

# **Senate Handbook**

**2011-2012**





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This handbook is designed to be a reference for Senate members and visitors on Senate's jurisdiction, rules (by-laws), membership and committee structure. It is updated annually by the University Secretariat (which provides administrative services, research and analysis, and general support to Trent's two governing bodies).

Documents are subject to change. Up to date information (including approved meeting minutes) can be found at Senate's website: <http://www.trentu.ca/secretariat/senate.php>

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Meeting Dates for Senate Executive and Senate  
2011-2012

*All meetings will be held at 2:00 p.m. in the A.J.M. Smith Room, Bata Library  
unless otherwise notified*

*Labour Day Sept. 5, Introductory Seminar Sept. 6 - 9  
classes begin Thursday, Sept. 8*

**SENATE EXECUTIVE**  
2011

**SENATE**  
2011

		September 27 <i>(Senate Orientation)</i>
October 4		October 11
November 1		November 8
	<i>Reading break Oct. 24 - 28 Classes resume Monday, Oct. 31</i>	
December 6		December 13
	<i>Classes end Friday, Dec. 9 Examinations begin Dec. 10</i>	

2012		2012
	<i>New Year's Day Sunday, Jan. 1 Classes resume Monday, Jan. 9</i>	
January 10		January 17
February 7		February 14
	<i>Reading break Feb. 20 - 24 Classes resume Monday, Feb. 27</i>	
February 28		March 6
April 10		April 17
May 8	<i>Classes end Thursday, April 5 Examinations begin Monday, April 9</i>	May 15
	<i>Convocation June 6, 7, 8</i>	June TBA

*to Senate Executive Nov. 16, 2010  
to Senate Jan 18, 2011  
Revised May 2, 2011*



# TRENT UNIVERSITY SENATE COMPOSITION

## COMPOSITION

### Ex-officio Members (voting)

Chancellor  
President and Vice-Chancellor  
Provost and Vice-President Academic  
Vice-President Research & International  
Deans and Associate Deans (8)  
University Librarian

### Elected Members (voting)

1 Head of residential college  
12 members of Faculty Council (4 per division)  
12 chairs of departments and programs  
(normally 4 per division)  
8 undergraduate students from residential colleges  
(2 per college)  
1 undergraduate part-time student from Peterborough  
1 undergraduate student from Trent, Oshawa &  
other off campus  
1 graduate student

### Official Visitors of Senate (non-voting)

University Registrar  
1 TUFA representative  
1 CUPE 1 representative (part-time faculty)  
1 CUPE 2 representative (student employees)  
1 OPSEU staff representative  
1 exempt staff representative  
1 member of the alumni  
2 representatives from the Board of Governors

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## SUMMARY

### Voting Members

Administration	13	(President, Provost and VP Academic, VP Research, , Deans and Assoc Deans (8), University Librarian, College Head)
Faculty	24	(12 department/program Chairs, 12 Faculty Council)
Students	11	(8 residential college students, 1 part-time Ptbo, 1 Oshawa/off-campus, 1 graduate)
Other	1	(Chancellor)
Total	<u>49</u>	

### Official Guests (Non-voting)

Admin.	1	(Univ Registrar)
Union	4	(TUFA, CUPE 1, CUPE 2, OPSEU)
Other	<u>4</u>	(exempt staff, alumni, Board (2))
Total	<u>9</u>	

- the Academic Colleague is chosen from among the faculty members of Senate
  - the Official Visitors to the Board of Governors are chosen from among the student and faculty members of Senate
- 

## SENATE EXECUTIVE COMPOSITION

### **COMPOSITION (17 members, including one non-voting)**

*(chosen by and from among the members of Senate)*

President and Vice-Chancellor  
Provost and Vice-President Academic  
Chair, Academic Planning & Budget Committee  
Chair, Graduate Studies Committee  
Chair, Undergraduate Studies Committee and Teaching & Learning Support Committee  
Chair, Research Policy Committee  
Chair, Undergraduate Academic Policy Committee  
6 faculty senators (representation from across university)  
3 student senators  
University Registrar (non-voting)



**SENATE MEMBERSHIP BY CATEGORY 2011-12**

**Ex-officio Members**

Steven E. Franklin, President (Chair) (Exec)  
 Tom Jackson, Chancellor  
 Gary Boire, Provost and VP, Academic (Exec)  
 Neil Emery, VP, Research & International (Exec)  
 Joan Sangster, Dean, Graduate Studies (Exec)  
 Hugh Elton, Acting Dean, Arts & Sci (Humanities) (Exec)  
 Elaine Scharfe, Dean, Arts & Science (Social Sciences)  
 Holger Hintelmann, Acting Dean, Arts & Sci (Science)  
 Kirsten Woodend, Dean, Fleming/Trent School of Nursing  
 Jacqueline Muldoon, Dean, School of Education  
 and Professional Learning (Exec)  
 Jocelyn Aubrey, Assoc Dean, Undergrad Studies (Exec)  
 Brendan Hickie, (A) Principal & Assoc Dean, Trent  
 Oshawa  
 Robert F. Clarke, University Librarian  
 TBA, 1 Head of Residential College

**Elected Faculty Council Members**

Rita Bode (Exec)  
 Saud Choudhry  
 Peter Dawson  
 Mark Dockstator  
 Torben Drewes  
 Colleen O'Manique (Exec)  
 Davide Panagia  
 Raul Ponce-Hernandez  
 Barry Saville (Exec)  
 Keith Walden  
 Paul Wilson (Exec)  
 TBA, 1 Additional faculty

**Elected Chairs, Departments/Programs**

Haroon Akram-Lodhi  
 Dimitry Anastakis  
 Craig Brunetti  
 Victoria deZwaan  
 David Ellis  
 Gavin Fridell \*\*  
 Julia Harrison (Exec)  
 David Newhouse (Exec)  
 David Poole  
 Brenda Smith-Chant  
 Tim Stapleton  
 Asaf Zohar

*\*\*Representative to the Board of Governors*

**Elected Student Members**

Amber Vance, Champlain College Senior (Exec)  
 Heather Braund, Gzowski College Senior (Exec)  
 Derek Bartlett, Otonabee College Senior  
 Braden Freer, Gzowski College Junior \*\*  
 Samantha McLean, Lady Eaton College Senior  
 Sharon Lee, Peterborough part-time (Exec)  
 Kelly Vanleyden, Trent Oshawa  
 TBA, Champlain College Junior  
 TBA, Lady Eaton College Junior  
 TBA, Graduate Student  
 TBA, Otonabee College Junior

**Official Visitors (non-voting)**

Grant Kerr, Acting University Registrar (Exec)  
 Susan Wurtele, Trent University Faculty Association  
 TBA, CUPE 1 faculty  
 TBA, CUPE 2 student representative  
 TBA, OPSEU representative  
 TBA, Exempt staff representative  
 Jess Grover, Alumni representative  
 David Bignell, Board representative (external)  
 Noranne Flower, Board representative (internal)

**Secretary (non-voting)**

Karen Spearing,  
 Assistant University Secretary (Senate) (Exec)

*Updated September 21, 2011*



## Senate Executive 2011-12

**Elected Members** (*elected by and from among the members of Senate for one-year terms, renewable*)

**Faculty representatives** (*normally two faculty senators from each division*)

Rita Bode	Division I ( <i>humanities</i> )
Julia Harrison	Division I ( <i>humanities</i> )
David Newhouse	Division II ( <i>social sciences</i> )
Colleen O'Manique	Division II ( <i>social sciences</i> )
Barry Saville	Division III ( <i>sciences</i> )
Paul Wilson	Division III ( <i>sciences</i> )

**Student representatives** (*three student senators, normally including one part-time*)

1. Heather Braund
2. Sharon Lee
3. Amber Vance

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***Ex-officio members***

<i>President and Vice-Chancellor</i>	Steven Franklin
<i>Provost &amp; Vice-President, Academic</i>	Gary Boire
<i>Chair, Academic Planning and Budget Committee</i>	Hugh Elton
<i>Chair, Graduate Studies Committee</i>	Joan Sangster
<i>Chair, UGS Cttee &amp; Teaching &amp; Learning Support Cttee</i>	Jocelyn Aubrey
<i>Chair, Research Policy Committee</i>	Neil Emery
<i>Chair, Undergraduate Academic Policy Committee</i>	Jacqueline Muldoon
<i>University Registrar (non-voting)</i>	Grant Kerr ( <i>Acting</i> )
<b><i>Assistant University Secretary (Senate)</i></b>	Karen Spearing

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## Official Senate Guests to the Board of Governors

(*elected by and from among the members of Senate for one-year terms*)

Prof. Gavin Fridell	Faculty Senator
Braden Freer	Student Senator



# The Trent University Act, 1962-63

## An Act to incorporate Trent University

Assented to April 3<sup>d</sup>, 1963  
Session Prorogued April 26<sup>th</sup>, 1963

### *Preamble*

1953, c. 19

WHEREAS Trent College Limited by its petition has represented that it was incorporated under The Corporations Act, 1953 by letters patent bearing date the 9th day of August, 1960; and whereas the petitioner has prayed for special legislation changing its name to "Trent University" and providing for modification of its organization, government and administration and enlarging and increasing its powers, rights and privileges; and whereas it is expedient to grant the prayer of the petition;

Therefore, Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

### *Interpretation*

1. In this Act,

- (a) "Board" means the Board of Governors of the University;
- (b) "Chancellor" means the Chancellor of the University;
- (c) "President and Vice-Chancellor" means the President and Vice-Chancellor of the University;
- (d) "property" includes all property of any kind or nature, both real and personal;
- (e) "real property" includes messuages, lands, tenements and hereditaments, whether corporeal or incorporeal, and any undivided share thereof and any estate or interest therein;
- (f) "Senate" means the Senate of the University;
- (g) "teaching staff" includes professors, associate professors, assistant professors, lecturers, associates, instructors, demonstrators and all others engaged in the work of teaching or giving instruction or in research;
- (h) "University" means Trent University.

### *Trent University established*

2. (1) The persons named in section 6 and such other persons who may hereafter become members of the Board are hereby created a body corporate with perpetual succession and a common seal under the name of "Trent University".

*Property  
vested in  
University*

(2) The property of Trent College Limited is hereby vested in Trent University, and the liabilities of Trent College Limited, together with the benefits and burdens of all contracts and covenants of Trent College Limited, are hereby assumed by Trent University.

*Dissolution  
of Trent College  
Limited*

(3) Trent College Limited is dissolved on the day this Act comes into force.

*Objects and  
purposes of  
University*

- 3.** The objects and purposes of the University are,
- (a) the advancement of learning and the dissemination of knowledge; and
  - (b) the intellectual, social, moral, and physical development of its members and the betterment of society.

*Faculties  
and schools*

**4.** The University has power to establish and maintain such faculties, schools, institutes, departments, chairs and courses as the Senate deems necessary and as shall be approved with respect to finances and facilities by the Board.

*Degrees*

**5.** The University has power and authority to grant any and all university degrees and honorary degrees and diplomas in all branches of learning.

*Provisional  
Board*

**6.** The Board of Governors, until reconstituted in accordance with section 7, shall consist of the following persons:

Charles Kenneth Fraser, B.Sc., P.Eng.  
W. Donaldson Whyte, M.D., F.R.C.S. (Edin.)  
Rev. John Francis Coughlan, B.A.  
Norman Joseph Crook, B.A., D.F.C.  
Thomas Henry Bull Symons, B.A., M.A. (Oxon.)  
Walter George Ward, B.Eng., P. Eng.

*Composition  
of Board*

**7.** Within twelve months after the coming into force of this Act, the Board shall be reconstituted to consist of,

- (a) the Chancellor ex officio;
- (b) the President and Vice-Chancellor ex officio;
- (c) such number of members, not exceeding twenty-four, as may be prescribed by the by-laws of the Board, elected or appointed for a term of up to four years in the manner prescribed by the by-laws of the Board.

*Chairman  
of Board*

**8.** The Board shall elect a chairman from among its members.

*Declaration  
of vacancy*

**9.** After thirty days notice to any member of the Board, the Board may, by resolution passed by at least two-thirds of the total members of the Board by votes cast at a meeting of the Board, declare vacant the seat of such member.

*Power  
of Board*

**10.** Except as to such matters specifically assigned by this Act to the Senate or the councils of the faculties, as hereinafter referred to, the government, conduct, management and control of the University and of its property, revenues, expenditures, business and affairs are vested in the Board, and the Board has all powers necessary or convenient to perform its duties and achieve the objects and purposes of the University, including, but without limiting the generality of the foregoing, power,

- (a) to appoint and remove the President and Vice-Chancellor;
- (b) to appoint, promote and remove the deans of all the faculties, the senior administrative officers of the University, including, but without limiting the generality of the foregoing, the Registrar of the University, the Librarian of the University, the Bursar of the University and the Secretary of the Board, the teaching staff of the University and all such other officers, clerks, employees, agents and servants as the Board deems necessary or expedient for the purposes of the University, but no person shall be appointed a dean of any faculty, a senior administrative officer or a member of the teaching staff of the University or any of the faculties or schools thereof unless he has been first nominated by the President and Vice-Chancellor, and no dean of a faculty, senior administrative officer or member of the teaching staff shall be promoted or removed from office except on the recommendation of the President and Vice-Chancellor, but this provision does not apply where there is a vacancy in the office of President and Vice-Chancellor;
- (c) to fix the number, duties and salaries and other emoluments of the officers, clerks, employees, agents and servants of the University;
- (d) to appoint an executive committee and such other committees as it deems desirable, and to delegate to any such committee any of the powers of the Board;
- (e) to make by-laws and regulations for the conduct of its affairs, including the fixing of a quorum, the election or appointment of its members and the filling of vacancies.

*Senate*

**11.** There shall be a Senate of the University composed of,

- (a) the Chancellor *ex officio*;
- (b) the President and Vice-Chancellor *ex officio*;
- (c) the deans of all faculties *ex officio*; and
- (d) such other persons elected or appointed in such manner as the Senate determines.

*Powers of Senate*

**12.** The Senate is responsible for the educational policy of the University, and, with the approval of the Board in so far as the expenditure of funds and the establishment of faculties are concerned, may create such faculties, departments, schools or institutes or establish chairs as the Senate may determine, may enact by-laws and regulations for the conduct of its affairs and, without limiting the generality of the foregoing, has power,

- (a) to elect the Chancellor;
- (b) to control, regulate and determine the educational policy of the University;
- (c) to determine the courses of study and standards of admission to the University and continued membership therein, and qualifications for degrees and diplomas;
- (d) to conduct examinations and appoint examiners;
- (e) to deal with all matters arising in connection with the award of fellowships, scholarships, bursaries, medals, prizes and other awards;
- (f) to confer the degrees of Bachelor, Master and Doctor, and all other degrees and diplomas in all branches of learning that may appropriately be conferred by a university.

*Chairman of Senate*

**13.** The chairman of the Senate shall be the President and Vice-Chancellor.

*Council of the Faculty of Arts and Science*

**14.** There shall be a council to be known as the Council of the Faculty of Arts and Science, which shall consist of,

- (a) the President and Vice-Chancellor *ex officio*;
- (b) the Dean of the Faculty of Arts and Science;
- (c) such teaching staff in the Faculty of Arts and Science of the University and such other officers as shall be defined in the by-laws of the Council of the Faculty of Arts and Science.

*Chairman  
of the Council*

**15.** The chairman of the Council of the Faculty of Arts and Science shall be the President and Vice-Chancellor or his nominee.

*Powers and  
duties of  
Council*

**16.** The powers and duties of the Council of the Faculty of Arts and Science are,

- (a) to make rules and regulations for governing its procedures, including the fixing of a quorum;
- (b) subject to the provisions of this Act and to the approval of the Board, to make rules and regulations for the government, direction and management of the Faculty of Arts and Science and the affairs and business thereof;
- (c) subject to the approval of the Senate, to fix and determine the courses of study in the Faculty of Arts and Science;
- (d) subject to the approval and confirmation of the Senate, to appoint examiners for and to conduct the examinations of the courses in the Faculty of Arts and Science and to determine the results of such examinations;
- (e) subject to an appeal to the Senate, to deal with and decide on all applications and memorials by students and others in connection with the Faculty of Arts and Science;
- (f) to consider and report to the Senate upon such matters affecting the Faculty of Arts and Science as the Council thereof may deem necessary.

*Faculty  
councils*

**17.** There shall be a council for each of the other faculties and schools of the University, now or hereafter established, to consist of the dean or director thereof and such of the teaching staff thereof as defined in the by-laws and regulations of such councils, and each such council has the same powers and duties, mutatis mutandis, with respect to its faculty or school as the Council of the Faculty of Arts and Science has with respect to the Faculty of Arts and Science.

*President  
and Vice-  
Chancellor*

**18. (1)** There shall be a President and Vice-Chancellor of the University who shall be appointed by the Board and who, unless otherwise provided by the Board, shall hold office during the pleasure of the Board.

*Vice-President*

**(2)** The Board may appoint, on the recommendation of the President and Vice-Chancellor, a Vice-President who shall act in the absence of the President and who shall have such other powers and duties as may be conferred upon him by the Board on the recommendation of the President.

