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Appendix 1 – Long Term Future Growth
Executive Summary

Brescia is a community of academic excellence. Its scholarship and learning are built upon a tradition of respectful relationships. As the College plans for the next 20 years, we remain committed to the practices and values that have made us strong and to the Ursuline legacy that has shaped Brescia since 1919.

Brescia has a unique role as Canada's only women's university college. We are committed to encouraging women students to find their voice, and develop self-confidence. Inspired by professors dedicated to helping each student do her best, graduates gain an excellent academic education together with the leadership skills needed to make a difference in the world.1

The purpose of master planning is to provide an opportunity to reflect upon the College’s history, to assess current needs, and to create a vision for the future.

Brescia’s priority is to expand in select areas of academic excellence and academic strength, and to attract faculty able to compete for Canada Research Chairs. Student services and service learning opportunities will be enhanced, as we encourage students to develop strong portfolios of research, analytical and communication skills. Curriculum on leadership will be added and the activities of the Institute for Women in Leadership will be expanded.

This master plan suggests that the College will experience a 2.5% annual increase in enrolment. The financial implications of such growth as well as the impact on Brescia’s physical plant are considered. It is clear that new sources of funding must be attained to meet the needs of future capital expansion.

As Canada changes, so does Brescia, as we embrace the multicultural and multifaith dimension of our student body. We will continue to welcome a diverse student body and seek to expand opportunities for non-traditional women students. At the same time, Brescia’s commitment to its Catholic identity will remain strong.

Looking forward to 2028, Brescia is committed to the ongoing development of a positive learning environment, respectful of all.

1 Notable alumnae include the late Beryl Ivey, O.C., Dr. Margaret Chan, President, (WHO) World Health Organization and Dr. Marlene McLeish, advisor to the NASA space program.
Brescia’s Master Planning Principles

The College has identified the core values that shape its mission, and it is these values that underlie the master planning process in which we have engaged. We consider it essential that going forward, all our decisions reflect the College’s core values. In setting academic priorities, initiating new academic programming, delivering student services, and planning capital projects, these values will be kept in mind. By staying true to Brescia’s core values, we will touch the heart and mind of each student who studies with us.

We are committed to remaining a student-centric environment. Brescia also seeks to become an employer of choice, and will make ongoing efforts to provide a healthy, challenging, and supportive workplace that allows employees to develop to their full potential.

Core Values

- We value women and their capacity for leadership in society
- We value pedagogical initiatives that encourage women’s learning styles and enable them to develop their voices, confidence and leadership skills
- We value creative, holistic education
- We value academic excellence
- We value experiential learning
- We value the celebration of the spiritual dimension of the human person
- We value the building of community in participative and collaborative ways
- We value the struggle to raise social awareness and to promote social change
- We value the physical environment that enhances the spiritual search for truth and beauty

Focus on Women

Brescia’s emphasis on women will adapt to current realities with continued focus on:

- Women’s ways of knowing: teaching and learning methodologies informed by research and experience
- Active encouragement of women’s leadership
- Preparing women students for careers with skills and attitudes that will enhance their preparedness and flexibility.
- Ongoing emphasis on voice: encouraging our students to develop, express, share and defend their views
- Women’s life choices: how to build career, family, find balance, and develop all spheres of life.
- Expanded programming and events for alumnae and women in the community that encompass academic and non-academic areas.

Catholic Identity

From its founding in 1919 by the Ursuline Sisters, Brescia has been a Catholic college committed to the ongoing search for knowledge in the light of faith. Brescia’s commitment to its
Catholic identity will remain strong over the next 20 years as the College continues faithful to the mandate of Ex Corde Ecclesiae to be “…a centre of creativity and dissemination of knowledge for the good of humanity”.

Valuing partnerships

The College values the ongoing partnerships it has and will develop with volunteers and community agencies. These partnerships with our local community and beyond are integral to our future success. We hope to strengthen these ties and explore new areas in community development and service-learning.

The future success of Brescia depends upon building and strengthening relationships amongst diverse community groups.

