

# 2020-2025 Strategic Mandate Agreement

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**Ontario**   
MINISTRY OF COLLEGES AND UNIVERSITIES

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# Introduction

## *Preamble*

This Strategic Mandate Agreement between the Ministry of Colleges and Universities and Trent University is a key component of the Ontario government's accountability framework for the postsecondary education system.

The Strategic Mandate Agreement (SMA):

- Outlines provincial government objectives and priority areas for the postsecondary education system
- Describes the elements of Ontario's performance-based funding mechanism, including the university's annual performance-based funding notional allocation for the five-year SMA3 period
- Establishes the corridor midpoint that will form the basis of enrolment-related funding over the five-year SMA3 period
- Supports transparency and accountability objectives, and
- Establishes allowable performance targets for 10 metrics upon which institutional performance will be assessed.

This SMA is for the fiscal period from April 1, 2020 to March 31, 2025.

## Ontario's Objectives

SMAs are bilateral agreements between the ministry and the province's publicly-assisted colleges and universities and are a key component of the Ontario government's accountability framework for the postsecondary education system. This cycle of agreements is focused on promoting accountability through transparency and a focus on performance outcomes. The following objectives underlie SMA3:

- Increasing trust and accountability through transparency and improved performance outcomes in Ontario's postsecondary education system
- Reducing red tape by striking an appropriate balance between accountability and reporting through streamlined processes and a reduced number of metrics
- Incentivizing colleges and universities to redirect resources and invest in initiatives that result in positive economic outcomes
- Encouraging alignment of postsecondary education with labour market outcomes, and
- Incentivizing differentiation and specialization to support increased efficiencies.

## Institutional Profile

The ministry recognizes the importance of supporting a differentiated system, and recognizing institutional specializations, as a means of enhancing efficiencies in the postsecondary education sector.

The Institutional Profile is intended to describe how the university's institutional mission and strategic goals support the priority areas of the Ontario government, as identified in this agreement. Institutions may also wish to include narrative related to the post-COVID-19 context for the institution.

Trent is a highly regarded university which offers a broad range of undergraduate degrees in arts, science, professional, and interdisciplinary programming. In selected areas, Trent also offers innovative graduate certificates, research and professional master's degrees, and doctoral programs that promote advanced research.

In *Maclean's* rankings, Trent has been ranked the number one undergraduate university in Ontario for nine years in a row, and as number three in Canada in 2019. In its 2019 rankings of Canadian Research Universities of the Year, *Infosource* ranks Trent fourth among undergraduate universities. In Ontario, Trent has experienced the highest percentage increase in applications over the last ten years – growth almost four times higher than any other university in Ontario.<sup>1</sup>

As Toronto expands rapidly east, Trent is well placed to serve the economic and educational needs of the GTA and the province. In Durham, a range of programs – Social Work, Child & Youth Studies, Journalism & Creative Writing, and Policing – combine with foundational programs in humanities and the social sciences. In Peterborough, Trent offers 100+ programs in the sciences, business, teaching, nursing, the arts, environmental studies and Indigenous and Canadian studies. Interdisciplinary teaching and research are a key component of the university, as are partnership and articulation agreements which allow college students and international students to transition to Trent.

Key institutional documents which drive Trent's strategic goals are the Board of Governors' *Strategic Objectives 2016 – 2022* and the *Presidential Mandate 2019 – 2024*. They highlight a commitment to the development of online and experiential learning, co-op programming, career services, and innovative programming and delivery methods.

Trent's Peterborough and the Durham campuses play a key role in the economy of their local communities. In 2016, the university had an estimated \$500 million annual economic impact in Peterborough and a \$50 million impact in Durham. The Board's current *Strategic Objectives* emphasize a desire to "enhance the Trent University presence in each community in which it works." The *Presidential Mandate* aims to "maintain and enhance positive relations with the local communities in Durham and Peterborough, including the local Indigenous communities; and actively pursue community partnerships."

The university's *Cleantech Commons* is a research and business park dedicated to the development of clean technology, green business, and sustainable development. The start-ups and innovative businesses it supports will be an essential element of the Peterborough and Ontario economies of the future at the same time that they satisfy a Board objective to "secure new revenue streams for the university and new financial efficiencies." A proposed University-Integrated Eldercare Village will be informed by the work of students and faculty in Trent's Centre for Aging & Society, with partners in municipal, health care and community sectors.

