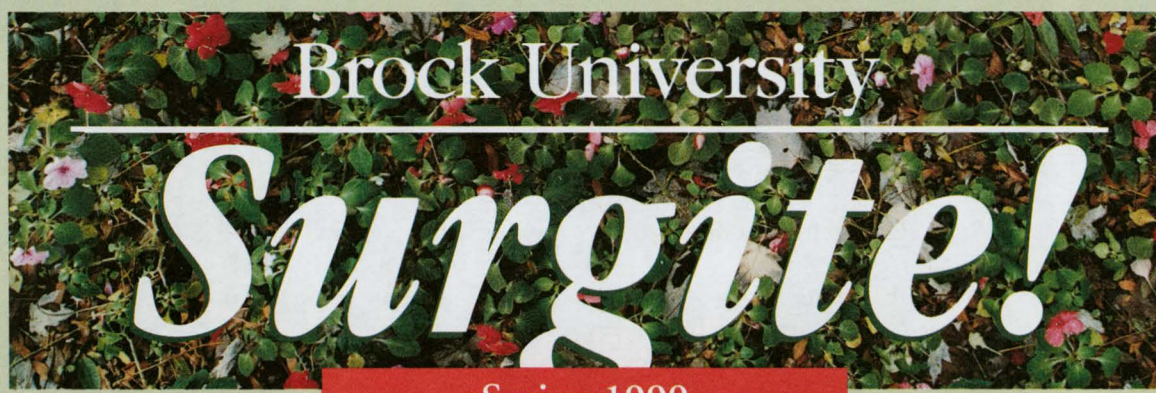


Vision For The Future

Special pullout
section



Students win
Gold Medal
Brock Briefs – page 6

A quarterly publication for graduates and friends of Brock University
Surgite!/sur-gi-tay/Latin for "Push on!" The inspiring last words of Maj.-Gen. Sir Isaac Brock

Grads leave mark around the world

Once again, we want to share with you the experiences of Brock graduates living and working around the world. Coincidentally, from our latest request, we received mail from graduates currently living in New Zealand.

Leslie Raymore Watson (BRLS '90)

After graduating from Brock in 1990, I completed a Master's and PhD degree, at the Pennsylvania State University, on the developmental aspects of leisure behaviour. While in a social psychology doctoral seminar at Penn State, I met John Watson, my future husband, who is from the Ellicottville, N.Y., area.

In June 1994, I began my academic career as an assistant professor at Lincoln University in Christchurch, New Zealand, and waited patiently in N.Z. while John finished his PhD in marketing at Penn State.

I made many trips back to North America in the meantime, including a two-week holiday in 1995, during which John and I were married on Canada Day. John arrived in New Zealand, in February 1996, and our son, John "Buzz" Watson, was born in January

1997. Parenthood has been a wonderful experience!

We make frequent trips to North America and originally intended to move back "home," but we love the lifestyle, people, and terrain on this South Pacific island and have put permanent return plans on hold.

My academic career has progressed well. I've published a range of academic works internationally in the areas of human development and leisure studies, and in 1998, I was awarded the Lincoln University Special Achievement Award in Teaching.

John and I are expecting our second child in June, after which time I will leave work for eight months, returning half time on a permanent basis in 2000.

I'd love to hear from old friends. My e-mail address is: raymorel@lincoln.ac.nz



More grads on page 3

Leslie Raymore Watson walks on the beach in New Zealand with her husband John and son John.

Harrison Hall a living legacy

On February 11, Bernard Harrison carefully cut the ribbon to officially open and dedicate Harrison Hall, the new building for the Student Health Services and Athletic Therapy Clinic on the Brock campus.

The former demonstrator in Brock's Physics department donated his house to the University on the basis that the proceeds be used to help complete the financing of the new building. The St. Catharines resident is the most generous individual donor to Brock with gifts and pledges that exceed \$1 million. He has worked with the Office of External Relations for more than a decade to create new opportunities for Brock students. In 1994, he endowed the five Bertha and Bernard Harrison Scholarships, and in 1997, he irrevocably committed the bulk of his estate to the University and made the largest pledge to Brock's "2 for 1 Living Legacy" campaign.



Bernard Harrison, second row centre, stands with Brock President David Atkinson, special guests and the staff of the Student Health Services and Athletic Therapy Clinic.

INSIDE *this issue*

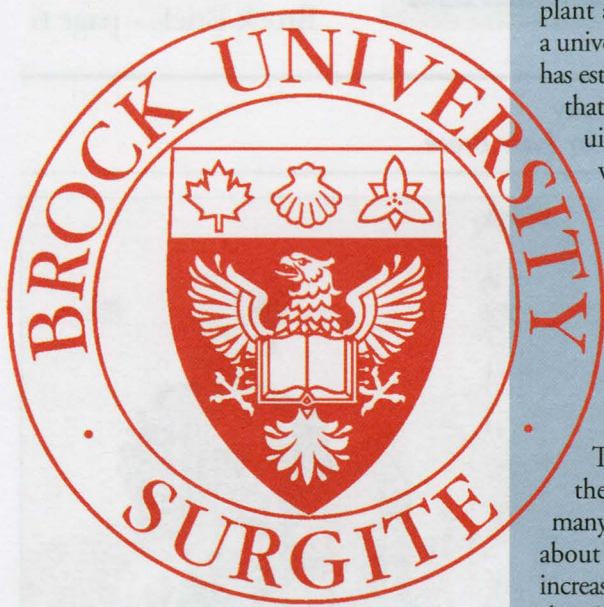
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Heather Junke
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Diane Coderre
Photography
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Brock's vision for an exciting future

By Brock President David Atkinson

Brock has come a long way in the last 35 years. In going from a few hundred students in a refrigeration plant at the bottom of the escarpment to a university of over 10,000 students, Brock has established a set of values and traditions that define the institution as one genuinely concerned with providing the very best learning environment possible for its students. Brock's commitment to undergraduate education and its enviable record of teaching and scholarship are things of which we all should be proud.

But one cannot deny that the challenges facing Brock today are unlike any we have seen before. The demands of the information age, the call for accountability from our many constituents, the anxiety of students about what they will do after graduation, increased competition for resources, and skepticism about the utility of the core disciplines have created an environment that, on the one hand, seems to herald the end of the university as we know it, yet, on the other, provides enormous opportunity for those who are willing to grasp it.

It is in the context of these challenges that Brock embarked on a broadly consultative planning and priorities exercise that has engaged the institution for the last 16 months. The final report of the President's Task Force on Planning and Priorities was formally approved at the March meetings of both the Senate and the Board of Trustees. Transformative in purpose and scope, this report constitutes an institutional blueprint for the next five to 10 years. In making a series of recommendations in a wide variety of areas—Brock's intellectual climate, the student experience, programming, Brock and the community, organizational structure,

resource allocation, and public relations and promotion—the report articulates major new directions for Brock.

Perhaps most significant of these is that Brock must accelerate its transformation into a comprehensive university comprised of a range of additional graduate and professional programs. There must, as well, be concomitant growth as a research-intensive institution. This is not to say that Brock will give up its commitment to undergraduate education, which must remain at the centre of its activities. Indeed, it must continue to focus on providing excellent programs of study to all its students, undergraduate and graduate alike.

"They have every right to expect that Brock will prepare them for the world of work."

Students today are obsessive about their career possibilities, and it is no longer acceptable that we turn a blind eye to these concerns. Students are investing more and more time and money in an exceedingly insecure economic environment. They have every right to expect that Brock will prepare them for the world of work. To this end, Brock is committed to developing additional career-related programs, and to introducing new experiential learning options, including more Co-op and Internship programs.

At the same time, the core disciplines have a special responsibility to prepare students for work. Repeatedly, I hear Arts graduates say that they "just" have a BA. This is regrettable because they should feel proud of their accomplishment and have confidence that it prepares them for



Brock President David Atkinson, centre, during a recent media briefing on Brock's vision for the future, with Task Force members, student Colleen Holder, left, and Professor Jack Miller.

a successful career. There is no reason why we cannot have English Co-op, just as we have Accounting Co-op. Some will argue that the University is being transformed into a college—but it is here that the real challenge exists. Brock must never sacrifice its most important value—that it has a responsibility to prepare critically aware citizens possessing a heightened awareness of what it means to be fully human. This must resonate in everything we do, even while we recognize the legitimate career aspirations of our students.

In all this, however, it is not enough to clone what exists at other universities. Brock must establish a unique identity that distinguishes it from other Canadian universities. Everything today is about niche marketing, and certainly this is the case for universities. Brock has already started down this road with new initiatives in Oenology and Viticulture, Wellness, Accounting, Biotechnology, and Tourism.

Our core disciplines must find new voices by which to speak to students. The very human issues confronting our students in the information age will require critical assessment quite unlike anything required previously. Areas such as Communication Studies, Popular Culture, and Women's Studies have a responsibility to break down the colonizing features still prevalent in university curricula, and we must find a way of bringing these new ways of looking at the world, from the

turn to page 8

FORUM

Our man in Beijing shares his political expertise

By Charles Burton

AS a political scientist at Brock, I lecture about China, write about China and I am often called upon to give advice about China to the Canadian media and a wide assortment of government and non-governmental agencies and business.

Since I came to Brock in 1989, I have been loaned by Brock to the Canadian Foreign Service on two occasions to work as a diplomat and policy advisor based at the Canadian Embassy in Beijing. My first posting was 1991-93 and now I am on my second two-year stint here in China.

I have had a long association with China, having first come here as a student for three years on the Canada-China Scholars Exchange Program more than 20 years ago. Since then, I have travelled back and forth to China frequently for various academic purposes. In the '90s, before I was called back to the diplomatic service, I directed the Royal Society of Canada—Chinese Academy of Social Sciences Democracy Project, a central initiative in Canada's engagement with China on "governance" and human rights.

After spending so much of my adult life in China, it feels much like a second home. Because I speak Chinese well and have learnt to appreciate Chinese ways over the years, I have gained many close Chinese



Brock Professor Charles Burton with Jerome Chen, Head of The Institute of World History, Chinese Academy of Social Sciences (Beijing).

friends from all walks of life. Rudyard Kipling wrote that, "East is East and West is West and never the twain shall meet."

My experience is that he was wrong about this. There is a common humanity that binds us all. I feel that my life has been considerably enriched by exposure to another great civilization and culture.

Actually, I am the only Canadian academic posted to a Canadian Embassy abroad that I am aware of. I think the reason I am in demand is because as a China specialist, the government hopes that I can help them come to terms with the central question in Canada-China relations. That is: "How to interpret and respond to a major world power which domestically is characterized

by pervasive corruption, increasing economic polarization, rampant social injustice and lack of respect for human rights?"

What I am doing here is attempting to apply recent developments in the theory of comparative politics, international relations and political theory to the analysis of and, hopefully, the improvement of the foreign policies of Western nations toward China. The policy areas I try to address include bilateral and multilateral political relations (including the role of the human rights issue in these relations), multilateral and bilateral developmental aid priorities, immigration and trade policy.

The benefits to Brock of my being here are clear. For example, in March, I attend-

ed the sessions of the Chinese National People's Congress and actually got to chat with some of the delegates in the breaks. I have had a number of opportunities to participate in meetings between Canadian and Chinese political leaders including several when Prime Minister Chretien was here last fall.

Bringing this sort of direct experience of the Chinese political process to my course on Chinese Government and Politics at Brock should make my teaching more vivid and informed. Good teaching is what makes Brock Brock after all. I have also had some opportunities to meet with Brock alumni now back here in China.

This opportunity to serve my country abroad means a lot to me as a Canadian. But the working hours are very long and I miss my life in St. Catharines. I will be glad to return home at the end of my posting. Living away one really gets to appreciate the U.N.'s assessment that the quality of life in Canada is the highest in the world.

Am I having a lot of fun working and living here as a diplomat in Beijing? Definitely!

Let us know if you have an idea for a Forum article.
Contact our editor at:
(905) 688-5550, ext. 3248
or e-mail: hjunke@spartan.ac.brocku.ca

**Sarah (Groom)
Hodgkinson (BA/BEEd '96)**

I just received our Winter 1999 *Surgite!* in the mail. I was amazed to read that six of my friends from residence—good old DeCew—have been married in the last year or so!

My husband, Craig (Hodge) Hodgkinson (BEEd '93), and I, have been living in New Zealand since September of 1996. Actually, as I was writing this I wanted to make sure I had Craig's graduation year right, so I ran out to the clothesline to read the date off of his Shick shirt—a prized possession which is standing the test of time.