Relationship based learning

Brescia will continue to offer a smaller scale-learning environment in which direct contact with students is defined as highest priority in both undergraduate and graduate programs. The advantages of the small scale will be promoted as the College’s “niche” and appropriate investments will be made to ensure that this competitive advantage is realized and sustained.

Academic Programming

Key to Brescia’s success over the next 20 years will be its ability to offer outstanding academic programming that is attuned to the interests, needs, and goals of students. Brescia will develop:

Areas of Excellence – academic programs unique to the College in which expertise is fostered and resources are invested to support programming at undergraduate and graduate levels

Areas of Strength – academic undergraduate programs with strong student interest and good faculty support within the Liberal Arts

Service areas – a range of courses allowing students to maximize their choices at the College, with the best possible range of interest courses and minors available. The interests of students will be monitored in an ongoing fashion.

Towards Academic Programming for 2028

Considering recruitment over the next 20 years we envisage that Brescia will continue to focus primarily on young women graduating from high school and from other post-secondary institutions. These women will be attracted to the College because of diverse opportunity for academic and personal development, including the development of leadership skills fostered in all areas of study. The College’s cohort will include an increasing number of international students, aboriginal women and women from diverse ethno-cultural communities attracted by the College’s inclusive program emphases. We will also further encourage mature women who are in or re-entering the work force. Although many of the programs of study at Brescia are

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2 Pope John Paul II, Apostolic Constitution on Catholic Universities/Ex Corde Ecclesiae, August 15 1990, p.3.
applicable, we recognize that there are unique learning needs that distinguish mature women from high school graduates, and will endeavour to be more responsive to their needs.

Future academic programming at Brescia at the undergraduate level may be conceptualized using seven categories: areas of excellence, areas of strength, academic partnerships, graduate studies, applied degree programs, international exchanges and service areas.

1. **Areas of excellence** include academic programs that either are unique to the College or represent fields in which students have traditionally expressed a great deal of interest. The Foods and Nutrition degree programs will continue to receive substantial support from the College. English offers Brescia’s signature program in the Humanities and will be strengthened in areas of interest to Brescia women. The Social Sciences, Sociology, Psychology and Family Studies will be areas of excellence offering students innovative ways of approaching the concerns of the respective disciplines in a rapidly changing world. Also included in this group are Management and Organizational Studies. Special efforts will be made to develop a “made at Brescia” approach to the study of business geared to the particular interests and needs of women.

New initiatives will be explored, such as an interdisciplinary program focused on leadership to equip young women with the skills necessary to assume leadership positions in society and make a difference in the world.

2. **Areas of strength** are those fields of study in which Brescia women have shown interest and that are consistent with the Liberal Arts orientation of the College. These fields include disciplines in the Humanities (French, Religious Studies, and Philosophy) and select areas in the Social Sciences (Anthropology, History and Political Science).

3. Graduate programming will certainly increase over the next 20 years. The provincial government is currently strengthening its support of graduate programming, a response to increased demand from both students and from employers. The demand for higher levels of training will only increase, and Brescia will seek to increase its participation in this area. The Foods and Nutrition program might be expanded beyond its present Master’s offering, perhaps to include a PhD program. Other Masters’ degree programs in unique areas such as Family Studies (including migrant family, global concerns, and impact on the Canadian family). The area of women’s leadership from an interdisciplinary perspective also offers the potential for graduate study.

4. **Academic partnerships** will be developed drawing upon specific disciplines such as French and Family Studies together with the interdisciplinary programming in education offered at Brescia. The College has historically attracted many students wishing to pursue a career in teaching: there is a unique opportunity to develop an integrated approach to teacher development with Western’s Faculty of Education. Additionally, Brescia will seek to partner with Western’s Department of Women’s Studies and Feminist Research to develop an interdisciplinary and global focus on women, in partnership with Brescia’s Institute for Women in Leadership (IWIL).

5. **Applied degree programs** offered by community colleges in Ontario are of increasing interest to students. Building on the precedent with the Nursing program at Fanshawe College and the Foods & Nutrition programs, Brescia will develop new strategic partnerships with
programs such as Early Childhood Education and the Family, Hospitality Services and Food Management.