In an effort to enhance productivity, accountability and transparency, the Board of Governors' *Strategic Objectives*, the *Presidential Mandate*, the President's *Objectives* and current university initiatives are posted on the Trent website.

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<sup>1</sup> Source: Higher Education Strategy Associates

The COVID-19 pandemic is unprecedented and will have long-lasting effects. It has broad and increasingly complex financial repercussions that will have long-term implications. Trent has achieved its financial stability in view of year-over-year increases in applications and registrations above their corridor ceiling. To maintain this success in the wake of COVID, the university's historically significant growth trajectory over the last ten years will need to be considered.

# Performance-Based Funding

## Notional Annual Allocation

For the 2020-2025 SMA cycle, Trent University’s annual allocation of performance-based funding has been calculated by the ministry in accordance with the university funding model and Ontario’s Performance-based Funding Technical Manual. Trent University’s notional allocations will not be impacted by previous year performance, and will follow a graduated activation plan as follows:

	2020-21*	2021-22*	2022-23	2023-24	2024-25
Differentiation Envelope	\$14,482,540	\$19,551,255	\$24,620,120	\$29,688,986	\$32,223,418
Performance-based Grant	\$13,131,979	\$18,384,770	\$23,637,562	\$28,890,354	\$31,516,749

\* Activation of performance-based funding will not be in place for 2020-21 and 2021-22. Thereafter, activation for the following years will be determined through the SMA3 Annual Evaluation process.

\*\*Further details on calculations are available in Ontario’s Performance -based Funding Technical Manual. The Performance-based Grant has been capped at the system-average annual proportion and residual funding remains part of the Differentiation Envelope. Notional allocation represents the Performance-based Portion of the Differentiation Envelope capped to the system-wide average.

\*\*\*The notional allocations presented above are estimates based on 2019-20 final operating grant totals.

## Institutional Weighting Strategy

The performance-based funding mechanism in this SMA enables institutions to assign metric weightings to reflect institutional strengths and differentiated roles in the postsecondary education system. Assigned metric weightings will impact performance-based funding on a metric-by-metric basis per the table below. Metric details are described in the following section.

Metric	Institutional Assigned Weightings & Notional Performance-based Funding									
	2020-21		2021-22		2022-23		2023-24		2024-25	
	Max 35%, Min 10%		Max 30%, Min 5%		Max 25%, Min 5%		Max 25%, Min 5%		Max 25%, Min 5%	
	(%)	(\$)	(%)	(\$)	(%)	(\$)	(%)	(\$)	(%)	(\$)
1. Graduate Employment Rate in a Related Field	10%	\$1,313,198	5%	\$919,239	5%	\$1,181,878	5%	\$1,444,518	5%	\$1,575,837
2. Institutional Strength/Focus	15%	\$1,969,797	15%	\$2,757,716	15%	\$3,545,634	15%	\$4,333,553	15%	\$4,727,512
3. Graduation Rate	10%	\$1,313,198	5%	\$919,239	5%	\$1,181,878	5%	\$1,444,518	5%	\$1,575,837
4. Community/Local Impact – Student Enrolment	35%	\$4,596,193	30%	\$5,515,431	25%	\$5,909,390	25%	\$7,222,588	25%	\$7,879,187
5. Economic Impact (Institution-specific)	20%	\$2,626,396	25%	\$4,596,193	20%	\$4,727,512	20%	\$5,778,071	20%	\$6,303,350
6. Research Funding & Capacity: Federal Tri-Agency Funding Secured	10%	\$1,313,198	5%	\$919,239	5%	\$1,181,878	5%	\$1,444,518	5%	\$1,575,837
7. Experiential Learning	--	--	5%	\$919,239	10%	\$2,363,756	10%	\$2,889,035	10%	\$3,151,675
8. Research Revenue Attracted from Private Sector Sources	--	--	5%	\$919,239	5%	\$1,181,878	5%	\$1,444,518	5%	\$1,575,837
9. Graduate Employment Earnings	--	--	5%	\$919,239	5%	\$1,181,878	5%	\$1,444,518	5%	\$1,575,837
10. Skills & Competencies	--	--	--	--	5%	\$1,181,878	5%	\$1,444,518	5%	\$1,575,837

# Priority Areas and Performance Metrics

## Summary

To support improved performance in key areas aligned with the Ontario government's priorities and objectives, the allowable performance targets will be set against metrics that measure institutions' effectiveness in addressing the evolving needs of the labour market, enhancing the skills and competencies of our students, and supporting a postsecondary education system that strengthens Ontario's economic competitiveness.

