

BUILD 2010

Brandon University: Innovation, Leadership and Development

The University Plan of Brandon University, 2010 - 2015

President's Greetings

This plan sets the course for Brandon University from 2010 through to 2015. The document is the culmination of much hard work on the part of four planning committees. Three university-wide sub-committees:

- Student Success;
- Research, Community Engagement and External Relations; and
- Infrastructure and Support

worked very hard for a number of months to provide helpful recommendations to the Strategic Planning Steering Committee which, in turn, produced the final plan. The committees were broadly-based and included faculty, students, and staff, as well as members of the board of governors, foundation, and alumni. I extend my heartfelt thanks to all of these individuals who committed to the task.

As well, many people made presentations both at the university internal consultations as well as consultations with our external constituencies and communities. A number of organizations allowed us to make formal presentations and seek input. Others sent letters and recommendations. Again, thank you for your cooperation and good ideas. All of this input has made this a better document.

We look forward to implementing the **BUILD 2010** plan and **building a better BU** for all of our constituencies.

On behalf of all of the planning committees, I present you with BU's roadmap to the future.

Best wishes,



Deborah C. Poff, PhD
President and Vice-Chancellor

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The Planning Context

Introduction

The *Brandon University: Innovation, Leadership and Development 2010 (BUILD 2010)* final report represents the significant work of three broad-based stakeholder sub-committees, as well as the work of the oversight planning committee. The membership of those committees is listed at the end of the main body of the report. This has been an exercise in consultation and inclusion. Throughout the process, numerous consultations were held for the BU campus community, the public and individual stakeholder organizations.

BUILD 2010 is a consolidated guide for Brandon University's continued success and growth in the future. In broad strokes, this will help navigate the next five years of our development. It will be followed by a detailed academic plan to be developed in the 2010-2011 year. The process for that academic plan will undoubtedly be different but the purpose of the plan will be similar: to situate Brandon University for continued success.

Our History

Brandon University's historical roots are deep. Founded in 1899 as a Baptist College, Brandon College was a liberal arts college offering some work in theology, a high school department, and a commercial department. A school of music was added in 1906. During the college's affiliation with McMaster University from 1911 to 1938, the School of Music's graduate diplomas in voice and piano attained a national reputation. The Knowles-Douglas Building, originally named the Brandon Citizen's Science Building was constructed in the early 1920s. Following affiliation with the University of Manitoba in 1938, music courses for credit towards B.A. and B.Sc. degrees were added. The Bachelor of Science degree was added in 1939. Brandon College offered the first B.Mus. program in Manitoba in 1963.

During the late 1940s, the social sciences were introduced. Training for high school teachers was added in 1952 and expanded to include training for elementary teachers in 1955. The Bachelor of Teaching program was added in 1969 and the first graduates of the program received their degrees in 1971.

In the late 1950s, a national program of university and college expansion gave rise to a sharply increased growth at Brandon College both in the number of students and faculty and the building of new facilities. The Arts and Library Building, later named the A. E. McKenzie Building in honour of a chief benefactor of the College, and the J. R. C. Evans Lecture Theatre, named in honour of former Brandon College President, Dr. J. R. C. Evans, were officially opened in 1961.

In 1962, the steam plant, Darrach Hall (men's residence), and the dining hall were completed. Added in 1963 were the Music Building and Flora Cowan Hall (women's residence). The Brandon University Gymnasium was opened in 1965.

On June 5, 1967 Brandon College became Brandon University through an Order-In-Council. Later that year, the Education Building opened its doors. A 10 storey, co-educational high-rise residence,

McMaster Hall was opened in the fall of 1971. The Jeff Umphrey Memorial Centre for Mental Retardation also opened in the fall of 1971 and housed a bookstore, bank, and a day care centre as well as the research centre on mental retardation.

The J. R. Brodie Science Centre was opened officially in May 1972. It has facilities for the departments of chemistry, physics, biology, geology, geography, mathematics and computer science, and psychology. In 1975, Bachelor of Arts (Specialist) and Bachelor of Science (Specialist) degrees were offered for the first time.

In early 1980, the Master of Music Degree Program was approved and in September 1980, the Applied Program commenced. The Master of Music (Education) commenced in September 1981.

In November 1983, a sod-turning ceremony was held initiating the beginning of the new Music Building erected to the south of the Western Manitoba Centennial Auditorium and west of the Arts and Library Building. In October, 1984, Her Majesty Queen Elizabeth II officially named the structure the "Queen Elizabeth II Music Building". Members of the Music faculty moved into the new building during the summer of 1985 and classes were held there in the fall.

In September 1986, classes commenced in the Department of Nursing and Health Studies program with 2-Year Post-Diploma Baccalaureate Degrees in Nursing and Mental Health. In 1990, the University introduced a major in Business Administration in the Faculty of Arts. Brandon University received its second masters program when the Master of Education program was approved in 1990. In 1991, a minor in Women's Studies was approved in the Faculty of Arts. In 1993, a minor in Aboriginal Art was approved. The expansion of the John E. Robbins Library was also completed in 1993. In September 1996, the 4-Year Bachelor of Science in Psychiatric Nursing was offered for the first time. This degree is now offered both onsite in Brandon and offsite to students in Winnipeg.

Beginning in the fall of 1994, the renovation and reconstruction of Clark Hall and the Brandon College Building, with the retention of the original façade, was initiated. This historic project was completed in the spring of 1997.

In 1997, the School of Health Studies was established and the 4-Year Bachelor of Business Administration was offered for the first time.

In 1998, Brandon University was given its own legislative act (the BU Act). In the same year, both a Master of Rural Development and the former Bachelor of First Nations and Aboriginal Counselling were launched.

In 1999, the University celebrated its centennial with the community at-large. To mark the occasion, both university and community members helped to excavate Prairie College, the University's original Baptist site.

The turn of the millennium sparked a decade of the addition of several new degree programs and offerings for the University. The Applied Disaster and Emergency Studies program that adopts a liberal arts and science approach to foster an appreciation for the interdisciplinary nature of this field was initiated in the fall of 2001. A Bachelor of Environmental Science, an innovative 4-year Creative Arts

program and a Bachelor of Fine Arts commenced in September 2003. In 2004, the University offered its own Bachelor of Nursing degree. In September 2005, the Council on Post-Secondary Education (COPSE) approved the expansion of Brandon University's Rural and Community Studies Program to include 4-Year honours, 4-Year major, and 4-Year minor Bachelor of Arts degrees, to complement the 3-Year B.A. program already offered in this subject area. With the addition of these degree programs, students can pursue Rural and Community studies from an undergraduate to Master's level at the university. Also in 2006, a B.A. in Liberal Arts and a B.A. in Interdisciplinary Studies were offered for the first time.

In 2007, the Bachelor of Physical Education Studies degree, which has a primary focus on preparing students for the teaching profession, and a major in Gender and Women's Studies were offered for the first time.

In 2008, the Departments of Zoology and Botany were amalgamated to create the new Department of Biology. A major and minor in Biology were subsequently approved in 2009. In 2009, COPSE approved a 3-Year and 4-Year minor in Creative Writing, a 4-Year Drawing Major, a 3-Year Drawing Minor and 3-Year Art and Visual Culture Minor.

In 2010, the Bachelor of First Nations and Aboriginal Counselling degree was revised and renamed the Bachelor of Indigenous Health and Human Services. In January 2011, the University will launch its fourth graduate program, a Master of Psychiatric Nursing. This will be the only one of its kind in Canada.

The campus has been enriched by the addition of the Health Studies Complex (2003), the Glen P. Sutherland Art Gallery (2006) – renovated from what was originally a bank building – and a new Physical Plant (2010). Each new building has combined the architectural richness of the University's historic buildings with modern style and amenities. As we complete this plan, we look forward to the construction of the Healthy Living Centre scheduled to open in 2012.

The University has a rich history of teacher preparation programs targeted towards Aboriginal, Hutterian and rural and remote communities across Manitoba. Graduates of the Brandon University Northern Teachers Education Program (BUNTEP) and the Program for the Education of Native Teachers (PENT) are working throughout the Province in such roles as classroom teachers, school administrators, Chiefs of Bands, or Superintendents of Education.

The Global Context

We live in a global, knowledge economy. The consequence of increased global expectations for a university educated population has changed the number and types of universities around the world. There has been tremendous growth of both public and private universities, including private-for-profit universities. Many countries have set targets as high as 50 percent of the population for post-secondary education. To meet higher expectations for a university educated population, many countries, like China, continue to build and expand university campuses, as well as send students abroad to acquire skills and degrees. In the United Kingdom, in the 1980s, a number of community colleges were transformed into polytechnic universities or more broadly mandated universities. Such changes continue to emerge in many countries around the world.

The Canadian Context

Canada too has embraced a knowledge economy and looks to its universities to educate Canadians and to create and disseminate new knowledge that will make our country competitive in research and development around the world.

