



STRATEGIC DIRECTIONS

FOR TRENT UNIVERSITY 2003 – 2010

March 18, 2004





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

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

Throughout the reports developed over the past few years there are two overriding themes: the commitment to and the striving for excellence in teaching and research, and the question of sustainability and financial resources. It would seem highly appropriate for these two themes to continue to inform our discussions.

This plan contains seven parts:

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

1.0

1. The External Circumstances for Universities in Ontario

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

- Increased demand for university education, both undergraduate and graduate;
- Competition for high achieving students among Ontario universities, across the country and with international institutions;
- Increased demand for new faculty as the university system increases in size and as current faculty retire;
- Increasing importance of university research and partnerships as research and innovation become the drivers of social and economic development and of government investment at both the provincial and federal levels;
- Increasing complexity of research activities;
- Higher levels of accountability to students, parents, employers and governments, including "value for money" audit powers for the provincial auditor general;
- Increased pressure for a seamless post-secondary system;
- Concerns about the quality and relevance of university education, especially a liberal arts and science education;
- Increasing competition from private and foreign deliverers of education;
- Continuing importance of computer technology throughout the curriculum;

- University infrastructure which requires renewal and updating;
- Increased financial burden of a university education for students and their families;
- Increased competitiveness in securing research, donor and government funding;
- Continuing financial constraints in provincial funding.

These issues must be taken into consideration as we set our priorities and strategies. And, indeed, they can be seen as threats to Trent achieving excellence and sustainability. Making the case to the provincial government for higher levels of funding and to the federal government and donors for enhanced support remain as central elements in our strategy. The university has been successful over the last five years in strengthening its enrolment and the interest of students in our educational environment. Research funding in the same period has increased by 130%. In addition, resources in several targeted areas have been leveraged so as to gain the highest benefit from these funds for the university generally. The high quality of our teaching and research programs and our significant impact on the economic, social and cultural life of the communities we serve, strengthen our case for investment by others, whether public or private sources. An invigorated university public communication effort, a key component of our approach, needs to continue to yield a visible profile to the general public and to specific constituencies – local, provincial, national and international – from whom we seek support.



2.0

2. A Reaffirmation of Trent's Mission and Objectives

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

The plan presented here builds from the current Mission Statement.

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



MISSION STATEMENT

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

mission

3.0

3. A Vision for Trent for the Next Decade

What should characterize the university in 2010?

Building from the Mission and Objectives and the themes of excellence and sustainability, the following statements describe our preferred future.

- Trent will be recognized as a national leader in undergraduate liberal arts and science education through its commitment to the advancement of the individual student;
- Trent will be a destination of choice for academically talented students;
- Trent will strive to provide all students with educational programs which allow them to develop critical and communication skills, an understanding of human behaviour, society and the natural environment, an appreciation of individual responsibility in society and a commitment to lifelong learning;
- Trent students will be actively engaged in their learning, in the university community and external communities;
- Trent's graduates will be highly successful in gaining employment and places in graduate programs, and in pursuit of their ambitions;
- Trent will be a destination of choice for highly qualified faculty equally committed to teaching and research;
- Trent's graduate programs will be recognized nationally and enrol highly qualified Canadian and international students;
- Trent will be recognized as a centre of research excellence in science, the humanities, the social sciences and selected professional schools;
- Trent staff will be recognized as an integral part of the teaching and research commitments of the university and be able to pursue professional and career advancement while in the employ of the university;
- Trent will be an engaged university contributing to the advancement of local, national and international communities. Trent will have continued to contribute to the advancement of aboriginal peoples;



- Trent's alumni will be highly involved in the continuing development of the university through a broad range of activities;
- Trent's facilities will be renewed and reflect its high quality research and teaching activities, while endeavoring to complement the surrounding environment and become fully accessible to all members of the community;
- Trent will operate within a sound financial framework, building mutually beneficial partnerships that support long-term sustainability.

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

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

vision

4.0

4. Academic Strategies for Attaining the Preferred Future

If we compare the Trent of today with the Trent of 40 years ago, one very significant difference is the increased diversity of the university. Trent's students, faculty and staff are increasingly heterogeneous, we offer a broader range of programs at both the undergraduate and graduate levels, and conduct research in many different areas. This diversity is welcomed and it is respected. Consequently, it must be recognized in setting out our academic strategies, that a commitment to equity and equitable opportunities means that there may be different approaches to achieving a particular end. "The Trent way" is now a very diverse set of approaches and activities.