The combination of established targets and assigned metric weightings will be used for institutional assessment of performance through the SMA3 Annual Evaluation process.

### **Skills & Job Outcomes**

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*This priority area seeks to measure and evaluate the university's role in supporting student and graduate outcomes and alignment with Ontario's economy. Metrics measure institutional commitment to areas of strength and specialization; students' preparation with the skills essential for employment; experiential learning opportunities; graduation; and positive labour-market outcomes for graduates, through the following performance indicators:*

- Graduate Employment Rate in a Related Field
- Institutional Strength/Focus
- Graduation Rate
- Graduate Employment Earnings
- Experiential Learning
- Skills & Competencies

### **Economic & Community Impact**

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*This priority area seeks to measure and evaluate the university's role in supporting Ontario's economy. Metrics measure the attraction of federal research funding; funding from private sector sources; the positive economic impact on local economies brought by students at an institution, and the differentiated ways institutions demonstrate economic impact, through the following performance indicators:*

- Community/Local Impact of Student Enrolment
- Economic Impact (Institution-specific)
- Research Funding & Capacity: Federal Tri-Agency Funding Secured
- Research Revenue Attracted from Private Sector Sources

### **Productivity, Accountability & Transparency**

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*To support the Ontario Government's objective of enhanced transparency and accountability, institutions will provide reporting data in the following areas which will not be tied to performance funding:*

- Faculty Activity
- Faculty Compensation

# Skills & Job Outcomes

## Performance Metrics: Narrative

Metrics will be initiated over three years as new data is collected and validated. For 2020-21, allowable performance targets are calculated using historical data as per the Performance-based Funding Technical Manual.

For the remainder of the SMA3 cycle, allowable performance targets will be calculated annually as per the Performance-based Funding Technical Manual using the most recent historical data available for Trent University and included as part of the SMA3 Annual Evaluation process for performance-based funding. See appendix for details regarding historical data and annual allowable performance targets.

For the Skills and Competencies metric being initiated for performance-based funding in 2022-23, the Ministry of Colleges and Universities will apply a ‘participation weighting’ of 5% of annual performance-based funding notional allocation for all institutions. Institutional targets will not be set for this metric in SMA3. Participation will be validated and included as part of the SMA3 Annual Evaluation process for performance-based funding.

### Graduate Employment Rate in a Related Field

Proportion of graduates of undergraduate (bachelor or first professional degree) programs employed full-time who consider their jobs either “closely” or “somewhat” related to the skills they developed in their university program, two years after graduation
<b>Metric initiated in 2020-21</b>
Narrative

Trent has adopted a three-pronged approach to learning that supports strong graduate employment rates.

Its first component is the continued development and enhancement of the university’s services related to resume, job search, interviewing and other career-related preparation. Its second is an expansion of experiential learning opportunities for students (discussed in further detail below). The third is a commitment to program development which will make available a diverse array of programs that will culminate in professional careers and/or employment in a field related to one’s studies.

Over the last three years, one of Trent’s major projects has been the development and expansion of its Career Services. The project began with a review of our career and experiential learning programming by an expert external reviewer. Subsequent to the review, the university appointed a new Director of Co-op, Careers & Experiential Learning, rebranded the area “Careerspace” to attract more students to its array of services, hired new staff to work on experiential learning and career-related programming, and established an Entrepreneurship Centre in the Bata Library.

The Trent curriculum is explicitly designed to prepare students for employment and to ensure that they are equipped with the transferable skills they will need to prosper. Job-specific programs include undergraduate programming in Nursing, Education, Journalism, Accounting, Human Resources, Marketing & Entrepreneurship, Forensic Biology, Child & Youth Studies, Policing & Community Well Being, and Environmental Studies and graduate and professional master’s programs in Big Data and Financial Analytics. In a number of cases, Trent has established pathways that specifically lead students to programs at other universities which provide the professional accreditations Trent does not itself provide (in, e.g. Law, Engineering, and the Medical Sciences).

Programs that emphasize transferable skills (complex problem solving, critical thinking, creativity, people management, social coordination, emotional intelligence, judgement and decision making, service orientation,



negotiation skills, cognitive flexibility, and foundational skills in literacy and numeracy), include traditional and interdisciplinary programs in the humanities and social sciences. We believe that interdisciplinary learning at a smaller university provides an ideal environment for learning, honing and practicing these skills.