6.  *International exchange programs* will be established with accredited institutions outside of Canada to offer Brescia women additional opportunity for personal and academic growth. One of the criteria for such partnerships will be the ability of the partnering institution to enrich the Brescia on-campus students’ experience with students they send to Brescia. Every effort will be made for faculty to also participate in academic exchanges.

7. The final category, *service areas*, includes courses offered at Brescia in response to the wide range of student academic interests. Courses that fall into this category not only enrich interdisciplinary programs but also develop critical thinking skills, a key component of the Brescia mission. Brescia’s Preliminary Year program will also be further developed to encourage more participation.

**Faculty**

Academic programming at Brescia over the next two decades will rely on faculty members’ commitment to excellence in teaching and to high levels of interaction with students. In addition, faculty members will continue to be active and engaged scholars, contributing to the expansion of knowledge in their disciplines. Faculty research is fundamental to the quality of academic offerings at the College.

Funded research by the Social Sciences and Humanities Research Council (SSHRC), the Canadian Institute for Health Research (CIHR) and the National Science and Engineering Council (NSERC) is an essential part of the academic expectation of new appointees to Brescia faculty. We expect that participation and success rates of Brescia faculty in external competitions will continue to improve. Those faculty who are members of the Faculty of Graduate Studies have access to internal research funding at The University of Western Ontario, and we anticipate that faculty will increasingly take advantage of this funding opportunity. The College will also support faculty who have externally funded research programs through the provision of research assistance and dedicated space as required (e.g., Food Science, Psychology).

Canada Research Chairs have become an important part of the university environment. These Research Chairs signal the critical importance of research to our nation and offer professors an opportunity to pursue scholarly and innovative research programs. Brescia will make every effort to attract faculty able to compete seriously for one or more Canada Research Chairs. As more Brescia faculty choose to be increasingly engaged in research, there will need to be appropriate adjustments to their teaching commitments.

Faculty will be encouraged to provide opportunity for both undergraduate and graduate students to participate in research. Student learning is greatly strengthened by the experience of conducting research, whether as part of coursework, or as a member of a faculty-led research team.

Undergraduate education is already moving from a knowledge-based to a research-skilled curriculum. Students have ready access to information through numerous electronic sources and the professoriate is no longer perceived as the sole purveyor of knowledge. Rather, faculty
will maximize the classroom experience through the use of information technology and to teach students how to access and deal with information in a critically analytical manner.

The curriculum at Brescia is informed by the College’s values and the desire to provide students with a “holistic education.” Thus, there will be an increasingly integrated effort across the curriculum to provide students with community-based service learning opportunities.

**Modes of Learning**

Academic programming will adapt to expanding modes and avenues of learning. Brescia will make full use of its campus by offering weekend courses or courses at other non-traditional times to increase flexibility for non-traditional students. While maintaining the primacy of the classroom in the learning process, courses that utilize on-line learning, particularly to supplement on-site programs, will become part of Brescia’s academic offerings. The greater availability of information technology opens up the opportunity for many new ways of learning.

Looking 20 years into the future, we know that information technology will have ever increasing impact on our lives. Brescia will continue to embrace changing technology that enhances teaching excellence and contributes to the College’s student-centered mission. Strategic choices will need to be made to safeguard the direct contact with students that has been the College's hallmark.

**Student Experience**

Academic excellence is foundational to the overall student experience at Brescia. Academic strength will be supported by:

- Good quality residence facilities for undergraduates and graduates who choose to live in residence
- A physical plant with the layout, the amenities, and the ethos to support a sense of community
- Ongoing cultivation of links to the London community through academic and service learning opportunity
- A vibrant student social and community life

We can anticipate over the next 20 years that students will continue to deal with complex personal and social issues - high expectations around their achievement at university, juggling school and work and financial pressures from high debt load. Reviewing trends over the last 20 years, the Long Term Planning Committee considers it likely that students’ need for support and counselling will continue to increase. To meet these needs, Brescia must be prepared to offer a wider range of career planning services, psychological counselling, and opportunity for students to hone skills that will serve them in the workplace (networking, communications, time management, etc.)

The College’s partnership with The University of Western Ontario will allow Brescia students to access highly specialized services at Western, but the College must offer a full suite of highly sought services “at home”.