*Powers and  
duties of  
President*

- (3) The President is Vice-Chancellor and chief executive officer of the University who,
- (a) in the absence of or vacancy in the office of Chancellor, shall perform the functions of the Chancellor;
  - (b) shall be the chairman of the Senate;
  - (c) shall supervise and direct the implementation of the educational policy and general administration of the University, the teaching staff thereof and the students thereof;
  - (d) shall have sole authority to recommend academic and senior administrative appointments, promotions and terminations of appointment; and
  - (e) shall have such other powers and duties as from time to time may be assigned to him by the Board.

*Chancellor*

**19.** The Senate shall elect a Chancellor, who shall be the titular head of the University, who shall confer all degrees and diplomas and who shall, subject to the will of the Senate, hold office for three years or until his successor is elected.

*Religious  
tests not  
required*

**20.** No religious test shall be required of any member of the teaching staff, officer or servant or agent or of any member of the University, nor shall any religious observance be imposed upon them by the University.

*Property  
R.S.O. 1960,  
c. 191*

**21.** The University has, in addition to the powers, rights and privileges mentioned in section 26 of *The Interpretation Act*, power to purchase or otherwise acquire, take or receive by gift, bequest or devise and to hold and enjoy any estate or property whatsoever, whether real or personal, and sell, grant, convey, pledge, mortgage, hypothecate, lease or other-wise dispose of or encumber such estate or property or any part thereof from time to time and, as occasion requires, to acquire any estate or property in addition thereto or in place thereof without licence in mortmain and without limitation as to the period of holding.

*Vesting of  
property*

**22.** All property heretofore or hereafter granted, conveyed, devised or bequeathed to Trent College Limited or in trust for the benefit of Trent College Limited is vested in the University, subject to any trust or trusts affecting the property.

*Tax  
exemption*

**23.** The property vested in the University and any lands and premises leased to and occupied by the University shall not be liable to taxation or other imposition for provincial, municipal or school purposes, and shall be exempt from every description of taxation or other imposition so long as the same are actually used and occupied for the purposes of the University.

*Property of University not liable to be expropriated*

**24.** Real property vested in the University is not liable to be entered upon, used or taken by any corporation, except a municipal corporation, and no power to expropriate real property hereafter conferred shall extend to such property unless the Act conferring such power applies expressly thereto.

*Powers of expropriation*

**25.** The University has university powers, including the power, without the consent of the owner or of any person interested therein, other than a municipal corporation, to enter upon, take, use and expropriate all such real property as it deems necessary for the purposes of the University, making due compensation for any such real property to the owners and occupiers thereof and all persons having an interest therein, and the provisions of *The Municipal Act* as to taking land compulsorily and making compensation therefor and as to the manner of determining and paying the compensation apply *mutatis mutandis* to the University and to the exercise by it of the powers conferred by this Act, and, where any act is by any of such provisions required to be done by the clerk of a municipality or at the office of such clerk, the like act shall be done by or at the office of the secretary of the Board.

*R.S.O. 1960 c. 249*

*Application of statute of limitations*

**26.** All property vested in the University, as far as the application thereto of any statute of limitations is concerned, shall be deemed to have been and to be real property vested in the Crown for the public use of Ontario.

*Application of property, etc.*

**27.** The property and the income, revenues, issues and etc. profits of all property of the University shall be applied solely to achieving the objects and purposes of the University.

*Investment of funds*

**28.** The funds of the University not immediately required for its purposes and the proceeds of all property that come into the hands of the Board, subject to any trust or trusts affecting them, may be invested and re-invested from time to time in such investments as the Board in its absolute discretion deems meet.

*Borrowing  
power*

**29.** The University, if authorized by by-laws of the Board, may,

- (a) borrow money on its credit in such amount, on such terms and from such persons, firms or corporations, including chartered banks, as may be determined by the Board;
- (b) make, draw and endorse promissory notes or bills of exchange;
- (c) hypothecate, pledge, charge or mortgage all or any part of the property of the University to secure any money so borrowed or the fulfillment of the obligations incurred by it under any promissory note or bill of exchange signed, made, drawn or endorsed by it;
- (d) issue bonds, debentures and obligations on such terms and conditions as the Board may decide, and pledge or sell such bonds, debentures and obligations for such sums and at such prices as the Board may decide, and mortgage, charge, hypothecate or pledge all or any part of the property of the University to secure any such bonds, debentures and obligations.

*Power of  
affiliations*

**30.** The University has the power and capacity to affiliate with, or take into affiliation or federate with, other universities, colleges and institutions of learning on such terms and for such periods of time as the Board may determine.

*Audit*

**31.** The accounts of the University shall be audited at least once a year by an auditor appointed by the Board.

*Annual  
report*

**32.** The University shall submit to the Lieutenant Governor in Council, upon request, the annual report of the University and such other reports as may be required from time to time.

*Commencement*

**33.** This Act comes into force on the day it receives Royal Assent.

*Short title*

**34.** This Act may be cited as *The Trent University Act, 1962-63*.

## Governing Bodies

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### Board of Governors

#### 26 Voting Members

Chancellor  
President and Vice-Chancellor  
2 faculty representatives  
2 staff representatives  
2 student representatives  
2 Alumni Council representatives  
16 at-large members  
**2 non-voting Senate representatives**

**In the chair** - an at-large member

**Meets** - 7 times, September to June

**Committees** 7

#### **Mandate:**

The government, management, control and conduct of the University, its property, revenues, expenditures, business and affairs.

### Senate (updated Sep 1/11)

#### 49 Voting Members

**13 Ex-officio Members**  
Chancellor  
President and Vice-Chancellor  
Provost and Vice-President Academic  
Vice-President, Research and International  
Deans and Associate Deans (8)  
University Librarian

#### **36 Elected Members**

1 College Head, appointed by Provost  
12 members of Faculty Council (4/division)  
12 dept./program Chairs (normally 4/division)  
8 undergraduate students from residential colleges (2/college)  
1 undergraduate student from part-time students, Peterborough  
1 undergraduate student from Trent, Oshawa & other off campus  
1 graduate student

9 non-voting official visitors including  
**2 non-voting Board representatives**

**In the chair** - the President

**Meets** - 8 times, September to May

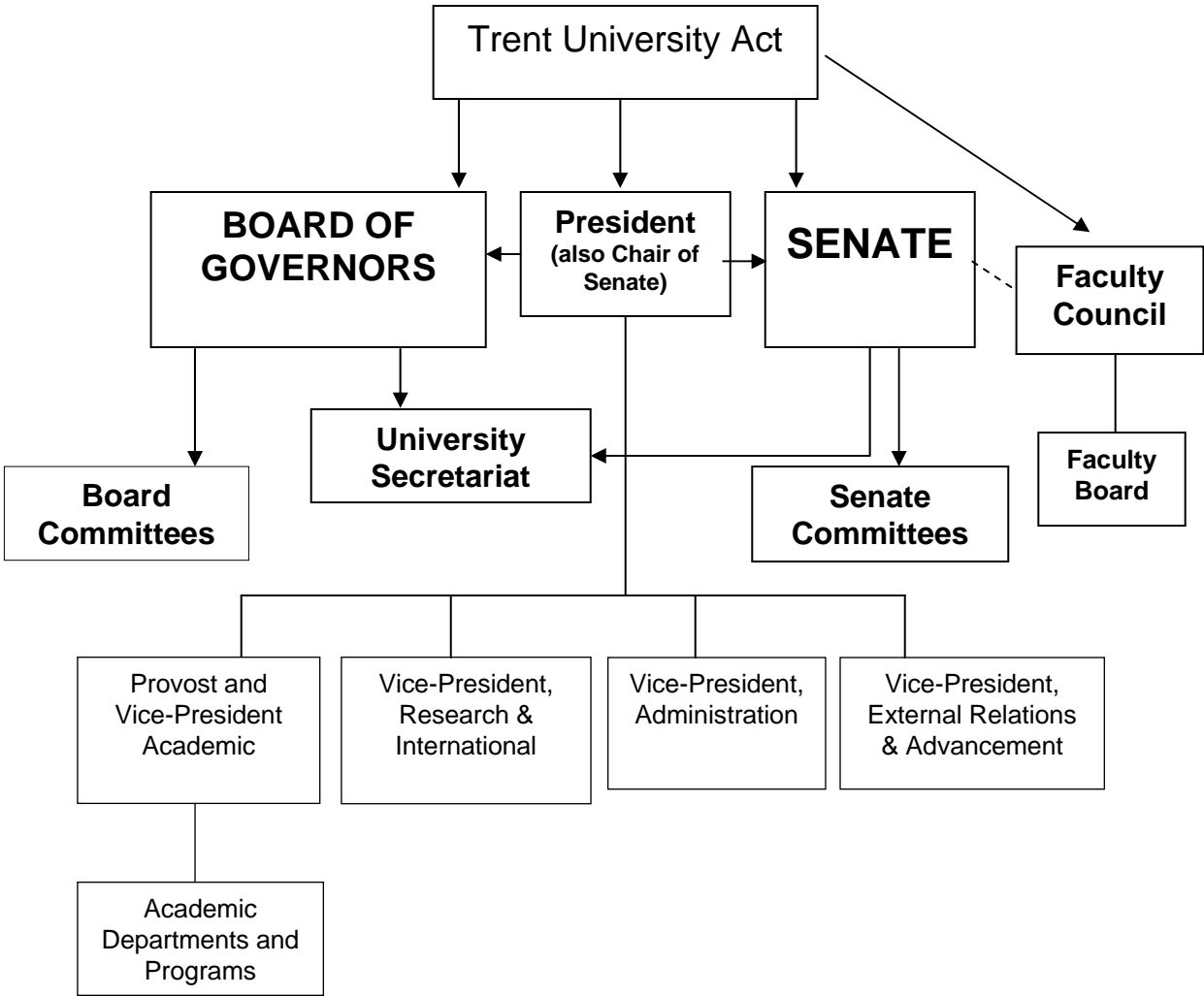
**Committees** 11

#### **Mandate:**

The educational policy of the University.



# Governance Structure





## Vision for Trent University

We create vibrant, engaged and sustainable communities of learning, teaching and research committed to free enquiry and expression.

We encourage the dynamic interplay of research, teaching and learning, which enhance and energize each other in the classroom and beyond.

We strive to make valued and socially responsible contributions to our local communities, to Canada, and to the world.

We support a diversity of faculty, staff and students who share a commitment to the learning experience and are responsive to its challenges.

We foster an environment where Indigenous knowledges are respected and recognized as a valid means by which to understand the world.

We offer an enriched learning environment that encourages a passion for all knowledge, the exploration of the creative links between fields of study and a critical engagement with the world.

We create opportunities for students, staff and faculty to flourish and develop as individuals and as global citizens.

We affirm our commitment to excellence, to innovation and to leadership in research, academic programmes and community partnerships.

We commit to building an inclusive intellectual and social community that values the collaboration of all of its individual members.

*Approved by Senate, April 6, 2010  
Approved by the Board of Governors, April 30, 2010*



## Mission for Trent University

Over the next five years, Trent University's mission is to:

- Prepare students to make significant contributions to an increasingly complex world by providing them with a distinctive liberal arts, science or professionally focused education, which is enhanced by global perspectives, experiential learning and interdisciplinary approaches to personal and professional development;
- Encourage and celebrate excellence and innovation in teaching, learning, research and student development;
- Remain at the forefront of Indigenous education and scholarship;
- Develop strong partnerships and collaborations with external communities, professions, and other institutions, as well as within our Colleges, departments, and programs;
- Foster sustainability, in its environmental, social and economic dimensions, on our campuses and in all aspects of our work;
- Promote a culture which engages all members of the Trent community, favours dialogue and collegiality, and nurtures a sense of belonging.

*Approved by Senate, May 11, 2010*

*Approved by the Board of Governors, June 24, 2010*



## Strategic Directions: *Preparing for Integrated Planning*

As endorsed by Senate May 11, 2010  
As endorsed by the Board of Governors, June 24, 2010

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In March 2004 Senate and the Board of Governors endorsed the document *Strategic Directions for Trent University 2003-2010*, which built on the work of many committees and task forces over the previous year. In 2006-2007 the University undertook a review of the Strategic Directions (SD) document because a “number of significant changes in the provincial scene and internally at Trent” suggested that the institution might want to adjust priorities. This review concluded with the revised strategic directions document, *A Strategy for Trent University 2007-2014*, which was approved and/or endorsed by Senate and the Board of Governors in 2007.

In the fall of 2009 the University started a new process of integrated planning. As part of this pan-university initiative, a further review was undertaken of the University’s strategic directions by the Strategic Directions Advisory Committee. As one result of this review, the University has organized and coalesced much of the content of the 2007 document into a set of six strategic directions (in alphabetical order): *A. Graduate Studies; B. Internal and External Community Partnerships; C. Research; D. Student Engagement and Accessibility; E. Teaching and Learning; and F. Trent in Oshawa.*

The University has also identified a set of 3 to 5 strategies for addressing each strategic direction (noted below), as well as a set of 3 to 5 specific actions for implementing the strategies. Please note that the list of action items in this document is largely for illustrative purposes and come from actions recently approved (i.e., from Senate, Board of Governors). The University is not limited to these specific actions and it is explicitly understood that this critical part of the document may need to be updated after the first phase of integrated planning has been completed in 2010-2011. It is also important to note that the strategic directions, strategies and specific actions listed in this document do not exist in isolation. Most specific actions, for example, will likely have multiple consequences across several strategic directions and strategies.

## **Strategic Direction A: Graduate Studies**

### **Strategies:**

- Enrich graduate learning and professional acumen through the creative interaction of teaching, research and career-relevant experiences.
- Expand and support graduate programs.
- Foster a graduate learning and research community that is supportive of various ways of knowing, including Indigenous knowledges.
- Recruit, retain and enable highly qualified faculty to participate in graduate education.

### **Specific Actions:**

- Develop internal quality assurance policies and procedures for new and existing graduate programs consistent with Quality Assurance Task Force guidelines;
- Develop proposals for new graduate programs;
- Establish a more sustainable model for current and new graduate programs;
- Implement recently approved graduate programs;

## **Strategic Direction B: Internal and External Community Partnerships**

### **Strategies:**

- Continue to lead in the creation of mutually beneficial partnerships and linkages with educational institutions, Indigenous communities, and government, private, community and non-governmental organizations;
- Contribute to the vitality and sustainability of Indigenous communities;
- Develop the diversity of Trent's various communities;
- Enhance alumni engagement across the entire Trent community.

### **Specific Actions:**

- Continue work with community college partners on further articulation agreements and with university partners on possible joint programs;
- Develop plans for Trent's 50<sup>th</sup> anniversary celebrations.
- Implement the Centres of Knowledge advancement model;

## **Strategic Direction C: Research**

### **Strategies:**

- Foster initiatives and celebrate innovations that enhance and create research partnerships.
- Promote the mutually supportive relationship between research and undergraduate teaching.
- Support existing research areas and create new research opportunities to sustain and improve Trent's position as a highly rated research institution.

### **Specific Actions:**

- Communicate and celebrate Trent's accomplishments and contributions;
- Establish new research partnerships;
- Plan and implement a review of the Strategic Research Plan;
- Pursue an increase in the number of NSERC Industrial Research Chairs.

## **Strategic Direction D: Student Engagement and Accessibility**

### **Strategies:**

- Encourage the development of the whole student as an engaged learner and a contributing member of his/her community(ies).
- Foster a collegial, collaborative and healthy student culture that engages learners in their own and others' success.
- Preserve and enhance student involvement in governance and decision making.
- Recruit and retain students from within and beyond Canada.

### **Specific Actions:**

- Complete the work of the Colleges Review Task Force;
- Expand the Living-Learning Communities program;
- Improve service in administrative units and effectiveness of information technology and automated systems;
- Provide high quality student support services;
- Provide support to ensure Offices of the Registrar, Colleges and student service units work cooperatively and effectively.

## **Strategic Direction E: Teaching and Learning**

### **Strategies:**

- Focus on teaching excellence and innovative pedagogy.
- Foster engagement with Indigenous knowledge systems and ways of learning, and encourage their use within the University.
- Position Trent as the destination for a comprehensive range of full-time, part-time, mature, and transfer undergraduate and graduate students.
- Recognize and promote the essential contributions of University staff to teaching and research on our campuses.

### **Specific Actions:**

- Develop internal quality assurance policies and procedures for new and existing undergraduate programs consistent with Quality Assurance Task Force guidelines;
- Develop proposals for new undergraduate programs;
- Implement the restructuring of Trent's academic administration.

## **Strategic Direction F: Trent in Oshawa**

### **Strategies:**

- Support existing programs and develop new programs;
- Facilitate the completion of degrees on site;
- Foster mutually beneficial relationships among the University, Oshawa and lakeshore communities;
- Invest in infrastructure to enable the implementation of Directions A through E in Oshawa;
- Nurture a synergistic relationship between the Peterborough and Oshawa campuses.

### **Specific Actions:**

- Complete Oshawa capital project on time and within budget;
- Continue cooperation and collaboration with the University of Ontario Institute of Technology and Durham College;
- Develop a community relations plan for Oshawa, integrating governments, school boards, alumni, donors, prospective students, and the media.