Source: Ministry of Colleges and Universities - Ontario University Graduate Survey

### **Institutional Strength/Focus**

*Humanities, Sciences, Social Sciences and Professional Programs*

Proportion of enrolment (FFTEs, domestic and international, all terms for undergraduate students and Summer and Fall terms for graduate students) in an institution's program area(s) of strength

**Metric initiated in 2020-21**

Narrative

In picking programs that represent Trent's key institutional strengths, it is helpful to distinguish programming on the university's Durham and Peterborough campuses.

Trent's Durham campus is evolving quickly. In a city with two other post-secondary campuses, Trent is building a campus with its own unique niche. One of our post-secondary partners (UOIT) focuses on STEM programming, the other (Durham College) on college programming. Trent's growing campus emphasizes programs that aim to meet Oshawa's and Durham's social and service needs. The following programs of strength are offered within a broader context provided by the core humanities and social sciences courses.

Child and Youth Studies  
 Human Resources Management  
 Marketing and Entrepreneurship  
 Journalism and Creative Writing  
 Business  
 Policing and Community Well Being  
 Master of Management.

On the Peterborough campus, Trent offers almost one hundred credentials in humanities, sciences, social sciences, and professional programs. The campus is known for a comprehensive range of arts, science, social science, and professional programming, and for interdisciplinary programs that allow students to combine disparate programs in innovative ways (e.g., business and the environmental sciences). The following programs are notable areas of strength which are characterized by strong demand (and, in many cases, growing numbers of applications), graduate programming, innovative approaches to subject areas and/or notable research success.

Environmental Studies  
 Environmental Geoscience  
 Business  
 Data Analytics  
 Financial Analytics  
 Indigenous Environmental Studies  
 Accounting  
 Computing and Information Systems.

Trent plans to grow the number of students in our areas of strength, with a special emphasis on programs that have the capacity to grow and expand.

Source: Provided by Institutions, validated by University Statistical Enrolment Report (USER)/Ministry of Colleges and Universities

## Graduation Rate

Proportion of all new, full-time, year one university students of undergraduate (bachelor or first professional degree) programs who commenced their study in a given fall term and graduated from the same institution within 7 years

### Metric initiated in 2020-21

#### Narrative

Trent aims to be an institution which attracts and supports a wide array of students. This includes students from communities across Ontario, including rural students, first Generation Students, Indigenous Students, students on financial assistance, students who require accommodations, and many students who live off-campus away from their families. We try to support all these students in a way that allows them to successfully complete degrees and pursue the careers of their choosing.

One factor that contributes to student success is prior academic achievement. Other factors more directly reflect the experience of students in the university in which they study. At Trent we have identified six of these factors which it aims to foster in a way that promotes student retention and high graduation rates:

- a. high student self-efficacy
- b. ability to set goals and maintain a positive sense of locus of control
- c. self-awareness and ability to manage stress
- d. a sense of belonging, engagement, and purpose
- e. demonstrated academic achievement, intellectual engagement and curiosity
- f. career readiness

In order to track these factors, Trent is conducting an analysis that relies on four main data sources: NSSE (National Survey of Student Engagement) and CUSC (Canadian University Survey Consortium) results; institutional retention data, and results from a Trent-specific student engagement survey which is administered each year.

An analysis of the available data suggests good retention rates at Trent, with some variations from year to year. In order to further improve retention, Trent is pursuing a multi-tiered retention strategy that will further enhance Trent's graduation rates. This strategy includes (but is not limited to):

- a coherent Careerspace initiative to improve career opportunities for continuing and graduating students;
- early intervention strategies that 'catch students early' in their courses, providing early feedback (in the first five-to-eight weeks of classes) to build opportunities for academic success;
- a new mental health strategy, which includes efforts to help students effectively manage their stress and workload;
- student education, training, and peer role modelling on issues that may impact their academic success, including sexual violence prevention, and bystander intervention training;
- off-campus student engagement, including mentorship programs, targeted programming, and on-campus employment opportunities in order to increase their sense of belonging;
- scholarships for high-achieving students that will attract academically successful students; and
- the Rebound program (mentorship for students struggling academically) and the Bridge program (late summer for-credit transition program), which will provide students with the additional academic coaching they need to be successful in their coursework.