We moved to New Zealand once we learned that they were in dire need of teachers—completely the opposite to Ontario at the time. Craig graduated from the Faculty of Education in 1993, holding both an Honours BPhEd degree and Junior/Intermediate qualifications, and still hadn't found permanent work by the summer of 1996. He was tired of working at a gas station.

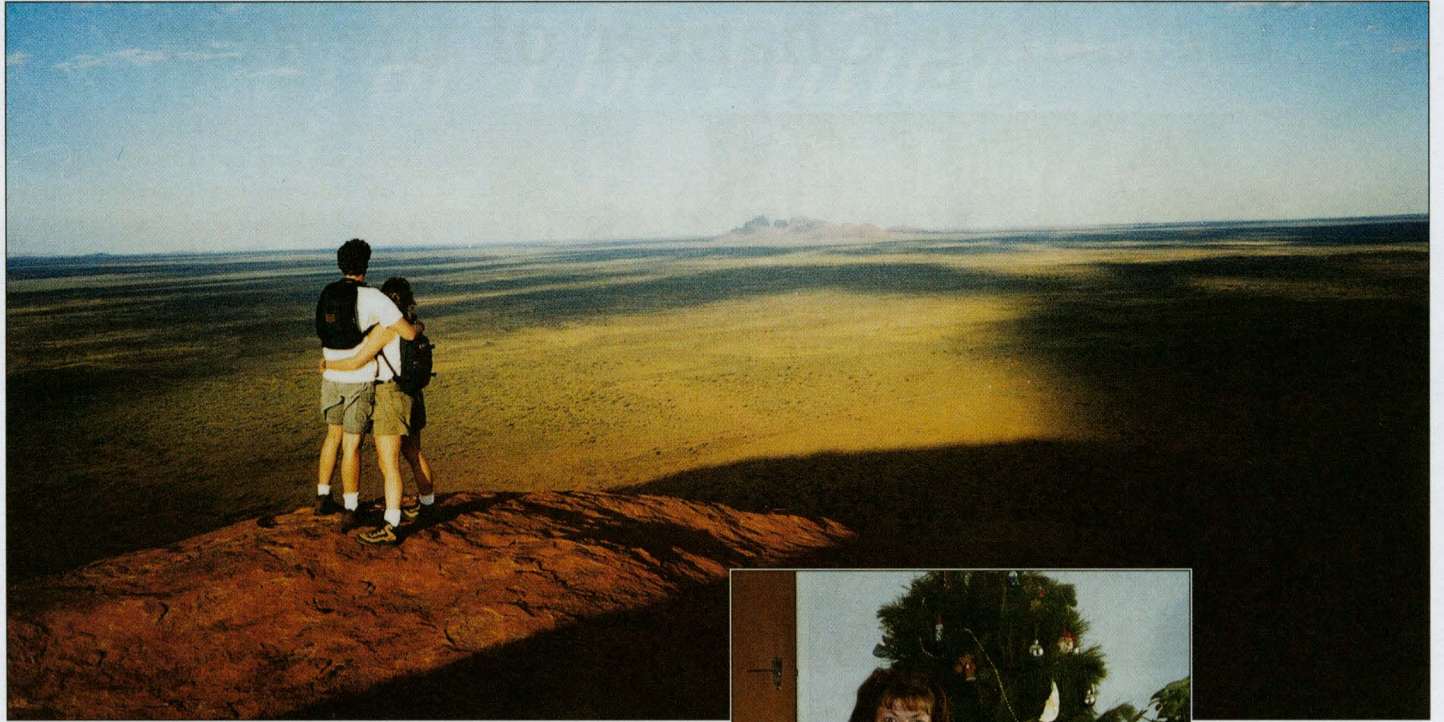
We packed up and headed off overseas.

Newly married and fresh to the wide world of travel, we dove into it head first by stopping in Hawaii and the Cook Islands for our honeymoon.

"So many times we have commented that life would be perfect here if we could just share it with our friends and family."

Craig began at an Auckland intermediate school, named after the world famous race car driver Bruce McLaren. Right away, he was warmly received by both staff and children. He has taught Year 8 (Grade 8) students since '96 and is now teaching an independent or gifted class. With his Phys.Ed. background, he was quickly scouted as the basketball/roller hockey/rock climbing coach. He

Brock degree leads to New Zealand adventure



Sarah and Craig have a quiet moment at Ayers Rock in New Zealand.

also heads up the Physical Education curriculum team at his school.

My start to teaching was not quite so pleasant. In January 1998, I changed to another Auckland primary school. I now teach at Freyberg Memorial Community School. I have 33 wonderful Year 5 and 6 students who challenge me everyday with their questions and energy! I also coach seven basketball teams, along with a number of other after-school activities, including a school drama program. Each year, we absolutely destroy the school with two full-length theatre productions.

Freyberg houses a staff of supportive, creative, energetic and fun-loving teachers. Our principal should be proud of the environment he has created in such a short time (arriving at Freyberg in June 1998).

Since arriving in New Zealand, we have really spread our travelling wings (and budget). We have seen almost all of the North Island and a good chunk of

the South Island. My parents have been able to come and visit us for both of our April breaks.

The beauty of the New Zealand education system lies in its full-year schooling. We teach for 10 weeks and receive two weeks off. Over the Christmas holidays, we get six weeks. What a glorious thing! I firmly believe that this system ensures fresh, well organized teachers with the ability to pace themselves over a year.

Not only have we seen most of New Zealand but we have also seen parts of Fiji and Vanuatu. We spent all of our six-week Christmas break last year in Australia, starting in Melbourne, travelling up to Cairns, flying over to Alice Springs, and ending in Darwin. This was an awesome experience and I highly recommend it to anyone and everyone!

We are heading back to Australia this April to see Perth and the rest of the west of Australia. We then fly up to Bali for seven glorious nights. We also have booked for our "last-hurrah-down-under" in June and July, a two-week cruise and exploration of Malaysia and Thailand.



Sarah and Craig Hodgkinson

For the October break, we will be seeing some missed spots in New Zealand and then we are heading back to Canada to settle down this December.

While we have greatly enjoyed our time overseas and highly recommend

it as a great way to start a marriage—we still feel that we need our old friends and family closer by. So many times we have commented that life would be perfect here if we could just share it with our friends and family. Also, when my grandfather passed away in June of 1997, the distance was felt deeply.

I look forward to the next Brock reunion that my husband and I can attend.

Best thoughts and wishes go out to all the Dons from '93-'94... especially the DeCew Crew!! When we get back, Craig will also be looking up many of "The Boys from Shick" from '92-'93. Bryson, Shaky, Fab, Trevor, and Bruno... where are they now? (and of course... Betty!).

You can contact us at our e-mail address: canteach@pop.ihug.co.nz

Best wishes to all! Love, Sarah and Craig Hodgkinson.

Homecoming '99: See You Saturday, November 6

Make plans now to be at Homecoming '99, on Saturday, November 6.

This year the following classes will hold reunions:
Class of '74 • Class of '69 • Geography Class of '79

If you have lost contact with old friends from your university days but would like to reconnect and attend one of the above reunions please contact: Lynne Irion in the Alumni Office, at (905) 688-5550 ext. 3251, 1-800-449-7901, or e-mail: lynirion@spartan.ac.brocku.ca. Lynne will be happy to assist with your search.

For information on the Geography Class of '79, contact Alan or Cathy Nursall, at (705) 673-4324, nursall@vianet.on.ca or visit their web site at <http://icewall.vianet.on.ca/pages/nursall>.

We look forward to seeing you November 6!

We want to hear what you are doing,
where you are living and the places you have travelled.
So send us a letter, postcard or e-mail:
hjunke@spartan.ac.brocku.ca

The Power of a Brock Degree

More students are making Brock University their first choice. Over the last year, first-choice applications for Brock's undergraduate programs went up more than five per cent.

In Brock's Faculty of Education, first-choice applications increased a dramatic 77 per cent, the highest percentage increase in Ontario.

These results clearly demonstrate the University's growing reputation as students look to Brock as the place they want to be for their education and for future career opportunities.

Brock is building on the strength of an already superb learning environment, right in the heart of Niagara, with new undergraduate and graduate degree programs, co-op and work experience options, and career opportunities.

The tremendous success of Brock graduates living and working around the world clearly shows the Power of a Brock Degree!

To learn more about Brock University, call Recruitment and Liaison Services at: (905) 688-5550 ext. 4293, or e-mail: liaison@brocku.ca or take a virtual tour at www.brocku.ca



Brock University

Your career begins here!

ACE wins three national awards including Chapter of the Year

New Board Vice-Chair



Celebrating ACE Brock's national awards are, back row from left: Martin Kusy, Dean, Faculty of Business, with students Jeff Cameron, Curtis Stoutenberg, Emanuele Giunta, Chris Keleher, Kaye Buchholz, Ryan Boese. Front: Robert Belchior, Robert Tachetta, Robin Osika and Kristine Dawson.

Brock University's Association of Collegiate Entrepreneurs (ACE Brock) brought the University national distinction as Canada's Chapter of the Year in the CIBC Campus Enterprise Challenge.

In competition with 38 other chapters, ACE Brock received the honour along with two other awards at the 10th annual ACE-Canada International "Edge of Opportunity" conference, held February 25 to 27, in Toronto.

Brock student Rob Belchior, Vice-President of ACE Brock, received the ACE Canada's CIBC Entrepreneur of the Year Award, presented to an ACE member who is currently running their own business

while attending university. ACE Brock was also selected for the Best Awareness Program Award.

"On behalf of the Faculty of Business, it gives me great pride to congratulate ACE Brock, and in particular Mr. Rob Belchior, on achieving national recognition for their entrepreneurship," said Dr. Martin

Kusy, Dean, Faculty of Business. "Their success clearly demonstrates the high quality of our students, faculty and programs."

Belchior, who is Vice-President of ACE Brock, was one of two finalists for the Entrepreneur of the Year award. The 24-year-old St. Catharines resident is a business administration student at Brock. Belchior juggles his business studies with running a landscape maintenance service, raising his five-year-old daughter, Miranda, and doing a variety of volunteer work.

This year, ACE Brock completed several successful projects in support of the French Mahaffy Victims' Integrity Fund. These events included the production of a compilation CD of Southern Ontario's best musical bands, two charity concerts and a barbecue. In addition, the group organized a food drive that raised more than \$10,000 in food donations for St. Catharines Community Care and held a Big Brothers Charity Golf Tournament.

ACE Brock is a non-profit organization dedicated to building awareness for entrepreneurship, promoting entrepreneurial education, developing entrepreneurial spirit and working together with the community to help those charities in need.



Andy Panko, Vice-Chair of Brock University's Board of Trustees

Brock University is proud to announce the election of St. Davids resident Dr. Andrew W. Panko to the position of Vice-Chair of the Board of Trustees.

A native of Thorold, Dr. Panko has been a member of the Board since 1995. He has

served on the Dean's Council at Brock and is the immediate past-president of the Brock University Alumni Association Board of Directors.

He is an adjunct professor in the University's Earth Sciences department and is also a lecturer in the Great Books/Liberal Studies and Environmental Sciences programs.

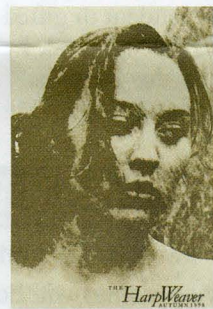
He is currently the President of Forensic Environmental. He is also a partner in Electronic Supermarket and President of St. Davids Winery.

Dr. Panko is involved in a variety of community activities including the Niagara Falls Chamber of Commerce, the Niagara Peninsula Conservation Foundation, Rodman Hall, the Niagara Rehab Hospital, the Canadian Railroad Historical Association, and the Rotary Club of Niagara Falls.

He is the author of three books and several articles on railway history of the Niagara area.

New issue of Harpweaver

By Lynn Peppas



In the spirit of our University's motto, "Surgite!," Brock's literary journal *The Harpweaver*, is pushing on in the business of publishing some of the finest

works from writers and artists worldwide.

What began as a supplement to The Brock Press, has now realized its fifth publication, with its most recent release of the Autumn '98 issue.