*Brescia University College*

Master Plan, April 2008
Brescia will provide increased support and encouragement for women students and alumnae at different stages of the life cycle. An increase in life-long learning together with a more diverse community will result in richer intellectual debate – key factors in ensuring a vibrant, educational environment that reflects Canada’s changing nature.

**Student Engagement**

Student engagement is a key component of the Brescia experience. Brescia's mission, vision and values aspire to provide women students with a holistic educational experience. Holistic education incorporates non-formal education such as service learning to engage students more fully within the formal academic process. By engaging our students fully, we will ensure that Brescia’s graduates are connected with the College and one another in meaningful ways, and are empowered to “change their world”. Students will be encouraged to be active and committed learners who participate in the broader community.

**Student Exchanges, Service Learning and Job Preparation**

In response to the internationalization of education and the need for a more global life perspective on the part of all educated persons, an increasing number of Brescia women (and faculty) will participate in exchange programs developed by Brescia over and above those offered by Western. Some of Brescia’s present academic offerings include a service learning component enabling students to complement their in-class work with supervised activities in the community (e.g., Community Development, Family Studies, Foods and Nutrition). Because service learning both enriches the academic experience and provides an introduction to the working world, the College will build a service-learning component into courses across the curriculum. Partnerships with other institutions in more skill-based areas of learning will be negotiated to realize the full potential of service learning.

Courses introduced in the Management and Organizational Studies and the Foods and Nutrition programs in areas such as communication skills, organizational behaviour and group decision-making will be made available to all Brescia students through an interdisciplinary approach to the study of leadership. The aim will be to better prepare young women for the work world. The aim will be to make these courses more specific to women seeking leadership positions. The Office of the Academic Dean with the teaching faculty and Student Services will combine their efforts to provide services relating to professional post-baccalaureate study and job preparation.

**Broadening Accessibility**

Brescia is particularly sensitive to those women who are qualified to study but for whom accessibility is an issue. The College will continue to offer scholarships and financial assistance to those in need. Recruitment practices will be reviewed and outreach efforts increased to broaden the range of women who study at Brescia. In addition, ongoing support during their studies will enhance the likelihood of positive outcomes for these women.
Building for the Future

Over the next 20 years as the student enrolment and the employee complement grow at Brescia, the College will need to invest heavily in the expansion and refurbishing of the physical spaces that constitute the campus. Brescia has a physical setting that juxtaposes classic architecture with a beautiful natural landscape of rolling hills and wooded areas. This setting has had a profound effect on the learning and working environment, and we must take care to ensure that the space planning principles that have served the College well over its first nine decades will be clearly articulated, understood, and followed. Spaces will be designed that are not only functional in nature but also beautiful and spirit enhancing.

Space Planning Principles

When constructing new buildings and renovating existing buildings at Brescia the following principles will be followed.

- New and where possible renovated space will be environmentally friendly to high LEEDS\(^3\) standards with use of appropriate materials and incorporation of features that minimize energy use, if possible to the platinum standard.
- The sense of community at Brescia will be enhanced by providing spaces, interior and exterior, that foster conversation, group activity, and aid in the development of a distinct Brescia identity. (See Appendix 1 that outlines future site plan with tree-lined walkways, and green spaces for community.)
- The provision of appropriate space for personal reflection and solitude will be considered an ongoing priority.
- Safety of students, employees and visitors will be an important consideration in planning. This will be done by reducing hidden sightlines and promoting open visibility to common areas such as gathering spaces and walkways
- Brescia’s natural environment will be protected and incorporated with sensitivity into new complexes of structure and space.
- New buildings and renovations will reflect not only past architectural traditions but also future realities and possibilities
- Accessibility for all will be a key factor in future development
- Flexibility for alternative space use (especially regarding meeting & teaching spaces) will be a key part of future planning.
- Classrooms will be equipped with the appropriate information technology
- Research facilities will be available to support externally funded research in the Social Sciences and in Foods and Nutrition
- A Brescia Commons will provide food and student services as well as a communal meeting place for faculty, staff and students to meet one another
- Green space to be enhanced with outdoor meeting places to encourage contemplation and connection with Brescia’s grounds
- The local community will be encouraged to utilize the facilities

\(^3\) LEEDS (Leadership in Energy and Environmental Design) is the nationally accepted benchmark for the design, construction and operation of high performance green buildings.
**Probable Projects**

This master planning process does not intend to map out site growth for the next 20 years, but the following projects are likely to be needed.