As Trent brings university education to a wide range of diverse learners, we plan to continue to accept some students who have not achieved our normal admission averages, but whose prior experiences demonstrate

strengths that make them good candidates for higher education learning. We will continue to offer these students support, knowing that their success can be significant, not only for them, but for the university and the broader communities that we serve.

Source: University Graduation Rate Data Collections

## Graduate Employment Earnings

Median employment earnings of university graduates, two years after graduation

Metric initiated in 2021-22

Narrative

Trent's comprehensive approach to supporting students as they build career-readiness throughout the entirety of their academic studies consists of three main components:

(i) Career Exploration

Trent's expanded Careerspace operations focus on offering enhanced career-development programming with an emphasis on career planning and preparation through the student life cycle. This programming includes increasing students' awareness of possible career paths, facilitating mentorship opportunities and strengthening connections between students and alumni. New and innovative methods for delivering career preparation programming are being explored including identifying opportunities to build career-development programming into curriculum where appropriate. Providing flexible academic programming and expanding opportunities for experiential learning through co-ops, internships and placements allow Trent students to explore various potential career paths.

(ii) Skills Identification and Development

Trent is expanding the focus on programming designed to support students as they explore the skills, both technical and soft, required for the workforce. This programming will assist students with recognizing the skills they have, identifying those that require further development, and exploring ways to enhance their skill sets. Expanded experiential learning opportunities will facilitate this skill development and the launch of a new Student Experience Record will enable the articulation of these skills to employers. These activities support students as they build the skills needed to successfully transition to the workplace or further education.

(iii) Community and Workplace Partnerships

Trent's community and workplace partnership strategy is currently being renewed with a focus on continuing to develop meaningful collaborations with employers locally, provincially, nationally and internationally. By launching a new employer recruitment program to attract potential employers to recruit our students we will ensure that potential employers recognize the value of hiring Trent graduates.

This comprehensive approach to supporting students as they build career-readiness and transition to the workforce focuses on understanding the changing labour market and providing services that are nimble and adaptable to the evolving needs of both students and employers.

Source: Educational and Labour Market Longitudinal Platform/Statistics Canada

## Experiential Learning

Number and proportion of graduates in programs, who participated in at least one course with required Experiential Learning (EL) component(s)

**Metric initiated in 2021-22**

Narrative

Over the last three years, one of Trent's priorities has been experiential learning opportunities for our students. This began with an external review of career services and experiential learning. One result was the restructuring of career services, creating a new department called, Co-op, Careers & Experiential Learning (CCEL) and branded Careerspace. The restructure has expanded our existing career services in a way that integrates community and workplace partnerships and centralizes all experiential learning (EL) processes and policies. A new Director was appointed and given a mandate that directed them to evaluate and expand EL for all students, in order to ensure that our graduates are prepared for the next step in their career.

The first major project undertaken by the new team was a review of all courses in our Academic Calendar, in order to identify and document their experiential learning components. Using MCU definitions, this allowed us to evaluate the current state of experiential learning at Trent, to understand where our strengths lie, and determine our greatest opportunities for growth.

To promote the opportunities available, Trent has been working with faculty to expand EL opportunities for students and ensure that career readiness is integrated into their classroom discussions. We encourage students to think about the skills they are developing in their courses and their relevance to their future jobs and careers. In early 2020, a new Experience Record will be launched to enable students to track curricular and co-curricular EL placements and the related skills they develop while attending Trent.

The centralized model we have adopted allows the university to work closely with faculty and partner with our communities (with an emphasis on Peterborough, the GTA, and international partnerships) in a way that creates opportunities for students.

Currently, a significant number of Trent programs explicitly contain some element of experiential learning. The EL placements include (but are not limited to) professional practica in Nursing and Education; placements in Business, Biology, Political Studies, Journalism and Creative Writing, and Forensics programs; applied research in International Development Studies and Environmental Resource Science; and co-op in Computing and Information Systems and Conservation Biology. Trent plans to expand these opportunities by collaborating with our student unions to create a new mandatory fee for students that will go directly into the CCEL department allowing more opportunity for community engagement and working with faculty to develop more opportunities.

The CCEL team is collaborating with departments to create new internships and placements for students in existing programs and ensure that new academic programs include meaningful EL opportunities. By ensuring that all programs at Trent include an EL component in (at least) one required course, the university will be able to meet the government's goal and provide all students who graduate with at least one meaningful, auditable EL opportunity by 2021.