Brock graduate, Colleen Pielechaty, began the journal in 1993. As an undergraduate student of English, Pielechaty wanted to "provide an important forum for emerging and established writers and artists." Comprised of volunteer members of faculty and students from the English Department, *The Harpweaver*, serves as a co-op in which students gain "hands on" experience. Brock graduate, Anne McIntosh, claims that "as a mature student, working closely with the faculty and students helped me feel that I was a part of the student body."

Founding editor, Pielechaty, credits the publication as having, "added great value to my graduate degree in English and helped me secure my first job in the publishing industry." Both graduates are returning to *The Harpweaver* team this year. Pielechaty is working on marketing and development, and McIntosh is co-editing on the fiction board.

New developments for the journal include the *Harpweaver Authors Series*, which will launch the Autumn '99 issue this fall.

The Harpweaver can be purchased at the Brock University Bookstore, or subscriptions can be ordered from The Harpweaver, c/o Department of English at Brock.

When cyber-surfing, check out the web at: www.brocku.ca/english/harpweaver

Let Brock help you in your job search

Brock graduates, you are now able to access Career Services' job postings via the web site.

Full-time, part-time and summer positions are now available by checking out:

<http://www.BrockU.CA/studentdevcentre/career/> and clicking on Employment

Opportunities and following these security procedures:

userid: brock password: jobs

While you are searching, you may also want to check Campus Worklink.

userid: Brock password: jobs

Author, Author!

- **Bruno Frattaroli (BA, psyc, '74)** is the author of, *The See It... Hear It... Do It... Feel It... Golf Book*.

Frattaroli, an educator for 30 years, received a Master Golf Teaching Certificate from the USGTF (United States Golf Teachers Federation) in March 1993. The Niagara Falls resident is the head Teaching Professional at the Creekside Golf Centre in Thorold, Ont. The 152-page book, published by Epic Press, contains numerous illustrations, descriptions, tips, and drills to help golfers at all levels improve their play. For information on how to order the book call (905) 358-9997.

- **Antoon A. Leenaars (BA, phil/psyc, '75)** published his ninth book, *Suicide in Canada* (Toronto: University of Toronto Press, 1998). The edited volume is the first of its kind, bringing together some 60 authors to discuss Canada's unique mental health problems and public health problems.

- **Mark A. Scenna (BA, adm/pol, '94)** is the co-author of the recently released



Mark A. Scenna

Environmental Management Resource Manual for the Canadian Golf Superintendents Association. The manual is a directory of information sources that will aid CGSA members (particularly

course superintendents and assistant superintendents) in dealing with environmental management issues. The University of Guelph edited/produced 1,500 copies of the manual and is presently creating an

independent study course based on

it. Mark is Manager of Business Operations for Environmental Investigations Ltd., in Burlington, Ont., specializing in environmental compliance auditing services exclusively for the golf course industry.

- **Percita Theodore (BA, chld, '86)** is the author of the book, *The Politics of Constituency Developments: Challenges and Perspectives*, just released by Tamari Books of Ottawa. "The book is an insightful account of politics at the grassroots level in St. Lucia," says High Commissioner Mario Bullen of the Organization of Eastern Caribbean States (OECS) office in Canada. "The book documents... the futility of attempting development projects without consultation with or input from... intended beneficiaries."

Theodore, a Social Development Planning consultant and former St. Lucia Government Senator, hopes that the book, which was undertaken through extensive research, will serve as a guide and eye opener to development planners and politicians alike.

The book can be ordered from: Tamari Books, Minto Postal Box 56124, Ottawa, Ontario, Canada K1R 7Z1. Fax: 613-526-9538 email: ed782@ncf.ca

Brock grads interested in having their latest book publishing achievement highlighted in Author, Author!, should send information, and if possible, a copy of the book jacket to: hjunkte@spartan.ac.brocku.ca

Network Contacts

Below is a list of Alumni networks. For information contact: tonellat@spartan.ac.brocku.ca

Calgary

George Pastirik
682 Hawwood Blvd NW
Calgary, Alberta T3G 2V6
(403) 547-7226 (home)
(403) 547-4422 (work)
(403) 547-0235 (fax)

Edmonton

Christine Peake-Bremner and Tom Bremner
307-11037 83rd Street NW
Edmonton, Alberta T5H 1M4
(403) 426-4369 (home)
(403) 426-7578 (fax)
E-mail: tbremner@freenet.edmonton.ab.ca

Ottawa

Wendy Alexander
(613) 237-5597
Terence Scheltema
1706-420 Gloucester St.
Ottawa, Ontario K1R 7T7
(613) 237-1214 (home)
(613) 992-3821 (work)
E-mail: terences@writeme.com

Vancouver

David Thomas
WestReal Realty Inc.
2467 Bellevue Ave.
West Vancouver, British Columbia V7V 1E1
(604) 922-6995 (work)
(604) 922-6289 (fax)

Victoria

Maria Sullivan
104-689 Bay Street
Victoria, British Columbia V8T 5H9
(250) 384-2742 (home)
(250) 384-2712 (home fax)
E-mail: Mike.sullivan@bc.sympatico.ca

Singapore

Ma, Poh How
United Overseas Bank Limited
298 Tiong Bahru Road
#11-01/06 Tiong Bahru Plaza
Singapore 168730

Hong Kong

Tim Noonan
(852) 2887-5800 (phone)
(852) 2887-5387 (fax)
E-mail: timnoon@vol.net

Brock University

A Vision For The Future

FINAL REPORT

PRESIDENT'S TASK FORCE ON INSTITUTIONAL PLANNING AND PRIORITIES

PREAMBLE

Our Strengths

Brock University has a number of well-recognized strengths: its unique and highly-developed seminar system, the many opportunities it affords students to work closely with faculty, its impressive research record, its innovative programming, its rich array of student life programs and activities, and its historic responsiveness to the needs of the larger community. All are hallmarks of this institution's success, so far, in fulfilling the inter-related mandates of dedicated scholarship and imaginative teaching which have informed, and must continue to inform, Brock's young and dynamic university culture.

Brock University has always been adaptive. Its growth and prosperity during its first thirty years stand as testimony to the dedication of its staff and faculty as a whole to its primary mission: that of creating a vigorous intellectual environment within which exploration, discovery, scrutiny, practice and critique characterize the intellectual work of faculty and students alike.

In a time of resource shrinkage in the public sector, the need for continued adaptation through careful planning is particularly acute. It is the intention of this Task Force to identify priorities and recommend ways in which we can build on our acknowledged strengths, yet continue to adapt and indeed to thrive by meeting the challenges of the present and anticipating, as best we can, the needs of the future.

External Considerations

As a publicly-supported institution, Brock University must be accountable to those it serves. Society at large depends upon us to educate large numbers of competent and critical citizens who will, very literally, be responsible for the state of the nation in the near future. Students, as individuals now bearing an increasing proportion of the costs of their post-secondary education, expect us to prepare them—whatever their program of study—for useful and productive lives in which they will be able to put their developed talents and youthful initiative to good use. The prospect of work, of eligibility for real jobs, impels this generation of students in ways that we cannot afford to ignore. Our programs, and our modes of program delivery, must take into careful account the pressing needs of those we serve, whatever our current operating context.

That context is undeniably one of fiscal restraint and of increased competition within the post-secondary sector. Given the current economic environment, and particularly the general reduction in government grants and greater reliance on student tuition which characterizes the Ontario system at this time, funding for new initiatives will have to come primarily from increased student numbers, internal reallocation, ancillary revenue generation within the university, and fundraising in the private sector.

Hence resource issues are of paramount concern to this Task Force. Providing the solid, student-focused university education in which Brock has always taken pride, is very costly, and funding needs related to this aspect of our endeavour are likely to increase rather than decrease over the next decade. Given the competition for good students which characterizes the Ontario system at present, all universities will have to recruit aggressively, intensively, and selectively. Brock's recruitment initiatives will need to incorporate and build upon its reputation for providing a first-class and student-centred scholarly environment, and must also anticipate meeting particular needs relating to larger numbers of non-traditional students in the future. It will also have to meet demands related to the upcoming 'double cohort', as Ontario

phases out the fifth year of secondary school early in the new century. And, given the importance of acquiring a strong student base, the university will have to pay special attention not only to the recruitment of good students, but also to the retention of students once here, as well as the quality of programming which will ensure our attracting and retaining a full complement of excellent, engaged students at every level.

Such policies and initiatives will be expensive in and of themselves, yet must be equitably combined with increased support for scholarly initiatives if Brock is to prosper as a university of the highest calibre. Academic knowledge in every field or specialty is increasing exponentially, thanks to new kinds of information technology and to an increasing emphasis, system-wide, on research and scholarly activity. Institutional renewal is inevitable, given the 'greying' of Brock's faculty and the number of retirements which will take place over the next decade, and this represents an opportunity for positive change provided stellar new faculty can be located and retained. However, young faculty are attracted to particular universities, and stay, largely on the basis of support for the levels of research and teaching which they can see as sustaining their continued growth as teaching scholars. Research funding and specialized training in the use of new technologies to enhance teaching or to extend its outreach play a role in faculty attraction and retention, as does the presence of carefully-crafted graduate programs in selected areas which reflect an institution's scholarly expertise. Tacit here, in terms of scholarly needs for both faculty and students, is the strength of a university's library: access to current information and information technology is fundamental to scholarly enterprise of all kinds.

Internal Considerations

Brock University must move forward on the basis of its identified strengths, its dialogue with the larger community, its enduring commitment to its historic mission statement, and above all the will and vision of its faculty, staff and students as communicated through the many and passionate interactions which have taken place between the Brock community and its Task Force representatives. Taking all of this into consideration, it is evident that a strong degree of internal consensus has emerged around the following themes.

- In terms of attention to students, it is clear that a majority of correspondents do not wish to see Brock's student focus diminished. It has been vigorously and variously reiterated that Brock's established reputation lies in its emphasis on small group settings, the quality of teaching at Brock, the 'open door policy' of its professors, and the rich diversity of its student-centred programming. Whatever is to be changed, there is a sense that we must not lose our focus on the development of those students who choose to invest themselves in this institution on the strength of our promise to work closely with the students who come here.
- In terms of size, Brock must work to increase enrollments selectively over the next five years. Enrollment increases should be predicated on an underlying goal, that of increasing Brock's attractiveness to strong students and its retention of undergraduate students for a full four years.
- In terms of reputation, Brock wishes to be perceived as a comprehensive university, which is to say a university which offers a wide range of undergraduate,

graduate and professional programming, including reputable niche programs, that are supported by significant research activity.

- In terms of its interface with society, and particularly the world of work, Brock should continue to expand its co-op and internship programs, opportunities for experiential learning and joint programs with community colleges; it should also develop non-traditional delivery systems for certain kinds of programming, and continue to develop its professional programs; it should investigate opportunities for extension courses or continuing education where community need is evident.

- In terms of resource allocation and reallocation, there is an overall sense that new resources must be secured, and current resources shifted across departments and faculties in order to sustain program quality throughout the university. In particular, Brock must direct more resources to those programs in most immediate need of staff and space because of their large numbers, especially if they are attracting particularly strong students to Brock. At the same time the University must recognize that there are core disciplines which may not be in high demand at present, but which are enduring elements within our common enterprise. These must be sustained and encouraged to develop new programming which will attract more and better students to Brock. Resources will also need to be used to support existing graduate programs and to embark upon new initiatives.

PREMISES

The President's Task Force on Planning and Priorities has received approximately three hundred written submissions and undertaken extensive consultation with the Brock community. In analyzing that wealth of information and ideas, a number of points emerge.

The first is that Brock University possesses certain unique strengths which offer a firm foundation for the planning exercise in which the university as a whole is now deeply engaged. The second is that—while recognizing that Brock has always been dynamic and has always been characterized by evolution in programming over the years—a majority of the individuals and groups who comprise the university at present also recognize the need for careful planning and indeed for significant change at this point in Brock's institutional history. The third is that there is in fact a great deal of energy for change at Brock, as is indicated by the many substantial proposals for new directions and new initiatives which characterize the submissions received by the Task Force. The fourth is that planning for the future must be based upon Brock's institutional culture, the values which inform its scholarly and pedagogical mission.

Among those fundamental values is a commitment to diversity and to the four dimensions of equity—justice, fairness, openness and reasonable care—with respect to Brock as a workplace and as an educational environment in the broadest sense of that term.

On the basis of these areas of general consensus and commitment, the Task Force has developed a number of premises reflecting the values of Brock University: these premises, taken together, are intended to serve as a foundation for the specific recommendations regarding planning and priorities which follow.