- Increase in classroom size from 15,000 sq. ft. to 25,000 sq. ft.
- A Student Services building (shown on site plan, Appendix 1) offering a wide range of services to students, incorporating a food services facility.
- Dedicated space for foods and nutrition program encompassing classrooms, labs, faculty and graduate offices and research space.
- A new food services facility.
- Significant upgrades to Ursuline Hall undergraduate residential space.
- Increase in faculty and support staff offices through new buildings and interior spaces.

**Residence Space**

The Brescia residence is key to the recruitment and retention of undergraduate students. Ursuline Hall is a beautiful heritage building that defines the Brescia landscape. But Ursuline Hall is beset with problems common to all older buildings (unreliable heating, aged plumbing, poor air circulation). The residence floor plan includes many double rooms, washrooms shared by many women, and limited lounge space. These are not features that today’s women students find attractive. Increasingly Brescia's residence competes with “local” off-campus accommodation. For the Brescia residence to remain competitive, funds must be found to address these issues. A comprehensive plan for the renovation and updating of Brescia residence space must be shaped within the next two years, and decisions made on how the work will be funded. (Long term debt may be required for this project.)

Partnerships may be developed for apartment-style graduate student housing on available space on the Brescia property.

**Enrolment Trends**

Changing demographics within the province and Canada will have a profound effect on the future student body. Studies by the Association of University Colleges in Canada (AUCC) and Statistics Canada predict that growth in Ontario will be clustered in the Greater Toronto region. By contrast, southwestern Ontario will see a net decrease in population. A high proportion of population growth in all age groups, including the vital 18-24 year age span that provides most university students, will be linked to immigration. With most immigrants preferring to settle in large urban centres where employment opportunity are considered to be better, many Ontario universities will need to attract students willing to live away from home.

The AUCC and other sources predict that “participation rates” (the percentage of young people attending university) will continue to increase over the next 20 years, but it is realistic to acknowledge that the College will face recruitment challenges. Brescia’s planners must take all possible steps to ensure that academic and non-academic programs of the highest quality are in place to attract women students. Brescia must stand out as a destination of choice if it is to meet enrolment targets in future. Greater emphasis will be placed on recruitment both nationally and internationally.
New Canadian immigrants are expected from Africa, Asia, Middle East, and South America. Higher education will also see an increase in international students. These women students are likely to have very different social, economic and cultural perspectives. Brescia’s policies and services will need to be broadened to meet the needs of these students. In addition, strategic partnerships with organizations like CultureWorks will be fostered to assist with our desire to grow our international student body.

**Demographics Trends**

By 2027, Statistics Canada predicts a 10% decrease across Canada in the population of young adults aged 18-24. The Ministry of Finance in Ontario predicts growth due to immigration clustered in the Greater Toronto Area.

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<th>Ontario Population Projections (000s)⁵</th>
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Population predictions show a 24% increase in 18-24 year olds in the GTA compared with an overall decline in other areas of Ontario of 47,000 18-24 year olds by 2031.⁶ This predicted drop in cohort size in southwestern Ontario will have a significant impact upon recruitment strategies as a large percentage of Brescia’s current students are from the local area.

In 2007, AUCC published an analysis of enrolment trends across Canada that predicts continued growth in participation rates; the AUCC *Trends* report points out that enrolment is growing far faster than the population base in Ontario, and notes: “Growth in participation rates continues to be a more important factor driving enrolment increases than changes in the population of key cohorts. Moreover, there are signs that many of the factors that influence participation continue to fuel increasing enrolment demand.”⁷

In the future, if the overall cohort pool declines, universities could increase enrolment by reducing entrance requirements. However, Brescia’s ability to change entrance requirements depends to a great extent upon Western’s strategic direction. The College could act independently in some areas to increase accessibility for non-traditional students, with more flexible admissions policies, for example for students pursuing part-time or weekend programming.