As part of the federal agenda, the government of Canada introduced funding through the Canadian Foundation for Innovation in 1997 and the Canadian Research Chairs in 2000 to rebuild and enhance research, science and technology. As well, funding for infrastructure support has added physical capacity in many universities across the country, and the level of support for graduate education through the federal granting agencies has been significantly increased.

At the same time, Canadian universities are experiencing some significant challenges. These have been manifested through program closures, faculty and staff cuts, increased debt, and unfunded maintenance liabilities. In addition, some provinces have seen dramatic increases in tuition fees.

The Provincial Context in Canada

Several provinces have changed the mandates of community colleges to be degree granting institutions. In addition, provincial governments have created several new universities and have allowed private-for-profit organizations to offer degrees.

The job market increasingly demands undergraduate and graduate degrees as entry level credentials.

The consequence not only has resulted in more competition among colleges and universities, it has also blurred the differentiation of mandate and mission among institutions.

The Manitoba Context

Brandon University is one of the Province of Manitoba's seven public post-secondary institutions, including universities, university colleges and community colleges.

The decade-long tuition freeze and one-time rollback in tuition means that Manitoba has some of the lowest tuition fees in the country. In the past two years, there have been minimum tuition increases of 4.5 percent in 2009 and 5 percent in 2010, respectively. Throughout the past ten years, universities have been in a significant period of renewal resulting in increased competition for faculty of the highest caliber. Costly recruitment strategies such as higher salaries, start-up funds, technological and equipment upgrades and decreased teaching loads have become the norm. The past level of financial support has made it extremely difficult to remain competitive and will be an ongoing challenge throughout the duration of this plan if funding levels remain static.

Our Future

While Brandon University has rich traditions that have served us well as a small liberal education university with a reputation for personalized education, future success is not guaranteed. Despite our reputation and the addition of new programs, enrolment levels in certain programs are flat or declining. We need strategically to address recruitment and retention issues for our institution while working to expand our offerings in key graduate and professional studies areas.

We have a commitment to *education for all* as a social justice goal and a particular purpose with respect to the successful education of First Nations, Métis and Inuit students. However, we need to increase resources for access programs and student retention in order to fulfill this mandate.

We also need to continue to increase our success in areas of scholarly productivity.

In a context where differentiation among institutions has blurred, Brandon University needs to distinguish itself further in terms of excellence and relevance in research and education.

If we are to succeed, we need achievable goals and objectives that are aligned with our **BUILD 2010** plan.

Innovation

Universities are increasingly required to balance standards of excellence and traditions with renewal and change. **BUILD 2010** has incorporated the need for innovation in its very name. Brandon University must be nimble in seizing and creating new opportunities to enhance its operations and activities while preserving its strengths. The world of teaching and research is changing. Many faculty members at Brandon University recognize the necessity of increasing the number of graduate programs in order to preserve and enhance our profile as an institution with national and international research capabilities. As well, the residents in our communities require continuing education at the graduate level in order to continue to succeed in their careers and cannot and should not be forced to quit their jobs and leave their homes in order to acquire such education. Finally, new graduate offerings will also increase our success with federal granting agencies. Our ability to adapt, renew, and innovate will be a test of our ability to thrive during the second decade of the 21st century.

Leadership

As a public university in the second largest city in the province of Manitoba, Brandon University has a leadership role in university education, research and service. **BUILD 2010** speaks to that role in its direction and recommendations.

Development

Development is a process of growth and maturation. As an institution with a strong history and deep traditions, this plan builds on this history and expands opportunities for students to learn, for the creation of new knowledge and expertise, and for service to our communities.

Motto

Aletheuontes de en Agape - Speaking the truth in love

Mission

We promote excellence in teaching, research, creation and scholarship. We educate our students so that they can make a meaningful difference as engaged citizens and leaders. We defend academic freedom and responsibility. We create and disseminate new knowledge. We embrace cultural diversity and are particularly committed to the education of First Nations, Métis and Inuit people. We share our expertise and resources with the greater community.

What We Value

- Personalized education
- Excellence in teaching and research
- Creativity, performance and innovation
- Environmental sustainability
- Intellectual integrity
- Ethical practices
- Students, faculty, staff
- Collegial environment and accountable governance
- Open access coupled with the resources necessary for student success
- Recognizing and celebrating cultural diversity
- Our strong tradition of liberal education
- Academic freedom and its responsibilities
- Community engagement and partnerships
- Operational sustainability

Planning Recommendations and Implementation

The planning recommendations listed below have been synthesized by the Strategic Planning Steering Committee from the reports and recommendations from two of the three subcommittees (i.e. Student Success and Research, Community Engagement and External Relations). With respect to the Infrastructure and Support Committee report, the recommendations from that committee focused on methodologies for implementation.

Key themes and overall objectives have been organized thematically in the body of the report. As well, timelines and positions responsible for the implementation of specific goals are listed under the key themes and overall objectives in Appendix I. Because this is a university plan rather than only an academic plan, it falls under the purview of the Board of Governors and consequently will be submitted to the Board for its approval. This plan will be followed in the upcoming year by a detailed academic plan that will more fully involve our Senate. Implementation will be annually presented to the appropriate governance bodies. The plan will also be reviewed on an ongoing basis to assess progress and continued relevancy.

In addition, as noted by the Infrastructure and Support Committee in its report, infrastructure and support is often considered and funded separately from programming in a university. This is particularly true when infrastructure and support needs change or evolve while program funding remains part of the base operation of the university. Funding these changing needs is a constant challenge, particularly when choices must be made between funding mission-centered programming or the infrastructure and support that will enable it.

The sources of funding for infrastructure and support include the usual sources:

- Government grants including funding for new programs, research, and creation;
- Tuition and other fees charged to students;
- New revenue streams, such as fees charged to partner agencies or services provided to community clients;
- Reallocation of resources within the university – including reprioritization of funds in or between budget units or redirecting funding for services or programs no longer meeting university objectives. This is part of the operating budget development and prioritization process;
- Revenue potential inherent in the proposed change, such as additional tuition revenue from recruiting students or from providing services that enhance student retention;
- Business operations developed in conjunction with university services where profits can be directed towards operations. E.g. residence facilities that include hotel accommodation, convenience stores, and housing that combines the needs of students with community members;
- Full cost-recovery programming where students or sponsoring agencies pay all of the costs of a program. Currently, students pay 20-25% of the cost for most programming at BU.

The complete subcommittee reports are included in Appendices II, III and IV.

Thematic Key Directions and Objectives

Student Success

1. Develop best practices in all aspects of student recruitment
2. Enter into meaningful partnerships with surrounding school divisions for the purposes of supporting high school completion and improving student recruitment and student preparedness for transition to post-secondary education
3. Enhance and develop new policies and programs targeted toward the success of First Nations, Métis and Inuit students, as well as non-traditional learners
4. Modify scholarship policies and practices to realize the maximum recruitment and retention benefits for these funds
5. Expand and enhance support and retention strategies for students

Academic and Teaching Excellence

1. Utilize program review and curricular reform to meet the University's core mission
2. Support and improve the quality of teaching in all academic programs

Graduate Studies and Research Excellence

1. Establish new graduate programs in each Faculty/School
2. Enhance the roles and responsibilities of the Research Office
3. Optimize Brandon University Research Committee funds
4. Increase opportunities for undergraduate student research experience
5. Promote the research and creation activities of faculty members

Promotion and Accountability

1. Refine our message and forms of media communication
2. Refine the look and functionality of the University's website
3. Ensure institutional data are accurate, useful and available
4. Promote our strengths

Social Responsibility

1. Enhance our presence in the community
2. Identify and address the needs of our communities
3. Continue to develop our relationship with Assiniboine Community College
4. Be leaders in environmental stability and stewardship

Infrastructure and Support

- 1. Identify annually the infrastructure supports required to realize the key directions and objectives of the plan**
- 2. Review facilities requirements and prioritize over a 10-year time horizon**
- 3. Review staffing resource requirements and prioritize through 2015**
- 4. Create a prioritized campus plan for information technology through 2015**

Concluding Remarks

This is our plan for Brandon University for 2010-2015. It sets our course in terms of our values, mission and direction. It will be followed by a more detailed academic plan to be developed in the next academic year and it is to guide us through the contingencies of our existence for which we cannot always plan or predict. As with all university plans, this is a work in progress as Brandon University continues to evolve and develop on its own unique path.

