

Radical Recovery: An Academic Plan for Trent University (2012-2015)

Respectfully submitted by members of the Academic Planning Committee:

Gary Boire (Provost and Chair of Committee)
Cathy Bruce (Education)
Craig Brunetti (Biology)
Jim Buttle (Geography)
Sally Chivers (English/Canadian Studies)
James Conolly (Anthropology)
Hugh Elton (Acting Dean, Division of Humanities)
Doug Evans (Environmental Resource Studies)
Holger Hintelmann (Acting Dean, Division of Science)
Maira Howes (Philosophy)
Jackie Muldoon (Dean, School of Education)
Joe Muldoon (Secretary)
Colleen O'Manique (Political Studies/Gender and Women's Studies)
Joan Sangster (Dean, School of Graduate Studies)
Elaine Scharfe (Dean, Division of Social Sciences)
Kirsten Woodend (Dean, School of Nursing)

TABLE OF CONTENTS

Foreword	4
A Map for Trent University	6
Executive Summary	8
Introduction	10
Section One: Academic Recovery (2012-2015)	17
<i>ACADEMIC</i>	
• <i>The Student Experience</i>	17
• <i>The Faculty Experience</i>	22
• <i>The Support Staff Experience</i>	23
• <i>The Faculty of Arts and Science & Professional Schools</i>	23
• <i>The School of Graduate Studies</i>	28
• <i>Trent in Oshawa</i>	30
• <i>Library and Archives</i>	31
• <i>Trent International Program</i>	32
<i>ADMINISTRATION</i>	
• <i>Data</i>	33
• <i>Information Technology</i>	34
• <i>Budget Process</i>	35
• <i>Deficit Budgets</i>	35
• <i>Incentives</i>	36
<i>EXTERNAL RELATIONS</i>	
• <i>Marketing</i>	37
• <i>Government Relations</i>	37
• <i>Donors/Philanthropy</i>	37
• <i>Alumni</i>	38
<i>RESEARCH</i>	
• <i>Research Office</i>	38

Section Two: Toward a Sustainable Future: Conclusion and Summary of Recommendations 40

- *Summary of Recommendations* 42
- *Prioritization of Recommendations* 52

Section Three: Appendices 55

Appendix A: Divisional Profiles

Appendix B: Academic Organizational Chart

Appendix C: Members of Committee and Schedule of Meeting

Appendix D: Discussion Documents distributed to Academic Units

Appendix E: Vision and Mission Statements

Appendix F: Toward a Sustainable Future: The First Integrated Plan for Trent University (2010-2015)

Appendix G: Recommended Annual Budget Planning Cycle Template

Appendix H: Class Size Documentation

FOREWORD

Trent University is unique.

Trent University always has been, and remains, “differentiated” from all other Ontario universities.

On one hand, Trent is a young university, not yet 50, yet one that still treasures long-established academic traditions. It remains, in 2012, a small liberal arts and science institution built on a residential college model. A number of classes remain small and intimate; students and faculty members are affiliated with one of five colleges; and most professors are accessible to students and employ an interactive form of pedagogy. Many faculty members are on a first name basis with students who, in turn, thrive on Trent's humane scale. At first glance Trent University appears idyllic, almost anachronistic, in these times of over-sized lectures and a growing casual labour market, where the undergraduate experience is often characterized in the media as impersonal and uniformly degraded.

On the other hand, Trent is a thoroughly contemporary, research-focused institution with cutting edge researchers in the sciences, humanities, social sciences, education, and nursing. Trent has a compact graduate school with diverse programs and a vibrant cohort of international students. Some classes, especially in the Sciences, are relatively large and have waiting lists, forcing the replacement of seminars with less than ideal alternatives. In a word, Trent is very much a competitive participant in the contemporary “marketplace” of Ontario's nineteen universities. This is unfortunately an environment where the notion of “Return on Investment” has become front and centre for parents, students, and government ministries.

Interestingly, Trent has always offered, and continues to offer, precisely the kind of research intensity and interactive, personalized learning experience romanticized in today's media and government press releases.

But clearly Trent is at a crossroads. To preserve unchanged our unique and enigmatic “idyll” is no longer an option because such a structure is financially unsustainable. We cannot afford to continue doing what we do in the same ways as we have always done. We must adapt or we will face a very troubled future. Without change Trent will continue to endure budgetary cuts which, in turn, will result in more funding reductions to key areas within all areas of the University. But to transform Trent into a training institute for the marketplace is alien to our identity and sensibilities. As an institution Trent must therefore make some difficult decisions as we move into the next cycle of our integrated planning cycle. We must sustain the essential liberal arts and science values of our past, while we adapt for survival in the present, yet reinvent ourselves for success in the future. To this end *Radical Recovery: An Academic Plan for Trent University (2012-2015)* offers an action plan for moving forward, a plan that seeks to assess soberly what we most value and how we collectively wish to confront our many challenges, both in the present and near future.

This plan was developed by the Academic Planning Committee following wide consultation within the community. The Provost, accompanied by a member of the committee, visited both

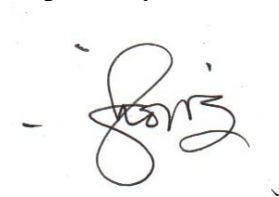
undergraduate and graduate programs and consulted widely with key stakeholders within the university (See Appendix C). Each department was asked to focus on five discussion points (See Appendix D) and the contents of this document are a reflection of both the unit responses and broad discussions of teaching and research data provided by the Office of Institutional Analysis. The revised data basket (a bundled set of academic statistics drawn now from Trent databases, the Canadian Association of University Teachers' [CAUT] Almanac, the Common University Data of Ontario [CUDO], and other institutional research sources), although not perfect, is nonetheless an important starting point for discussions of the long term health of the institution.

As Provost and Chair of the Academic Planning Committee, I am humbled by my colleagues' depth of commitment to this cause. I wish to thank all colleagues across the university who participated in the many consultations during the summer and fall of 2011, who engaged vigorously at both Faculty Board and Senate in November and December 2011, and who submitted thoughtful critiques of the entire plan. I was particularly touched by the civility, lack of cynicism, collegiality, respectful tone, and dedication of most of the written submissions, but especially those from students past and present. Without the strict input of the Collegium this document would not exist.

I would also like to thank each member of the Academic Planning Committee which was the most demanding audience of all. I offer my deep and sincere thanks to Cathy Bruce (Education); Craig Brunetti (Biology); Jim Buttle (Geography); Sally Chivers (English/Canadian Studies); James Conolly (Anthropology); Hugh Elton (Acting Dean, Division of Humanities); Doug Evans (Environmental & Resource Science); Holger Hintelmann (Acting Dean, Division of Sciences); Moira Howes (Philosophy); Jackie Muldoon (Dean, School of Education); Colleen O'Manique (Political Studies/ Gender and Women's Studies); Joan Sangster (Dean, School of Graduate Studies); Elaine Scharfe (Dean, Division of Social Sciences); and Kirsten Woodend (Dean, School of Nursing).

I would also like to thank Michelle Willson (AVP: Strategic Enrolment Management [SEM]), Stephanie Williams (AVP: Human Resources), and Garth Brownscombe (Acting VP: Administration and AVP: Finance) whose input was invaluable.

Finally I thank Joe Muldoon (Director of the Office of the Provost) and Tracy Flaherty (Confidential Executive Assistant to the Provost) whose support and advice were, as usual, impeccably critical.



Gary Boire
Provost and Vice-President Academic
January 18, 2012

A MAP FOR TRENT UNIVERSITY

Principles

The following five “obligatory principles” have guided all recommendations contained in **Radical Recovery: An Academic Plan for Trent University (2012-2015)**.

At this point in time Trent University is obliged:

- a. To articulate clearly its unique academic identity;
- b. To become an efficient and fiscally healthy university;
- c. To improve its reputation and visibility;
- d. To build a culture of respect and pride; and,
- e. To improve continuously its overall quality and performance.

Goals

Trent will abide consistently by these five principles in all of the many complex activities recommended by this plan, all of which are designed to achieve the following ten goals during the three-year period 2012-2015:

1. Trent University will initially remain a small liberal arts and science institution, with a number of classes deemed “small” when compared to national standards; *(we will, however, aim to grow by 760 undergraduate FFTEs and 40 graduate FTEs for a realistic size of 7,800 undergraduate FFTEs and 429 graduate FTEs by 2015 on both campuses);*
2. Trent will continue to develop as a research-focused institution at both undergraduate and graduate levels while recognizing that engagement in both research and community are prime retention motivators for both students and faculty;
3. Current academic offerings will be reviewed by the Deans and Chairs with the aim of eliminating unsustainable undergraduate and graduate programming activities in order to adjust to resource limitations;
4. Trent will be differentiated by, amongst other qualities, interdisciplinarity, multi-disciplinarity, and intra-disciplinarity in academic programming, robust policies and practices of enhanced inclusivity and diversity, and a student-centered interactive pedagogy in all undergraduate, second entry, and graduate programs;
5. During the next three years Trent will develop a limited number of new undergraduate programs *(primarily in Health Sciences and the Environment)* and new signature graduate programs *(primarily, though not exclusively, in the Sciences);*

6. Trent's marketing will accurately convey what we do and who we are, with a focus on interactive pedagogy, the college experience, research activity, mentorship, and the preparation of our students for fulfilling professions and intellectual lives characterized by engaged citizenship, and a strong sense of social justice;
7. Trent will expand online course delivery in order to enhance student and faculty flexibility and facilitate timely completion of our students' programs of study;
8. For the next three years Trent's signature areas for targeted marketing will be Sustainability and Environment; Canadian and Indigenous Studies; Life and Health Sciences; and Critical Cultural Inquiry;
9. Trent will value teaching, research, and service (including community outreach) equitably, recognizing that career trajectories for TUFA members often foreground one or two of the traditional "pillars" at different times throughout a career; CUPE members will be valued and respected for their teaching and scholarship;
10. Trent will aspire to be one of the Top 100 Employers in Canada, a workplace characterized by collegiality, fairness, respect, workload equity, and transparency.

All recommendations below are made within the contexts of "Toward a Sustainable Future: The First Integrated Plan for Trent University (2010-2015)"—particularly Key Action #2, First Phase (2011-2012).

EXECUTIVE SUMMARY

This document is an academic action plan. It sets forth a series of concrete recommendations intended to preserve what was best in the "Old Trent" and to initiate what will be best for the "New Trent." The plan has been developed in full recognition of the current political realities of Ontario in the Winter of 2012, particularly the contexts created by the publication (or imminent publication) of three highly influential texts: the Drummond Report on public service spending in Ontario (which will question the pedagogical value of small classes and call for cost-cutting university mandates); *Academic Transformation: The Forces Reshaping Higher Education in Ontario* (2009) by Ian Clark, Greg Moran, Michael Skolnik, and David Trick; and *Academic Reform: Policy Options for Improving the Quality and Cost-Effectiveness of Undergraduate Education in Ontario* (2011) by Ian Clark, David Trick, and Richard Van Loon.

The Academic Planning Committee, consequently, is fully aware of the issues that we face such as the imperative of differentiation, the proposals to create teaching-only undergraduate universities, the decision by the Ministry of Training, Colleges and Universities (MTCU) to call for new strategic mandate agreements with Ontario's universities, the public demand for improved teaching at the undergraduate level, the pragmatic demand of students for marketable skills, the development of metrics to assess learner outcomes, and the need to develop an academic environment that is innovative, fluid, and cost effective. The Committee is also painfully aware of the fact that the instructional budget at Trent has been deeply cut over the past decade and that both external and internal pressures such as deferred maintenance, a shrinking support-staff infrastructure, and an impoverished Information Technology unit have sorely demoralized large parts of our university community.

At the same time the Committee remains optimistic and is deeply committed to both the Integrated Plan (*Toward a Sustainable Future: The First Integrated Plan for Trent University*) and the strategic directions identified in that plan. The Committee is also committed to a process of "continuous improvement" in the undergraduate and graduate student learning experience at Trent, to continuing to develop a culture that values both teaching excellence and research intensity, and to fostering strong relationships within the local, national, and international communities.

Above all else, the Committee is committed to constructive changes that will enhance academic standards and strengthen teaching and research excellence at Trent. Our recommendations are made with the realization that there is a difference between want and need, *and* between what we know is needed and what we know we can (and cannot) afford. Our recommendations are made, furthermore, without any intention of blaming individuals or groups. Trent's financial difficulties are the consequence of many different decisions taken over a long period of time. Our task is not to brood endlessly on the past but rather to suggest ways of moving forward. Our recommendations are made with the knowledge that implementing cultural changes within a complex organization is both challenging and necessary, an activity that will require both self-critique and compromise.

This action plan is divided into three sections:

Section One: Academic Recovery, that addresses the current academic, fiscal, and organizational challenges at Trent and contains recommendations to be implemented during the three-year period January 2012-June 2015 (the end of the first cycle of the Integrated Plan).

Section Two: Conclusion and a Summary of Recommendations that contains a summary and prioritization of recommendations with timelines and responsible executors.

Section Three: Appendices, that contains copies of contextual and influential texts used in the preparation of this plan.

INTRODUCTION

This document is neither a vision statement nor a collection of platitudes about accepted academic ideals. This document, moreover, is not intended to be a panacea for Trent University's financial problems; that is not the job of an academic plan.

This document, rather, is an *action* plan that sets forth a series of concrete recommendations that are intended to: (a) clearly articulate the academic identity of Trent University while maintaining academic values and principles critical to that Trent identity; (b) improve the ways in which we deliver our programming and execute our processes and academic business systems so that Trent can become an efficient and fiscally healthy university; (c) effect deep structural changes to both administrative and academic processes in order to improve our reputation and visibility; (d) build a culture of respect and pride; and (e) improve our program quality and delivery via a thorough review of current programming and the development of new academic programming that will attract more students to Trent.

Retrospective

Founded in 1964, Trent University once enjoyed the reputation of being “Canada’s outstanding small university.” At that time there was little doubt about what direction we were headed, what we valued, and what we hoped to achieve. Trent was formally recognized by MTCU as “different” from other institutions through its past differentiation grants. And Trent was known and respected for its student-centred pedagogy, small classes, top-rate undergraduate teaching, and overall excellence in our liberal arts and sciences programs. As a child of the sixties, moreover, Trent also had an excellent reputation for political activism, critical studies (long before the notion of critical theory was invented), as well as for a radical commitment to social justice. Our college system was a key aspect of Trent's identity and the colleges, as any of their alumni are quick to point out, constituted much more than mere residences. Situated at the very heart of the Trent experience, the colleges were effectively the crucible wherein innovative pedagogies were invented, learning and teaching were deeply transformational experiences, and global citizenship for all members of the Trent community was a given.

Teaching. Indeed, Trent has long been recognized across Canada as one of the best universities in which to receive an undergraduate education. Interdisciplinarity (as well as multi- and intra-disciplinarity) has been reflected in the close relationship between teaching and research, and in the structure of the university itself. Trent’s college system was designed to value and support the integration of faculty from different disciplines and fields and, in essence, this created an environment that broke down disciplinary silos. Curriculum development was approached as a creative and common project. Many undergraduate courses were, and continue to be taught, through a variety of conceptual lenses, with contributions from a variety of faculty members with different disciplinary backgrounds. Science students studied in the lab and in the field from their first year, and it is still not uncommon for upper year undergraduate students to co-author articles with their professors in academic publications.

Teaching methods at Trent, moreover, were designed to foster community building inside and outside the classroom; the aim was always to build students’ confidence to become independent

critical thinkers, problem solvers who were able to “think on their feet.” Trent’s excellent teaching reputation was reflected in its consistently high national and provincial rankings for teaching quality (in publications such as *The Globe and Mail* and *Maclean’s* magazine.)

To date, nineteen Trent faculty members have received national or provincial distinguished teaching awards. Notable multiple award winners include David Poole, recipient of the Canadian Mathematical Society Excellence in Teaching Award, the Leadership in Faculty Teaching (LIFT) Award, the Society for Teaching and Learning in Higher Education’s 3M Teaching Fellowship, the Ontario Confederation of University Faculty Associations (OCUFA) Teaching Award, the Symons Award for Excellence in Teaching, and numerous merit awards for teaching at Trent; Al Slavin, recipient of the Canadian Association of Physicists’ Medal for Excellence in Undergraduate Teaching, a 3M Teaching Fellowship, and the Ontario Lieutenant-Governor’s Award for Teaching; Deborah Berrill, who has been awarded the Learning Disabilities Association of Ontario’s Educator of the Year Award, the Learning Disabilities Association of Canada’s Project Success Canada Award, as well as a 3M Teaching Fellowship; Elizabeth Popham, recipient of the LIFT award; Sarah Larratt Keefer, a 3M Teaching Fellowship; John Wadland, who received the Lieutenant Governor’s Award for Teaching Excellence and the OCUFA Teaching Award; and Professor Susan Wurtele, who received both an OCUFA and 3M Teaching Fellowship.

Former Trent students include such notables as James Orbinski, who in 1999 accepted the Nobel Peace Prize on behalf of Doctors without Borders, the award-winning novelist Yann Martel, Canadian businessman Donald Tapscott, Tony Arthur, High Commissioner to Barbados, and Dalal Al-Waheidi, former CEO of Free the Children, and currently the Managing Director of the Middle East and North Africa Region for Free the Children.

Over the years as Trent faculty received prestigious external and internal awards for teaching, they also quickly developed a vibrant research culture. Colleagues successfully competed for peer-reviewed Tri-council research grants as well as for collaborative industrial-sector funding; faculty also played significant roles in both the internal and external communities (local, national and international). Trent's current reputation for interdisciplinarity is directly due to faculty members who began to cross academic borders and to break down silos in their own research and teaching. Trent was *the* destination of choice for those students and faculty who wanted an engaged, activist environment where the liberal arts and sciences flourished. Trent was anything but moribund; on the contrary, the University was known as a vibrant, cutting edge learning environment where students and faculty together made it a university like no other. The "Trent Way" was a badge of intellectual and emotional engagement.

