SMA - Strategic Mandate Agreement University Annual Report 2015-2016

Introduction

The 2014-2017 Strategic Mandate Agreements (SMAs) between individual universities and the Ministry of Advanced Education and Skills Development (the ministry) outline the role that each university currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

The ministry and the university are committed to continuing to work together to ensure a postsecondary education system that achieves and supports accessibility, high-quality and student-centred learning experiences, social and economic development, financial sustainability and accountability.

As the ministry noted throughout the SMA process, robust metrics and reporting are crucial to achieving greater differentiation, and will lay the foundation for further transformation by providing the evidence base for future discussions and decisions.

In general, the metrics in the 2015-2016 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

The ministry recognizes that many of these metrics are proxy measures and that more robust system-wide metrics will be developed in consultation with the sector. The ministry will continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report Backs will be updated in the future as new system-wide metrics become available.

2015-2016 System Wide Indicators

1. Jobs, Innovation & Economic Development
    a. Graduate Employment Rates
    b. Number of graduates employed full-time in a related job

2. Teaching and Learning
    a. Student Satisfaction
    b. Graduation Rates
    c. Retention Rates
    d. Number of students enrolled in a co-op program at institution
    e. Number of online course registrants, programs and courses at institution

3. Student Population
    a. Number and proportion of
        1. Students with Disabilities
        2. First Generation Students
        3. Indigenous Students
        4. French-Language Students
    b. Number and proportion of international students
    c. Proportion of an institution's enrolment that receives OSAP

4. Research and Graduate Education

5. Program Offerings
    a. Concentration of enrolment at universities by program specialty or major
    b. Institution's system share of enrolment by program specialty or major

6. Institutional Collaboration to Support Student Mobility
    a. Transfer applicants and registrants

7. Financial Sustainability

1. Jobs, Innovation & Economic Development (JIED)

This component highlights Trent University's collaborative work with employers, community partners and regions, or at a global level. It establishes the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

The ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

Through consultations with institutions, the ministry will select new metrics from the short list. These will become part of future SMA Report Backs. The additional metrics will serve as a basis for a narrative on the economic and social contribution of institutions to local communities and to the province.

1a. Graduate Employment Rate

Per the KPI results reported from the graduate survey of 2013:	Percentage
The employment rate for 2013 graduates, 6 months after graduation, at Trent University was:	87.4
The employment rate for 2013 graduates, 2 years after graduation, at Trent University was:	95.4

1b. Employment in a Related Job

Per the graduate survey of 2013:	Percentage
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the subject matter of the program of study that the respondent completed in 2013 at Trent University was:	76
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the skills (i.e. critical thinking, analytical, communication, problem solving) that the respondent developed at Trent University was:	85

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above re: Graduate Employment Rates (up to 600 words approx.).

Highlights

Please provide highlights of Trent University's collaborative work with employers, community partners and regions, or at a global level, to establish the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market. This could include a strategy, initiative or program viewed by Trent University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

1.
2. Trent University generates $500 million in economic impact from its campuses in Peterborough and Durham region, representing almost 8% of local GDP in Peterborough. It is one of the top four employers in Peterborough supporting 5,524 jobs directly and indirectly.
3. More than 84% of our students come to Trent from outside the region, spend more than $100 million and generate an additional $200 million in economic impact.
4. Trent University Durham continues to work with employers and with local Chambers of Commerce to place students in regional internships. Work with the Community Innovation lab continues on projects around poverty reduction and social justice, in

particular evaluating the effectiveness of the NEET (Not in Employment Education or Training).

5. Trent University has partnered with the City of Peterborough to create the Trent Research and Innovation Park. Trent aims to provide leadership in: clean technology, research and innovation; economic development for the region; contributions to global sustainability initiatives; offering research and analytical service opportunities for Trent labs and faculty; experiential learning opportunities for students; and career opportunities for Trent graduates. The Park will enhance the academic strengths of Trent University, continue the transformation of the region's economy, offer companies world-class research talent and facilities, and connect Trent students with internship and career opportunities. One tenant is already confirmed – NobleGen, a business incubated within Trent and planning to build an $80M building in 2017 with up to 50 jobs.

6. The Trent Community Research Centre supports courses across the disciplines at Trent University. Students gain academic credit and on-the-job experience through supervised research projects with local community organizations. The projects vary in nature and are beneficial to the employer and/or the community at large. 241 students participated in community-based learning.

7. Trent has a long history of leadership in Indigenous Education. This leadership has been further amplified through responding to the Calls to Action of the Truth and Reconciliation Commission of Canada – with particular attention to the Education related calls to action. The results are multi-faceted and include the launch of a five-year concurrent Bachelor of Education for self-identified Indigenous students.

8. The Trent/Fleming School of Nursing has fostered strong community partnerships that contribute to health promotion, access and equity for Indigenous communities, rural and aging populations, people with mental health issues, and women's health.

9. The University revitalized our downtown campus and enhanced connections with the downtown core through the development of undergraduate residence space.

10. There are 420 active research projects at Trent with almost $9 million in new research funding within the past year. Trent's faculty are active in working on projects with direct benefit to the local community such as breeding goat's resistant to scrapie, in order to increase the productivity of herds.

11. In partnership with Trent Central Student Association, the University has begun work on a Student Centre. The ground breaking ceremony took place in the Spring of 2016. The Centre will provide opportunities to enhance student experiences and will provide opportunities for students to gather, learn and study on campus.

12. Trent contributed to economic development by partnering with the City of Peterborough on the development of sports facilities which will support sports tourism.

2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture Trent University's strength in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

2a. Student Satisfaction	Percentage
Per the 2014 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of excellent and good responses) at Trent University for NSSE question "How would you evaluate your entire educational experience at this institution?" for Senior Year respondents.	88.60
Per the 2014 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of definitely yes and probably yes responses) at Trent University for NSSE question "If you could start over again, would you go to the same institution you are now attending?" for Senior Year respondents.	84.87

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above related to measuring student satisfaction (up to 600 words approx.)

Highlights

Please provide highlights of Trent University's activity in 2015-2016 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by Trent University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

In 2015-2016, Trent University continued to build the interdisciplinary college system in order to strengthen community development among students. New professional staff were hired, along with a significant number of student staff, who focus on providing direct support to other students, activities that support academic engagement, involvement of faculty in student life, and skill development. The colleges at Trent have been a cornerstone of building a meaningful learning environment for students since the institution's inception. In terms of physical student space, the colleges underwent a targeted review and assessment, with upgrades to furniture, office space, outdoor patios, flooring, key card access and additional study spaces.