Committee Structure and Membership

Strategic Planning Steering Committee

Dr. Deborah Poff (Chair)

Mr. Richard Lonstrup
Ms Laura McDougald-Williams
Dr. Scott Grills
Mr. Scott Lamont
Dr. Di Brandt
Dr. Robin Enns
Dr. Nancy Stanley
Dr. Pamela Rutherford
Dr. Philip Goernert
Dr. Michael Kim
Dr. Bruce Strang
Mrs. Sandy McMaster
Mrs. Linda Burrige
Mr. Stephen Montague
Mrs. Susan Smale

Infrastructure and Support Sub-Committee

Mr. Scott Lamont (Chair)

Dr. Deborah Poff (ex officio)
Dr. Austin Gulliver
Dr. Mary Malainey
Dr. Jackie Kirk
Ms Judy Marvin
Mr. Eric Platz
Dr. Peter Rombough
Mr. Grant Bastone
Mrs. Barbara Smith
Mr. Al Dunthorne
Mr. Bill Myers
Ms Jan Chaboyer

Student Success Sub-Committee

Dr. Scott Grills (Chair)

Dr. Deborah Poff (ex officio)
Mr. David Rowland
Dr. Dean Care
Dr. Lawrence VanBeek
Mr. Rainer Schira
Mr. Stephen Montague
Ms Jade Visser
Dr. Derek Brown
Mr. Chris Brown
Dr. Noreen Ek
Dr. Wendy McCallum
Dr. Shannon Gadbois
Mr. Paul O'Driscoll
Ms Brandy Robertson
Mr. Maurice Koschinsky

Research, Community Engagement and External Relations Sub-Committee

Dr. Deborah Poff (Chair)

Dr. Scott Grills
Mr. Scott Lamont
Mr. Nathan Peto
Mr. John Scott
Dr. Austin Gulliver
Mr. Jerry Storie
Ms Carla Eisler
Dr. Doug Ramsey
Dr. Helen Armstrong
Dr. Renee Robinson
Dr. Sheelagh Chadwick
Dr. Bernadette Ardelli
Ms Deborah Berkan
Ms Laura Balanko
Mr. Shawn McKinney
Ms Jenny Rockett

APPENDIX I

Key Direction: Student Success

Objective 1: Develop best practices in all aspects of student recruitment

Specific Objectives	Responsibility	Time-line
Develop a “best practices” model for recruitment/scholarship initiatives, including strategies for non-traditional learners ⁱ	Marketing Committee	To be completed by March 2011
Make First Nations, Métis and Inuit recruitment a priority by hiring a full-time recruitment/retention officer	Vice-President (Academic & Research), Registrar	To be completed by April 2011

Objective 2: Enter into meaningful partnerships with surrounding school divisions for the purposes of supporting high school completion and improving student recruitment and student preparedness for transition to post-secondary education

Specific Objectives	Responsibility	Time-line
Increase opportunities for high school students to access the University’s library resources	University Librarian	To be completed by November 2010 To be reviewed annually
Increase cooperation between elementary/middle years music students and the School of Music	Dean of Music, Department Chairs in the School of Music	To be initiated within the 2010-2011 academic year Ongoing To be reviewed annually
Increase targeted opportunities for children who face barriers to post-secondary education (e.g. Mini University)	Deans, Registrar	To be initiated within the 2010-2011 academic year Ongoing To be reviewed annually
Expand regional high school outreach programs that are effective for teachers	Vice-President (Academic & Research), Deans	To be initiated within the 2010-2011 academic year Ongoing
Improve recruitment of International Baccalaureate and Advanced Placement students	Registrar, Deans	To be completed by January 2011

Objective 3: Enhance and develop new policies and programs targeted toward the success of First Nations, Métis and Inuit students, as well as non-traditional learners

Specific Objectives	Responsibility	Time-line
Develop relations with First Nations, Métis, and Inuit alumni to mentor students	President, Vice-President (Academic & Research), Student Services	To be initiated within the 2010-2011 academic year Ongoing
Develop alternate delivery models to appeal to part-time learners	Vice-President (Academic & Research), Registrar, Deans	To be completed by November 2012
Seek funding for a multi-functional First Nations, Métis and Inuit Centre	President, Associate Vice-President (External)	To be completed within the 5-year plan
Develop a full-time Elder-in-Residence Program	Student Services, Vice-President (Academic & Research)	To be completed by April 2011
Develop Memoranda of Understanding jointly among First Nations communities to address shared challenges	President, President's Executive Council	To be completed by April 2011 To be reviewed annually
Develop funding proposals for access/transition year programs	President, Vice-President (Academic & Research), Deans	To be completed by April 2011
Review admissions practices and develop retention strategies to identify and support high-risk learners	Vice-President (Academic & Research), Registrar, Deans	To be completed by April 2011
Establish academic regulations requiring that all students receive feedback before the voluntary withdrawal date where appropriate	Vice-President (Academic & Research), Registrar, Curriculum & Academic Standards Committee	To be completed by April 2011

Objective 4: Modify scholarship policies and practices to realize the maximum recruitment and retention benefits for these fundsⁱⁱ

Objective 5: Expand and enhance support and retention strategies for students

Specific Objectives	Responsibility	Time-line
Provide training opportunities (time management, etc.) for students ⁱⁱⁱ	Student Services	To be completed by December 2011 Ongoing To be reviewed annually

Develop an “early warning system” to assist faculty to alert counsellors of absenteeism/academic distress.	Vice-President (Academic & Research), Deans, Faculties/Schools, Student Services	To be completed by April 2012
Develop a <i>collegia</i> space on campus for commuter students	Vice-President (Administration & Finance), Dean of Students	To be completed within the 5-year plan
Create space for academic Residence Advisor use	University Librarian, Dean of Students	To be completed by April 2011
Develop an advising package and training for faculty to support relevant departmental-based advising	Dean of Students, Deans	To be completed by April 2011

Key Direction: Academic and Teaching Excellence

Objective 1: Utilize program review and curricular reform to meet the University’s core mission

Specific Objectives	Responsibility	Time-line
Adopt literacy and numeracy as learning outcomes	Vice-President (Academic & Research), Deans, Faculties and Schools	Committee to be established by April 2011 To be completed by May 2012
Consider a common first-year experience	Vice-President (Academic & Research), Deans, Faculties/Schools	Committee to be established by April 2011 To be completed by May 2012
Develop targeted incentives to encourage the completion of four-year credentials	Vice-President (Academic & Research), Deans, Registrar, Senate Scholarship Committee	To be completed by September 2012
Consider modularized delivery options during the Fall and Winter terms	Vice-President (Academic & Research), Deans, Registrar	To be completed by April 2013
Establish and begin a cycle for program reviews ^{iv}	Vice-President (Academic & Research)	To be completed by April 2011 Ongoing
Review Academic Calendar, grading system, pre-requisite structures of majors ^v	Registrar, President’s Administrative Council, Faculties	To be completed by April 2011 Ongoing

Objective 2: Support and improve the quality of teaching in all academic programs

Specific Objectives	Responsibility	Time-line
Develop plans and fundraise for a new Science building	President's Executive Council, Dean of Science, Institutional Advancement	To be completed within the 5-year plan
Attend to teaching quality in the first-year student experience	Department Chairs, Deans	To be completed by January 2011 Ongoing
Expand asynchronous delivery options	Vice-President (Academic & Research)	To be completed by 2013
Expand opportunities for faculty members to develop skills as teachers and create a mentorship program (including peer evaluation)	Vice-President (Academic & Research), Deans	Ongoing

Key Direction: Graduate Studies and Support Research Excellence**Objective 1: Establish new graduate programs in each Faculty/School**

Specific Objectives	Responsibility	Time-line
Implement a Faculty of Graduate Studies	Vice-President (Academic & Research)	To be completed by April 2012
Develop graduate program proposals	Deans, Faculties and Schools	To be completed within the 5-year plan Ongoing

Objective 2: Enhance the roles and responsibilities of the Research Office

Specific Objectives	Responsibility	Time-line
Create the position of Associate Vice-President (Research & Dean of Graduate Studies)	President, Vice-President (Academic & Research)	To be completed by April 2012
Improve promotion of research excellence	Associate Vice-President (Research & Dean of Graduate Studies)	To be completed by December 2012 Ongoing
Investigate other funding opportunities within the private sector	President, Associate Vice-President (Research & Dean of Graduate Studies), Institutional Advancement	To be completed within the 5-year plan

Objective 3: Optimize Brandon University Research Committee (BURC) funds

Specific Objectives	Responsibility	Time-line
Increase the funds available to the Brandon University Research Committee	Associate Vice-President (Research & Dean of Graduate Studies)	To be completed within the 5-year plan Incrementally
Consider differentiated funding categories of BURC ^{vi}	President's Executive Council, Deans, BURC	To be completed by April 2013

Objective 4: Increase opportunities for undergraduate student research experience

Specific Objectives	Responsibility	Time-line
Develop opportunities for senior undergraduates to participate in faculty research programs ^{vii}	Vice-President (Academic & Research), Deans, Faculties and Schools	To be completed by April 2011 Ongoing
Develop targeted strategies to teach research skills across the curriculum	Vice-President (Academic & Research), Associate Vice-President (Research & Dean of Graduate Studies), University Librarian, Deans	To be initiated by April 2011 To be completed within the 5-year plan