Research. While Trent University has always been recognized as a primarily undergraduate university with an emphasis on high quality teaching, the university has attracted, from its earliest days, faculty members who have enjoyed national and international reputations in their fields of research. Starting with the Founding President, Professor Tom Symons, who developed Trent’s reputation for research excellence in the area of Canadian Studies, this tradition was admirably continued by Joan Sangster in Gender and Women’s Studies, Robert Campbell in Political Studies, Bryan Palmer in Canadian Studies and Christl Verduyn in Modern Languages and Literatures/Women’s Studies (the last being instrumental in developing Trent’s joint PhD

program in Canadian Studies with Carleton University). Some, like David Schindler in Biology, Ray March and Keith Oldham in Chemistry, Jim Jury in Physics, Paul Healy and John Topic in Anthropology, Michael Peterman in English, and Richard Dellamora in Cultural Studies, to name but a few, held leading roles in their disciplines throughout long careers at Trent, despite the challenges of undertaking research at a small university with limited support and infrastructure. Trent has also been the founding home of important journals such as the *Journal of Canadian Studies*, started in 1966, and the journal, *Alternatives*, started in 1971.

In more recent years, as provincial and federal government funding for research increased, Trent has taken on a larger role in research, disproportionately large for its size. Several times Trent has ranked first in the *MacLean's* ranking for Natural Sciences and Engineering Research Council (NSERC) funding per faculty member for primarily undergraduate universities, and near the top for Social Sciences and Humanities Research Council (SSHRC) funding. While much of the research has been conducted by individuals, Trent also has a strong history of interdisciplinary and collaborative research. Faculty members in Environmental & Resource Studies and International Development Studies held large Canadian International Development Agency (CIDA) grants in support of the Interamerican Network for Sustainable Resource Management and Community Development Project (INSTRUCT) in Mexico and Ecuador. In 1995 Don Mackay moved his research centre from the University of Toronto to Trent and formed the Canadian Environmental Modelling Centre, a unit that has participation from faculty members at many Canadian and international universities.

The appointment of Canada Research Chairs, likewise, has sparked an efflorescence of research by a number of individuals, including Julian Aherne (Environmental Modelling), James Conolly (Archaeology), Céline Guéguen (Aquatic Sciences and Biogeochemistry), Marrie Mumford (Aboriginal Arts and Literatures), Dennis Murray (Terrestrial Ecology), Bryan Palmer (Canadian Studies), Davide Panagia (Cultural Studies), James Parker (Emotion and Health), Aaron Slepkov (Physics of Biomaterials), Brad White (Biology), and Paul Wilson (Forensics). In addition, Suresh Narine, a holder of both a Senior NSERC/OSG/ERS Industrial Research Chair and an Ontario Research Chair in Green Chemistry and Engineering, has spear-headed the commercialization of research at Trent.

Community Service. The strongly held value that Trent faculty, staff and students ought to be engaged within the local community is based upon a history of support for Trent by the local community. Trent exists because local people refused to give up on the development of a local college that they saw as important to the development of Peterborough and the surrounding areas.

The origins of Trent lie within the Peterborough community. Local citizens, businesses, and unions supported through their donations of time, effort and money the university throughout its history. In response, Trent faculty and staff have contributed to the local community through their academic work: Elwood Jones, a Professor of History, was instrumental in writing and presenting local history; Business Administration Professor Ray Dart and Environmental and Resource Studies Professor Stephen Hill have more recently been active in the founding and development of Peterborough Greenup; Biology Professor Erica Nol is examining the effects of development on the local Ganaraska Forest. Local businesses and NGOs (Non-Governmental

Organizations), in a spirit of community reciprocity and support, provided educational opportunities for Trent undergraduate students through the Trent Centre for Community Based Education (TCCBE). Students developed their practical research skills while the organizations received much needed research. The spirit of community engagement and contribution was part and parcel of being a Trent citizen, and such engagement was valued and demonstrated by faculty, staff and students.

Our Current Situation

Today Trent's reputation has changed substantially and many of our current accomplishments in research, service, and teaching are obscured by reports of flat enrolments, financial difficulties, problems associated with deferred maintenance and low morale. Many of our current problems in fact have their roots in a mythologized past: for example, budget problems are hardly new, labour relations in the past were at times highly volatile (and involved two different faculty strikes), and indeed the future of Trent as an autonomous university was in doubt as long ago as 1997. Notwithstanding our very respectable present-day scores in both the National Survey of Student Satisfaction and Engagement (NSSE) and *The Globe and Mail's Annual Report Card for Universities*, we have become what James Martin and James E. Samels describe, in *Turnaround: Leading Stressed Colleges and Universities to Excellence*, as a "fragile" or "stressed" university, and for good reasons.

Enrolment at Trent increased with the double cohort but has remained relatively flat over the last three years while the overall Ontario system has grown. Compare, for example, Trent's 6.8% growth since the beginning of the double cohort with the 24.8% Ontario University system undergraduate growth in Fiscal Full-Time Equivalents (FFTEs). This trend continues into 2011-12 with the university having a target of 152 new and retained FFTEs in 2011-12, but having minimal growth (an increase overall of approximately 80, with most of that increase being in Oshawa). The creation in 2003 of the University of Ontario Institute of Technology (UOIT) in Oshawa—one of Trent's historical catchment areas—was not especially helpful. As of January 13, 2012, we know that Trent did not succeed in attracting its market share of the 90,000 new first year students who have infused the Ontario system—a group larger than the double cohort in 2003. Clearly something is wrong, something is seriously broken that needs repair, but the problems are complex.

We know from surveys that many students do not particularly like our location, describing it as too remote or under-whelming; our aging colleges are in need of repair and beautification; student demand for online courses is on the rise; and clearly many students do not want to take what they think are "unmarketable" course offerings. We also know a student's first choice institution is based on a number of factors, including academic reputation, the promise of high quality jobs, quality of faculty, student experience, small class sizes, faculty-student interaction and on-campus housing. International undergraduate students, similarly, find our program names idiosyncratic and confusing (for example, Business Administration which does not offer pathways to Finance or Accounting designations); some international graduate students likewise find our application process cumbersome and user-unfriendly. The major destination of the majority of those 90,000 domestic students, moreover, has been in part-time studies, science, mathematics, applied sciences, technology, commerce, and health studies/sciences. Trent is

sorely lacking in many of these programs and has generally not kept pace with alternative delivery models. (But the good news is that in the science and business areas that we *do* offer—especially Biology, Nursing, Education, Forensics, and Psychology—enrolments are up, innovative course delivery models are accommodating large classes, and revenues from tuition in these areas have steadily increased.)

While the number of undergraduate FFTEs has remained relatively constant, however, the overall mix at the institution has changed considerably. We have seen an *overall* increase since 2006 in student numbers in some departments, while other programs have shown a steady decline. This has meant that with no new net growth or funding from the MTCU the university has been unable to allocate resources to departments that have grown. In a sense, a large number of our departments are a victim of their own success. The current staffing of academic departments, moreover, is more a product of automatic responses to retirements, resignations, or other kinds of departures in a specific department rather than the outcome of a pan-university planning process.

Given both this scarcity of resources *and* a time consuming program/course approvals process, we have also been slow to develop and implement new programs that are responsive to either market need or student demand. Trent is not a nimble institution, but is, quite frankly an overly bureaucratic, internally divided institution. Individual departments can be territorial in their approach to interdisciplinary programming and this territoriality has had a counter-productive effect. Trent's financial situation, moreover, like that of many Ontario universities, continues to be highly vulnerable, given its substantial dependence on enrolment. At the time of writing (Winter 2012) the University continues to experience a structural mismatch of revenues and expenses that results in annual budget reductions. Put simply, we need more money than we make—and we need to "make" approximately \$4M annually just to meet the costs of inflation, salaries and benefits, supplies, facilities, and pension contributions.

According to the *CAUT Almanac for 2011-12*, in the 2009-10 budget year Trent University had the highest average salary in Canada for Full Professors; in the 2010-2011 salary scale report from the Canadian Association of University Business Officers (CAUBO), Trent's professorial ceiling was second highest in the country. According to our own comparator group of Ontario universities (as established by the Council of Ontario Financial Officers [COFO]), Trent continued to rank second highest in Academic Salaries per Basic Income Unit. This fact is not cause for blame; it is merely one indication of where the majority of our expenditures are needed. As a result of having senior colleagues (with senior salaries) teaching very small senior classes, the cost per BIU taught at Trent is disproportionately high when compared to the rest of Canada. Thus, expenditure reductions to future planned spending increases were necessary every year since 2005/06 to the present. In 2010-11 the overall operating budget cost to operate Trent University was \$91.3 million dollars; the overall revenue was \$90.6 million dollars (this was after a \$6.7 million budget reduction).

Quite bluntly, without a dramatic increase to enrolment, or a radical restructuring of our instructional delivery models, or a radical rethinking of our capital expenditures, or a high calibre revenue generating unit, Trent University will remain unsustainable. Trent University must register more students than it currently does and it must change how it operates in order to make

the best use of what resources we do have—but these efforts alone will not generate \$4M annually. This academic plan constitutes only one major component of this necessary overall integrated operation. This action plan cannot solve all the financial challenges facing the University. But it can begin the process whereby academic recovery and academic sustainability will drive recoveries and sustainability throughout the multiple sectors of the institution. In short, neither enrolment nor the academic portfolio alone is able to return Trent to sustainability; it is incumbent on the academic portfolio, however, to ensure that the academic enterprise is as cost-effective as possible.

Toward a Sustainable and Creative Future

The challenge facing the Academic Planning Committee is this: on one hand we must recognize that the traditional "Trent way" has many virtues and many strengths and no plan should tamper with what works, what is cherished, and what defines us as Trent. We cannot compromise on our vision or our mission. Nor on the fact that interdisciplinarity and personal interactive teaching define, in large part, who we are and what we do. On the other hand, we cannot remain wedded to an out-dated past, where we offer academic programming that is no longer in demand in delivery models that are no longer viable. We cannot continue "to chase the money" without planning, but we also recognize that certain aspects of the traditional "Trent Way" are no longer feasible. We need more revenue than we currently make; we continue to offer academic programming that we can no longer adequately staff because of budgetary cuts; we do not attract or retain students as well as we should; we conduct many of our systems (both academic and administrative) inefficiently; we need more academic support staff; yet our financial situation demands that we adapt to our new reality and make the necessary adjustments to survive in order to flourish.

What follows is a difficult and rigorous academic recovery plan. We acknowledge that faculty and staff morale is one of our major issues and the academic plan, though it will not solve all problems and certainly not make all colleagues happy, will provide clarity and the directions needed for morale improvement and academic focus. We have studiously avoided platitudes (the relentless pursuit of academic excellence is a given). We have tried to develop a recovery plan that respects and sustains the academic integrity that we cherish; we have also developed a number of difficult recommendations that will change our way of operating as a university. We have developed a far-reaching plan of actions that reaches throughout the entire institution. The rationale for such a wide-ranging series of recommendations is simple: the academic enterprise must drive the entire institution. All of our systems, all departments, all resources are in place in order to educate students, facilitate service, and support solid academic citizenship. We believe that everything else at Trent is secondary to these activities.

To achieve our goals, the Academic Planning Committee recommends the adoption of a three-year academic plan that will take the institution to June 30, 2015, the end of the first cycle of the overall Integrated Plan. Our recommendations are for this period alone and are not intended to continue past 2015 without a critical review at that time.

Our principal programming focus during this period will be first on stabilizing what is sustainable and second on strategic niche growth; to some degree we need to retrench before we

advance. Hence, which new proposed programs go forward will be determined through an analysis of OUAC (Ontario Universities' Application Centre) data and our comparator universities. This stabilization process may include the elimination of a small number of unviable, low demand undergraduate *degrees (not necessarily courses)*; a fast-tracking of approval of high demand undergraduate programs and some limited graduate expansion; a replacement of faculty retirements in highly stressed existing programs; a possible reconfiguration of existing programs and resources based on the principles of sustained academic integrity; a student-centred institutional philosophy that infuses all "operating systems"; and finally, an aggressive and realistic recruitment drive to attract students to (and retain students in) these restructured programs.

In the end we trust that the collective wisdom of the Faculty of Arts and Sciences, the Schools of Education and Nursing, Senate and the Board of Governors will prevail and that our recommendations will be received (and we hope implemented) in the same constructive spirit with which they have been developed.

SECTION ONE: ACADEMIC RECOVERY (2012-2013 to 2014-2015)

For this period of academic recovery the committee has embraced the following five principles which will underpin all of our recommendations:

- a. To articulate clearly our unique academic identity;
- b. To become an efficient and fiscally healthy university;
- c. To improve Trent's reputation and visibility;
- d. To build a culture of respect and pride in what we do;
- e. To improve continuously our overall quality and performance.

While a formalized SWOT process was not employed (an analysis of Strengths-Weaknesses-Opportunities-Threats that looks at both internal and external influences based on comparator data), the Committee has identified specific obvious strengths that we need to maintain; weaknesses we need to correct; opportunities we need to pursue; and threats that we need to address. In the interests of clarity we have divided the remainder of this section into the various executive portfolios by which Trent operates: Academic, Administration, External Relations, and Research; each subsection contains recommendations specific to that portfolio. Section Two summarizes and prioritizes all recommendations, with identification of the responsible parties and a timeline for completion.

ALL RECOMMENDATIONS IN THIS PLAN ARE SUBJECT TO THE TERMS SET OUT IN COLLECTIVE AGREEMENTS

I. ACADEMIC

The Committee recognizes the complexity, breadth, and depth of the academic portfolio at Trent. As the Organizational Chart in Appendix B illustrates, the portfolio is comprised of both "Student Services" and "Faculty Relations," as well as overall responsibility for all things academic. Planning for change is necessary in virtually every unit and process in the academic portfolio. In the interests of clarity the Committee has divided this academic section of the plan into two sections: General (which examines the student experience [including Student Services]; the faculty experience; and the support staff experience;) and Specific (which explores The Faculty of Arts and Science and Professional Schools; the School of Graduate Studies; Trent in Oshawa; the Library and Archives; and the Trent International Program.)

1. GENERAL

1A. THE STUDENT EXPERIENCE (Recommendations 1- 10)

Students are Trent's greatest asset. Our principal responsibility as a university is the provision of a first-rate education for all students. Some members of the community stress that our students are "clients" who deserve the best service possible; other colleagues dislike the corporate term and argue that students are colleagues, junior research partners or mentees. In either case the student experience must be one of, if not *the* top priority, of this academic plan. Our people are our greatest strength; lack of resources is our greatest weakness and biggest threat; but we now

have the opportunity, at this transitional time, to ensure that we can re-configure all of our resources to ensure a vibrant educational experience and related student success.

The Committee has the following recommendations:

Recommendation 1. Develop a proposal for a one-term interdisciplinary course designed to foster intellectual curiosity, develop transferable academic skills, and improve retention amongst first-year students.

The Committee recommends that the Provost establish a small working group to develop a proposal for a new radically different kind of first-year elective.

The rationale for this recommendation is twofold: (a) many entering students are unprepared for university-level work and need instruction devoted to literacy, numeracy, critical thinking skills, time management, communication skills (oral and written), intellectual perseverance and courage; and (b) many high-achieving students would thrive on an inquiry-based, research-driven, interdisciplinary, problem-solving course.

Recommendation 2. Establish a committee to develop interdisciplinary, research-based course options for high achieving fourth year students.

The Committee recommends that the Provost establish a small committee that will develop recommendations for an inquiry-based or problem-based capstone project which is primarily an interdisciplinary research project, student-driven, and team-taught.

The aim of such a project is, not to replace immediately existing thesis or honours paper courses, but initially to offer high-achieving students an alternative interdisciplinary avenue that enhances rigor and intellectual independence. Students may need to qualify for such a project.

Recommendation 3. Reaffirm the role of the Colleges.

The Committee recommends a reaffirmation of, and investment in, the central role of the colleges in the student experience at Trent University. The Colleges will play a crucial role in the retention, not only of first year students, but of all college members, including part-time and international students, throughout their undergraduate and graduate tenure at Trent. In order to provide unequivocal clarity around the role of the colleges at Trent, the Committee wishes to affirm:

1. The Colleges will remain an integral part of the Trent experience and will play a renewed role in the marketing of Trent;
2. The Colleges are more than residences and will therefore develop more rigorous academically-related programming and academic support systems (such as workshops in writing, financial literacy, time management, or peer mentoring) alongside social programming; in short, the Colleges will offer a value added intellectual and social experience for first year students;

3. The Colleges will provide students with a student leadership experience and living and learning communities that will be novel within the Ontario university system;
4. College Heads will be tasked to develop the individuality of the specific college experience and build a college community that will provide a lifelong tie to the university. College Heads will provide both resident and non-resident students with a wide variety of social and academic support programming in a coherent and integrated manner;
5. Academic Advisors (Senior Tutors) will continue to be affiliated with an individual college but will liaise more seamlessly with a new centralized academic advising unit (See Recommendation 4 below).

Recommendation 4. Establish a Centre for Teaching, Technology, and Learning (The Trent Ideas Centre).

The Committee recommends the establishment of an interdisciplinary, multi-stakeholder, experimental "Centre for Teaching, Technology, and Learning" under the lead and supervision of the Associate Dean of Undergraduate Studies.

Currently students may access academic advice from academic advisors (senior tutors), their own academic unit(s), Academic Skills, individual professors, and College Heads. While this variety of advisory options is admirable, the Committee recommends a more integrated centralized academic advising and skills unit (with more resources provided to improve critical thinking and writing skills.) What is envisaged is a teaching and learning hub where boundaries between professor and student are challenged, where students may seek academic skills advising, professors may find technological support, and where experimental forms of pedagogy may be developed via student-professor collaboration. Such a unit would be comprised of academic advisors (senior tutors), current Academic Skills staff, a re-purposed Instructional Development Centre, Distance Education and Online designers, as well as members of Information Technology.