In 2015-2016, there were more than 13,000 in-person college office visits on the Peterborough campus, which is a 128% increase over the previous year. Over 100 faculty members engaged with students outside the classroom during a range of college events. Training workshops for college student staff and student leaders were increased, including in-service professional development. The September college assessment survey found a 5% increase over the previous year in the number of students feeling a strong connection with their college.

In fall 2016, Food Services converted from a profit/loss model (Trent received a commission) to a management fee model, in which the University has significantly more control over food operations. The meal plan was extended beyond the main service provider, Chartwells, to more on-campus and off-campus outlets. This includes the student-run cafe, the Seasoned Spoon, which is supported by the student Trent Vegetable Growers.

In Housing, a new residence application and assignments software was implemented to better serve students and families and manage occupancy. This includes automating processes for students and housing staff, the online collection of application and deposit fees, and better reporting systems to manage housing stock. An educational benchmarking survey was completed in January 2016 showing positive results and gains from the March 2014 survey. The 2014 results have been used to make adjustments on areas of the housing operation that were noted as factors that increase student retention and satisfaction. Specific areas include: preventative programming and interventions to address risk behaviours, staff training, room assignments and transfer processes, and roommate mediation processes.

Move-In Day planning and coordination transitioned from the Orientation team to Housing Services for Move-In Day 2015 with all aspects of the coordination, logistics, and programming for the first day of orientation being reviewed by the Housing team. Curb-side check in was established, eliminating delays, creating a positive student experience, and ensuring a smooth transition into the residence experience. Housing Services staff were nominated by their peers for the Ontario Association of College and University Housing Officers President's Award for their success with Move-In Day 2015.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	Percentage
Per the KPI results reported in 2015-2016, the graduation rate at Trent University is	65.9

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2007 enrolment file who were seeking a Bachelors or First Professional degree, for whom an FTE value of 0.4 or greater is recorded, and who also have a valid Student ID number. This subset of year one enrolments is then matched against records of students who received a Bachelors or First Professional degree from the same institution during the period 2007 – 2014 (subsequent 7 years). For students who received two or more degrees during this 7 year period, every effort was made to use the initial degree awarded (based upon the year in which the degree was awarded).

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above related to measuring student satisfaction (up to 600 words approx.)

Highlights

Please provide highlights of Trent University's activity in 2015-2016 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by Trent University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

In fall 2015, academic skills instructors were added to each of the main campus college offices, partnering with academic advisors, to help provide more direct and seamless student support. For academic advising, there were 6,125 attended appointments in 2015-2016, and for academic skills, there were 2,156 specific appointments, an increase of 5%, as well as a significant shift from booked appointments to students attending drop-in sessions, which doubled over the past year. The Academic Skills Instructors also facilitated 116 workshops (a 26% increase from 2014-2015) with over 7,000 student contacts.

The colleges and academic support staff have also initiated a range of signature academic events. These include the Last Lecture, the Three Minute Thesis (for graduate student research) and the Three Minute Paper (for undergraduate research), 'Faculty Mash-Ups' in which faculty from diverse academic disciplines host informal discussions with students around a range of topics, 'Enweying: An event about extraordinary ideas' featuring nine faculty members who display exemplary teaching and who are nominated by students, presenting on topics that they are passionate about.

The colleges, Career Services and Alumni Affairs partner on 'Life After Trent' which gives students an opportunity to meet recent alumni, and to discuss how they used their experiences at Trent as a springboard for their career paths.

Providing ongoing support for struggling students, not only through professional student services staff, but by engaging faculty, staff, and student leaders in meaningful training and outreach, has been a strong focus for the last several years. The Trent Student Support Certificate, for faculty and staff, has continued to have a strong uptake; between fall 2013-fall 2016, over 250 staff, faculty and teaching assistants have completed at least one workshop. 164 individuals (including student staff) received safeTALK suicide alertness training in 2014-2015. Mental health and student support training was provided to residence dons, Rebound Guides, orientation leaders, college office student staff, and teaching assistants. Bystander intervention training was provided to varsity athletes. All new students participating in orientation received sexual assault prevention training, conducted by Wellness staff in partnership with trained student staff; in fall 2016, this was made mandatory - students received a wristband after doing the training which enabled them to access the signature evening event.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

Using data from Trent University's Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide Trent University's achieved results:

Entering Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort
1st to 2nd Year	84.1	82.8	83.0	84.50
1st to 3rd Year	71.8	71.7	75.60	

Highlights

Please provide highlights of Trent University's activity in 2015-2016 that contributed to maintaining or improving the retention rate. This could include a strategy, initiative or program viewed by Trent University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

The Office of Student Affairs and the Career Centre merged in June 2015 to form the Office of Student Transitions and Careers (STC) under the direction of a new Director, Student Transitions & Careers. The focus of this new unit is to bridge the gaps in programming and engagement between first and fourth year, capitalizing on the strengths of the former Student Affairs team to increase student engagement beyond first year, and to build on the strengths of the former Career Centre team to encourage career development activities well before students' final year of study.

In 2015 the Office of Student Transitions and Careers piloted the Launch Program, a two-day on-campus program focused on academic preparedness for students entering their first year of university with academic averages between 67% and 69%. Activities included: an Academic Skills tune up, 1:1 coaching sessions, team building and an Alumni Panel on student success. Fourteen students attended the two-day program. Eight of these 14 students fulfilled the additional requirement of the program of meeting with their Rebound Guide at least once per month during the fall semester.

In Housing, three new living-learning communities were developed this past year and were launched with the first group of students in fall 2016. Assessment on the current communities describes a positive experience for students and interest in continuing to connect with faculty outside of the classroom environment. Currently 100% of respondents were satisfied with their living-learning community experience. New living-learning communities for fall 2016 are: Upper Year Student Living-Learning Community; Business Administration Living-Learning Community; and the Endahying Living-Learning Community for Indigenous students and allies.