Objective 5: Promote the research and creation activities of faculty members

Specific Objectives	Responsibility	Time-line
Encourage recognition of research in early-career faculty in workload assignment	Deans, Department Chairs	To be initiated in September 2010 Ongoing
Profile faculty with exceptional research and creation projects ^{viii}	Associate Vice-President (Research & Dean of Graduate Studies), Deans,, Communication Officer	To be completed by December 2010 Ongoing
Encourage recognition of community-based research in faculty tenure and promotion	Vice-President (Academic & Research), Deans	Ongoing

Key Direction: Promotion and Accountability

Objective 1: Refine our message and forms of media communication

Specific Objectives	Responsibility	Time-line
Review the structure of the communication office and create a communications plan ^{ix}	President, Communications Officer	To be completed by December 2010

Objective 2: Refine the look and functionality of the University's website

Objective 3: Ensure institutional data are accurate, useful and available

Specific Objectives	Responsibility	Time-line
Implement recommendations from the external review of data management ^x	President's Executive Council	To be completed by December 2010

Objective 4: Promote our strengths

Specific Objectives	Responsibility	Time-line
Create more feature articles for local media	Communications Officer	Ongoing
Publicize talks that have a public interest	Communications Officer	In progress Ongoing

Key Direction: Social responsibility

Objective 1: Enhance our presence in the community

Specific Objectives	Responsibility	Time-line
Work with the business community to attract residents to Western Manitoba	Presidents Executive Council	Ongoing
Create community participation plan ^{xi}	President's Administrative Council, Faculty, Staff	To be completed by October 2010 Ongoing
Build on the existing relationships with local municipal leaders	President's Executive Council, President's Administrative Council	Ongoing
Collaborate to host more community events	President's Administrative Council	Ongoing
Assess re-instatement of the "Open House" with a focus on interactive events.	President's Office, Vice-Presidents, Deans, Student Services, Faculty	To be completed by December 2011

Objective 2: *Identify and address the needs of our communities*

Specific Objectives	Responsibility	Time-line
Act as an advocate for a rural medical school	President, Vice-President (Academic & Research)	Ongoing
Identify the continuing education needs of local professionals	President's Executive Committee, President's Administrative Council	To be completed by May 2011
Develop educational opportunities for seniors	President's Administrative Council	To be completed by May 2011 Ongoing
Improve or enhance internship/co-op/service learning programs	Vice-President (Academic & Research)	Within the 5 year plan
Identify strategies to re-engage Alumni	Associate Vice-President (External)	To be completed by December 2011 Ongoing
Construct a residence/adapt facilities to be family-friendly and appropriate for Aboriginal, Métis and Inuit learners ^{xii}	President's Executive Council, Dean of Students	Within the 5 year plan

Objective 3: *Continue to develop our relationship with Assiniboine Community College*

Specific Objectives	Responsibility	Time-line
Develop more transfer and articulation agreements	Vice-President (Academic & Research)	Ongoing
Continue to develop joint recruitment strategies ^{xiii}	Registrar, Communication Officer	Ongoing
Explore potential for joint space (e.g., residences, research space)	President, Vice-President (Administration & Finance)	Ongoing

Objective 4: *Be leaders in environmental stability and stewardship*

Specific Objectives	Responsibility	Time-line
Conduct an infrastructure renewal and growth plan with environmental sustainability and greening initiatives	Vice-President (Administration & Finance)	To be completed by May 2011

Key Direction: Infrastructure and Support

Objective 1: Identify annually the infrastructure supports required to realize the key directions and objectives of the plan

Objective 2: Review facilities requirements and prioritize over a 10-year time horizon

Specific Objectives	Responsibility	Time-line
Conduct a campus-wide space audit ^{xiv}	Vice-President (Administration & Finance)	To be completed by May 2011
Consider the purchase of land as it becomes available for future expansion possibilities	President, Vice-President (Administration & Finance)	Ongoing

Objective 3: Review staffing resource requirements and prioritize through 2015

Specific Objectives	Responsibility	Time-line
Conduct bench-marketing exercise to evaluate support staff shortage ^{xv}	Vice-President (Administration & Finance), Director, Human Resources	To be completed by May 2011
Foster a supportive and respectful environment among faculty, staff, and students	President's Executive Council, Director, Human Resources, campus community	Ongoing

Objective 4: Create a prioritized campus plan for information technology through 2015

Specific Objectives	Responsibility	Time-line
Create a completely wireless campus	Director, Information Technology	To be completed by May 2011
Build on successful initiatives such as MRNET and CANARIE ^{xvi}	Director, Information Technology	Ongoing
Create a records management system and institutional repository	President's Executive Council, University Librarian	To be completed by December 2012

ⁱ Includes such activities as developing materials and events targeted for parents, expanding prospective student activities, improving Counsellor's Day and encouraging faculty visits to local high schools, etc.

ⁱⁱ Includes awarding scholarships earlier to realize recruitment benefits, scholarship offers to grade 11 students on basis of grades, rewarding continuing academic excellence, etc.

ⁱⁱⁱ Includes resources for learning skills

^{iv} Includes identifying and supporting the needs of adult learners and candidates for prior learning assessment

^v Includes annual review of syllabi

^{vi} Includes consideration of a dissemination line in funding and student research funding

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- vii Includes targeted strategies to teach research skills across the curriculum, including ethics and research integrity, the creation of a web-based undergraduate research journal, increasing recognition of undergraduate research experience, etc.
 - viii Includes using Alumni news and the website to recognize faculty research and creation success, as well as creation of a virtual campus tour and event calendar for the website
 - ix Includes promotion of the university, assessing media products such as the Factbook, etc.
 - x Includes resources for data analysis for student services and general capacity for the University
 - xi Includes parades, community events
 - xii Includes exploring partnerships to address housing needs
 - xiii Includes promotion of 2 + 2 programs
 - xiv Includes grounds, signage, beautification and parking
 - xv Includes consideration of a succession plan
 - xvi Includes developing and enhancing partnerships

APPENDIX II

Infrastructure and Support Planning Committee Report to the Steering Committee March 2010

The purpose of this committee is to develop an integrated, coherent and strategic plan that provides a framework to ensure adequate and effective resources with which to pursue the primary missions of the institution. Infrastructure and support is intended to include human, physical and financial resources.

Infrastructure and Support Defined

Infrastructure and support, for purposes of the work of this committee, must be defined broadly. In addition to buildings and equipment, operating procedures and policies, management practices, and transmission of information form part of infrastructure and support. In a sense, it is all that is not teaching and research, which are primary missions of the University.

Methodological Framework for Determining, Prioritizing, and Funding Infrastructure and Support Resource Requirements

All decision making exists within a context and framework, which is an amalgam of statutes, policies and experience. The principle statute that frames the authorities, responsibilities and roles for decision making at Brandon University is the Brandon University Act of the Manitoba Legislature.

The purposes and objectives of Brandon University are stated in the Act. The roles and powers of the University, the Board of Governors, the Senate, the Chancellor, and the President are clearly laid out in the Act and this forms the basis on which the University operates. Policy determination, administration and operating practices must reflect that framework. Sections of the Act are paraphrased.

Role of Board of Governors

Subsection 12(1) The board has overall responsibility for the University, and may determine all matters of university policy except those specifically assigned to the senate by this Act.

Subsection 12(2) details the powers of the Board of Governors.

Section 13

The board may delegate any of its powers or duties to any committee of the board or any person.

Role of Senate

Subsection 20(1) The senate is responsible for the academic policy of the University.

Subsection 20(2) details the powers of Senate.

Role of Administration

Section 23 details the duties of the Chancellor (*...titular head of the university... confer all degrees*).

Section 24 details the duties and powers of the President.

- (a) Shall have general supervision over direction of the operation of the University...*
- (b) Shall supervise... employees and students...*
- (c) ... make recommendations to the board or the senate...*
- (d) ... member of every committee of the board and the senate*
- (e) Has any other powers and duties assigned by the board.*

Policies and Procedures

Brandon University policies and procedures are determined by one of the three authorities listed above. All Board of Governors policies and procedures are approved by the Board, usually on the recommendation of a committee of the Board or Administration. All Senate policies and procedures are approved by Senate, usually on the recommendation of a committee of Senate or occasionally by Administration. Administrative policies and procedures tend to be operational and are developed in administrative offices throughout the campus. Administrative policies of broader application are made by the President's Administrative Council (PAC) and/or President and posted on the Brandon University Website, as a separate category, in conjunction with Board and Senate Policies. Administrative policies and procedures are not approved by the Board or Senate. The Board or Senate can choose to intervene in any matter over which the body has responsibility under the Act.

Authorities, Responsibilities, and Processes for Infrastructure and Support Determinations

While it is recognized that authorities and responsibilities are rooted in statutes and structures of different sorts, the long-held tradition in universities favours collegial processes by which information is gathered and ideas are vetted. The University values processes that invite ideas from all sources, levels, and areas of responsibility, including from students, to improve programs and services offered by the University. The University equally values the authorities and responsibilities of those assigned administrative duties to set parameters, guide processes, find resources, seek input, and to foster an environment that is encouraging, respectful, and receptive to community input. The expectation is that through these values and roles, decisions will be informed, understood, and determined by the appropriate body of authority, for the betterment of the University, within the collegial traditions.

