



A Strategy for Trent University 2007-2014

Introduction

In 2014 Trent University will celebrate the 50th anniversary of its founding. This anniversary will provide the opportunity to reflect on the development of Trent – its founding principles and the decisions made at key points in its history. Understanding our past is also essential to planning for the future. During the 2003-2004 academic year, the university community was invited to participate in the development of a strategic plan for Trent University. In March 2004 Senate and the Board of Governors approved *Strategic Directions for Trent University 2003-2010*, which built on the work of many committees and task forces over the preceding decade. Strategic Directions 2010 included all sectors of the university, those which define and implement the academic priorities of the university and those which support Trent's primary mission of education and research, and was the first plan to do so in Trent's recent past. The plan was always seen as an evolving one, as Trent, and all universities, are necessarily responsive to the changing needs of students and faculty, and the changing external environment.

As we look forward to 2014, this is the time to assess our progress to date against the objectives we set ourselves in the 2010 document and to update our future directions. The *Progress Report on Strategy 2010 Priorities* may be found at <http://www.trentu.ca/admin/vpacademic/strategicplan>.

In updating the Strategic Directions, it is expected that we will continue with many of the initiatives currently underway. Nevertheless, there have been significant changes in the provincial scene and internally at Trent which will cause us to adjust our thinking and some of our strategies.

Because this is an updating of the 2010 document this new version contains the same seven sections as previously. It is also the case, that the two over-riding themes of Trent's history – the striving for excellence in teaching and research, and the question of financial sustainability – continue to be as relevant for the next decade as for earlier ones.

Trent students, faculty, staff and alumni have participated in numerous discussions about the university's future which resulted in the reports listed in Attachment 1. These reports complement the regular discussions of department and program committees and the work of Faculty Board, Senate, Colleges and the Board of Governors. Several of these reports suggest a broad direction for the academic mission of Trent including the November 2002 report of the Ad Hoc University-wide Planning Committee, *Building on Success: Strategic Plan*.

The thoughtful and careful work of that Committee and its report served as a starting point for the next phase of our planning in 2003. The Committee's admonition that planning has to be responsive to changing circumstances, both within and outside our institution, and to build on the interests and commitments of our faculty and staff was the guide in our planning in 2003 and continues to be so as we take our planning to 2014. The plan presented here suggests specific directions for the academic and the administrative support units within Trent. The choices we make and the priorities we set must integrate the work of both academic and administrative units and be cognizant of the resources available to us.

This plan contains seven parts:

1. [The External Circumstances for Universities in Ontario](#)
2. [A Reaffirmation of Trent's Mission and Objectives](#)
3. [A Vision for Trent for the Next Decade](#)
4. [Academic Strategies for Attaining the Preferred Future](#)
5. [The Colleges](#)
6. [Administrative Alignment](#)
7. [Resource Implications](#)

1. The External Circumstances for Universities in Ontario

The external reality in which we now operate and the foreseeable trends, require Trent to pursue its mission in a very active and deliberate manner and to provide measurable and definitive ways for determining our progress. The external realities for post-secondary education have been described and discussed for some time and will be familiar to many in the Trent community. Dr. David Marshall's presentation at Senate on March 12, 2002 documented trends within the Ontario post secondary education system and publications such as AUCC's *Trends in Higher Education* delineate the challenges facing universities in Canada. At the risk of stating the obvious, therefore, some of the most evident trends continuing to be relevant today are:

- Increased demand for university education, both undergraduate and graduate;
- Competition for high achieving students among Ontario universities, across the country and with international institutions;
- Increased demand for new faculty as the university system increases in size and as current faculty retire;
- Increasing importance of university research and partnerships as research and innovation become the drivers of social and economic development and of government investment at both the provincial and federal levels;
- Increasing complexity of research activities;
- Higher levels of accountability to students, parents, employers and governments, including "value for money" audit powers for the provincial auditor general;
- Increased pressure for a seamless post-secondary system;
- Concerns about the quality and relevance of university education, especially a liberal arts and science education;
- Increasing competition from private and foreign deliverers of education;
- Continuing importance of new forms of technology throughout the curriculum; (e.g. 'clickers, pod casts, distance education)
- University infrastructure which requires renewal and updating;
- Increased financial burden of a university education for students and their families;
- Increased competitiveness in securing research, donor and government funding;
- Continuing financial constraints in provincial funding.

These issues must be taken into consideration as we set our priorities and strategies. Indeed they can be seen as threats to Trent achieving excellence and sustainability.

A very significant change for the post-secondary sector in Ontario has been the renewed interest in this policy field by the provincial government. In May 2005 the provincial government announced *Reaching Higher: the McGuinty plan for post-secondary education* (<http://www.premier.gov.on.ca/news/Product.asp?ProductID=114>). This plan will increase funding to the sector by \$6.2 billion over five years and is focused on three broad themes:

- Improved student access to post-secondary education
- Improved quality in the educational experience of students
- Increased accountability to the people of Ontario

The provincial plan required each university to sign a multi-year accountability agreement with the government. Trent's interim and multi-year agreements may be found at <http://www.trentu.ca/oirsp/accountability.php>. The agreement requires Trent to address enrolment targets at the undergraduate and graduate levels, to establish a student access guarantee (related to financial assistance), to create programs to enhance the participation of aboriginal and first generation students and students with disabilities, and to document quality improvements, e.g. faculty/student ratios and library support. Trent, and all Ontario universities, have also agreed to participate in three surveys of students: the National Survey of Student Engagement (NSSE), the Canadian Graduate and Professional Student Survey (CGPSS), and the Consortium on Student Retention Data Exchange (CSRDE). The results of these surveys will be published on the university website alongside information in the Common University Data Set, a recent initiative by the Council of Ontario Universities to provide easily accessible and comparable data for each of the province's universities. With respect to capital funds, the province will now no longer make capital grants available to universities. Instead, Trent will be required to borrow funds for capital projects with the government making annual allocations to cover some of the costs associated with this form of financing in targeted areas, such as graduate studies space. In other areas the university will carry the full costs of borrowing. Finally, the provincial plan establishes a Higher Education Quality Council as an arms length body to assist universities and colleges with quality improvements.

Although the provincial government's re-investment in the post-secondary sector is a very welcome change in provincial policy, it should be noted that the additional funding is often tied to specific targets e.g. enrolment numbers, and still does not meet the inflationary pressures that Trent and all Ontario universities encounter. The final item in the listing of External Circumstances, "continued financial constraints in provincial funding," is, therefore, highly relevant to any future plans.

Making the case to the provincial government for higher levels of funding and to the federal government and donors for enhanced support remain as central elements in our strategy. The university has been successful over the last five years in strengthening its enrolment and the interest of students in our educational environment. Research funding in the same period, 2001/02 to 2005/06 has increased by 240% from \$6m to \$14.4m. In addition, resources in several targeted areas have been leveraged so as to gain the highest benefit from these funds for the university generally. The high quality of our teaching and research programs and our significant impact on the economic, social and cultural life of Peterborough and surrounding districts strengthen our case for investment by others, whether public or private sources. An invigorated university public communication effort, a key component of our approach, needs to continue to yield a visible profile to the general public and to specific constituencies – local, provincial, national and international – from whom we seek support.

2. A Reaffirmation of Trent's Mission and Objectives

Trent's current Mission and Objectives Statement was developed through lengthy consultations in the university and has been revisited a number of times since its approval, in January 1993. The reports listed in [Attachment 1](#) and the work of academic and administrative units at Trent have informed and been informed by this statement for some time. Some reports introduce slightly different wording or emphasis around issues but there continues to be a high level of support for the mission and for the goals of the university and for our institutional objectives as stated in [Attachment 2](#).

The plan presented here builds from the current Mission Statement:

Mission

Trent University aspires to be Canada's outstanding small university known for its commitment to liberal undergraduate education in the humanities, social sciences and natural sciences and to the centrality of the individual student. Within a collegial setting the university offers undergraduate and graduate programs, both traditional and interdisciplinary, which seek to advance learning through the creative interaction of teaching and research of the highest quality.

One point of discussion during the consultations on the 2010 document centered on the word "small". Trent is no longer the small university of its first decades. Nevertheless, within the Ontario University system it is currently the fourth smallest university and across the country compares in size with many of the small, primarily undergraduate institutions defined by such organizations as research granting councils and the Canada Foundation for Innovation. It seems appropriate, therefore, to retain the word "small" in our Mission Statement while also recognizing that our publications need not always include a reference to size as one of Trent's most important characteristics. It is the personal nature and quality of relationships among students, faculty, staff and alumni that is a defining characteristic of the Trent experience rather than size per se.

The provincial government's plan currently funds growth in enrolments. For Trent, increased graduate student enrolment coincides with the interests of a number of departments to introduce new graduate programs. At the undergraduate level, increases in student numbers are more contentious. The 2010 document assumed a steady state in student numbers of approximately 7,000 students. In terms of a head count, in 2006-07 there are 8,050 undergraduates of whom 738 are enrolled in Oshawa and 277 graduate students.