Residence Education professional staff attended the Residential Curriculum Institute in fall 2015 to develop a more intentional plan with regard to the learning and activities that occur within the residence environment. Initial consultation conversations began in winter 2016 and will continue through 2016-2017 with staff, students, and faculty. A launch of the residence learning model will occur in September 2017.

On the Peterborough campus, academic advising and academic skills have been integrated into the community development model of the colleges at Trent University, which has greatly increased the visibility of these services, particularly for academically vulnerable students. Over the past two yeares there has been a substantial increase in demand. With increased access to retention data, programs have been developed to target student demographics whose retention rates are lower, including first generation and off-campus students.

Student facing academic suspension are given the opportunity to petition this, and to apply for the 'Fresh Start' program, which includes working with an academic advisor to implement success strategies. Of the students who had been suspended and petitioned this past year, 12% are now in good standing, 49% are continuing on probation, and 40% were re-suspended, the bulk of whom did not complete the Fresh Start program.

2d. Teaching and Learning - Work-Integrated Learning*

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

*DEFINITIONS:

Work-Integrated Learning (WIL) is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. Usually, the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, http://www.cafce.ca/coop-defined.html, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;

- The co-operative education student is engaged in productive work rather than merely observing;

- The co-operative education student receives remuneration for the work performed;

- The co-operative education student's progress on the job is monitored by the cooperative education institution;

- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;

- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study

Based on the definitions provided above, please provide WIL data for the Trent University in 2015-2016:

Co-operative Education Program Type	Number of programs at Trent University with a Co-op Stream	Number of students at Trent University enrolled in a Co-op program
Undergraduate	N/A	N/A
Graduate	N/A	N/A

Highlights

Please provide highlights of Trent University's activity in 2015-2016 that contributed to providing WIL opportunities for students. Along with co-op, other examples may include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by Trent University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Trent is rich in opportunities for students to participate in work-integrated learning at both the undergraduate and graduate levels. Students in our professional programs, Nursing, Education, Social Work and Forensic Science take part in official placements that are a required part of their programs. These are well-established partnerships with formal agreements.

In 2015-2016 Trent hired an Experiential Education Coordinator who was tasked to create a database of all courses offering an experiential learning component. Based on set criteria, in Fall/Winter 2015-2016 the University offered 138 courses with work-integrated learning with a student enrolment of 4,447 in these courses. In Summer 2016 we offered 24 WIL courses with an enrolment of 460 students.

Many of Trent's undergraduate programs offer capstone courses which include work-integrated learning. For example, the departments of Biology, Biochemistry and Molecular Biology, Chemistry, Environmental Research Sciences, and Forensics offer 4th year students the opportunity to participate in Honour's thesis projects. Students carry out independent research, analyze, and present their findings in seminars and written work. These opportunities provide students with valuable research skills that can be applied to the workplace. Highlights from this year included work with the Community Counselling & Resource Centre looking at how to support seniors in Peterborough who might be victims of financial abuse, and research for the Peterborough Police on tools for measuring the crime prevention value of the police being involved in social development work.

Trent's Biology and Biomedical programs offer students opportunities to carry out 4th year Internships. One of our signature partners is the Peterborough Regional Health Centre where students work with physicians from a variety of specializations. The physicians act as preceptors and give students both an overview of the various disciplines as well as an in depth research project where students explore a challenge in the clinical field related to one of the disciplines that they were exposed to.

Trent University offers a diverse spectrum of study abroad and exchange programs that provide rich experiential learning opportunities. Year abroad opportunities in Ghana, Ecuador and France give Trent students the opportunity to study under local instructors in the fields of International Development Studies, Anthropology and French respectively. We have short field programs and clinical placements with our Environmental Sciences (in Barbados) and Nursing (in Honduras) programs. Short-term study opportunities can be

followed through a variety of bilateral exchange agreements and Ontario Universities International programs. Lastly, we have faculty-led research exchanges with China and other countries. All of these opportunities strengthen student employment opportunities as they foster an international perspective in student outlook.

Students in the School of Business are afforded opportunities to engage in experiential and work-integrated learning. Recent placements for internships include BMO, Pepsico/Quaker Oats, Royal Bank, Investors Group, the City of Peterborough, and the Peterborough Regional Health Centre. Applied research projects -- including the ongoing opportunity for marketing students to team with the City of Peterborough in determining how best to innovate their advertising on city buses -- provide students with hands-on critical thinking, strategic planning, and results-based focus that drive all businesses.

Students in the Bachelor of Social Work and Child & Youth Studies complete field placements where they gain practical experience and training with agencies. Students demonstrate the ability to engage with individuals, families and groups while employing critical thinking and an understanding of professional practice.

2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. Trent University is asked to provide information on e-learning courses, programs and registrations in 2015-2016.

Through the development of metrics under the SMAs, the ministry will be developing long-term indicators and updated definitions for online and technology-enabled learning in consultation with the sector. Indicators developed are intended for use in future SMA Report Backs.

In future years, the ministry anticipates collecting more comprehensive data that will profile a broader range of online and technology-enabled learning indicators to ensure students have access to high-quality flexible learning opportunities across the system.

eCampusOntario will be leading the development of eLearning indicators in collaboration with the sector.

Fully Online Learning* and Synchronous Conferencing*

DEFINITIONS:

Courses:

A *Fully Online Learning (asynchronous) course* is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

A *Synchronous Conferencing course* is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

Programs:

A *Fully Online Learning (asynchronous) program* describes a program that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

A *Synchronous Conferencing program* describes a program that offers 80% or more of its courses via synchronous conferencing. For example, if a program consists of 10 courses (8 via synchronous conferencing and 2 via traditional face-to-face) the program is defined as a synchronous conferencing program.

e-Learning Course, Program and Registration Data for 2015-2016

Course Data	Undergraduate	Graduate
Number of ministry-funded, for-credit courses offered through fully online learning	108	N/A
Number of ministry-funded, for-credit courses offered through synchronous conferencing	N/A	4
Total Number of ministry-funded, for-credit courses offered in e-Learning format	108	4

Program Data	Undergraduate	Graduate
Number of ministry-funded, for-credit programs offered through fully online learning	N/A	N/A
Number of ministry-funded, for-credit programs offered through synchronous conferencing	N/A	1

Total Number of ministry-funded, for-credit programs offered in e-Learning format	0	1

Course Registrations	Undergraduate	Graduate
Registrations in ministry-funded, for-credit courses offered through fully online learning	6,156	N/A
Registrations in ministry-funded, for-credit courses offered through synchronous conferencing	N/A	5
Total Number of Registrations in ministry-funded, for-credit courses offered in e-Learning format	6,156	5

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above re: above re: e-Learning Course, Program and Registration Data (up to 600 words approx.).