To foster this type of decision making environment:

- Information must be gathered in a consultative way, with value placed in both diverse backgrounds and in those with detailed subject knowledge.
- Processes and information sharing should be as transparent as possible while respecting the occasional requirement for confidentiality, only as long as that protection is required.
- Collaboration and altruism are valued, while recognizing the role of individual responsibilities and disciplines.

Effective decision making will:

- Consider the broad impact of the decision on not only the immediate issue at hand, but also tangential impacts on other units and operations throughout the University and beyond.
- Consider the expected long-term effects of the decision on the University and re-evaluate the actual effects at a later point.
- Consider when urgency or opportunity have an over-riding impact on what would otherwise be used in the prioritization process.
- Consider the institutional mission, objectives and values and favour choices that will more likely produce outcomes that support the mission, objectives and values.
- Make use of objective and quantitative information whenever possible, while also respecting the qualitative impacts on the University.
- Attempt to balance objective pragmatism and humanity.
- Support institutional sustainability or be deliberately and explainably short-term.
- Undertake difficult tasks and difficult decisions that will take time and resources to accomplish when the expected outcome clearly aligns with University mission, objectives and values.
- Continually evaluate programs and services currently offered by the University to determine whether these programs and services still meet the needs of the university and align with University mission, objectives and values.

Decision processes are described as follows.

- Decisions that will impact all or a significant portion of the University should be discussed from the broadest base.
 - Regardless of where the idea originates, it should be directed to the office with most direct responsibility to implement the idea. This may be done by the originator or through a member of the President's Administrative Council (PAC).
 - Consultation should involve any areas of the University directly involved or directly impacted and be guided by the administrator responsible to implement the idea.
 - Fully developed plans should be considered by the PAC, representing all areas of the University. Members of PAC are responsible to identify, inform and include any affected people by the affected space modification. If administrative in nature, the decision should be made by the PAC and/or the President.
 - There are well developed practices and procedures for consideration of issues by the Board of Governors and Senate that will not be repeated here. Decisions properly the responsibility of the Board or Senate should be directed to the established practices and processes of these bodies.

- Decisions that will impact a smaller portion of the University should be discussed from a narrower base.
 - Regardless of where the idea originates, it should be directed to the office with most direct responsibility to implement the idea. This may be done by the originator or through a member of the PAC.
 - Consultation should involve any areas of the University directly involved or reasonably directly impacted and be guided by the administrator responsible to implement the idea.
 - Decisions involving use of buildings or modification of programming space in buildings should involve the administrator(s) responsible for the administration of the building, or portion of the building, who will be a member of PAC. That person is responsible to identify, inform and include any affected people by the affected space modification.
 - The decision is made by the person or administrative unit responsible to implement the decision.

Resourcing Infrastructure and Support Requirements

Infrastructure and support is often considered and funded separately from programming in a university. This is particularly true when infrastructure and support needs change or evolve while program funding remains part of the base operation of the University. Funding these changing needs is a constant challenge, particularly when choices must be made between funding mission-centered programming or the infrastructure and support that will enable it.

The sources of funding for infrastructure and support include the usual sources for all funding.

- Government grants including new programs and research
- Tuition and other fees charged to students
- New revenue streams, such as fees charged to partner agencies or services provided to community clients.
- Reallocation of resources within the University – including reprioritization of funds in or between budget units or redirecting funding for services or programs no longer meeting University objectives. This is part of the operating budget development and prioritization process.
- Revenue potential inherent in the proposed change, such as additional tuition revenue from recruiting students or from providing services that enhances retention of students.
- Business operations developed in conjunction with University services where profits can be directed to University operations. Examples of this include residence facilities that include hotel accommodation, convenience stores, housing that combines the needs of students with community members to provide better revenue streams throughout the year.

- Full cost-recovery programming where students or sponsoring agencies pay all of the costs of a program. Currently, students pay 20-25% of the cost for most programming at BU.

Infrastructure and Support Example Requirements

Infrastructure and support resources, while critical to the effective operation of any organization, are generally not described in the mission statement of the organization. In other words, the mission statement, objectives and values will be crafted to reflect the purpose of the organization. Then, infrastructure and support must be identified to surround and facilitate the mission, objectives and values.

Recognizing that perspective, the Committee felt that there are a number of latent needs, of an infrastructure and support nature, that seem apparent based on the existing Mission, Principles and Objectives for Brandon University (see Appendix). Partially to have some of those items identified, from the perspective of the participants of this committee, and partially to use the list to demonstrate the breadth of infrastructure and support needs of a modern university, the Committee has compiled an illustrative list for inclusion in the report. This list is not exhaustive, prioritized or resourced. The methodology described in this report is the recommended process by which appropriate lists of infrastructure and support resources will be produced and prioritized from time to time.

Residence Buildings and Housing

- McMaster Hall - major plumbing repairs
- The McMaster Hall residence rooms can be made into family type units by making two rooms into one by removing the non structural middle wall.
- Darrach Hall should be renovated/updated further.
- Student residences changed to accommodate the changing demographics of our students. Consideration given to either reformatting the existing residences or building an additional complex. With commercial real estate on the ground floor and family housing above, real estate revenue could offset rental costs for students.
- Adapt student housing to recognize the needs of mature students, Aboriginal students, and students with families. This may also attempt to facilitate students who do not know whether they will attend until the last minute, due to factors beyond their control, such as sponsorship availability.
- Affordable housing in Brandon is needed, for singles and families.

Teaching Space

- A teaching building with only classrooms would alleviate classroom shortages in most Faculties/Schools.
- Expansion to Health Studies building to allow for larger and more classrooms
- Arts requires greater access to larger classrooms – one with a capacity of 80 and another 120.

General Facilities

- Infrastructure renewal plan for existing buildings is needed
- More storage space on campus is required
- In this day and age, environmental sustainability and greening initiatives need to be considered for new and existing structures.
- Gathering and relaxation spaces are required to encourage students, faculty and staff to congregate and socialize.
- Employee wellness activity spaces are needed to facilitate programming.
- Sidewalks and roadways require constant monitoring to minimize the risk of slips and falls on campus.
- Desks and chairs that are modern and ergonomically designed are needed.

Programming Space

- Museums should be created to display geology collections, archeology collections, herbaria, fine art, valuable archives, historical school of nursing items, etc. If not a physical space, then a virtual museum could be created.
- Consideration should also be given to review the use of space, such as for the library. Does the library need the same amount of physical space as it did prior to the digital age?
- An archival vault designed to provide atmospheric control for archival collections, rare books, musical instruments and other sensitive collections.
- Off campus, face-to-face programming sites are needed to support rural students who cannot attend university in Brandon or Winnipeg.
- An Aboriginal Centre is needed on campus to attract and support Aboriginal students, faculty and staff. It would be a gathering place with a range of educational, social, cultural and political functions and services.

Grounds and Building Exteriors

- Aesthetic master plan for buildings and grounds on the campus that maintains consistency of the campus look (recognize history, environment, architecture, building materials, etc that will have a common themes that complement each other).
- Review exterior grounds and building signage.
- Planning for planting and landscaping around new buildings on campus must be done prior to the beginning of construction.
- Landscaping designs should include more xeriscaping/zeroscaping and more sustainable gardening practices.

Land

- BU should purchase land as it becomes available for future expansion possibilities
- Alternative parking models should be considered to maximize use of on-campus parking and minimize parking on neighbourhood streets.

Human Resources

- Create an Associate Vice-President of Research position
- More Support Staff is required to advance and support the vision/mission of the university. Positions like:
 - Staff to support aboriginal recruitment and retention success
 - Science lab technicians
 - Staff to support student services
 - Staff to support Moodle applications
- More staff is needed to clean and maintain both new and existing buildings and grounds.
- Succession planning for all employment roles at Brandon University is required.

I.T. Resources

- Add personnel for depth in I.T Services to cover systems and support.
- Explore inter institutional cooperation on managing ERP solutions. This will allow for better use of I.T. human resources to support BU applications.
- I.T Services strategic preference for future growth is an ERP solution rather than continuing to develop applications in house.
- Entire campus should be wireless.
- Staff is needed to support departments to administer departmental websites
- It is important to continue to support the successful initiatives such as MRNET and CANARIE
- Records management system for digital, paper and records in other media is needed. An institutional repository would also be useful. Staffing for these functions may also be required.

- Space on the website should be used to advertise successes and raise Brandon University profile.
- Current I.T services and procedures should be reviewed. Policies and practices should be employee friendly rather than bureaucratic (ability for faculty to post grades, gain access to printers, etc.)