2006-07 was the last year of the double cohort i.e. the big bulge in enrolment is now through the system. Trent and other Ontario universities had been uncertain about the level of undergraduate enrolments after the double cohort flow through. Trent's recent first year enrolments have stayed closer to those of 2003 than expected and current plans are to continue with a first-year enrolment of approximately 1,400 students directly from high school and 450 transfer students. Two issues required further discussion:

- is it feasible and desirable to continue at our current size?
- should we plan for continued growth?

The possibility of planning for a significantly smaller number of students is not seen as a viable alternative given government policy and the negative financial consequences associated with downsizing. Maintaining our current registration levels is not, however, a foregone conclusion.

There are a number of factors to be considered:

- in our core arts and science programs we will continue to compete with all the universities in Ontario and across the country. Indeed, many non-GTA institutions are ramping up their recruitment initiatives by establishing offices in the Toronto area.
- our relatively small size can be seen as an advantage by some students but others comment on the lack of choice in programs and the more limited opportunities outside the classroom whether that be in housing, athletics or other extra-curricular opportunities. Recruiting students who wish to take advantage of Trent's opportunities will continue to be a targeted and intensive process.
- meeting undergraduate international enrolment targets will continue to be a challenge as more universities increase their international recruitment activities
- the number of part-time students appears to be in a steady state
- growth in Trent at Oshawa has been slower than anticipated but may provide the best opportunity for sustained or modest growth
- undergraduate retention and graduation rates continue to require improvement
- in the local region the traditional university-aged population is projected to decline from 2011 onwards. In other regions of the province, with the exception of the GTA, this population will decline significantly from 2015 onwards. Trent currently enrolls close to half of its undergraduate students from areas which are predicted to have this decline in population.

Taking all of these factors into consideration, one of Trent's overarching strategies to 2014 will be to maintain an undergraduate enrolment of around 8,000 students. Given government policy and funding, it would also be desirable to increase enrolments if this can be accomplished while maintaining a high quality of education and the enrolment of students who can benefit from studying at Trent. Increases are likely to be small and Trent will continue to be one of four universities in the province with an enrolment that is planned to be under 10,000.

3. A Vision for Trent for the Next Decade

Following considerable discussion, consultation and debate, a consensus has emerged around Trent's vision which has been endorsed by Senate. It follows:

To develop a learning environment which ensures that the individual student is knowledgeable, thinks critically, is socially conscious and is prepared to make a difference in society.

Building on the new Vision, the Mission and Objectives and the themes of excellence and sustainability, the following statements describe a preferred future that distinguishes the Trent experience:

- Trent will be recognized as a national leader in undergraduate liberal arts and science education through its commitment to the advancement of the individual student;
- Trent will be a destination of choice for academically talented students;
- Trent will strive to provide all students with educational programs which allow them to develop critical and communication skills, an understanding of human behaviour, society and the natural environment, an appreciation of ethical behaviour and of individual responsibility in society and a commitment to lifelong learning;
- Trent students will be actively engaged in their learning, in the university community and external and international communities;

- Trent's graduates will be highly successful in gaining employment and places in graduate programs, and in pursuit of their ambitions;
- Trent's graduate programs will be recognized nationally and enrol highly qualified Canadian and international students;
- Trent will be a destination of choice for highly qualified faculty equally committed to teaching and research;
- Trent will be recognized as a centre of research excellence in science, the humanities, the social sciences and selected professional schools;
- Trent will have continued to contribute to the advancement of aboriginal peoples;
- Trent staff will be recognized as an integral part of the teaching and research commitments of the university and be able to pursue professional and career advancement while in the employ of the university;
- Trent will be an engaged university contributing to the advancement of local, national and international communities;
- Trent will seek partnerships and strategic alliances which advance its teaching and research;
- Trent's alumni will be highly involved in the continuing development of the university through a broad range of activities;
- Trent's facilities will be renewed and reflect its high quality research and teaching activities, while endeavoring to complement the surrounding environment and become fully accessible to all members of the community;
- Trent will operate within a sound financial framework, building mutually beneficial partnerships that support long-term sustainability.

If we agree that these statements capture much of what we wish to attain, then the Trent community must work consistently towards these ends. If we are successful, Trent will be a very exciting institution in which to study and to work, and will provide a distinctive alternative to the opportunities available at universities in Ontario and across the country.

The goals presented in *Building on Success* are highly congruent with the academic vision of our future. The following section, therefore, draws from that report in terms of the issues to be addressed and goes further in proposing the strategies that the academic units should adopt in order to reach our objectives. Subsequent sections address issues not contained in *Building on Success* so as to include all aspects of the university and ensure that we have comprehensive, university-wide strategic directions.

4. Academic Strategies

If we compare the Trent of today with the Trent of forty plus years ago, one very significant difference is the increased diversity of the university. Trent's students, faculty and staff are increasingly heterogeneous, we offer a broader range of programs at both the undergraduate and graduate levels, and conduct research in many different areas. This diversity is welcomed and it is respected. Consequently, it must be recognized in setting out our academic strategies, that a commitment to equity and equitable opportunities means that there may be different approaches to achieving a particular end. "The Trent way" is now a very diverse set of approaches and activities.

The strategies for the academic units are presented under the following headings:

- 4.1 [Strengthen Trent's national reputation for its high quality liberal arts and science education](#)
- 4.2 [Plans for the strategic recruitment and retention of undergraduate students both full- and part-time](#)
- 4.3 [Strengthen Trent's reputation for nationally recognized graduate programs](#)
- 4.4 [Maintain a strong and distinctive presence in Oshawa](#)
- 4.5 [Enhance Trent's position as a highly ranked research institution](#)
- 4.6 [Provide programs and services to Peterborough and the region which will enhance the level of activity on campus throughout the calendar year and contribute to the advancement of the communities, thereby building mutually supportive relationships and contributing to the revenue of the university](#)

4.1 Strengthen Trent's national reputation for its high quality liberal arts and science education

This reputation will depend on the programs offered, the quality of the programs and the quality of the learning experiences of the students.

The current provincial funding regime requires some continued growth in student numbers in order for us to be eligible for incremental funds. These funds do not, however, offset decades of underfunding. Consequently, the need to review and reassess the resources allocated to teaching will be a continuing requirement. The actions suggested below will guide the discussions about Trent's programs and assist in maintaining a very high quality of education.

1. Review the range and mix of undergraduate programs in the context of our Mission Statement.
 - consider the definition of "liberal" in the context of quality education e.g. required courses versus open choice
 - consider the possible addition of new programs, including an appropriate mix of professional programs
 - consider changes to, merging or deletion of some of our offerings e.g. courses and specializations
 - consider modifications to our program and degree requirements e.g. moving to all four year programs; introducing a four year non-honours program
 - consider whether a sufficient number of students are taking advantage of the interdisciplinary opportunities at Trent
 - review departmental offerings to ensure an appropriate range of courses at each level of study
 - consider the distribution of student numbers and institutional resources across programs
 - consider the merits of strategies to influence the distribution of students across programs
2. Strengthen and expand linkages with Ontario Community Colleges to develop and implement articulation agreements in areas supporting Trent's areas of strength and newly identified areas of mutual interest. Additionally,
 - review existing articulation agreements to make sure they still serve a Trent need in academic terms and in enhancing Trent's regional presence
 - review the success of students pursuing articulated programs

3. Ensure the quality of the programs, primarily through the undergraduate program review process and cooperation with the newly created Higher Education Quality Council.
4. Enhance the learning experiences of students through:
 - ensuring that students in all courses have access to a small group learning environment, e.g. in all first year courses a small group experience of no more than 30 students
 - increasing experiential learning opportunities to be led by the Trent Centre for Community-Based Education (TCCBE) and the Career Centre
 - Trent Centre for Community-Based Education will increase its research projects to 100 per year and develop alternative forms of service learning such that 30% of undergraduate students will have an opportunity to participate.
 - consider other possibilities for experiential learning e.g. documentation of volunteer activities, career education certificate
 - providing opportunities to study at other Canadian universities
 - expanding the scope of internationalization
 - double Trent students' participation in study abroad to 200 by:
 - adding two more summer study abroad programs – one by 2010 and one by 2014
 - increasing participation in exchange programs (TISEP)
 - increasing participation in departmental Year Abroad Programs
 - enhancing Trent International Program's contributions throughout the university (see [Attachment 3](#))
 - enhancing the first year experience
 - review of the current advising system, student orientation process, summer registration process and first week at Trent activities (ISW) with a target of enrolling 90% of first year students through summer orientation and providing first year students with a successful program for the transition from high school to university
 - integrating technology into courses through the provision of appropriate equipment in classrooms and support to faculty (both instructional, training and hardware)
5. Advance the opportunities for distance education beyond our operation in Oshawa (see also [Section 4.4](#))
 - following from the discussion of appropriate policy, proceed with the development of a number of web-based courses
 - consider possible cooperation with UOIT on the development of a number of web-based courses
6. Ensure that the services supporting the academic mission of the university are of the highest quality
 - improved IT service (see [Attachment 4](#))
 - improved library resources (see [Attachment 5](#))
 - improved registration and timetabling procedures
 - recruitment, retention and training of excellent staff (see [Section 6.2.2](#))
7. Review strategies for the recruitment and retention of excellent faculty who support the teaching and research mission of Trent
 - continue to use a rolling three-year academic staffing plan developed by the Dean of Arts and Science as the basis for allocating faculty resources
 - develop effective strategies for recruiting and retaining faculty
 - expand the Instructional Development Centre programs and services through, for example:

- faculty mentoring program
- workshops on teaching effectiveness
- assistance for using technology in teaching
- review strategies for supporting faculty research (see [Section 4.5](#))
- review strategies for supporting faculty involvement in graduate studies (see [Section 4.3](#))

8. Monitor student evaluation of their programs through the National Survey of Student Engagement (NSSE).

4.2 Plans for the Strategic Recruitment and Retention of Undergraduate Students both Full- and Part-Time

Trent's current enrolment is approximately 8,000. Of these students, 83% are full-time and 17% part-time. This level of enrolment provides for greater financial stability than a smaller enrolment and allows Trent to offer a wider array of programs than would otherwise be possible. The recruitment and retention strategy presented below seeks to enhance the quality of students registering at Trent and change the current mix of students. These actions support Trent's mission of excellence and vision for national stature.

1. The recruitment strategy will support an undergraduate enrolment of 8,000 students, of whom approximately 80% will be full-time and 20% part-time, by:
 - increasing the number of academically talented students (an entering average from high school of 80% or higher) from approximately 32% of the first year class from high school to 40%
 - raising the minimum entering average for students from high school to 75%
 - continuing to admit students with special circumstances, and provide appropriate support (either voluntary or mandatory)
 - increasing the enrolment of:
 - aboriginal students to 600 undergraduates
 - out-of-province students to 350
 - international students to 700
 - part-time students to 1800

In order to cope with a lower first year intake anticipated as a result of moving the admission average to 75%, Trent must retain more of its students, especially in the Honours programs. Consideration of a four-year non-honours degree is important in this context and in relation to Trent's competitive position with similar programs at other universities.

The recruitment strategy and the retention strategy must work in concert. A retention strategy which increases the number of students staying at Trent and completing their Honours Degrees depends on the university providing a high quality and student-centred education. In addition, the provision of student aid, services in support of student success and a high quality of student life outside the classroom, are important components in assisting students to be successful in their studies. Consequently, in addition to the strategies addressing the quality of our undergraduate programs presented in Section 4.1, the university will undertake the following:

2. A review and possible re-design of scholarship/bursary programs which address the requirements of students for entrance and ongoing support

3. Improved support to students and enhanced student life programs (see [Attachment 6](#))
 - academic advice
 - administrative services e.g. registration systems, financial services
 - academic skills
 - disability support services
 - career services
 - peer mentoring
 - health and counselling services
 - athletics and recreation programs
 - residence life programs
 - food services
 - college programs
4. Enhanced opportunities for student government and associations, and student initiated activities, for all students whether full- or part-time, undergraduate or graduate.
5. Report on student retention through the Consortium on Student Retention Exchange (CSRDE)

4.3 Strengthen Trent's reputation for nationally recognized graduate programs

Trent has offered graduate programs since the mid 70s. These programs have typically involved a small number of students and in recent years were focused largely on interdisciplinary areas. In these selected areas of study, Trent has established a reputation for the high quality of its programs. This is demonstrated through the Ontario Council of Graduate Studies (OCGS) appraisal process and the success of our students in gaining graduate scholarships. As Trent expands its programs, this commitment to excellence is of primary concern.

The plan of the provincial government is to increase the number of graduate students by 14,000 by 2009/2010. Trent has agreed to be part of the provincial plan and submitted its own plan for graduate growth to MTCU in 2006 ([Attachment 7](#)). This plan calls for the expansion of existing programs and the addition of new ones in Cultural Studies, English, History and Materials Science by Fall 2007. Other graduate programs are expected to emerge by 2014. In some instances, this will result from existing master's level programs adding doctoral programs. In other instances, new programs will be developed as a critical number of faculty focus on an area of research.

To continue strengthening its reputation for graduate studies Trent will undertake the following:

1. Ensure the quality of the programs primarily through the Ontario Council on Graduate Studies (OCGS) process.
2. Increase graduate enrolment from 277 Masters and Doctoral students in 2006-07 to 600 by 2014
3. Maintain a minimum admission average of 80%.
4. Provide competitive scholarships and bursaries by:
 - implementing a guaranteed minimum level of funding
 - continuing to endow the Ontario Graduate Studies awards
5. Integrate the staffing requirements of graduate programs into departmental staffing plans and the regular workload of faculty.

6. Continue to review Trent's capacity to increase the number of graduate programs offered and identify opportunities for joint or collaborative graduate programs where interests are aligned with other universities.
7. Monitor student evaluation of their programs through the Canadian Graduate and Professional Student Survey (CGPSS)

4.4 Maintain a strong and distinctive presence in Oshawa

Trent's presence in Oshawa/the Lakeshore has evolved over the years from stand-alone operations staffed by part-time faculty and Peterborough faculty, to the University College Durham joint initiative of York University, Ryerson University and Trent, to our current position of working closely with University of Ontario Institute of Technology (UOIT) and having some full-time faculty based in Oshawa. The establishing of UOIT in 2002 has significantly changed the situation in Oshawa. Trent continues to provide a selected number of full degree programs in the humanities and social sciences and electives for Trent students, in addition to responding to the requests from UOIT for electives for their students. These arrangements are based on Trent's position that UOIT should fulfill its mandate as a specialized institution and not intrude on Trent's areas of expertise. The uneasy relationship between Trent and UOIT was reviewed by Dr. James Downey, at the request of the Ministry of Training, Colleges and Universities (MTCU) in 2005. His report has provided the basis for a more collegial relationship with UOIT and both institutions are working together in the best interests of all the students. Perhaps the most difficult circumstance now is the lack of space which may hamper plans for future development.

It should be noted that the Trent student body in Oshawa has changed over the years from being primarily mature, part-time students to now having a high proportion of full-time, 18-24 year old students. Oshawa, the Durham region and the GTA are, however, all areas of continuing growth and are likely to run counter to the general trend of a decline in the number of university-aged students as of 2015. Increasing our presence in Oshawa is an important strategy, therefore, and has implications for all of the Trent university community.

To maintain and enhance its presence in Oshawa Trent will adopt the following strategies:

1. Enhance Trent's programming to support its role in Oshawa:
 - increase the number of degree options
 - increase the electives for Trent and UOIT students
 - develop cooperative programming with UOIT
2. Enrolment:
 - increase student enrolments to 1500
 - develop an enrolment plan targeted at part-time and full-time students
 - improve course and program information for UOIT and Durham students
 - improve student services
3. Continue the development of a faculty group committed to Trent in Oshawa through:
 - the Dean of Arts and Sciences' staffing plan
 - the provision of support services to faculty e.g. IDC support, research support
4. Improve Trent's "presence" in Oshawa through:
 - clearly defined space at Durham College/UOIT
 - improved signage
 - improved marketing and communications

4.5 Enhance Trent's position as a highly ranked research institution

Trent is a research intensive, small university and, in some years, the leader among the primarily undergraduate institutions (as defined by Research Infosource Inc.). Our challenge is to maintain this high ranking position despite changing funding opportunities.

One of Trent's strengths is the range of areas in which researchers are active. Trent's policies and procedures must continue to support this diversity as a vibrant research environment assists with the recruitment and retention of faculty and underpins the quality of our degree programs. The addition of new graduate programs continues to build on the research activities of faculty and, in many instances, contribute significantly to faculty members' research.

The external funding of research is in a period of uncertainty. The federal government has increased funding to the three major granting councils for a number of years, funded research facilities through Canada Foundation for Innovation (CFI) since 1997, assisted researchers through the Canada Research Chairs (CRC) program and introduced a program to cover some of the indirect costs of research. CFI and CRC are time-limited programs and the federal government has indicated one more competition in the future for CFI and has not yet indicated whether the CRC program will be renewed. In general, increased funding has been accompanied by increased requirements for accountability and often a further requirement to develop partnerships among institutions and the private sector in order to raise matching funds. Science and health-related research are funded at a significantly higher level than research in the humanities and social sciences and funding for the former is often tied to the government's goals for specific economic development initiatives.

