Agenda

The 531st Meeting of the Trent University Senate
Tuesday, February 24, 2026, 2:00 p.m.
A.J.M. Smith Room

1. Welcome and Adoption of the Agenda   Chair

   Traditional welcome--We respectfully acknowledge that we are on the treaty and traditional territory of the Miichi Saagiig Anishnaabeg. We offer our gratitude to First Nations for their care for, and teachings about, our earth and relations. May we honour those teachings.

   Open Session

2. Chair's Remarks and Announcements, Early   Chair
   Career Research Award Announcement   Senator Hintelmann

3. Minutes of the January 13, 2026 meeting of
   Senate and Business Arising   Chair   Exhibit 1
   (for approval)

4. Vision, Mission and Values of Trent
   University   Chair   Exhibit 2
   (for approval)

5. Undergraduate Studies Committee Report   Senator Chan-   Exhibit 3
   (for approval)   Reynolds

6. Graduate Studies Committee Report   Senator Brunetti   Exhibit 4
   (for approval)

7. Research Policy Committee Report   Senator Hintelmann   Exhibit 5
   (for information)

8. Approval of Convocation Lists   Chair   Exhibit 6
   (for approval)

9. Report on Indigenous Education Council   Senator Skinner   Exhibit 7
   (for information)

10. Cyclical Program Review Committee Report   Senator Bailey   Exhibit 8
    (for information)

11. Any Other Business   Chair

12. Adjournment   Chair

The 530 Meeting of the Trent University Senate

Tuesday, January 13 at 2:00 p.m.
Via Zoom

Minutes

Present: Senators Cathy Bruce (Chair), Iyiola Alade, Suzanne Bailey, Liana Brown, Craig Brunetti, Shutao Cao, Michael Chan-Reynolds, Anthony Coulter, Neil Emery, Jonathan Greene, Stephen Hill, Holger Hintelmann, Ihor Junyk, Heather Klyn-Hesselink, Lawrence Lam, Erick Laming, Hugo Lehmann, Byron Lew, Mowei Liu, Lewis MacLeod, Paul Manning, Michele McIntosh, Jennifer Moore, Marina Morgenshtern, Van Nguyen-Marshall, Heather Nicol, Naomi Nichols, Kathryn Norlock, Fergal O'Hagan, Karleen Pendleton Jiménez, Emma Perratt, Steven Rafferty, Catalina Sagarra, Mark Skinner, Aaron Slepkov, Vincent Sun, Emily Tufts, Mrunmayee Vichare, Sarah West, Robert Wright and Susan Wurtele. Official Visitors Heather Crowley, Moira Howes, Connor Koch, and Brandon Remmelgas. Associate University Secretary (Senate) Tara Harrington and Coordinator, Board and Senate Support Taylor Edwards.

Regrets: Senators Gary Burness, Gold (Ayodeji) Jegede, David Patton, and James Penney. Official Visitors and junior student members: Laszlo Ban, Alma Barranco-Mendoza, Brennan Cornell, and Esther Kambale.

Welcome and adoption of the Agenda

The meeting opened with a welcome to the traditional territory:
We respectfully acknowledge that we are on the treaty and traditional territory of the Michi Saagiig Anishinabeg. We offer our gratitude to First Nations for their care for, and teachings about, our earth and relations. May we honour those teachings.

Closed Session

The Chair provided an update on the Chancellor search, as well as this year's honorary degree recipients. The Chair also led a discussion on the upcoming Provost & VP Academic search process and provided 3 options for discussion. After the discussion the Chair thanked members, and advised feedback was under consideration.

Open Session

Chair's Remarks and Announcements. The Chair was saddened to report the recent passing of elder and former Trent professor, Shirley Williams, as well as the University's founding Athletics Director, Paul Wilson.
Vision & Mission—Consolidated materials related to the Vision & Mission statements will be coming forward for Senate's approval in February prior to end of term.
Special Discussion Topic – Summarized notes from the group discussions had at the December 9th Senate meeting on student core competencies at Trent are available for Senators to review on the portal.

Minutes and Business arising Meeting of December 9, 2025. The minutes were approved with one amendment to the attendee list.

Undergraduate Studies Committee Report. Senator Chan-Reynolds presented the report which included the following proposals:

Cultural Studies – Removal of the specialization in Film & Media. Modify two specializations to read as follows:
- Literature & Narrative: modified to Film, Literature & Narrative
- Culture & Theory: modified to Criticism & Theory

Logistics & Supply Chain Management – Modify program name to Supply Chain Management.

Anthropology, Forensic Science – Modify program requirements to include two new electives for the BSc Honours in Forensic Anthropology.

Business – Modify program requirements for the specialization in Economics.

Cultural Studies – Modify department name to Culture, Arts and Media. Updated requirements for three specializations: Criticism & Theory, Integrated Arts, and Film, Literature & Narrative.

Forensic Science – Modify program requirements with decrease of total credits to 8.5 and removal of FRSC 3010H as a required course in the BA/BSc Honours in Forensic Science (joint-major).

Gender & Social Justice – One new regular course – GESO3653H.

Philosophy – One new regular course – PHIL4200H.

Psychology – Two new regular courses - PSYC3330H and PSYC4330H.

Senate approved the recommendations as presented.

Graduate Studies Committee Report. Senator Brunetti presented the report which included the following proposals:

Master of Science in Applied Modelling & Quantitative Methods – Modified requirements for the three following streams:
- Big Data Analytics
- Big Data Financial Analytics
- Data Science

In addition, this program is introducing three new courses – AMOD 5330H, AMOD 5630Y, and AMOD 5470H.

Master of Arts in Cultural Studies – One new regular course – CUST 5540H.

Master of Management – Addition of a part-time study option.

Master of Arts in Gender and Social Justice – One new regular course – GESO 5000H.

Senate approved the report as presented.

Any Other Business. A student Senator brought forward concerns raised regarding confusing language for degree requirements in the academic calendar. University Registrar Heather Crowley offered to connect directly to resolve the concerns brought forward.