*Source: Institutions*

**Skills & Competencies**

Education and Skills Online: Random sample of students (domestic and international)
<b>Metric initiated in 2022-23</b>
Narrative

Trent University will participate in the government’s Education and Skills Online Assessment project, and will explore and consider other metrics that would measure the extent to which we are successfully providing students with the skills and competencies they need to be successful in their future work and careers.

*Source: Education and Skills Online Assessment, Organisation for Economic Co-operation and Development (OECD)*

# Economic & Community Impact

## Performance Metrics: Narrative

Metrics will be initiated over three years as new data is collected and validated. For 2020-21, allowable performance targets are calculated using historical data as per the Performance-based Funding Technical Manual.

For the remainder of the SMA3 cycle, allowable performance targets will be calculated annually as per the Performance-based Funding Technical Manual using the most recent historical data available for Trent University and included as part of the SMA3 Annual Evaluation process for performance-based funding. See appendix for details regarding historical data and annual allowable performance targets.

### Community/Local Impact of Student Enrolment

<b>Institutional enrolment share in the population of the city (cities)/town(s) in which the institution is located</b>
<b>Metric initiated in 2020-21</b>
<b>Narrative</b>
<p>Trent is a key component of the Greater Peterborough Region and a central and essential part of its economic and social well being. This is evident in a great variety of ways.</p> <p>Our athletic facilities, classrooms, residences, and campus are in constant use for community events. Our graduates have become key members of the region’s business, entrepreneurship, and professional communities. They are leaders in the city and region, and in their social agencies, health network, and schools and educational institutions. Our students, faculty and staff start local companies, keep local businesses, local culture, and entertainment healthy and sustainable. As our programs and enrolment continue to grow, so will our already preeminent role within the community.</p> <p>In the City of Oshawa and the Durham Region, with our Durham GTA campus, Trent is an important institution with a growing presence, in part because of a \$35 million dollar project which will add residences and new academic space to the campus. With our sister institutions, Durham College and Ontario Tech University, we are part of the Teaching City addressing urban issues through innovation, collaboration, applied research and shared experiential learning opportunities – and making Durham an important destination for post-secondary education. In the upcoming years we expect expanded programming and operations that will increase our contributions to the local community, GTA East, and the province.</p>

*Source: University Statistical Enrolment Report (USER), Ministry of Colleges and Universities, Census Data/Statistics Canada*

**Economic Impact (Institution-specific)**

<i>Economic Impact of Non-Local Students</i>
Annual spending by full-time students who come to Trent's Peterborough campus from outside of the city of Peterborough and Trent's Durham campus from outside of the Regional Municipality of Durham
<b>Metric initiated in 2020-21</b>
Narrative
<p>Trent has far reaching economic impacts in both Peterborough and Durham. They reflect the economic activities of our students, faculty and staff – directly, and indirectly, through the role they play partnering with, establishing, supporting, and working for successful businesses, organizations, and enterprises in both communities. Our students become the community leaders who ensure that our social agencies, health networks, arts organizations, and educational institutions, local businesses and industry, and culture and entertainment industries are healthy and sustainable.</p> <p>Trent’s ability to attract an increasing number of students to the Peterborough area (which is growing quickly), and to Durham (which is currently suffering from the significant withdrawal of the auto industry from Oshawa), is an especially important contribution to their economic well being. With this in mind, we can get a good indication of Trent’s economic impact by quantifying the annual spending by full-time students who come to Trent’s Peterborough and Durham campuses from outside the City of Peterborough and the Regional Municipality of Durham. This measure, using the StatsCan independent Survey of Household Spending, will provide an indication of Trent’s direct connection to the local economy.</p>