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

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



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

This reputation will depend on the programs offered, the quality of the programs and the quality of the learning experiences of the students. Assuming a steady state in student numbers of approximately 7,000 (see Section 4.2), new programs require resources to be allocated among more academic units but do not necessarily increase the financial resources available. Consequently, the actions suggested below will ensure that we are using teaching resources as well as possible and indicate whether resources can be directed to over-taxed or emerging areas or whether new policies are required.

1. Review the range and mix of undergraduate programs in the context of our Mission Statement.
 - consider the definition of liberal in the context of quality education e.g. required courses versus open choice
 - consider the possible addition of new programs, including an appropriate mix of professional programs
 - consider changes to, merging or deletion of some of our offerings e.g. courses and specializations
 - consider modifications to our program and degree requirements e.g. moving to all four year programs; introducing a four year general program
 - consider whether a sufficient number of students are taking advantage of the interdisciplinary opportunities at Trent
 - review departmental offerings to ensure an appropriate range of courses at each level of study
 - consider the distribution of student numbers and institutional resources across programs
 - consider the merits of strategies to influence the distribution of students across programs





2. **Strengthen and expand links with Ontario Community Colleges to develop and implement articulation agreements in areas supporting Trent's areas of strength and newly identified areas of mutual interest.**
 - review existing articulation agreements to make sure they still serve a Trent need in academic terms and in enhancing Trent's regional presence
 - review the success of students pursuing articulated programs
3. **Ensure the quality of the programs, primarily through the undergraduate program review process.**
4. **Enhance the learning experiences of students through:**
 - consideration of ways to ensure that students in all courses have access to a small group learning environment e.g. in all first year courses a small group experience of no more than 30 students
 - provision of increased experiential learning opportunities
 - Trent Centre for Community-Based Education will increase its projects from 74 a year to 100
 - Careers and Counselling will increase internships from 6 to 50 a year
 - consider other possibilities for experiential learning e.g. documentation of volunteer activities, co-operative education programs.
 - providing opportunities to study at other Canadian universities
 - expanding the scope of internationalization
 - enhance Global Studies curriculum
 - double Canadian students participation in study abroad by:
 - adding a summer study abroad program by 2005
 - increasing participation in exchange programs (TISEP)
 - increasing participation in departmental Year Abroad Programs

- these increases would result in 200 Trent students studying abroad each year
- enhance Trent International Program’s contributions throughout the university (see [Attachment 3: TIP Mission Statement](#))
- enhancing the first year experience
 - review of the revised advising system, implemented 2003/04, summer registration process and first week at Trent activities (ISW) with a target of enrolling 90% of first year students through summer registration
- integrating technology into courses through the provision of equipment and support to faculty



5. Review the opportunities for distance education beyond our operation in Oshawa (see also Section 4.4)

- define Trent’s role in distant and satellite education in the context of our Mission Statement
- assuming Trent has a role in distance education – should this be through the development of web-based courses, through cooperation with other institutions, or other means?

6. Ensure that the services supporting the academic mission of the university are of the highest quality

- improved IT service (see [Attachment 4](#))
- improved library resources (see [Attachment 5](#))
- improved registration and timetabling procedures
- recruitment, retention and training of excellent staff (see Section 6.2.2)

strategies

7. **Review strategies for the recruitment and retention of excellent faculty who support the teaching and research mission of Trent**

- continue to use a rolling three-year academic staffing plan developed by the Dean of Arts and Science as the basis for allocating faculty resources
- develop effective strategies for recruiting and retaining faculty
- expand Instructional Development Centre programs and services through, for example:
 - faculty mentoring program
 - workshops on teaching effectiveness
 - assistance for using technology in teaching
- review strategies for supporting faculty research (see Section 4.5)
- review strategies for supporting faculty involvement in graduate studies (see Section 4.3)



“In my particular area of research, Trent University has a level of expertise that is unmatched anywhere in the world. There is a real scientific community here. That’s one of the reasons why I came to Trent.”