Adjournment.
The meeting adjourned at 2:55 p.m.

Dr. C. Bruce, Chair
T. Edwards, Recording Secretary

Memo to: **Senate**
Re: **Vision, Mission and Values of Trent University**
Date: **February 20, 2026**
From: **President & Vice Chancellor**

Decision Point: After extensive feedback, the vision and mission statements are ready for review and approval by Senate.

Context: Trent has been engaged in work on the vision and mission of the University to crystalize our purpose for approximately one year. Contributions included a wide scale survey for input, focused discussions at meetings, listening sessions in community gatherings, and feedback loops with key governing bodies. Over multiple iterations, the content was developed, paired down, reshared and reshaped. As part of this feedback process, Trent values were also expressed by participants throughout and have been added to the content here for review.

Audiences: The vision, mission and values aim to speak to a nested group of audiences. The statements should be authentic to the University and those working directly in and with the University, as well as to prospective students and families, the regional communities and donors, then further afield to the broader public. The goal is not to over-promise but to share the collective positive energy, substance, and passion of the Trent experience.

Broader considerations related to audience include the major geopolitical and environmental shifts underway combined with a social media explosion that have led to greater skepticism, frustration, vulnerabilities and concern - particularly for the next generations (especially our current and prospective undergraduate and graduate students) and a questioning of the value of post-secondary education in the field of public opinion. With this landscape of uncertainty, it is incredible to see that hope and the courage to act are steadfast in Trent's DNA and in the people who work at this institution each day.

The proposed vision and mission aim to be:
1. **Succinct** (reducing previous multi-bulleted statements to a manageable and meaningful message of identity)
2. **Authentic** (the basic idea is to be authentic, to stay true to ourselves, to Trent. To know who we are and live up to our story – and to take up the trends that connect with our identity)
3. **Nimble** (the vision itself is not a static concept - it can be dynamic, reflecting how Trent is responsive and open to new ideas and to being part of helping students construct a future of productive hope)
4. **Distinct** (show our difference in the human-centred phrasing, but also in the details – in the unpacking, examples, graphics and elaborations to come)

   Note that the vision and mission are not "tag lines" but may have phrases that stick in the mind.

During the consultations, Trent values were expressed and centred on five areas.

Values

Our values build culture and inform how we learn and lead together, with substance, soul and space.

Curiosity with Purpose
We work with purpose and passion to foster inquiry. We value curiosity as a life-skill that fosters constructive, creative and critical thinking.

Sense of Belonging
We offer the space for people to find their place, to learn through experience, and to contribute meaningfully to knowledge sharing.

Healthy and Sustainable Environments and Communities
Through our teaching, learning and research, we advance sustainable practices and innovations that build community and enhance the health of the planet.

Indigenous Truth, Reconciliation and Revitalization
We foster an environment where Indigenous Knowledges are respected and recognized as an important means by which we understand the world. We are committed to advancing Indigenous revitalization through respectful partnerships and shared learning.

Networked Scholarship and Free Inquiry
We cultivate interdisciplinary scholarship and view collaboration and partnerships as vital to learning and inquiry. We value academic freedom and encourage the pursuit of a broad range of ideas and engaged discourse.

Vision (who we aspire to be, grounded in our purpose of educating)
Trent is *the* place to be and become, engage in meaningful learning and build community. We provide the space and experiences that forge pathways to opportunity.

Mission (what we do)
At Trent University, we stand out by standing closer. We connect people and ideas, championing the potential in all – from learning to legacy.

Motto (no change)
Now I know in part *(Nunc Cognosco Ex Parte)*

Motion: That the vision and mission be approved as presented.

2025–2026 Undergraduate Studies Committee

5th Report to Senate – February 24, 2026

Unless otherwise indicated, all curriculum changes will take effect in the 2026-2027 Academic Year.

For Senate Approval – Major Modifications

#	Academic Unit	Category	Name	Details
1.	Supply Chain Management	Add new transfer pathway	from Centennial College to Supply Chain Management	Qualified students may enter the Supply Chain Management (BA Honours) program on an advanced standing basis (8.0 credits awarded), subsequent to the successful completion of the Business - Supply Chain and Operations diploma program with a minimum overall average of 75%
2.	Supply Chain Management	Add new transfer pathway	from Centennial College to Supply Chain Management	Qualified students may enter the Supply Chain Management (BA Honours) program on an advanced standing basis (10.0 credits awarded), subsequent to the successful completion of the Business Administration - Supply Chain and Operations Management advanced diploma program with a minimum overall average of 75%

For Senate Approval

#	Academic Unit	Category	Name	Details
1.	Anthropology	New course	ANTH4425H Skeletal Trauma	This course focuses on human skeletal trauma in archaeological and forensic anthropology contexts and consists of weekly labs. Specific topics include skeletal growth and remodelling, blunt force trauma, sharp force trauma, high velocity projectile trauma, blast trauma, evidence of torture, child-specific trauma, and trauma timing. Prerequisite: Minimum 70% in ANTH 3404H. • **Science designation** • **Crosslisted subject: FRSC** • **Lab (EL-LW)** • **Anthropology/Archaeology Category A & B**
2.	Business	Change program requirements	Minor in Business Administration	Add ECON-ADMN 2200H (elective) • 0.5 ADMN credit from ADMN 2200H, 2230H, or 2510H Add ADMN 2221H (elective) • 1.0 ADMN credit at the 3000 level or beyond: or 0.5 ADMN credit at the 3000 level or beyond and ADMN 2221H