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It is also possible that participation rates might decrease due to several factors such as perceived heavy student debt and/or a change in the perception of the importance of an undergraduate degree. It is conceivable that the “boomer echo” student may decide that a Liberal Arts degree does not lead to a job, and prefer to attend colleges where applied degrees are the norm. However, the more likely scenario is that participation will increase slightly.

The expected long-term population decline of young adults in the local area may therefore be offset by increases in part-time, mature and international students.

**Student Debt**

Student debt levels are worrisome across Canada. Currently 20% of university students receive government loans. Among students who have taken out government loans, the average debt load on graduation from a four-year program is $24,000. Brescia students draw on loan programs at higher rates than their counterparts at other universities. In the 2006-07 academic year, 35.6% of Brescia students received funding through the Ontario Student Assistance Program (OSAP), totalling $2.9 million. This higher loan percentage for Brescia students is a reflection of the College’s efforts to encourage greater participation from women students from non-affluent backgrounds. Among Brescia students who graduated in 2007 carrying a debt load, students completing a three-year program had an average debt of $17,272, while those completing a four-year degree had an average debt of $21,276. (The somewhat lower than average debt levels among Brescia students may reflect the College’s generous bursary policy.)

Debt loads are likely to grow as tuition and living expenses increase. This may have a negative impact on future enrolment. This increasing cost will be hardest felt by women students from non-affluent backgrounds. A recent study indicates that Canada is falling behind other OECD countries in expanding access to non-traditional groups. Adopting proactive retention policies to assist struggling students - especially in their first year - will become more important.

**Women as Drivers of Change**

Like other countries in the OECD, women have fuelled most of the full-time enrolment growth over the last decade. Currently, 58% of undergraduate students in Canada are women aged under 25. In 2004, 61% of all undergraduate degrees were earned by women. For master’s programs, women account for 50% of enrolment. At the PhD level, women’s participation has reached 45%.

The percentage of students from low-income families attending university has also increased over the last 15 years. This is especially true for women students, partly because of a growing

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8 The OSAP program is an umbrella term for provincial and federal funding that is given to students on a needs-based criterion.
9 A recent study by the Canada Millennium Scholarship Foundation on retention and attrition found that 20-25% of first-year students do not proceed to second year. Furthermore, unlike other OECD countries, Canada has no national mechanism to track what happens to students who abandon their studies. See Executive Summary, Post-secondary education in Canada: Strategies for Success, p. 11.
10 Report on learning in Canada 07: Post-secondary education in Canada: Strategies for Success, p.11. The report goes on to suggest that male students now represent a minority.
recognition that women’s incomes increase dramatically if they have a bachelor’s degree.\textsuperscript{11} It is predicted that participation rates for women will increase more substantially than men over the next two decades. However, overall participation rates in Canada are not expected to rise above 25\%.\textsuperscript{12}

As the economy becomes increasingly knowledge-based, bachelor degrees will become more important in the job market. A recent study by the Canadian Council of Learning suggests that nearly 70\% of new jobs will require some form of post-secondary education.\textsuperscript{13} Greater university participation is one way of addressing this problem: by 2028 a bachelor’s degree could become a basic requirement for entry into the job market much like Grade 12 education is perceived today. If bachelor’s degrees become more commonplace, women graduates will be more inclined to pursue postgraduate study. For example, in the professional fields such as Foods and Nutrition, postgraduate study will differentiate graduates in the workplace. An increase in government funding directed towards graduate programs is likely, and Brescia would do well to increase its graduate offerings in key areas of academic strength.

\textbf{The Brescia Student Body in 2028}

Brescia is committed to its role as a women’s college. By 2028, we predict greater diversity in the student body reflecting the increasing cultural and ethnic diversity of Canada. New immigrants and a higher percentage of international students will also bring changes. Currently, international students constitute 12\% of Brescia full-time students: our prediction is that this number will increase significantly.