**As approved by the  
Board of Governors - June 23, 2011**

**Toward A Sustainable Future:  
The First Integrated Plan for Trent University (2010-2015)**

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**23 June 2011**

## ***Executive Summary***

*Toward A Sustainable Future: The First Integrated Plan for Trent University (2010-2015)* charts a new course to build on past accomplishments and an outstanding heritage and to prepare for the future. The objective is to move Trent decisively toward a sustainable future consistent with the renewal of Vision, Mission and Strategic Directions concluded in the 2009-2010 integrated planning processes. In this Integrated Plan, Institutional Priorities include:

- Commitment to Academic Excellence
- Commitment to Strategic Enrolment Management
- Commitment to Achieving Financial Stability
- Commitment to Strengthening Community Engagement

The *Strategic Priorities Fund* will support implementation of the Integrated Plan. Key Actions are highlighted to be considered for implementation in later years of the planning cycle. *Action Leaders* are identified, will work strategically and transparently, and report regularly on measures of success (see Appendix I). Achieving progress in the implementation of this Plan will depend on successful engagement of the vast store of enthusiasm and passion for Trent's success that all members of the Trent community share.

## ***Context and Overall Strategic Intent***

In August 2010, *Values, Vision, Renewal – to Action: the Planning Context for Trent University's First Integrated Plan* was produced and widely shared. This was followed in December 2010 by the first draft of *Toward A Sustainable Future: The First Integrated Plan for Trent University (2010-2015)*. This second draft of the Integrated Plan represents a significant step in Trent's long-term commitment to planning discipline and strategic leadership that will serve to guide discussions and decisions at Trent University in this planning cycle and beyond. Trent's overall strategic intent<sup>1</sup> is *'to foster our role as a university that offers high-quality, challenging and distinctive academic programming; to continue to develop our national and international research record and reputation; to be financially stable; and to be organizationally and administratively responsive to changes in external and internal climates.'*

One of the most important considerations in this planning cycle is to make progress in achieving the recruitment and retention targets, defined by Key Performance Indicators, in Trent University's Multiyear Enrolment and Retention Plan (April 2010). The university is far from homogeneous; enrolments in some areas have grown while those in others have declined. Understanding the factors driving enrolments is a critical need, and must be based on ready access to the appropriate internal data. The goal is to create a financial environment in which the institution's academic operations and aspirations are fully realized or are at least realizable. The external context is certainly of great

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<sup>1</sup> *Values, Vision, Renewal – to Action: the Planning Context for Trent University's First Integrated Plan*, August 2010 (<http://www.trentu.ca/planning/>).

importance in the effort to influence positively Trent University's budget dynamic. For example, the overall provincial strategy for the period 2010-2015 is one of growth and (limited) new resources as outlined in the March 2010 Ontario Provincial Budget, which identified increased postsecondary participation rate targets (up to 70%), expectations for increased student numbers through demographics and demand drivers (current projections are for 41000 new undergraduates, 10000 new graduates, 50% more international students in the coming five years), and the introduction of negotiated targets for each institution based on capacity to meet demand.

An important challenge for Trent University, which this Plan is intended to help address, is to maintain a commitment to academic excellence and quality, and participate in this provincial enrolment growth strategy in ways that serve our students and community and contribute to overall institutional development.

### ***Integrated Planning Priorities and Key Actions***

*Toward A Sustainable Future: The First Integrated Plan for Trent University (2010-2015)* is comprised of four Institutional Priorities and a series of recommended Key Actions that will be considered for implementation in phases in later years of the planning cycle. Administrative leadership from within the President/Vice-President Executive Committee (PVP), the Provost's Planning Group (PPG), and the Extended Management Committee (EMC) is identified, and these *Action Leaders* will work with others to direct resources strategically and transparently to implement this Plan and to measure success. Activities pursued as part of this Integrated Plan are subject to the appropriate approval and governance processes (e.g., Senate approval of a new academic program; Board provision of resources to support such programs). The Strategic Priorities Fund is available to support implementation of this Plan. A process by which *Action Leaders* identified in this plan can be considered for access to these limited funds will be developed by the President/Vice President Executive Committee.

*Toward A Sustainable Future: The First Integrated Plan for Trent University (2010-2015)* is an integration of business and academic planning, which are at different states of maturity at this time in the development of the institution. Clearly, the Integrated Plan contains elements of a business plan, but is not itself a stand-alone business plan. Similarly, the Integrated Plan is not a stand-alone academic plan though it does contain significant aspects of academic planning. Integrated planning is comprised of elements of academic and business planning, and a balance may be achieved through the selection of priorities. And finally, the Integrated Plan is not a comprehensive synthesis of all we do or should do. Universities always require additional processes and documents to support integrated planning. At Trent, for example, capital planning has not been formally considered in this cycle of integrated planning, although a comprehensive operating/capital planning process to consider all these aspects of university activity at one time would be highly desirable in the next planning cycle (2016-2021). While priorities are identified in this Integrated Plan, there remains a need to maintain an ongoing commitment to adaptive and flexible planning processes, an intense focus on certain outcomes, and constant attention to changing external and internal dynamics. This

requires a commitment to foster debate and discussion in all of the university's many deliberative and decision-making fora. Wherever possible, the Plan attempts to identify and support self-regulating processes rather than establish singular or 'ideal' end point goals.

No planning process is omniscient. There may very well emerge in this planning cycle influential opportunities (perhaps driven by capital planning or other developments), new priorities, and new ideas that will necessitate a reasonable degree of flexibility and adaptability in implementation of the Plan amidst the full range of activities within the institution. Identification of the activities in this Plan does not imply that other actions are not to be pursued, or that a final judgement has been passed on any individual unit-level plan or specific planning initiative, which collectively constitute an incredibly valuable strategic resource for Trent. Many initiatives and activities, not specifically highlighted here, some perhaps already in progress, should and will continue to develop.

### ***Building on the Past, Building for the Future***

This Plan identifies many of the important activities that will help Trent move toward a more sustainable future based on existing and emerging university strengths. The key is to continue building on the past and building for the future while aspiring to high university academic and intellectual standards. In this Integrated Plan, four Institutional Priorities are identified:

- Commitment to Academic Excellence
- Commitment to Strategic Enrolment Management
- Commitment to Achieving Financial Stability
- Commitment to Strengthening Community Engagement

### ***Commitment to Academic Excellence***

An Academic Plan for Trent University will be developed with the leadership of the Provost and Vice-President Academic, who will direct a comprehensive academic planning process involving faculty, and the Provost's Planning Group, the Vice-President Academic Advisory Committee, Dean's Councils, Faculty Board, Faculty Council and Senate. The first priority is to establish a clear and compelling commitment to the university as an academic institution inclusive of all the university's academic units, programs and departments. The Academic Plan will be a foundational document in an Academic Program Review designed to ensure that all programs at Trent University are robust and viable and to identify strategic initiatives that will have a lasting effect on the university's success and development. Ideas, such as the wide range of marketing approaches, and ways to support the Multiyear Enrolment and Retention Plan (April 2010, updated March 2011), will be explored in light of Trent's pursuit of academic excellence, quality, and support of academic goals (e.g., flexibility of 'majors'). The Academic Plan must identify ways in which to support the Library's Strategic Plan, a cornerstone of faculty research and undergraduate and graduate work. The role of Trent University's commitment to interdisciplinarity, the identity and context of Trent

University Oshawa Thornton Road Campus, the possible role of Schools, the introduction of new chairs and professorships, faculty renewal, quality assurance, and the contribution of new programs to the enhancement of Trent's intellectual and academic culture, are all important organizational and intellectual issues to be clarified.

The Management of Unit-level Planning, a key part of the Academic Plan, will continue the review of unit-level plans submitted in June 2010, and additional unit-level planning activities anticipated throughout this planning cycle. Academic and administrative unit-level planning processes will be aligned with this Integrated Plan and the need to prepare for the development of Trent's Second Integrated Plan (2016-2021). The existing unit-level plans will be shared widely and appropriate actions identified for implementation through the Dean's Councils, and other administrative structures and deliberative bodies, with the final decision-making and budget responsibility held by the Provost's Planning Group. Units will be provided an opportunity to submit revised unit-level plans; in future years, unit-level planning will require both an annual update and a report on progress. With substantial lead-time each year, all units will be provided substantive comment on the unit plan update of the previous year, along with a request for the annual update and progress report. All units will also be provided the opportunity to pose questions and responses to the comments they receive in direct person-to-person meetings as well as in writing before submitting the update and progress report. Direction will be provided by the Provost's Planning Group (e.g., units will be invited to respond to the enrolment targets contained in the Multiyear Enrolment and Retention Plan). Given the high level of engagement, and the critical importance of unit-level planning initiatives, consideration will be given to an appropriate support mechanism for units engaged in planning, and PPG's overall responsibility for management (e.g., a single 'point-person' for integrated planning, and broader coordination with Deans and Chairs as part of the unit-level planning in future).

### ***Commitment to Strategic Enrolment Management***

Trent is committed to the development of an effective Strategic Enrolment Management process focussed on student recruitment, retention, engagement and success. The Strategic Enrolment Management (SEM) Committee will continue implementing recommendations associated with earlier analysis of Trent's enrolment situation and programs, and will be responsible for monitoring successful recruitment and retention strategies and practices (e.g., review of Territorial Management, a program to strengthen academic advising, and participation by academic units in enrolment strategy). A near-term Trent housing strategy will be considered as part of the effort to support enrolment management. A Five Year Oshawa Plan, currently under development, will be approved for the Trent University Oshawa Thornton Road Campus, and this will help position Oshawa, both in terms of funding and attitude, as an integral part of Trent University with its own unique nature, requirements, and level of autonomy.

A distinctive Positioning Statement will be developed to communicate to prospective students, faculty, staff and the wider community the diversity of Trent and 'what we are and what we aspire to be'. This statement will flow naturally from the Academic Plan for

Trent University, and the renewal of Vision, Mission and Strategic Directions. Positioning, and branding, will shape and influence marketing and communications throughout the institution and will be conducted with appropriate market research and testing. When considering the student experience, an interesting challenge exists in balancing a diversity of programs, a commitment to a philosophy of integration in teaching and research, and the potential opportunities for new growth (in research and enrolment, for example). There is a need to better understand the student profile, to improve the ‘in-class’ and ‘out-of-class’ experience – to base our pedagogy on excellence and understanding of learner needs and development.

### ***Commitment to Achieving Financial Stability***

A Multiyear Budget Framework Planning Tool with multiple scenarios and transparent assumptions will be developed to support strategic resource allocation and budget reduction/allocation approaches based on this Integrated Plan. The Framework will assist budget managers in preparing budget submissions and will be used to increase overall awareness in the Trent community of key budget drivers. The Vice-President Administration and the Provost and Vice-President Academic will share responsibility for the development and presentation of the Multiyear Budget Framework, which will be employed and reviewed by the Finance and Property Committee of the Board, Extended Management Committee, the Provost’s Planning Group and the Senate Academic Planning and Budget Committee, among others, in development of the Annual Operating Budget of Trent University. This approach will promote awareness of ways to enhance revenues, identify and influence rates of expenditure, clarify impacts of strategic opportunities and challenges, and highlight potential academic and administrative efficiencies (such as improving real-time financial records, smooth transfer entry). To help introduce the Multiyear Budget Framework, a Financial Literacy Program will be implemented to ensure that assumptions, principles and realities of current budget planning, including the need for deficit reduction, decision making based on relevant evidence, and budget accountability, are widely shared. The literacy program will be available to all staff, faculty, and all interested members of the Trent community. In developing and implementing a financial literacy program, the following points will be clearly recognized and taken into account: 1) there already exists substantial financial knowledge within the University community that constitutes a resource for further development; 2) critical debate, rather than straightforward information delivery, is an effective means of encouraging financial literacy; 3) there are areas of disagreement and differing presuppositions among financial experts, and a key aim of the financial literacy program should be to make these differences a matter of explicit attention; and 4) there should be a practical focus that acknowledges substantial areas of uncertainty in actual financial decisions.

At the same time, continued efforts will move the university toward a decentralized budget. Deans and administrative unit-managers will be assigned budget lines and allocations will be tied to widely-shared and agreed-upon criteria (e.g., growth in specific factors, such as student enrolment and retention, demonstrable excellence and high quality in faculty teaching, improved pedagogy, administrative priorities, and research

success). A much clearer view of revenues and costs must be available. There will be an annual ‘fiscal and operational snapshot’ of each program/cost centre that will be made available to all academic and administrative units to increase awareness and understanding of the unit-level and overall financial landscape, and Trent’s fiscal capacity. Such an open and transparent approach may help address issues of organizational culture, workload and program delivery. The methods of developing and sharing the unit ‘snapshots’, or descriptions, will be determined in consultation with the units concerned and, as appropriate, with Trent’s deliberative bodies, such as Faculty Council, Faculty Board and Senate.

### ***Commitment to Strengthening Community Engagement***

Vibrant and vital connections exist between Trent University and the many external communities we serve. Few universities have enjoyed a more powerful synergy with their supportive communities, and the Trent community dynamic extends in multiple dimensions locally, regionally, nationally and internationally. The approach to strengthening community engagement is to develop even greater mutually beneficial relationships by being responsive to alumni, listening to the Trent community, understanding community needs, and continuing support for Trent University as a leader in the community. Under the leadership of the Vice-President External Relations and Advancement, a comprehensive engagement strategy will be developed, which recognizes the critical role of strong external and government relationships, the role of alumni and the need for philanthropy to follow academic and research needs. For example, Trent’s Board-approved Philanthropic Plan, the current \$50M Campaign, and the Centres of Knowledge Framework, will be reviewed to reflect the priorities identified in the Academic Plan. Efforts will continue to ensure a culture of philanthropy is fully embraced by faculty and administrators over this planning cycle.

These activities will lead naturally to a Community Advisory Council, to be coordinated with activities in Trent’s Career Centre, to work to help academic and administrative units introduce more co-op, internship, community-based and experiential learning opportunities in concert with community partners. The Registrar and Associate Registrars will ensure that pathways match with regulations and accreditation requirements, and that Trent’s position of leadership in Ontario university-transfer programs is maintained (e.g., strong collaborations with new and current partners such as Fleming, Loyalist, UOIT, and Durham College). A Survey of Community Life-long Learning Needs will be conducted to identify potential continuing education and academic initiatives that are consistent with university academic and intellectual standards. A rich array of life-long learning opportunities exist in the communities we serve, and the role of Trent must be clarified based on the need for revenue generation and larger trends, such as the development of the Ontario Online Institute. The development of more on-line courses, and more summer courses, can help improve many aspects of student and community success, including increased student enrolment and retention rates.

### ***Key Actions to be considered during this Planning Cycle (2010-2015)***

The following Key Actions are recommended for consideration in subsequent years of this planning cycle consequent on progress in the four Institutional Priorities in the coming year and as part of a phased-in approach to 2014.

#### ***First Phase (2011- 2012)***

1. A Strategic Information Technology Plan will be established with the co-leadership of the Vice-President Administration and Provost and Vice-President Academic supported by all members of the senior administrative team, the Extended Management Committee, the Dean's Councils, and the Provost's Planning Group. The goal is to improve the management, planning, and implementation of the University's information technology initiatives to support the Mission and Strategic Directions of the University and to help the University provide effective services. This Plan will recognize that IT is fundamental to academic and intellectual life, with investments to be emphasized in this planning cycle, and will provide a foundation for the development of the IT infrastructure and standards that are critical to ensuring interoperability, consistency, and effective management of information technology costs. The vision for information technology use at the University will consider the development of an enterprise-wide focus to the application of IT, a focus on serving the University community and an emphasis on enabling institutional processes. *Action Leaders: Vice-President Administration, and Provost and Vice-President Academic; Timeline December 2012*
2. As part of the Academic Plan for Trent University, new undergraduate academic programs will be considered for implementation in this planning cycle based on academic merit and sound business plans. The responsibility for consideration of new programs initially rests with PPG, who have identified several candidates in the 2010 unit-level plans to be considered for implementation during this planning cycle. Expansion of undergraduate academic programs at Trent Oshawa Thornton Road Campus will be considered with the approval of the Trent University Oshawa Five Year Plan currently under development. The Trent University Oshawa Plan will continue the direction of establishing a distinctive identity in Oshawa, with appropriate academic, administrative and professional support. On-line course development will be supported in focussed areas identified through unit-level planning. Overall, successful existing programming should be well-supported and new programming should build on recognized and unique strengths of Trent University. *Action Leaders: Deans, Provost and Vice-President Academic; Timeline December 2011 with annual updates thereafter*
3. Graduate studies is one of the University's six Strategic Directions, and to achieve the graduate student enrolment targets set out in the Multiyear Enrolment and Retention Plan (April 2010), we will: stabilize current graduate programs; enhance our recruitment efforts; allow small increases in the number of students who receive funding in existing programs with faculty capacity; and consider new programs based on their academic merit and a sound business plan detailing both

current and future financial considerations. Course-based, professional Masters degrees that operate on a cost recovery basis or are revenue-generating should be considered in areas of research strength and where there is a social and market need. Moderate growth in graduate programs and student numbers will be the basis on which we make our case for an increase in provincially-funded FTE.