Highlights

Please provide highlights of Trent University's activity in 2015-2016 that captures the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by Trent University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

All of Trent's online courses are based on the same teaching philosophy of engaging and enthusiastic instructors providing the highest quality interactive experience in a collaborative learning environment. Trent's online courses are student-centered and academically rigorous. They encourage and exemplify the highest standards of academic integrity. The courses offer a quality learning experience, but with convenience and flexibility for learners.

Online learning at Trent has been expanding rapidly and is becoming a core function and competency of almost all schools and departments at the university. Online course growth currently stands at over 20% for the last 3 years, with online enrollments growing by an average of more than 25% per year for the last 4 years, bringing the total number of such courses for Trent students and students beyond our borders to well over 100 courses. 11% of all Trent enrollments on a yearly basis are now online. Online courses afford our students the flexibility, ease of enrollment / degree integration and the development of the digital competencies of the increasingly knowledge-based economy and workplace that they will graduate into.

Of Special Note:

Trent's School of Nursing is leading the way with their entire 4th year of studies being offered completely online. Since 2009, the School has provided flexibility to students on work placement around the world by utilizing online learning. Online presence is supported virtually by the School, Student Accessibility Services, Academic Advising, Trent's Digital Librarians, Academic Skills, Information Technology and Trent Online.

In graduate studies, Materials Science, a program offered jointly with UOIT, co-delivers graduate courses to students using state of the art video conference facilities that allow for high fidelity interactions in class rooms at each campus.

COU ShOC Fund monies of $292,000 were received in early 2016. Trent's funding rate on these proposals was extremely high compared to other universities of a similar size in our sector. Opportunities for high quality development were offered to the following programs with this funding:

Chemistry was awarded Ministry funds to develop two online pre-Chemistry modules to ensure that incoming students have the fundamental numeracy and problem solving skills to be successful in a variety of first year chemistry courses including those directed to students in life science, engineering and natural and physical sciences.

Modern Languages was awarded Ministry funds to develop their first two online courses, one in Chinese and the second in Spanish.

The School of the Environment was successful in being awarded funding to develop an online course that will examine the relationship of science to environmental policy, both in terms of how science helps address environmental issues and how it also can be problematic in helping to address these same issues.

The School of Education was awarded Ministry start-up funds to write, design and deliver a new Indigenous Studies online teachable course in collaboration with Laurentian University. The course is now in the full draft stage with all content developed. Video assets as well as animations are being added to the course in an effort to make this a flagship-level quality course.

Graduate. Two graduate courses in the Environmental and Life Sciences Graduate program were approved by the province for online funding. Those courses in Environmental Modelling are being offered this year and will be the first online graduate courses at Trent (other than the Material Science Graduate Program which runs joint classes between UOIT and Trent).

Hybrid Learning*

A _Hybrid Learning course_ is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats, however the online component is typically 50-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over 50% of the course delivery should be online.

A _Hybrid Learning program_ is one in which 80% or more of its courses are hybrid learning courses.

Hybrid Learning Highlights

Please highlight one example of Trent University's use of Hybrid Learning courses and/or programs.(up to 600 words approx.).

The Blackboard learning management system is used by 96% of first-year courses to provide online content, tasks and assessments for students that complement and enhance classroom-based learning. Many of these courses include online chats and discussion boards where students can work in groups or connect with the instructor between face-to-face instructional time.

One example of this would be courses offered by the Department of Physics and Astronomy; a department that has been at the forefront of adopting and developing Teaching and Learning best-practices. First-year physics courses at Trent, including PHYS 1001H/1002H and 1060H, make heavy use of technology in their implementation of cutting-edge Physics pedagogy. Courses are taught using a 'flipped' approach, in which students engage in online learning through readings, quizzes and video-based content information prior to each lecture. This allows instructors to spend class time on interactive group tasks designed to highlight difficulties that emerge from the online learning activities and personal response system data. As such, even in a class of 200 students, the level of interaction is extremely high. The School of Nursing and Department of Chemistry have similar models.

3. Student Population

This component highlights Trent University's contributions to improve access and success for underrepresented groups (students with disabilities, First Generation, Indigenous, and French-language students).

Full-Time Students	# of Students
The total Full-Time Headcount Enrolment* at Trent University in 2015-2016:	7,073

DEFINITION: <u>Headcount</u> is the actual enrolment for Fall 2015 as of November 1, 2015 including full-time undergraduate and graduate students both eligible and ineligible for ministry funding, as reported to the ministry for the 2015-2016 fiscal year (enrolment reported in 2015-2016 remains subject to audit and/or correction).

3a. Under-Represented Students: Students with Disabilities, First Generation, Indigenous and French-language Students

Students with Disabilities

DEFINITION: <u>Students with disabilities</u> is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of the Trent University's annual report to the ministry for the Accessibility Fund for Students with Disabilities (AFSD).

Students With Disabilities	# of Students	Percentage
The total number of full-time students with disabilities at Trent University who registered with the Office for Students with Disabilities and received support services in 2015-2016:	1,097	
The total indicated above as a comparative % of the Trent University's 2015-2016 full-time enrolment headcount:		15.51

Highlights

Please provide highlights of Trent University's activity in 2015-2016 that captures contributions to improve access, and success for students with disabilities (up to 600 words approx.).

In 2015-2016, there were 1,100 registered students with Student Accessibility Services (16.2% increase from the previous year). The Centre for Academic Testing accommodated 4,558 midterms and exams (32.5% increase). There were 3,250 unique student contact sessions with SAS (52.9% increase. These included transition advising, intake, testing and screening, accommodations reviews, advising and coaching, and adaptive technology training.

SAS provided workshop session in areas such as 'university hacks', ADHD for Women, and leadership coach training. As well, SAS collaborated with the Centre for Teaching and Learning to provide training support for faculty, including Accommodations: Inclusion in the Classroom; The iPad as Adaptive Technology, and participated in the eTeaching and Idea Day. SAS co-presented a workshop with the Centre for Human Rights, Equity and Accessibility: 'Know Your Rights.' In February 2015, Student Transitions and Careers partnered with Student Accessibility Services and the Learning Disabilities Association of Peterborough to deliver a three-day workshop designed to increase the career preparedness of students with disabilities.