The province of Ontario contributes a much smaller level of funding to the direct costs of research. Nevertheless, the province has recently developed a plan in support of research and innovation (<http://www.mri.gov.on.ca/english/strategy/ontario.asp> – MRI Strategic Plan, Nov.06). As with the federal government, increased funding requires higher levels of accountability and favours a much heavier focus on science and health research than on arts, social sciences and humanities. Within the science and health fields, specific areas have been designated for provincial support and it is less certain just how other fields will fare in the competition for funds.

Within this context of an uncertain funding environment, Trent must be prepared to assist faculty in securing external funds. Equally, it must be recognized that some faculty research proceeds without external funding, and that the most important requirement is time.

Our strategies will be to:

1. Maintain total research funding in order that Trent retains its national ranking within the top 30 of Canadian universities.
2. Implement a new strategic research plan and revise the components of a comprehensive research policy and associated procedures
 - revise Trent's strategic research plan for approval by Senate in Fall 2007
 - develop policies and procedures which are inclusive and balanced in supporting the diversity of research areas and approaches characteristic of Trent e.g. individual curiosity driven research projects to large interdisciplinary and international projects
 - review the distribution of the Indirect Costs of Research funds to provide maximum benefit to Trent researchers in terms of university services and support
 - develop procedures for developing and protecting intellectual property

- develop policies and procedures for effective partnerships with organizations outside the university that provide for technology transfer, the commercialization of research and the avoidance of conflicts of interest.

3. Increase support to Trent's research activities by:

- including Trent's strategic research areas when setting faculty hiring priorities
- ensuring tenure and promotion criteria recognize the contributions of faculty who are involved in community based and/or international research
- providing teaching release to faculty who take lead roles in national and/or international research projects
- broadening the scope of financial support for research

4.6 Provide programs and services to Peterborough and the region which will enhance the level of activity on campus throughout the calendar year and contribute to the advancement of the communities, thereby building mutually supportive relationships and contributing to the revenue of the university

The Trent community seeks to be an engaged community at local, regional, provincial, national and international levels. In particular, Trent has been supported by the larger Peterborough community and in turn is a major contributor to the social, economic and cultural fabric of this region. These relationships are important to both parties and can be strengthened to our mutual advantage.

Strategies include:

- Providing a fully developed series of non-credit programs (general interest; certificate programs and on-site training);
- Enhancing programming on campus throughout the summer months; e.g. camps for high achieving youth;
- Facilitating community access to the expertise of students, faculty and staff;
- Increasing cooperation between Trent and community sports associations;
- Expanding conference facilities and the opportunities for contributing to the community through programming and event partnerships

5.0 The Colleges

Trent's Mission Statement refers to a collegial system as one of the university's defining characteristics. For some members of the Trent community, the residential colleges have been and should continue to be of fundamental importance because of their contribution to the academic and social life of the university. The significance of the college system has changed quite markedly, however, as Trent has evolved and increased in size and complexity.

In its original approach, Trent was committed to having a large proportion of students at all levels of study in residence and the College system accomplished this goal. In addition, the Colleges provided students, and faculty and staff, with a community that formed a middle ground between the individual and the university. With increased numbers of students and a constant number of colleges since 1973, the proportion of students who experience the residential aspects of colleges has decreased. Opportunities for 200 upper year students to live in residence are available if the current demand from incoming first year students remains constant. Similar to many universities across Canada, the traditional residential experience is now primarily a first year experience.

Faculty hired in more recent years have seen less benefit in college affiliation and have focused more of their attention on their departmental, discipline or program affiliations. The need to have a more consistent and enhanced approach to residential student issues across the university has led to a shift of some responsibility from the college offices to the Office of Student Services. There is also no doubt that financial constraints have played a role in curtailing the further development of the college system as have the changes in students and their preferences. There has, for instance, been considerable discussion among students about the desirability of having a central student space on the Symons campus. It is recognized, however, that this approach should not undermine or take away space from each college.

There is considerable diversity of opinion about the college system in its current manifestation. Some students support the colleges very, very strongly. For other students, the colleges are failing to satisfy their needs or are irrelevant to them. Similarly, faculty and staff opinion is divided on the importance of the colleges and their future. It is evident, however, that residential spaces in the colleges are of importance in recruiting students to Trent and that Trent should continue to provide residence space to 85-90% of students arriving from high school. Virtually all upper year students now live off-campus and are typically less engaged in the colleges except for special events such as college weekends, and college formals or for seeking assistance from the college tutors. The essence of the colleges was, and is, to provide students with a place in a smaller community - - - to create "a home" or a sense of belonging. This can be achieved through the residential experience, through the provision of college services and through the extra-curricular activities which can bring together students, faculty and staff. During the winter 2007 term, members of the university community in Peterborough and Oshawa discussed the role of the colleges at Trent. Students who lived or had lived in college residences spoke very strongly of the importance of the colleges to their adjustment to university and as the place where they developed important and lasting friendships. Students who had always lived off-campus and upper year students generally found the college system to be of less importance. The academic connections between residence life and colleges were mentioned infrequently. Further, the low involvement of faculty in the discussions supports the view that colleges have only peripheral significance for them.

The Colleges System will continue to be a defining characteristic of Trent but how they can best serve the interests of students given an enrolment of approximately 8,000 students, faculty preferences and the university's financial constraints will require on-going discussion.

Among the issues to be discussed:

- the proportion of first year and upper year students it would be desirable to accommodate in the residential college system;
- how to maintain that sense of community, which has been so important at Trent. Are colleges the only, or the main way, in which this is accomplished or are there other possibilities;
- should we consider decreasing the number of students in each college so that the colleges can meet the needs of those students affiliated with them more satisfactorily;
- if we did change the numbers attached to current colleges, should we develop a different college system for students who will never live in residence;
- can we consider different forms of university housing distinct from colleges as currently defined. For example, is there a need for a college organized around married student housing, housing for mature students or housing for students who wish to be in a self-catering residence;
- what is relevant to faculty within the college system now and over the next decade;
- what level of faculty participation in college life needs to occur to meet student expectations;
- are there different ways of engaging the Trent community – students, faculty, staff and alumni – in the colleges.

Some of these issues have been taken up in the 2006-07 academic year as the university community has been engaged in planning for additional space. The current plans could lead to a repurposing of Traill College, evolving over time to a primarily graduate student college and a new building to provide additional social and study space for students and improved facilities for many of the services for students, e.g. health, counselling.

In 2004-05, the Colleges and Student Services Committee (CASSC) established a Colleges sub-committee, in parallel with other CASSC sub-committees. The Colleges sub-committee has membership from each College, the Trent Central Student Association, the Graduate Student Association, the Julian Blackburn Student Association, 2 College Heads and is chaired by the Vice President (Academic). It has taken the lead in discussions on the colleges and will continue to do so.

6.0 Administrative Alignment

6.1 Academic Administration

The academic administration of the university has evolved over time to meet the requirements of a larger number of students and faculty, increased activity in Oshawa and summer school and the more onerous conditions placed on us by government in many areas including research, quality assurance and risk management. In 2006, the university community discussed the desirability of moving from one Arts and Science Faculty to a different model. The decision was to remain with the one Faculty while at the same time recognizing that some of the Dean's workload would need to be reassigned. By July 2007, the associate deanship, teaching and learning will have been reorganized to focus on undergraduate studies, thereby alleviating some of the Dean's responsibilities. These changes follow the decision to split the office of Graduate Studies and Research into two positions. As of July 2004, the university created two positions: Associate Vice President Research and Dean of Graduate Studies. No further changes in this level of administration are anticipated at this time.

6.2 Administrative Services

The reports listed in [Attachment 1](#) have focused on Trent's academic mission. As a university, it is to be expected that this mission will drive the institution and that administrative units will act in support of the teaching and research functions. It is essential, however, for the administrative and academic units to work in concert in order to fulfill the university's vision, mission, goals and objectives. Just as the Trent education mission is characterized by student-faculty contact and attention to the individual student, the administrative units have as their core philosophy, responsive and supportive service to individuals and units at the university. The provision of quality, professional services is key to Trent's continuing success and its future development.

The plans of the following seven units which support the academic mission of Trent are presented:

- 6.2.1 [Finance](#)
- 6.2.2 [Human Resources](#)
- 6.2.3 [Physical Resources](#)
- 6.2.4 [Information Technology](#)
- 6.2.5 [Institutional Research](#)
- 6.2.6 [Risk Management](#)
- 6.2.7 [External Relations and Advancement](#)

These plans are at a high level of generality as the specific actions will depend, in part, on the priorities set by the academic activities.