*Action Leaders: Dean of Graduate Studies, and Provost and Vice-President Academic; Timeline December 2012*

4. An Employee Relations and Services Initiative will be launched to identify and recommend best practices to ensure an even stronger reputation for Trent University as an employer destination of choice. An annual employee satisfaction survey will be implemented and appropriate responses will be timely and effective in meeting identified needs. This survey will include a Review of Employee Empowerment to facilitate faculty, staff and student initiatives by identifying and removing obstacles to creativity and innovation, supporting leadership development, and introducing greater unit-level responsibility and accountability for tasks (e.g., to implement streamlined processes to reduce excessive paperwork). Timely appointments of leadership in currently vacant or acting positions in academic administration will be made. *Action Leader: President; Timeline December 2012*

### ***Second Phase (to end of 2013)***

5. The development of an Integrated Learning Commons will be considered with the goal of greater integration of functionality of student support. Possible co-location options could involve the Library, undergraduate Associate Dean, academic advising, the Career Centre, Academic Skills, Student Health and Counseling, DSO, others – such a model is in place and working well in Oshawa. Academic advising will be integrated and enhanced by developing a complementary system of part-time in-college Senior Tutors and full-time centralized professional advising. Stronger coordination of the Registrar's Office with other units is essential, and would integrate enhanced programming for at-risk students, a 'service-first' ethos in all front-line locations, shared (annual) analytical reviews of NSSE and GPSS surveys, and measures of success of previous and current investments. *Action Leaders: Provost and Vice-President Academic, University Librarian, and Associate Vice-President Student Services; Timeline September 2013*
6. The role of the Colleges as a recruitment, retention and engagement mechanism will be clarified (cost-benefit and qualitative impact on the student experience). This analysis will begin with an assessment of the College Review Task Force Summary Recommendations. A fair and open measure of the importance of the College system to students is required. *Action Leader: Provost and Vice-President Academic; Timeline December 2013*
7. A comprehensive internal Trent Recognition Program will build on the proven success of Trent's existing employee Rewards and Recognition Program and will create new opportunities to highlight the outstanding contributions of all members of the Trent community, for students, alumni, staff, faculty, volunteers. This will

- be a step toward showing appreciation of the contributions of all employees, not only a select few each year. Such a program will leverage events during the President's Community Tours; one goal is to recognize and encourage stronger participation in the Tours by faculty, alumni, students, and senior leadership (e.g., members of Senate, Board, EMC, PVP, PPG, etc.). Academic and administrative leaders will work through the Alumni Council to more strongly leverage alumni capacity and desire to be involved at Trent. *Action Leaders: Associate Vice-President Human Resources, Director ERA Operations; Timeline September 2013*
8. A Scholar Cohort Mentoring Model will be implemented to build on institutional supports for research and scholarship, including the dissemination of research findings, and improving Trent's already impressive grantsmanship and funding success (e.g., Tri-council granting success, industry-sponsored research contracts). Such a model will be supportive of ways to help both new and established scholars contribute to raising the intellectual tone of the university in all areas of scholarly interest. Where relevant or appropriate, this Model will also help scholars become more aware of opportunities for commercialization. *Action Leader: Vice-President Research and International; Timeline September 2013*

### ***Third Phase (to end of 2014)***

9. A Review of Administrative Systems and Organizational Processes will be initiated based on the need to identify and support strengthening of organizational culture, system efficiencies and effectiveness, to consider the viability of current activities, and to implement appropriate structural change where necessary to achieve institutional coherence, clarity and sustainability. Overall, the university's administrative processes support the academic mission of the institution. Several components are envisioned, including a consideration of communications' effectiveness (e.g., internal and external, use of the portal, eGazette, President's Monthly Reports), financial services (e.g., structure and appropriateness of an internal audit function at Trent, integration of research accounting and finance activities, timing of account statements), and student services (e.g., both graduate and undergraduate student services, enhancing a culture of student satisfaction based on academic, cultural and social dimensions of student success, adhering to best practices in registrarial functions, recruitment, student engagement, risk management, career development and planning, academic skills development, wellness, student conduct and discipline (and their role in retention practices), orientation, in-course mentoring, and other services, such as developing instructional expertise and academic advising). *Action Leader: President; Timeline September 2014*
10. Engagement and outreach to Aboriginal communities will be strengthened based on best practices for recruitment and retention across the university and in specific markets. For example, a new initiative with community leaders will be introduced called The Thunderbird Camp, a two-week on-campus summer camp for Aboriginal "Leaders of Tomorrow" led by Trent staff and student employees in consultation with Indigenous Studies and integrated with our current academic

- and other programming (e.g., Enrichment Camp, TSSC). *Action Leader: Provost and Vice-President Academic; Timeline September 2014*
11. A Trent University Housing Strategy will build on the near-term housing strategy supporting enrolment management, and will be designed to consider long-term (present and future) student needs for housing and residence options. Housing is a key aspect in conversion of applicants, for example, and a thoughtful housing program is integral to their success and the development of ‘community’. Such a strategy will incorporate student perspectives, views from the community, and appropriate market research. This long-term strategy will be one step in the ongoing and strategic process of identifying and building Trent’s communities to leverage the outstanding legacy of infrastructure and natural beauty on Trent’s Endowment Lands. *Action Leaders: Vice-President External Relations and Advancement, and Associate Vice-President Student Services; Timeline December 2014*
  12. An International Advisory Council will be (re-)launched to review the success of the current Trent international recruitment model relative to third-party international recruitment services with a proven track record, to consider potential new markets (e.g., tripling of UK tuition suggests potential international student market development opportunity), and to provide advice and recommendations on international programming (e.g., Study Abroad, ESL Pathways, ESL for Specific Academic Purposes). *Action Leaders: Director of Trent International Program, and Provost and Vice-President Academic; Timeline: September 2014*

### ***Summary and Next Steps***

*Toward A Sustainable Future: The First Integrated Plan for Trent University (2010-2015)* identifies four Institutional Priorities for the coming year in this planning cycle:

- Commitment to Academic Excellence
- Commitment to Strategic Enrolment Management
- Commitment to Achieving Financial Stability
- Commitment to Strengthening Community Engagement

In addition, Key Actions are identified to be developed and potentially phased-in during later years of the planning cycle. In the build-up to this Integrated Plan, much has been accomplished, and the process has revealed the depth and breadth of the many tasks before us. For example, the development of an Academic Plan for Trent University, which emphasizes academic excellence and quality, is acknowledged as a critical contribution requiring the commitment and participation of all members of the Trent community. Commitments to Strategic Enrolment Management, and the Multiyear Budget Framework, will help Trent achieve academic goals through increasing institutional financial literacy and improved unit-level budget processes. Community engagement will always be a priority for Trent, expressed in dynamic community relations, alumni and stakeholder engagement, and these will increase as we approach Trent University’s 50<sup>th</sup> anniversary in 2014-2015. In successive years of this planning cycle, a Strategic Information Technology Plan is recommended that will emphasize the

critical contribution of IT to the academic and intellectual life of the university and provide necessary guidance for potential investments in this critical area. Institutional consideration of positioning, branding, and marketing approaches is required, and continued leadership in multiple collaborations and partnership development will be leveraged.

*Toward A Sustainable Future: The First Integrated Plan for Trent University (2010-2015)* envisions positive outcomes, such as empowering staff and faculty, creation of a responsive and collegial administration, and phased-in activities that build on those institutional qualities which have made Trent such a special place for so many for so long. Trent is fortunate to have the passionate support and goodwill of a strong and diverse community upon which to draw for continued inspiration. The Integrated Plan is designed to move Trent University decisively toward a sustainable future – the next level of achievement and aspiration for Trent. Progress will be monitored annually, and success measured and reported in a transparent and collegial process through Trent’s existing deliberative and administrative structures. The Integrated Plan calls for new planning initiatives and actions that build on the renewal of Vision, Mission and Strategic Directions, and the many ideas and innovations suggested in unit-level plans, which collectively are an outstanding strategic resource that will serve the institution well in many ways throughout this planning cycle and beyond. In the final year of this Plan, our 50<sup>th</sup> anniversary in 2014-2015, we will have set the stage for Trent’s Second Integrated Plan (2016-2021).

## ***Appendix I. Key Actions Measures of Success and Timelines***

*Measures of Success* are indicated in the following tables for each of the Key Actions in Trent's First Integrated Plan. The *Measures of Success* approach taken in this planning cycle is based on the typical 'balanced scorecard' approach often used in universities and other public sector organizations (<http://www.balancedscorecard.org/>). This approach can help maintain a focus on strategic objectives and provide feedback on the progress toward achieving success. By the end of this planning cycle, reoccurring and overarching *Measures of Success* can be succinctly stated – for example, increased financial resources (e.g., surplus position with eliminated operating deficit), higher enrolments, and higher-levels of satisfaction expressed by members of the Trent community. Typically, in this approach, fewer measures are better (an institutional impulse to measure everything is known to contribute to strategic (directional) confusion). Interconnections among the Key Actions will be carefully mapped – perhaps in the form of a strategy map that refers to the Integrated Planning Institutional Priorities and to Trent's new Vision, Mission, and six Strategic Directions. As clearly as possible, the final set of *Measures of Success* will be evidence-based with well-understood data collection and analysis protocols. A transparent (typically, quarterly and annual) reporting mechanism is desirable and will be employed over the planning cycle (2010-2015).

*Draft Balanced Scorecard – Measures of Success, Milestones and Timeline for Completion*

*A. Institutional Commitments*

<b>Institutional Commitment</b>	<b>Measures of Success</b>	<b>Milestones</b>	<b>Timeline for Completion</b>	<b>Action Leaders</b>
1. Academic Excellence	Increased satisfaction based on user feedback – students, staff, faculty Independent measures	Academic Plan by December 2011, Academic Program Review in 2012, Marketing and branding by March 2012	December 2011 for Academic Plan	Provost and Vice-President Academic, Vice-President Research and International
2. Strategic Enrolment Management	Strong existing and new programs approved by Senate and Board; increased enrolment; increased student satisfaction; increased student entering average; increased reputational rankings; increased out-of-province enrolment	Enrolment targets, unit-level planning, program proposals based on unit-level plans, academic merit and sound business plans	September 2012	Provost and Vice-President Academic
3. Financial Stability	Increased financial accountability, increased financial resources, stronger fiscal environment Seek input from Provost’s Planning Group; Feedback from budget managers Funding mechanisms for pension, deferred maintenance; Strategy for cumulative deficit reduction strategies	Multiyear Budget Framework in 2011, Financial Literacy Program in 2011, Budget decentralization over this planning cycle (Dept. Chairs)	December 2011 for a Multiyear Budget Framework,	Vice-President Administration, Provost and Vice-President Academic

<b>Institutional Commitment</b>	<b>Measures of Success</b>	<b>Milestones</b>	<b>Timeline for Completion</b>	<b>Action Leaders</b>
	Expand engagement plan Continuing and distance education strategy			
4. Community Engagement	Expand engagement plan, Revised philanthropic timelines, stronger alumni connections and engagement Continuing and distance education strategy	Community council, positive survey initiatives, more community-based learning	December 2012	Vice-President External Relations and Advancement, Vice-President Research and International

**B. Key Actions**

<b>Key Action</b>	<b>Measures of Success</b>	<b>Milestones</b>	<b>Timeline for Completion</b>	<b>Action Leaders</b>
<b>First Phase (to end of 2012):</b>				
1. Strategic Information Technology Plan	Key infrastructure investments, service and technology enhancements, increased satisfaction and feedback	Improve management, planning and implementation of information technology initiatives, measured student, faculty, staff satisfaction with IT support and systems	December 2012	Vice-President Administration, Provost and Vice-President Academic
2. Undergraduate academic programs	Programs approved by Senate and Board; increased enrolment; increased student satisfaction; increased student entering average; increased reputational	Program proposals and existing program support based on unit-level plans, academic merit and sound business plans, beginning in January 2011 as part of the	January 2012 and on-going annually	Deans, Provost and Vice-President Academic

<b>Key Action</b>	<b>Measures of Success</b>	<b>Milestones</b>	<b>Timeline for Completion</b>	<b>Action Leaders</b>
	rankings	Academic Plan		
3. Graduate programming	Programs approved by Senate and Board; increased enrolment; increased student satisfaction; increased reputational rankings	Program proposals based on unit-level plans beginning in January 2011 as part of the Academic Plan	December 2012 and on-going annually	Dean of Graduate Studies, Provost and Vice-President Academic
4. Employee Relations and Services Initiative	Increased satisfaction based on user feedback – initially, students, staff, faculty	Identify and recommend best practices to ensure stronger reputation; Annual employee satisfaction survey/focus groups	December 2012	President
<b>Second Phase (to end of 2013):</b>				
5. Integrated Learning Commons	Integration of student services/support in one-stop location; relationship to increased student satisfaction, retention, enrolment	Space review and possible allocation; secure capital funding; review of functionality; program evaluation	September 2013	Provost and Vice-President Academic, University Librarian, and Associate Vice-President Student Services
6. Role of the Colleges	Increased retention and recruitment; increased student satisfaction	Review of College Review Task Force Summary Recommendations; develop measures of College effectiveness and importance	December 2013	Provost and Vice-President Academic
7. Trent Recognition Program	Increased employee satisfaction; increased participation in President's Community Tours; Alumni Council feedback	Trent Recognition Program design, guidelines and process	September 2013	Associate Vice-President Human Resources, Director ERA Operations

<b>Key Action</b>	<b>Measures of Success</b>	<b>Milestones</b>	<b>Timeline for Completion</b>	<b>Action Leaders</b>
8. Scholar Cohort Mentoring Model	Increased faculty satisfaction with research support; e.g., dissemination, grantsmanship, commercialization	Model development and implementation	September 2013	Vice-President Research and International
<b>Third Phase (to end of 2014):</b>				
9. Review of Administrative Systems and Organizational Processes	Identify systems efficiencies and effective organizational processes and structures Evaluate Oshawa's organizational structure	Terms of Reference; identify measures and process; implement review; effect changes to begin Trent's Second Planning Cycle	September 2014	President
10. A focussed initiative to increase outreach to Aboriginal communities	Adoption of best practice; Thunderbird Camp launched	Appropriate consultation process; effective design of leadership and administrative structure	September 2014	Provost and Vice-President Academic
11. A Trent University Housing Strategy	New housing options identified and implemented	Initial market research; Draft housing strategy	December 2014	Vice-President External Relations and Advancement, Associate Vice-President Student Services
12. International Advisory Council	Increased enrolment in international programs; increased reputation internationally	Draft Terms of Reference; analysis of alternate models initiated	September 2014	Provost and Vice-President Academic, Director of Trent International Program

## Appendix II. Document History

The first draft of *Toward A Sustainable Future: The First Integrated Plan for Trent University (2010-2015)* was prepared by the President/Vice-President Executive Committee and circulated widely on December 17, 2010. Feedback from many individuals and groups was received (available in the President's Office), and a series of meetings was held for discussion and consultation:

Senate Academic Planning and Budget Committee  
Board of Governors  
Extended Management Committee  
External Relations and Advancement  
Faculty Board  
Lady Eaton College Cabinet  
President/Vice-President Executive Committee  
President's Open Forum for Staff  
Provost's Planning Group  
Senate  
Faculty Council

On 1 March 2011, a second draft of the Integrated Plan was produced and widely-shared. In late March and April 2011, a number of Open Forum and meeting opportunities were held. Alumni, students, staff and faculty provided feedback, much of which has been incorporated into this third draft. An important outcome of these discussions was the commitment, by all participants to share widely comments and perspectives such that readers of the Integrated Plan could see the influence such comments and perspectives have had on the Integrated Plan. The following notes represent a synthesis of comments made as part of this phase of the consultation process:

- The importance of strategic cartography as a tool to understand market-based education should be recognized;
- Branding and connection to institutional positioning should be strong, certain image of 'blandness' must be removed; possibly niches defined and promoted provincially, nationally, internationally; Trent's radical/activist reputation; appeal to under-represented groups;
- Need for the Academic Plan to include student, faculty, alumni, retirees, leadership, advice and input, but rely on existing structures and leadership (e.g., the Deans); Academic Plan must be available before the next budget cycle;

- Levels of responsibility in unit-level planning should be clarified; looking beyond units in the planning process is required; be careful that planning does not become an end unto itself (the pendulum);
- Emphasize the role and interpretation of community engagement and community-based research;
- The funding model should reflect current reality – advocacy with the province focussed on the growth model; fiscal crisis is not new, Trent has always been financially challenged
- The idea of offshore or satellite campuses should be explored (international);
- Trent should work to improve internal communications;
- Relevant data are not always clear or available – this must improve;
- Serious work is required on the definition of the ‘types’ of university; the language and meaning are not well understood (e.g., Carnegie Foundation for the Advancement of Teaching categories for ‘comprehensive universities’);
- A more coherent identity for Trent is suggested that holds within a possibility of diversity;
- Student expectations have changed and must be better understood; other universities have caught up to Trent’s innovative interdisciplinarity;
- Emphasis on interactive teaching, experiential learning, field courses and less ‘one-size-fits-all’ pedagogical approaches; emphasize quality program delivery.