Dr. Dirk Wallschlager, who researches the breakdown of metal-based contaminants in the environment

4.2 Plan the Recruitment and Retention of Undergraduate Students both Full- and Part-Time

Trent's current enrolment is approximately 7,000. Of these students, 79% are full-time and 21% part-time. This level of enrolment provides for greater financial stability than a smaller enrolment and allows Trent to offer a considerable array of programs. The recruitment and retention strategy presented below assumes this level of enrolment continues after the double cohort flows through, seeks to enhance the quality of students registering at Trent and changes the current mix of students. These actions support Trent's mission of excellence and vision for national stature.

1. **The recruitment strategy will support an undergraduate enrolment of 7,000 students, 80% full-time and 20% part-time and will change the mix of undergraduate students by:**
 - increasing the entering averages of students by establishing a minimum admission average of 70% moving to 75% by 2010
 - increasing the number of academically talented students (an entering average from high school of 80% or higher) from approximately 32% of the first year class from high school to 40%
 - continuing to admit students with special circumstances, and provide appropriate support (either voluntary or mandatory)
 - increasing the enrolment of:
 - Aboriginal students from 250 to 600
 - out-of-province students from 185 to 350
 - international students from 500 to 700
 - part-time students from approximately 1500 to 1800

Enrolment targets are essential for the financial stability of the university. In order to cope with a lower first year intake anticipated as a result of moving the admission average to 70% and then 75%, Trent must retain more of its students, especially in the Honours programs. Consideration of a four-year general program is important in this context and in relation to Trent's competitive position with similar programs at other universities. The recruitment strategy and the retention strategy must work in concert.



2. A retention strategy which increases the number of students staying at Trent and completing their Honours Degrees includes:

- Re-designed scholarship/bursary programs which address the requirements of students for entrance and ongoing support

- Improved support to students and enhanced student life programs (see [Attachment 6](#)).
 - academic advice
 - administrative services e.g. registrarial systems
 - academic skills
 - disability support services
 - career services
 - peer mentoring
 - health and counselling services
 - athletics and recreation programs
 - residence life programs
 - food services
 - college programs

3. Enhanced opportunities for student government and associations, and student initiated activities, for all students whether full- or part-time, undergraduate or graduate.



Trent student, **Leigha Saunders**,
Forensic Science

4.3 Strengthen Trent's reputation for nationally recognized graduate programs

Trent's reputation is gained through its graduate programs as well as through undergraduate offerings. Consequently, it is important that we give careful consideration to these programs and the quality of education Trent can provide.

1. Review Trent's capacity to increase the number of graduate programs and the consequences of restraint or growth
2. Review Trent's mandate to offer only interdisciplinary programs
3. Review the range and mix of Trent's interdisciplinary graduate programs
 - consider modifications of the current programs
 - if new programs are to be added (see point 1 above) consider the areas of study, the timing and sequencing of these additions and the availability of a critical mass of faculty in new areas
4. Ensure the quality of the programs, primarily through the OCGS process
5. Increase graduate student enrolment from 220 to 350 by
 - setting enrolment targets for each program
 - a recruitment strategy focused on students from Ontario and secondarily on out of province and international students
6. Establish a minimum admission average of 80%
7. Provide competitive scholarships and bursaries by
 - increasing their number and value
 - endowing the OGS program
8. Develop a system to recognize graduate teaching and supervision in faculty workloads.





4.4 Maintain a strong and distinctive presence in the Lakeshore region

Trent has offered programs in the Lakeshore region for over thirty years. Trent's presence has developed over these years and the decision in 2002/03 to have permanent faculty in Oshawa was a very significant indication of Trent's commitment to this area. Nevertheless, the establishment of the University of Ontario Institute of Technology (UOIT) and the breadth of its programs, has the potential to influence Trent's enrolments and offerings in a major way. As a result, it is suggested that our first course of action is to review Trent's presence in the Lakeshore in light of UOIT's operations.

Assuming a positive outcome to the review the following strategies will be adopted:

1. Enhance Trent's programming to support its role in the Lakeshore:
 - increase the fully developed degree options by adding programs in e.g. Women's Studies, Philosophy
 - increase the electives for Trent and UOIT students
 - develop cooperative programming with UOIT
2. Increase student enrolments from approximately 800 to 1500 by:
 - an enrolment plan targeted at part-time and full-time students
 - improved course and program information for UOIT and Durham students
 - improved student services
3. Continue the development of a faculty group committed to Trent in Oshawa through:
 - the Dean of Arts and Sciences' plan for faculty recruitment
 - the provision of support services to faculty e.g. IDC support, research support
4. Improve Trent's "presence" in Oshawa through:
 - clearly defined space at Durham College/UOIT
 - improved signage
 - improved marketing and communications