Although the Associate Dean will be tasked with the detailed roll-out of the Centre (and specific roles for academic advisors, et. al.), the Committee envisages a zone of creative thought and activity around issues of radical pedagogy, interactive development of courses, as well as innovative uses of technology shared by staff, students, and faculty.

The Committee also recommends that in any future capital projects student space and new lecture theatres are recognized as a priority. With particular regard to the Bata Library expansion proposal, the Committee recommends, not only the construction of at least two much needed large lecture spaces, but also the creation of a Student Commons. In the interim the Committee recommends that we investigate the possibility of reconfiguring the first floor of the Bata Library as a Student Learning Commons.

Recommendation 5. Initiate a three year phase-in process whereby half-credit courses become the “normal”, though not exclusive, delivery unit.

The Committee acknowledges that there are strong feelings within the academy on the subject of half-year versus full-year courses; that there should be choice for students and faculty; that it is, without doubt, administratively more efficient to schedule half-year courses; that one term courses would align Trent with most Ontario and Canadian universities and would therefore facilitate student transfer credits and student mobility; that one-term courses would also allow students to know their academic standing earlier in the first term rather than at Christmas (which would then allow Trent to develop intervention strategies that would improve retention and student success).

Given these concerns, the Committee recommends that all existing full-year undergraduate courses be reviewed before 2015 with an eye to their sustainability; that normally all **new** courses be half credit courses effective immediately; that faculty be invited to voluntarily split existing full-year credit courses into complementary linked half-credit courses.

Capstone projects, theses, and some upper year courses could be exempt from this recommendation with approval of the appropriate Dean.

Recommendation 6. Affirm and ensure a culture of inclusivity.

The Committee recommends a renewed affirmation in our marketing and practices of Trent's long-standing commitment to inclusivity, tolerance, and openness to diversity in all of its forms. We envisage a proactive approach rather than merely adhering to the letter of the law (i.e., the Accessibility for Ontarians with Disabilities Act [AODA]). This would involve not only accommodating students with physical or learning challenges, but articulating clearly that Trent welcomes diversity in all of its many hues: in sexual orientations, social class, creed, ethnicity, and so on. Trent will be clear in its creation of a culture of openness by educating ourselves about innovative pedagogies, exploring the use of technologies in teaching to "invisible learning challenges" and so on. This would necessarily involve cooperation and collegial collaboration between faculty members and the Disability Services Office.

Recommendation 7. The Committee recommends that the AVP: SEM and AVP: Student Affairs work with the Associate Dean of Undergraduate Studies to expand current support systems for at-risk students.

Currently 6.2 % of students at Trent are suspended and 5.9% are put on probation. In many cases students can avail themselves of the Fresh Start Program. The Fresh Start program is an option for students who have been put on academic suspension but have successfully petitioned to have that status reclassified to probation. These students sign a contract with their Senior Tutor agreeing to abide by the guidelines of the Fresh Start process that includes a commitment to regular meetings with the Senior Tutor and consultation with support staff at the Academic Skills Centre, the Counselling Centre and/or the Disability Services Office as warranted. A student is only eligible to participate in Fresh Start once during his or her degree program at Trent.

However, with every student suspended we delay his or her completion of their degree by at least one year and Trent loses both tuition and operating funding. For every one student suspended for one year, Trent loses the equivalent of approximately \$10,000.

A review of both the suspension policy and Fresh Start program is necessary, as well as an expansion of support services. This is an area where academic support staff in the colleges and colleagues from Academic Skills could be integrated into this approach.

Recommendation 8. Integrate Student Services seamlessly within the academic enterprise.

Too often Student Services is regarded as peripheral to the activities of the academy. This attitude must change as Trent—like all Ontario universities—faces, not only the implementation of the AODA in January 2012, but more importantly a dramatic increase in our students’ needs for a variety of academic and personal support systems.

To ensure that Trent is second to none in the support we provide our students, the Committee recommends that the Provost appoint a review task force whose mandate is to review all components of the Student Services portfolio (including Athletics) and to produce recommendations that will facilitate an improved “holistic” approach to student support at Trent. The aim is not simply to produce recommendations *regarding* compliance to the AODA, but rather recommendations that will facilitate a culture of well-being, inclusion, volunteerism and social engagement. The Committee is especially interested in recommendations that would integrate into the academic enterprise the various and complex activities of the Office of Student Affairs, the Wellness Centre, Access Services, Housing, and Career Centres.

Recommendation 9. Increase the entering average of high school students.

As part of the university’s enrolment strategy, and in order to increase student quality, and the university’s reputation, the Committee recommends that the AVP SEM increases the entering average of high school students to 74% by the Fall of 2015.

Recommendation 10. Clarify the mandate and role of the First Peoples House of Learning (FPHL).

According to the Council of Ontario Universities’ “Pre-Budget Submission to the House of Commons Standing Committee on Finance” (August 2010), “Canada’s Aboriginal youth population is growing at three times the national average, yet their level of university degree attainment is just one-third of their non-Aboriginal peers” (Submission, 3). COU therefore recommends that the government of Canada “work with the University community, Aboriginal groups and other stakeholders to invest in programs and services that will help Aboriginal students graduate from university” (Submission, 5). Trent must be prepared to offer the academic and personal supports that will facilitate aboriginal students’ success. To this end, the Committee recommends that the mandate and role of the FPHL—and Trent’s commitment to the education of Aboriginal students—be made crystal clear for all faculty members and students.

As Trent moves forward into the competitive academic market place, it is important to have a clear sense of identity and strategic niche as well as a sense of the direction that educational programming and student services ought to develop. The Committee recommends that the Comprehensive Plan on Aboriginal (Indigenous) Education be reviewed and updated within the next year in collaboration with the Aboriginal Education Council. This review should be carried out by a Chancellor and President's Task Force on Indigenous Education and report by the fall of 2012 in time for the next integrated plan. The Indigenous Student recruitment target, currently 600 for the year 2014 as approved by Senate, should be reviewed as part of this plan.

1B. THE FACULTY EXPERIENCE (Recommendations 11-13)

One myth the Committee encountered in its consultations is the belief that *all* faculty and staff members at Trent are demoralized with the University, and that a deep malaise infects the very fibre of the entire Collegium. While it is true that many colleagues are frustrated with increasing infrastructural deficiencies, reduced resources, and a sense of institutional drift, it is also true that many colleagues remain resilient, courageous, and committed to their teaching, research, and service, and in many cases remain hopeful that Trent will prevail through our current difficulties. Our challenge is to address the causes of the current malaise and to facilitate our various colleagues' work in teaching, research and service. To do so we need to fully appreciate and utilize all aspects of the Collective Agreement, some of whose clauses can and should facilitate continuous improvement at all levels of the Collegium. We need to recognize that teaching and scholarship is performed by both TUFA and CUPE colleagues and that each bargaining group has specific needs and desires. Simply put, we need to respect all colleagues and to show this respect we need to remove obstacles to people doing their jobs well.

The Committee has the following recommendations:

Recommendation 11. That within the terms of the existing Collective Agreement, Chairs and Deans work more closely with tenured faculty members who desire a flexible allocation of their efforts in teaching, research, and service.

The Committee encourages the development of a mentoring culture wherein Dean and Chairs work more closely with colleagues in their pursuits of teaching, research and service balance.

Recommendation 12. That within the terms of the existing Collective Agreement, Deans play a more active role with Chairs in supporting faculty through meeting with colleagues every two years.

In order to build morale and to ensure excellence in teaching and research, a bi-annual meeting between Deans and colleagues to discuss their CV (curriculum vitae) updates may be beneficial to all members.

Recommendation 13. Implement, where practical, a three semester system.

Given that many international students often finish in January, and given the successful mounting of summer courses over the past few years by a number of specific departments, there is a demonstrable need for more Spring and Summer ("Sprummer") programming.

The Committee recommends that the AVP SEM and divisional Deans conduct an analysis of the viability of a three-semester and/or summer block offerings at Trent for possible implementation, within the terms of the existing Collective Agreement, in September 2013.

1C. THE SUPPORT STAFF EXPERIENCE (Recommendations 14-16)

Although the large majority of support staff do not participate directly in recruitment and retention or teaching and research (with some notable exceptions), the Committee recognizes and commends the critical role in both student and faculty life that so many of our support staff colleagues perform. Many of Trent's support staff are critical to the retention of students, and all staff are indispensable to the academic enterprise.

Recommendation 14. Establish a Provost's Award for Academic Support Staff .

The Committee recommends that a "Provost's Award for Academic Support" be established and awarded annually to a staff member whose work and attitude in supporting academic activities is deemed outstanding.

Recommendation 15. Review and conduct an analysis of support staffing.

The Committee also recommends that a thorough review be conducted by the Associate Vice-President Human Resources in conjunction with Deans to determine where there are shortfalls of support staff, with a view to making recommendations for solutions within the OPSEU collective agreement.

Recommendation 16. Trent will aspire to be one of the Top 100 Employers.

The Associate Vice-President Human Resources will work towards establishing Trent as one of Canada's top 100 employers in terms of physical workplace, work atmosphere and social environment; health, financial and family benefits; vacation and time off; employee communications; performance management; training and skills development; community involvement. Trent will aspire to be a workplace characterized by collegiality, fairness, respect, workload equity, and transparency.

2. SPECIFIC

2A. THE FACULTY OF ARTS AND SCIENCE & THE PROFESSIONAL SCHOOLS (Recommendations 17-30)

Trent University benefits from having two professional schools and an over-arching Faculty of Arts and Science within which there are divisional units headed by Deans. Such a structure clearly "articulates" the interdisciplinary relationships that exist and that are fostered within Trent University. This intermingling extends to the Schools of Education and Nursing, and is one of the flagship markers of the School of Graduate Studies. Even single-discipline graduate programs like Anthropology, English, History, and Psychology are staffed by a number of cross appointed faculty and offer academic programming that crosses over into other disciplines.

The Faculty of Arts and Science, moreover, gave Trent its identity as a liberal arts and science university, where students are encouraged to create their own individualized course of studies. Without doubt small classes have been a hallmark of the "Trent Way". Tutorials or seminars of 3-5 students were common in the 1970s and 1980s; alumni from that period are virtually unanimous in their enthusiasm for that particular model of pedagogy. In addition many professors prefer the intensity and intimacy of the small class venue to the impersonal large lectures so common in Ontario Universities. On the other hand, lectures to larger classes can also be very effective. What is at issue, however, is not the merits of small classes over big classes; what is at issue is the fact that Trent University cannot afford to sustain its current models of delivery.

Like many Ontario universities, Trent has developed over the years by expanding what it does well, increasing its program and course offerings to stay current, and by encouraging its creative and inspirational colleagues to blend teaching and research in a plethora of fascinating and complex programs, majors, emphases, diplomas, and so on. This has resulted, not only in a kaleidoscopic choice of options for students (and faculty members), but unfortunately also in an unsustainable growth of very small units with both core and idiosyncratic offerings. Many of these programs are poorly supported by a limited number of clerical support staff; one of the major causes of demoralization at Trent is a support infrastructure that is over-stretched in some areas yet over-resourced in others. We can no longer be all things to all people, and at this point Trent must retrench to a certain degree before it expands. We need to consider how we can reconfigure what we have, support what we develop, and then proceed judiciously and wisely.

As of November 1, 2011, 189 (19%) of our 994 undergraduate course offerings had fewer than 13 students. 179 courses (18%) of our undergraduate classes had between 13-20 students (See Appendix H). That is: well over one third of our undergraduate courses (368 out of 994) had fewer than 20 students in each class (Willson, 2011). On one hand this percentage of small classes accounts for Trent's sterling reputation for interactive, personalized pedagogy and has been portrayed as strength in our marketing materials. On the other hand, having 37% of classes under 20 is financially unsustainable.

What follows is a series of recommendations that are intended to strengthen Trent University. As in all other sections of this Plan, the following five overarching principles will guide all recommendations:

- a. To articulate clearly its unique academic identity;
- b. To become an efficient and fiscally healthy university;
- c. To improve its reputation and visibility;
- d. To build a culture of respect and pride; and,
- e. To improve continuously its overall quality and performance.

Recommendation 17. Decanal Review of program, course, and degree offerings.

That within the terms of the existing TUFCA Collective Agreement, each divisional Dean, and the Deans of the Professional Schools, in order to achieve the strongest possible academic offerings, will conduct a structural and curricular review with the following aims:

- To develop a divisional strategic/vision plan that is aligned with both the academic and integrated plans;
- To explore the desirability (or not) of merging units into a unified administrative unit within the division or creation of Schools within the division;
- To address unsustainable courses or degrees;
- To eliminate duplication in course offerings (i.e., to end "curriculum creep");
- To implement, in consultation with the Provost, a system of resource allocation that encourages and rewards the development of cross-listed courses across the academy;
- To review the impact and suitability of credit transfer agreements between Trent and faith-based institutions;
- To reconfigure (*not* reduce) support staff in order to serve larger and more robust units;
- To submit this review with concrete recommendations, to the Provost no later than September 2013.

Recommendation 18. Ensure that class sizes are both appropriate for the unit concerned and sustainable in the long term.

That beginning in September 2012 Deans will continue to fund classes of various sizes that are appropriate to the unit concerned, and will do so only if such classes are deemed sustainable in the long term by the Dean and Chairs within the Faculty division. Deans will begin conversations within their own divisional councils on what constitutes “sustainability” within the terms of their individual units. i.e., some smaller units may not be arithmetically “sustainable” but are imperative to the University mission.

Deans may consider that undergraduate courses that are counted as part of load will normally have a maximum cap of no fewer than 35 students and a minimum enrolment of no fewer than 15 students. However, in the event that a course has fewer than 15, but the Chair and Dean are agreeable, the course will proceed.

Where practical, required courses with an average enrolment, of fewer than 15 will be offered every second year.

Recommendation 19. Commit to Faculty Renewal.

That for the next three-year period, in the event that each faculty departure cannot be replaced, the University will undertake to create, at the very least, one new tenure track position for every two retirements across the university. Faculty regeneration is a key to restoring the health of the Collegium. In this three year period new positions will be allocated, in the first instance, to areas

of the highest student demand and, subsequently, to units in need of stabilization. The criteria for allocation will be developed by the Dean in consultation with the Chairs.

Recommendation 20. Develop new programming.

That the divisional Deans and their divisional councils work cooperatively, collegially, and quickly to develop academic programs with proven student demand to commence September 2013.

The Provost's Planning Group is particularly interested in receiving feasibility studies for new programming that might include (but not be restricted to) the following possibilities:

Undergraduate

BSc Kinesiology (possible joint degree with UOIT in Oshawa); BA/BSc Health Sciences/Studies; Business (introduction of commerce, finance, and accounting leading to designations possibly in conjunction with UOIT); BA in Journalism; BA in Digital Media Studies; Pathway programs (i.e. pre-med, pre-law).

Graduate

Possible new graduate programs consistent with the requested Vision Statement from the School of Graduate Studies.

Non-Credit Programming

Conversational Language courses in Mandarin, Arabic, and Portuguese; Certificate Programming (Continuing Education).

Recommendation 21. Streamline Course and Program Approvals.

The Committee recommends that the Associate Dean of Undergraduate Studies, effective immediately, report directly to the Divisional Deans. The Deans and Associate Dean of Undergraduate Studies, in conjunction with the Chairs and Chair of PQAC (Program Quality Assurance Committee), will develop recommendations for a more streamlined process for the approval of new courses and programs. This recommendation will be due by September 2012.

Recommendation 22. Develop Distance Education and Online Courses.

That under the supervision of a Divisional Dean, Trent will develop an online planning and implementation group made up of faculty, staff and Information Technology specialists. The group will be affiliated with the newly created *Centre for Teaching, Technology, and Learning* (see Recommendation 4). Trent will commit a permanent annual budget line sufficient to develop online versions of every first year course offered at Trent, as well as every high demand course. The aim will be to eliminate wait lists and reduce the number of LOP's (Letters of Permission) by delivery via online courses. Trent will also develop complete undergraduate

degree offerings by 2015 as well as selected graduate courses. Program development will be cognizant of developments in the Ontario Online Institute.

Recommendation 23. Establish a Continuing Education Program located at Traill College.

That Trent establish, initially, a small, cost-recovery/profit generating Continuing Education program at Traill College. Such a unit would deliver only market driven, certificate courses for local professionals, seniors' programs, customized programs. Such programs could provide opportunities for retirees, graduate students, and others to offer courses and community based learning opportunities. A longer term project might involve procuring space in the downtown core to provide ESL and Continuing Education opportunities in one location.

Recommendation 24. Establish a Trent Co-op Program.

That the AVP: Student Services deliver recommendations to the Provost's Planning Group (PPG) and the President/Vice-President Executive Committee (PVP) by September 2012 regarding best practices in establishing a Co-op program for Trent, with an option for students to complete their placements completely on campus. Initially such a proposal would involve one or two programs and would build on best practices established by existing internships, placements, and projects under the TCCBE.

Recommendation 25. Capital Project Recommendations consider the academic impact of decisions.

That all Capital Projects be referred to PPG and Senate for information and feedback; all proposals should be accompanied with academic rationales. The Committee is especially supportive of the creation of new larger lecture halls that seat 100, 150, 200, and 500 students respectively.

Recommendation 26. Review and update all of Trent's College and University Articulation Agreements; increase the number of articulation agreements.

That Trent increase the number of college and university articulation agreements *and track enrolment success or failure of both 101* (applicants who attended an Ontario secondary school in the previous year) *and 105 students* (all other applicants [non-secondary school]). Terminate non-viable partnerships. Increase collaborative programming with other institutions, particularly Fleming, Durham, and Loyalist Colleges, as well as UOIT and Queen's University. This could include the possible development of 2+2 programs as well as international co-branding with collaborating partners.

Recommendation 27. Equity in scheduling and engagement.

That in order to improve morale and to establish a culture of presence and engagement Trent University, within the terms of the existing TUFA Collective Agreement, will develop an expectation that teaching colleagues will normally be on campus for at least three days a week

and will participate fully, and not by proxy, in the day-to-day business of the University. This would include the abolition of proxy voting in Departmental meetings.