USC Report to Senate 2026-02-24

#	Academic Unit	Category	Name	Details
3.	Forensic Science	Change program requirements	Specialization in Law & Policing	Change FRSC 2750H from required to elective; add FRSC 3010H, 4089H (electives) • 1.0 credit from FRSC 2750H, 3010H, 4100H, 4089H, 4312H, 4380H, or 4410H Add FRSC-HIST 3680H to 1.5 credit electives list
4.	Gender & Social Justice	New course - crosslisted	GESO3270H Queering Education	We explore how gender, sexuality, race, and disability are experienced in education. We define education broadly, including formal classrooms for children and youth, as well as community, media, and so on. We draw on queer theory, feminist pedagogy, decolonial and anti-racist education, critical disability, and transgender studies to "queer education." Prerequisite: 1.0 GESO credit at the 2000 level or beyond, or permission of instructor. • **Crosslisted subject: EDUC**
5.	Psychology	Change program requirements	Specialization in Psychological Development	Decrease total credits from 4.5 to 4.0; change PSYC 3500H, 3510H, and 3550H from elective to required; decrease electives from 3.0 to 2.0 credits

For Senate Information

#	Academic Unit	Category	Name	Details/Changes
1.	Criminology, Sociology	Add crosslisting	CRIM4220H Deconstructing the "Ideal Victim"	• **New crosslisted subject: FRSC (existing: PLCW)**
2.	Economics	Add crosslisting	ECON3400H Managerial Economics	• **New crosslisted subject: ADMN**
3.	French Studies, Study of Canada / Études canadiennes	Change course title	FREN2151H Français intermédiaire avancé 1 / Advanced Intermediate French 1	Le français en contexte 1 / French in Context 1
4.	French Studies, Study of Canada / Études canadiennes	Change course title	FREN2152H Français intermédiaire avancé 2 / Advanced Intermediate French 2	Le français en contexte 2 / French in Context 2

#	Academic Unit	Category	Name	Details/Changes
5.	French Studies, Study of Canada / Études canadiennes	Change course title, description	FREN4701H Étude approfondie de la littérature francophone / Advanced Study of Francophone Literature	**Les cultures francophones / Francophone Cultures** In-depth study of the cultures of the francophone world outside France and Québec/Canada, focusing on the legacies of colonialism and endeavours to move beyond them. Themes considered include multiculturalism, multilingualism and globalization as well as gender and sexuality.
6.	Global Justice & Development	Change course prerequisite, add crosslisting	GDST2001H Glob Justice, Decolonizn, Dev	Prerequisite: One of GDST 1001H, 1002H, HURI 1001H, or 1002H; or 4.0 university credits; or permission of instructor. • **New crosslisted subject: HURI**
7.	Global Justice & Development	Add crosslisting	GDST3115H Citizenship Rights & Develop	• **New crosslisted subject: HURI (existing: CRIM, POST, SOCI)**
8.	Global Justice & Development	Add crosslisting	GDST3150H Global Migration	• **New crosslisted subject: HURI (existing: POST, SOCI)**
9.	Global Justice & Development	Change course title, prerequisite, add crosslisting	GDST4130H Global Metropolis	Title: Global Cities and Social Justice Prerequisite: 14.0 university credits including 1.0 GDST, HURI, and/or GEOG credit at the 2000 level. • **New crosslisted subject: HURI (existing: GEOG)**
10.	Global Justice & Development	Change course title, description, prerequisite; add crosslisting	GDST4260H Glob Gov, Human Rts, Soc Just	**Global Governance, Human Rights, and Social Justice** Explores the relationship between global governance, human rights, and social justice in an interdependent world. Examines how major global institutions shape distributive outcomes and affect the protection or violation of rights. Using interdisciplinary scholarship, students analyze how governance structures reproduce inequalities and human rights frameworks are mobilized to contest them. Prerequisite: 14.0 university credits including 1.0 HURI, GDST, and/or POST credit at the 2000 level, or permission of instructor. • **New crosslisted subject: HURI (existing: POST)**

#	Academic Unit	Category	Name	Details/Changes
11.	Global Justice & Development	Change course title, description, prerequisite; add crosslisting	GDST4512H Contemp Issues in Global Health	**Global Health and Human Rights** This course examines key global health challenges of the twenty-first century and how global institutions respond to them. Drawing on public health, political economy, biopolitics, and human rights, it explores how health is shaped by structural inequalities, governance regimes, and rights frameworks that define access to care, state obligations, and accountability. Prerequisite: 14.0 university credits including 1.0 HURI, GDST, ANTH, and/or SOCI credit at the 2000 level or permission of instructor. • **New crosslisted subject: HURI (Existing: ANTH, SOCI)**
12.	Global Justice & Development	Add crosslisting	GDST4800Y/ 4801H/4802H Research Practicum	• **New crosslisted subject: HURI** • **Now open to students in Human Rights & Global Justice**
13.	History	Change course title, description	HIST1500Y Ten Days That Shook the world	**Ten Things That Changed the World** Examining ten different objects, ranging from the mundane to the monumental, the course connects technological innovation to broader cultural, political, and economic factors. Eschewing the typical chronological survey, it encourages students to think more critically and creatively about how historians do their work. Not open to students with credit for HIST 1501H or 1502H. • **Effective 2028-2029 Academic Year**
14.	Political Studies	Change course title, description	POST4255H Globalization & Politics of Work	**Politics of Work: AI, Automation, and Global Capitalism** Examines how AI, robotics, and digital platforms intersect with global capitalism and geopolitics to reshape work's organization and politics. Students engage with theories of work generation to analyze automation, platform economies, and social reproduction, debating regulation, resistance, and competing visions for the future of work beyond algorithmic control. • **Crosslisted subjects: ADMN, GDST, SOCI**

#	Academic Unit	Category	Name	Details/Changes
15.	Psychology	Change course prerequisite	PSYC4150H Atypical Development	Prerequisite: 12.0 university credits including PSYC 3500H, or 2.0 CHYS credits including CHYS 2005H and 60% or higher in PSYC 1020H and 1030H.
16.	Psychology	Change course prerequisite	PSYC4170H History of Psychology	Prerequisite: 12.0 university credits including 4.0 PSYC credits.
17.	Sociology	Change course title, description	SOCI2110H Discovering Social Theory	**Social Structures and Social Change** This course is the foundational social theory course. It focuses on explanations for the emergence and development of modern societies, with the arrival of capitalism, European colonialism, and scientific frameworks of thought, covering the early "classical" theorists who attempted to explain these changes and including under-studied early theorists of race, colonialism, and gender.