This (third) draft of the Integrated Plan will be presented to Senate on May 10 for endorsement, and the Board of Governors on June 23 for approval.





**BY-LAWS OF THE  
TRENT UNIVERSITY SENATE  
(last updated May 2011)**

*Amended May 18 1993, Feb 14 1995, May 13 1997, Oct 14 1997,  
Feb 16 1999, March 14 2000, April 9 2002, Oct 28 2003, Nov 2 2004, Dec 7 2004, Feb 13 2007, Oct 28 2008, Sept 22 2009,  
May 10, 2011*

**BY-LAWS OF THE  
TRENT UNIVERSITY SENATE**

**I. MEMBERSHIP OF THE SENATE**

*(rev'd Feb and April 1973, Feb and Oct 1974, Feb and Oct 1977, March and Sept 1978, Nov 1980, Dec 1984, Nov 1986, April 1987, Jan 1992, May 1993, Feb 1995, May 1997, Oct 1997, March 2000, Oct 2003, Nov and Dec 2004, Feb 2007, Oct 2008, Sept 2009, May 2011)*

(1) The Senate of the University shall be composed of:

- a) the Chancellor ex-officio;
- b) the President and Vice-Chancellor ex-officio;
- c) the Provost and Vice-President Academic ex-officio;
- d) the Vice-President Research and International ex-officio;
- e) the Deans and Associate Deans ex-officio;
- f) the University Librarian ex-officio;
- g) one Head of a residential college, appointed by the Provost and Vice-President Academic;
- h) twelve members of Faculty Council appointed by the Nominating Committee of Faculty Board such that three members shall be from each of the three academic divisions as defined from time to time in the Faculty Council Constitution, two members from the professional schools and one member from among faculty based in Oshawa.
- i) twelve chairs of departments and programs (including at least one Graduate Director) selected by and from among the members of Faculty Board such that normally four members shall be selected from each of the three academic divisions as defined from time to time in the Faculty Council Constitution.
- j) eight undergraduate students such that two are elected for staggered terms by and from among the students from each of the residential colleges of the University in accordance with Proviso 2(c) and 2(d) below;
- k) one undergraduate student elected by and from among part-time students in Peterborough;
- l) one undergraduate student elected by and from among the students enrolled in Trent courses in Oshawa and in other off-campus locations;
- m) one graduate student elected by and from among the graduate students.

- (2) **PROVISOS:** *(May 1993, rev'd March 2000, April 2002, Oct 2003, Dec 2004, May 2011)*
- (a) Normally, members of Senate elected under subsections (1) h) to m) will be elected to two-year terms coinciding with the committee year (ie, Jul 1- Jun 30). Such terms are renewable.
  - (b) The Academic Colleague to the Council of Ontario Universities shall be elected by and from among the faculty members of the Senate.
  - (c) Election of students from the residential colleges shall take place in a manner to ensure, where possible, that over a three year period each of the three academic divisions (Sciences, Social Sciences, and Humanities) will normally be represented.
  - (d) Any student seats vacated as a result of a reduction in the number of colleges shall be preserved as seats for students on Senate and student Senators shall be asked to examine constituency sizes in making recommendations for the future use of such seats.
  - (e) Each spring Senate shall select from among its members one faculty member and one student member to serve as Senate's representatives to the Board of Governors for the following academic year.
  - (f) The voting membership of the Senate shall not exceed 51 (fifty one) persons.
  - (g) Unless otherwise indicated, the term 'the Senate' as used in these by-laws shall be construed to mean those members present and voting. *(rev'd February 1974)*
- (3) **The following shall be official visitors to the Senate:** *(May 1993, rev'd Oct 1997, March 2000, April 2002, Feb 2007, May 2011) Note: official visitors have voice but no vote.*
- a) the University Registrar ex-officio;
  - b) one representative of the Trent University Faculty Association as certified bargaining unit for academic staff and professional librarians as defined in the TUFA Collective Agreement; one representative of the Trent Branch of the Canadian Union of Public Employees (CUPE Local Union 3908 Unit 1) as certified bargaining unit for part-time faculty; one representative of the Trent Branch of the Canadian Union of Public Employees (CUPE Local Union 3908 Unit 2) as certified bargaining unit for student employees; one representative of the Trent branch of the Ontario Public Service Employees Union (OPSEU) as certified bargaining unit for non-academic staff; one representative of the exempt staff (formerly NUG) who is not a member of Faculty Council; and one representative of such other associations or unions of employees established from time to time for the primary purpose of negotiating terms and conditions of employment.
  - c) one member of the alumni, elected by the Alumni Council;
  - d) two representatives of the Board of Governors, selected by and from among the members of the Board of Governors.

## II. CHAIR *(rev'd June 1987, March 2000)*

- (1) The Chair of the Senate shall be the President and Vice-Chancellor, or her/his delegate. The Chair may appoint a Vice-Chair at her/his discretion.

## III. MEETINGS AND QUORUM

- (1) There shall be at least seven Senate meetings during the year, three of which shall be in the Fall Term. Senate Executive will normally meet in the week before each Senate meeting. The precise dates for such meetings will be established by Senate Executive in the Winter of the preceding academic year. *(rev'd May 1970, Oct 1972, May 1976, May, 1993, Feb 1999, Feb 2000, May 2011)*
- (2) A quorum shall be one half of the membership of the Senate.
- (3) A special meeting of the Senate may be held at any time at the call of the Chair upon not less than forty-eight hours' notice to Senate members and a notice posted on the university website and intranet. *(rev'd May 1970, Oct 2008)*
- (4) A special meeting of the Senate shall be held at any time upon not less than forty-eight hours' notice on the petition of at least one third of the membership of the Senate. Notice shall be deemed to be dispatch of notice to Senate members and a notice shall be posted on the university website and intranet. *(rev'd May 1970, Oct 2008)*
- (5) On the recommendation of the Chair of Senate, Senate Executive may, in exceptional circumstances, postpone or cancel a meeting of Senate, upon not less than forty-eight hours' notice to Senate members and placement of a notice on the university website and intranet. In the event of a faculty work stoppage, the current Senate policy on the 'Role of Senate in the Event of a Work Stoppage', as amended from time to time, shall be in effect. *(May 1993, Oct 2008)*

## IV. AGENDA AND MINUTES

- (1) The Secretary shall distribute an agenda for each meeting of the Senate to the members of the Senate not less than twenty-four hours before each such meeting of the Senate. A copy of the agenda will be posted on the Senate website. *(rev'd May 1970, May 2011)*
- (2) The Secretary shall keep a record of proceedings of every meeting of the Senate, and the minutes of each meeting shall be submitted for adoption at the next meeting of the Senate.
- (3) The Secretary shall distribute the minutes of meetings of the Senate to all members of Senate and make such minutes and appendices available to the University community. *(rev'd May 1970, Oct 2008)*

**V. AMENDMENTS REQUIRING NOTICE, etc.** *(Oct 2008)*

- (1) Any motion proposing new or amended By-laws, seeking amendment of the Trent University Act, or altering the status or creating any new faculty, academic department/program or school shall require:
  - (a) notice of one month, duly made at the previous meeting of Senate; and
  - (b) a simple majority vote of the members of Senate present, abstentions counting in the negative.

**VI. MOTIONS, AMENDMENTS AND DEBATE** *(Oct 2008)*

- (1) Meetings of Senate shall be open to observers from the University except upon the recommendation of the Senate Executive Committee (for example, for the consideration of individual student grades, personnel and property matters including salaries and real estate negotiations, honorary degrees) or on such occasions as the Senate by simple majority vote shall determine. Minutes of closed meetings shall be made available in the same manner as minutes of open meetings, but their publication may be delayed until the purpose of the closing of the meeting has been served in the opinion of the Senate Executive. *(rev'd May 1970)*
- (2) A motion must be moved and seconded before the subject matter of the motion is open for debate.
- (3) All motions shall be made and seconded before being debated or put from the Chair.
- (4) When a question is under debate no motion is received unless to amend it; to postpone it; for the previous question; to adjourn the debate; or to adjourn the meeting.
- (5) A motion may be withdrawn with the consent of the mover and seconder, but if either objects, the motion shall be put to a vote.
- (6) An amendment to a motion shall either:
  - a) delete certain words;
  - b) add certain words, or
  - c) delete certain words and substitute others in their place.

A motion which would nullify the main motion is not an amendment.

- (7) There shall not be more than two amendments before the meeting at one time, but when one of these has been accepted or rejected another amendment may be introduced if it is different in purpose to the one previously accepted or defeated.
- (8) a) Members of the University are normally expected to express their views through members of Senate, however, a member may address Senate provided she/he obtains approval of Senate Executive before the meeting or follows procedure under (b) and (c);

- b) In special circumstances, observers at open meetings of Senate may request of the Chair permission to speak on matters of urgent University business and may be permitted to do so with concurrence of a majority vote of Senate;
  - c) A motion to permit an observer to speak is not debatable. *(rev'd May 1970)*
- (9) A person who has already spoken on a question should not be allowed to speak again until all those desiring to speak have been heard.
- (10) Those motions cited hereunder shall be deemed to be procedural motions and debate shall be as indicated: *(rev'd Feb 1974)*
- a) to adjourn: debatable as to time only;
  - b) to recess: not debatable;
  - c) to raise a question of privilege: debatable;
  - d) to lay on the table: debatable;
  - e) to limit or extend the limits of debate: not debatable;
  - f) to postpone to a definite time: debatable as to time only;
  - g) to refer to Committee of the Whole: debatable;
  - h) to reconsider: debatable only as to reasons for reconsideration and subject to the provisions of VI (11) and VI (12);
  - i) to suspend the By-laws: debatable.
- (11) All procedural motions, except those provided for in 10 (h) and 10 (i) shall be decided by a simple majority of Senate. *(rev'd Feb 1974)*
- (12) A motion to reconsider a resolution of the Senate shall be in order if notice is duly given at the meeting when the resolution has been adopted, or at the next following; such a motion shall be decided by a simple majority of Senate. *(rev'd Feb 1974)*
- (13) To facilitate business for which these By-laws and the authorities cited in Section IX may not provide, a motion to suspend the By-laws for a fixed period of time and for a specified purpose shall be in order provided due notice in writing is provided at least forty-eight hours in advance of the next meeting of the Senate; such a motion shall be decided by a simple majority of the Senate, abstentions counting in the negative. *(rev'd Feb 1974)*

## VII. VOTING

- (1) Voting shall be as follows:
- a) on the second amendment;
  - b) on the amendment;
  - c) on the motion if amendments have been defeated or on the motion as amended if an amendment has been carried.
- (2) Voting on motions before the Senate shall be by roll-call if requested by the Chair or any other three members of Senate. *(rev'd Feb 1974)*
- (3) A member of Senate abstaining from voting shall not have that abstention recorded as a negative vote except as provided in V (1) and VI (13). Should a quarter or more Senators abstain, the Chair shall have discretion to discount the vote. *(rev'd Feb 1974)*

- (4) After the results of a vote are announced, the Chair or any other three members may request that the vote be taken again. *(rev'd Feb 1974)*
- (5) The Chair shall have only a casting (tie-breaking) vote. *(rev'd February 1974)*
- (6) Appeals from any ruling of the Chair may be sustained only by the decision of a simple majority of the Senate. *(rev'd February 1974)*

## VIII. COMMITTEES

*(rev'd Oct 1984, June 1987, Jan 1988, Oct 1988, Feb 1992, May 1993, May 1997, Oct 1997, March 2000, April 2002, Oct 2008, Sept 2009, May 2011)*

- (1) There shall be an Executive Committee of the Senate, whose membership shall consist of:
  - a) the President and Vice-Chancellor ex-officio;
  - b) the Provost and Vice-President Academic ex-officio;
  - c) Chairs of the following Senate Committees (one vote per individual):
    - a. Graduate Studies Committee (GSC);
    - b. Undergraduate Studies Committee (USC);
    - c. Teaching & Learning Support Committee (T&L);
    - d. Research Policy Committee (RPC);
    - e. Undergraduate Academic Policy Committee (UAPC);
    - f. Academic Planning & Budget Committee (AP&B) and Program Quality Assurance Committee (PQAC) if delegated by the Provost and Vice-President Academic.
  - d) the University Registrar ex-officio (official visitor, non-voting);
  - e) six members of Faculty Council, with representation across the university;
  - f) three students, normally two undergraduate students and one graduate student.

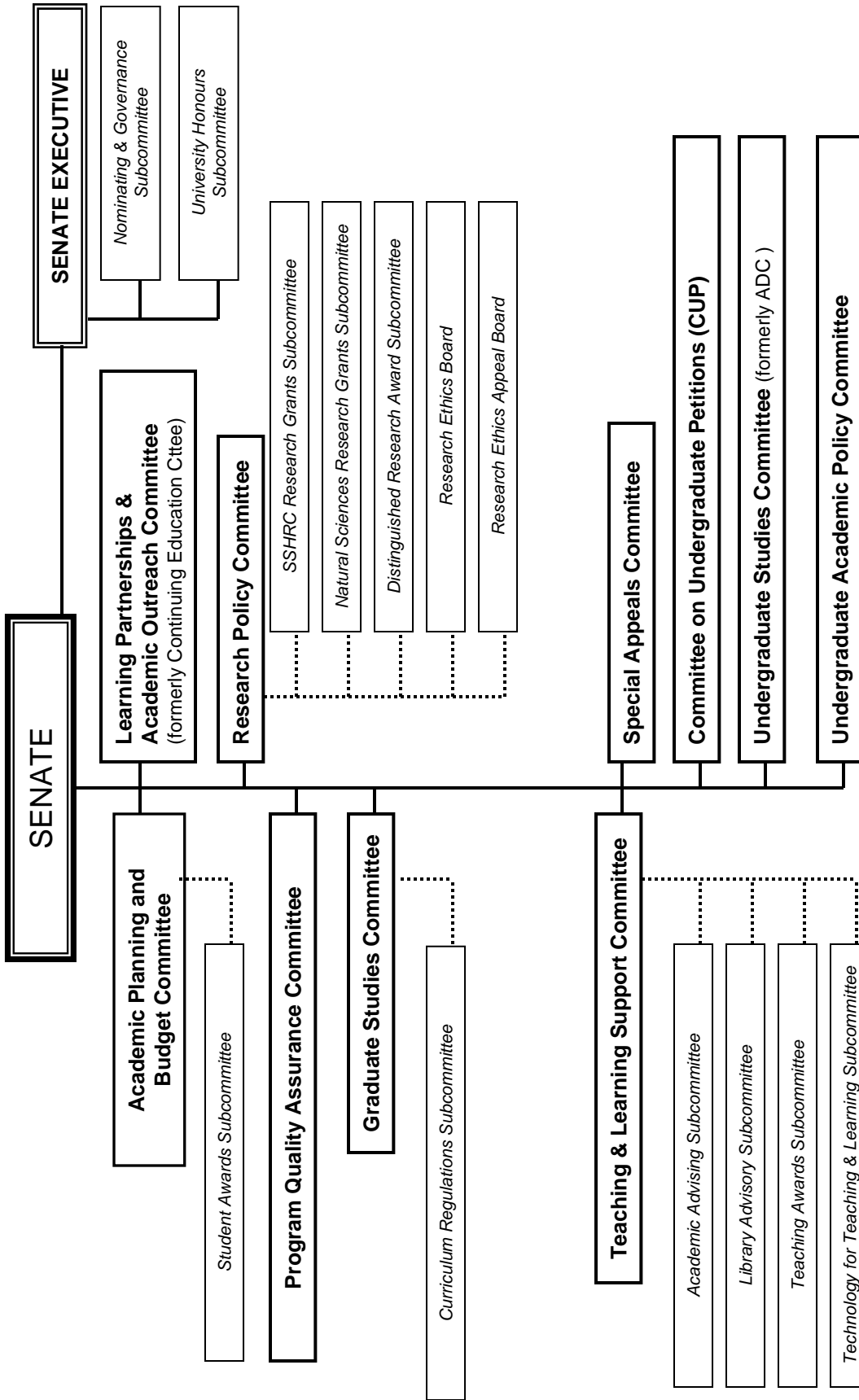
Elected members of the committee shall be elected by and from the membership of Senate for one-year terms. *(rev'd October 1970, Sept 1971, April 1973, Feb 1992, March 2000)*
- (2) The Chair of Senate Executive shall be the President and Vice-Chancellor, or her/his delegate. *(rev'd Oct 1988)*
- (3) A quorum of the Executive Committee shall consist of the President and Vice-Chancellor, or her/his delegate, and at least one half of the remaining members of the Executive Committee. *(rev'd Oct 1987, Oct 1988, Oct 1997, March 2000)*
- (4) It shall be the responsibility of the Executive Committee to receive and review reports and proposals prior to presentation to Senate in order to prepare the Senate agenda and to consult on the work of the Senate and Senate committees. *(rev'd April 2002, May 2011)*
- (5) It shall be the responsibility of Senate Executive to recommend proposals to Senate with respect to the governance practices of Senate and Senate committees; changes to the Senate

by-laws; changes to Senate composition and structure; and changes to the terms of reference and composition of Senate committees. *(April 2002)*