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

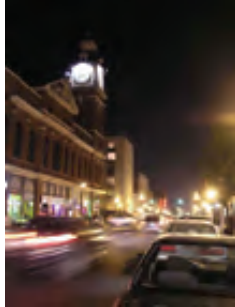
Trent is the most research intensive small university in Canada. Our challenge is to maintain that standing. To do so, our policies and procedures must support a diversity of research areas and the faculty actively engaging in research. Our strategies will be to:

1. Increase the total research funding in order that, despite its small size, Trent achieves a national ranking within the top 30 of Canadian universities. (At current levels this would require an additional \$2m in order to achieve a \$12m level of funding).
2. Develop or review, and if necessary revise, the components of a comprehensive research policy and associated procedures
 - review Trent's strategic research areas
 - develop policies and procedures which are inclusive and balanced in supporting the diversity of research areas and approaches characteristic of Trent e.g. individual curiosity driven research projects to large interdisciplinary and international projects
 - review the distribution of the Indirect Costs of Research funds to provide maximum benefit to Trent researchers in terms of university services and support
 - develop procedures for protecting and developing intellectual property
 - develop policies and procedures for effective partnerships with organizations outside the university that provide for technology transfer, the commercialization of research and the avoidance of conflicts of interest
3. Increase support to Trent's research activities by:
 - including Trent's strategic research areas when setting faculty hiring priorities
 - ensuring tenure and promotion criteria recognize the contributions of faculty who are involved in community based and/or international research
 - providing teaching release to faculty who take lead roles in national and/or international research projects
 - broadening the scope of financial support for research, with a focus on the strategic research areas



Dr. Marguerite Xenopoulos researches the ecological and biogeochemical effects of global change stressors in freshwater lakes and rivers on species ranging from bacteria to fish.

Thanks to the provincial government's strong support of Prof. Xenopoulos, the impact of research conducted at Trent will continue to reach around the globe.



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

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

Strategies include:

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

5.0

5.0 The Colleges

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

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

Faculty hired in more recent years have seen less benefit in college affiliation and have focused more of their attention on their departmental, discipline or program affiliations. The need to have a more consistent and enhanced approach to residential student issues across the university has led to a centralization of some responsibilities in the Office of Student Services which were formerly addressed through the college offices. There is also no doubt that financial constraints have played a role in curtailing the further development of the college system as have the changes in students and their preferences. There has, for instance, been considerable discussion among students about the desirability of having a central student space on the Symons campus. It is recognized, however, that there is tension between this approach and the wish to keep the decentralized student space in each college.

colleges



There is considerable diversity of opinion about the college system in its current manifestation. Some students support the colleges very, very strongly. For other students, the colleges are failing to satisfy their needs or are irrelevant to them. Similarly, faculty and staff opinion is divided on the importance of the colleges and their future. It is evident, however, that because of limited residential space in the colleges Trent is less competitive than other universities in attracting students because we are unable to guarantee residential space with offers of admission to the same extent as other universities. It is also the case that Trent cannot return to the situation in 1973 when five residential colleges served 1900 students. What can be done is for the university community to engage in a thoughtful discussion of how to promote all the best qualities of the colleges as they were originally designed with the current realities of Trent's size of about 7,000 students, student and faculty preferences and the university's finances.

Among the issues to be discussed:

- the proportion of first year and upper year students to be accommodated in the residential college system;
- the number and size of colleges;
- how do we build that sense of community, which has been so important at Trent. Are colleges the only, or the main way, in which this is accomplished or are there other possibilities;
- should we consider decreasing the number of students in each college so that the colleges can meet the needs of those students affiliated with them more satisfactorily;
- if we did change the numbers attached to current colleges, should we develop a different college system for students who will never live in residence;
- can we consider different forms of university housing which are not necessarily a college as currently defined. For example is there a need for a college organized around married student housing, housing for mature students or housing for students who wish to be in a self-catering residence;
- what is relevant to faculty within the college system now and over the next decade;

- what level of faculty participation in college life needs to occur to meet student expectations;
- are there different ways of engaging the Trent community – students, faculty, staff and alumni – in the colleges.

During 2004/05 the new Peter Gzowski College established itself on the Symons campus. Consequently, a task force to advise on the continuing importance of the colleges at Trent should be established in the 2005/06 academic year.