*Source: StatsCan Survey of Household Spending; PSIS-USER enrolment data*

**Research Funding & Capacity: Federal Tri-Agency Funding Secured**

Amount and proportion of funding received by institution from federal research granting agencies (SSHRC, NSERC, CIHR) in total Tri-Agency funding received by Ontario universities
<b>Metric initiated in 2020-21</b>
Narrative
<p>The Trent Office of Research and Innovation aims to sustain (and increase) our Federal Tri-Agency funding by increasing the number and the quality of grant applications that Trent faculty submit to these agencies. To achieve this objective, we have already pursued a number of initiatives. We have restructured the Office of Research; are increasing and enhancing our outreach activities; are more rigorously reviewing applications in development; and are incentivizing grant applications by recognizing and celebrating our researchers’ funding and research achievements. During the current year, we are undertaking an external review of research at Trent which may recommend more improvements.</p> <p>Three years ago, the Office of Research and Innovation established a Tri-Agency Research Mentorship program. In alignment with each of NSERC, SSHRC, and CIHR, the Office of Research &amp; Innovation engages three faculty members with a strong history of success in Tri-Agency awards. The Mentors organize granting workshops, and arrange for preliminary, critical reviews from researchers who are directly in the faculty member’s research field. In keeping with Tri-Agency funding programs that have introduced measures to improve the success rates of applications from Early Career Researchers (ECRs), the Office of Research and Innovation is making a special effort to engage and support this group of researchers.</p> <p>The Office of Research and Innovation’s restructuring of our pre-award system will foster our researchers’ grantsmanship. Formerly, the office had two pre-award Grants Officers, who ensured that researchers were compliant with university and funding agency policies and aided researchers by copy-editing their applications and reviewing their budget. As part of its restructuring, the Office has replaced these positions by hiring two new Research Facilitators. Both facilitators have PhDs and extensive experience in the writing of research grants. To further support applicants, the Office of Research has redesigned the storefront contract position</p>

(the Research Services Administrative Assistant) to assist the Research Facilitators and provide additional support at the pre-award stage of application.

The Research Facilitators are now offering careful, thorough and critical reviews of grant proposals at the same time that they are developing templates and guides outlining best practices for each major Tri-Agency funding opportunity. They, and the Office of Research and Innovation are working with university staff and our Research Mentors to develop new seminars and workshops that speak to specific Tri-Agency evaluation criteria: Equity, Diversity & Inclusion (EDI), Highly Qualified Personnel (HQP) training, and Knowledge Mobilization. At the same time, our internal *Research Matters* e-Bulletin is being revised to provide better notifications of research developments, promote a greater awareness of funding opportunities; acknowledge research publications; and recognize successful grant applications.

Source: *Tri-Agency Institutional Programs Secretariat*

### Research Revenue Attracted from Private Sector Sources

Research revenue attracted from private sector sources

Metric initiated in 2021-22

Narrative

Trent is committed to research with private sector sources. Its faculty are already working with many local, provincial, and international companies and organizations. The Trent Entrepreneurship Centre, the Cube Accelerator, and our Community Research Centre all have a role to play in such research.

The Cleantech Commons is a major project the university has taken on to increase such research. It is an 85-acre research and innovation park developed in partnership with the City of Peterborough, located adjacent to the north-east edge of Trent's Peterborough campus. Its goal is to become the premier destination for the development of clean, green and low-carbon technology research, innovation, and entrepreneurship.

Poised as a major catalyst for public sector collaboration with private sector investment, Cleantech Commons will create growing demand for Trent's well-established research strengths in water technologies, contaminant analysis, environmental modelling, plant productivity, food security, wildlife conservation, biodiversity, impacts on Northern & Indigenous communities, environmentally-beneficial, and bio-materials.

The Commons is designed for and will strive to provide the infrastructure and services to support Canadian cleantech ventures with an investment in clean innovation, green industry and global clean technology. Economists forecast this international market to be worth \$2.5 trillion by 2020 and \$26 trillion by 2030.

Source: *Council of Ontario Finance Officers (COFO)*



# Productivity, Accountability and Transparency

## Reporting Metrics – Attestation

*This priority area of the Ontario government supports the government’s goal of increasing trust and accountability through transparency and improved performance outcomes in Ontario’s postsecondary education system.*

*These metrics are not tied to funding, and are used to measure and report on the following indicators:*

- *Faculty Activity*
- *Faculty Compensation*

### Faculty Activity

*Information regarding Trent University Faculty Activity will be made publicly available in Year 3 (2022-23).*

### Faculty Compensation

*Information regarding Trent University Faculty Compensation will be made publicly available in Year 3 (2022-23).*

## Enrolment Profile

In addition to the performance-based funding outlined in sections above, institutions will receive enrolment-related funding through a funded corridor 'midpoint' to provide funding predictability to institutions. These enrolment corridor midpoints for universities were established as part of the 2017-20 Strategic Mandate Agreements (SMA2), and account for adjustments related to graduate expansion and teacher education achieved targets.