Communications

- Better dissemination of information is needed i.e. what services are available on campus for our students, faculty and staff – the need to be more transparent and to promote better.
- Better internal sharing of information about BU Community activities and events are needed. There should be more opportunities to create and build “community” on campus.
- Brandon University Administration should consider creating an Administrative News Release publication in order to keep the university community informed about upcoming initiatives and pending decisions to allow the community to comment on these ideas.
- More detailed minutes for all meetings would provide better context and understanding of matters for readers who were not present.
- Better marketing initiatives are required to maximize the revenue potential from musical, athletic, literary, and other events.
- Investigate Podcasting applications for BU.

General Resource Support

- Mentor relationships for faculty would be beneficial. Existing systems could be expanded and new forms initiated.
- Each department should have its own online manual or posted instructions on how to use equipment to improve efficiency for faculty and support staff.
- Better planning is required to ensure there is adequate operating funding for cleaning and other operational requirements of new buildings prior to construction.
- There should be more cooperative efforts with ACC.
- Steps should be taken to foster a supportive and respectful environment on campus between faculty, staff, students and visitors. Steps should be proactive and nurturing rather than reactive, investigative and punishment based.

Student Attraction and Retention

- Need for greater support for Aboriginal students – both recruitment and retention.
- Add a First Nations Aboriginal Residence Assistant to assist Aboriginal students in residence to feel comfortable and succeed.
- Improvement is needed for providing services to students with disabilities.
- More child care is needed.
- Access to on-campus student health services should be addressed.
- Address the need to identify students who need extra help/support by either testing incoming students’ level of competency or implementing a “University One” type model.
- Work closer with high schools to help to better prepare students for university.
- Examine and improve current distance-delivery options to meet the educational needs of rural and remote Manitobans.
- Maintain close long-term relationships with alumni as a resource for students and as promoters of BU in the community.
- Food choice in Food Services is always a topic of discussion. Perhaps a campus advisory group could be formed to assist with ideas, promotion, complaints, and special needs of patrons.

Institutional Analysis

- Publication of the Brandon University Fact Book should continue in a consistent and timely manner. Proper input on content is required to ensure the right data is collected and reported in the right way. The Fact Book must be easily accessible.

- The Data Integrity Project, which will look at all Institutional data collection and reporting for Brandon University, will be an important initiative to ensure data is accurate, useful and available for management.

Science Building

- A new Science building is required. The planning and design should begin soon so that funding opportunities can be explored. All departments and interests in Science must be consulted in developing a comprehensive plan.
- While waiting for a new Science building, the existing lecture theatres should be modernized and made more functional.
- A third floor could be added to the library building to accommodate the Faculty of Science space needs as a new science building is built. That space can then be used to accommodate student services, the library or some other purpose.
- A potential medical building could be a compatible way to bring funding for new science facilities in the same building.

Medical School

- The University should work as an advocate for the medical school idea.
- Consideration should be given for enhanced interdisciplinary medical professional training (doctors, nurse practitioners, pharmacy) in conjunction with a medical school.
- A medical school building should be included in the plans.

Appendix

Vision:

“To become the choice for all students who seek access to a personalized, quality education.”

Mission:

Brandon University’s mission is to shape the whole person and enable students to make a positive difference as citizens and leaders. In a welcoming and supportive setting, the University emphasizes research, scholarship, critical thinking, performance, artistic creation, communication and participation, as a means of imparting value and meaning to society and contributing to the public good. The University nurtures and develops excellence in its programs, attracts an outstanding faculty, defends academic freedom, preserves knowledge, and sustains a scholarly community where cultural differences are valued. The University strives to complement its primary mission of teaching and research by sharing the expertise of its staff, its information resources, and its facilities with the greater community.

Principles:

- to promote quality in research, scholarship, and creative performance;
- to enhance critical thinking, creativity and innovation;
- to provide access to quality teaching and innovative learning programs;
- to encourage cultural diversity and understanding;
- to enhance the image and reputation of Brandon University nationally and internationally;
- to continue to enhance relationships with alumni and friends of Brandon University;
- to foster an environment where people work together and are motivated to succeed;
- to provide a positive student-life experience.

Objectives:

- to offer courses and programs in humanities, sciences, arts, and social sciences that form the basis for a liberal education;
- to build on the strengths of our professional programs in Education, Business, Music and Health Studies by developing additional opportunities to meet the growing needs in these specialized fields;
- to enhance programs for our rural, northern, Aboriginal and Hutterian students;
- to explore the creation of additional graduate programs;
- to introduce new articulated programs between the University and other post-secondary institutions;
- to encourage interdisciplinary, collaborative, and in-service learning programs of study and research;
- to enhance the institution’s research capacity and performance through a supportive environment that includes internal grants to faculty and students, as well as through administrative and infrastructure support;
- to increase the number and value of research funds from granting councils and agencies, and private sources;
- to enhance the University’s research reputation through the appointment of Canada Research Chairs;
- to ensure the integration of research into the University’s academic plans;
- to upgrade the University’s technological and physical infrastructure;
- to build relationships with government leaders and become more responsible for directing all aspects of the provision of a university education consistent with the University’s mission;
- to advance the University’s internationalization by raising the proportion of international students and facilitating faculty exchanges abroad;
- to foster community partnerships;
- to clarify, simplify, and improve policies and practices;
- to encourage good labour relations and professional development;
- to manage our enrolment so as to ensure the financial well-being of the University while delivering the highest quality of education to the largest number of students from as diverse background as possible;
- to improve student support initiatives;
- to utilize performance expectations to measure institutional quality and guarantee accountability to our stakeholders.

APPENDIX III

BUILD 2010 (Brandon University – Innovation, Leadership and Development)

Final Recommendations and Report

Research, Community Engagement and External Relations Committee

April 5, 2010

Canadian and US academics have proposed that the idea of academic scholarship should be seen to embrace ‘service to the community’ and ‘academic citizenship’...

Gibbons, M. et. al. (2001). Engagement as a core value for the university: A consultation document. In S. Bjarnason & P. Coldstream (Eds.), The idea of engagement: Universities in society (pp. 309-372). London, UK. Association of Commonwealth University

Background

As part of the university planning exercise for BUILD 2010, the university established a planning sub-committee entitled *Research, Community Engagement and External Relations*. The inclusion of the three topics in the mandate of this committee is in recognition of the overlapping purposes of public universities in the 21st century in engaging and serving communities and external stakeholders through knowledge creation, knowledge translation and knowledge mobilization. It is also in further recognition that external partners make some research possible and that partnerships make universities responsible and accountable, particularly in a democracy like Canada.

Having said this, universities also have the mandate to create what is traditionally termed “pure” as opposed to “applied” research – research which serves the human purpose of knowledge creation qua knowledge creation.

With these understandings in mind, this committee tackled all of these complex subject areas. The recommendations which follow are to be taken under advisement by the planning steering committee as it crafts the university plan for the years 2010-2015.

Academic Research Issues at Brandon University

Items prioritized by cost include: While the following items have been prioritized, they are not mutually exclusive. Success for any one item will impact success in others.

Establish new graduate programs in each Faculty.

The rationale for new graduate programs in each Faculty is that, generally speaking and particularly for the Sciences and to some extent for all disciplines, graduate programs are associated with higher success rates with the federal granting agencies for academics as well as higher reputation, recruitment and retention of productive faculty members and excellent students.

The federal granting agencies and MRIF all make reference to training of highly qualified personnel. For NSERC, CIHR, SSHRC and MHRC the training of highly qualified personnel has a direct impact on the success of the application. With respect to NSERC, it effects how the training of highly qualified personnel is evaluated. Evidence indicates that the rank order is: (1) graduate students in programs from home university; (2) graduate students from adjunct positions; and (3) undergraduates. MHRC does not make any allowances for undergraduates and only considers graduate students and clinicians as highly qualified personnel. Thus it is critical that we develop graduate programs for all faculties on campus.

Recommendations related to this recommendation include the following: (If we were to have graduate programs at BU, these are some of the benefits that might result.)

- Implement a functional Faculty of Graduate Studies including a Dean of Graduate Studies;
- Provide graduate education opportunities for Westman students;
- Investigate cost-recovery professional certificate programs;
- Consider an agriculturally-based program (graduate or undergraduate or both);
- Provide additional research and teaching capacity for the University; as most graduate students function as teaching assistants, this would provide a stream of highly qualified personnel with expertise for delivering quality laboratories and tutorials;
- Attract and retain high-quality faculty including Canada Research Chairs who need graduate students to maintain the productivity level that is the norm across the country and would contribute to the renewal success for our current CRCs;
- Attract international graduate students which would help increase the “internationalization” of BU;
- May need to add additional staff to co-ordinate and lead new programs. An alternative would be to provide the environment to instructional associates so that they made “upgrade” their skills to meet the changing needs.

1. Differentiate workload for faculty

Differentiated teaching workloads come with the acknowledgment that while the professoriate is required to participate in research, teaching and service as core duties of the profession, the distribution of workload varies by individual faculty member. Highly research productive faculty cannot be expected to have the same teaching load as highly productive teachers.