Brock University is committed to the support of a rigorous intellectual climate characterized by the seamless integration of research and teaching.

Research, scholarship and creative activity are central to the university. While the nature of scholarship and the way it informs teaching in the university may vary from discipline



Brock University

Your career begins here!

to discipline, dedication to learning at the highest level will be integral to the lives of all who work here. Much of Brock's scholarly enterprise will occur within the framework of the traditional disciplines; at the same time, the university must remain open to emerging disciplines and new forms of discourse and indeed aspire to a level of institutional flexibility which will permit Brock to respond quickly to timely and significant program initiatives.

Brock University is committed to the quality of the student experience, and particularly to the attentiveness to students for which Brock is known.

In addition to preserving and strengthening the small group instruction, such as the seminar/tutorial/laboratory system which characterizes so much of its work with students at all levels, Brock will continue to develop experiential learning initiatives of various kinds, in order to directly contribute to the development of Brock's students as productive, competent and reputable graduates. Beyond the disciplinary expertise for which our degrees must stand, a Brock degree must also attest to basic competency in communication, critical thinking and research skills, and to an informed sensitivity to global needs and issues whatever the student's disciplinary perspective. Brock is also committed to fostering an environment which encourages students to engage in a diversity of extracurricular activities and experiences which will contribute to their physical, cultural, social and spiritual well-being.

Brock University is committed to strong, dynamic and innovative programming.

While traditional programs must be protected and nurtured—given their focus on developing core competencies and encouraging global awareness—the university will continue to develop new undergraduate, graduate and professional programs which meet emerging needs and offer new opportunities for specialized study. In a time of rapidly expanding information and changing information technologies, Brock must access new technologies and make them available to students, faculty and staff. Students must be offered programs within their specialties which clearly reflect the current 'knowledge explosion' and meet external demands for greater competence in university graduates.

Brock University is committed to service to the greater community.

The university will continue to develop and locate its institutional identity in relation to the distinctiveness of the Niagara region. It will continue to provide opportunities for intellectual, cultural and recreational programming for local communities, while simultaneously being itself informed by local interests and expertise. At the same time, it will continue its productive relationships with the world at large through dynamic partnerships at every level—regionally, provincially, nationally and internationally. In particular, in a spirit of dedication to the public interest and to the mutual benefits inherent in sharing expertise, Brock's research strengths, interests and resources must be made available to, and indeed integrated with, related needs, goals and enterprises in the larger world.

Brock University is committed to an organizational structure that meets current and emerging needs.

A degree of organizational change is inevitable if Brock is to respond effectively to pressing needs and challenges. The goal must be to achieve reorganization, where necessary, within a climate of trust, good will and commitment to the good of the institution as a whole. In terms of process, organizational decisions will be handled through collaborative discussions with the units themselves and the normal governing mechanisms of the university. If institutional change is to be accepted, it must be achieved through open communication, broad participation, and the sincere affirmation of the worth of all programs and units in the university.

Brock University is committed to the generation of new resources and the fair allocation of resources within the institution.

Resources, both new and ongoing, must be fairly allocated so as to better support those segments of the university which are under serious pressure—in terms of faculty, staff and space needs—owing to heavy enrollments, specific and essential program needs, and increased research needs. Resource shifts, while difficult to effect, are needed if the university is to position itself competitively within the current economic environment. As well, tuition revenues must be sustained through aggressive recruitment strategies

and increased student aid packages, and must be significantly increased through targeted retention strategies. In terms of new resources, while institutional independence must be maintained without compromise, the university must develop new revenues through increased research funding, additional income from ancillary services, increased partnerships with the private sector and the aggressive pursuit of educational philanthropy. New resources must also be generated through mechanisms such as the development of new kinds of programs, the use of new forms of program delivery, and increased numbers of teaching partnerships.

RECOMMENDATIONS

I. Brock's Intellectual Climate

Strategic Goal:

Brock University will build upon its strengths and reputation, and will continue to move towards becoming a broadly based comprehensive university characterized by a dynamic synergy between undergraduate and graduate teaching and research.

Related Recommendations:

1. In Relation to Teaching

Brock University remains committed to teaching excellence, particularly that which involves close work with students within a rigorous scholarly environment. To demonstrate and affirm the university's commitment to teaching, it is recommended that Brock University:

- (a) recognize and reward superior teaching at Brock through new teaching awards, and more broadly publicizing teaching innovations and accomplishments
- (b) create a Teaching Enhancement Fund to support such initiatives as the development of new courses, the substantial revision of established courses, or courses involving new delivery mechanisms, especially in relation to new technologies
- (c) support the development of strategies designed to improve first-year teaching and large-group teaching
- (d) increase the development of training programs for teaching assistants and the provision of professional development opportunities for faculty
- (e) continue to develop and require the use of constructive course evaluation instruments and protocols in all Faculties.

2. In Relation to Research

Fundamental to the comprehensive university is the strength of its research and scholarship enterprise. Thus Brock University must recognize and encourage basic, applied and contract research, and creative activity in the fine and performing arts. Thus it is recommended that Brock University:

- (a) explore possibilities for expanded internal research support, and assist faculty to compete successfully for external support
- (b) devise specific strategies to increase private sector partnership with Brock researchers
- (c) foster research collaboration among faculty by providing start-up funds to support the formation of Research Institutes in areas of common interest
- (d) redefine the position of "Associate Vice President, Academic" as "Associate Vice President, Research and Dean of Graduate Studies"
- (e) assure that the assignment of duties to faculty takes into consideration the need to provide equitable opportunities for individual faculty members to undertake research.

II. Student Experience

Strategic Goal:

Brock University will strive to offer all students academic experience of the highest calibre, extra-curricular programming which contributes to personal development, and experiential learning connected to the world of work and study beyond the university.

Related Recommendations:

1. With Respect to Academic Experience

In keeping with Brock's mission to offer students high-quality programs and participatory learning experience whatever their program or level, it is recommended that Brock University:

- (a) provide all students with opportunities for small group learning (through seminars, tutorials, laboratories, and related pedagogical structures) which will directly contribute to their development of critical thinking, leadership, and communications skills
- (b) develop programs and teaching strategies which respond to new scholarly paradigms and emerging disciplines, as well as to new technologies as they impact on scholarly discourse
- (c) foster initiatives which will enable students to connect with the world of work through increased work-study opportunities of various kinds.

2. With Respect to Student Development

Brock University is committed to fostering an environment for students which encourages not only intellectual growth but also physical, social and spiritual well-being. It is therefore recommended that Brock University:

- (a) implement first-year experience programming to assist students to make an effective transition from pre-university life and learning to university-level experience
- (b) assess the needs of part-time and non-traditional students and devise strategies, especially with regard to scheduling, for meeting these needs
- (c) create a President's Enhancement Fund to encourage and support activities that enrich student life
- (d) ensure that equity issues remain prominent in the university's plans for enhancing student life
- (e) strengthen and promote on-campus career development activities and strategies for students at all levels
- (f) encourage the expansion of departmental academic advising initiatives and their integration with a central academic advising unit
- (g) develop retention strategies with respect to students experiencing academic difficulty at mid-term in Years I and II, and with respect to third-year students for whom a fourth year of studies would be appropriate and useful.

III. Programming

Strategic Goal:

Brock University will maintain, enhance and develop undergraduate and graduate programs that reflect contemporary approaches to established and emerging disciplines, and respond to both student need and the needs of society at large.

Related Recommendations:

1. In Relation to Undergraduate Studies

Since undergraduates comprise, and will continue to comprise, the vast majority of Brock's student population, Brock must retain its deep commitment to undergraduate education, and particularly its focus on the acquisition of knowledge and the development of analytical, evaluative and communications skills through close work with students. Hence it is recommended that Brock University:

- (a) support undergraduate programs which are innovative and imaginative, reflect the research strength of faculty, and offer students pedagogical approaches that stress small group and individualized learning experiences
- (b) encourage undergraduate programming which incorporates student competence in foundational and transferable skills areas such as writing, oral communication skills, mathematics, and computer literacy
- (c) encourage collaboration with CAATS, both informally and through the development of specific articulation agreements
- (d) support the development of co-op, internships, and other forms of experiential learning in connection with undergraduate programming
- (e) encourage the development of more 4-year programs of study which are viable alternatives to honours programs
- (f) encourage flexibility in undergraduate programming, in terms of increased cross-listing of courses, resource—and faculty-sharing between academic units, and facilitating institutional shifts in response to changes in student demand over time

- (g) promote the internationalization of Brock's curriculum through increased emphasis on international issues in courses and curricula across the university, through the encouragement of exchange programs, and by providing resources to departments which develop courses with an international focus



(h) encourage all academic units to examine their programs and courses for multiple perspectives in content and pedagogy, the goal being to move beyond ethnocentricity and gender bias.

2. In Relation to Graduate Studies

Initiatives for new graduate programs must be encouraged, particularly as significant foci of research expertise emerge, and must be carefully considered in light of Brock's goal of moving towards comprehensive university status. It is recommended that Brock University:

- (a) develop graduate programs which reflect research depth, competence and professionalism in recognized or emerging fields of study
- (b) encourage graduate programs that demonstrate their positive linkages or potential contributions to undergraduate studies
- (c) encourage graduate programs which involve more than one department or discipline, so as to maximize the opportunities for qualified faculty in various departments and programs to participate in graduate studies
- (d) commit specific resources to those graduate programs it agrees to endorse
- (e) explore the possibility of offering high-demand graduate programs on a full cost-recovery basis
- (f) encourage the internationalization of Brock's graduate studies curriculum through the development of courses with an international focus and a greater emphasis on international exchange arrangements
- (g) encourage the examination of graduate programs and courses for multiple perspectives in content and pedagogy, the goal being to move beyond ethnocentricity and gender bias
- (h) encourage the inclusion of workplace experience within graduate programs of study.

IV. Brock and the Community

Strategic Goal:

Brock University will seek to cultivate active partnerships and exchanges between the university and individuals, organizations and institutions with which it shares mutual interests and concerns.

Related Recommendations:

1. In Relation to Programming

As part of its dedication to serving the public, Brock's research strengths, interests and resources must be made available through specialized programming to the community at large. It is recommended that Brock University:

- (a) increase non-credit professional development and other community training programs at Brock in response to identified community needs
- (b) support cultural and recreational programming for Brock and the surrounding community
- (c) support educational initiatives related to the schools, such as workshops and other programs for students, teachers and administrators
- (d) develop credit and non-credit programs which will meet the needs of international students.

2. In Relation to Community Partnerships and Exchanges

The university must strengthen its long-term commitment to the Niagara Region and its economic development by cultivating partnerships and other kinds of reciprocal working relationships within the region itself, and at the provincial and national levels. It is recommended that Brock University:

- (a) develop strategies and structures which facilitate the exchange of technology between Brock and the public and private sectors
- (b) develop partnerships that facilitate the exchange of work-related expertise between Brock faculty, students and staff and external organizations
- (c) provide consulting services to the external community as needed
- (d) encourage international research and educational projects and facilitate related student and faculty exchanges.

V. Organizational Structure

Strategic Goal:

Brock University will seek to develop academic and administrative structures that result in effective and efficient management, and that devolve appropriate levels of responsibility and accountability as needed in order to implement its institutional priorities.

Related Recommendations:

1. In Relation to Academic Structure

In order to preserve existing strengths while facilitating the introduction of new and innovative programs, and in order to eliminate the confusion between the terms "programs of study" and "Programs" as the title of administrative units, it is recommended that Brock University:

- (a) retain for the foreseeable future the existing configuration of six Faculties (Business, Education, Humanities, Mathematics and Science, Physical Education and Recreation, and Social Sciences)
- (b) adopt the following academic organizational nomenclature:

(i) Departments

Departments are units which offer programs of study that are either discipline-based or cross-disciplinary and are comprised of four or more faculty who share research and teaching interests. Departments offer undergraduate and graduate programs, are administered by a Chair, and report to an appropriate Dean.

(ii) Centres

Centres are small disciplinary or cross-disciplinary units that offer one or more programs of study, are comprised of faculty who share research and teaching interests, and have three or fewer full-time faculty appointments. They are administered by a Director and/or a co-ordinating committee, and report to a designated Dean.