Interest in life-long learning will continue to grow, and in twenty years mature student enrolment – outside the standard 18 to 24 age group – will likely increase. The students of 2028 may be more career-oriented than their counterparts in 2008, intent on earning the credentials that will help them build careers. But Brescia’s liberal art strengths will continue to appeal to the imaginations of students in 20 years, and recognized as key to enhancing critical judgment and quality of life. As previously indicated, the BA or BSc will be the first step in post-secondary education for the majority who will continue on to further education and/or training opportunities.

We cannot predict with certainty what new means of communication will have emerged by 2028, but we can be confident that university students will be fully conversant with any new technology. Students will not welcome tight boundaries between academic and non-academic programming, and will seek opportunities to expand their education and enhance skills in the community. There may be a need for a wider range of student services that will support students in developing healthy life styles, making appropriate decisions, and meeting expectations in the classroom and on the job. In their interaction with professors and administrators students will expect prompt response and full feedback, and will insist that their rights be respected.

\textsuperscript{11} Average incomes in Ontario are 80\% higher for those with university degrees in comparison with those who graduate from high school. Facts & Figures: P1.6.

\textsuperscript{12} AUCC, p. 47. The participation rate of 25\% is considerably less than other Western countries (USA, EU, Australia where more proactive government policies are fueling growth. AUCC state that Canada is 18 out of 27 countries in terms of university participation rate.

\textsuperscript{13} Report on Learning in Canada 07, Canadian Council on Learning, p. 12.
Students of 2028 will probably be more globally aware and civic minded. There will be challenges to building community among the increasingly diverse student body, and because they may come from a culture of virtual connectedness. However, they will be eager for opportunities to build links with others. There may be fewer students who are members of formal religions. However, interest in spirituality will continue to grow among Brescia students as they make decisions about the kind of lives they will lead.

Our Projections

One of the key questions that confronted the Long Term Planning Committee during the master planning exercise was how big the College should grow. We entertained scenarios of no growth, moderate growth, and rapid growth. After considering the many variables involved, a figure for modest but steady growth was adopted. Our projections are based on overall enrolment growth of 2.5% in each of the coming 20 years. This rate of growth would lead to an enrolment of around 1,500 by 2028.

Throughout its deliberations, the Committee was guided by the following assumptions:

- The student/faculty ratio will be kept at or near its present level (14:1)
- 2.5% annual growth in undergraduate student numbers
- The College will maintain its emphasis on the small class experience
- The percentage of courses taught be FT faculty (67%) must not decrease
- Non-academic staffing levels will increase proportionate to enrolment growth
- Increased office space for faculty and non-academic staff will be required
- Increase in classroom size from 15,000 sq. ft. to 25,000 sq. ft. (based on an annual enrolment growth rate of 2.5% )
- A new Student Services building will be erected
- Residential space will be updated and enhanced
- Dedicated space for the Foods and Nutrition program
- Expansion in graduate programming

![Enrolment Projections Diagram](image-url)
Budget Implications

The Bank of Canada expects that the inflation rate will average two percent over the next 20 years. Most universities predict that tuition will rise at the level of three-four percent each year. At the same time, the Federal Government in its Budget Plan is increasing its investment in universities by three per cent annually in order to support post-secondary education so as to contribute to Canada’s future economic and social success. This transfer is designed to improve “the quality of teaching and learning” while also improving the accessibility to adult learners and international students. However, the more likely scenario is that participation in university education will continue to increase. As the economy becomes increasingly knowledge-based, the bachelor degree will become even more important in the job market. The expected decline in the population of young adults in the local area may be partially offset by increasing participation rates. However, Brescia will have to look to mature students, international students, and students from the Greater Toronto Area to keep enrolments at healthy levels.

Currently Brescia carries little debt, and has generated an operating surplus annually that is applied to capital projects. These projects are critically important for maintenance of infrastructure and for the updating of facilities at the College. With increased student numbers, there will be a need for new buildings on campus. These too will add significantly to operating costs.

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16 ibid.
The College must explore alternative sources of funding if its current sound financial status is to be maintained. Among the possibilities that have been discussed are enhanced conference facilities at the College, and encouragement of faculty research that would generate overhead funding (primarily from the federal government). Certainly for special projects, fund raising among alumnae and friends of the College will become even more important than it has been in the last few years.