- (6) The Senate may from time to time appoint Standing Committees to perform advisory or other functions of a normally continuous nature, and the members of such committees shall hold office during the pleasure of the Senate. The Senate may from time to time appoint Special Committees which shall normally exist to perform special functions and which shall be discharged upon completion of these functions and the presentation of their reports to the Senate. The membership of standing and special Committees of the Senate shall be open to all members of the full-time teaching staff of the University holding professorial rank, and to whomsoever the Senate may invite to serve on such committees.  
Senate Executive acts as nominating committee for the membership of Special Committees of Senate when so requested by the Chair of Senate. *(rev'd Sept 1983)*
- (7) Senate Executive recommends to Senate recipients of honorary degrees and eminent service awards.
- (8) Senate Executive makes recommendations to Senate on issues of social responsibility within Senate's authority.
- (9) Senate Executive acts as nominating committee for the Chancellorship. *(rev'd September 1983)*
- (10) The Executive Committee shall deal with such other matters as the Senate may from time to time delegate to it.
- (11) During summer recesses of Senate, the members of Senate Executive shall possess and may exercise all or any of the powers or authorities and discretion vested in or exercised by the Senate. This summer authority power extends to include regular meetings of Senate in May and June should quorum for Senate not be achieved. *(May 1977, May 2011)*

## **IX. UNPROVIDED CASES**

- (1) For all cases not provided for in the By-laws of the Senate, reference shall be made to Robert's Rules of Order, current revised edition. *(Oct 2008)*



Senate Committees (September 1, 2011)





## **SENATE COMMITTEES AND SUBCOMMITTEES**

### **TERMS OF REFERENCE AND COMPOSITION**

Revised Feb 11 2003, April 6 2004, Sept 28 2004, Dec 7 2004, Aug 31 2005,  
Sept 12 2006, Oct 31 2006, July 1 2007, Oct 30 2007, Oct 28 2008, Dec 2 2008, Sept 22 09, May 10 11

## SENATE COMMITTEES AND SUBCOMMITTEES

### SENATE EXECUTIVE COMMITTEE

*Nominating and Governance Subcommittee  
University Honours Subcommittee*

### ACADEMIC PLANNING and BUDGET COMMITTEE (AP&B)

*Student Awards Subcommittee*

### COMMITTEE ON UNDERGRADUATE PETITIONS (CUP)

### GRADUATE STUDIES COMMITTEE (GSC)

*Curriculum and Regulations Subcommittee*

### LEARNING PARTNERSHIPS & ACADEMIC OUTREACH COMMITTEE (LPAO)

### PROGRAM QUALITY ASSURANCE COMMITTEE (PQAC)

### RESEARCH POLICY COMMITTEE (RPC)

*SSHRC Research Grants Subcommittee  
Natural Sciences Research Grants Subcommittee  
Distinguished Research Award Subcommittee  
Research Ethics Board  
Research Ethics Appeal Board*

### SPECIAL APPEALS COMMITTEE (SAC)

### TEACHING & LEARNING SUPPORT COMMITTEE (T&L)

*Academic Advising Subcommittee  
Library Advisory Subcommittee  
Teaching Awards Subcommittee  
Technology for Teaching and Learning Subcommittee*

### UNDERGRADUATE ACADEMIC POLICY COMMITTEE (UAPC)

### UNDERGRADUATE STUDIES COMMITTEE (USC)

### General Principles

- *Unless otherwise indicated, faculty members and committee Chairs are appointed by the Faculty Board Nominating Committee.*
- *Committees are encouraged to add expertise to their discussions through consultation with individuals and groups as appropriate.*
- *Committees are free to strike ad hoc working groups as needed to explore specific issues in detail.*
- *Standing committees of Senate are expected to submit a report on the committee's activities to Senate at least once a year and are required to direct all recommendations concerning changes to the educational policy of the University to Senate, through Senate Executive. Subcommittees are expected to report to their umbrella Senate committee and, in some instances, provide advice to members of the administration and other committees as indicated.*
- *It is understood that it is within Senate's authority to seek advice or direct to the attention of either Senate or Advisory Committees, or the appropriate university administrator, issues that arise in its deliberations that have educational policy implications relative to the mandates of those committees or individuals.*

## TERMS OF REFERENCE AND COMPOSITION

### SENATE EXECUTIVE COMMITTEE

*(established by Senate By-laws)*

#### Terms of Reference

A standing committee of the Senate, reporting to Senate

- To receive and review reports and proposals prior to presentation to Senate in order to prepare the agenda of Senate
- To consult on the work of Senate and Senate committees
- Through its Nominating and Governance subcommittee, to
  - act as nominating committee for the membership of special committees of Senate when so requested by the Chair of Senate
  - act as nominating committee for the Chancellorship
  - recommend proposals to Senate with respect to governance practices of Senate and Senate committees, changes to the Senate by-laws, Senate composition and structure, and terms of reference and composition of Senate committees
- Through its subcommittee on University Honours, to recommend to Senate recipients of honorary degrees and eminent service awards
- To make recommendations to Senate on issues of social responsibility within Senate's authority
- To deal with such other matters as the Senate may from time to time delegate to it
- During summer recesses of Senate, the members of Senate Executive shall possess and may exercise all or any of the powers or authorities and discretion vested in, or exercised by, the Senate

#### Composition\*

President and Vice-Chancellor, or designate (Chair)	<b>17-18 members</b>
Provost and Vice-President Academic [Chair of AP&B & PQAC]	6 faculty
Chairs of the following Senate Committees (one vote per individual)	3 students
- Graduate Studies Committee (GSC)	6-7 admin
- Undergraduate Studies Committee (USC)	2 admin (non-voting)
- Teaching & Learning Support Committee (T&L)	
- Research Policy Committee (RPC)	
- Undergraduate Academic Policy Committee (UAPC)	
6 faculty senators (representation across the university)	
3 student senators, normally 1 graduate student, 2 undergraduate students	
University Registrar (non-voting)	
Assistant University Secretary (Senate) (secretary, non-voting)	

*\*the members of Senate Executive are elected by and from among the members of Senate*

## **NOMINATING and GOVERNANCE SUBCOMMITTEE (N&G)**

### **Terms of Reference**

A standing subcommittee of Senate Executive, reporting to Senate Executive

- To review nominations for the Chancellorship and make recommendations to Senate Executive
- To make recommendations to Senate Executive for the membership of special Senate committees, when so requested by the Chair of Senate
- To make recommendations to Senate Executive concerning the governance practices of Senate and its committees
- To periodically review the by-laws and composition of Senate, and the structure, terms of reference and composition of Senate committees and make recommendations to Senate Executive

### **Composition**

President and Vice-Chancellor, or designate (Chair)	<b>7 members</b> 2 faculty
Provost and Vice-President Academic	1 student
1 Dean	3 admin
2 faculty members of Senate Executive *	1 admin (non-voting)
1 student member of Senate Executive *	
Assistant University Secretary (Senate) (secretary, non-voting)	

*\*named by Senate Executive*

## **UNIVERSITY HONOURS SUBCOMMITTEE (UHS)**

### **Terms of Reference**

A standing subcommittee of Senate Executive, reporting to Senate Executive

- To call annually for nominations for honorary degree and eminent service award recipients and make recommendations to Senate Executive
- To serve in an advisory role to the Manager of Convocation on ceremonial aspects of Convocations

### **Composition**

Chancellor (Chair)	<b>10 members</b> 2 faculty
President and Vice-Chancellor (Vice-Chair)	1 student
1 member of the Board, nominated by the Board	1 alumnus/a
1 member of the alumni, nominated by the alumni	1 Board member
2 faculty from Senate Executive* (rotated representation across the university)	1 Chancellor
1 student from Senate Executive*	1 admin
1 staff member (non-academic)	1 staff member
Manager, Convocation & University Functions (non-voting)	2 admin (non-voting)
Coordinator, Board & Senate Support (secretary, non-voting)	

*\*named by Senate Executive*

## **ACADEMIC PLANNING & BUDGET COMMITTEE (AP&B)**

*(rev'd Feb 2003, July 2007, Oct 2008 merger Academic Planning and Senate Budget Cttees)*

### **Terms of Reference**

A standing committee of Senate, reporting to Senate and advisory to the Provost and Vice-President Academic

- To engage in an on-going process of long-range academic planning in an intergrated planning and multi-year budgetary context, working in a supportive capacity with the Provost's Planning Group (PPG)
- To consider current academic priorities within budget allocations and longer-term budgetary directions and specifically to review new program proposals
- To recommend actions the University can take to strengthen its educational environment (including its teaching, learning and research capacity)
- To receive reports on budgetary issues and proposals from academic administrative offices and Senate committees that have significant budgetary implications for the educational program
- To provide advice to the Provost and Vice-President Academic and the University Registrar concerning annual enrolment targets in the context of long-term plans for total numbers of students as well as numbers of students in different categories
- To review undergraduate student admissions policies and requirements

### **Composition**

Provost and Vice-President Academic (Chair)

1 Dean

Dean of Graduate Studies

Associate Dean, Trent in Oshawa

University Registrar

3 faculty (including one Vice-Chair)

3 students (named by TCSA, GSA and TPSA/TOSA)

Assistant University Secretary (Senate) (secretary, non-voting)

**13 members**

3 faculty

3 students

6 admin

1 admin (non-voting)

### **Consultants**

Vice-President, Administration

Director of Financial Services

Associate Dean of Arts & Science (Undergraduate Studies)

Director of Institutional Planning & Analysis

University Registrar

**4 consultants**

**STUDENT AWARDS SUBCOMMITTEE** (*est. April 2004, rev'd July 2007*)  
 (formerly Admissions, Enrolment and Student Awards)

**Terms of Reference**

A standing subcommittee of the Academic Planning & Budget Committee, reporting to the Academic Planning & Budget Committee

- To adjudicate major undergraduate scholarships and strike *ad hoc* committees to adjudicate scholarship appeals
- To receive recommendations from the Assistant Registrar Financial Aid and recommend to AP&B / Senate policies for scholarships, awards, and bursaries
- To recommend to Senate through the University Registrar the names of undergraduate medal winners
- To receive recommendations from the Director of the Trent International Program for policies governing scholarships, awards, and bursaries for international students

**Composition**

Associate Dean of Arts & Science (Undergraduate Studies) (Chair)  
 3 faculty (representation across the university)

**4 members**

3 faculty  
 1 admin

**Consultants**

Assistant Registrar, Financial Aid  
 Enrolment Management Assistant  
 Director of the Trent International Program  
 Manager, Stewardship & Events

**4 consultants**

**COMMITTEE ON UNDERGRADUATE PETITIONS (CUP)** *(rev'd July 2007, Oct 2007)*  
*(formerly Committee on Undergraduate Standings & Petitions – CUSP)*

**Terms of Reference**

A standing committee of Senate, reporting to Senate and advisory to the Associate Dean of Arts & Science (Undergraduate Studies)

- To provide advice to the Associate Dean of Arts & Science (Undergraduate Studies) concerning the application of academic policy in individual cases
- To adjudicate individual undergraduate student petitions for exceptions to academic policy involving, but not limited to: registration in special programs, program changes after registration, academic penalties and complaints arising out of alleged irregularities
- To approve Individualized Studies (formerly Special Concentration) programs
- Where appropriate, the committee shall draw the attention of relevant University committees or individuals to any regulations, policies or practices that are giving rise to student petitions so that they may be examined

**Composition**

Associate Dean of Arts & Science (Undergraduate Studies) (Chair)

3 faculty

2 students (named by TCSA and TPSA/TOSA)

Admin Asst. to the Assoc. Dean Arts & Science (Undergraduate Studies)  
 (secretary, non-voting)

**7 members**

3 faculty

2 students

1 admin

1 admin (non-voting)

**GRADUATE STUDIES COMMITTEE (GSC)** *(rev'd Dec 2004)***Terms of Reference**

A standing committee of Senate, reporting to Senate and advisory to the Dean of Graduate Studies

- To review and make recommendations to Senate on matters of educational policy and planning for graduate studies including major modifications to programs, new courses, general and program-specific regulation changes and alterations in educational policy at the graduate level
- To make recommendations to the Program Quality Assurance Committee on the degree requirements and curriculum of proposed new academic programs
- To appoint *ad hoc* subcommittees to make recommendations on the selection of medal and prize winners and to review and make recommendations for institutional nominations for graduate scholarships
- To appoint *ad hoc* subcommittees to hear graduate student academic petitions, as necessary

**Composition**

Dean of Graduate Studies (Chair)	<b>19 members</b> 15 faculty
All graduate program directors (currently 12)	2 students
3 additional faculty (one per division*)	1 admin
2 graduate students (one M.A. or M.Sc.; one Ph.D.), named by GSA	1 admin (non-voting)
Graduate Studies Officer (secretary, non-voting)	

*\*currently or within the past five years actively involved in graduate supervision or instruction*

**CURRICULUM and REGULATIONS SUBCOMMITTEE****Terms of Reference**

A standing subcommittee of the Graduate Studies Committee, reporting to the Graduate Studies Committee and advisory to the Dean of Graduate Studies

- To review proposals for new programs and courses, and general and program-specific changes to regulations in the context of OCGS bylaws, and make recommendations to the Graduate Studies Committee

**Composition**

Dean of Graduate Studies (Chair)	<b>6 members</b> 3 faculty
2 faculty who are not program directors	1 student
1 program director	1 admin
1 graduate student	1 admin (non-voting)
Graduate Studies Officer (secretary, non-voting)	

**\*\*LPAO – subject to further review****LEARNING PARTNERSHIPS & ACADEMIC OUTREACH COMMITTEE (LPAO)***(formerly Continuing Education Committee) (rev'd July 2007; Dec 2008)***Terms of Reference**

A standing committee of Senate, reporting to Senate and advisory to the Associate Dean (Undergraduate Studies) and the Associate Dean, Trent in Oshawa.

- To make recommendations to Senate on planning for programs at Trent in Oshawa
- To make recommendations to Senate on planning for summer course offerings in Peterborough and Oshawa and on programs for part-time students in Peterborough and Oshawa
- To make recommendations to Senate on planning for distance learning courses
- To refer issues associated with policy to the Undergraduate Academic Policy Committee
- To make recommendations to Senate on policy and strategy regarding articulation agreements

**Composition**

Associate Dean, Trent in Oshawa (Chair)	<b>7 members</b>
3 faculty, including at least 1 chair of a department/program and one faculty actively teaching in Oshawa	3 faculty
2 students (named by TPSA and TOSA)	2 students
Director, Post-Secondary Partnerships, Distance Education and Curricular Development (secretary, non-voting)	1 admin 1 admin (non-voting)

## **PROGRAM QUALITY ASSURANCE COMMITTEE (PQAC)**

*(Replaces Undergraduate Program Review Subcommittee)*

### **Terms of Reference**

A standing committee of Senate, reporting to Senate and advisory to the Provost and Vice-President Academic (in accordance with the Institutional Program Quality Assurance Policy and Procedures), responsible for administering:

- Cyclical review of existing programs – assisting the self-study process; establishing review committees and ranking lists of examiners; developing special instructions for examiners; reviewing self-study documents, review committee reports and program and Dean responses; preparing and presenting final assessment reports; receiving implementation reports and preparing annual implementation reports for Senate.
- New program proposals – reviewing full program proposal briefs; ranking lists of examiners; developing special instructions for examiners; coordinating written internal response to external reports; recommending new programs to Senate; reassessing proposals turned back by the Quality Council; receiving monitoring reports from Deans on new programs and preparing annual reports for Senate.
- Major modifications to existing programs – working with the Undergraduate Studies Committee (USC) and the Graduate Studies Committee (GSC) to identify major modifications and determine whether modifications will be submitted to the Quality Council for expedited approval; receiving from USC and GSC lists of major modifications approved by Senate and preparing annual report for the Quality Council.