USC Report to Senate 2026-02-24

2025–2026 Graduate Studies Committee

Report to Senate – January 22, 2026

Unless otherwise indicated, all curriculum changes will take effect in the 2026-2027 Academic Year.

For Senate Approval – Major Modifications

#	Academic Unit	Category	Name	Details	Rationale
1	Canadian Studies PhD	Change program requirements	Doctor of Philosophy in Canadian Studies	Complete the following requirements. • 1.0 credit from: CAST 6000Y • 0.5 credit from: CAST 6070H • 0.5 credit from either CAST 6075H or CAST 6080H • Successful defence of written dissertation proposal • 1.0 credit from: PhD Dissertation (CAST 6090Y) • 1.0 elective credit, in addition to the above, with grades of B+ or better* *Unless approved, elective credit must be taken from CAST graduate course list	Students currently complete two comprehensive exams CAST 6070H and CAST 6080H, where the structure and the terms of assessment are identical – only the content is different. These two courses continue to be the advised completion path for students who intend to pursue careers in academia. Students who intend alternate career paths may choose an alternate comprehensive exam design by completing CAST 6075H instead of CAST 6080H.
2	Canadian Studies PhD	New course	CAST-6075H PhD Comprehensive Examination	Course Description Available only to Ph.D. students. Students will receive a grade of Satisfactory, Unsatisfactory or Pass with Distinction.	Requirements for completion include a proposal, reading list and committee membership approved by the program director. Assessment may be creative works/expressions; academic journal publications; experiential project with a community partner.
3	Master of Science in Nursing	Change program name	Master of Science in Nursing	Master of Science in Nursing – Professional Practice Leadership	The program name change will attract a broader range of students and reflect the diverse foci of the Trent/ Fleming School of Nursing.
4	Master of Science in Nursing	Change program requirements	Master of Science in Nursing	Project Based Completion of 5.0 credits including: 2.0 3.0 credits from: NURS 5010H, NURS 5021H, NURS 5111H, NURS 5119H, NURS 5120H, NURS 5205H and 1.0 0.5 credit from NURS 5123H and or NURS 5118H 1.0 0.5 credit from: elective course 1.0 credit from: NURS 5097Y (project) Thesis Option Completion of 5.0 credits including: –	Summary of changes: Project Based 5205H Informatics course removed, content from 5010H integrated into 5123H and 5118H; elective increased from 0.5 to 1.0. Summary of changes: Thesis Option 5205H Informatics course was removed (but wasn't necessarily

GSC Report to Senate 2026-01-22

| | | | | ~~1.5~~ 1.0 credits from: NURS 5021H, ~~NURS 5010H~~ and NURS 5120H
1.0 ~~0.5~~ credit from: NURS 5123H and ~~or~~ NURS 5118H
1.0 credit from: NURS 5111H, NURS 5119H, ~~NURS 5205H, NURS 5123H or NURS 5118H~~
2.0 credits from: NURS 5096D Thesis | required) and content from 5010H was integrated into 5123 and 5118. |

For Senate Approval

#	Academic Unit	Category	Name	Details	Rationale
5	Applied Modelling & Quantitative Methods M.Sc.	New course	AMOD-5570H Quant-amental Investing and AI	This course explores the integration of artificial intelligence, quantitative models, and fundamental analysis in modern investing. Students will examine how in combination fundamentals, mathematical approaches and AI-driven insights enhance decision-making, from market analysis to portfolio construction and risk management.	The program piloted this course in summer 2025. With great reviews from students and alumni they propose to offer AMOD 5570H on a regular basis.
6	Master of Instrumental Chemical Analysis	Change course description	ICAN-5110H Trouble-shooting	In this course, students learn strategies and approaches for troubleshooting analytical problems with a focus on high-tech instruments and instrumental methods. The course emphasizes systematic problem-solving, including problem investigation, isolation, confirmation, solution plan, and execution. Students gain experience in key analytical techniques such as spectroscopy, chromatography, mass spectrometry, texture analysis, and diffraction. They also learn how to collect, analyze, and interpret data from case studies for effective troubleshooting. By the end of the course, students will confidently identify instrumental and methodological issues and resolve them efficiently using a structured approach.	ICAN 5110 has a slightly outdated course description. The change provides a more detailed and accurate course description.

GSC Report to Senate 2026-01-22

For Senate Information

#	Academic Unit	Category	Name	Details	Rationale
7	Master of Science in Nursing	Delete course from curriculum	NURS-5205H Informatics	See item #4	Removal of NURS 5205H, as it was previously taught by ON Tech faculty. No Trent/Fleming School of Nursing faculty have the necessary expertise to deliver this course. Project-stream students will take an elective in place of NURS 5205H, maintaining the same number of required courses.
8	Master of Science in Nursing	Delete course from curriculum	NURS-5010H Research Approaches in Nursing	See item #4	Program proposes to change two mandatory research courses (NURS 5118H and NURS 5123H), NURS 5010H will be removed to avoid overlap in course content. Course content unique to 5010H, will be integrated into NURS 5118H or NURS 5123H. Total number of courses remains the same while avoiding redundancy.
9	Master of Arts Management	Add cross-listing	ARTM-5202H	CSID-ENGL-ARTM-5202H CAST-6102H	Formalization of crosslisting: CSID 5202H Culture, Heritage and the Arts was included as a program requirement in the Master of Arts Management (ARTM) program proposal.
10	Master of Arts Management	Add cross-listing	ARTM-5702H	CSID-ARTM-5702H CAST-6702H	Formalization of crosslisting: CSID 5702H Arts Leadership in Canada was developed with the intent of being crosslisted with Master of Arts Management (ARTM) and was included in the ARTM program proposal.