The Board of Governors has already scheduled a review of Traill College for the 2006-07 academic year.

In the academic year 2004-05, CASSC established a Colleges sub-committee in parallel with other CASSC sub-committees, which deal with ancillary fees. The Colleges sub-committee has membership from each College, the Trent Central Student Association, the Graduate Student Association, the Julian Blackburn Student Association, 2 College Heads and is chaired by the Vice President (Academic). It will take the lead in discussion on the colleges and how they might evolve and will ensure that there are opportunities for discussion and consultation across the university. It is anticipated that these discussion will assist the Board of Governors in its work with respect to Traill College.

Note:

*Section 5.0 The Colleges, Endorsed by Senate, February 14, 2006
Approved by the Board of Governors June 23, 2006*



6.0

6.0 Administrative Alignment

6.1 Academic Administration

Trent has now grown from a very small institution to a medium sized one in Canadian terms and it is proposed that we remain at this new size. If we do so, it is necessary to consider the current academic administrative structure and decide whether it needs to be changed. To this end, some of the issues to be discussed are as follows:

- should Trent retain one Faculty and one Dean of Arts and Science
- are the current associate deanships appropriate and are the portfolios well configured
- should graduate studies and research remain as one unit
- are the responsibilities for summer programs, both academic and community-oriented, appropriately allocated among departments.

6.2 Administrative Services

The reports listed in [Attachment 2](#) have focused on Trent's academic mission. As a university, it is to be expected that this mission will drive the institution and that administrative units will act in support of the teaching and research functions. It is essential, however, for the administrative and academic units to work in concert in order to fulfill the university's mission, goals and objectives. Just as the Trent education mission is characterized by student-faculty contact and attention to the individual student, the administrative units have as their core philosophy, responsive and supportive service to individuals and units at the university. The provision of quality, professional services is key to Trent's continuing success and its future development. The plans of the following five units which support the academic mission of Trent are presented:

6.2.1 Finance

6.2.2 Human Resources

6.2.3 Physical Resources

6.2.4 Advancement and Fund Raising

6.2.5 Communications and Institutional Research and Planning

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

6.2.1 Finance

Strengthen financial stability, controls and accountability

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

New revenues

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

Finance Technology

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



administration

E-Commerce

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

6.2.2 Human Resources

Recruitment and Retention

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

Professional Development

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

Employee Relations

- advance the university's culture by adopting employee relations strategies that reflect the changing needs of a younger workforce while continuing to support long service staff
- improve the student employment experience on campus by strengthening manager's understanding or required administrative procedures for student employees

Staffing & Benefits

- through the collective bargaining process review collective agreements and update key provisions to reflect a changing work force
- implement a succession planning program for staff

6.2.3 Physical Resources

Preserve and enhance the physical infrastructure

- adapt existing space for changing user demands including the needs for undergraduate and graduate student space
- improve the physical appearance of facilities and grounds by establishing a deferred maintenance plan
- update the deferred maintenance database to accurately reflect the dollar value of Trent's maintenance backlog. Produce a strategy to eventually eliminate this liability
- add to the university's infrastructure by completing assessments of the economic viability of a number of capital projects. Building additions and new construction projects for consideration could include:
 - extension of the Bata Library or relocation of non-library functions to new facilities
 - general space for students
 - extension of the P.S.B. Wilson Athletics Complex
 - construction of a new DNA Cluster R&D facility as part of a new high technology industrial park for Peterborough



Continue the implementation of the University's Master Plan

- review the proposed plan for the nature areas in order to maintain appropriate stewardship of priority areas

Development Opportunities

- increase revenue generation to the university through a variety of development projects including:
- the endowment lands on Water Street
- Green Power electrical generation rights on the Otonabee River, Locks 22 and 23 and restoration of the Stanley Adamson power plant
- an environmentally sensitive tourism facility on the east bank, linked to the university's new residence and conference facilities

Customer service

- develop a process for evaluating, prioritizing and planning physical resources projects to meet the teaching and research needs of the institution.
- improve service levels to clients inside the university community by establishing a web based work order tracking and reporting system to better prioritize maintenance and renovation projects, and improved tracking of work order requests.

Energy conservation

- reduce energy consumption in university buildings by setting annual targets on a year over year basis
- incorporate energy conservation into a training program for campus users.

