpoints presented in this table were established using final 2019-20 enrolment data.

Projected Funding-Eligible Enrolments

Below is Brock University's projection of funding-eligible enrolments as of March 31, 2020.

	2020-21	2021-22	2022-23	2023-24	2024-25
Undergraduate FFTE	14,233	14,144	14,344	14,236	14,115
Master's FFTE	893	945	983	1,005	1,023
Doctoral FFTE	122	129	134	137	140
Total FFTE	15,248	15,218	15,461	15,378	15,278

Note: This table reports on Fiscal Full-Time Equivalents. These include all terms for undergraduate students and Fall and Summer terms for graduate students.

Projected International Enrolment

Below is Brock University's projection of funding-ineligible international student enrolments as of March 31, 2020.

	2020-21	2021-22	2022-23	2023-24	2024-25
Undergraduate FFTE	1,882	2,105	2,265	2,383	2,522
Master's FFTE	659	675	693	707	721
Doctoral FFTE	50	51	52	53	54
Total FFTE	2,591	2,831	3,010	3,143	3,297

Note: This table reports on Fiscal Full-Time Equivalents. These include all terms for undergraduate students and Fall and Summer terms for graduate students.

Appendix: Historical Data, Targets and Results

The following table will be refreshed annually by the ministry to display results from SMA3 Annual Evaluation process and update Allowable Performance Targets (APT) for the current year. The SMA3 Evaluation will occur every year in the Fall-Winter and the updated appendix will be made publicly available the following Spring. Please note that greyed out fields indicate metrics that will be initiated in later years of SMA3.

It should be noted that historical data reflects pre-COVID-19 context. Actual values achieved during the SMA3 period may include COVID-19 pandemic impacts.

Brock University													
SMA3 Metric	Historical Data			SMA3 Performance									
				2020-21		2021-22		2022-23		2023-24		2024-25	
				APT	Actual	APT	Actual	APT	Actual	APT	Actual	APT	Actual
1. Graduate Employment in a Related Field	2016-17	2017-18	2018-19	87.70%									
	87.27%	89.23%	88.52%										
2. Institutional Strength/Focus	2016-17	2017-18	2018-19	49.18%									
	47.03%	48.70%	50.50%										
3. Graduation Rate	2016-17	2017-18	2018-19	74.75%									
	73.87%	74.78%	75.76%										
4. Community/ Local Impact of Student Enrolment	2016-17	2017-18	2018-19	20.38%									
	20.24%	20.40%	20.66%										
5. Economic Impact (Institution-specific)	2016-17	2017-18	2018-19	1,596									
	1,614	1,577	1,637										
6. Research Funding & Capacity: Federal Tri-Agency Funding Secured	2016-17	2017-18	2018-19										
	\$4,346,768	\$4,842,015	\$4,908,478										
	0.68%	0.73%	0.72%	0.69%									
7. Experiential Learning	2016-17	2017-18	2018-19										
	#	#	#										
	%	%	%										
8. Research Revenue Attracted from Private Sector Sources	2016-17	2017-18	2018-19										
	\$	\$	\$										
9. Graduate Employment Earnings	2016-17	2017-18	2018-19										
	\$	\$	\$										
10. Skills & Competencies							Survey initiated	E.g. Yes					