The Committee reaffirms that Trent is committed to the quality of education provided, to the accessibility of professors to their students in ways that both parties find satisfactory, and to workload equity, fairness, and collegiality. Every student must be educated well; every professor must provide access to students and have access to what she or he needs to do the job; and no one member is entitled over another member to have teaching times and meeting times consistently and tediously scheduled around that one individual's desires.

Together with Deans, Chairs will be sensitive to the research needs of faculty who need to be away, and to colleagues who live outside of the Peterborough region. This sensitivity, however, will be shown to all colleagues and Chairs will be diligent in rotating teaching schedules and meeting times so that all colleagues are treated equally.

Recommendation 28. Explore delivery of courses through shorter linked modules.

That the Deans, in conjunction with the AVP: SEM and Registrar's Office, explore alternatives to the standardized 12 week courses. Explore the possibility of short linked modules that could constitute an equivalency of an officially recognized course. The Committee reaffirms that ideas and creativity must drive the system and that technical obstacles should be removed rather than enshrined.

Recommendation 29. That new appointments be encouraged to contribute to more than one unit or program at Trent.

Normally, all future appointments at Trent will be considered for cross appointment, with the understanding that a cross-appointed colleague will choose one "home" wherein she or he will perform her or his committee and related departmental work. Under no circumstances will cross-appointees be asked to perform double duties. The terms and conditions of Service and Teaching requirements of cross appointments, within the terms of the existing TUFA Collective Agreement, be articulated clearly upon appointment with a view to ensuring workload equity.

Recommendation 30. New program delivery must include a business plan, an examination of existing resources, and proof of broad consultation across the academy.

That all proposals for new programs must contain a business case developed in consultation with the AVP SEM and VP Administration before submission to the Dean or PPG, and must support the strategic directions identified in the academic and integrated plans and must demonstrate student demand (e.g., as evidenced by OUAC and comparator data).

2B. THE SCHOOL OF GRADUATE STUDIES (Recommendation 31)

Development of graduate programs at Trent, as at many of the smaller, younger universities in Ontario has been a consequence of provincial regulation and funding more than institutional planning. Thus, very early discipline-based programs (e.g. Biology, Chemistry, History) were

closed in favour of development of what, at that time, was termed umbrella programs – in Trent terms this meant interdisciplinary programs. As such, most of the older graduate programs at Trent are interdisciplinary in nature. Through the 70s and 80s Trent and other primarily undergraduate universities were prohibited from developing doctoral programs. When funding for graduate students was capped far below existing numbers, the province removed this restriction, with the result that Trent developed a limited number of PhD programs, without a corresponding increase in government funding. More recently, as a result of the provincial initiative to increase the percentage of the population holding graduate degrees, Trent has experienced a significant increase in the number of programs and has ventured into a limited number of discipline-based programs.

Currently, many faculty members are able to participate in one or more graduate programs, if they wish to do so. Notable exceptions include some faculty from Social Science and Humanities departments such as International Development Studies, Sociology, and Philosophy, as well as Nursing, and Education. That is not to say that all faculty members are comfortable in the program available to them, or that all faculty members would be able to participate in a graduate program, based on their research expertise.

Currently a significant number of faculty members participate in more than one graduate program. Development of new interdisciplinary programs is likely to increase this trend. Whether this is beneficial to either faculty members or students in a program is debatable. Recently there has been a demand from some discipline-based departments for graduate programs of their own.

Development of such programs, especially in areas where faculty members participate in existing interdisciplinary programs could have the effect of diminishing the critical mass of those existing programs, potentially diminishing the reputation of those programs, and of moving the institution farther from its objective of being distinctive for its interdisciplinary nature. Particularly in the absence of any certainty of either an increase of government funding for such programs, such expansion should be considered carefully since new programs with tuition-only revenue would inevitably be costly. At the same time, we should not consider graduate programs in complete isolation from undergraduate programs as the two are connected in mutually beneficial ways; 290 graduate teaching assistants provide essential teaching aid to undergraduate departments, and in turn benefit from the mentoring they receive while working with professors in undergraduate courses.

The Committee has the following recommendations specific to the School of Graduate Studies:

Recommendation 31. The School of Graduate Studies develop a Vision Statement.

That the Dean, in collaboration with the Directors of the Graduate Council and Provost, develop a vision statement for the period 2012-2015, complete with a review of current programs; a cost-benefit analysis of each program (taking into account the direct and indirect monetary costs and benefits involved, as well as the less easily measured non-monetary costs and benefits); principles, criteria (including minimum size) and guidelines for continuation, growth or closure; the vision statement is expected to include the following items.

- That this vision statement articulate clearly whether or not all new graduate programs at Trent must be interdisciplinary;
- That the Dean, in conjunction with the AVP SEM and Provost, develop a detailed series of recommendations for specific areas of new graduate programming, and a plan of enrolment targets for smaller programs so that they can grow their capacity, becoming more efficient;
- That all proposals for new graduate programs contain a budget case developed through consultation with the AVP SEM and VP Administration. Programs with limited student demand will not be approved;
- All new program proposals must account for possible impact on existing programs (both undergraduate and graduate);
- That the Graduate Studies Committee explore the possibility of programs being re-located or "housed" within an established Department, Program, or School, with the understanding that inter-disciplinary programs might be best served if housed in the School of Graduate Studies and that the Graduate Dean be allocated the necessary number of stipends to backfill replacements; that graduate teaching and supervision be factored into teaching load; that the Dean develop a proposed formula for "measuring" graduate supervisory work; and that no graduate class with an enrolment of fewer than 3 students be counted as part of load.

2C. TRENT IN OSHAWA (Recommendations 32-38)

The further development of "Trent in Oshawa" is one of Trent University's six Strategic Directions and has attracted \$2M in differentiation grant money annually in the past decade. A continued development of Oshawa's identity, within the larger Trent branding and positioning, is highlighted several times in the first four Institutional Commitments of the Integrated Plan as a key priority. The new campus was created in 2010 with a Five Year Business Plan that requires significant growth. In the penultimate year of this Business Plan, in 2014-15, a Strategic Oshawa Review will be led by the Provost and Vice-President Academic to analyse academic programming, enrolment patterns, and return on investment for consideration of Phase II capital planning in Oshawa.

One of Oshawa's greatest strengths is its strong collegium of dedicated members. Indeed, "there is no ego-system here" is a prevalent inside joke in the Oshawa Collegium. But the campus is staffed by only eight tenured faculty and a limited number of LTA's who shoulder all campus responsibilities; there is a large reliance on CUPE colleagues which is cost-effective but hardly desirable in the long term.

The Committee has the following recommendations specific to Trent in Oshawa:

Recommendation 32. Establish Virtual Classroom Capacity.

Trent University, either in collaboration with UOIT or independently, establish immediately virtual classroom technology in both campuses that would allow interactive broadcast of Peterborough classes in Oshawa and vice versa.

Recommendation 33. Develop a revised business case and strategic academic plan.

That Oshawa colleagues develop a revised business case and strategic academic plan for presentation to Senate by September 2012. The plan should identify Oshawa-specific signature programs, proposed certificate and/or diploma courses, as well as continuing education courses designed for the Oshawa community. The committee favours maintaining high enrolment programs such as Psychology, Biology, and Sociology, and developing complete baccalaureate programs in Business Administration (Sustainability), and Kinesiology (with UOIT).

Recommendation 34. Explore the actual fiscal sustainability of class sizes in Oshawa.

Oshawa, in collaboration with the Deans of Arts and Sciences, explore the actual fiscal sustainability in Oshawa of classes that have enrolled fewer than 13 students on average for the past 5 years.

Recommendation 35. That the AVP: SEM and Oshawa Principal develop counting methods that acknowledge the true size of Oshawa classes (i.e., that account for the presence of UOIT students).

That the AVP: SEM and Oshawa Principal develop counting methods that acknowledge the true size of Oshawa classes (i.e., that account for the presence of UOIT students).

Recommendation 36. Ensure that all "programs" can be completed in Oshawa.

Ensure that all "programs" marketed for, and offered in, Oshawa can be completed in Oshawa.

Recommendation 37. Develop an Oshawa-specific brand and marketing program.

That External Relations and Communications collaborate with colleagues to develop an Oshawa-specific brand and marketing program.

Recommendation 38. Beginning July 1, 2014: explore the possibility of a transition of academic governance toward a "relatively autonomous" model for Trent in Oshawa.

If successful, begin the transition of academic governance toward a "relatively autonomous" model wherein Oshawa would no longer rely exclusively for its governance and programming on Peterborough; or, if unsuccessful, beginning July 1, 2015, to reassess the viability of the Oshawa operation.

2D. THE LIBRARY AND ARCHIVES (Recommendation 39)

Trent University Library and Archives supports the scholarly, creative and professional pursuits of students, faculty and staff and promotes a learning environment which ensures that the individual student is knowledgeable, thinks critically, is socially conscious and is prepared to make a difference in society. The information literacy instruction and personal research

assistance provided by librarians, archivists and staff, both directly and in collaboration with campus partners in teaching and learning, seeks to promote this kind of learning environment.

The library strategic plan¹ provides the framework for a discussion of the role of the Library and Archives within the academic enterprise. As the University's academic mission evolves, with increased emphasis placed on the need to provide our students with the critical thinking, information literacy, and numeracy skills they will require to succeed, the Library and Archives will play an increasingly central role.

There is a general consensus that Trent's library and archives have been under resourced for a long time, and that substantial, sustained reinvestment in them is required if this academic plan is to succeed. As alluded to in the library strategic plan, among the most pressing issues are:

- The long-term financial sustainability and development of the University's collections, both digital and print;
- Resources to support an innovative and sustainable digital information infrastructure;
- Adequate and appropriate levels of human resources; and
- The Library as a physical place that will be welcoming and responsive to the needs of current and future students, faculty and staff.

¹ Trent University. *Challenge and Opportunity: Trent University Library Strategic Plan 2009-14*. Peterborough, Ontario, December 2008. Accessed January 9, 2012.

Recommendation 39. Effective immediately develop a budgetary plan for the sustained renewal of the library and archival collections.

2E. TRENT INTERNATIONAL PROGRAM (TIP) (Recommendation 40)

TIP is a rightly well-resourced unit by Trent standards; its revenues from international undergraduates now account for approximately 10% of the university's gross operating budget. Its strengths have been evident over the years as it has developed an international reputation for Trent and as it has quietly sought to internationalize the Trent community. At the time of writing Trent has 175 ESL students, 482 undergraduates, 34 exchange students and 49 international graduate students for a total of 740 students from over 80 countries. The majority of our international students are from the People's Republic of China and Saudi Arabia, and the majority study in the programs of Business Administration and the Sciences.

One weakness, however, is that TIP continues to recruit in countries where we have relatively low success rates in converting applications to registrations. While such activity undoubtedly contributes to the internationalization of the Trent campus, the Committee questions the viability of such an activity given fiscal restraints. Opportunities for this unit are enormous, given the interests in our ESL program and the growth in registrations from China, Saudi Arabia, and Nigeria. One significant threat to the success of the TIP unit is a misalignment of academic programming with overseas recruiting targets; a failure of communication between units and an out-dated administrative structure which results in significant fissures between decision makers and recruiters.

The Committee has the following recommendation:

Recommendation 40. Undertake an external review of TIP.

That the Provost initiate an external review of TIP to determine (a) the cost-effectiveness of TIP's current recruiting strategies; and (b) the feasibility (and cost-effectiveness) of TIP reducing its number of target countries to focus its recruitment activities mostly on those countries of origin that provide the most number of degree seeking students; and (c) the relationship between TIP and the Office of Research/Vice-President Research and International. The Committee recognizes that in the latter case a holistic analysis must take into account the cost-impacts on the ESL enterprise. In addition, TIP will focus efforts on developing institutional partnerships, through articulation agreements with partners abroad and locally, to create new pathways for cohorts of international students.

II. ADMINISTRATION (Recommendations 41-50)

The Planning Committee recognizes the intertwined nature of both the Administrative and Academic portfolios. The main strength of this interweaving is that theoretically the academic pursuit, the *Academy*, will be supported by a fiscally responsible budget process; the budget process in turn will be inflected by sound academic values such as, for example, transparency, integrity, responsibility, creativity, and critical inquiry. One particular strength of the present relationship is a series of balanced budgets which accounts in large part for our capacity to borrow from Infrastructure Ontario. The weaknesses of the process, however, is that in reality the "interweaving" has been substituted by senior administrative silos which have contributed directly to the disengagement and cynicism of the Collegium. Colleagues remain mystified how we can be both credit-worthy for capital projects yet credit-unworthy for academic pursuits. Clearly there is a need for an across the board financial literacy program, as well as a need to communicate the rationale for *all* budgetary decisions to all members of the community.

In addition, data have not been "translated" into a kind of information that is easily understood by the average faculty member. We now have the opportunity to change *how* we do the budget process and *how* we shape our data in order to provide a wider consultation amongst members of the Collegium and therefore avail ourselves of internal expertise of colleagues. Threats are that the status quo will do little to refresh the Collegium, to re-engage colleagues.

To begin this critical administrative recovery the Committee has the following major recommendations related to the Administration portfolio for this first phase, 2012-2015:

i. Data

While the Committee recognizes (a) that data must be submitted to MTCU in required formats and (b) clerical understaffing often results in data being filed late or incompletely to Institutional Analysis, the Committee nonetheless agrees that the institution must produce institutional and budgetary data that is clear, unambiguous, and, most importantly, agreed upon as accurate by both the subjects of the data and those who produce the data.

Recommendation 41. Development of a clear, transparent and accurate set of data.

The Committee recommends that the VP Administration, the AVP SEM, the Department of Finance, and systems analyst support staff from Information Technology work together with the Provost's office to produce a new, simplified, lay-person-friendly set of data regarding the number of majors in each program; the number of FCEs taught by each program each term, including the Spring and Summer ("Sprummer") periods; the "teaching" load of each individual member of CUPE and TUFA (including graduate teaching and supervision) in each term; enrolments in each class taught each term; the overall revenues and expenditures of each academic unit in aggregate; and the teaching ratio of faculty to student in each program.

These data will be shared freely by posting each term on the Provost's website. Chairs will be invited to discuss apparent inaccuracies in the data with their Deans who will inform the Provost and Manager of Institutional Analysis of any errors.

ii. Information Technology (IT)

The purpose of the Information Technology Department is to support the academic functioning of the university (students, faculty, and administration respectively). Given the incredible demands for technology both internally as an institution and beyond, the Collegium is virtually unanimous in its belief that the 21st century University simply cannot function without a well-resourced and efficient IT unit. This is why, for example, the improvement of IT is one of the Key Actions for 2012 in the Integrated Plan. Without any doubt one of the top three concerns of the Collegium, the many problems in IT must be rectified. The opportunity that we have is timely: not only do we have excellent people and the will to improve, we also need a timely strategic plan developed by IT. The major threat facing Trent is this: if we do not rectify the current situation we will continue to lose faculty, students, and staff who cannot continue working with their current levels of frustration.

The Committee has the following recommendations for the IT unit:

Recommendation 42. Integrate the IT strategic plan with the academic plan.

That the Provost and VP Administration work together with the AVP: Information Technology to integrate the Academic Plan and the Information Technology Strategic Plan.

Recommendation 43. Appoint an AVP Information and Technology.

That Trent appoints an AVP: Information and Technology as soon as possible. The incumbents' mandate will be enormous and the challenges extraordinary.

Recommendation 44. Explore possible collaboration with UOIT.

That the AVP: Information Technology explores the possibility of collaborating with UOIT in the delivery of Information Technology services, and explores the desirability and ROI (Return On Investment) in outsourcing specific activities that are cost-effective and efficient.

Recommendation 45. Establish an Evergreen program.

That Trent establishes a formal evergreen program (a program that replaces computers at set intervals and recycles the old ones for parts) with a major provider which provides, not only for a rotational replacement of workplace stations, but also Co-op placements for our students.

iii. Budget Process

The Committee acknowledges that all final budget recommendations to the Board come from the President after consultation with PVP. However the Committee recommends a different process from the current one. At the faculty and departmental levels budgets need to reflect where student growth occurs. Starting in 2012 Deans need to start from the ground up and base their allocations on actual need and not historical allocations. Budgets need to include the cost of supporting research and teaching facilities.

The Committee has the following recommendations in this section:

Recommendation 46. Make the budget process open and transparent.

That the budget process be open and transparent and that the actual finances be made available to the community except in those cases which constitute proprietary information (e.g., salaries) or where information is strategic and, if released, would compromise Trent's competitive strengths.

That the initial draft of the budget be prepared, not in silos, but by the Provost, VP Administration, and VP Research (with their budget managers) in conjunction with the Deans; and that the Deans divisional budget planning meetings include their Chairs Councils.

Recommendation 47. That the role of the Academic Planning and Budget Committee (AP&B) be revisited.

That AP&B receive a new mandate whereby it plays a more active role in the budget planning process rather than merely receiving the finalized budget for information.

Recommendation 48. Explore Responsibility Centre Management budget model.

That PPG and AP&B, in conjunction with the VP Administration, begin the exploration of more Responsibility Center Management (RCM) budget models to allocate revenues wherever possible.

iv. Deficit Budgets

The Committee acknowledges that fiscal sustainability by 2015 should be one of the University's over-arching goals. However, it may, on occasion, be necessary to incur some program and support deficits in intervening years in order to make the necessary investments to implement changes required to realize this outcome.

The Committee has one recommendation in this section:

Recommendation 49. That the President request clarification if the Board of Governors will consider investments that may require short term deficit budgeting, conditional upon a satisfactory business case.

The Committee recommends that the President approach the Board of Governors to gauge support for an investment in the undergraduate academic enterprise that may result in a short term budget deficit (e.g., an extraordinary infusion of funding to Marketing for two years). The Committee recognizes that any proposal of a deficit budget would be conditional upon a satisfactory business case.

v. Incentives

Currently Chairs and Deans have little incentive to allocate scarce resources to non-core activities. The development of summer courses, night courses, or Distance Education/Online innovative programs.