Brescia must also do its part to lobby the provincial and federal governments for greater financial support of the university sector. On a per capita basis, Ontario university students receive the least funding of any province in Canada, and of all but two states in the U.S. The benefits of a well educated population to the work force and to the citizenry in particular are often cited by provincial and federal governments, but there is a need for greater investment in this sector.

### Revenue & Expenses – Eight Year Snapshot

Brescia is in a strong financial position in 2008. However, looking forward, there are clear warning signs on the horizon. Brescia revenues are dependent on tuition and government grants. Tuition increases have averaged four percent over the last few years, and increases of similar magnitude may be projected going out. But government grants increase only modestly, and universities have had to look to enrolment increases to expand their revenue base. Expanding enrolment, as pointed out previously, will be an increasing challenge in the coming two decades when competition will be keen among universities. Expenses have tended to increase at a more rapid rate than revenue, at Brescia and at similar post-secondary institutions.

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2010-2011</th>
<th>2012-2013</th>
<th>2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government Grants</td>
<td>$4,654,398</td>
<td>$4,812,539</td>
<td>$4,835,551</td>
<td>$4,875,087</td>
</tr>
<tr>
<td>Tuition Fees</td>
<td>5,233,784</td>
<td>6,002,740</td>
<td>6,918,736</td>
<td>8,496,934</td>
</tr>
<tr>
<td>Residence Fees</td>
<td>911,782</td>
<td>948,146</td>
<td>985,979</td>
<td>1,046,115</td>
</tr>
<tr>
<td>Other revenues</td>
<td>941,366</td>
<td>950,350</td>
<td>965,198</td>
<td>1,018,767</td>
</tr>
<tr>
<td><strong>TOTAL REVENUE</strong></td>
<td><strong>11,741,331</strong></td>
<td><strong>12,713,774</strong></td>
<td><strong>13,705,463</strong></td>
<td><strong>15,436,903</strong></td>
</tr>
</tbody>
</table>

|                  |         |           |           |           |
| **EXPENSES**     |         |           |           |           |
| Salaries and benefits | 6,876,035 | 7,291,062 | 8,014,271 | 9,347,496 |
| Other Expenses   | 4,754,635 | 4,957,697 | 5,180,883 | 5,574,755 |
| **TOTAL EXPENSES**| **11,630,670** | **12,248,759** | **13,195,154** | **14,922,251** |

17 These financial numbers do not include revenue gained from private fundraising. Brescia University College Foundation is responsible for the College’s fundraising.
Rapid increases in the cost of university education will increase student debt loads on graduation and decrease the accessibility of university education for those in lower income ranges. Increasing enrolment will require new construction at Brescia, and this expansion will need to be funded by a combination of government grants, fund raising, and debt. Current figures are baseline predictions and do not take into account future building projects.

**Monitoring Success**

The increasing focus on performance measurements in the post-secondary sector will continue. All students want to attend institutions that match their personal expectations and offer programming relevant to their interests. At the same time, governments and the community at large want to ensure that public money is well spent. Brescia will continue to participate in third party research such as the NSSE survey so we can judge our internal performance against others in the post-secondary sector. Ongoing internal assessments and benchmarks will ensure the College makes informed decisions about academic programming and is responsive to changing enrolment trends.

The College must address how it judges “success” and how that judgement melds with its mission and values. Does Brescia want to be a larger institution in order to increase funding, or stay at a similar size in order to keep student/faculty ratios in check? Are there ways of increasing student numbers – e.g. weekend courses and/or online teaching that would allow Brescia to stay true to its mission while at the same time balancing its budget?

To ensure that Brescia remains true to its ideal of offering women students a personalized education, monitoring increased student/faculty ratios and their impact on the learning process will be vital.

**Stewardship and Decision Making**

Brescia will steward its resources carefully with a view to the long-term good of the College, exercising careful evaluation of opportunity and fiscal prudence. We will retain openness in our operations and decision-making, and accountability for the choices made. The consensus model of decision-making will be our standard, and consultation within the community will be our norm.

As we look forward to Brescia’s centenary in 2019, it is vital that we consider thoughtfully our collective role as stewards of Canada’s women’s college.