(iii) Institutes

Institutes are disciplinary or cross-disciplinary units that have a particular research focus. Faculty are associated with Institutes but are not directly appointed to them. Institutes are administered by a Director and/or a co-ordinating committee, and report to a designated Dean or the Vice President, Academic.

(c) create "Faculty Boards" for each of the six Faculties, to serve as a forum for the establishment of priorities and the development of planning initiatives within Faculties. Faculty Boards will serve as a mechanism for the articulation of Faculty interests and a means by which Faculties can more effectively participate in the University's governance processes

(d) establish a Joint Senate/Board of Trustees forum which will meet once or twice annually to discuss matters of common interest.

2. In Relation to Administrative Structure and Services

The administrative structure of the university must accommodate increased levels of complexity as it moves towards its long-term goal of achieving comprehensive university status. It is recommended that Brock University:

(a) strengthen the ongoing communication, collaboration and co-ordination of services among the university's computing, communications and technical support services (i.e. Communications Services, Computing Services and Faculty-or Department-based support staff)

(b) consider the establishment of a School of Continuing Studies to be administered by a Director reporting to the Vice President, Academic, with such responsibilities as:

(i) to work proactively, in conjunction with deans, departments and individual faculty members, to support existing activities and to develop new credit courses in continuing education in areas of clear demand

(ii) to develop non-credit continuing education and community outreach activities that are revenue generating

(iii) to develop partnerships with or otherwise support other academic and non-academic institutions in the area of continuing education

(c) establish a review process that addresses the need to hire more women and other under-represented groups at a senior administrative level

(d) establish an administrative unit ("Brock International") to co-ordinate and support international activities and programs, to be administered by a Director reporting to the Vice President, Academic

(e) improve campus accessibility and ease of use by establishing an Information Centre with such responsibilities as:

(i) to welcome and provide directions to students, prospective students and campus visitors

(ii) to disseminate daily up-to-date information about campus events and locations

(iii) to facilitate direct and immediate contact with Campus Police

(f) improve internal and external signage on campus
(g) institute changes designed to strengthen employee relations, specifically:

(i) the creation of a President's Enhancement Fund to support staff-initiated training initiatives and to fund mechanisms for recognizing and rewarding outstanding staff accomplishments

(ii) the enhancement of university-wide training initiatives designed to improve public and customer service relations

(iii) the establishment of a standing Staff Policy Advisory Committee reporting to the Director of Human Resources to address issues of concern to employees, especially those related to job satisfaction and employee well-being

(h) establish the position of university ombudsperson.

VI. Resources

Strategic Goal:

Brock University will seek to deploy its resources effectively, so as to manage necessary change effectively while sustaining overall program vitality.

Related Recommendations:

1. In Relation to University Resource Allocation

In order to strengthen the University academically, and deliver programs effectively and efficiently, consideration must be given to restructuring certain departments and centres and to the equitable allocation and reallocation of resources within and across all units. It is recommended that Brock University:

(a) adopt, as a general principle, that all faculty and staff positions that become vacant are available for allocation by the Vice-President, Academic and/or Vice-President, Administration in light of the priorities set out in this planning document

(b) establish, as a guideline, that no less than 75% of available resources (i.e. resources available for reallocation and new resources) be allocated to areas of high student demand and/or to sustain program integrity in core areas

(c) establish, as a guideline, that up to 25% of available resources be used to support the new strategic directions outlined in this document

(d) develop a new process of ongoing academic and resource review (to be undertaken on a rotational basis and to include assessment by external reviewers) that addresses all dimensions of the activity of each academic and administrative unit in the context of its ability to meet the priorities set out in this planning document

(e) at the initiation of the Dean(s) and Vice President, Academic, recommend that Senate consider program redundancy in the case of faculty retirements and/or resignations in combination with a history of low enrollments in a particular program

(f) with reference to annual resource allocation decisions, require

(i) that budget submissions from Faculties and major administrative units be made available to the community (by October 31 each year)

(ii) that the President circulate a statement setting out the proposed resource allocation decisions for the following year (by April 30 each year) and convene a public meeting in order to hear responses to this proposal

(iii) and that the President, in due course, communicate and explain the final decisions which have been taken regarding resource allocation

(g) commit to forward planning, so that academic units will know at least a year in advance their faculty/staff complements, subject to budgetary approval, for the following year

(h) under the direction of the Vice President, Academic and the Vice President, Administration, undertake a physical inventory of university space, to be followed by the development of a plan for the equitable allocation of this space

(i) in the process of budget allocation, support the Library in its efforts to devise innovative and strategic initiatives for meeting the teaching and research needs of the university.

VII. Public Relations and Promotion

Strategic Goal:

Brock University will seek to enhance its reputation by publicizing its research strengths, by emphasizing its rigorous and innovative academic programming, and by acclaiming its institution-wide dedication to student development — both within and well beyond the classroom itself.



Related Recommendations:

1. In order to enhance the reputation of the university in terms of research depth and program rigour, it is recommended that Brock University:

(a) develop promotional materials which emphasize Brock's unique programs, its substantial research accomplishments and its commitment to dedicated teaching

(b) intensify efforts to promote Brock's faculty and student research accomplishments and special expertise, especially through Toronto and national media outlets

(c) develop and sharpen Brock's image, so as to differentiate Brock from other Ontario universities, locate it in public consciousness, and increase the university's recognition factor.

2. In order to attract excellent students to a wide variety of programs, it is recommended that Brock University:

(a) develop aggressive and innovative recruitment strategies targeting areas identified as strong potential markets

(b) intensify career-development initiatives at Brock, such as co-op and internship programs

(c) increase scholarship and bursary support for students with outstanding academic records

(d) continue to promote residence, recreational, and athletic and wellness programming at Brock.

3. In terms of sustaining high levels of community involvement in the university, it is recommended that Brock University:

(a) mount aggressive and strategic programs that will encourage Brock alumni to maintain lifelong relationships with and allegiance to this institution

(b) encourage faculty and staff to support the university's public relations efforts

(c) continue to develop mechanisms through which the university and the surrounding community can engage in productive relationships on an ongoing basis.

PRIORITIES AND IMPLEMENTATION

GOALS:

The President's Task Force on Institutional Planning and Priorities recommends that Brock University recognize as its goal the provision of academic programs of the highest quality to all of its students within the context of Brock's on-going development as a highly-reputable comprehensive university. To this end, Brock University must become better recognized for the breadth, depth and strength of its undergraduate, graduate and professional degree programs, and for the strength of its research and scholarship.

As well, Brock University must aspire to higher levels of interaction with the community at large—through dedicated research, through imaginative programming, through career-related or experiential learning opportunities for students, and through increased exchanges of knowledge and experience with partners locally, nationally and internationally.

PRIORITIES:

The Task Force has prepared a document reflecting the broad concerns and wide variety of enterprises and areas of commitment which comprise Brock University. Each of the recommendations set out here responds to concerns expressed by various constituents and represents the belief of this committee that there are many areas for improvement which the university should attempt to address as soon as possible.

Brock University's finite resources must be deployed strategically and to greatest effect over the next three to five years. It is clear that Brock's continued development as a comprehensive university is a long-term project, but that movement towards this goal must be accelerated. At the same time, it is evident that enrollment pressures and program requirements, especially in growth areas, will require a substantial and ongoing reallocation of internal resources if student needs are to be properly met.

Both new and reallocated resources will be needed in meeting these complementary goals. While the majority of Brock's combined resources must be directed for the foreseeable future to areas of high teaching demand, some resources must be used strategically to develop new areas and to strengthen well-established areas of proven excellence. And while not all of the needs or desires of all constituencies can be met immediately, even where the Task Force has made recommendations in their favour, all of these matters must be addressed as soon as possible.

It is beyond the purview of this committee to prescribe the order in which specific recommendations should be implemented, for implementation will depend to some extent upon unfolding circumstances which cannot be predicted. Clearly a careful balancing of needs, opportunities and core institutional values will be required whenever resource decisions are made. The Task Force can, however, articulate a framework within which such decisions ought to be made. The committee recommends therefore that the following five statements be taken as directional—that is, that the University begin to enact the recommendations in this report in direct correspondence to their meeting the following criteria, which represent this committee's fundamental blueprint for the university's evolution.

- Brock University must continue to evolve as a competitive comprehensive university which offers a range of graduate programs to the Ph.D. level, cultivates research strength on the part of its faculty, and offers rigorous programs of study at every level.

- Brock University must reiterate its commitment to students, by continuing to focus on the delivery of excellent programs of study to all students, and by continuing to provide the attentiveness to students for which Brock is known—realizing that both the numbers and the quality of the students we attract in the future, nationally and internationally, will depend upon the University's reputation for exceptional work with those who choose to study here.

- Brock University must increase the number of career-related or experiential learning opportunities available to its students, including co-op programs, internships, apprenticeships, practica and other kinds of placements, activities and/or skills training components which will prepare Brock graduates for the workplace of the future.

- Brock University must continue and strengthen its long-term commitment to the Niagara Region through programming which will enhance the region's economic expansion, provide an educated workforce, and serve as a catalyst for regional development.

- Brock University must update and augment its current image, devising promotional strategies which emphasize not only Brock's traditional focus on commitment to students, but also (and forcefully) its innovative, cutting-edge programming, its rigorous standards and research depth, and its commitment to developing students in terms of both the mastery of their chosen disciplines and the development of related workplace skills.

IMPLEMENTATION

The Task Force assumes that the University at all levels, and in the normal course of responsibilities and operations, will be involved in the implementation of this plan. Some of the work will fall to the President and Vice-Presidents, some to Deans and other senior administrators, some to Chairs and Directors, some to individual faculty, some to staff and some to students. In other words, the ownership and therefore any meaningful activation of the planning document will be largely in the hands of the university as a whole, whose larger and shared interests this document is meant to serve.

In order for there to be an ongoing monitoring of the implementation process, however, it seems advisable to assign responsibility for overseeing the unfolding of

this plan over the next three to five years. There should also be a certain amount of pressure exerted on various sectors of the university, in order to encourage a clear focus on the priorities set out in this document. Thus the committee concludes its report with the following recommendations:

1. That Faculties be required, as a first step, to set out reasonable objectives in light of the five established criteria set out in this document

2. That other units, as appropriate, be required, as a first step, to identify ways in which they can respond to the five directional statements that the Task Force recommends Brock University adopt

3. That the President strike a small Implementation Review Committee whose responsibility shall be the ongoing review of the implementation process and the preparation of an annual report to the Brock community on the strides being made.

Task Force on Planning and Priorities

Members

David Atkinson	President (Chair)
Terry Boak	VP, Academic (Vice-Chair)
Terry Varcoe	VP, Administration
Carol Sales	Faculty of Business (to July 1998)
Martin Kusy	Faculty of Business (from July 1998)
Don Dworet	Faculty of Education
Marilyn Rose	Faculty of Humanities
Eric Muller	Faculty of Mathematics and Science
Anna Lathrop	Faculty of Physical Education and Recreation
Lew Soroka	Faculty of Social Sciences
Karen McAllister-Kenny	Staff Representative
Debbie Slade	Staff Representative
Alex El-Sayed	Student Representative (to August 1998)
Colleen Holder	Student Representative (from July 1998)
Jayne Miller	Student Representative (from September 1998)
Robert Kerr	Committee of Academic Deans Representative
Will Webster	Committee of Academic Deans Representative
Bill Matheson	Senate Representative (to June 1998)
Sybil Wilson	Senate Representative (from June 1998)
Jack Miller	Senate Representative
Patrick Beard	President's Office

Brock University





The Arguello family, from left, Rosschell, Sandor, Sandor Jr., Digna and Ariel.

Surviving Hurricane Mitch

Brock graduate Rev. Sandor Arguello (Master of Divinity 1995) a Lutheran missionary, was in Nicaragua last fall when Hurricane Mitch ravaged Central America. Rev. Arguello and his family survived the storm and were able to assist in the rescue and relief efforts. They shared their experiences in an article published November 16 in Maclean's magazine.

1973

Don Rode (BA, psych), after nearly 20 years as a vocational rehabilitation professional with the Workplace Safety & Insurance Board, has become a partner in the consulting firm of Rode & Reid Disability Management. They provide consulting services to employers in the Niagara Region and Southern Ontario with regard to injury and accident claims management and return to work programs. Rode & Reid is located in St. Catharines and Don can be reached at rodereid@niagar.com.