6.2.1 Finance

Strengthen financial stability, controls and accountability

- increase the university's financial performance through the attainment of balanced budgets and the on-going implementation of the Board of Governor's plan to reduce the accumulated deficit
- implement budget monitoring related to student enrolments and capital building project expenditures.
- strengthen capabilities to track pension plan and endowments' performance in order to maximize returns on investments
- increase the transparency of the university's operations by adopting strategies to disseminate financial information through external benchmarking, audited financial statements and budget working papers
- improve timelines and completeness of financial statements for departmental operating budgets and research accounts
- review university financial policies e.g. spending authorizations, use of credit cards, collection of student fees
- improve communications and thereby knowledge of Trent's fiscal realities and financial procedures

New revenues

- support initiatives for new revenues from the endowment lands, power house redevelopment and expanded ancillary services
- maximize government revenues and incentives

Finance Technology

- invest in new finance systems to support and track projected increases in the number of research projects and research investments
- develop new purchasing procedures to facilitate increases in equipment purchases for research contracts and system-wide technology replacements, i.e. computers

E-Commerce

- launch new e-commerce services to improve customer services to faculty, students and user groups including internal/external purchasing transactions
- maximize use of Datatel applications to facilitate information sharing and on-line reporting
- add value to decision making by increasing the integration of electronic data sets

6.2.2 Human Resources

Recruitment and Retention

- adapt policies and procedures to strengthen the recruitment, retention and development of staff
- respond to employees' new expectations for career development by redefining the university's approach to training and development of staff
- review human resource policies to ensure that they meet the diverse needs of faculty and staff

Professional Development

- enhance employee performance through the development of a long term professional development plan focused on individual career planning and training
- provide more options to staff and managers to develop their careers
- strengthen the support provided to staff by establishing a leadership development program, e.g. provide greater training and support to leaders of academic and administrative teams
- establish a training and development budget
- implement a succession planning program for staff

Employee Relations

- advance the university's culture by adopting employee relations strategies that reflect the changing needs of a younger workforce while continuing to support long service staff
- improve the student employment experience on campus by strengthening managers' understanding of required administrative procedures for student employees
- through improved Human Resources software, ensure more timely responses to hiring and personnel changes and provide broader staff communication

Compensation & Benefits

- through the collective bargaining process review collective agreements and update key provisions to reflect a changing work force
- maintain competitive compensation and benefits and at levels which attract and retain high potential staff

6.2.3 Physical Resources

Preserve and enhance the physical infrastructure

- adapt existing space for changing user demands including the needs for undergraduate and graduate student space
- improve the physical appearance of facilities and grounds by establishing a deferred maintenance plan
- update the deferred maintenance database to accurately reflect the dollar value of Trent's maintenance backlog. Produce a prioritized strategy to reduce this liability against a continuing shortfall in provincial grants allocated to University & College deferred maintenance issues
- add to the university's infrastructure by completing assessments of the economic viability of a number of capital projects including building additions and new construction projects which could include:
 - extension of the Bata Library or relocation of non-library functions to new or re-designated facilities
 - general space for students
 - extension and renovation of the P.S.B. Wilson Athletics Complex
 - additional facilities for Science based teaching and research activity.
 - graduate student space

Continue the implementation of the University's Master Plan

- maintain appropriate stewardship of the nature areas consistent with Board policy

Development Opportunities

- increase revenue generation to the University through a variety of development projects including:
 - exploring development opportunities and partnerships with the private sector for the endowment lands as detailed in the Endowment Lands Master Plan produced by Office for Urbanism (OFU) in 2005, e.g. Locks 22 & 23
 - renovation of the Stanley Adamson power plant

Customer service

- develop a process for evaluating, prioritizing and planning physical resources projects to meet the teaching and research needs of the institution.
- improve service levels to clients inside the university community by statistical analysis of the work order inflow to the PRD "fixit" help desk from our web based work order tracking and reporting system (webworks). This will allow PRD to better prioritize maintenance and renovation projects, and improve tracking of work order requests.

Sustainability & Energy conservation

- recruit a Sustainability Coordinator to investigate all aspects of the University's sustainability opportunities around reducing, reusing and recycling initiatives
- reduce energy consumption in university buildings by setting annual targets on a year over year basis; produce benchmark data per building for all utilities for informal and external comparisons
- incorporate energy conservation into a training program for campus users.

Long term planning

- following introduction of a space management software system (2006), position the Physical Resource department as a key resource to assist in the planning and management of university space issues including renovations, alterations, change of use and expansions.

6.2.4 Information Technology

Instructional Technology Improvements

- establish a base level of instructional technology for classrooms to include a VCR/DVD player, overhead display network drop, network connections, a television and a universal remote device; equip all bookable classrooms at the base level of technology
- raise the base level of service over the next three years, such that a basic instructional technology installation includes a network drop, a television, a set-top box connecting the network to the television, and a universal remote device
- institute a media server for digitised content, allowing users to search, browse and select content (e.g. movies, pictures, digitised slides, etc.) for viewing in bookable classrooms
- for Trent in Oshawa develop higher levels of support for academic programs and faculty
- convert Trent's Media Catalogue (currently 100% hardcopy – predominantly VHS and DVD movies) to digital format over the next three years.

Access to Technology – The Virtual Lab

- in support of student learning, create a Virtual Lab which will offer access to specialty software to students from any Internet-connected computer, be it at home, a student notebook connected via Air Trent, or other locations.

Grow Learning Management System

- support increased usage of the Learning Management System (WebCT)
- integrate the Learning Management System with the Enterprise Resource Planning (ERP) System (Colleague & Benefactor) in order to improve operations, e.g. mark entry.

Administrative Systems Expansion and Evolution

- implement a Student Contact Management System
- complete the re-design of student billing systems
- develop a human resources information system
- make the administrative systems secure and available through web technologies
-

Integration of ERP with external systems

- third party applications which depend on Trent ERP for data will be synchronised and updated using our Identity Management automation system.

Grow the Power of the Portal

- The myTrent portal allows us to provide secure access to all on-line systems in one place for all members of the Trent community. Furthermore, myTrent allows us to target content on the basis of organisational role. All new services will leverage the portal's mechanisms to increase the usefulness of the portal.

6.2.5 Institutional Research

Institutional Research

- Advance use of technology in the areas of reporting and analysis of data;
- Perform the appropriate research and analysis of current and previous application data to support the strategic planning processes in the develop of enrollment and budgetary targets;
- Project student enrollment patterns using internal and external databases;
- Analyze current and past trends in student retention, graduation and degree completion rates;
- Perform revenue forecasting, discounting and modeling of the institution's student aid, both merit based and needs based aid;
- Develop surveys to track student satisfaction and alumni outcomes where data is used to enhance marketing activities for the University and support department chairs during annual academic program review and assessments.

Strategic Planning

- Work with administrative and academic units to develop key performance indicators that are translated into balanced scorecards. (e.g. Academic Scorecard, Research Scorecard, IT Scorecard, HR Scorecard, Finance Scorecard, Recruitment and Marketing Scorecard, Advancement and External Relations Scorecard etc...)
- Introduce and implement a balanced scorecard approach to operational planning with the goal of monitoring the reporting of the University's strategic plan's progress by developing and using key performance indicators.

Data Warehousing

- Establish a corporate data warehousing service to support decisions made by the Board, Senate, senior administration, academic and administrative management, student associations and educational committees in their planning and assessment activities.
- Develop and maintain a cycle of regular institutional studies, reports and databases (data warehouse) designed to support recurring decision needs of Trent.
- Use the appropriate business intelligence tools and metrics to evaluate / track the effectiveness of various operations across the campus.

6.2.6 Risk Management

The fiscal, legislative, demographic and social environments in which all universities, including Trent, function have changed dramatically since the 1960s. During that time, provincial and federal legislation has resulted in significant changes in the areas of privacy, health and safety and corporate liability. Bill C 45 amended the criminal code in March 2004 to include negligence by directors and companies in the area of health and safety and case law continues to set precedents that establish the level of due diligence required by institutions and individual managers.

In recognition of this transition, the objective of establishing a Risk Management Office was added to the Strategic Directions 2010 document in November 2006. The office has now been established and a Director of Risk Management appointed.

Key directions for the office are:

- Establish a risk management policy, procedural and training framework for the University to ensure compliance with all applicable legislation and consistency with university sector best practices, coordinate implementation, and monitor departmental compliance.
- Students - Enhance student safety and security on campus and for off campus university activities.
- Finance - Strengthen contract approval process to include risk analysis provisions.
- Physical Resources –assist Physical Resources Department in developing a risk based deferred maintenance plan
- Coordinate development, training and annual testing of the Crisis Response Plan, including pandemic planning.
- Develop risk assessment and loss tracking and reporting tools to provide metrics for cost/benefit analyses, loss prevention planning and university decision making.
- Improve the insurance management capability to ensure the university has the right type and amount of insurance coverage at the lowest possible cost. Interpret policies and provide awareness training on insurance requirements for the university community.

6.2.7 External Relations and Advancement

In 2006 Trent University created the new portfolio of External Relations and Advancement (ERA). The primary goal of the portfolio is to enhance the strategic positioning of Trent University so as to be competitive in the sector, attract and retain the students who will flourish at Trent, and ensure that external and internal contributions are secured that contribute to the sustainability of the University.