The Committee recommends the following:

Recommendation 50. Develop an Academic Incentive Program.

That the budget process be adjusted to allow for incentive paybacks directly to programs for innovative course deliveries and other revenue generating/efficiency improvement activities (such as cross-listing courses, offering summer courses, online courses, and/or certificate courses). In short, the Committee recommends the establishment of a task force to develop an incentive program (for entrepreneurial activities that increase efficiency, facilitate student-centred experiences, generate revenue, and/or increase enrolment). The Committee suggests that the incentive should be 10% of tuition revenue after costs to be used at the discretion of the Dean. Unspent amounts of the academic incentive will normally carry forward to future fiscal years.

III. EXTERNAL RELATIONS (Recommendations 51-54)

The Committee acknowledges the crucial role played by the External Relations (ER) portfolio in terms of marketing, fundraising, alumni relations and government relations. Strengths of the unit include the fact that it is a variegated unit (also a potential liability); that it houses a significant talent pool; and that there is now a tremendous opportunity for reinvigoration with the appointment of a new VP: External Relations. Perceived weaknesses include the optic of a lopsided allocation of staff amongst its various sub-units of marketing, advancement and donor relations; there are however opportunities to provide professional development for the marketing section where priority is to increase awareness of and application to Trent. Threats include a status quo in the existing reputation of Trent. Culture change challenges are enormous.

The Committee has the following recommendations for the External Relations portfolio:

i. Marketing

Recommendation 51. Review and Revise Marketing.

- Marketing staff must consult widely with Chairs and colleagues before the next cycle of marketing images is finalized. Without exception colleagues in our academic unit visits have called for a radical change in both the process of developing a brand and in the messages that we convey about ourselves;
- Brand Trent as a small personalized teaching and research focused university, where critical thinking at both the graduate and undergraduate levels is the direct result of interactive teaching *and* research. Student and faculty engagement is what makes Trent unique.

ii. Government Relations

Strengths which we should continue to foster include relationship building at the local levels in both Peterborough and Oshawa, as well as throughout the Durham and Northumberland regions. Perceived weaknesses include the lack of a coherent Queen's Park Strategy and the lack of a dedicated lobbyist in Toronto. Opportunities include the use of alumni in Toronto as relationship builders; the possibility of senior administrators volunteering on numerous committees at both COU and AUCC. The chief threat is continued invisibility for Trent in the corridors of power and decision making which results in Trent remaining an afterthought, a minor player in Ontario's postsecondary sector.

Recommendation 52. Develop Effective Government Relations.

The development of a coherent and consistent Queen's Park strategy which is the result of a collegium wide consultation. The strategy must be complex as befitting a complex organization, and literate in the language of government policies. It is imperative that we "make the case" for an alternative type of university in Ontario, one where teaching is interactive, based on smaller than normal classes, experiential learning, and student-centered principles.

In any mandate meeting we must stress our teaching AND research. However, we must rationalize the model in the language of government. A strong consensus is that the President and Vice Presidents must be more visible in both Queen's Park and Ottawa "making the case" for a differentiated mandate for Trent, ensuring government attends to Trent's importance. Emphasis should be placed on the fact that Trent is a major economic player in this region. Teach Queen's Park about the economics of a small university. Investing in small universities causes money to flow into these communities.

iii. Donors/Philanthropy

Recommendation 53. Target student life centre as a major activity of both fundraising and philanthropic activity.

iv. Alumni

The Trent alumni body consists of close to 40,000 members with a diverse array of experiences and talents. Loyal alumni want to continue their meaningful relationships with Trent and give back to the institution that provided them with a high quality and life-altering educational experience. Connecting alumni will contribute to the quality of the student experience; strengthen community and government relations and support the long term sustainability of the institution.

Alumni can work in tandem with academic departments, as liaison and volunteer resources, to advance institutional goals, in the following ways: recruiting students, marketing, providing internship and co-op placement opportunities, mentoring, providing professional input on programs and planning, government advocacy and fundraising.

Recommendation 54. Incorporate alumni into all aspects of the academic enterprise, particularly recruitment, retention, marketing, and internships.

IV. RESEARCH (Recommendations 55-62)

Research Office

The Committee recognizes the critical role played by the Research Office in facilitating research in all disciplines at Trent, in mentoring younger colleagues, and in facilitating technology transfer. In the past ten years alone the Research Office has been instrumental in facilitating Trent's procurement of over \$130M in research funding. But more particularly, given Trent's unique academic identity, the Research Office is key to faculty research development in all faculty divisions and schools, development that is not necessarily linked to a monetary amount. This fact necessitates that the Research Office has a keen sensitivity to disciplinary difference and the need for discipline-specific systemic support. The aim of Trent's Research Office, ideally, is the creation or facilitation of a pan-university research community that is active, vibrant, supportive—and both interdisciplinary and intra-disciplinary. The Committee also acknowledges the symbiotic relationship between the Offices of Research and the Provost and endorses the alignment of the academic plan and the strategic research plan.

The Committee has the following recommendations specific to the Research portfolio:

Recommendation 55. Initiate Interdisciplinary Research Workshops.

The Committee recommends an immediate commencement of workshops devoted to interdisciplinary forms of collaborative research; creativity and research; writing productivity; public dialogue; mindfulness and research; research development; faculty mentoring; and orientation to research at Trent for new hires.

Recommendation 56. Increase faculty grant acquisition.

The Office will increase grant-writing support to faculty through i) establishing a cohort model for first time applicants to SSHRC's various grant initiatives; ii) organizing annual workshops

which host program officers from NSERC, SSHRC, and CIHR, and iii) establishing a mentor program specifically for SSHRC 4A applicants and declined applicants from NSERC and CIHR.

Recommendation 57. Review support for faculty grant applicants.

Explore the possibility of assigning staff members in the Research Office who are explicitly designated to support faculty in preparing applications for research funds, Vendor of Record proposals, research innovation prizes, etc.

Recommendation 58. Improve research budget systems.

Improve research budget systems by providing timely data to researchers that are accurate (currently 6 week delay on budget information – in the form of PDFs). A project manager at IT combined with research and finance should launch a much more detailed and timely online service for faculty with research accounts through MY TRENT faculty portal.

Recommendation 59. Improve response time to enquiries.

Establish protocols for timely return of emails from research office to faculty to facilitate researcher decision making and processes.

Recommendation 60. Provide an annual report on Research Activities, including the allocation of ICOR (Indirect Cost of Research) funding.

Staff to prepare an annual report on research funds awarded to Trent faculty, with lists of the types of research being pursued.

Recommendation 61. Develop clear guidelines on University-Industry Relations including protocols concerning commercialization of research.

The Committee recognizes the importance of university-industry relations and acknowledges the need for guidelines on these relations.

Recommendation 62. Initiate a pan-university conversation on “interdisciplinarity” and establish clear guidelines/criteria for its promotion at Trent.

The Committee recommends the development of a symposium or ongoing dialogue wherein different groups of faculty from each division are invited to describe and define what interdisciplinarity means from the point of view of various single disciplines. Trent needs clear guidelines and research policies for collaborative research work. The Committee noted with interest the development of a manual on the promotion of interdisciplinary research at the University of Southern California which it recommends for information to the Trent community. See <http://www.insidehighered.com/news/2011/07/22/usc> rewards collaborative and interdisciplinary work among faculty.

SECTION TWO: TOWARD A SUSTAINABLE FUTURE: CONCLUSIONS, SUMMARY OF RECOMMENDATIONS, EXECUTORS AND TIMELINES

From the outset of our discussions and debates the Academic Planning Committee has been guided by the five principles and ten goals that constitute “A Map for Trent University”. These are the directions that we feel Trent University must follow for the next three years (and beyond) if we are to reaffirm our premier position in the Ontario and Canadian university sectors; these are the directions that will clearly and unequivocally articulate Trent's unique academic identity.

To repeat, our goals for the next three years are as follows:

1. Trent University will initially remain a small liberal arts and science institution, with a number of classes deemed “small” when compared to national standards; (*we will, however, aim to grow by 760 undergraduate FTEs and 40 graduate FTEs for a realistic size of 7,800 undergraduate FTEs and 429 graduate FTEs by 2015 on both campuses*);
2. Trent will continue to develop as a research-focused institution at both undergraduate and graduate levels while recognizing that engagement in both research and community are prime retention motivators for both students and faculty;
3. Current academic offerings will be reviewed by the Deans and Chairs with the aim of eliminating unsustainable undergraduate and graduate programming activities in order to adjust to resource limitations;
4. Trent will be differentiated by, amongst other qualities, interdisciplinarity, multi-disciplinarity, and intra-disciplinarity in academic programming, robust policies and practices of enhanced inclusivity and diversity, and a student-centered interactive pedagogy in all undergraduate, second entry, and graduate programs;
5. During the next three years Trent will develop a limited number of new undergraduate programs (*primarily in Health Sciences and the Environment*) and new signature graduate programs (*primarily, though not exclusively, in the Sciences*);
6. Trent's marketing will accurately convey what we do and who we are, with a focus on interactive pedagogy, the college experience, research activity, mentorship, and the preparation of our students for fulfilling professions and intellectual lives characterized by engaged citizenship, and a strong sense of social justice;
7. Trent will expand online course delivery in order to enhance student and faculty flexibility and facilitate timely completion of our students’ programs of study;
8. For the next three years Trent's signature areas for targeted marketing will be Sustainability and Environment; Canadian and Indigenous Studies; Life and Health Sciences; and Critical Cultural Inquiry;

9. Trent will value teaching, research, and service (including community outreach) equitably, recognizing that career trajectories for TUFA members often foreground one or two of the traditional "pillars" at different times throughout a career; CUPE members will be valued and respected for their teaching and scholarship.

10. Trent will aspire to be one of the Top 100 Employers in Canada, a workplace characterized by collegiality, fairness, respect, workload equity, and transparency.

To achieve these goals Trent University will abide consistently by five principles in all of its many complex activities. These five overarching "obligatory principles" are as follows:

- a. To articulate clearly its unique academic identity;
- b. To become an efficient and fiscally healthy university;
- c. To improve its reputation and visibility;
- d. To build a culture of respect and pride; and,
- e. To improve continuously its overall quality and performance.

SUMMARY OF RECOMMENDATIONS

ALL RECOMMENDATIONS ARE SUBJECT TO THE TERMS SET OUT WITHIN THE COLLECTIVE AGREEMENT

GENERAL

The Student Experience (Recommendations 1-10)

1. That Trent develop a proposal for a one-term interdisciplinary course designed to foster intellectual curiosity, develop transferable academic skills, and improve retention amongst first-year students

Executor: Provost & Working Group

Timeline: September 2013

Principles: To articulate clearly our unique academic identity; to improve continuously our overall quality and performance

2. That Trent establishes a committee to develop interdisciplinary, research-based course options for high achieving fourth year students

Executor: Provost & Working Group

Timeline: September 2013

Principles: To articulate clearly our unique academic identity; to improve continuously our overall quality and performance

3. That Trent reaffirms the role of the Colleges

Executor: Provost, AVP Student Services, College Heads

Timeline: September 2012

Principles: To articulate clearly our unique academic identity

4. That Trent establishes a Centre for Teaching, Technology, and Learning (The Trent Ideas Centre)

Executor: Provost, Associate Dean UG Studies, VP Admin, IT

Timeline: September 2013

Principles: To improve Trent's reputation and visibility

5. That Trent initiates a three year phase-in process whereby half-credit courses become the normal, though not exclusive, delivery unit

Executor: Deans, Chairs, Registrar, AVP: SEM

Timeline: July 2015

Principles: To improve continuously our overall quality and performance

6. That Trent affirms and ensures a culture of inclusivity

Executor: Provost, Human Rights

Timeline: Immediately

Principles: To build a culture of respect and pride in what we do

7. That Trent recommends that the AVP: SEM and AVP: Student Affairs work with the Associate Dean of Undergraduate Studies to expand current support systems for at-risk students

Executor: Deans

Timeline: September 2012

Principles: To improve continuously our overall quality and performance.

8. That Trent integrates Student Services more seamlessly within the academic enterprise

Executor: Provost, AVP: Student Services, Deans

Timeline: September 2014

Principles: To build a culture of respect and pride in what we do; to improve continuously our overall quality and performance

9. That Trent increases the entering average of high school students

Executor: Provost, AVP: SEM

Timeline: September 2012

Principles: To improve Trent's reputation and visibility

10. That Trent clarifies the mandate and role of the First Peoples House of Learning

Executor: Provost, Director FPHL

Timeline: September 2012

Principles: To articulate clearly our unique academic identity

The Faculty Experience (Recommendations 11-13)

11. That within the terms of the existing Collective Agreement, Chairs and Deans work more closely with tenured faculty members who desire a flexible allocation of their efforts in teaching, research, and service

Executor: Deans, Chairs

Timeline: September 2013

Principles: To improve Trent's reputation and visibility

12. That within the terms of the existing Collective Agreement, Deans play a more active role with Chairs in supporting faculty through meeting with colleagues every two years

Executor: Deans, Chairs

Timeline: September 2012

Principles: To improve Trent's reputation and visibility

13. That Trent implements, where practical, a three semester system

Executor: AVP: SEM, Registrar, Deans, Chairs

Timeline: September 2013

Principles: To improve Trent's reputation and visibility

The Support Staff Experience (Recommendations 14-16)

14. That Trent establishes a Provost's Award for Academic Support Staff

Executor: AVP: Human Resources, Provost

Timeline: September 2012

Principles: To build a culture of respect and pride in what we do

15. That Trent reviews and conducts an analysis of support staffing

Executor: AVP: Human Resources, Deans

Timeline: September 2013

Principles: To build a culture of respect and pride in what we do

16. That Trent will aspire to be one of the Top 100 Employers

Executor: AVP Human Resources, Provost

Timeline: September 2015

Principles: To build a culture of respect and pride in what we do

SPECIFIC RECOMMEN DATIONS

I. ACADEMIC

The Faculty of Arts and Science & The Professional Schools (Recommendations 17-30)

17. That there be a decanal review of program, course, and degree offerings

Executor: Deans

Timeline: September 2013

Principles: To become an efficient and fiscally healthy university; to improve Trent's reputation and visibility; to improve continuously our overall quality and performance

18. That Deans ensure that class sizes are both appropriate for the unit concerned and sustainable in the long term

Executor: Deans and Chairs

Timeline: September 2012

Principles: To become an efficient and fiscally healthy university; to improve continuously our overall quality and performance

19. That Trent commit to faculty renewal

Executor: Provost, Deans

Timeline: January 2012

Principles: To improve Trent's reputation and visibility; to build a culture of respect and pride in what we do; to improve continuously our overall quality and performance

20. That Trent develops new programming

Executor: Deans

Timeline: September 2013

Principles: To improve Trent's reputation and visibility; to improve continuously our overall quality and performance

21. That Trent streamlines course and program approvals

Executor: Deans

Timeline: September 2012

Principles: To improve Trent's reputation and visibility; to improve continuously our overall quality and performance

22. That Trent develops more Distance Education and Online Courses

Executor: Dean in charge of DE

Timeline: September 2012

Principles: To improve Trent's reputation and visibility; to improve continuously our overall quality and performance; to become an efficient and fiscally healthy university

23. That Trent establishes a Continuing Education program located in Traill College

Executor: Associate Dean UG Studies

Timeline: September 2014

Principles: To improve Trent's reputation and visibility; to improve continuously our overall quality and performance; to become an efficient and fiscally healthy university

24. That Trent establishes a Trent Co-op program

Executor: AVP Student Services

Timeline: September 2014

Principles: To improve continuously our overall quality and performance

25. That Capital Project Recommendations consider the academic impact of decisions

Executor: Provost, VP Admin

Timeline: Ongoing

Principles: To become an efficient and fiscally healthy university

26. That Trent increases its College and University partners' articulation agreements

Executor: AVP: SEM

Timeline: September 2012

Principles: To improve Trent's reputation and visibility

27. That Trent commits to equity in scheduling and engagement

Executor: Provost, AVP Human Resources, Bargaining Team

Timeline: September 2013

Principles: To build a culture of respect and pride in what we do

28. That Trent explores delivery of courses through shorter linked modules

Executor: Deans

Timeline: September 2014

Principles: To improve continuously our overall quality and performance

29. That new appointments are encouraged to contribute to more than one unit or program at Trent.

Executor: Provost

Timeline: Immediately

Principles: To improve continuously our overall quality and performance

30. That new program delivery must include a business plan, an examination of existing resources, and proof of broad consultation across the academy

Executor: Deans, AVP SEM, VP Admin

Timeline: September 2012

Principles: To improve continuously our overall quality and performance

The School of Graduate Studies (Recommendation 31)

31. That the School of Graduate Studies develop a Vision Statement (with specific requirements)

Executor: Dean of Graduate Studies

Timeline: September 2012

Principles: To improve continuously our overall quality and performance

Trent in Oshawa (Recommendations 32-38)

32. That Trent establishes Virtual Classroom Capacity at both the Peterborough and Oshawa campuses

Executor: Associate Dean Trent in Oshawa, IT, VP Admin

Timeline: September 2012

Principles: To improve continuously our overall quality and performance.