1974

Gord Watt (BA, dram, '74; BEd, '76) is the lead singer and songwriter with the Glenridge Boys. He is a coach of Brock's very successful men's lacrosse team, and he is a TV Arts and English teacher in St. Catharines. Gord and his wife, Mary Lou, have two children, Emily, 12, and Douglas, 8. Gord sends his thanks to those involved in the Homecoming '98 article, "Together Once Again." It was a real buzz! He would also like to shamelessly solicit funding and support for the lacrosse club.

1977

John Adeogun (BA, phil) is the Principal of the Peace Hills Adventist Academy in Wetaskiwin, Alberta.

1978

Gail Cort (BPhEd) would love to hear from old friends via e-mail, she can be reached at cort@clear.net.nz.

Christina Wilson (BA, hist/pol) and husband Michael reside in Cambridge, Ont., where Christina is the Systems Librarian at the Cambridge Public Library. Michael is a lawyer for Manulife Financial in Waterloo.

1979

Cecil (Jim) Moo Young (BA, hist) has been named Vice-President/Portfolio Administration for Citizens Bank. He joined Citizens from Mortgage Professionals, Inc. in 1997. Jim lives in Cumberland, Rhode Island.

1984

Gernot Heiser (MSc, phys) received his PhD in Computer Science from Swiss Federal Institute of Technology, Zurich, Switzerland. Gernot has been with the University of New South Wales, Australia, since 1994 where he is an Associate Professor.

1985

Jacquelyn Kuntze (BPhEd) enjoys life in Vancouver and has no plans to move back east. Jacquelyn spends her time in the mountains where she works for Snow Covers as their ski-golfwear buyer. She would love to hear from Bonnie Graham and Susan Powers. You can reach Jacquelyn by contacting the Alumni Office.

Michael Schaubel (BA, adm/econ), after living in the "big smoke" (Toronto), decided to settle in the beautiful city of Guelph with wife Edna, and children Patria, 3, and Michna, 16 months. Michael wishes to say "Hi" to everyone from the good ol' Press days and the gang at Alphies Trough.

1986

Betsy (Cepty) Hyde (BA, psych; MEd, '90) continues to lead the way in fitness as a certified Aerobox® instructor and a trainer for two popular workshops that she has created and designed—boxing and skipping.

1988

Tammy (Pillar) Clarke (BAdmin) lives in Ottawa with husband Philip and daughter Cassandra. Tammy has worked for Export Development Corporation for nine years and is currently on maternity leave.

1990

David Leip (BSc, cosc/musi), after graduation, went on to complete his MSc at the University of Guelph. He and wife Dr. Yuan Fang have two children Michelle, 4, and Thomas, 2. David, after working for IBM Canada for six years, has accepted a promotion to IBM WW Corporate HQ in Somers N.Y., where he is now IBM's Web Architect Program Manager. (Working to secure IBM's position as the world's leading e-business.)

Kien Ming Yap (BA, adm/econ) returned to Kuala Lumpur in 1990 where he lives with his wife and son. He currently works as Regional Sales Co-ordinator travelling the Asia Pacific Region for a company that represents material and tool manufacturers from England and Australia. Kien Ming would like to say "Hi" to all his Brock friends.

1991

Sherrie Cochrane (BSc, biol/psych) is a Rehabilitation Co-ordinator with St. Mary's Hospital and husband Jason Goss (BSc, biol, '95) is a Chiropractor, both work in Kitchener. **Joanne (Cooper) Guthrie** (BA, psych) lives in St. Catharines with husband Graeme and children Matthew and Emma. Joanne is a Hospital Assistant with the Dalhousie Animal Hospital. She would love to hear from fellow grads and can be reached at jguthrie@vaxxine.com.

Margaret (Peggy) Kirby (BA, cssp; BRLS, '94) after graduation, joined the field of professional fundraisers and has worked for a variety of arts, health care and social service organizations. She moved to Ottawa in 1996 and is currently employed as a Fundraising Consultant with the FLA Group.

1992

Lorna (Doyle) Wedgbury (BPhEd) is a paediatric nurse at the Hospital for Sick Children in Toronto, and works with children who have cancer. She spent the summer of 1998 at Camp Trillium—a camp for children with cancer. Lorna says her job is challenging both emotionally and physically, but incredibly rewarding and that the skills learned at Brock have helped tremendously. She lives in Toronto with husband Jeremy and their Great Dane, Ginger.

1994

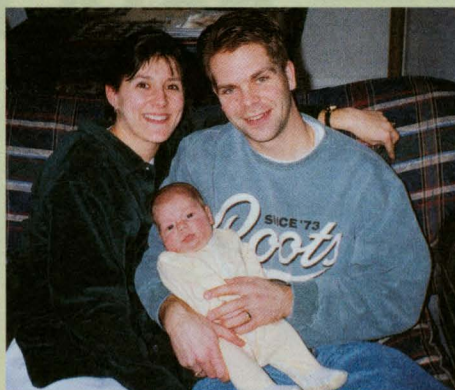
Heather (Oke) Baker (BA, hist/soci) and husband Paul have recently been transferred to the U.S., they can be reached at p.baker@kcc.com.

Kristin Ralph (BA, adm/psych) passed her Uniform Final Exam in November 1998 and has obtained her Chartered Accountant designation. She works for Deloitte & Touche LLP, in St. Catharines.

1997

Greg Marotta (BACC) passed his Uniform Final Exam in November 1998 and has obtained his Chartered Accountant designation. He also wrote the CPA exam in November and awaits the results. He works for Deloitte & Touche LLP, in St. Catharines.

Danelle Plas (BBA) received her Masters in International Finance from the Universiteit van Amsterdam in September of 1998. Danelle is an Assistant Relationship Manager with ING Barings in Amsterdam.



Paula and Randy March with son, Brock Richard.

BIRTHS

Jane Ramsay Adams (BA, geoh, '91), a daughter, Emma Jane, November 11, 1998. **Angela (Salasso) Borgatti** (BA, adm/math, '91) and Kevin Borgatti (BAdmin, '90), a son, Andrew Nicholas, January 27, 1999. **Justin Bonar** (BA, poli, '89), a son Leonard George, March 4, 1999. **Tammy (Pillar) Clarke** (BAdmin, '88), a daughter, Cassandra Elizabeth, October 10, 1998. **Sherrie Cochrane** (BSc, biol/psych, '91) and Jason Goss (BSc, biol, '95), a son, Connor Mattheus, September 22, 1998. **Michelle (Montague) Czarkowski** (BA, ling, '95), a son, Hudson Richard, October 30, 1998. **Vicki (Steele) Galante** (BSc, cosc, '96), a son, Jacob Anthony, November 6, 1998. **Lynne (Harrison) Girdler** (BPhEd, '89), a son, Harrison, September 16, 1996 and a daughter, Sydney, November 7, 1998. **Joanne (Cooper) Guthrie** (BA, psych, '91), a daughter, Emma, July 30, 1998. **Sandra (Harrison) Holman** (BA, chld/psych, '87; BEd, '88), a daughter, Erin Elaine, May 5, 1998. **Martha (McKillop) Khan** (BPhEd, '81; BA, chld, '82), a daughter, Madison Emily Reese, April 12, 1998. **Debbie (Seliga) Long** (BA, hlst, '93), a daughter, Adrianna Grace, May 31, 1998. **Paula (Stenyk) March** (BA, chld, '94) and **Randy March** (BBA, '93), a son, Brock Richard, December 24, 1998. **Belinda (Geoghegan) McCauley** (BA, soci, '88) and **Patrick McCauley** (BA, soci, '89), a son, Connor Dennis, September 13, 1997. **May (Kimens) McKrow** (BA, chld, '87), a daughter, Erin Marie, November 11, 1998. **Paula (Spratt) Muir** (BA, adm/pol, '92), a son, Brendan Robert Michael, November 1, 1998. **Laura (Walsh) Ouellette** (BA, Fren/Ital, '83), a son, Christopher David, October 30, 1998. **Sarah (Collins) Proctor** (BA, csbc, '90) and **Scott Proctor** (BA, adm/pol, '90), a son, Steven Robert, November 3, 1998. **Sheryl (Little) Robertson** (BA, Eng, '92), twins, Brad and Katie, October 20, 1998. **Deborah Solose-Clarke** (BA, psych/phil, '97), daughter, Michelle Elizabeth, April 27, 1995 and son, Jonathon Bentley, February 26, 1998. **Laura (Murphy) Strachan** (BRLS, '94) and

Andrew Strachan (BBA, '92; BRLS, '93), a daughter, Teagan Isabel, September 13, 1998. **Carol (Fessenden) Suggitt** (BBA, '93), a daughter, Julia, September 11, 1998. **Michelle (Crowley) Thode** (BA/BEd, '92) and **Steve Thode** (BA, adm/econ, '90), a son, Brett Patrick, February 1, 1998. **Kien Ming Yap** (BA, adm/econ, '90), a son, Bryan, January 20, 1997. **Kathleen (Hallyburton) Zavarise** (BA, psych/admi, '90), a daughter, Corina, January 23, 1999.

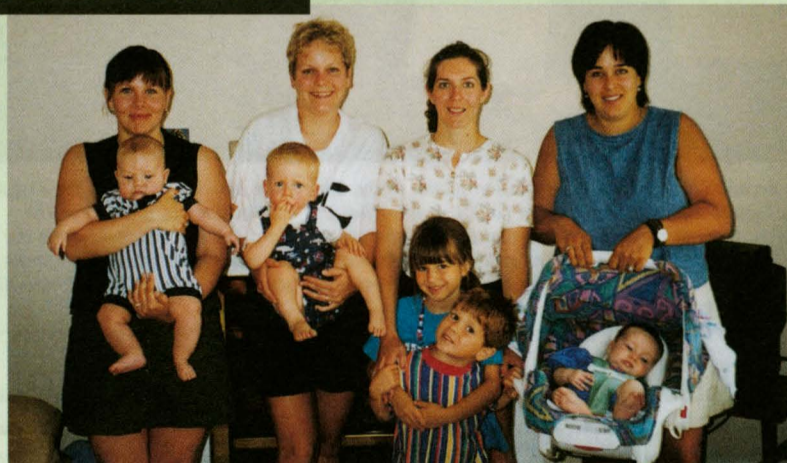
MARRIAGES

Carol Anderson (BA, chld, '93) and **John Jones**, September 21, 1997. **Kimberley Baker** (BSc, biol/envp, '98) and **Steve Elliott**, October 3, 1998. **Julie Balt** (BA, Fren, '96; BEd, '97) and **Richard Engellage**, July 4, 1998. **Deborah Bifolchi** (BBA, '95) and **Steve Nelson**, September 11, 1998. **Ineke Boerefyn** (BA, psych, '92) and **Jose Soto**, April 16, 1996. **Kristian Coulombe** (BRLS, '95; BA, hist, '97; BEd, '98) and **Roxanne Hildebrand**, October 10, 1998. **Amelie Deriger** (BA, psych, '96) and **Michael March**, April 24, 1998. **Lorna Doyle** (BPhEd, '92) and **Jeremy Wedgbury**, August 1997. **Kristin Eckhardt** (BSc/BEd, '97) and **Iain Smith**, October 31, 1998. **Trevor Falk** (BPhEd, '95) and **Tara-Lynn Gates**, November 8, 1997. **Maria Gallo** (BA, chld, '87) and **Robert Nigro**, August 14, 1998. **Scott Johnston** (BBA, '93) and **Cheryl McGinn**, August 31, 1996. **Margaret (Peggy) Kirby** (BA, cssp, '91; BRLS, '94) and **Mark Friedman**, July 5, 1998. **Michelle Montague** (BA, ling, '95) and **Richard Czarkowski**, August 3, 1996. **Tara Parks** (BA, Engl, '93) and **Robert Fuchka**, June 19, 1998. **Tammy Pillar** (BAdmin, '88) and **Philip Clarke**, October 1996. **Daniel Pringle** (BEd, '95) and **Richard Coté**, March 6, 1999. **Lynne Prout** (BA, psych, '91) and **Ned Bubic**, September 13, 1997. **Charene Robertson** (BA, psych, '91) and **Russell Clayton**, August 1, 1998. **Melissa Schiestel** (BA, csbc, '98) and **Dion VandenBoogaard**, October 3, 1998. **Deborah Solose** (BA, psych/phil, '97) and **Michael Clarke**, March 26, 1994. **Christina Wilson** (BA, hist/pol, '78) and **Michael D. Novak**, November 23, 1998.