GSC Report to Senate 2026-01-22

To: **Senate (February 24, 2026)**

From: **Dr. Holger Hintelmann, Vice-President, Research and
                 Innovation on behalf of the Research Policy Committee**

Re: **Research Policy Committee Reports**

The Research Policy Committee brings forward one (1) item for the February 24th, 2026 meeting of Senate. Attached is the report for Senate as information.

1. Ethics Procedures for Reviewing Research Involving Human Participants

Thank you,

Dr. Holger Hintelmann

Ethics Procedures for Reviewing Research Involving Human Participants

1.0 The Ethics Review Process

1.1 Overview of the Ethics Review Process

All research conducted at Trent University that is subject to ethics review must be approved by the University-wide Research Ethics Board (REB) or by one of its representative subcommittees. The purpose of the review is to help researchers achieve ethics compliance according to the standards established in the Tri-Council Policy Statement on the Ethical Conduct of Research Involving Human Participants (TCPS2, 2022). The REB shall conduct either a full or delegated review, depending on the level of risk, the status of the research, and the urgency of review[1]. Minimal-risk course-based research activities undertaken for pedagogical purposes only may be reviewed by a Faculty/Department/School Ethics Review Committee.

Research to be conducted with or in relation to Indigenous Peoples in Canada must be reviewed by REB members from the Chanie Wenjack School for Indigenous Studies. These members serve both the REB ethics review responsibility for the file AND the Indigenous ethics review process responsibility as well. The Indigenous ethics review responsibility/authority is given to these REB members by the Indigenous Education Council (IEC). This group includes community leaders from the surrounding First Nations communities and senior University administrators. The IEC is an Indigenous education advisory body at the University.

The Indigenous ethics review process is conducted to ensure that Indigenous research at Trent observes recognized ethical standards for conducting Indigenous research, including the Ethical Guidelines for Research outlined by the Royal Commission on Aboriginal Peoples to represent best practices, the TCPS2 (2022) Chapter 9: Research Involving the First Nations, Inuit, and Métis Peoples of Canada, and other emerging codes in Indigenous research.

All researchers must complete and submit the relevant ROMEO Application Form[2] for ethics approval by the REB. The review shall be conducted according to the principles and procedures set out in this document. If the REB refuses to approve the research or if the body requires amendment to the research as a condition of approval and the Principal investigator disagrees with the proposed amendments, the Principal Investigator may appeal the REB's decision to the Trent Ethics Appeal Board[3] which shall conduct an ethics review of both the Application and a review of the procedures followed by the REB. Research that is subject to ethics review and that is not approved may not be undertaken.

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[1] The types of review are described in Section 1.4.

[2] Applications are submitted on the Romeo system found through the "MyTrent" portal.

[3] The Trent Ethics Appeal Board is described in Section 1.9.

1.2 Governing Principles of the Ethics Review Process

I.   Review procedures should ensure that there is accountability to Senate by way of documented correspondence between the researcher and the REB;

II. Reviews should be conducted, and structured feedback provided to the applicant, in an efficient and timely manner. The efficiency with which the REB works depends very much on the quality and completeness of the initial submission by the researcher. If the initial submission is complete,

- minimal-risk course-based research activities undertaken for pedagogical purposes take 2-4 weeks to review, inclusive of minor revisions

- faculty and student minimal-risk research protocols take 4-8 weeks to review, inclusive of minor revisions

- faculty and student above-minimal-risk protocols need at least 6 weeks to review. These protocols must be reviewed by the full REB and discussed at a monthly meeting. The REB may need to arrange peer-review and, depending on the nature of the risk and participant vulnerability, the full REB may elect to discuss the protocol revisions at a subsequent meeting.

III. Situations may arise where the loyalties of members of the REB may be divided or where their personal or professional interest may conflict with their duty to the REB. Members of the REB who are in a real or perceived conflict of interest with respect to protocols under review or to applicants thereof will exempt themselves from the review in question (Chapter 7, Section A, TCPS 2 (2022)).

1.3 Principle of Proportionate Review

The REB will use a proportionate approach, wherein proposals with greater foreseeable risks will be expected to provide greater justification as to how the exposure of participants to these risks is outweighed by any potential benefits. Potential harms are usually defined in terms of the magnitude of potential harm to participants and the probability of its occurrence. Both potential harms and benefits may span the spectrum from minimal through significant or substantial. A proportionate approach to ethics review thus starts with an assessment, primarily from the viewpoint of the potential participants, of the character, magnitude and probability of potential harms inherent in the research. The concept of minimal risk provides a foundation for proportionate review.

Minimal risk research means research in which the probability and magnitude of possible harms implied by participation in the research are no greater than those encountered by participants in the aspects of their everyday lives that relate to the research.

1.4 Types of REB Review

A proportionate review implies different levels of REB review for different research proposals. The status and the level of risk involved in the research shall determine whether the proposal undergoes delegated or full-board review.

(a) Delegated Review
This is the most common type of review. Research projects meet the criteria for Delegated Review when:

I.   The project involves no more than minimal risk; or

II.   The request is to renew an approved project in which there has been little or no change in the ongoing research; or

III.   The request is to amend an approved project of no more than minimal risk; or

IV.   Research conducted to address publicly declared emergencies.

Applications under delegated review shall be reviewed by a subcommittee of the REB. The subcommittee will be made up of an assigned member of the REB who Chairs this sub-committee, the Coordinator, Research Conduct and Reporting, and additional member(s) of the REB as warranted.

(b) Delegated Review of Indigenous Research
All minimal-risk faculty and graduate student research applications that involve/impact Indigenous communities are delegated to the REB members from the Chanie Wenjack School for Indigenous Studies. These members serve both the REB ethics review responsibility for the file AND the Indigenous ethics review process responsibility as well. The Indigenous ethics review responsibility/authority is given to these REB members by the Indigenous Education Council (IEC). This group includes community leaders from the surrounding First Nations communities and senior University administrators. The IEC is an Indigenous education advisory body at the University.

(c) The Scholarship of Teaching and Learning
Minimal-risk research examining teaching practices where faculty or students' coursework or course evaluations (either routine or research-specific) form part of the dataset and/or the intention of the researcher is to disseminate an examination of their teaching practices widely. These proposals are reviewed by the REB.