Recommendations related to this recommendation including following:

- Provide teaching workload reduction for active researchers;
- Require full teaching workload for those without a strong research portfolio;
- Provide reduced teaching load for new faculty appointments;
- Consider “tenurable” faculty teaching appointments;
- Provide sufficient staffing in each Department to avoid required teaching overload;
- Re-evaluate workload calculation;
- Departments / units should evaluate their program offerings. Can the programs be streamlined in a way that ensures a quality program yet allows important research time for faculty? Do all of the courses that are offered need to be offered?

2. Address staffing needs in the Research Office

The rationale for this recommendation is that research productivity requires the infrastructure support to assist faculty in realizing opportunities for access to research.

- Create an Associate Vice-President (Research) position with responsibility for Graduate Studies;
- Portfolio would include intellectual property, liaison with granting councils and Industry Canada; and lobbying for funds from the private and public sectors (which is the job of many VPs at universities across Canada);
- Administrative assistant(s) would also be needed as the research office is responsible for all research related activities including ensuring compliance with CCAC, ethics and biosafety;
- Enhance research funding success with granting councils.

3. Internal research grants

- Increase the funds available to BURC to \$200,000 per year;
- Create a seed money fund for new tenure track researchers;
- Have three categories of BURC: 1) an establishment fund for new tenure track researchers that is part of their start-up package (i.e., the funds are guaranteed to ensure that new faculty are productive), 2) an operating grant fund for individuals who have had success with external agencies but may require additional funds for larger projects, and 3) a bridging fund for those who have lost funding or need additional funding; or have been told they their grant was fundable but there were no funds;

- Researchers could apply to BURC for a limit of \$6,000 if students are involved;
 - BUSU/BU work study funding could be administered through the Research Office.
- 4. Create a “Dissemination line” in the Office of the Vice-President (Academic & Research)**
- Funds could be made available for supporting research activities of faculty members in special cases not otherwise funded;
 - Funds could cover travel costs associated with research.

Items prioritized with no direct cost implications include:

1. Recognition of Community-based research in Faculty Employment Structure

The rationale for this recommendation is that universities generally and Brandon University specifically understand traditional academic research and traditional peer-reviewed academic publications from such research better than community-based partnership research and the different timelines and venues for research dissemination from community-based research.

- The University needs to change how community-based research is evaluated for faculty members’ career decisions (i.e. promotion and tenure).
- 2. Promote and offer more opportunities for 3rd and 4th year students to participate in faculty research programs**
- 3. Increase awareness of the mentorship program for faculty**
- Build on the success of the Women’s Research Network;
 - Expand the practice of bringing external funding agencies onto campus.
- 4. Promote success of researchers/foster a research culture**
- Use the Alumni Magazine as a vehicle to promote research in the faculties;
 - Use webpage to recognize faculty productivity – e.g., success in research grants, publications in important scholarly journals.
- 5. Look at other funding sources for research (e.g. partners within the community/local organizations)**
- University should seek more funding opportunities within the private sector.

Community Engagement and External Relations

1. Improve marketing and communications

The rationale for this recommendation is that Brandon University does not promote the strengths of the institution well.

- Hire a consultant to review our current communications/community relations activities;
- Create a communications plan;
- Develop appropriate staffing model;
- Specific suggestions
 - Use appropriate and welcoming language;
 - Increase the number of features in the Brandon Sun – special interest stories;
 - Write copy-ready stories for the newspaper;
 - Better engage readers – change the angle of the stories, minimize logo;
 - Write about successes (e.g., scholarships and research);
 - Write about Outreach activities;
 - Better inform community about events on campus;
 - Better utilize regional newspapers and The Quill;
 - Consider style change in presenting campus events (e.g., the Saturday column about new businesses in the City);
 - Provide a school-specific list of successful scholarship and bursary winners to the high schools;
 - Advertise educational opportunities for seniors.

2. Website

The web is now the most important recruitment tool for most universities for recruitment of students and staff. We need to bring the website up-to-date as this is also the primary source of information gathering for the public.

- Change the decision making structure regarding the web;
- Specific suggestions:
 - Add music to the School of Music webpage.

The following items were discussed but not prioritized.

Improve or enhance internship/co-op models/service learning programs (for credit)

- Investigate service learning options in 2 or 3 departments (e.g. Business and Geology).

BU in the Community: Enhance our Presence in our Community

- Specific suggestions
 - Floats in parades;
 - University should work with the business community to attract more business to Westman;
 - Consider a BU road show – where faculty visit small communities.

Create new or enhance partnerships with community organizations

- Increase BU's political clout in Brandon and Winnipeg through various forms of engagement and leadership;
- Realize the great potential that exists with the emerging immigrant population in Brandon;
- Improve relationship with the City (BU and the City of Brandon to collaborate on such matters as social, environmental and cultural issues);
- Become a part of what is important to community members and integrate the University into its organizations;
- Improve dialogue/partnerships with First Nations communities/promote Aboriginal celebrations;
- Engage the university community and imbue a sense of pride for our university in faculty and staff.
- Specific suggestions
 - Examine community partnership opportunities (e.g. Investors Group and the Faculty of Arts – Keynote speaker) (joint planning of events);
 - Look at partnering with AMM – field work for students.

Host events

- Specific suggestions:
 - Engage stakeholders/community members to conduct work on campus (offer meeting spaces);
 - Host a Winter Festival venue;
 - Host Indigenous Peoples' Day event;
 - Host entrepreneurial fairs/events;
 - Host an Open House;
 - Publicize talks that have a public interest.

Continuing Education Options/community engagement

- Identify the continuing education needs of local professionals (e.g. Executive MBA, graduate programs);
- New program offerings to meet needs;
- Discover ways to re-engage Alumni (1970 on);
- Figure out how to better serve the people in our peripheral areas;
- Fill the need for young individuals trained in public administration rural development.

Address the housing shortage

- Adapt student housing to accommodate mature students/Aboriginal students/families;
- The University needs to address housing needs. It would be very beneficial to offer residences which experiment in good living and well-being. It was noted that partnering with the Brandon Friendship Centre may be a future option;
- Specific suggestions:
 - Major fundraising campaign – Living and Learning Centre;
 - Investigate McKenzie Seeds housing development.

Better service for our rural and northern communities

- Improve distance-delivery options (rural and remote Manitoba)/recognize the educational needs of rural and northern students;
- Examine current distance-delivery tools and methods (e.g. video conferencing, Moodle, face to face modularized curriculum, etc.);
- Specific suggestions:
 - Investigate Podcasting;
 - Investigate e-ambassadors.

Signage

- Specific suggestions:
 - large electronic sign at the corner of 18th & Victoria Ave. to replace the *Something Special* sign. This could advertise Bobcat games, School of Music events, Mini-U, speakers, orientation, convocation, etc., It would be very visible and inviting as the community would be continually see the different activities that are occurring on campus on a regular basis;
 - Two or three large signs/maps on campus that show people where to go as soon as they get here, such as a "You are Here" map showing the different buildings, etc.;
 - Information Desk to direct people who have basic questions as soon as they get on campus;
 - Signage – outlining current events e.g., LED sign.

APPENDIX IV

BUILD 2010
Final Report
Student Success Committee
April 05, 2010

Committee Membership:

Chris Brown	Wendy McCallum
Derek Brown	Steven Montague
W. Dean Care	Paul O'Driscoll
Shannon Downey (Recording Secretary)	Brandy Robertson
Noreen Ek	Rainer Schira
Shannon Gadbois	David Rowland
Scott Grills (Chair)	Lawrence VanBeek
Maurice Koschinsky	Jade Visser

Executive Summary:

The Student Success Committee considered a wide range of issues and concerns related to the broad areas that are a part of student success. The list of objectives and recommendations below reflect areas around which there was considerable agreement on the part of committee members. In developing its recommendations the committee consulted with students, staff and faculty. Specific recommendations vary greatly relative to ease of implementation, timeline to completion and the resources required for each. The committee's recommendations are wide-ranging and far reaching. Nevertheless, there is general agreement that the following areas are those that require attention with the highest level of priority:

1. Create enhanced conditions for student retention (i.e. from admission to credential completion) through dedicating resources to expanded learning skills, writing skills and research skills initiatives.
2. Improve student retention through targeted attention to the first-year experience of students, including curricular design, appropriate social and cultural support, and appropriate supports for at-risk students as identified at admission and in the first term/year of study.
3. Improve student recruitment and retention through a significant revision of scholarship policies and procedures such that Brandon University is competitive with our peer institutions.
4. Increase the retention of non-traditional learners through securing the resources required to establish an access program. Specific attention to the needs of aboriginal students, single parents, and part-time learners is required. Relatedly, the absence of a family -friendly residence is a shortcoming requiring remediation.
5. Improve student recruitment and retention through a process of on-going curricular revision and review to ensure that our academic programs are high quality, relevant to our learners, and meet the needs of our communities.