The ERA portfolio is focussed on serving the different constituencies of the university community, and its business plans touch on all Trent stakeholders, including:

- prospective and current students (undergraduate, graduate, part-time, international)
- parents
- guidance community, education counsellors, principals
- government
- media/public
- alumni
- donors (individuals, corporations, foundations)
- community at large

The key functions of the External Relations and Advancement portfolio broadly fit into three work units:

1. Advancement and Alumni Affairs, including

- planned giving (including oversight of the functions of the former Trent University Foundation)
- leadership + major gifts
- Annual Fund program
- Stewardship + institution-wide events
- Alumni Affairs, including affinity programs
- Strategic alliances
- Sponsorship and naming rights

2. Government Relations, Marketing & Communications, including

- reputation management
- marketing
- branding and brand management
- internal and external communications
- web development
- media relations
- government relations and advocacy
- crisis communication management

3. ERA Operations, including

- Financial and operating planning processes
- donor management systems and analytics
- philanthropic research
- tax receipting
- legal compliance
- human

Trent's 50th Anniversary and Potential Philanthropic Program Strategies by 2014

A specific charge of the portfolio is to transform philanthropy at Trent. Trent will move toward a sustainable, comprehensive philanthropic program with professional staff building internal capacity to support long-term relationship management and stewardship. The program will be anchored in the University's Vision Statement and its academic and research plans, and will be a rational extension of the University's business plans. The strategic importance of philanthropy

will be embraced by the Board of Governors and a larger number from within the Trent Community itself. Non-alumni, transformational prospective donors will be identified and invited to be part of the excitement of Trent through a proactive cultivation and stewardship program.

The comprehensive model will include ongoing major gifts activities, a vigorous Annual Fund supported by direct response marketing expertise, annualized leadership giving, and a proactive planned giving program. The philanthropic plan will be anchored around five to six virtual, interdisciplinary and thematic “Centres of Knowledge.” The case for support will be anchored in the strategic needs of Trent and delivered in a way that showcases its value proposition, unique attributes and track record.

The goal is to generate \$50M in pledges and gifts (including sponsorships and funds from strategic alliances) within the period of 2007-2014. A major focus of the new philanthropic plan will be to grow the unrestricted endowments, and this will be achieved through promoting naming opportunities for buildings and areas on the campuses.

A number of specific targets will be developed to measure the success of the plan including, for example:

- commitments secured for at least 5 endowed chairs or professorships
- a mature pro-active Planned Giving Program supported by a council of expert volunteers and allied professionals
- Legacy Society members will grow from 80 in 2007 to 200 in 2014 with the value of expectancies growing from \$7M in 2007 to \$17M.
- Qualified prospective leadership donors are anticipated to grow by 10% year over year, and these donors will be generating \$500K annually by 2014
- plan revenue targets of \$275K by 2010 and \$350K by 2014 from the Annual Fund
- customized stewardship plans for the top 20 individual donors, top 20 corporate donors and top 10 foundations will be planned and implemented
- a fact-based alumni audit and programs that address the needs and interests of alumni, for example: the Homecoming/Head of the Trent weekend, the President’s River Reception, and the Distinguished Alumni and related Awards Programs

Alumni Affairs

Under the theme of “Honouring the Past, Strengthening the Future,” Alumni Affairs will take the lead in deepening relations with alumni, using a decade-by-decade approach that will tie into the “Trent at 50” anniversary opportunity.

Contact with Alumni will be maintained through Trent Magazine, a web-site which will provide interactive opportunities for alumni, e.g. to share information or look for old friends, and e-communications for event promotion, including alumni in key developments and similar initiatives.

The Alumni Association’s 2003-2010 Strategic Plan will tie into Trent’s 50th anniversary. The plan will clearly delineate the areas in which the Alumni Office can best affect implementation while outlining those priorities which best belong to the volunteer leadership.

By 2014, Alumni House will be well-known as a popular and respected showcase for alumni pride and heritage. Partnerships with campus departments, programs and clubs & groups will be deepened and Alumni will enrich University life through various programs and initiatives. Undergraduate awareness of the strength of Trent’s alumni movement will grow substantially.

Government Relations, Marketing & Communications

Working with the different constituencies and client groups within the university community, Government Relations, Marketing and Communications will undertake the following:

Government Relations and Advocacy Goals

Position Trent University as the pre-eminent centre in the Central Eastern Ontario region supporting discovery, knowledge transfer, research and economic development.

Assist with advocating for Trent's case for fair funding with provincial and federal governments.

Support partnerships with economic development agencies, governments and businesses to create opportunities for investment, commercialization and joint ventures.

Marketing and Positioning Goals

Using a life cycle approach, we will take the lead in developing a consolidated Trent-wide marketing plan to promote recruitment activities, philanthropic success and Trent's strategic positioning.

The plan will:

Position Trent University as a destination of choice for high quality undergraduate, graduate and international students.

Promote the University's revised Strategic Research Plan.

Build on the successes of the University's consolidated marketing strategy by targeting the promotion of programs and ancillary operations that maximize revenue to the University.

Promote the University's international education opportunities including opportunities for international students at Trent and study abroad programs for domestic students.

Support the philanthropic approach and activities of the university, e.g. messages in marketing materials, brochures.

Media Relations Goals

Promote greater media coverage of the accomplishments of Trent's students, faculty and alumni through a pro-active media relations annual plan.

Focus national media attention on Trent's Centres of Knowledge and niche areas of expertise.

Create user-friendly, web-based tools that aid media to make contact with Trent faculty engaged in leading-edge teaching and research.

Web/New Media

Build a life-cycle approach to communications that uses leading edge technology and databases to deliver targeted messages based on audiences' preferences.

Integrate new technologies to connect to a youth market including advanced versions of pod casting, instant messaging.

Internal Communications

Promote a common understanding of the organization's Vision, Mission, and Goals.

Enhance the use of My Trent to increase communications with students, staff and faculty.

Alumni & Community Relations

Increase national and international profile for successful Trent alumni.

Equip alumni with new Trent messaging to support their roles as ambassadors for the University.

Foster new relationships with emerging community groups in the GTA and Peterborough region.

Operations

Priority will be given to developing standards in planning, monitoring and evaluating activity and financial performance which exceed industry standards.

Staff training in and updating of all ERA portfolio-specific Policies & Procedures, including legal compliance, will be completed by 2008. A gap analysis of institutional-wide policies relevant to strategic positioning (e.g. cluster of policies related to Strategic Alliances; sponsorship and naming rights) will be completed and specific policies developed for approval by the President's Executive Group (PEG).

Data analytics and data management will be improved, thereby, increasing the capacity to undertake predictive modelling.

Professional development and training is critical for ERA staff to ensure staff awareness of and compliance with the applicable codes of ethics and standards of practice, relevant legislation and common law. Moreover, senior ERA team members must understand trends and drivers that affect marketing, government relations and advocacy, communications and advancement functions within the highly competitive educational sector.

ATTACHMENT 1 – LIST OF REPORTS

Some of the recent reports addressing aspects of Trent's operations and future.

- Trent University Strategic Research Plan (2000)
- Graduate Education at Trent (2002)
- Interim Report on Graduate Studies at Trent University (2003)
- Trent International Program Reviews – Internal and External (Apr 2001 and Feb 2001)
- Computing and Telecommunication Reviews (2001/02)
- Graduate Students Survey (June, 2000)
- A Plan for Financial Recovery (1998-99)
- Alumni Association Strategic Plan 2001-2004
- Capital Development Strategy (2001)
- Undergraduate Studies Committee/Academic Planning Committee Reports
- Undergraduate Program Reviews and an Audit Report on the UPR by COU (2001)
- OCGS Reviews
- Aboriginal Education Council Reports (1991 on)
- The Stewardship Plan for Trent University Nature Areas
- Building on Success (Nov. 2002)

ATTACHMENT 2 – TRENT UNIVERSITY'S MISSION, GOALS AND INSTITUTIONAL OBJECTIVES

Mission

Trent University aspires to be Canada's outstanding small university known for its commitment to liberal undergraduate education in the humanities, social sciences and natural sciences and to the centrality of the individual student. Within a collegial setting the university offers undergraduate and graduate programs, both traditional and interdisciplinary, which seek to advance learning through the creative interaction of teaching and research of the highest quality.