The Director of Wellness and SAS have been working with the Centre for Teaching and Learning to develop training in universal design instruction and classroom accommodations, as well as AODA requirements. These workshops are planned to be delivered at academic departmental meetings during the current academic year.

The Trent Wellness Centre includes Accessibility Services, Counselling and Health Services. Merged in 2012, with the Centre for Academic Testing being added later, the services work on an integrated model which is designed to be responsive to students experiencing physical, learning or mental health disabilities. In summer 2016, Health Services has been renovated to add additional examination rooms, which will reduce wait-times; the Clinical Team Leader also now has a dedicated office which facilitates her work on wellness education, including stigma reduction for mental illness.

First Generation Students

DEFINITION: <u>First Generation</u> is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a First

Generation student.

- *Parents/guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.*

- *Postsecondary Attendance: have attended (but have not necessarily obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential. e.g., degree, diploma, certificate).*

First Generation Students	# of Students	Percentage
The total number of full-time First Generation students enrolled at Trent University in 2015-2016:	841	
The total indicated above as a comparative % of the Trent University's 2015-2016 full-Time enrolment headcount:		11.89
The total number of part-time First Generation students enrolled at Trent University in 2015-2016:	143	

Highlights

Please provide highlights of Trent University's activity in 2015-2016 that captures contributions to improve access, and success for First Generation students (up to 600 words approx.).

Our First Generation student mentorship program 'Rebound' continues to grow, and outreach has increased to a variety of at risk student populations. Students identified through OUAC as first generation are matched with a Rebound Guide. The Guide connects with a student through email for a coffee/tea. Out of 177 FG students this year, there has been about a 40% response rate. Guides contact the students who don't respond to the initial email by reading week in October, and then again in January. Rebound Guides provide trained support around academics and personal concerns, including targeted referrals to academic advising, counselling, and Accessibility Services. While primarily targeted at new students, the program is available to second year and transfer students also.

With approximately 75% of first year First Generation students living off campus, we have continued to group our Off-Campus Network programming, administered through the colleges. Student staff contact off-campus students to help connect them to the college community. Similarly, we have instituted increased contact during the summer to new students, with orientation leaders building online cohort groups and trained student staff contacting incoming students to assist them with course registration and to answer questions about academics and campus life.

A new Rebound program was launched this summer to do outreach to students enrolled in summer classes. 35 students enrolled in the program and held meetings with the student staff Guide, both in person and over Skype. Many of these students had not done well in their first year and were working to upgrade in the summer.

Indigenous Students

* DEFINITION: <u>Indigenous</u> is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, languages, cultural practices and spiritual beliefs.

Indigenous Students	# of Students	Percentage
The total number of full-time Indigenous students enrolled at Trent University in 2015-2016:	216	
The total indicated above as a comparative % of the Trent University's 2015-2016 Enrolment Headcount:		3.05
The total number of part-time Indigenous students enrolled at Trent University in 2015-2016:	27	

Highlights

Please provide highlights of Trent University's activity in 2015-2016 that captures contributions to improve access, and success for Indigenous students (up to 600 words approx.).

In the 2015-2016 academic year, the total number of self-identified Indigenous students at Trent increased to 243. This was an increase of 11% over the past year. The 2015 Equity and Diversity Survey indicated an (extrapolated) number of 514 First Nation, Metis and Inuit

students at Trent.

Dedicated student support for Indigenous students is provided by the First Peoples House of Learning, which includes cultural counselling, orientation and transition, support for the Trent University Native Association (TUNA) and a range of programs and events. FPHL also works to educate the broader Trent student population around Indigenous issues.

The Cultural Counsellor had a total of 108 student visits this year, which is an increase of 64% over last year. A Cultural Counsellor was not hired until November, so the stats are from Nov 2015-April 2016. There were 38 distinct students as part of the group that accessed the Cultural Counsellor, which is an increase of 81% over last year. 45 students accessed career counselling/advising services at least once this year, which is a 60% increase over last year. FPHL also brings Traditional Teachers to campus and this year there were 240 student interactions. With our visiting Elders (5 Elders) there were 59 classroom and community lectures, talks, workshops, and panels. FPHL hosted 25 Experiential Learning Workshops including Beading as Medicine, Hoop Dancing, Pack Baskets, Drum Making, and Walking with our Sisters.

The Biishkaa program for Indigenous students, funded through the Mental Health Innovation Fund, is now in its second year. New students participate in a three-week intensive, experiential orientation program with professional staff, faculty, and trained Indigenous student mentors. The focus is on cultural adjustment and Indigenous knowledge, with support for academic and personal transition to university, and the program includes a land-based component as well as meeting with Elders. In fall 2016, the program has expanded to partner with Fleming College.

Other initiatives in 2014-2015 included 'Paddle Your Own Canoe' in which current Indigenous students returned to their high schools during winter reading break to make presentations to potential new students; greater emphasis on incorporating Metis teachings and knowledge including a visiting elder (Paul Chartrand); assisting with the Seeds of Good Life documentary aimed at eliminating youth suicide in Curve Lake First Nation; Tipi Protocol Night, a series of workshops open to all incoming students to highlight the importance and sacredness of the traditional area; Drumming in the Tipi hand drumming sessions every Tuesday afternoon; and hosting the Pathways Conference (co-hosted with UOIT, Fleming College and First Nations Technical Institute) for Aboriginal students from Northern Ontario to visit different campuses, attend workshops, and be encouraged to consider attending post-secondary education.

In 2016, a new residence Living Learning Community, Enhahying, was created. Meaning 'Our Home,' the Endahying Community is for students who have an interest in Indigenous culture and knowledge, those enrolled in the Indigenous Studies Program, as well as those who identify as being Indigenous. Together, these students will grow in knowledge and understanding through shared experiences, storytelling and exploration.

In partnership with the First Peoples House of Learning, Student Transitions and Careers hosted a 'Campus to Career' boot camp. This event was primarily aimed at students transitioning out of University, but was open to all students. The event had 30 students in attendance and featured a variety of workshops, interactive activities, an employer panel, and opportunities to network. Students also had the option of attending a series of workshops in advance of the boot camp to assist with their career development.