Long term planning

- position the Physical Resource department as a key resource to assist in the planning and management of university space issues including renovations, alterations, change of use and expansions. Introduce a physical space planning program and update our space planning software.

6.2.4 Advancement and Fund Raising

Trent's advancement efforts for 2004-2010 will continue to build on alumni relations, and their involvement throughout the university, multi-faceted fundraising programs, and donor stewardship and recognition. With declining government support as a proportion of overall revenues, combined with current limits and possible freezes on tuition increases, the university's advancements efforts with alumni, donors and friends of the university will become increasingly the responsibility of everyone in the community.

"It's not about who finishes first but how many finish in total."

Brian Hamlin, Trent alumnus and Ontario Trust for Student Support (OTSS) donor



Alumni Relations

The university's active alumni number 24,000 at present. It is expected that this will grow by 7,000 to 9,000 new graduates in the next seven years, totalling 31,000 to 33,300 alumni by 2010. This reality presents both opportunities and challenges.

For example, the surge of the double cohort over the coming years will increase the cost of running the direct mail and student calling program for the Annual Fund's Parent Program as well as the general annual appeal to graduates. In the longer term, however, this represents a growing pool of potential support and involvement.

So too it can be expected that demands will increase for special project funding by alumni as a larger critical mass opens the door to many special clubs, groups, program and College enrichment opportunities. Given the projected 29-38% increase in alumni, special attention will need to be paid to young graduates in particular.

Key directions for 2004-2010 will include:

- strengthening existing programs – e.g., annual student leadership reception to include more first year students; parents' program; and August Info sessions for new students, collaboratively with the Office of Student Affairs and the Registrar's Office;
- introducing new initiatives that involve skilled alumni in the life of the university – e.g., support of a career center advisor that builds on alumni on-line mentoring website provided by alumni; alumni in residence program connecting alumni to student enrichment activities on campus; formation of a student alumni association;
- continuing commitment to grow annually the PSB Wilson fund for athletics;
- relocating the Alumni Office to the main Symons Campus, both to increase its visibility among students and to situate it as the primary/initial destination for alumni returning to campus.



Multi-Faceted Fundraising Programs

The university's fundraising plan begins with the Annual Fund at the base, moves upwards and outwards through Major Gifts, and culminates with Planned Gifts to the Trent Foundation.

The Annual Fund: Focused Initiatives to Capitalize on Demographic Trends

Through direct mail and telemarketing campaigns, the Annual Fund provides alumni, friends and parents with the opportunity to support the university's work. In addition to regular efforts to increase participation rates and average gifts, a greater focus for 2004-2010 will be to seek leadership gifts through personal requests, as well as to convert a larger proportion of the donor base to monthly giving.

As a growing demographic/proportion of alumni moves into prime disposable income years, it is expected that these Annual Fund initiatives will increase gross revenues by approximately 14% per year, reaching close to \$800,000 in 2010.

In addition to these figures, designated and memorial giving amount to approximately \$55,000 per year and would likely maintain this level annually for the 2004-2010 period.

Major Gifts: Perpetual Campaigning and Matching Fund Requirements

It is accepted by the Board, senior administration, and Advancement staff at Trent that an ongoing major gifts program, targeting gifts of \$25,000 or more, will be a defining feature of the 2004-2010 period. Rather than launching large, overarching and comprehensive capital campaigns every three to five years, an ongoing major gifts program will set specific targets within a three-year rolling plan to:

- nurture donor-driven gifts that fit within the university's mission – e.g., a new Chair or scholarship;
- seek institution-driven gifts that respond to ongoing university needs in student support, research, infrastructure and services. For example, CFI research projects require 20% of their costs in receipted gifts;

- respond to matching opportunities. Several new provincial and federal funding programs now require that financial matches be secured by individual institutions through their fundraising efforts. New targets emerged for 2003/04 through until Dec. 31/05 related to undergraduate needs-based endowments for student aid. Called Phase II of the Ontario Student Opportunities Trust Funds (OSOTF), Trent may gain access to up to \$4.2 million if pledges can be secured that provide a 1:1 dollar match;
- serve as the bedrock from which periodic and focused/limited capital campaigns can be run to address exceptional development needs (see the potential list of building projects under Physical Resources, for example). Such campaigns must usually fundraise 10-25% of the cost of such projects: this would easily translate into needs of \$2.5-7.5 million over the course of this strategic plan, depending on the size of the project;
- A Fund Raising Council, reporting to the Board through the Advancement Committee, has been established as the framework to lead major gift cultivation, solicitation and stewardship. Its mandate will be reviewed and confirmed at the outset of the 2004-2010 period.