IN MEMORIAM

Rachel (Portelance) Poulin (BA, Fren, '88), January 23, 1999. **Aldo Mantini** (BA, poli, '80), February 28, 1999. **Barbara (Godin) McGowan** (BA, psych, '75; BEd, '76) at McMaster Hospital, May 3, 1998 as a result of complications from a bone-marrow transplant.

ALUMNI MAILBOX



Recreation and Leisure Studies grads' reunion: Allison (Boyd) D'Amario, Leslie (Raymore) Watson, Jane (Culbert) Kviring, Linley (Wright) Campbell

Hi!

I've enclosed a photo of four of us who graduated from the BRLS between 1989 and 1990. We all got together at Jane (Culbert) Kviring's house in Grimsby, Ont., last July for a reunion—the first time we've been together in almost 10 years. All of us are now married and have children.

We have a great time together and couldn't believe how quickly our lives changed after graduation... and of course we reminisced about all of the great times we had while at Brock. We were big fans of Alphies Trough, back in the days before Isaac's.

Thanks,
Leslie Raymore Watson, Christchurch, New Zealand

Green thumbs up: Brock University and Niagara College recently launched the Agriculture Technical Information Service (AgTIS), a new partnership initiative that will provide innovative technological and business information to small and medium-size enterprises in the agriculture and agri-food sector. The service is funded by the National Research Council through its Industrial Research Assistance Program.

BROCK Briefs



Brock University President David Atkinson, right, toasts the launch of the Agriculture Technical Information Service with Niagara College President Dan Patterson.

Congratulations: Brock University congratulates 38 of its graduates who successfully completed the 1998 Canada-wide Uniform Final Chartered Accountant's Examination. They are:

- | | | |
|---------------------|-----------------------|-------------------|
| Fadi Abedrabbo, | Gwyneth Bailey, | Jennifer Barons, |
| Christopher Bodnar, | Stephanie Burke, | Travis Campbell, |
| Elena Cannatelli, | Linda Chambers, | Paul Farquharson, |
| Andrew Gibson, | William Gott, | Kurt Gregoire, |
| Elizabeth Grimwood, | Tara Hodgson, | Darryl Irwin, |
| Jeffrey Jachymek, | Manu Kapal, | Tony Koivisto, |
| Andrea Leask, | Jay Lim, | Carmen Masi, |
| Lesley McGinty, | Andrea McIntyre, | Tracey Neifer, |
| Annette Newton, | Aleksandar Novakovic, | Jerry Pause, |
| Sheri Penner, | Kristin Ralph, | April Relic, |
| Carrie Rutter, | Peter Stone, | Susan Tavares, |
| Michael Ulrich, | Corry Van Nispen, | Allan Wedsworth. |
| Shawn Wilson, | Todd Zavitz, | |

Research grants: The Scottish Rite Charitable Foundation of Canada recently presented a total of \$65,900 in research grants to Brock professors Zopito Marini, Jim Wagner and Christine Blais. The Foundation supports research that examines issues affecting people with developmental and intellectual disabilities.



Brock's Accounting and Labour Arbitration teams placed among the best in Canada at the 21st Annual Inter-Collegiate Business Competition (ICBC), held earlier this year at Queen's University. The Accounting team of Stephen McCourt and Dereck Hales, placed third overall in Canada while the Labour and Arbitration team, of Karen Schneider and Suzanne Klassen made an excellent presentation as one of the six finalists. In the photo above are, from left, McCourt, Hales, ICBC co-ordinator Darren Harper, Schneider and Klassen.

Biotech business hires Brock grads: Yousef Haj-Ahmad, a professor in Brock's biology department, is the founder of Norgen Biotek Corporation, recently established in St. Catharines. Six Brock students have been hired to work in the state-of-the-art laboratory. Their work involves providing custom service in the areas of gene expression, gene construction, cloning and sequencing. Norgen is also conducting various research and design initiatives.

Honoured: Professor Emeritus Victor M. Fic received one of the most prestigious honours from his native homeland, the former Czechoslovakia. Fic, received the T.G. Masaryk award, from President Vaclav Havel, during a ceremony in Prague. The award, an honour similar to receiving the Order of Canada, recognizes Fic's commitment to democratic ideas and human rights.

Textbook treasures: Brock grad Shirley Clair is on a treasure hunt of sorts. She's not interested in finding gold or jewels. No, her search is for none other than introductory educational textbooks.

Why would she consider these true treasures?

Clair, a Brock psychology grad, is a member of the Board of Directors for Lighthouse Niagara, an organization which offers abused and troubled youth a

safe haven. Lighthouse Niagara also helps youth with life skills, basic literacy, informal counselling and other services to help youth help themselves. The textbooks offer counsellors the opportunity to guide youths to a higher level of education. And that, says Clair, is a treasure.

Clair has received donations from several faculty members at Brock University and is putting the call out to anyone and everyone who can support her efforts.

"I am very grateful for all the donations which I have received thus far from professors at Brock University," says Clair. "These books can really make a difference in a young person's life."

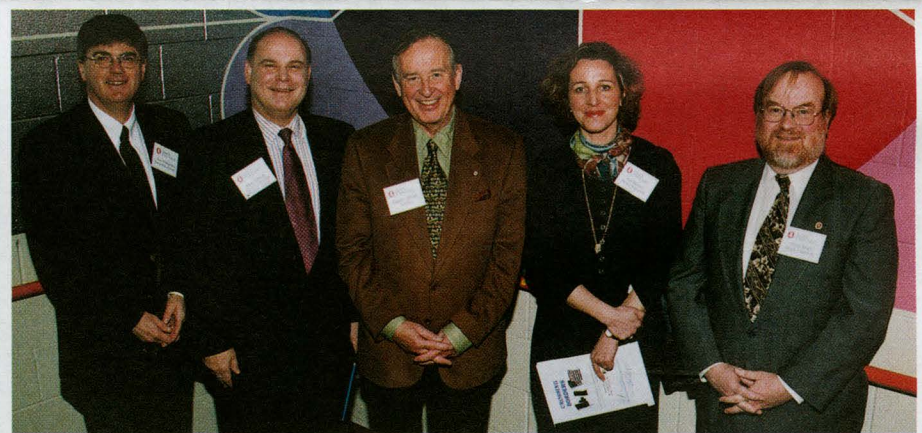
Anyone interested in making a donation can contact Clair at (905) 354-4108 or e-mail: shirl@vaxxine.com or contact Lighthouse Niagara at (905) 357-0113.



Holding the first-prize cheque of \$3,500 for Entrepreneurial Excellence from the 11th annual National Queen's Entrepreneurial Competition are, clockwise from bottom left, Jamie Lauzon, Robert Gottschalk, Brock President David Atkinson, Dr. Teresa Menzies and Rich VanderWal.

Brock students win national award: Competing against the best in Canada, two Brock University students won the prestigious PriceWaterhouseCoopers Gold Medal for Entrepreneurial Excellence at the 11th annual National Queen's Entrepreneurs Competition, held March 18 to 21.

Team members Jamie Lauzon, a Business Communications student, and Rich VanderWal, a Recreation and Leisure student, both of Thorold, received the first-place honours, as well as a \$3,500 prize, for their business plan and presentation on Evolution Wheelchair Designs. Robert Gottschalk, of Ajax, a Bachelor of Business Administration entrepreneurship student, helped the team focus on the commercialization strategy for the venture.

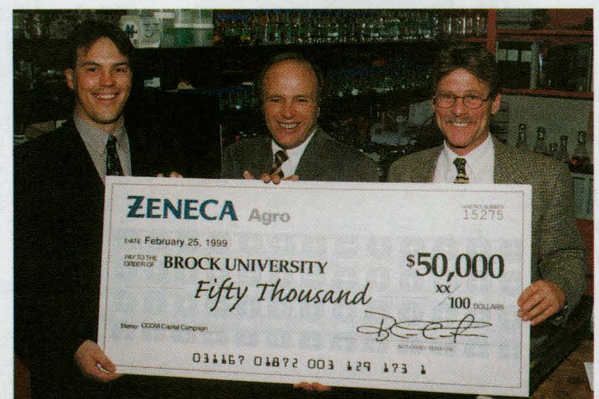


Dr. Laurier LaPier, Chair of Telefilm Canada, centre, was the keynote speaker at the recent Crossing Borders Student Conference, held at Brock University. Dr. LaPier gave an impassioned speech on the future of Canadian culture. From left, Brock President David Atkinson, Mark Romoff, of the Canadian Consulate, Buffalo, Dr. LaPier, Jane Koustas, Director of Canadian Studies, and David Siegel, Associate Vice-President, Academic.

CCOVI update: In June, Brock University will officially open Inniskillin Hall, the new home of the Cool Climate Oenology and Viticulture Institute. Donors, growers, volunteers and industry representatives will help Brock mark this milestone. Inniskillin Hall will be the most modern laboratory and teaching building in the world devoted to grape growing and wine making.

It has been an exciting year for CCOVI. Its \$3.1 million capital campaign is approaching goal, according to Grant Dobson, External Relations Executive Director and Campaign Director. Last December, Brock University President David Atkinson signed a partnership agreement, with Okanagan University College to develop joint post-secondary opportunities in Oenology and Viticulture. This agreement will help tie together the Ontario and British Columbia grape and wine industries.

CCOVI is a leader in academic training and research for the Canadian grape and wine industry. Highly trained graduates and new technologies developed in CCOVI will undoubtedly further enhance the international competitiveness of the Canadian grape and wine industry.



Dr. Bill Cade, Dean, Faculty of Mathematics and Science, centre, recently accepted a cheque from Zeneca Agro for \$50,000 to help fund the construction of a new viticulture lab in Inniskillin Hall. Representing Zeneca Agro, at left, Steve Hawkins, Marketing Manager for Zeneca Agro, and, at right, Rick Wilson, Sales Manager. CCOVI is approaching goal on its \$3.1 million campaign.

SNAPSHOT



Dr. Ron Leslie
 Degree: Bsc (Hons)
 Brock, PhD
 (Cambridge) MA,
 DPhil (Oxford)
 Residence: Kingston,
 Cambridgeshire,
 England
 Career: Scientific

manager in the pharmaceutical industry
Present job: Director in the
 Neurosciences Department, SmithKline
 Beecham Pharmaceuticals. I am the
 team manager of Molecular
 Neuroimaging, involved in discovery
 research aimed at identifying and char-
 acterizing novel biological mechanisms
 that may be used to provide new thera-
 pies for neurological and psychiatric ill-
 nesses.

Claim to fame: A number of years ago I
 was out walking with my wife near our
 home in East Anglia (near the village of
 Orwell which lent its name to the
 famous author George). There is a
 mansion there called Wimpole Hall,
 and, having never seen it before, we
 wandered over towards the house to
 have a closer look. Suddenly, down the
 imposing marble entrance steps burst a
 fearsome old lady in tweeds brandishing
 a walking stick at us. "Be off," she said,
 "this is private property." It wasn't until

some months later that we were told
 that we had "introduced" ourselves to
 the daughter of the former owner of
 the house, Rudyard Kipling!
Favourite memory of Brock: I can't
 decide if it was one of the musical
 evenings in the old refrigerator factory
 listening to one of the students pre-
 tending to be Bob Dylan, or spending
 summers helping Dr. Lewis prepare
 microscope specimens for next year's
 zoology course, or maybe it was sculpt-
 ing from snow a replica of Rodin's
 "The Thinker" (sitting on a peculiar
 modern porcelain sanitary contrivance)
 in the car park near the old drive-in
 cinema (you can see a picture of the snow
 sculpture in the yearbook for that year...).

Greatest source of pride: That's easy —
 my daughter!

Childhood career goal: To be a scientist.
Future goals: To have one of the projects
 I am working on result eventually in a
 new useful drug; to spend more time
 travelling in countries I have not yet
 visited; to do more swimming and sail-
 ing in tropical seas....

Source of Inspiration: The single most
 important inspirational source for me
 was Brock's very own Prof. Cam Lewis.
 Without his encouragement and sup-
 port I never would have gone on to
 graduate studies in the University of
 Cambridge and as a result I would not
 have had the same sort of wonderful
 experiences that I've enjoyed.

Southern exposure for recruitment drive

Brock University took its interna-
 tional recruitment drive south this
 winter, attending six educational
 fairs in Mexico.