(d) Faculty/Department/School
Minimal-risk course-based research activities for pedagogical reasons. These are research activities presented as course assignments and/or lab activities that ask students to collect data from each other or from other persons by way of learning and practicing research techniques (e.g., interviewing, completing surveys, completing performance tasks, etc.). This data is not intended for publication. These protocols will be reviewed by a Faculty/Department/School ethics review committee whose members are not members of the REB and who must have the expertise and knowledge comparable to what is expected of a REB member. Additionally, these subcommittees support the REB in the review of minimal-risk undergraduate student research protocols, including research assignments in undergraduate courses, community-based research projects, and undergraduate theses.

(e) Full Review

All other research that is subject to review by the REB shall be reviewed by the full REB.

1.5 Scholarly Review as Part of the Ethics Review

For minimal-risk proposals, the REB focuses on ethical issues only and offers feedback on study design only in situations where that feedback:

a) can be justified in terms of an ethical concern that is presented clearly to the researcher, or
b) is offered as a collegial comment to the researcher. When this comment is presented to the researcher, it is made clear that the suggested change is not required for ethics approval.

In the case of research proposals that <u>clearly present more than minimal risk</u>, the design of the project must be peer-reviewed to ensure that it can address the question(s) being asked in the research. In this instance, the REB will concern itself with a global assessment of the degree to which the research might further the understanding of a phenomenon, and not be driven by factors such as personal biases or preferences. The REB will not reject research proposals on the grounds that they are controversial, challenge mainstream thought, or offend powerful interests or vocal interest groups. Sufficient peer review may be considered to be any one of the following:

a) Review by REB, if it is determined to have sufficient internal expertise to assess the design of the project;
b) Successful funding of a grant proposal by a funding agency (SSHRC, NSERC, CIHR) which is peer-reviewed; or
c) Ad-hoc independent external peer review reporting directly to the REB.

1.6 Review Procedure

Once the review is initiated, all official correspondence regarding the review between the researcher and the REB (feedback, revisions, etc.) must be conducted through ROMEO.

(a) General Considerations

The Principal Investigator is responsible for determining whether the proposed research is subject to ethics review. Questions about whether the proposed research is subject to review should be directed to the Chair of the REB or to the Coordinator, Research Conduct and Reporting, Office of Research and Innovation.

(b) General Procedures

The Principal Investigator must complete and submit the appropriate ROMEO Application Form. When received, the Coordinator, Research Conduct and Reporting will direct the application to the appropriate ethics review body. The REB will only consider applications from Principal Investigators who have proof of completion of the TCPS2 (2022) Course on Research Ethics (CORE) training within the previous four years. Proofs of completion of the TCPS2 CORE course are also required from student supervisors and all research team members who interact with participants.

The Principal Investigator shall:

I. Complete and file the appropriate ROMEO Application and Event Forms depending on the type of the proposed research;

II.   Only proceed with the research once advised by the REB that the research has been reviewed and approved;

III.   Advise the REB of any change to a research procedure or the level of risk to human participants by submitting a Protocol Amendment through ROMEO, and wait for approval before implementing those changes;

IV.   Report any adverse event (unanticipated negative consequences or results affecting participants) to the REB (c/o the Coordinator, Research Conduct and Reporting, Office of Research and Innovation), within a period of no more than 3 days subsequent to their occurrence;

V.   For the duration of the research, submit annual reports to the appropriate ethics review body regarding the status of the research;

VI.   Advise the ethics review body in writing when the research is completed or abandoned.

Research protocols are approved for one (1) year and are renewable for the following three (3) years for a maximum of four years before a resubmission to the REB is required. Annual Progress Report forms need to be submitted annually to maintain approval status.

Failure to comply with any of these policies and procedures may be considered Scholarly Misconduct, under Trent University's Policy on Research and Scholarly Misconduct.

(c) Special Procedures
The REB recognizes that according to the TCPS2, the ability to give consent is determined by competence, not age (supported by Canadian case law). In practice, the REB advises researchers who are conducting minimal-risk research with children older than age 12 to plan to ask for the potential participant's consent. If the researcher has concerns about the potential participant's competence, they should explain their concern to the REB and submit their plan to seek the participant's assent and parental/guardian consent. If the potential child participant is younger than 12, the REB will ask that the researcher submit their plan to seek the participant's assent (in age-appropriate language) and their parent/guardian consent.

Researchers conducting above-minimum risk research with children will be expected to conduct a harm-benefit analysis and present an appropriate plan for obtaining assent/consent.

(d) Meetings
The REB shall meet regularly to review applications for approval. All members are expected to attend the meetings; however, quorum for meetings shall be a majority of the voting members. The REB shall keep minutes of its meetings. In the event a member is not able to attend a meeting, the member is expected to review and submit comments to the committee via the Romeo system. If a protocol is submitted for review and the REB determines that there is not sufficient expertise to review the protocol, an alternate subject-area specialist, selected by the REB Chair will be consulted for the duration of the review.

1.7 Faculty, Department, School Ethics Review Committees

All dDepartments and schools shall may establish, under the authority of the REB, an ethics review committee(s). Faculty/Departments/Schools may establish an ethics review committee if the level of research activity within the unit warrants doing so.Where the need for review of undergraduate

research in a given department is small, tThe REB encourages Faculty/Departments/Schools to the establishment of joint review committees with otherbetween multiple Faculty/dDepartments/sSchools.