Goals

- To create a teaching, learning, research and living environment fundamentally committed to the promotion of free inquiry and expression.
- To offer a distinctive, excellent and continually evolving teaching program that responds to the needs of an increasingly diverse full and part-time student body.
- To provide educational programs which encourage students to think critically, creatively, constructively and to communicate their ideas effectively, as well as instilling a curiosity that engenders lifelong learning.
- To sustain and enhance opportunities for research and scholarly activity of the highest standard.
- To recognize and take advantage of our relatively small size, flexibility and experience to foster continually opportunities for creative interaction between academic departments and programs, teaching and research, colleges and academic activities and among our faculty, staff and students.
- To develop, in the pursuit of the advancement of learning, mutually beneficial partnerships and linkages with universities, colleges, schools and other public and private sector institutions and organizations, including our alumni.
- To encourage intellectual and cultural sensibility, adaptability, leadership, mutual respect, an ethical conscience, global (or international) perspectives and environmental sensitivity among all members of the Trent community.

Institutional Objectives

- Recruit and retain students from within and beyond Canada who will benefit from Trent's programs and who will contribute to university life.
- Provide an appropriate range and sequence of undergraduate courses and programs in the humanities, social sciences, natural sciences and interdisciplinary fields to ensure a truly liberal education rooted in a strong institutional commitment to undergraduate teaching.
- Develop new opportunities for small group teaching and individualized learning.
- Create and sustain a range of interdisciplinary graduate programs that will reinforce the goal of liberal education, have linkages with our undergraduate departments and programs and provide all faculty with graduate teaching and research opportunities.
- Employ and retain excellent faculty who contribute actively to the advancement of learning through teaching, research, service and professional development.
- Employ and retain excellent academic and administrative support staff and ensure adequate opportunities for their professional development.
- Create and sustain an environment (intellectual, physical, fiscal and social) that advances learning through quality teaching and research while encouraging respect, tolerance and sensitivity.

ATTACHMENT 3 – TIP MISSION

Because international and domestic students with substantial international perspectives and experiences enrich the university and our community academically, financially, and culturally, the International Program (TIP) aims to be a core and catalyst for Trent University's internationalization.

In collaboration with alumni, international education colleagues, foreign partners and friends of Trent across Canada and around the world, TIP serves students, faculty, and staff at all levels of the university as well as the Peterborough community. We are Trent's core agency for providing international services.

As a catalyst, we strategically support the ideas and interests of students, faculty and academic departments in order to synthesize the international strengths and resources of the university.

We realize this mission by:

- Attracting and retaining highly qualified students
- from a broad range of countries
- Increasing opportunities for Trent students to study, work or intern overseas
- Facilitating international curriculum and research
- Strengthening ties with alumni and international partners
- Maintaining and developing sources of scholarship funding for student and faculty international activity

We believe that every Trent student should have the opportunity to develop his or her sense of global citizenship by living, learning, and making lasting friendships with people from many parts of the world.

ATTACHMENT 4 – INFORMATION TECHNOLOGY SERVICES

From Crisis to Credibility

The Trent community has recognized for some time that its Information Technology systems are inadequate to support its teaching, research and administrative functions. In the President's Plan for Financial Recovery, the Board of Governors agreed to provide increased resources to Information Technology in order to begin the process of bringing Information Technology to a level commensurate with other university systems. With the appointment of a new Director of Information Technology Services early in 2003, new buildings and the arrival of the double cohort, several immediate priorities have been set:

- reliable email services by July 31, 2003
 - university mail gateways stable and providing up-to-date virus scanning
 - stable Groupwise (staff) mail services
 - stable Netmail (student email platform)
- network infrastructure upgrade
 - installation – for new buildings on East Bank and Argyle
 - a network port for every wall-jack
 - shared hubs replaced by switches
 - new language lab system
- adding student computer seats
 - 56 in the basement of library
 - 30 in Champlain College
 - 20 in Gzowski College at Argyle
- security architecture articulated and implemented by January 2004.

In the longer term Information Technology Services will develop a plan to implement the following objectives:

- provide the Trent community with access to information and information resources from any location following ethical, legal and secure practices.
 - Practice: Develop secure access methodologies independent of location, and build new services with a view to location-independence.
- develop a consistent and robust technology infrastructure which serves the diverse needs of the campus in teaching, research and administrative support.
 - Practice: Use technology standards and best practices to standardize Trent's network and prepare for future expansion of network services.
- allow students, staff and faculty to transact all necessary business, exchange and obtain information, and work collaboratively from their offices and classrooms through a dependable, responsive, integrated voice-video-data network supporting world-wide interconnectivity.
 - Practice: Use consistency of implementation to enable a consistent user environment.
- Faculty will be able to use a full range of computer-based teaching technologies in a substantial number of classrooms of varying sizes and location throughout the university.
 - Practice: Audio Visual services will integrate with network facilities and emphasis will be on acquiring new digital rights/media.
- Faculty, staff and students will have easy, reliable and secure access to current, accurate and complete administrative information, from any location
 - Practice: Develop a Systems Renewal Plan in consultation with the university community which incorporates existing administrative systems into an architecture supporting an external web site, an Intranet and 'Datamart' architecture.
- To create an appropriate information technology environment, the university will adopt a model for allocation resources for information technologies. The model will support instruction, recognize that the research computing environment is highly decentralized and heterogeneous, and facilitate outreach and services.
- Formal consultation with faculty will occur on a regular schedule and with ad hoc groups of users on project and service priorities throughout each fiscal year.

ATTACHMENT 5 – LIBRARY

Preamble

The Library is part of the essential infrastructure of the university. Its collections, whether print or, increasingly, electronic, support much of the research, scholarship, teaching and learning of the university. Its services assist the researcher, and are vital to the student. Therefore, the Library's mission derives from the university's mission, and its strategies must be consistent with, and support, the university's strategies.

Since it is an integral part of the university, the external realities with which the university must contend condition the environment in which the Library must operate. The environmental factors include fiscal constraint, increased complexity, more inter-institutional competition, a heightened emphasis on research (generating greater requirements for institutional support), and public demands for accountability.

There are also environmental factors which primarily affect libraries, at least in the first instance: geometric growth in the world's store of information (said to double every five years) and radical increases in the cost of academic books and journals (on average doubling every five years). The magnitude of these increases has led academic libraries to seek new methods of providing for their patrons' needs. They have created provincial, regional, and national cooperatives to facilitate resource-sharing, with a particular focus on the collective acquisition of licenses for electronic versions of journals. The collaborations and interdependencies resulting from this common strategy of cooperation contrast with the inter-institutional competition mentioned above.

Trent University Library's Mission

Trent University Library aspires to be an outstanding small university library. It is committed to meeting the needs of students and researchers through well-chosen collections, innovative services, supportive staff, and timely and effective access to the literature of research and scholarship.

Strategies and Strategic Objectives

Collections

1. Achieve economies of scale through cooperation. Participate fully in OCUL (Ontario Council of University Libraries) and CNSLP (Canadian National Site Licensing Project) initiatives. These projects have achieved significantly reduced costs and increased access to electronic journals and other resources for all participants. Because the cost to participate is based, in part, on FTE counts, the advantage to a small university like Trent is enormous. On our own we could not afford a tenth of the literature we now have online. This has the effect of giving students and researchers at Trent the same access as those at U. of T.

2. Restore and maintain monograph collections. Student library use typically requires books rather than research journals, and the Humanities disciplines are heavily grounded in book literature. Over the last 16 years, the number of books per student that the Library has acquired has dropped by more than 50% (from 1.43 to 0.67). When we compare ourselves to libraries in the ARL group, our book acquisition rate again stands at less than 50% of the average (0.67 compared to 1.60).

Retrospective collection building to fill in collection gaps from the last decade will take place over three years and require the purchase of approximately 4,000 books in each year. The Library proposes to move the acquisition of current books to a more appropriate level.

Space

The Library is currently too small to house existing collections, and to accommodate the current student body. More space must be found, initially by returning to Library use spaces used for other purposes where this is practical, and then by extending the Library building itself. [Non-Library units within the Bata building include: the Fleming at Trent room, the GIS Lab, Special Needs, the Interactive Learning Centre, the Communications Office, Computing Services (including A/V), the Secretariat and the President's Office.

1. Provide workspace for students. Despite increased virtual access to Library resources, students continue to make heavy use of library seating. At heavy-use periods in term, all seats fill, there are lineups for computers, and complaints flow in about 'noise in the Library'. These comments are based on the years immediately preceding 2003/04, and thus do not reflect the impact of double-cohort enrolments.

Currently, the library has seats for 320 students. Presuming that number of seats to have been adequate, the 40% enrolment increases in prospect mandate an additional 130 seats, for a total of 450 to be achieved over the next 3 years.

As one element of the problem: the Library's former group study rooms (rooms 314, 401 and 402) have been converted to classroom use to ease the current space-crunch on campus. These rooms should be restored to their former status as soon as possible. They represent 36 seats toward the total given above.

It has been suggested that provision be made to provide modest office spaces for some graduate students in the Library. This requirement could be met in an extension to the Library.

2. Provide space for Library collections. Library shelving is now full. Space for new volumes can be found only by weeding existing collections, and most of the possible weeding has already been done. Within two years current space problems will reach crisis proportions.