33. That Oshawa develops a revised business case and strategic academic plan

Executor: Associate Dean Trent in Oshawa

Timeline: September 2012

Principles: To improve continuously our overall quality and performance

34. That Trent explores the actual fiscal sustainability of class sizes in Oshawa

Executor: Associate Dean Trent in Oshawa, VP Admin

Timeline: September 2012

Principles: To become an efficient and fiscally healthy university

35. That the AVP: SEM and Oshawa Principal develop counting methods that acknowledge the true size of Oshawa classes (i.e. that account for the presence of UOIT students)

Executor: Associate Dean Trent in Oshawa, AVP SEM

Timeline: September 2012

Principles: To become an efficient and fiscally healthy university

36. That Trent ensures that all "programs" offered in Oshawa can be completed in Oshawa

Executor: Associate Dean Trent in Oshawa, Deans

Timeline: September 2012

Principles: To improve continuously our overall quality and performance

37. That External Relations (Marketing) develop an Oshawa-specific brand and marketing program

Executor: VP ER&A, Associate Dean Trent in Oshawa

Timeline: September 2012

Principles: To become an efficient and fiscally healthy university

38. Beginning July 1, 2014: explore the possibility of a transition of academic governance toward a "relatively autonomous" model for Trent in Oshawa

Executor: Provost

Timeline: July 1, 2014

Principles: To improve continuously our overall quality and performance

The Library and Archives (Recommendation 39)

39. That effective immediately, Trent develop a budgetary plan for the sustained renewal of the library and archival collections

Executor: Provost, University Librarian, AVP Finance

Timeline: September 2012

Principles: To improve Trent's reputation and visibility

Trent International Program (Recommendation 40)

40. That Trent undertake an external review of TIP

Executor: Provost, VPRI, AVP Finance, AVP SEM, TIP Director

Timeline: September 2012

Principles: To become an efficient and fiscally healthy university

II. ADMINISTRATION (*Recommendations 41-50*)

DATA

41. That Trent develops a clear, transparent, and accurate set of data

Executor: AVP SEM, Director IP

Timeline: September 2012

Principles: To build a culture of respect and pride in what we do; to improve continuously our overall quality and performance

INFORMATION TECHNOLOGY

42. That Trent integrates the IT strategic plan with the academic plan

Executor: VP Admin

Timeline: September 2012

Principles: To improve continuously our overall quality and performance

43. That Trent appoints an AVP Information and Technology Services

Executor: VP Admin

Timeline: September 2012

Principles: To improve continuously our overall quality and performance

44. That Trent actively explores possible collaboration with UOIT

Executor: VP Admin, IT

Timeline: September 2012

Principles: To improve continuously our overall quality and performance

45. That Trent establishes an Evergreen program

Executor: VP Admin, IT

Timeline: September 2014

Principles: To improve continuously our overall quality and performance

BUDGET

46. That Trent makes the budget process open and transparent

Executor: VPA, VP Admin, VPRI, VPERA

Timeline: Ongoing

Principles: To improve Trent's reputation and visibility; to improve continuously our overall quality and performance

47. That the role of Academic Planning and Budget be revisited

Executor: Provost

Timeline: September 2012

Principles: To become an efficient and fiscally healthy university

48. That Trent explores further development of a Responsibility Centre Management budget model

Executor: VP Admin, Provost

Timeline: September 2013

Principles: To become an efficient and fiscally healthy university

49. That the President request clarification if the Board of Governors will consider investment that may require short term deficit budgeting, conditional upon a satisfactory business case

Executor: President

Timeline: January 2012

Principles: To improve continuously our overall quality and performance

50. That Trent develops an Academic Incentive Program

Executor: Provost, VP Admin

Timeline: September 2013

Principles: To become an efficient and fiscally healthy university

III. EXTERNAL RELATIONS (*Recommendations 51-54*)

51. That Trent reviews and revises the marketing of Trent University

Executor: VP ER&A

Timeline: September 2012

Principles: To improve Trent's reputation and visibility

52. That Trent develops effective government relations

Executor: VP ER&A, President, VPs

Timeline: September 2013

Principles: To improve Trent's reputation and visibility; to improve continuously our overall quality and performance

53. That Trent targets a student life centre as a major activity of both fundraising and philanthropic activity

Executor: VP ER&A

Timeline: Ongoing

Principles: To improve Trent's reputation and visibility

54. That Trent incorporates alumni into all aspects of the academic enterprise, particularly recruitment, retention, marketing, and internships

Executor: VP ERA, Director of Alumni Affairs

Timeline: September 2013

Principles: To improve Trent's reputation and visibility

IV. RESEARCH (*Recommendations 55-62*)

55. That Trent initiates interdisciplinary research workshops

Executor: VPRI, Provost, Deans

Timeline: September 2012

Principles: To improve continuously our overall quality and performance

56. That Trent increases faculty grant acquisition

Executor: VPRI

Timeline: September 2013

Principles: To improve Trent's reputation and visibility

57. That Trent reviews its support for faculty Grant applicants

Executor: VPRI

Timeline: September 2013

Principles: To improve continuously our overall quality and performance

58. That Trent improves its research budget systems

Executor: VPRI

Timeline: September 2013

Principles: To improve continuously our overall quality and performance

59. That the Office of Research improve response time to enquiries

Executor: VPRI

Timeline: September 2012

Principles: To build a culture of respect and pride in what we do

60. That Trent provides an annual report on research activities, including the allocation of ICOR funding

Executor: VPRI

Timeline: September 2012

Principles: To build a culture of respect and pride in what we do

61. That Trent develops guidelines on University-Industry Relations including protocols for commercialization of research

Executor: VPRI

Timeline: September 2013

Principles: To improve continuously our overall quality and performance

62. That Trent initiates a pan-university conversation on "interdisciplinarity" and establishes clear guidelines/criteria for its promotion at Trent University

Executor: Provost, VPRI

Timeline: September 2012

Principles: To improve continuously our overall quality and performance

PRIORITIZATION OF RECOMMENDATIONS

ALL RECOMMENDATIONS ARE SUBJECT TO THE TERMS SET OUT WITHIN THE COLLECTIVE AGREEMENT

Immediate Actions (Implemented by September 2012)

1. That Deans ensure that class sizes are both appropriate for the unit concerned and sustainable in the long term [R18]
2. That Trent reaffirms the role of the Colleges [R3]
3. That Trent affirms and ensures a culture of inclusivity [R6]
4. That Trent increases the entering average of high school students [R9]
5. That Trent recommends that the AVP: SEM and AVP: Student Affairs work with the Associate Dean of Undergraduate Studies to expand current support systems for at-risk students. [R7]
6. That new appointments are encouraged to contribute to more than one unit or program at Trent [R29]
7. That Trent clarifies the mandate and role of the First Peoples House of Learning [R10]
8. That within the terms of the existing Collective Agreement, Deans play a more active role with Chairs in supporting tenured faculty through meeting with colleagues every two years [R12]
9. That Trent establishes a Provost's Award for Academic Support Staff [R14]
10. That Trent undertake an External Review of TIP [R40]
11. That Trent commit to Faculty Renewal [R19]
12. That Trent streamlines course and program approvals [R21]
13. That Trent develops more Distance Education and Online Courses [R22]
14. That Capital Project Recommendations consider the academic impact of decisions [R23]
15. That Trent increases its college and university partners' articulation agreements [R26]
16. That new program delivery must include a business plan, an examination of existing resources, and proof of broad consultation across the academy [R30]
17. That Trent establishes Virtual Classroom Capacity at both Peterborough and Oshawa campuses [R32]
18. That Oshawa develops a revised business case and strategic academic plan [R33]
19. That Trent explores the actual fiscal sustainability of class sizes *in Oshawa* [R34]
20. That the AVP: SEM and Oshawa Principal develop counting methods that acknowledge the true size of Oshawa classes (i.e., that account for the presence of UOIT students) [R35]
21. That Trent ensures that all "programs" offered in Oshawa can be completed in Oshawa [R36]
22. That External Relations (Marketing) develops an Oshawa-specific brand and marketing program [R37]
23. That effective immediately Trent develops a budgetary plan for the sustained renewal of the library and archival collections [R39]
24. That Trent develops a clear, transparent, and accurate set of data [R41]
25. That Trent integrates an IT strategic plan with the academic plan [R42]
26. That Trent appoints an AVP Information and Technology Services [R43]
27. That Trent actively explores possible collaboration with UOIT [R44]

28. That Trent makes the budget process open and transparent [R46]
29. That the role of the Academic Planning and Budget committee be revisited [R47]
30. That the President request clarification if the Board of Governors will consider investment that may require short term deficit budgeting, conditional upon a satisfactory business case [R49]
31. That Trent reviews and revises the marketing of Trent University [R51]
32. That Trent targets a student life centre as a major activity of both fundraising and philanthropic activity [53]
33. That Trent initiates interdisciplinary research workshops [R55]
34. That the Office of Research improve response time to enquiries [R59]
35. That Trent provides an annual report on research activities, including the allocation of ICOR funding [R60]
36. That Trent initiates a pan-university conversation on “interdisciplinarity” and establishes clear guidelines/criteria for its promotion at Trent University [R62]
37. That the School of Graduate Studies develop a Vision Statement (with specific requirements) [R31]

Short Term Actions (Implemented by September 2013)

1. That there be a Decanal Review of program, course, and degree offerings [R17]
2. That Trent develop a proposal for a one-term interdisciplinary course designed to foster intellectual curiosity, develop transferable academic skills, and improve retention amongst first-year students [R1]
3. That Trent establishes a committee to develop interdisciplinary, research-based course options for high achieving fourth year students [R2]
4. That Trent establishes a Centre for Teaching, Technology, and Learning (The Trent Ideas Centre) [R4]
5. That within the terms of the existing Collective Agreement, Chairs and Deans work more closely with tenured faculty members who desire a flexible allocation of their efforts in teaching, research, and service [R11]
6. That Trent integrates Student Services more seamlessly within the academic enterprise [R8]
7. That Trent implements, where practical, a three semester system [R13]
8. That Trent reviews and conducts an analysis of support staffing [R15]
9. That Trent develops new programming [R20]
10. That Trent commits to equity in scheduling and engagement [R27]
11. That Trent explores further development of a Responsibility Centre Management budget model [R48]
12. That Trent develops an Academic Incentive Program [R50]
13. That Trent develops effective government relations [R52]
14. That Trent incorporates alumni into all aspects of the academic enterprise, particularly recruitment, retention, marketing, and internships [R54]
15. That Trent reviews its support for faculty grant applicants [R57]
16. That Trent improves its research budget systems [R58]
17. That Trent develops guidelines on University-Industry Relations including protocols for commercialization of research [R61]
18. That Trent increases faculty grant acquisition [R56]

Mid-term Actions (Implemented by September 2014)

1. That Trent establishes a Continuing Education Program located at Traill College [R23]
2. That Trent establishes a Trent Co-op Program [R24]
3. That Trent explores delivery of courses through shorter linked modules [R28]
4. That beginning July 1, 2014: explore the possibility of a transition of academic governance toward a "relatively autonomous" model for Trent in Oshawa [R38]
5. That Trent establishes an Evergreen program [R45]

Long-term Actions (Implemented by September 2015)

1. That Trent initiates a three year phase-in process whereby half-credit courses become the normal, though not exclusive, delivery unit [R5]
2. That Trent will aspire to be one of the Top 100 Employers [R16]

SECTION THREE: APPENDICES

Appendix A: Divisional Profiles

Appendix B: Provost & Vice President Organizational Chart

Appendix C: Members of Committee and Schedule of Meetings

Appendix D: Documentation Provided to Undergraduate Units

Appendix E: Vision and Mission Statements

Appendix F: Toward a Sustainable Future: The First Integrated Plan for Trent University (2010-2015)

Appendix G: Recommended Annual Budget Planning Cycle Template

Appendix H: Class Size Documentation

APPENDIX A: DIVISIONAL PROFILES

A. DIVISION OF HUMANITIES

Humanities at Trent consists of eight undergraduate departments: Ancient History and Classics, Canadian Studies, Cultural Studies, English Literature, History, Modern Languages and Literatures, Philosophy, and Gender and Women's Studies. There are also humanities faculty members in social science and science departments. Humanities faculty are heavily invested in graduate programs with PhD offerings in Canadian Studies and Cultural Studies as well as MA offerings in Canadian Studies and Indigenous Studies, English: Public Texts, History, and Theory, Culture, Politics, as well as having commitments to both the Anthropology MA and the Indigenous Studies PhD.

Pivotal to the interactive teaching model of Trent, particularly in small groups, humanities faculty have consistently devoted large amounts of time to contact hours in the classroom to maintain high standards. Indeed, more than half of all Symons Awards for Excellence in Teaching and half of the awards for Educational Leadership and Innovation have gone to humanities faculty. Known for innovative course and pedagogical design, humanities courses attract a high number of students who plan to continue in the education sector, particularly in Canadian Studies, English, and History. Students become involved in projects with faculty, become known, and, often, become politically engaged through their humanities studies.

Humanities hosts the only Tier One Canadian Research Chair at Trent, as well as the Kenneth Mark Drain Chair in Ethics, the first Endowed Chair in the University's history. Faculty in the humanities are known internationally across diverse fields, for work including but not limited to labour history, residential schools, textual editing, Canadian literature, ethics, science fiction, and creative writing. Humanities departments have very strong ties to the Peterborough community, particularly its robust writing community.

Reliant as it has been on extraordinary efforts of faculty members, Trent now faces a challenge due to unbalanced teaching loads and ineffective calculations of work load that include research and service, while demands of each are ever increasing. Staffing cuts have demoralized and diminished the humanities, particularly OPSEU support staff. Many departments share their secretaries or have limited office hours per week. Some departments are especially under-resourced, with AHCL and WMST being especially hard hit, having been reduced through attrition to two or three full-time permanent faculty members each. There is, moreover, an over-reliance on CUPE instructors who are, nonetheless, invaluable colleagues.

That said, this is an exciting moment for the Humanities at Trent. With change in the air, it might be possible to develop new credit, theme-based, multi and interdisciplinary first year courses. Doing so would require the openness on the part of departments to accept such courses as prerequisites, but if departments are adequately involved in course design and delivery this should be possible. Such offerings would allow students to see Trent's strengths in the interplay between the disciplines and the interdisciplines. As we open up the possibilities to genuinely transform curricula, ways to restructure departments to reflect the actual workings of Trent may become desirable or become unnecessary because valuing cooperation among departments

would mitigate the current challenges. More ambitiously, the timing could be right to look at more radical pedagogical examples, such as Evergreen State College which re-imagines postsecondary education by pushing the boundaries of classroom structure and encouraging genuine research and teaching links among faculty from different fields.

The planned new investment in technology, in the classroom and beyond, could offer ways to maintain interactive pedagogy without compromising the “bottom line.” Trent could take its impressive “face-to-face” reputation and parlay it into an equally distinct online-learning model, but to do so will require upfront resources in order not to simply mimic what other universities can offer. Such work could include a greater investment in online archival material that would improve the skills of students in Ancient History and Classics, English, and History, as well as many interdisciplines.

B. DIVISION OF SCIENCE

The Science programs at Trent include nine undergraduate Departments (Biology, Chemistry, Computing & Information Systems, Environmental & Resource Studies/Science, Forensic Science, Geography, Mathematics, Physics & Astronomy and Psychology). Overall this area is a growth area in terms of enrolment particularly in Psychology and Biology. Other departments have shown only modest growth or, in some cases, a decline.

Relative to other institutions, Trent still offers relatively small classes and lab sections in the sciences. The location of the university offers a living laboratory and wildlife research in the unit has been strengthened by the presence of MNR research labs on campus. The ENLS graduate program is the largest and most vibrant interdisciplinary graduate program in the university. There is a strong history of incorporating undergraduate students in faculty research programs. A significant number of science faculty are engaged in major national and international scientific programs (e.g. IPCC), which gives the university a much higher research profile than other Canadian universities of similar size.

Despite increased enrolments, howsoever, the Sciences have suffered together with all units in across-the-board budget reductions. This has led to low faculty and staff morale. The limited financial resources may encourage a "silo" mentality amongst some departments, which threatens the interdisciplinarity that Trent claims to promote.

The current government focus on the science, technology, engineering, and math (STEM) disciplines, as well as Health Sciences, is an opportunity for the Science division. There are definitely some exciting new undergraduate degree initiatives aimed at increasing enrolment such as a mooted BSc/BA Health Sciences/Studies and a BSc in Water and Aquatic Sciences both of which are based on many courses and programs already available at Trent.

The major threat to science faculty is the change in NSERC funding evaluations that favour large research programs training increased numbers of highly qualified personnel (HQP). There is a risk that many science faculty members will be unable to continue modest research programs and that the few faculty members with large research programs may choose to leave, driving the university towards a negatively differentiated role in the system.

C. DIVISION OF SOCIAL SCIENCES

Social Sciences at Trent include seven departments: Anthropology, Business Administration, Economics, Indigenous Studies, International Development Studies, Political Studies, and Sociology. These departments and programs provide an engaging and experiential approach to the study of human societies and organizations and contemporary social and political issues.

The Social Science undergraduate programs and curriculum traverse both Humanities and Sciences – both Anthropology and Economics offer BA and BSc degrees; new in 2011-12, Anthropology in collaboration with Ancient History and Classics offers a BA and BSc in Archaeology; Indigenous Studies collaborates with Environment and Resource Studies/Science to offer the Indigenous Environmental Studies BA and BSc; Economics collaborates with Mathematics to offer the BSc in Mathematical Economics; and Anthropology, Indigenous Studies, International Development Studies, and Political Studies collaborate with several science departments to offer the Sustainable Agriculture BA and BSc.

Consistent with national and provincial trends, overall enrolment in the Social Sciences has declined over the past five years, with the exception of Sociology and Business Administration which witnessed modest growth. Faculty and administrative resources in the Social Sciences have also steadily decreased over the last decade. The smaller departments (International Development Studies, Economics, and Political Studies) have suffered from reduced administrative support (each has a half-time administrator) and a declining number of core faculty members. Non-teaching activities such as community engagement and work on editorial boards of journals, varies across departments and are considered important aspects of faculty work but are not generally given much weight in workload calculations. These stresses contribute to the sense of overload of faculty and staff.