Faculty/Department/School Ethics Review Committees shall:

a) Establish review procedures according to the guidelines set out above and approved by the REB;

b) Review minimal-risk course-based research activities for pedagogical reasons and minimal-risk undergraduate student research protocols, including community-based research projects and undergraduate theses that are subject to ethics review according to the policies and review criteria set out in the Trent University Policy for Research Involving Human Participants; and

   (i)   Community-based research projects and undergraduate theses that are delegated for review by departmental/school ethics committees must be circumscribed projects for which: the student is the primary designer and investigator, the study is appropriate in scope and scale for an undergraduate researcher, and the proposed design meets the TCPS2 (2022) criteria for below minimal risk research.

   b)(ii)   Where members of a department/school ethics committee feel that an application assigned to it has greater complexity or risk than is appropriate for their review, they may consult the REB Chair for support in the review, or refer the application to the REB for delegated or full-board review as appropriate.

c) Report to the REB by May 30th of each year on the research proposals reviewed and the decisions made for the 12-month period ending April 30th. The report should include the names of the Principal Investigator and supervising faculty member, the assigned ROMEO file number, and the research title).

1.8 Decisions

Following a review of the protocol, the REB may:

a) Approve the protocol;
b) Approve the protocol subject to minor revisions to be approved by the Chair of the REB or delegate member of the REB;
c) Approve the protocol pending major revisions to be reviewed by the full REB or delegate member of the REB;
d) Not approve the protocol;

All decisions require consensus among those members of the REB who review the protocol. By consensus, the REB seeks not only the agreement of most members, but also to resolve and mitigate the objections of the minority to achieve the most agreeable decision.

The Chair will convey the decision of the ethics review body in writing to the applicant.

Resubmissions following decisions may include a written request for reconsideration of REB requirements and/or decisions, explaining the reasons for seeking such reconsideration.

1.9 Continuing ethics review and requirement for active REB Certification

The REB is responsible for continuing review across the lifespan of all research projects involving human participants. Accordingly:
(a) Active REB certification is required at all times when researchers are directly engaged with human participants (e.g.: recruitment, data collection, follow-up activities, etc.)
(b) Normally, active certification may be concluded after all engagement with human participants is completed, even if analysis of data continues
(c) In some instances where risks to participants may continue even after their engagement in the research is completed, researchers are required to maintain active certification for the full life of the project (e.g.: where there may be risk of material incidental findings during data analysis, possibility of high-consequence data breach, reporting research findings to participants is required, etc.)
(d) Where analysis of human participant data continues after active REB certification has lapsed, the REB expects that all approved protocols for data management at the time that the active approval ended will be maintained for the life of the project (confidentiality of identifying information, long-term storage, destruction, etc.).

1.10 Appeals of Decisions: Trent Research Ethics Appeal Board (EAB)

See: Trent Research Ethics Appeal Board Terms of Reference and Guidelines

1.11 Review of Research Performed in Emergency Health Situations

Subject to applicable legislative and regulatory requirements, research involving emergency health situations shall be conducted only if it addresses the emergency needs of the individual(s) involved, and then only in accordance with criteria established in advance of such research by the REB. The REB may allow research that involves health emergencies to be carried out without the free and informed consent of the participant or of the authorized third party if ALL of the following apply:

- A serious threat to the prospective participant requires immediate intervention; and
- Either no standard of efficacious care exists, or the research offers a real possibility of direct benefit to the participant in comparison with standard care; and
- Either the risk is not greater than that involved in standard efficacious care, or it is clearly justified by the direct benefits to the participant; and
- The prospective participant is unconscious or lacks the capacity to understand risks, methods, and purposes of the research; and
- Third-party authorization cannot be secured in sufficient time, despite diligent and documented efforts to do so; and
- No relevant prior directive by the participant is known to exist.

When a previously incapacitated participant regains capacity, or when an authorized third party is found, free and informed consent shall be sought promptly for the continuation of the project and for subsequent examinations or tests related to the study.

2.0 Education and Dissemination

Trent University is committed to the provision of an education process and outreach service on ethics. To that end, the University is committed to the dissemination of information on the guiding ethical

principles and the requirements of its ethics review process to faculty, students, staff, and the community. This shall be accomplished by the following means:

a) Meetings and presentations to relevant faculty members – specifically:
   - The members of the various ethics review committees (including the REB);
   - The Vice-President whose responsibilities include research; and
   - Chairs and Directors of academic Departments, Schools, and Programs.

b) Open sessions in the Departments and Schools – designed to address a broader audience, including all faculty, staff, and graduate students. These sessions are regular features, typically offered at the outset of the academic year, and prior to granting council submission deadlines;

c) A website – to provide policy and process information to the University community, including:
   - Where to get help;
   - Guidelines and a summary of the presentations made in the open sessions;
   - Tri-Council Policy Statement Ethical Conduct for Research Involving Humans, TCPS2 2022;
   - Frequently Asked Questions and responses;
   - Ongoing information about and links to developments in research ethics;
   - Trent's ethics review policies and process;
   - Definitions and examples of minimal risk research
   - The Senate Policy for Research Involving Human Participants;
   - Appropriate language for consent forms; and
   - Ethics application submission deadlines

Questions about any of the above information can be addressed to the Chair, REB, Coordinator, Research Conduct and Reporting, Office of Research and Innovation.

3.0 Other Relevant Documents

- Human Participant Research At Trent (ORI Website)
- Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans
- Trent Policy on Research Involving Human Participants
- Trent Research Data Management Strategy
- Trent Guidelines for Research Involving Student Participants (2021)
- Outline of a Standard Consent Form
- Research Ethics and SOTL by Dr. Devon Stillwell

![Trent University logo](TRENT UNIVERSITY)

To:	**Senate**
Re:	**Process for Approval of Convocation Lists**
Date:	**February 24, 2026**
For Approval or Information:	**Approval required**

Background:

Prior to March of 2015 the undergraduate and graduate convocation lists were approved by Senate three times per year in September, January and late April or early May.

In March of 2015 N&G recommended moving to a process whereby Senate would approve the granting of all degrees and Senate-approved diplomas to qualified students for a period of one year. Senate Exec endorsed the recommendation and on March 31, 2015 Senate approved the recommendation for the period March 2015-February 2016. Similar recommendations have been approved annually since that time.