French-Language Students

* DEFINITION: A student is considered a French-language student if the students meets at least one of the following criteria -
1) The student's mother tongue is, or includes French (the student is a francophone);
2) The student's language of correspondence with the institution is French;
3) The student was previously enrolled in a French-language education institution; or
4) The student was enrolled in a postsecondary program delivered at least partially in French.

French-Language Students	# of Students	Percentage
The total number of full-time French-language students enrolled at Trent University in 2015-2016:	0	
The total indicated above as a comparative % of the Trent University's 2015-2016 enrolment headcount:		0.00
The total number of part-time French-language students enrolled at Trent University in 2015-2016:	0	

Highlights

Please provide highlights of Trent University's activity in 2015-2016 that captures contributions to improve access, and success for French-Language students (up to 600 words approx.).

N/A

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above. (up to 600 words

approx.)

3b. Student Population - International Students

International Students

DEFINITION: International enrolment is the headcount of full-time university (undergraduate and graduate) students who are not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e., student visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2015, who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses).

International Students	# of Students	Percentage
Trent University reported to the ministry full-time international enrolment* in 2015-2016:	564	
The total indicated above as a comparative % of Trent University''s 2015-2016 full-time enrolment headcount (Funding Eligible and Ineligible):		7.97
Trent University's 2015-2016 part-time international enrolment is	16	

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

Highlights

Please provide highlights of Trent University's activity in 2015-2016 that contributed to maintaining or improving the international student experience at Trent University. This could include a strategy, initiative or program viewed by Trent University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

A full external review of internationalization at Trent in 2016 affirmed a vision of Trent International as 'the joining of all of the components of international education that provide domestic students with an enriching international experience both at home and abroad, while providing international students an invigorating knowing experience through the learning process of culture and values from the host country. Proper integration of these components promotes invaluable learning experiences that prepares all students to live, work and succeed in a globalized world.'

Key elements of the review are being implemented including the hiring of a new AVP International to expand internationalization across the entire institution including research and teaching; increasing international enrollment to at least 10% of undergraduate enrollment; growing international participation in graduate programs; and implementing a new approach to ESL that is more fully integrated into the academic structure of the University.

After partnering in the creation and launch of the International Institute of Environmental Studies (IIES), the institute continues to evolve with 19 international partners and new collaboration in online course delivery. Following the inaugural workshop in October 2015 at Trent University, the second annual IIES workshop was held at the University of Eastern Finland in August 2016 and organized around the four domains of the IIES: environmental processes, environmental health, green technology and environmental policy. The first IIES Young Scientists Workshop on Soil Contamination and Remediation was held in fall 2016 at Sun Yat-Sen University, Guangzhou, China.

Supporting experiential learning opportunities through the encouragement of student volunteerism continues to be a focus for Trent International. Support is given to a variety of student groups including the Trent International Students Association (TISA) and World University Service Canada (WUSC). Both student groups have been present at Trent for over 30 years and have a strong track record of producing graduates who go on to become leaders in public policy, management and international development. This year, a concerted collaborative effort by students, faculty and staff was successful in funding four WUSC students focused on the crisis in Syria.

Trent International also works closely with Peterborough's New Canadian Centre on several local initiatives, including the development of an innovative new program designed to make volunteer and employment opportunities more accessible to international students. This program would encourage both local charities and employers to engage international students. The intent is to bring a global perspective to the local environment and to offer international students valuable experience in the Canadian workplace.

Trent International offers a diverse spectrum of study abroad and exchange programs that provide rich experiential learning opportunities. Year abroad experiences in Ghana, Ecuador and France allow Trent students to study under local instructors in the fields of International Development Studies, Anthropology and French. In addition to year abroad, shorter field programs and clinical placements with Environmental Sciences (in Barbados) and Nursing (in Honduras) programs are also popular.

3c. Student Population - Proportion of an institution's enrolment that receives OSAP*

DEFINITION: Receives OSAP is the number of OSAP awards, including any student at Trent University who has applied for full-time OSAP assistance and qualified for assistance from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant.

Proportion of an institution's enrolment that receives OSAP	# of Students	Percentage
Trent University's 2015-2016 number of OSAP awards	4,564	
Headcount enrolment (Funding eligible undergraduate and graduate) November 1st headcount of students with 60% Load (0.3FTE) or greater.	6,981	
Proportion of full-time students receiving OSAP		65.38

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the information reported above (up to 600 words approx.).

4. Research and Graduate Education

Trent University's 2014-17 Strategic Mandate Agreement (SMA) includes information which identifies the breadth and depth of institutional research activity. The 2015-2016 SMA Report Back does not require Trent University to report on the system wide research and graduate education metrics included in its 2014-17 SMA.

5. Program Offerings

This component articulates the breadth of programming based on enrolment, along with program areas of institutional strength/specialization as outlined in Trent University's SMA.

> a. Concentration of enrolment* at universities by program specialty or major (SPEMAJ)
>
> b. Institution's share of system enrolment by program specialty or major (SPEMAJ).

DEFINITION: Headcount is the actual funding eligible enrolment for Fall 2015 as of November 1, 2015 including full-time undergraduate and graduate students as reported to the ministry for the 2015-2016 fiscal year

Undergraduate / Graduate Students	Percentage of System Enrolment
Undergraduate	1.85
Graduate	0.57

	# of undergraduate students in a program as a % of total # of undergraduate students across all programs at Trent University	# of graduate students in a program as a % of total # of graduate students across all programs at Trent University	Trent University's share of system-wide undergraduate enrolment in each PROGRAM	Trent University's share of system-wide graduate enrolment in each PROGRAM
1. Agricultural & Bio. Sciences	17.26	0.00	4.28	0.00
2. Architecture & Landscape Arch.	0.00	0.00	0.00	0.00
3. Business & Commerce	8.88	0.00	1.22	0.00
4. Computer Science	1.43	0.00	1.06	0.00
5. Dentistry	0.00	0.00	0.00	0.00
6. Education	2.11	0.00	2.68	0.00
7. Engineering	0.00	0.00	0.00	0.00
8. Fine & Applied Arts	1.32	7.37	0.63	1.30
9. Food Science & Nutrition	0.00	0.00	0.00	0.00
10. Forestry	0.00	0.00	0.00	0.00
11. Health Professions	0.00	0.00	0.00	0.00
12. Humanities	12.88	7.37	2.73	0.46
13. Journalism	0.43	0.00	1.97	0.00
14. Kinesiology/Recreation/Phys-Ed	1.06	0.00	0.46	0.00
15. Law	0.00	0.00	0.00	0.00
16. Mathematics	1.21	0.00	1.53	0.00
17. Medicine	0.00	0.00	0.00	0.00
18. Nursing	12.18	0.00	6.10	0.00
19. Optometry	0.00	0.00	0.00	0.00
20. Other Arts & Science	6.34	5.53	1.27	4.04
21. Other Education	0.00	0.00	0.00	0.00