### **Composition**

Provost and Vice-President Academic or designate (Chair)  
 Dean of Graduate Studies  
 1 other Dean  
 Assoc. Dean of Arts & Science (Undergraduate Studies)  
 5 faculty\*  
 3 students (named by TCSA, GSA and TPSA/TOSA)  
 Exec. Asst. to the Provost and Vice-President Academic  
 (secretary, non-voting)

### **13 members**

5 faculty  
 3 students  
 4 admin

1 admin (non-voting)

### **Consultants**

Non-member Deans of Arts & Science / Dean of Education and Professional Learning / Dean of Nursing  
 Associate Dean, Trent in Oshawa

*\* Faculty members to typically serve in three-year staggered terms, with:*

- *at least one member from each division;*
- *in years where a professional program is undergoing a site visit one member from another professional program;*
- *in years where a graduate program is under review at least three members will normally have prior graduate teaching and supervisory experience.*

## RESEARCH POLICY COMMITTEE (RPC)

### Terms of Reference

A standing committee of Senate, reporting to Senate and advisory to the Associate Vice-President (Research)

- To develop and recommend policies and procedures to Senate on all aspects of research (e.g. strategic research plans)
- To receive reports from its subcommittees on the disbursement of research funds, matters concerning research with human subjects, and recommendations for the Distinguished Research Award
- To staff the standing Research Ethics Appeals Board as necessary to hear appeals from decisions of the Research Ethics Board, in accordance with the Tri-Council Policy Statement on "Ethical Conduct for Research Involving Human Subjects"

### Composition

Vice-President Research, & International (Chair)	<b>11 members</b> 6 faculty
Chair of Natural Sciences Research Grants subcommittee	2 students
Chair of SSHRC Research Grants subcommittee	1 admin
Chair of Research Ethics Board	1 admin (non-voting)
3 faculty from research centres and graduate programs (representation across the university)	
1 graduate student (named by GSA)	
1 undergraduate student (named by TCSA)	
Coordinator of Research & Graduate Studies (secretary, non-voting)	

## SSHRC RESEARCH GRANTS SUBCOMMITTEE (*rev'd April 2004*)

### Terms of Reference

A standing subcommittee of the Research Policy Committee, reporting to the Research Policy Committee and the Vice-President Research and International

- To disburse funds for research in the social sciences and the humanities on behalf of the Research Committee
- To report on the disbursement of such funds to the Research Policy Committee and the Associate Vice-President, Research

### Composition

3 faculty (one to be Chair)*	<b>5 members</b> 3 faculty
1 graduate student from social sciences or humanities, named by GSA	1 graduate student
Coordinator of Research & Graduate Studies (secretary, non-voting)	1 admin (non-voting)

*\* the Chair also sits on the Research Policy Committee*

*NOTE: All faculty members are to have held external SSHRC grants within the previous eight years*

## NATURAL SCIENCES RESEARCH GRANTS SUBCOMMITTEE

### Terms of Reference

A standing subcommittee of the Research Policy Committee, reporting to the Research Policy Committee and the Vice-President Research & International

- To disburse funds for research in the natural sciences on behalf of the Research Policy Committee
- To report on the disbursement of such funds to the Research Policy Committee and the Associate Vice-President (Research)

### Composition

3 NSERC holders or recent holders (one to be Chair)*	<b>5 members</b> 3 faculty
1 graduate student from sciences (named by GSA)	1 student
Coordinator of Research & Grad. Studies (secretary, non-voting)	1 admin (non-voting)

*\*the Chair also sits on the Research Policy Committee*

## **DISTINGUISHED RESEARCH AWARDS SUBCOMMITTEE**

### **Terms of Reference**

A standing subcommittee of the Research Policy Committee (RPC), reporting to the RPC

- To recommend to the Research Policy Committee an annual winner of the Distinguished Research Award as outlined in the procedures for selection

### **Composition**

Vice-President Research & International (Chair - non-voting)	<b>7 members</b>
3 faculty award winners, including one from each of humanities, sciences, natural sciences (staggered three year terms)	4 faculty
1 distinguished scholar on the faculty of a nearby university from the category under consideration	1 student
1 graduate student from the category under consideration (named by GSA)	2 admin (non-voting)
Coordinator of Research & Graduate Studies (secretary, non-voting)	

## **RESEARCH ETHICS BOARD (REB)** *(rev'd April 2004; Oct 2006)*

### **Terms of Reference**

An independent Board of the Research Policy Committee of Senate, the Research Ethics Board (REB) contributes to the education of research ethics; conducts independent, multi-disciplinary review of research proposals; and oversees the ethics review conducted by the Faculty, Department, School and Graduate Program review bodies. The REB will advise Senate and the Associate Vice-President (Research) on all matters of research involving human participants at Trent University.

The Research Ethics Board shall:

- conduct ethics reviews of proposals from members of Trent University, and others who conduct research involving human participants at Trent, to determine conformance with the whole of the Tri-Council Policy Statement: "Ethical Conduct for Research Involving Human Subjects", within the context of the University's responsibility to ensure that research meets high scientific and scholarly standards
- delegate course-related, non-funded, minimal risk research to the relevant Department, School or Graduate Program ethics review body for review and approval; and oversee that review process
- terminate any research that it considers to be threatening or causing distress to the participants, deviates from the approved Protocol, or has not been approved by the appropriate body
- ensure that Departments, Schools, and Graduate Programs are familiar with, and adhere to the Trent University Senate Policy for Research Involving Human Participants
- act as an advisory body for the University, educating the community on ethics in research and providing guidance on the ethics review process
- report at least once a year to Senate on its activities, including a list of Protocols reviewed and approved
- ensure that Departments advise students about the relevant aspects of ethics in research and the paramount need to treat participants ethically and respectfully

### **Composition**

4 faculty (appointed to ensure representation from humanities/social sciences, psychology, indigenous studies, and physical/biological sciences including Nursing) – one to Chair*	<b>8 members</b>
1 (other) faculty member, knowledgeable in ethics, if this knowledge is not possessed by at least one of the other faculty members	5 faculty
1 graduate student (named by GSA)	1 student
1 community representative who has no affiliation with the University	1 community rep.
Coordinator, Office of Research (secretary, non-voting)	1 admin (non-voting)

\* *the Chair also sits on the Research Policy Committee*

## **RESEARCH ETHICS APPEAL BOARD (EAB) *(rev'd Oct 2006)***

### **Terms of Reference**

An independent Appeals Board of the Research Policy Committee to be convened in the case of an appeal. Applicants whose research proposal is not approved by the Research Ethics Board or by the relevant Faculty, Department, School or Graduate Program ethics review body, may appeal that decision to the Trent Research Ethics Board (EAB). The decision of the EAB is final and binding on the Principal Investigator, subject to further procedures as may be provided through collective agreements.

The EAB shall:

- Hear appeals from Principal Investigators whose research Protocol has not been approved by the ethics review body or who object to the terms and conditions imposed by the ethics review body
- Report annually to Senate on appeals heard and the disposition of those appeals, including a summary of the reasons given for its decision

### **Composition**

1 faculty member with previous experience on the REB (Chair)	<b>4 members</b>
1 other faculty member with previous experience on the REB	3 faculty
Chair (or designate) from the appellant's department	1 admin (non-voting)
Coordinator, Office of Research (secretary, non-voting)	

*The term of service for members of the Ethics Appeal Board is three years, excepting the ad hoc member from the department of the appellant. Members and the Chair of the EAB shall be appointed by the Provost and Vice-President Academic following consultation with the Vice-President Research & International )*

## **SPECIAL APPEALS COMMITTEE (SAC)**

### **Terms of Reference**

A standing committee of Senate, reporting to Senate

- An impartial adjudicative appeal body of last resort for students on academic matters, whose decisions are final and without further appeal
- To judge whether the application of University regulations, policies or practices, has worked undue hardship on any student who appeals, and to prescribe appropriate relief, which may include asking a University body that has previously rejected a student appeal to reconsider the case
- The committee will hear appeals only after other appeal processes have been exhausted and will not hear cases that are currently before other University bodies
- The committee is authorized to adopt procedures to ensure that student appeals are dealt with fairly and expeditiously
- Where appropriate, the committee shall draw the attention of relevant University bodies or individuals to any regulations, policies or practices that are giving rise to student appeals so that they may be examined

### **Composition**

7 faculty (representation across the university*) - including Chair	<b>13 members</b>
5 students (2 named by TCSA, 1 named by GSA, TPSA, and TOSA)	7 faculty
Assistant University Secretary (Senate), or designate (secretary, non-voting)	5 students
	1 admin (non-voting)

\*Including representation from the Schools of Nursing and Education where possible.

**TEACHING AND LEARNING SUPPORT COMMITTEE (T&L)** (rev'd April 2004; July 2007)**Terms of Reference**

A standing committee of Senate, reporting to Senate and advisory to the Associate Dean of Arts & Science (Undergraduate Studies)

- To provide advice to Senate and the administration on all policies and programs relating to teaching and learning support for students and faculty, including programs to recognize excellence in teaching and professional development for faculty and staff
- To review recommendations from its subcommittees (Academic Advising, Library Advisory, Teaching Awards, and Technology for Teaching and Learning) and make recommendations to Senate and the administration as appropriate
- To report the name of the winner of the Symons Award for Excellence in Teaching to Senate and other award-winners as more awards are developed
- To advise and receive reports from the Office of the Registrar, the Manager of the Bookstore, the Instructional Development Centre, the Disability Services Office, and the Academic Skills Centre on matters pertaining to teaching and learning support
- To strike *ad hoc* working groups as needed to explore specific issues in detail

**Composition**

Assoc. Dean of Arts & Science (Undergraduate Studies) (Chair)	<b>11 members</b>
5 faculty*	5 faculty
3 students (named by TCSA, GSA and TPSA/TOSA)	3 students
Admin Asst. to Assoc. Dean of Arts & Science (secretary, non-voting)	1 admin
	1 admin (non-voting)

*\*including Chairs of Library Advisory, Teaching Awards, and Technology for Teaching and Learning subcommittees and a faculty member from Oshawa if possible.*

**Consultants**

Director of Information Technology  
 Director of Academic Skills Centre  
 Coordinator of Instructional Development Centre  
 Manager of Disability Services Office  
 University Librarian  
 Manager of the Bookstore  
 Manager of Purchasing

**7 consultants****ACADEMIC ADVISING SUBCOMMITTEE** (rev'd May 2005; July 2007)**Terms of Reference**

A standing subcommittee of the Teaching and Learning Support Committee, reporting to the Teaching and Learning Support Committee

- to recommend to the Teaching and Learning Support Committee and the Undergraduate Academic Policy Committee policies and procedures with respect to the academic advising system
- To provide advice on the academic content of New Student Orientation, Introductory Seminar Week and academic orientation activities

**Composition**

Associate Dean of Arts & Science (Undergraduate Studies) (Chair)	<b>9 members</b>
3 faculty	3 faculty
2 senior tutors (1 from Oshawa if possible)*	2 students
2 students (named by TCSA and TPSA/TOSA)	3 admin
Admin Asst. to Assoc. Dean of Arts & Science (secretary, non-voting)	1 admin (non-voting)

**Consultant**

University Registrar, or designate  
 \*Named by the Chair.

**1 consultant**

## LIBRARY ADVISORY SUBCOMMITTEE

### Terms of Reference

A standing subcommittee of the Teaching and Learning Support Committee, advisory to the University Librarian

- To report to Senate through the Teaching and Learning Support Committee on library policies, practices and objectives that have significant implications for the educational program
- To provide advice to the University Librarian on a full range of academic support matters in the library

### Composition

**11 members**

4 faculty, 1 to Chair\*  
 (including 1 with grad. teaching experience and 1 from Oshawa if possible) 4 faculty  
 University Librarian 1 staff  
 1 representative of the professional librarians 3 students  
 1 representative of the library support staff, chosen by the library support staff 2 admin  
 3 students (named by TCSA, GSA and TPSA/TOSA) 1 admin (non-voting)  
 Library Finance and Administrative Manager (secretary, non-voting)

\* *the Chair also sits on the Teaching and Learning Support Committee*

### Consultants

**2 consultants**

Coordinator of Archives, Special Collections, Rare Books & Gifts  
 Director of Information Technology or delegate

## TEACHING AWARDS SUBCOMMITTEE *(rev'd Feb & May 2005, July 2007)*

### Terms of Reference

A standing subcommittee of the Teaching and Learning Support Committee, reporting to the Teaching and Learning Support Committee and the Associate Dean of Arts & Science (Undergraduate Studies).

- To seek and select candidates for the Symons Award for Excellence in Teaching in accordance with the guidelines for the award, and to seek nominations and select recipients for other internal teaching awards as appropriate
- To provide advice on future teaching awards to the Teaching and Learning Support Committee
- To advertise and encourage, in a pro-active manner, candidates to apply for external awards such as OCUFA Teaching Awards and 3M Teaching Fellowships
- As requested, to provide support and advice to the Coordinator of the Instructional Development Centre regarding external teaching awards

### Composition

**9 members**

4 faculty, one to Chair\* (3 full-time; 1 part-time) 4 faculty  
 3 students (named by TCSA, GSA and TPSA/TOSA) 3 students  
 1 alumni rep 1 alumnus/a  
 Instructional Development Centre staff member (secretary, non-voting) 1 admin (non-voting)

\* *the Chair also sits on the Teaching and Learning Support Committee*

### Consultant

Coordinator of the Instructional Development Centre

*The three full-time faculty members shall normally be past winners of the Symons Award for Excellence in Teaching; the part-time faculty member shall be appointed by the Faculty Board Nominating Committee and shall withdraw from the committee or be replaced by a substitute if nominated for the Symons Award for Excellence in Teaching*

**TECHNOLOGY for TEACHING and LEARNING SUBCOMMITTEE** *(rev'd July 2007)*

**Terms of Reference**

A subcommittee of the Teaching and Learning Committee, reporting to the Teaching and Learning Committee and advisory to the Associate Dean of Arts & Science (Undergraduate Studies)

- To act as a key source of policy and practical advice on ways of advancing teaching, learning and scholarly research through the application of computing, information and multi-media technologies
- To undertake responsibility for encouraging web-based academic programming, and to advise Senate on policies and guidelines for the use of Trent's website for academic purposes
- To prepare a needs assessment for technology in support of teaching and learning for consideration as part of the annually revised institutional plan for technological development
- To advise the administration and the Academic Planning & Budget Committee on budgetary needs for academic computing
- When called upon, to provide membership on and/or advice to users' committees with respect to the design of teaching space, and pedagogical, communications and information technology
- To review proposals for the introduction of new technologies in the classroom
- To strike *ad hoc* working groups as needed to explore specific issues in detail

**Composition**

4 faculty (1 to Chair) (including 1 from Oshawa if possible)  
3 students (named by TCSA, GSA and TPSA/TOSA)

**7 members**

4 faculty  
3 students

**Consultants**

Director of Information Technology, or designate  
Manager of Support and Instructional Technology, or designate  
Director of Physical Resources, or designate  
Director, Post-Secondary Partnerships, Distance Education and Curriculum Development

**3 consultants**

*Other consultants may be brought in as needed from the Library, Information Technology, Institutional Analysis, the colleges, Student Services (including Disability Services), Communications, the Site Development subcommittee and other areas.*

**UNDERGRADUATE ACADEMIC POLICY COMMITTEE (UAPC)** *(est. July 2007)***Terms of Reference**

A committee of Senate, making recommendations to Senate

- To make recommendations to Senate concerning academic policies governing undergraduate programs and undergraduate students including Trent in Oshawa and part-time programs
- To refer academic policies that might apply to graduate students to the Graduate Studies Committee
- To direct issues for consideration as appropriate to the Academic Planning & Budget Committee

**Composition**

Designate of the Provost and Vice-President Academic to Chair (normally a Dean)	<b>9 members</b>
Associate Dean, Trent in Oshawa	3 faculty
3 faculty	2 students
University Registrar, or designate (non-voting)	2 admin
2 students (named by TCSA and TPSA/TOSA)	2 admin (non-voting)
Secretary of Senate (secretary, non-voting)	

**Consultant**

Dean of Graduate Studies  
Associate Dean of Arts & Science (Undergraduate Studies)

**2 consultants****UNDERGRADUATE STUDIES COMMITTEE (USC)** *(rev'd Feb 2003, July 2007)*  
*(formerly Academic Development Committee)***Terms of Reference**

A standing committee of Senate, reporting to Senate

- To make recommendations to Senate for the introduction of major modifications to programs, new courses and changes to departmental degree regulations
- To make recommendations to the Program Quality Assurance Committee (PQAC) on the degree requirements and curriculum of proposed new academic programs
- To make recommendations to Senate on course enrolment limits

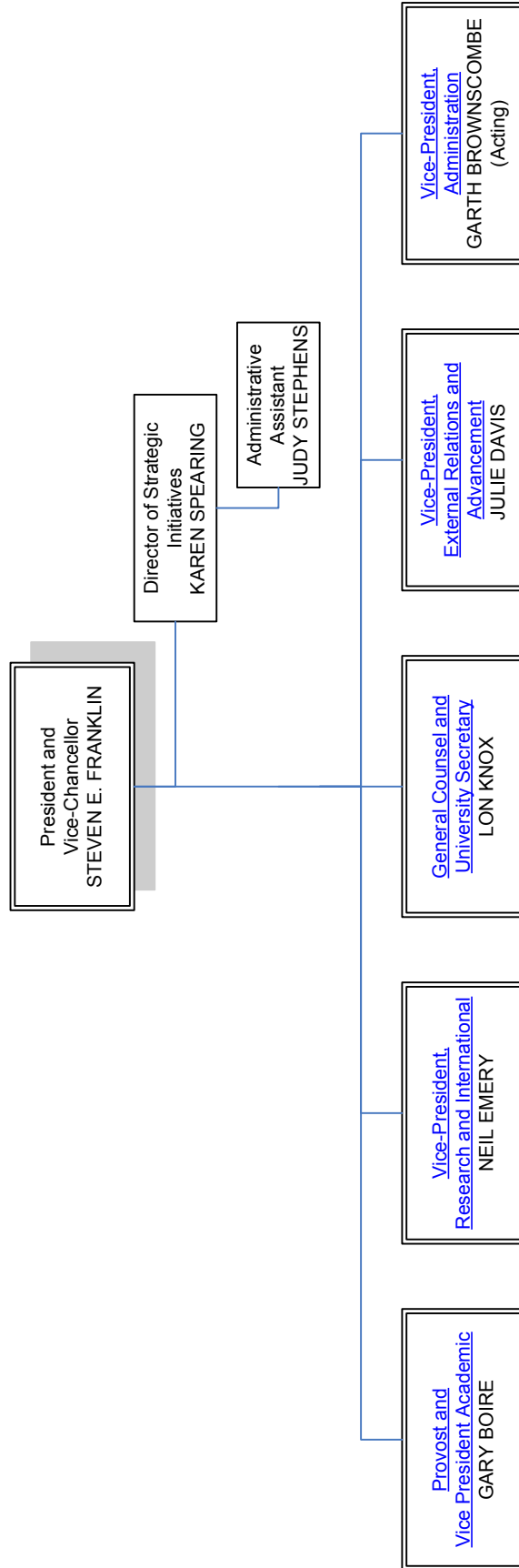
**Composition**

Associate Dean of Arts & Science (Undergraduate Studies) (Chair)	<b>9 members</b>
4 faculty (representation across the university; 1 from Oshawa if possible)	4 faculty
2 students (named by TCSA and TPSA/TOSA)	2 students
University Registrar, or designate (non-voting)	1 admin
Admin Asst. to the Associate Dean of Arts & Science (Undergraduate Studies) (secretary, non-voting)	2 admin (non-voting)