Planning for a library expansion must begin immediately, and possible means of funding new construction explored as a matter of highest priority. The option of finding other space for non-Library units, so that Library collections, staff workspaces, and student seats could be established on the 1st floor of Bata should be examined as providing major space relief without (Library) construction.

ATTACHMENT 6 – STUDENT AFFAIRS

The services and facilities provided by the Office of Student Affairs are designed to assist and support students academically and to enhance student's social and cultural experiences while studying at the university.

- The following services are provided:
 - athletics and recreations
 - bus transportation
 - career resources services
 - food services
 - off campus housing
 - personal counselling
 - health clinic
 - residences, including dons and residence programs
 - special needs office
 - student pub operations

Student Affairs maintains regular contact with the College Cabinets and TCSA in order to address issues of concern and to improve services for students. These broad categories of services will continue over the next five to six years. Within each broad category, however, the specific services may change in response to students' changing needs. Just how a particular service is provided is also a question of the size of the student population and the level of resources made available. While continuing to provide ongoing services the units will also focus on the following issues:

Health

- increased health information e.g. a health fair, nutritional advice, peer sex education program
- revising the Communicable Disease Surveillance and Response Policy
- reviewing of the Privacy and Confidentiality Policy with respect to student health services
- adding a fast track clinic to assist with the overflow of student visits (for a total of 14 clinics per week)

Career Centre

- increasing the number of graduating students served
- increasing the number of first and second year students served
- enhanced employer recruitment program for Trent graduates
- maintaining the number of Trent students employed within six months after graduation at 96% and improving the level at 24 months after graduation from 97% to 98%. (This is a provincial government indicator for funding purposes).

College Residences

- establishing Gzowski College in its new facility
- reviewing residence policies and programs to ensure their appropriateness in view of younger aged students
- increasing residence rooms so as to be able to offer all first year students with a 75% entering average a room in a College and maintain rooms for senior students
- planning new types of college housing to serve a broader range of students

Special Needs

- maintaining the 30 hours per student per academic year standard
- maintaining the in-house learning disability assessment service
- continuing the centralized service for proctoring tests and exams
- implementing a new policy in response to the Ontarians with Disabilities Act

Athletics and Recreation

- In planning the future of Trent Athletics, it is imperative the Department of Athletics, through the Office of Student Affairs and other university offices explore and develop partnerships internally in the university and externally in the community in search of "win - win" situations.
- Short Term Plan (1-2 years)
- Improve existing infrastructure in the AC on Campus and at the new Gzowski/Argyle gym providing more opportunities for students and community members;
- Expand hours of operation, programs opportunities taking advantage of outdoor resources including the Nature Trails, River, bike paths, etc.
- Improve the quality of the Varsity program through developing strong leadership, motivated athletes, and establishing a level of excellence and expectation;
- Improve our Communications / Marketing / Media exposure, building community awareness of our programs and our success.
- Create an atmosphere of pride and ownership in Trent Athletics in the students, staff and faculty, and in the regional community;
- Develop partnerships in targeted regional community sport organizations, which are also, facility dependent, and leadership driven that are struggling to excel. Determine Trent's focus for specific sports based upon our new criteria (Soccer, Rugby, Swimming, Rowing)
- Establish a positive sense of worth, quality, and excellence as the foundation for the fund raising program in the next stage.
- Long Term Plan (3-7 years)
- Develop cooperative facilities with community partners with very clear roles and responsibilities e.g. Soccer and Rugby pitches;
- Develop internal partnerships with Faculty of Environmental Science, Watershed Ecosystems, Geography, Education, Nature Areas Committee, Trent Severn Waterway etc., to develop an Outdoor Recreation / Education centre utilizing the Otonabee River, Trent Severn Waterway and the Trent Nature Areas. This could enable Trent to link academic programs with practical life-work skills, with recreational lifestyle choices;
- Develop a level of excellence in varsity programs, providing Trent athletes with a high level of leadership, facilities and opportunity enabling them to excel, while creating profile for the university and pride in the regional community;
- Develop partnerships in health sciences by attracting interest in the Sports Medicine field through the new nursing program and in partnership with private sector businesses interested in operating their business form the Athletics Complex (Expanded).

ATTACHMENT 7 – GRADUATE GROWTH EXPANSION PLAN (April 2006)

Trent University has been a small player in the graduate education field, but has been active in graduate studies for most of its forty year history. In its early years Trent had started to develop discipline-based programs in areas such as Biology, Chemistry and History. However, as part of the change in provincial priorities in the 1970's, Trent gave up its discipline-based programs and developed "umbrella" programs designed to service several departments from within a single graduate program. As part of this change in provincial priorities, Trent and other small universities were precluded from offering Ph.D. degrees.

The provincially-mandated approach to graduate studies in some ways fit well with Trent's vision for the future at that time. Trent had developed a particular role and expertise in interdisciplinary studies, including Canadian studies, environmental studies, and native studies. In keeping with our strengths in these areas, Trent formed interdisciplinary umbrella graduate programs. As a consequence Trent has led in developing strong, internationally-recognized interdisciplinary programs – something that other universities continue to struggle to develop. However, there were significant drawbacks to Trent of the provincial approach to distribution of graduate programs and funding. First, the prohibition on development of doctoral programs had significant consequences for our faculty. As a result we were forced to enter into ad hoc arrangements such as our Trent-Queen's program that would allow faculty to supervise doctoral students at Trent while they obtained a Queen's Ph.D. The most obvious drawback, apart from lack of acceptance by many students, is that Queen's obtains all funding for these students. Secondly, the focus on interdisciplinary studies left large areas of Trent's professoriate, such as Chemistry, English and History without access to a graduate program. Finally, the corridor funding approach also caused graduate development problems since virtually all of our new interdisciplinary programs were outside of our graduate corridor.

Trent University's graduate expansion plan is designed to address these historical problems, while contributing to the new provincial objective of doubling the number of graduate degrees awarded. Our plan consists of additional growth in some existing programs and the development of several new programs. Some of the growth will result from the addition of doctoral degrees to existing programs. Most of the growth initially will be at the Master's level, however we hope that there will be the opportunity in future funding arrangements to expand these new programs to the doctoral level also. Below we provide a brief summary of our specific expansion plans, including a timeframe for implementation through the OCGS appraisal process.

Expansion of Existing Programs

Approximately 1/3 of our growth will be realized through expansion of existing graduate programs. As a result of the corridor funding situation, our existing programs have had stringent caps on the number of students that could be admitted each year. Consequently we turn away approximately one qualified student (entry grade 77% or higher) for every student we admit. Thus Trent could double its graduate enrollment from existing programs alone. As a result of our existing program caps, many faculty members are not participating in graduate studies as fully as they would like. Additional graduate spaces will be provided in each of our existing programs. These are:

- Anthropology M.A. – additional M.A. spaces plus add M.Sc. and Ph.D. options
- Applications of Modelling – expand program to include Math, Finance and Economics fields; approximately 50% growth over next three years
- Canadian Studies Ph.D. – joint with Carleton - program is graduating first students this year and has not yet achieved critical mass; numbers will grow by ~ 50% over next three years
- Canadian Studies/Native Studies M.A. – program has added course only option and will double numbers over next two years
- Native Studies Ph.D. – program graduated first students last year and has not yet achieved critical mass; numbers will grow by ~ 50% over next three years
- Theory, Culture and Politics M.A. – program has added several new faculty members and will grow by ~60% over next three years
- Watershed Ecosystems M.Sc. and Ph.D. – supporting departments (Biology, Environmental Studies, Geography and Chemistry) have added several new faculty members and program will grow by ~40% over next three years.

New Programs in Development

As outlined above, provincial policy over the last three decades has created a situation in which large segments of faculty involved in Trent delivery of undergraduate education do not have the opportunity to participate at the graduate level. Our development plan is designed to change this. Approximately 2/3 of our growth will come from the addition of new programs. The following programs are at various stages of approval (as noted individually). Most have an anticipated start date of either fall 2007 or fall 2008.

- History M.A. - approved by Senate, will go to OCGS fall 2006
- Materials Sciences M.Sc. (Chemistry and Physics) – joint with UOIT – will go to OCGS fall 2006
- Public Texts M.A. (English and Computer Studies) – submitted to Graduate Studies - will go to OCGS winter 2006
- Cultural Studies Ph.D.- submitted to Graduate Studies - will go to OCGS winter 2006
- Health Sciences/Studies M.Sc./M.A. (Nursing, Biology, Psychology, Sociology, Native Studies, Women's Studies) – appraisal documentation is being prepared – anticipate that this will go to OCGS spring 2007

The following programs are under development but will not be submitted to OCGS before the fall of 2007 at the earliest - Education M.A. & M.Ed., and Forensic Sciences M.F.Sc.

We will be requesting capacity for these programs in the 2008-09 allocation of the additional 2000 student spaces.