22. Pharmacy	0.00	0.00	0.00	0.00
23. Physical Sciences	2.17	37.33	2.34	5.45
24. Social Sciences	32.73	42.40	2.82	0.99
25. Theology	0.00	0.00	0.00	0.00
26. Therapy & Rehabilitation	0.00	0.00	0.00	0.00
27. Veterinary Medicine	0.00	0.00	0.00	0.00

Notes:

- Other Arts & Science includes students enrolled in General Arts and Science majors not specified by other categories or unspecified.

Optional Additional Information

Caveats and/or other information regarding the numbers reported above (up to 600 words approx.).

Highlights

Please provide highlights of Trent University's activity in 2015-2016 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by Trent University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Trent University continues to expand programs in our areas of institutional strength. In 2015-2016 we launched three new programs, offered a number of special programs, and increased opportunities for transfer students through articulation agreements.

Trent has gained an international reputation for its teaching and research in water and the aquatic environment and the new BSc Honours in Water Science ties closely with the University's strength in environmental science. This program enables students to gain an interdisciplinary knowledge of water and aquatic science, and to alert outside audiences, particularly students, that Trent possesses this outstanding capacity. The BA in Communications and Critical Thinking teaches students how to approach interdisciplinary problems from a sociological, historical, business and moral perspective. Graduates will be highly competitive in a job market that increasingly stresses the need for employees who can adapt and change in a world of rapid technological, cultural, and social change. The new MEd degree offers an interdisciplinary approach to educational studies, making it unique in Ontario. It offers students a commitment to Indigenous education, an established record of strong partnership and collaborations with school boards and local communities, and most importantly a focus on social and ecological justice.

In 2015-2016, nineteen new pathways were developed to enhance transfer and improve access to college students, mature student and allow for indirect entry. This is an institutional strategy Trent had outlined in its SMA to increase enrolment and improve graduation rates.

While most of the articulations are with Ontario colleges, Trent entered into two very interesting international agreements. We have an agreement with Tianjin University of Commerce to allow qualified students to enter Trent's ESL program and the honours Mathematics program with advanced standing. Trent's most exciting pathway is a dual degree agreement with Swansea University which will allow undergraduate students at Trent University studying in specified Arts programming to quality for both an undergraduate degree from Trent and a Law degree, at a Bachelor level from Swansea.

Trent created a new school, Trent School of the Environment (TSE). The School's mandate includes the development of interdisciplinary collaborations in environmental research and teaching, and the planning and operation of interdisciplinary degree programs (including in collaboration with Departments outside the TSE, as well as with other institutions). For example, Trent University and Fleming College recently signed a Memorandum of Understanding between the School of Environmental & Natural Resource Sciences at Fleming College and the Trent School of the Environment.

In 2015-2016, Trent developed three new degree programs that were launched in September 2016. The Indigenous Bachelor of Education degree is a unique concurrent education program grounded in FNMI perspectives and pedagogies and ties closely with Trent's strengths in Indigenous Knowledge. The BA in Child and Youth Studies degree is interdisciplinary and is grounded in the social sciences drawing from the areas of Psychology, Sociology, Indigenous Studies, Education and English with a major focus on children and youth. The Biomedical degree builds s upon Trent's institutional strength in the area of Community Health. Graduates will have a strong background in Biomedical Science with the ability to work in a number of health-related fields. This program fits with Trent's initiative to build a cluster of programs in the area of Health and Aging.

In addition, we have broadened our graduate programs by adding three new streams in: Big Data Analysis, Financial Analytics, and Entrepreneurship and Innovation.

6. Student Mobility

As part of the development of metrics under the SMAs, the ministry will be developing long-term indicators for credit transfer in consultation with the sector through the Credit Transfer Accountability Framework.

As part of this work, a new Credit Transfer Student Flag was introduced into 2015-16 enrolment reporting for colleges and universities. The ministry will work with the sector throughout 2016-17 on any refinements to the metric with a view to integrate this new information into the SMA report back beginning in 2017-18.

In future years, the ministry will be expecting more complete data that will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors.

Development of these metrics will be done in partnership with the sector and ONCAT.

Transfer Applicants and Registrants

Using Ontario Universities Application Centre's (OUAC) reports, please provide data for 2015.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2011	9,120	1,669	588	140
2012	9,475	1,605	544	109
2013	9,539	1,664	538	122
2014	9,604	1,539	514	98
2015	9,315	1,624	536	105

*Transfers from publicly assisted colleges in Ontario.

NOTE:

- OUAC collects information on the number of transfer student applications and registrations. The ministry recognizes that:
  - the transfer data set only includes students who have applied to university through OUAC and have self-identified on applications to OUAC;
  - a significant number of transfer students apply directly to the university and, as such, are not captured in OUAC data;
  - Information only includes full-time students applying and registering in the fall to the first year of a university program.

The ministry encourages Trent University to augment the OUAC data with its own institutional data, particularly pertaining to college graduates entering university. Reporting this data is optional. In the space provided below, Trent University should report institutional data that includes data from OUAC and other sources.