Jennifer Braithwaite, Liaison Officer, and
 Eric Bigrigg, Listening Skills Co-ordina-
 tor for the English as a Second Language
 Program, spent nine days in Monterrey,
 Mexico City and Guadalajara, at fairs or-
 ganized by the Canadian Education Centre.

"It was a great opportunity to get Brock's
 name out there," said Braithwaite. "Our
 booth was busy all the time. A lot of vis-
 itors wanted to know about our under-
 graduate and graduate programs, as well,
 many were interested in our Intensive
 English Language Program (IELP).

"They also wanted to know about the
 climate, tuition fees and entrance scholar-
 ships available to international students."
 Braithwaite returned with five confirmed

applications to Brock's degree programs,
 and 150 names and addresses of other
 interested students.

Bigrigg reports that we've also received
 a half dozen registrations for our IELP
 program as well.

Bonnie Neuman, Associate Vice-
 President, Student Services, said she is
 pleased with the response from Mexican
 students, adding that "this trip will more
 than pay for itself in increased recruit-
 ment of new students to Brock."

Neuman indicated that Brock will be
 expanding international recruitment
 activities in carefully targetted areas of the
 world, to gradually increase the number
 of international students on campus.

"International students add a wider
 dimension to our classes and residence
 life that benefits all Brock students with a
 broader perspective," she says.

RECRUITING GRADUATES?

We thought you'd like to know what some employers are
 saying about Brock grads.

*"I have found Brock graduates to be well prepared and enthusiastic additions
 to our team. They bring with them maturity and a strong career focus."*

— **John E. Potts, Community Banking Manager**
 Bank of Montreal

*"We hired a very high proportion of the Brock Computer Science students we
 interviewed last year for information systems related jobs at Statistics
 Canada. The Brock students we hired had the right combination of courses,
 work experience and knowledge as demonstrated in the interview. They also
 did very well compared to computer science students from other universities
 from across Canada."*

— **Joe A. Holmes, Systems Development Division,**
 Statistics Canada

*"I was impressed by the way Brock students were prepared for the interviewing
 process. Brock graduates have always scored high versus other universities and a
 number of offers have gone out to Brock graduates over the last few years."*

— **Sue English,**
 Royal Bank of Canada

*"We hire Brock students because we find them to be eager to learn, hard-
 working and very enthusiastic."*

— **Margaret Corner,**
 Deloitte & Touche

Ambassadors win bid to host 2000 conference

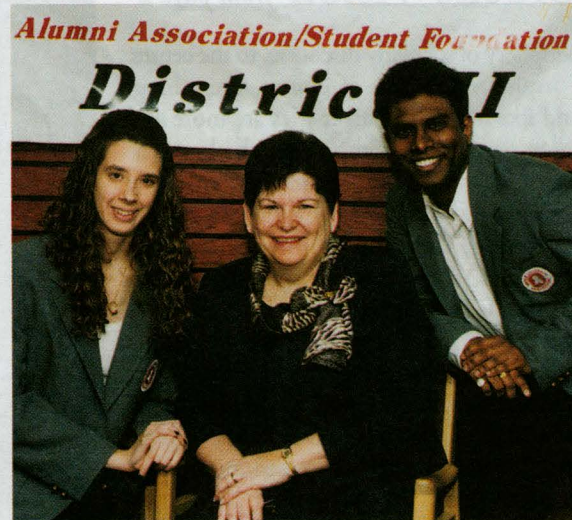
The Brock Student Am-
 bassadors have some
 exciting work ahead of
 them as they prepare to be the
 host of the 2000 Student Alumni
 Association/Student Foundation
 Network District II Conference,
 next February.

"Brock Ambassadors worked
 very hard in preparing their bid
 and we are quite thrilled to be
 hosting an event of this size,"
 says Candy Tonellato, Ambassa-
 dor Advisor, Office of External
 Relations. "It is an excellent
 opportunity for our students to
 gain valuable organizational
 experience in planning the con-
 ference events, many of which
 will showcase the Brock campus."

About 300 to 400 student alumni
 and ambassadors, from as many as 50
 universities throughout North America,
 are expected to attend the 2000
 Conference, scheduled for February 18
 to 20.

Most Outstanding Advisor

Brock Alumni Officer Candy Tonellato
 received the Most Outstanding Advisor
 at the 1999 Student Alumni Association/



Candy Tonellato joins Ambassadors Alana Falovo and Shreedat Ahulesar in front of the District II conference banner.

Student Foundation Network District II
 Conference, recently held at Indiana
 University of Pennsylvania.

Tonellato was nominated for the
 award by the Brock Ambassadors. The
 award recognizes the Advisor's contribu-
 tion to the program.

"What made this so special was that
 the Brock Ambassadors thought enough
 of me to go to the trouble of preparing
 an essay for the nomination," she said.

ALUMNI: IMPORTANT INFORMATION

Alumnews

Have you moved, received a promotion or changed careers? Do you have other news you want to share? We'd like to hear from you. Tell us where you are and what you're doing!

Name: _____

Surname at Graduation: _____

ID# _____

New Address: _____

City: _____ Postal Code: _____

Tel # () _____

E-mail: _____

Employer name: _____

Position/Title: _____

Employer Address: _____

City: _____ Postal Code: _____

Tel # () _____

Spousal Information: _____

Name: _____

Spouse a Brock Grad? Yes No

If yes, ID# _____

Surname at Graduation: _____

Employer Name: _____

Position/Title: _____

Employer Address: _____

City: _____ Postal Code: _____

Tel # () _____

Next of Kin: _____ Relationship: _____

Address: _____

City: _____ Postal Code: _____

Tel # () _____

Is the above information confidential? Yes No

Do you know a graduate who does not receive Surgite!?

Name: _____

Tel # () _____

**Clip this form and return it to the Alumni Office,
 Brock University, St. Catharines, Ontario L2S 3A1
 OR fax to: (905) 641-5216
 OR e-mail: alumni@spartan.ac.brocku.ca**

Brock's Vision *from page 2*

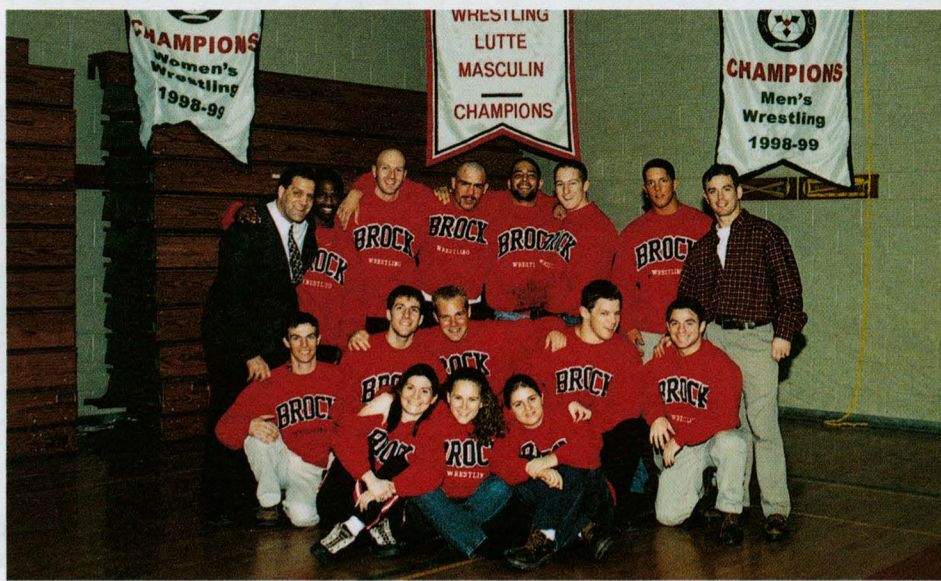
periphery of scholarly discourse, to the centre.

Appearances are, of course, everything, and like it or not, universities are more and more required to compete for the best students, for research funds, for philanthropic support, and for new faculty. Brock must get its message out, and to this end it must "augment" its current image so that our identity is one that is known and respected. Universities have typically been ineffective and disinterested in telling their story. In the current environment, we can no longer be self-satisfied, and assume that everyone will recognize our accomplishments and importance.

While Brock must clearly become a university for Canada and, indeed, for the world, it must never forget its roots—it must remain a university for Niagara. Brock must remain an engine for the economic development of the Niagara region, not only by providing a highly educated and trained workforce, but by contributing to the research and development that brings information workers to Niagara and that sustains the developing industries of the region. As well, Brock must continue its role as an important centre for the cultural and recreational life of the region.

Alumni take great pride in what Brock has accomplished; they can now take satisfaction in what is an enormously promising future. The University has done a good job in determining what it must become. It must now move aggressively to implement the plan it has adopted.

A copy of the full report is included with this issue of *Surgite!*



The Brock University men's and women's wrestling teams gathered recently for an official banner raising ceremony, in Gym 1, to mark their OUA and CIAU championships. The men won their fourth CIAU title and sixth OUA title, while the women won their first provincial championship.

Wrestlers are CIAU champions

It was indeed a great season for Brock University's wrestling team. The Badgers added another national banner to their collection after winning their fourth Canadian Interuniversity Athletic Unions' men's wrestling title. In addition, coaches Richard DesChatelets and Marty Calder were named CIAU co-coaches of the year. It is the third time DesChatelets has been selected for this honour.

"It is an outstanding accomplishment to win our fourth national title—we're elated," says DesChatelets. "Everyone worked very hard. Winning the nationals was a mission we started in the beginning and everyone, as a team, wanted the same goal."

Brock dominated the meet, collecting four gold medals, three silvers and two bronze, for a 75-point total. Their closest rival was Regina with 39 points.

Brock's men's and women's teams also won this year's Ontario University wrestling titles. At the CIAUs, the women tied for second place with two other teams.

"I'm very proud of our women," added DesChatelets.

"Last year, at the OUA, we were fourth and this year we won the title. That's quite a feat.

"We have excellent leadership and enthusiasm on our women's team. Everybody is in it together."

QUARTERpage

Memorial game: Brock Badgers and Laurier Golden Hawks played in the Bev McCollom Memorial Hockey Game, in February, at Thorold Arena. The game was held as a fundraiser to help establish the Bev McCollom Memorial Award, named for the long-time equipment manager with Brock's hockey program. Ticket sales, as well as donations, raised about \$5,000. The award will be handed out each year to a deserving member of the hockey team. For more information about the award, please contact Badger hockey coach Murray Nystrom at: (905) 688-5550, ext. 4368, or e-mail: mnystrom@arnie.pec.brocku.ca

Wait until next year: A generous donation from Brock grads John and Janice Klassen helped establish the first-ever Bromac Cup competition, held this year between Brock and McMaster men's and women's varsity basketball teams. "We wanted to do something to help promote school spirit," said John, who also attended Mac and now owns Bromac Construction and Engineering Ltd. "We got a good shot at life by going to Brock. Brock provides opportunity." The trophy was decided on the outcome of two regular season games with Mac coming out on top and winning both the men's and women's Bromac trophy.



Shannon Hann

Tracey Swift

Award winners: Shannon Hann of Sudbury, and Tracey Swift of London, are co-recipients of the 1998-99 Women's Basketball Alumni Award. The award was established in 1995 by grads and former Badgers Diane Hilko, of St. Catharines, and Janice Jockel, of Guelph. To be eligible for the award, players must maintain a 75 per cent average and be in their third to fifth year at Brock. Hann, who was selected as an OUA all-star, is the team's captain and leading scorer, while Swift is a leader on and off the court.

World Rowing: Right now, there are athletes around the world training to be their best this August at the World Rowing Championships, in St. Catharines.

Here at Brock, there are a few cooks doing culinary callisthenics so they can go the distance when 1,200 rowers move into the Athletes' Village for the August 22 to 29 event, at the St. Catharines Henley course.

"Breakfast, lunch and dinner for a contingent of elite athletes adds up to about 60,000 meals," says Tom Arkell, Associate Director of Brock's Conference Services.

It's the second time this decade that the University has acted as an official Athletes' Village. Brock hosted about 600 rowers competing in the World University Games in 1993. This time around, Brock will host about double that number of athletes.

Rowers from more than 40 different countries will be staying at Brock from August 15 to 30.

"It's a tremendous opportunity for the University to be part of a world-class sporting event," says Arkell.

Brock's Centre for the Arts is handling ticket sales for the event. To reserve tickets, call the Box Office at, (905) 688-5550, ext. 3257, or for information, visit the website: www.arts.brocku.ca

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