### Corridor Midpoint

For funding purposes **15,081.42** Weighted Grant Units (WGUs) will be the corridor midpoint value for the five-year period from 2020-25 for Trent University. Enrolment-related funding will be distributed consistent with this level of enrolment and subject to the funding framework set out in the *Ontario University Funding Formula Reform Technical Manual, May 2017, Version 1.0*. Funding eligible enrolments are defined by the *Ontario Operating Funds Distribution Manual*.

2019-20 Midpoint (A)*	2019-20 Funded Graduate Growth (Master's) (B)	2019-20 Funded Graduate Growth (Doctoral) (C)	2019-20 Teacher Education Growth (D)	2020-25 SMA3 Midpoint (A+B+C+D)
14,861.54	194.33	25.55	-	<b>15,081.42</b>

\*Trent's 2019-20 midpoint includes 516.56 Teacher Education WGUs rolled in from 2018-19.

Note: The midpoints presented in this table were established using final 2019-20 enrolment data.

### Projected Funding-Eligible Enrolments

Below is Trent University's projection of funding-eligible enrolments as of March 31, 2020.

	2020-21	2021-22	2022-23	2023-24	2024-25
Undergraduate FFTE	8,750	9,050	9,250	9,450	9,550
Master's FFTE	600	625	650	675	700
Doctoral FFTE	200	200	200	200	200
<b>Total FFTE</b>	<b>9,550</b>	<b>9,875</b>	<b>10,100</b>	<b>10,325</b>	<b>10,450</b>

Note: This table reports on Fiscal Full-Time Equivalents. These include all terms for undergraduate students and Fall and Summer terms for graduate students.

### Projected International Enrolment

Below is Trent University's projection of funding-ineligible international student enrolments as of March 31, 2020.

	2020-21	2021-22	2022-23	2023-24	2024-25
Undergraduate FFTE	1,000	1,150	1,300	1,400	1,450
Master's FFTE	275	350	425	475	550
Doctoral FFTE	25	25	25	25	25
<b>Total FFTE</b>	<b>1,300</b>	<b>1,525</b>	<b>1,750</b>	<b>1,900</b>	<b>2,025</b>

Note: This table reports on Fiscal Full-Time Equivalents. These include all terms for undergraduate students and Fall and Summer terms for graduate students.

# Appendix: Historical Data, Targets and Results

The following table will be refreshed annually by the ministry to display results from SMA3 Annual Evaluation process and update Allowable Performance Targets (APT) for the current year. The SMA3 Evaluation will occur every year in the Fall-Winter and the updated appendix will be made publicly available the following Spring. Please note that greyed out fields indicate metrics that will be initiated in later years of SMA3.

It should be noted that historical data reflects pre-COVID-19 context. Actual values achieved during the SMA3 period may include COVID-19 pandemic impacts.

Trent University													
SMA3 Metric	Historical Data			SMA3 Performance									
				2020-21		2021-22		2022-23		2023-24		2024-25	
				APT	Actual	APT	Actual	APT	Actual	APT	Actual	APT	Actual
<b>1. Graduate Employment in a Related Field</b>	2016-17	2017-18	2018-19	87.15%									
	87.68%	88.36%	86.78%										
<b>2. Institutional Strength/ Focus</b>	2016-17	2017-18	2018-19	19.68%									
	15.99%	17.62%	19.78%										
<b>3. Graduation Rate</b>	2016-17	2017-18	2018-19	64.48%									
	65.78%	64.67%	63.34%										
<b>4. Community/ Local Impact of Student Enrolment</b>	2016-17	2017-18	2018-19	14.36%									
	13.79%	14.42%	15.16%										
<b>5. Economic Impact (Institution-specific)</b>	2016-17	2017-18	2018-19	\$58,935,717									
	\$54,959,888	\$60,084,645	\$67,062,393										
<b>6. Research Funding &amp; Capacity: Federal Tri-Agency Funding Secured</b>	2016-17	2017-18	2018-19										
	\$4,234,733	\$4,236,184	\$3,905,703										
	0.66%	0.64%	0.58%	0.61%									
<b>7. Experiential Learning</b>	2016-17	2017-18	2018-19										
	#	#	#										
	%	%	%										
<b>8. Research Revenue Attracted from Private Sector Sources</b>	2016-17	2017-18	2018-19										
	\$	\$	\$										
<b>9. Graduate Employment Earnings</b>	2016-17	2017-18	2018-19										
	\$	\$	\$										
<b>10. Skills &amp; Competencies</b>							Survey initiated	E.g. Yes					