Year	Trent University's Total Applications	Trent University's Total Registrations	Trent University's Transfer Applications*	Trent University's Transfer Registrations*
2012				
2013				
2014				
2015				

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

Highlights

Please provide highlights of Trent University's activity in 2015-2016 that demonstrates Trent University's efforts to ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by Trent University to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

Expansion of Departmental Operations

-Expanded role drafting proposals for funding(eCampus, ONCAT)

-Assumed OnTransfer Database Maintenance(previously in Admissions Office)

-Development of promotional materials with recruitment and marketing, specifically related to pathways and transfer students

New Pathways Approved in 201516(posted on OnTransfer)

Centennial College:

Liberal Arts to Communications and Critical(General)

Liberal Arts to BAH Programming

-Confederation College:

Environmental Technician to Trent BAH in Environmental and Resource Studies (ERST) or B.Sc Honours in Environmental and Resource Science (ERSC)

Environmental Technician to Trent BAH in Indigenous Environmental Studies

Aboriginal Community Advocacy to Trent B.Ed.Indigenous (B.Ed.INDG)

-Durham College:

Digital Photography to BAH in Media Studies (MDST)

Digital Video Production to BAH in MDST

Journalism:Broadcast & Electronic Media to BAH in MDST

Journalism:Web & Print to BAH in MDST

Social Service Worker (SSW) to Bachelor of Social Work (BSW)

-Fleming College:

General Arts and Science (GAS):University Transfer Program to Trent B.ED.INDG

SSW to BSW

-Loyalist College:

SSW to BSW

-Seneca College:

Liberal Arts to BAH Programming

Arts and Science to BSH Programming

MOU for admission to Business Administration:Entrepreneurship and Small Business Advanced Diploma program to PostGraduate Certificate in Marketing and Entrepreneurship

-Swansea and Trent University Dual Degree Opportunity with various BAH programming (Trent) and LLB (Swansea)

-Tianjin University of Commerce:Dual degree with Trent in Mathematics and Business Opportunities

Pending Institutional Signatures and/or Senate Approval

-OntarioLearn:

Business Accounting Diploma to Trent Bachelor of Business Administration (ADMN) with Specialization in Accounting

-Sault College:

Anishinaabemowin Certificate to B.Ed.INDG

-Georgian College:

Anishinaabemowin Language Programming Diploma to B.Ed.INDG

Aboriginal Community and Social Development Diploma to B.Ed.INDG

-Fleming College:

2+2:Accounting to ADMN with a Specialization in Accounting

ECE to B.A. PSYC or BAH with admission to Teacher Education Stream

-Humber College:

Indigenous Knowledge Certificate to B.Ed.INDG

Projects under Development for 20162017

-Ahkwesahsne Mohawk Language Programming MOU

-Centennial College:

ADMN Pathways

Child and Youth Care (CYC) to BA Child and Youth Studies (CHYS)

SSW to BSW

-Confederation College:

SSW to BSW

-Durham College:

Advertising to BA Media Studies

CYC to BA CHYS

Music Business Management to Joint BA MDST and Business Admin

Public Relations to BA MDST or BA Communications & Critical Thinking *bilateral pathway allowing university grads to enter program at college

-Durham College/Fleming College/Trent University multilateral pathway with Food and Sustainable Agriculture

-Fleming College:Earth Resources Technician to Environmental Geoscience

-FNTI Social Work Partnership

-George Brown College:

SSW to BSW

-Loyalist College:

CYC to BA Psychology

-MOU with Centennial College:Academic Partnership Activities

-Sault College:

SSW & Native Specialization to BSW

-Seneca College:

Environmental Technician to B.Sc ERSC

SSW to BSW

-St. Lawrence College:

GAS programming to multiple majors B.A. or B.Sc

SSW to BSW

7. Financial Sustainability

FINANCIAL HEALTH and SUSTAINABILITY METRICS

		2013-14	2014-15	2015-16
Performance	Net Income / Loss Ratio (%)	4.18	-2.88	0.00
	Net Operating Revenues Ratio (%)	6.77	6.38	0.00

Optional

Comments on Performance Metrics (up to 600 words approx.)

		2013-14	2014-15	2015-16
Liquidity	Primary Reserve Ratio (days)	42.76	23.22	0.00

Optional

Comments on Liquidity Metric (up to 600 words approx.)

		2013-14	2014-15	2015-16
Leverage	Interest Burden Ratio (%)	1.97	1.77	0.00
	Viability Ratio (%)	30.60	17.96	0.00

Optional

Comments on Leverage Metrics (up to 600 words approx.)

Additional Information

Additional comments on the overall Financial Health & Sustainability Metrics Result (up to 600 words approx.)

Highlights

Please provide one or more highlights that demonstrate Trent University's commitment to improved or continued financial sustainability. (up to 600 words approx.)

In 2014/15, Trent University introduced a new approach to budget planning called Responsibility Centred Management (RCM). It aims to improve financial sustainability by emphasizing the University's strengths in teaching, research and services; and by supporting and encouraging selected opportunities and innovations.

The implementation of RCM at Trent has been a gradual one and will take a number of years to complete. It will be implemented in a way that is sensitive to our fiscal realities and the complexities that arise as we attempt to achieve a sustainable budget in the long term.

The model attempts to track the University's revenues and expenditures in a way that makes it clear how and where revenue is generated and costs are incurred; budget adjustments made to promote revenue growth and support efficiencies that reduce costs; and 'change' funds for academic program and operational initiatives that support the strategic goals of the University.

Trent University has now developed a robust RCM model which was run in a 'shadow' fashion in the previous year. This 'shadow' fashion allowed the different academic divisions to reflect on the results of their actions or inactions directly as it relates to their operations and revenue streams. In the coming year, financial incentives will be considered for divisions that provide surplus revenue as related to their division.

The ministry encourages Trent University to augment the current list of financial health and sustainability metrics with other metrics. Reporting this data is optional. Trent University may add up to four additional metrics in the space provided below.

OTHER FINANCIAL METRICS REPORTED by Trent University	2013-14	2014-15	2015-16
1			
2			
3			
4			

Additional Information

Comments related to Trent University's other reported metrics (up to 600 words approx.)

8. Attestation

By submitting this report to the ministry:	Checkbox
Trent University confirms that all information being submitted to the ministry as part of the 2015-2016 SMA Report Back is accurate and has received approval from Trent University's Executive Head.	✔

For additional information regarding Trent University's 2015-2016 SMA Report Back please contact -	Information
Name:	Kris Lew
Telephone:	705-748-1011
Email:	krislew@trentu.ca

Please indicate the address on Trent University's website where a PDF copy of this 2015-2016 SMA Report Back will be posted once it has been approved by the ministry	Information
Website:	http://trentu.ca/oirsp/accountability.php