Committee Recommendations

Objective:

Brandon University will enter into meaningful partnerships with surrounding school divisions for the purposes of supporting high school completion and improving student recruitment and student preparedness for transition to post-secondary education.

- Increase opportunities for high schools students to access BU's Library and library resources. (Head Librarian)
- Expand BU participation in Brandon and Regional Science Fairs. (Dean of Science)
- Increase cooperation between elementary/middle years music students and the School. (Dean of Music and Chairs)
- Increase targeted involvement of children whose family of origin faces additional barriers to PSE. (Deans/Registrar) (e.g. Career Trek; Mini University)
- Expand and coordinate a regional high school outreach program that works cooperatively and effectively with teachers. (V.P. A&R/Deans).
- Improve recruitment of IB/AP students within the BSD. (Registrar/Deans)
- Strengthen relations with the Brandon School Division (and those Divisions in close proximity BU), including but not limited to IB and AP programs, dual credit courses, and general supports/relationships that promote post-secondary education. (Deans, Registrar)
- Continue, review and expand Guidance Counselor day. (Deans)
- End Prospect fee and plan the event such that students are not expected to take a day off school. (Dean of Students)
- Enhance partnerships with school divisions to support EAL learners bound for PSE. (Deans)

Objective: Brandon University will develop "best in industry" practices in all aspects of student recruitment.

- Develop materials and events that target the parents of prospective students. (Registrar/Dean of Students/Marketing Committee)
- Host a joint alumni and recruitment office event, where alumni bring grade 10/11 students to campus. (Acting Director, Int. Adv. & Registrar)
- Re-instate the "Open House" with a focus on interactive events. (President's Office/V.P. (A&R), Deans, Student Services)
- Make BU's unique position as a small, community university that can access a world of resources the heart of our marketing message. (Communications Office, Marketing Committee)
- Hold a targeted recruitment reception at University House in the Fall. (President's Office)
- Directly promote 2+2 and other laddering programs. (Registrar)
- Expand Prospect and target major events in Brandon as a "Prospect" opportunity. (Dean of Students/Registrar)

- Offer prospective students an opportunity to experience the hands-on aspect of university life (e.g. geology, archeology, biology). (Registrar/Dean of Students/ Deans)
- Review admissions practices for the purpose of supporting high risk learners as they begin university. (Director of Admissions; Deans; Registrar; Dean of Students)
- Update Calendar language to ensure that it keeps pace with changes in the Manitoba curriculum. (Director of Admissions).
- Ensure that all of those with advising responsibilities receive adequate training and support to fulfill their responsibilities. (Deans)
- Develop resources and training for support staff to more effectively answer questions that may come to them. (Learning and Development Officer/HR)
- Support recruitment/retention via Facebook, Twitter, and Video. (e.g. YouTube) (Recruitment Officer/ Communications)
- Develop Recruitment material and resources that target non-traditional learners. (Registrar/Recruitment Officer/Communications)
- Develop degree plans and alternate delivery models to appeal to part-time learners. (Registrar/Deans)
- Reflect the age diversity of our students in our recruitment and publications. (Registrar/Communications)
- Develop a virtual tour of campus. (Director IT, Registrar, Dean of Students)
- Contract with a marketing consultant for the purposes of developing a “best practices” model for recruitment/scholarship initiatives. (President; Communications Officer)
- Enhance recruitment support on web. (Director of Admissions, Registrar, Director IT)
- Promote the involvement of first-year students in Prospect.(Dean of Students)

Objective: Brandon University will modify its practices and policies relative to scholarships for the purpose of realizing the maximum recruitment and retention benefits for these funds.

- Move our scholarship processes forward to realize a recruitment benefit. All major scholarship commitments to be made and in student’s hands by Jan 31. (Registrar’s Office/ Senate/IT)
- Amend scholarship policies and procedures to ensure that scholarships at BU serve a meaningful recruitment function. (Registrar/Senate)
- Make firm scholarship commitments to students on the basis of grade 11 grades, minimally at a level represented by U of M. (Registrar/Senate)
- Amend Board Scholarship policies to provide full scholarship awards for students who maintain academic excellence throughout their undergraduate degree (e.g. 4.0 average). (Scholarship Committee, Senate, Board)

Objective: Brandon University will expand and enhance academic support for students in the areas of Student Services, Library and Transition to University

- Recognize the importance of supporting students in developing appropriate time management skills, learning skills, financial management skills and life skills as a part of student success. (Faculties, Student Services)
- Dedicate additional resources to learning skills and transition to university issues as current levels are not adequate for the needs of students and the university. (PAG)
- Implement an “early warning system” whereby faculty alert counsellors of absenteeism/academic distress. The committee stresses the importance of identifying early first-year students in need of assistance. (Faculties/Student Services)
- Develop a *collegia* space on campus for commuter students. (Dean of Students)
- Expand the availability of academic RA’s through cooperation with the Library for space and access. (Librarian/Dean of Students)
- Develop an advising package and advising training and make it available to faculty, to more effectively support a move to departmental-based advising. (Dean of Students)

Objective: Brandon University will enhance existing and develop new policies, programs and programs targeted toward the success of Aboriginal learners

- Develop relations with Aboriginal alumni and encourage mentoring of new students. (Alumni Office/Students Services)
- Develop Recruitment material and resources that target non-traditional learners. (Registrar/Recruitment Officer/Communications)
- Make aboriginal recruitment a priority by hiring a full-time recruiter with primary responsibility for this portfolio (Registrar)
- Hire a full-time Elder-in-residence. (Student Services/Arts/Health Studies)
- Construct a residence that is family-friendly and appropriate for aboriginal learners. (V.P (A&F); Dean of Students)
- Develop formal MOUs jointly with Bands to address some of the existing challenges. (President’s Office)
- Develop funding proposals for access/transition year program. (PAC)
- Seek external resources to fund an Access program/transition year for non-traditional learners. The purpose of the program is to allow for a pre-university year to close the gap between the level of preparation of the learner and requirements for success in first-year. (Deans; V.P. (A&R))

Objective: Brandon University will support and improve the quality of teaching in all of its academic programs.

- Attend to the quality of the first-year experience in the assignment of workload to ensure that first-year courses are taught by the best teachers available within the department/program. (Departments Chairs/Deans)
- Expand asynchronous delivery. (e.g. Podcasting, OneNote, Illuminate, advanced Moodle) (VP (A&R))
- Expand opportunities for faculty members to further develop skills as teachers. (V.P (A&R); Deans)

- Improve opportunities for peer mentoring of newly appointed faculty, peer mentoring and peer-based reviews of teaching. (Deans)
- Work with BUFA for greater recognition in CA for teaching enhancement and workload recognition.(BU/BUFA)
- Ensure that department Chairs review syllabi for all courses prior to implementation to ensure compliance with university policy, and to facilitate departmental level considerations of program consistency and effectiveness. (Deans, Department Chairs)

Objective: Brandon University will effectively utilize curricular reform and program review for purpose of meeting the University’s core mission.

- Adopt a “writing across the curriculum” model, where faculties and Deans are responsible for incorporating literacy education within existing degree structures. (Deans/Faculty)
- Consider a “University-One” like experience where program decisions and admission are based upon the common experience of “first-year.” Effective implementation may require provisional admission and would require curricular revisions to existing major/minors.(Deans, Faculties/Schools, Senate)
- Develop targeted incentives to encourage the completion of four-year credentials (e.g. targeted scholarships awarded prior to Jan 31 of year three. (Deans, Registrar, Scholarship Committee, Senate)
- Offer modularized delivery options during the Fall and Winter terms (as pedagogically appropriate). (Deans)
- Attend to the importance of ethics education for all BU students. (Deans)
- Complete timely, constructive and effective program reviews for all degree programs. (V.P. (A&R))
- Reinforce the needs of part-time learners in curricular design, workload assignment and course offerings. (Deans)
- Review our grading system as appropriate relative to provincial and national reference points. (Registrar)
- Develop targeted strategies to teach research skills across the curriculum (Library, Deans)
- Develop targeted promotion and recognition of the undergraduate research experience at Brandon University (Recruitment; Deans; Marketing Committee)
- Consider the creation of a web-based undergraduate research journal. (Deans, V.P. (A&R))
- Target a portion of BURC funds for student research experiences. (BURC)
- Review the Calendar to ensure that courses not offered recently (e.g. 5 years) are removed. (Registrar)
- Review the pre-requisite structure of each Faculty/School to ensure that it is appropriate generally and for all courses. (Academic Deans)
- Establish Academic regulations requiring that all students receive feedback before the voluntary withdrawal date, so that students have an opportunity to determine their chance at success in all courses at the 100 and 200-level. (Registrar; C&AS)
- Dedicate additional resources to a full-time data analysis position to give institutional priority to the measurement of student success supported by. This position will play an important role in supporting enrollment management and the establishment of recruitment and retention targets. (Registrar; PAG)