Planned Gifts: The Trent University Foundation

Established in 1994, the Trent University Foundation remains relatively young and small. It currently has a Legacy Society consisting of 54 members, with committed expectancies of at least \$3 million. Other expectancies outside the core program include a future expectancy of \$3.6 million (at a minimum) from the now-finished Charity Plus insurance program.

By their nature, the fruition of planned gifts is as unpredictable as any individual's life expectancy. Nonetheless, the TUF will continue in the 2004-2010 period to seek new expectancies (bequest commitments, life insurance policies, etc.) to increase the foundation's base. It is expected that we will have 100 confirmed expectancies by 2010.



Advancement and Stewardship

Stewardship is: “the continuing involvement of donors in the life and activity of an organization in order to ensure that ongoing satisfaction with their commitment is maintained.” Through carefully tailored, meaningful stewardship, and a comprehensive recognition program, we are able to convey thanks to our donors for their continued interest and support in Trent University, ensure supporters are satisfied with their decisions and become advocates for our institution and its work.

The introduction of several government matching programs for research, facilities, and student aid all demand unprecedented infrastructure, leadership and commitment. While fund raising achievements have reached record levels in recent years, our success will be much dependent on a sustainable stewardship program that demands the involvement of a broader array of campus constituencies than historically is the case at a younger university.

Resources for the Advancement Plan

In 2003, the Development Office moved the core of its operations to Mackenzie House. The second stage of this move will be to add telemarketing and meeting facilities to the existing building by summer 2004.

In addition to maintaining the current resources available to Advancement, with adjustments for inflation, it is expected that the following needs will require additional resources during the 2004-2010 period:

- consolidation of the contractual/temporary development staff positions and the possibility of adding additional development officers;
- addition of a permanent Research position to bolster the fundraising efforts in Major and Planned Gifts;
- relocation of the Alumni Office to Symons Campus;
- addition of temporary development staff to respond to limited capital campaigns, as required;
- explore the setting up of a Trent American foundation to receive gifts originating in the United States.

7.0

7.0 Resource Implications

The annual budgeting process determines the allocation of resources to each of the academic and administrative units at the university. Ongoing commitments to faculty and staff and departmental operations, mean that additional or new funds are typically very limited. The implementation of the strategic directions identified in this plan will require that:

- each department ensure its operations support designated strategies and that current funds are being well used in order to achieve the specific outcomes
- new initiatives which require additional funds must be fully costed and presented to the Senate Budget Committee for discussion prior to approval by Senate and/or the Board of Governors

In support of Trent's activities, the President's Office will be the lead unit working to increase the revenues available to the university. In concert with provincial and national associations where helpful, the President's Office will:

- work with the provincial government to increase the funding per full-time equivalent student to the Canadian average and to fully fund graduate student enrolment;
- work with the federal government to increase funds to the research councils and other research programs, and the indirect costs of research to 40% of eligible costs;
- work with both orders of government to address deferred maintenance issues;
- partner with the alumni and friends of Trent in support of the university through private giving.

Further, because the costs of a university education have shifted significantly from governments to individual students and their families, the President's Office will also be active in discussions on student financial assistance.

resources

In Conclusion

This plan must be seen as a living document. The plan and strategies will be revisited each year in light of our accomplishments, the decisions which are made about which direction to take and our external realities. Although planning can be a sobering process when we consider the many issues which confront us, it is also a very hopeful process. It allows us to reflect with pride on how well Trent has developed over the past 40 years and the many contributions it has made to the lives of individual students and to all the diverse communities of which it is a part. It also allows us to be confident that we can direct our future, despite many unknowns, because we have decided how to build on these strengths and know that our commitment to the education of our students and excellence in research are objectives of longstanding past and future importance.

Attachments highlighted throughout the document can be viewed online at: <http://www.trentu.ca/admin/vpacademic/strategicplan/>

Attachment 1:

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

Attachment 2:

Trent University's Mission, Goals and Institutional Objectives

Attachment 3: TIP Mission

Attachment 4:

Information Technology Services: From Crisis to Credibility

Attachment 5: Library

Attachment 6: Student Affairs