Additional challenges arise from the small size of departments, the complexity of researching and teaching about human societies and the ‘pedagogy of engagement’ favoured by the faculty. These include difficulty in offering students a choice of courses while covering their respective core courses and having small numbers of faculty to share the service and administrative load. The pedagogy of engagement requires higher levels of classroom hours and in some instances, more course preparation as well as significant engagement with students outside the classroom. Both International Development Studies and Indigenous Studies have a strong history of year-abroad programs. International Development Studies offers a year abroad program in both Ghana and Ecuador and Indigenous Studies offers a year abroad program in Thailand. Anthropology and, more recently, Business Administration have integrated field based learning in their programs. Over the past 13 years, the Social Archaeology Research Program has run a field school in in Minanha, Belize. Closer to home, the Ontario Field School and Oshawa Historical Field School provide a focused and intensive introduction to archaeological field methods. In 2011, Business Administration initiated field based learning – an immediately successful endeavour thanks to the overwhelming support from local businesses in the Greater Peterborough Area.

Despite the stresses associated with reduced resources and declining enrolments, the Social Science faculty continue to be engaged in distinctly contemporary scholarship and teaching, are

highly connected to their communities of interest and deeply interested and engaged in the social issues of the day. The Social Sciences hosts two Canada Research Chairs (Archaeological Studies and Aboriginal Arts and Literatures) and a Chair of Indigenous Knowledge. Although, the Social Science departments tend to be focused on undergraduate studies, several departments provide graduate education including MA in Anthropology, MA in Sustainability, and a PhD in Indigenous Studies. Several Social Science faculty participate in graduate education in the Frost Centre for Canadian Studies and Indigenous Studies, the MA program in Applied Modelling and Quantitative Methods, the MA program in Theory, Culture, Politics, and the PhD in Cultural Studies.

As can be seen from the current collaborations, the Social Science departments, have developed joint initiatives and programs both within the Social Sciences and across the Humanities and Science divisions. A central challenge facing the Social Sciences is to develop a compelling and common vision that can be used to improve student enrolment. Another challenge is to define the Social Sciences in terms of skill sets that are of interest to job oriented students. Put simply, we need to provide better explanations and demonstrate the value of Social Science degrees for careers in business and government, in addition to careers in the non-profit and development sectors that already attract many students.

D. SCHOOL OF EDUCATION

The mission of the School of Education and Professional Learning, is well aligned with the mission of Trent University in providing (a) high quality programs for pre-service teachers (the Bachelor of Education and teacher accreditation currently has approximately 250 students per year), and (b) a fledgling Additional Qualification program for in-service teachers (enrolment for 2011 is 148). There are several key characteristics that define the program: the focus on social justice, literacy, critical thinking, and communication of ideas; strong partnerships within the university and with the surrounding educational community, the Ministry of Education and the Ontario College of Teachers; and a part-time BEd for working adults to ensure equity; and the foregrounding of indigenous perspectives.

Strengths of the curriculum are many, including the attention to special needs of students in a course focused on literacy and offered in all divisions (primary, junior, intermediate, senior divisions). Trent is the only Ontario program with this focus. There are also mandatory courses on socio-cultural perspectives of schooling and a practicum course (a dedicated course to support the school practical). Methods courses are rich and focus on specific teaching domains that prepare teacher candidates for their prospective careers. The heavy workload for students is an issue in all Faculties and Schools of Education, and Trent has proved that it is possible to remedy the “hamster in a wheel” phenomenon students often experience: The program is committed to evidence-based decision-making, responsiveness to the needs and experiences of students, and collaboration to achieve tangible and successful results, as the before and after student exit surveys demonstrate (see UPR report, Fall 2010 for 5 year data summary).

The practicum model provides teacher candidates with early experiences on a one-one basis with struggling readers and with experience in learning how to differentiate their instruction; there is a strong research culture and all tenure-stream and four limited-term faculty members have PhDs,

many other limited-term faculty members are undertaking a PhD, and the part-time faculty have extensive relevant practical experience.

Budget cuts and lack of permanent faculty have challenged the School in many ways. The main challenge facing all programs in Ontario is the provincial cuts to spaces in Faculties and Schools of Education. At the same time, there has been no attempt to apply similar limits to enrolment in the private “off-shore” and foreign programs (e.g., Charles Sturt, Potsdam) that have grown up in Ontario in the past decade. Another challenge at Trent specifically is the lack of adequate facilities

The Ministry of Education (through the current elected party) is recommending a two-year Bachelor of Education program in Ontario, to align the program length with that of every other Canadian province. In this atmosphere a graduate program is a logical next step for the School and the tenure stream faculty members have many creative ideas for how this could be achieved through collaboration with other cognate units. Recently, the PPG has approved the School of Education moving forward to submitting a full proposal for a M.Ed. Program.

E. SCHOOL OF NURSING

The Trent/Fleming School of Nursing (TFSON) offers a Bachelor of Science in Nursing (BScN) through three different routes: 1) a four year collaborative stream (with Fleming College), 2) a 28-month compressed stream for students with previous post-secondary education, and 3) a Practical Nurse (PN) to BScN stream in collaboration with George Brown College in Toronto. Approximately 120 students are admitted each year to the collaborative stream, 80 to the compressed stream and, starting in academic year 2012/13, 60 to the aforementioned PN to BScN stream with George Brown. While the numbers of applicants have risen steadily over the past years, the number of students admitted each year is limited by the School’s capacity to place more students in clinical practice. Discussions about a PN to BScN program in collaboration with Fleming College were initiated last year and were resumed this fall.

The baccalaureate curriculum was revised three years ago in response to feedback from the Canadian Association of Schools of Nursing (CASN), students and community partners. As of the academic year 2012/13 all courses in the revised curriculum will have been phased-in and all of the original courses phased-out. The first graduates of the new curriculum, PN to BScN, wrote their registration examinations (CRNE) this fall; results are not yet available. The TFSON underwent both program and accreditation reviews in the fall of 2010 and winter of 2011 respectively. Both the Trent University and Fleming College partners were granted a seven year accreditation which is the maximum. The revised curriculum for all three streams was granted Path A, Stage 1 accreditation and we can apply for Path A, Stage 2 accreditation within the year after our first graduates from each stream.

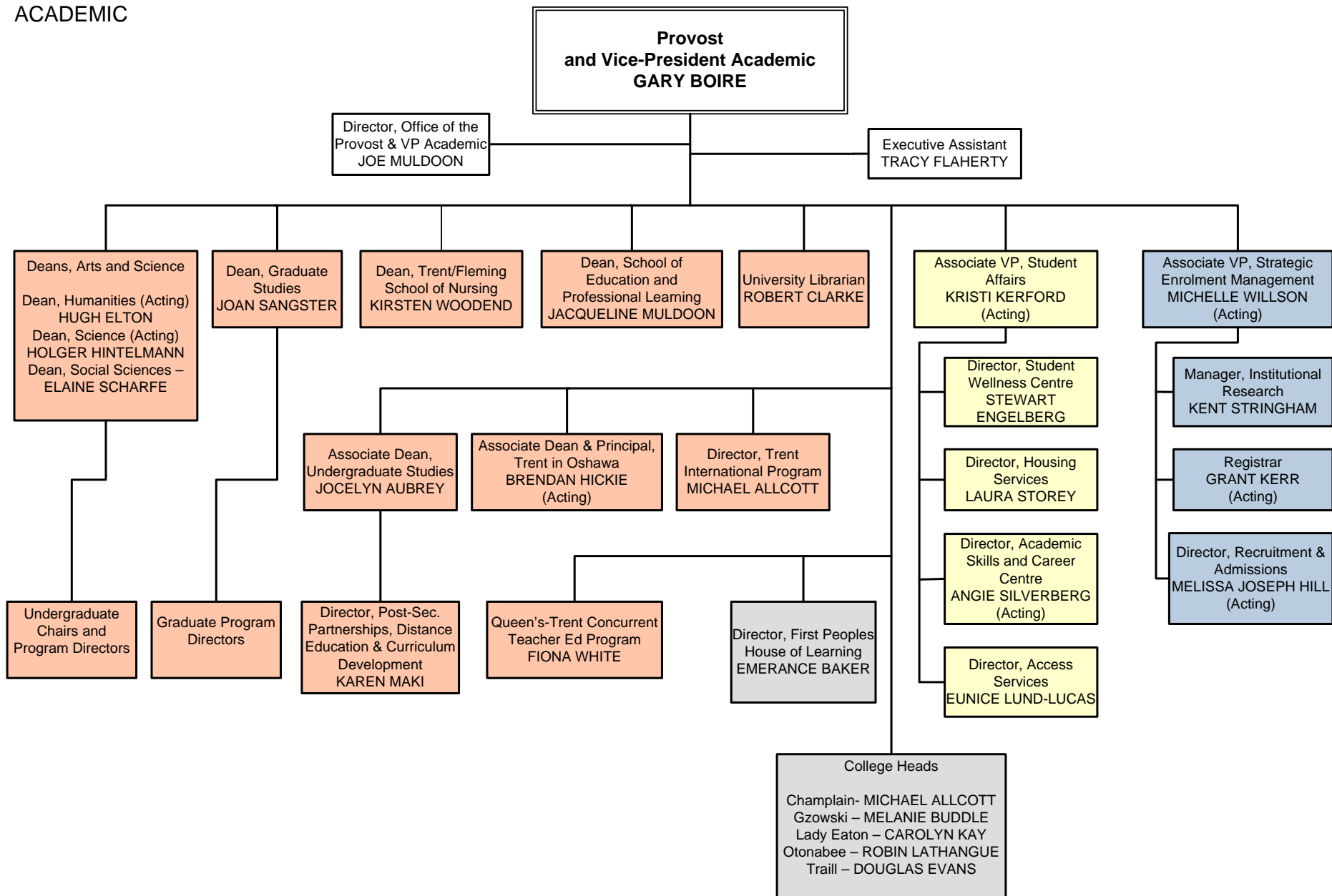
The Trent/Fleming School of Nursing is facing a number of challenges at the moment. The key challenges are: 1) hiring, supporting and retaining productive faculty; 2) levelling and evaluating the revised curriculum (all streams); 3) clinical placements; and 4) development of a graduate program.

Within the next year, the TFSON must develop, and submit to CASN, an updated curriculum conceptual framework that includes details about learning outcomes at each level as well as terminal outcomes.

Finding clinical placements for students of the School of Nursing is increasingly challenging. In part, this is because of the financial challenges that our largest, local clinical partner has been facing. Members of the School have undertaken work in three areas which have the potential to facilitate and possibly expand clinical placements. The first is simulation; a Simulation Working Group, including Fleming College and community partners, has been formed. This working group has two main goals: 1) to fully integrate simulation into the curriculum by September 2012, and 2) to develop a proposal for a regional approach to simulation. As it appears to be pedagogically 'safe' to replace up to 25% of clinical practice with simulation this may increase our capacity especially in child and maternal health where there are more severe placement shortages. The second will facilitate inter-professional education, an important next step for the School.

The second area is HSPnet which is a "comprehensive, web-enabled Practice Education Management System". We are working with Fleming College, UOIT and Durham College to implement HSPnet in our area by the fall of 2012. While this system facilitates the tracking of both placements and students, the experience of other users is that it has also increased placement capacity. The final area is the installation of an Ontario Telehealth Network site here at the School. In addition to other benefits, it will increase our potential to permit students to do more rural placements while continuing their classroom education here in Peterborough.

APPENDIX B
 ORGANIZATIONAL CHART
 OFFICE OF THE PROVOST & VICE PRESIDENT
 ACADEMIC



APPENDIX C
MEMBERS OF COMMITTEE & SCHEDULE OF MEETINGS

MEMBERS OF THE ACADEMIC PLAN COMMITTEE

Gary Boire (Provost and Chair of Committee)
Cathy Bruce (Education)
Craig Brunetti (Biology)
Jim Buttle (Geography)
Sally Chivers (English/Canadian Studies)
James Conolly (Anthropology)
Hugh Elton (Acting Dean, Division of Humanities)
Doug Evans (Environmental Resource Studies)
Holger Hintelmann (Acting Dean, Division of Science)
Maira Howes (Philosophy)
Jackie Muldoon (Dean, School of Education)
Joe Muldoon (Secretary)
Colleen O'Manique (Political Studies/Gender and Women's Studies)
Joan Sangster (Dean, School of Graduate Studies)
Elaine Scharfe (Dean, Division of Social Sciences)
Kirsten Woodend (Dean, School of Nursing)

SCHEDULE OF MEETINGS WITH ACADEMIC PLAN COMMITTEE

August 26, 2011
September 20, 2011
October 24, 2011
November 18, 2011
January 11, 2012

SCHEDULE OF MEETINGS WITH UNDERGRADUATE & GRADUATE UNITS

Ancient History & Classics – August 25, 2011
Anthropology – September 29, 2011
Biology – September 27, 2011
Business Administration – September 21, 2011
Canadian Studies – September 26, 2011
Chemistry – August 29, 2011
Computing & Information Systems – September 20, 2011
Cultural Studies – September 30, 2011
Economics – September 7, 2011
English Literature – August 31, 2011
Environmental & Resource Science/Studies – September 13, 2011
Forensic Science – September 9, 2011

Geography – September 6, 2011
Graduate Studies: Interdisciplinary – September 16, 2011
History – September 19, 2011
Indigenous Environmental Studies – October 17, 2011
Indigenous Studies – August 23, 2011
International Development Studies – September 14, 2011
Mathematics – October 4, 2011
Modern Languages & Literatures – September 15, 2011
Philosophy – September 23, 2011
Physics & Astronomy – September 12, 2011
Political Studies – August 30, 2011
Psychology – August 26, 2011
School of Education & Professional Learning – August 24, 2011
Sociology – September 8, 2011
Trent/Fleming School of Nursing – September 2, 2011
Women’s Studies – September 22, 2011

SCHEDULE OF MEETINGS WITH OTHER UNIVERSITY UNITS

College Heads – October 27, 2011
CUPE Executive – September 29, 2011
First People’s House of Learning – November 10, 2011
Graduate Students’ Association – October 27, 2011
Information Technology – November 8, 2011
Librarians – September 27, 2011
OPSEU Executive – October 19, 2011
Oshawa Campus – October 5, 2011
Senior Tutors – October 27, 2011
Strategic Enrolment Management Committee – October 31, 2011
Student Affairs – November 11, 2011
TCSA Executive & College Cabinets – October 18, 2011
Trent International Program – September 20, 2011
TUFA Executive – October 25, 2011

STAFF & STUDENT TOWNHALL MEETINGS

Staff Townhall – October 28, 2011
Student Townhall – November 9, 2011

APPENDIX D DOCUMENTATION PROVIDED TO UNDERGRADUATE UNITS

The following documentation was provided to the undergraduate units prior to the meetings.

- Discussion Points and Departmental Discussion Questions (*see below*)
- Table 1 Operating Budget Summary
- Table 2 Undergraduate Admissions Report Aug 8, 2011
- Table 3 Fiscal Full Time FTEs by Year
- Table 4 – Undergraduate Enrolments, Staffing & Ratios

ACADEMIC PLAN ADVISORY COMMITTEE

Discussion Points

1. Trent once enjoyed the reputation of being Canada's outstanding small university. We were known for our student-centred pedagogy, small classes, interdisciplinary collaborative work, top rate research, and excellence in the liberal arts and sciences. Despite the fact that we still continue to practice what we preach, today this reputation has changed; many of Trent's current superb accomplishments are hidden by endless discussions about shrinking enrolments, budgetary problems, and low morale. We have become what James Martin and James E. Samels describe as a "fragile" or "stressed" university.
2. Enrolment at Trent has been flat for 6 years while the system has grown. Compare, for example, Trent's 0.08% growth with the 12.3% Ontario University system Undergrad FTE growth. This trend continues into 2011-12 with the university having a target of 152 new and retained FTE's in 2011-12, but having zero growth. (As of August 15, 2011, Peterborough is up by 33; Oshawa is down by 31.
3. While the total student FTE has remained relatively constant, the overall mix at the institution has changed dramatically. We have seen a considerable increase in student numbers in some departments while others have shown a steady decline. This has meant that with no new net growth we receive no new funding from MTCU and as a result the university has been unable to allocate resources to departments that have grown. The current staffing of academic departments in recent years, moreover, is a product of evolution rather than planning; it seems inappropriate that any future academic changes should be driven by retirements rather than by planning.
4. Trent's financial situation continues to be highly vulnerable, given its substantial dependence on enrolment. As of August 15, 2011, the University is experiencing a structural mismatch of revenues and expenses that results in annual budget reductions. In the 2010/11 budget year Trent University continued to rank second highest in Ontario in the cost of education per Basic Income Unit. Yet we cannot address this issue through increasing class sizes even if we wanted to: we are challenged by our own architecture and lack of large lecture halls.
5. The operating budget has been cut every year since 2008, resulting in significant reductions to the instructional budget. In 2010-11 the overall operating budget cost to operate Trent University was \$91.3 million dollars; the overall revenue was \$90.6 million dollars (this was after a \$6.7 million dollar budget reduction).

Departmental Discussion Questions

1. Metrics

Given that quantitative metrics capture only a part of the teaching, research, and service excellence of an academic program, what kind of qualitative metric provides the most appropriate way to understand your program's many activities (including graduate supervision)? Certainly teaching awards, Tri-Council or industrial funding, and external and internal recognition for service are some ways of measuring; what other ways are there distinct to your unit?

Which three departments does your unit collaborate with most frequently?

2. Areas of Expertise

In addition to its traditional focus on teaching excellence which will continue, Trent needs to focus and foreground its academic and research activities more effectively. Which three areas do you think define the reputational academic strength of the university most effectively at: a) a national level, and b) an international level? Which areas do you think define the reputational academic strengths of your own unit?

3. Prioritization

In terms of repairing the damage caused by recent cuts, can you suggest areas where the administration should focus its energies and resources? Some priority areas include library acquisitions, additional computer and IT support, more administrative support for units (especially those with graduate programs), and additional teaching faculty, but it would be helpful to suggest which of these areas needs to be tackled first.