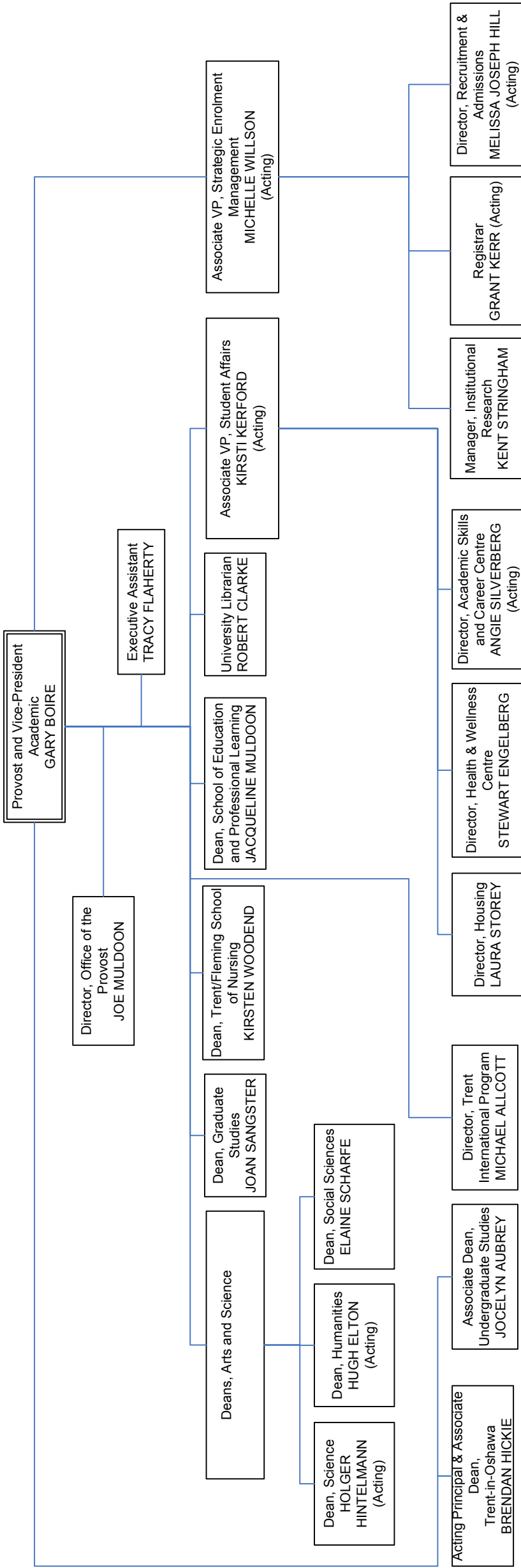
**Consultants**

Associate Dean, Trent in Oshawa  
University Librarian or designate

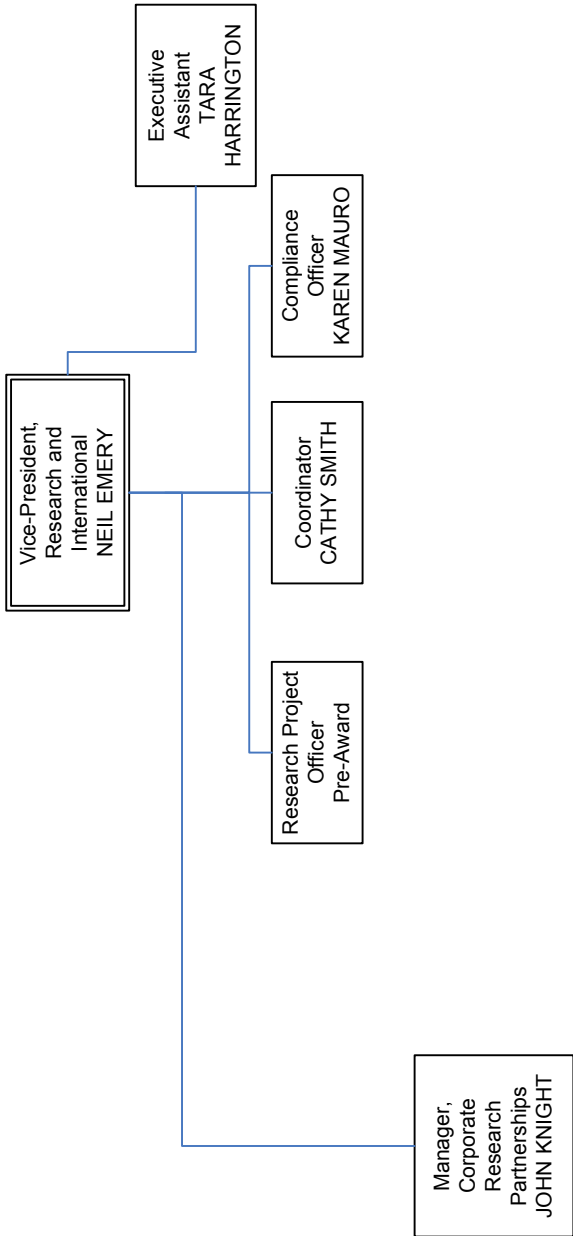
**2 consultants**



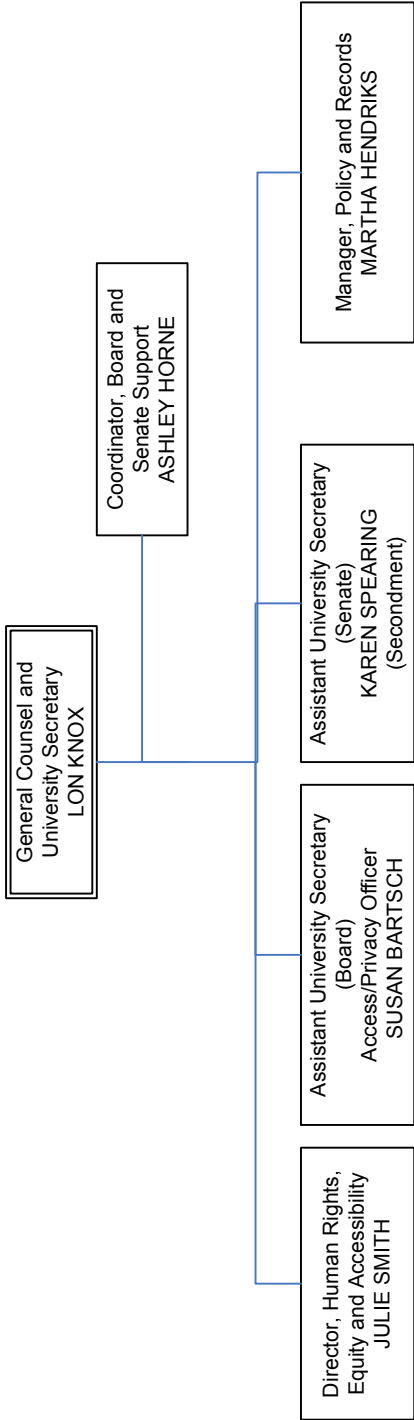
## Senior Administration Reporting Structure



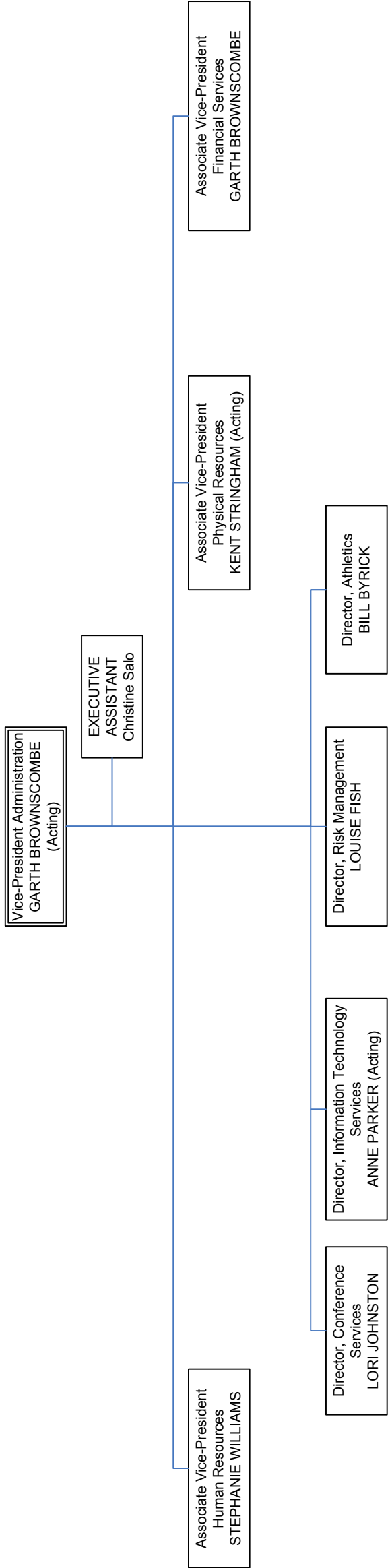
## Provost and Vice-President, Academic Reporting Structure



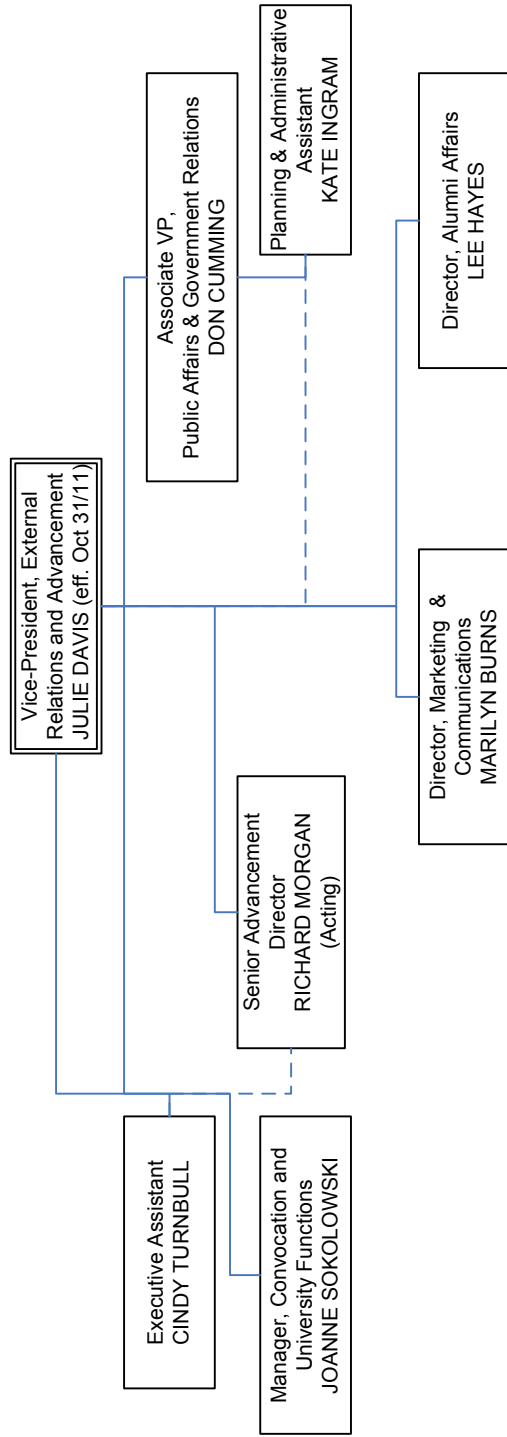
Vice-President, Research and International  
Reporting Structure



## University Secretariat Reporting Structure



Vice-President, Administration  
Reporting Structure



# Vice-President, External Relations and Advancement Reporting Structure

## Glossary of University Terms (updated Sep 2011)

### INTERNAL ACRONYMS

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ABSYNTH	Trent Student Newspaper
AP&B	Academic Planning & Budget Committee (Senate)
AODA	Accessibility for Ontarians with Disabilities Act
ARTHUR	Trent Student Newspaper
BIU	Basic Income Unit (used in the calculation of provincial gov't operating grants)
COAP	Committee on Academic Personnel (non-Senate)
COLLEGES	CC: Champlain College, CPTC: Catharine Parr Traill College, JBC: Julian Blackburn College, LEC: Lady Eaton College, OC: Otonabee College, PGC: Peter Gzowski College
CUP	Committee on Undergraduate Petitions (Senate)
CUPE (LOCAL 3908 - UNIT 1)	Canadian Union of Public Employees representing Part-Time Faculty
CUPE (LOCAL 3908 - UNIT 2)	Canadian Union of Public Employees representing student employees (i.e. graduate teaching assistants)
ENWEYING	The building that houses Peter Gzowski College and First People's House of Learning.
EXEMPT GROUP	Group of managerial/confidential administrative employees who are not part of any bargaining unit
FIPPA	Freedom of Information and Protection of Privacy Act in Ontario
FPHL	First Peoples House of Learning
FTE	Full Time Equivalent (used to count full and part-time students)
GSA	Graduate Students Association
GSC	Graduate Studies Committee (Senate)
HONORARY GRADUANDS	Individuals chosen to be awarded honorary degrees by the University
IPQAP	Institutional Program Quality Assurance Policy and Procedures
JBCSA	Julian Blackburn College Students' Association
LPAO	Learning Partnerships & Academic Outreach Committee (Senate)
N&G	Nominating & Governance Subcommittee (Senate Executive)
OPSEU	Ontario Public Service Employees' Union (certified staff bargaining unit)

PPG	Provost's Planning Group
PQAC	Program Quality Assurance Committee (replaces Undergraduate Program Review Subcommittee)
PVP	President & Vice-Presidents Group
REAB	Research Ethics Appeal Board (Senate)
REB	Research Ethics Board (Senate)
RPC	Research Policy Committee (Senate)
SAC	Special Appeals Committee (Senate)
T&L	Teaching & Learning Support Committee (Senate)
TCSA	Trent Central Student Association
TIP	Trent International Program
TOSA	Trent in Oshawa Student Association
TPSA	Trent Part-time Student Association
TUFA	Trent University Faculty Association (certified full-time faculty bargaining unit)
UAPC	Undergraduate Academic Policy Committee (Senate)
UHS	University Honours Subcommittee (Senate Executive)
USC	Undergraduate Studies Committee (Senate)

### **EXTERNAL ACRONYMS**

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101s	Applicants/registrants who attended an Ontario secondary school the previous year
105s	All other applicants/registrants (non-secondary school)
AUCC	Association of Universities and Colleges of Canada
CAATS	Colleges of Applied Arts and Technology (Ontario community colleges)
CAUT	Canadian Association of University Teachers
CCAIE	Canadian Council for the Advancement of Education
CCOU	Council of Chairs of Ontario Universities
CFI	Canadian Foundation for Innovation
CFS	Canadian Federation of Students
CIHR	Canadian Institutes of Health Research (research funding body)

COU	Council of Ontario Universities
CRC	Canada Research Chairs
ICOR	Indirect Costs of Research
MNR	Ministry of Natural Resources
MTCU	Ministry of Training, Colleges and Universities
NSERC	Natural Sciences & Engineering Research Council of Canada (research funding body)
OCAV	Ontario Council of Academic Vice-Presidents (COU)
OCGS	Ontario Council on Graduate Studies
OCUFA	Ontario Confederation of University Faculty Associations
OFS	Ontario Federation of Students
OIT	Ontario Innovation Trust
OPIRG	Ontario Public Interest Research Group
OSAP	Ontario Student Assistance Program
OUAC	Ontario Universities' Application Centre
OTSS	Ontario Trust for Student Support
PREA	Premier's Research Excellence Awards
QC	Quality Council (COU)
SSFC	Sir Sandford Fleming College (Fleming)
SSHRC	Social Sciences and Humanities Research Council of Canada (research funding body)
UOIT	University of Ontario Institute of Technology