4. Moving Forward

In terms of finances and enrolment, Trent University is facing a precarious future. Any implementation of the academic plan will have to contain a significant budgetary component. This means our academic plan will have to include cost-saving measures and innovative ways of maintaining the integrity of our academic enterprise while honouring all aspects of the Collective Agreement. Possibilities could include the amalgamation of units, the increased use of technology in our pedagogy, or totally out of the box solutions to problems. Where do you see your unit in 2015 and what part might it play in Trent's academic recovery? What can your unit do to ensure a continued commitment to educating students as 'global citizens' who can contribute on an international level?

5. Recommendations

Can you provide three potential recommendations/outcomes from the academic plan that your unit would like to see implemented at Trent?

*Revised August 22, 2011
G. Boire, Provost & VP Academic*

OPERATING BUDGET SUMMARY

Academic Year	Revenue Budget	Expenditure Reduction Required to Balance	FTE Total Enrolment	FTE Undergrad Enrolment	FTE Grad Enrolment
2004/5	\$ 73,549	\$ (5,400)	\$ 7,066	\$ 6,852	\$ 214
2005/6	74,592	1,525	7,474	7,261	213
2006/7	84,609	1,840	7,600	7,363	237
2007/8	88,993	2,800	7,149	6,877	272
2008/9	88,340	10,500	7,005	6,687	318
2009/10	89,477	7,800	7,245	6,908	337
2010/11	96,788	<u>6,700</u>	7,257	6,920	337
Total		25,765			

Undergraduate Admissions Data as of August 8, 2011

	Total Applicants	Total Applications	Distinct Offers	Accepts	Change									
					Total Applicants		Total Applications		Distinct Offers		Accepts			
					Last Week	Last Year	Last Week	Last Year	Last Week	Last Year	Last Week	Last Year (% Growth)	Last Year (# Growth)	
Peterborough														
101s	4,711	6,585	4,570	1,132	0.0%	0.7%	0.0%	-2.5%	0.0%	-2.1%	0.1%	5.7%	61	
105s	1,354	1,888	1,049	575	1.5%	-0.1%	1.4%	-3.9%	2.4%	-4.9%	4.4%	-5.7%	-35	
Total Peterborough	6,065	8,473	5,619	1,707	0.3%	0.5%	0.3%	-2.8%	0.4%	-2.7%	1.5%	1.5%	26	
Oshawa														
101s	394	505	346	94	0.3%	11.0%	0.6%	6.1%	0.3%	6.5%	0.0%	6.8%	6	
105s	192	266	130	85	2.1%	-9.9%	2.3%	-10.7%	2.4%	-15.0%	3.7%	-28.6%	-34	
Total Oshawa	586	771	476	179	0.9%	3.2%	1.2%	-0.4%	0.8%	-0.4%	1.7%	-13.5%	-28	
Total PTBO & OSH	6,651	9,244	6,095	1,886	0.4%	0.8%	0.4%	-2.6%	0.5%	-2.5%	1.5%	-0.1%	-2	
NURSING	796	1,195	493	189	-0.3%	-11.4%	0.0%	12.3%	0.2%	6.0%	0.0%	-4.1%	-8	
EDUCATION	1,295	1,424	853	252	-0.1%	-18.9%	0.0%	-18.8%	0.0%	2.5%	-1.2%	-0.8%	-2	
INTERNATIONAL	790	1,265	492	145	-0.5%	-17.8%	0.3%	0.1%	0.0%	-3.1%	-0.7%	15.1%	19	
ESL	312	395	327	97	1.6%	84.6%	1.0%	3.1%	1.6%	1.9%	-3.0%	-7.6%	-8	

2011-12 Budget Target (+152 FTE's)

	Target (FTEs)	As of August 8, 2011
New Intake	67	7 accepts
Improved Retention	45	? Data not currently
Summer Registration	40	23 additional FTE's
Total	152	

Notes:

1. Data includes full-time and part-time students.
2. International data includes all students not designated as Canadian citizen/permanent resident or exchange student.
3. Domestic students on exchange are excluded.
4. Distinct offers only count one offer per student regardless of whether or not multiple offers were made.

UNDERGRADUATE ENROLMENTS, STAFFING & RATIOS
2006-2007 to 2010-2011 November Counts
(excludes Year Abroad Programs)

Dept/ Prog.	2006-2007					2007-2008					2008-2009					2009-2010					2010-2011				
	Enrol	Paid FTE	Teach FTE	Paid Ratio	Teach Ratio	Enrol	Paid FTE	Teach FTE	Paid Ratio	Teach Ratio	Enrol	Paid FTE	Teach FTE	Paid Ratio	Teach Ratio	Enrol	Paid FTE	Teach FTE	Paid Ratio	Teach Ratio	Enrol	Paid FTE	Teach FTE	Paid Ratio	Teach Ratio
ADMN	2325.5	16.22	13.87	143 :1	168 :1	2271.0	15.52	14.02	146 :1	162 :1	2279.0	16.16	15.46	141 :1	147 :1	1923.0	17.58	14.38	109 :1	134 :1	1712.5	17.14	15.44	100 :1	111 :1
AHCL	712.0	8.34	6.84	85 :1	104 :1	705.5	8.84	7.34	80 :1	96 :1	504.0	7.79	6.79	65 :1	74 :1	596.5	6.74	6.74	89 :1	89 :1	502.5	7.04	6.04	71 :1	83 :1
ANTH	1054.0	15.90	12.05	66 :1	87 :1	806.0	15.45	10.20	52 :1	79 :1	698.0	15.75	9.50	44 :1	73 :1	828.0	14.02	12.12	59 :1	68 :1	952.0	13.92	11.02	68 :1	86 :1
BIOL	1930.5	21.11	15.66	91 :1	123 :1	1977.0	20.97	16.05	94 :1	123 :1	2067.5	19.05	14.35	109 :1	144 :1	2318.5	19.84	15.54	117 :1	149 :1	2397.5	21.33	16.88	112 :1	142 :1
CAST	630.0	9.18	8.43	69 :1	75 :1	465.0	9.30	6.55	50 :1	71 :1	411.5	8.60	5.65	48 :1	73 :1	437.5	7.37	6.37	59 :1	69 :1	544.0	7.80	6.80	70 :1	80 :1
CHEM	978.0	9.90	8.90	99 :1	110 :1	965.5	10.00	9.50	97 :1	102 :1	881.0	10.33	8.13	85 :1	108 :1	762.0	11.78	10.58	65 :1	72 :1	765.5	12.58	10.58	61 :1	72 :1
COIS	424.0	8.34	7.49	51 :1	57 :1	396.5	7.84	6.84	51 :1	58 :1	395.0	7.23	7.23	55 :1	55 :1	577.5	7.33	7.33	79 :1	79 :1	522.5	7.52	7.52	69 :1	69 :1
CUST	1469.0	18.53	15.33	79 :1	96 :1	1172.5	19.03	14.28	62 :1	82 :1	1159.0	18.43	14.08	63 :1	82 :1	1120.0	15.80	13.70	71 :1	82 :1	1039.5	16.00	13.80	65 :1	75 :1
ECON	898.0	9.45	8.45	95 :1	106 :1	843.0	9.09	9.09	93 :1	93 :1	907.5	10.09	7.59	90 :1	120 :1	895.5	9.35	9.35	96 :1	96 :1	850.0	8.54	7.54	100 :1	113 :1
EDUC	1768.0	31.32	31.32	56 :1	56 :1	1785.5	28.19	27.69	63 :1	64 :1	1693.8	28.74	28.74	59 :1	59 :1	1517.0	30.05	27.75	50 :1	55 :1	1637.0	28.57	25.77	57 :1	64 :1
ENGL	1799.0	25.15	20.15	72 :1	89 :1	1659.5	23.57	20.07	70 :1	83 :1	1394.5	20.19	18.14	69 :1	77 :1	1493.5	17.19	15.89	87 :1	94 :1	1224.0	16.15	14.15	76 :1	87 :1
ERST	1125.5	16.61	13.86	68 :1	81 :1	910.5	17.15	12.30	53 :1	74 :1	868.5	15.84	12.59	55 :1	69 :1	1044.0	17.38	13.48	60 :1	77 :1	1208.5	17.00	12.85	71 :1	94 :1
FORS	287.5	2.00	2.30	144 :1	125 :1	335.5	3.16	2.81	106 :1	119 :1	309.5	3.01	3.01	103 :1	103 :1	345.5	4.03	4.03	86 :1	86 :1	387.5	5.77	5.27	67 :1	74 :1
GEOG	871.5	11.00	9.75	79 :1	89 :1	726.0	12.14	10.44	60 :1	70 :1	741.5	11.56	9.56	64 :1	78 :1	796.5	11.28	9.58	71 :1	83 :1	770.0	11.45	8.25	67 :1	93 :1
HIST	2624.0	25.44	21.44	103 :1	122 :1	2114.0	25.12	22.12	84 :1	96 :1	2044.5	22.41	17.91	91 :1	114 :1	1957.0	21.80	19.10	90 :1	102 :1	1827.5	22.99	17.39	79 :1	105 :1
INDG	604.5	11.30	10.30	53 :1	59 :1	509.5	12.50	10.75	41 :1	47 :1	604.0	13.19	10.44	46 :1	58 :1	545.5	13.34	11.29	41 :1	48 :1	624.0	14.68	12.63	43 :1	49 :1
IDST	581.5	9.60	8.95	61 :1	65 :1	556.5	8.58	8.43	65 :1	66 :1	560.5	8.84	7.19	63 :1	78 :1	591.0	9.31	8.26	63 :1	72 :1	494.5	8.15	7.30	61 :1	68 :1
MATH	944.0	13.25	10.95	71 :1	86 :1	773.0	13.02	12.02	59 :1	64 :1	731.5	10.85	9.35	67 :1	78 :1	765.0	11.91	10.41	64 :1	73 :1	897.5	9.47	8.47	95 :1	106 :1
MLL	1059.5	21.17	19.17	50 :1	55 :1	897.5	14.86	13.36	60 :1	67 :1	805.0	16.01	13.01	50 :1	62 :1	818.5	14.83	12.83	55 :1	64 :1	797.5	13.86	12.86	58 :1	62 :1
NURS	1134.0	21.16	20.36	54 :1	56 :1	1483.0	29.70	29.40	50 :1	50 :1	1541.8	32.28	32.28	48 :1	48 :1	1735.5	33.10	33.10	52 :1	52 :1	1732.5	28.05	27.05	62 :1	64 :1
PHIL	993.0	10.33	10.33	96 :1	96 :1	903.0	10.22	9.22	88 :1	98 :1	1031.0	10.60	8.30	97 :1	124 :1	1047.5	11.27	9.97	93 :1	105 :1	909.5	11.24	9.24	81 :1	98 :1
PHYS	612.0	8.19	4.84	75 :1	126 :1	403.0	8.03	5.83	50 :1	69 :1	369.0	7.30	5.10	51 :1	72 :1	404.5	7.70	5.20	53 :1	78 :1	445.5	7.18	5.68	62 :1	78 :1
POST	778.0	10.55	9.40	74 :1	83 :1	674.0	11.71	10.06	58 :1	67 :1	704.5	10.06	10.06	70 :1	70 :1	672.5	10.42	8.92	65 :1	75 :1	566.5	10.09	8.59	56 :1	66 :1
PSYC	3092.5	22.59	19.59	137 :1	158 :1	2896.5	20.92	18.17	138 :1	159 :1	2794.5	22.92	20.32	122 :1	138 :1	2787.5	19.85	19.15	140 :1	146 :1	2924.0	20.81	19.01	141 :1	154 :1
SOCI	1591.5	16.27	13.92	98 :1	114 :1	1452.0	16.39	14.54	89 :1	100 :1	1367.0	16.39	12.64	83 :1	108 :1	1434.0	15.75	13.75	91 :1	104 :1	1408.5	14.57	13.07	97 :1	108 :1
WMST	603.0	7.12	6.77	85 :1	89 :1	626.0	7.86	7.51	80 :1	83 :1	598.5	9.06	6.86	66 :1	87 :1	613.5	8.61	6.61	71 :1	93 :1	479.5	6.60	5.40	73 :1	89 :1
Other	76.5	2.00	2.00	38 :1	38 :1											41.5									
Unall.		1.45	1.45				1.6	1.6				1.02	1.02												
Total	30966.5	383.47	333.87	81 :1	93 :1	28307.0	380.76	330.19	74 :1	86 :1	27462.1	373.70	315.30	73 :1	87 :1	28068.5	367.63	325.43	76 :1	86 :1	27620.0	358.50	308.60	77 :1	90 :1

APPENDIX E

VISION AND MISSION STATEMENTS

VISION STATEMENT

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 STATEMENT

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*

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

Contents

Executive Summary
Context and Overall Strategic Intent
Integrated Planning Priorities and Actions
Building on the Past, Building for the Future
Commitment to Academic Excellence
Commitment to Strategic Enrolment Management
Commitment to Achieving Financial Stability
Commitment to Strengthening Community Engagement
Key Actions in this Planning Cycle
Summary
Appendix I. Measures of Success and Timelines
Appendix II. Document History

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 intent¹ 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

¹ *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 50th 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 50th 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

Institutional Commitment	Measures of Success	Milestones	Timeline for Completion	Action Leaders
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

Institutional Commitment	Measures of Success	Milestones	Timeline for Completion	Action Leaders
	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

Key Action	Measures of Success	Milestones	Timeline for Completion	Action Leaders
<i>First Phase (to end of 2012):</i>				
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

Key Action	Measures of Success	Milestones	Timeline for Completion	Action Leaders
	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
<i>Second Phase (to end of 2013):</i>				
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

Key Action	Measures of Success	Milestones	Timeline for Completion	Action Leaders
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
<i>Third Phase (to end of 2014):</i>				
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.

**APPENDIX G - RECOMMENDED ANNUAL BUDGET PLANNING CYCLE TEMPLATE
TRENT UNIVERSITY BUDGET PROCESS Draft 1.3**

		Report Source	Vetted by
	Budget Overview Process	AVP Finance	VP's
October 2011	Enrolment Update 11/12 Retention Estimates 11/12 Expense Projection Update 11/12 Financial Projection 10/11 (to Finance & Property)	VP Academic VP Academic VP's AVP Finance	BudCttee/PPG/PVP Bud Cttee/PVP PPG/PVP PPG
December 2011	Enrolment Forecast 11/12,12/13 Draft Budget and Assumptions Consult with AP&B – Communicate with /Faculty Board/Community Resource Implications: -Dean's Staffing Plan -Graduate Studies -Expenditure Challenges 11/12 -Initial Strategic Investments 11/12 COFO-Benchmarking	VP Academic AVP Finance/VP Admin/VP Academic VP Acad/Dean's Office AVP Grad Studies VP's Pres./VP's AVP Finance	BudCttee/PPG/PVP BudCttee/PPG BudCttee/PPG BudCtee/PPG PPG/PVP PPG/PVP BudCtee/PPG/PVP
December 2011/ January 2012	Consultation/Info Sessions – Extent of Challenge (AP&B, Unions, Extd Mgmt, Faculty Board) Restructuring Opportunities 11/12 Scholarship/Bursary Effectiveness/Access Guarantee	VP's VP's/AVP HR VP Academic	PPG/PVP BudCttee/PPG/PVP BudCttee/PPG
February 2012	Review OUAC Application Data/Finalize 11/12 Enrolment Assumptions	VP Academic	BudCttee/PPG/PVP
Feb 15, 2012	Budget Packages to Managers with Budget Challenge (Common Template with Goals & Priorities) Budget Requests to VP's, with commentary: -Objectives/Strategic Investments -Strategic Priorities requiring change in base budget allocations -Emerging Issues not addressed in base budget allocations -Ancillary Budgets/ Fees	Account Holders Department Managers/ Account Holders AVP Student Services	VP's

Feb 25/26,2012	Tufa Financial Information Subcommittee Consultation	AVP Human Resources	VP Admin/VP Academic
March 3, 2012	Draft Department Budgets submitted to Budget Office by VP's	Account Holders/VP's	PVP PPG
March 22/23,2012	Draft Budget Review	AVP Finance/VP Admin	PVP
March 7-March 18, 2012	Account Holder sessions with PPG(if necessary). Draft Department Budgets summarized by Finance/Staffing Implications AVP Human Resources	Account Holders Manager Budgets/ AVP Human Resources	BudCttee BudCttee/PPG
March 21-31, 2012	Draft Budget First Pass 11/12		PVP
March 22/23,2012	Draft Budget Review	AVP Finance/VP Admin	
April 1, 2012	Draft Budget and Assumptions Consult with AP&B – Communicate with /Faculty Board/Community	AVP Finance/VP Admin/VP Academic	PPG/PVP
April 15, 2012	Draft Budget and Assumptions	AVP Finance	F&P
April 29, 2012	Board Approval	VP Admin	BOG
May 2012	Communication Budget Roll-out		
June/July 2012	Implement line by line Budgets	Budget Manager	

**APPENDIX H
CLASS SIZE DOCUMENTATION**



Summary of Undergraduate Fall/Winter Class Sizes for 2010-2011

Class Size	Total		Peterborough		Oshawa	
	#	%	#	%	#	%
1-12	189	19.0%	159	18.5%	30	22.2%
13-20	179	18.0%	146	17.0%	33	24.4%
21-25	76	7.6%	61	7.1%	15	11.1%
26-30	69	6.9%	54	6.3%	15	11.1%
31-40	90	9.1%	80	9.3%	10	7.4%
41-50	110	11.1%	103	12.0%	7	5.2%
51-60	92	9.3%	79	9.2%	13	9.6%
61-75	63	6.3%	55	6.4%	8	5.9%
76-100	58	5.8%	54	6.3%	4	3.0%
101-150	25	2.5%	25	2.9%		
150-200	16	1.6%	16	1.9%		
201-250	10	1.0%	10	1.2%		
251-300	7	0.7%	7	0.8%		
300+	10	1.0%	10	1.2%		
Grand Total	994	100.0%	859	100.0%	135	100.0%

Notes:

- *Reading courses, practicums, field courses, theses, etc. have been removed
- *Cross-listed courses have been combined
- *Web and B.ED courses have been removed
- *Data as of Sept, 22, 2011