This process has proven to be effective. Consequently, it is recommended that the following motions be presented to Senate for approval:

That Senate approve the granting of graduate and undergraduate degrees (incl posthumous degrees) and Senate-approved diplomas and certificates at the University's Convocations held from April 2026 to March 2027 to those students who have fulfilled the program requirements and who have been recommended by the Dean of Graduate Studies or the Registrar and that the lists of students eligible to graduate (indicating medal winners and those eligible for the Dean's and President's Honour Rolls) will be forwarded to the Secretary of Senate three times during the year (in May, September and January) and will become part of the Senate record.

That Senate authorize the Dean of Graduate Studies to grant graduate degrees outside of the University's Convocations in special circumstances to those students who have fulfilled the degree requirements.

Report to Senate

Trent Indigenous Education Council
January 16th, 2026

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Introduction

On behalf of the Trent Indigenous Education Council, (IEC) the First Peoples House of Learning (FPHL) and the Chanie Wenjack School for Indigenous Studies, we are pleased to present this report outlining our activities over the past several years and touching on our work for the upcoming year.

In 2023, The Department of Indigenous Studies and the First Peoples House of Learning implemented a change in funding structure. MCU funds are now completely overseen by the FPHL.

The IEC met three times, in person with hybrid options, over the last year (2024/2025). Throughout the Covid-19 pandemic many meetings were held online and we have maintained that option for people who are unable to join us in person.

The IEC has proposed some updates to the Terms of Reference including expanding community membership by adding representatives from the Kawartha Nishnawbe First Nation and the Durham Metis Council, and designating one of the Trent staff representatives to be the Associate VP of Students, currently Lawrence Lam. These amendments were brought to the table at our first IEC meeting on October 30, 2025. Due to a lack of quorum the amendments have not yet been approved. They will again be presented at our next meeting on February 3, 2026.

As the TCSA and TGSA were unable to recommend student representatives, the IEC has undertaken a nomination process from the larger student body to find student representatives. We now have student representation with our graduate student representative Taylor Hoggarth, TUNA representative Katie Lariviere, and undergrad representative Teagan De Laronde.

An Honorarium Subcommittee met over Zoom in February 2025. One recommendation was to have a thank you dinner to recognize the work of all the community representatives of the IEC. A list of the council members is included in Appendix I. The Subcommittee also recommended implementing honoraria for student representatives and Elders who participate at meetings.

On May 23, 2024, the IEC called for a meeting to take place in August of 2024 to address concerns and issues impacting Métis students & staff. IEC community representatives, and Indigenous faculty were invited to the meeting. The meeting was cancelled by Trent administration when Chief Carr of Hiawatha First Nation requested its cancellation due to opposition by several First Nations in Ontario to the Metis Nation of Ontario. It was decided that FPHL staff could best address the issues facing Metis students at Trent.

At this same meeting, the IEC called for the creation of an Indigenous Advisory Committee and a faculty board subcommittee to ensure action is taken to improve cultural awareness and

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curriculum in the School of Nursing. The IEC called for awareness training for faculty and students, the hiring of Indigenous Nursing faculty, and to look into the creation of an Indigenous stream in the Nursing Program. Members of the IEC and School of Nursing met on July 29, 2024 to address these issues. An update from this Advisory Committee is found on pages 3-5.

The IEC initiated the creation of the Indigenous Research Forum (IRF) when they called for a meeting on Indigenous Research and Gatekeeping that met in January 2025. On April 22, 2025, the IRF met and nominated David Newhouse and Chris Furgal as co-chairs with support from Christopher Rooney from the Research and Innovation Office. This group will now meet three times a year. A plan for the funding support for the Indigenous Research Forum has not been determined.

The IEC has supported the Grant applications put forward by FPHL and the School of Education to the Rideau Hall Foundation. The first application requested support for a new part-time Bachelor of Education program for Michi Saagiig people who are part of Treaty 20. This proposed program would have weekend sessions and compressed summer sessions so that mature students can continue in their jobs and other responsibilities while completing their studies. This program will also have a Michi Saagiig language component for communities who are interested in certifying language teachers.

The second grant focused on developing a structured template for developing and teaching First Nations cultural content, and creating culture-based curriculum resources and lesson plans focused on Indigenous people in Ontario. The School of Education was unsuccessful in securing funding for both these projects. Should other funding opportunities arise, Trent University can submit the existing applications.

Indigenous Identity Substantiation Committee

In the fall of 2024, David Newhouse presented findings on Indigenous Identity substantiation at Canadian universities and informed the IEC that an Indigenous Identity Substantiation Committee had been formed at Trent to develop a policy. This Committee concluded its work in August 2025. The committee members agreed upon a policy for TUFA faculty on September 26, 2025. The policy can be viewed at the following link:
https://www.trentu.ca/vpacademic/committees-policies Discussions on a policy for part-time faculty, staff and students on a policy will take place over the next few months.

Updates from the Indigenous Advisory Committee and the School of Nursing from Dean of Nursing, Hugo Lehmann, September 18, 2025

1- Creation of an Indigenous Advisory Committee and Curriculum Engagement

While initial efforts to establish a formal Indigenous Advisory Committee to guide curriculum development have progressed slowly and the objective has not yet been fully met, we have

taken meaningful steps to engage with Indigenous communities in other impactful ways. Notably, we received valuable input from several Indigenous groups in the region during the planning of our Mobile Health Unit initiative (Community Outreach Mobile Unit). This unit now delivers primary care services to rural and underserved communities and provides experiential learning opportunities for our 2000-level nursing students. Although follow-up engagement from some communities was limited despite additional outreach, our team continued to build relationships through direct visits and collaboration with health groups in Curve Lake and Hiawatha. These interactions helped advance the project, and we are now actively delivering services in Hiawatha. These experiences have deepened our understanding of community needs and will inform future curriculum development and advisory structures.

2- Awareness Training for Faculty and Students

Coordination for a formal cultural awareness session in partnership with the First Peoples House of Learning (FPHL) was initially assigned to a staff member within the TFSON. However, due to their departure from the role, this initiative is currently on hold until a suitable replacement is found. Once in place, the responsibility for organizing this session will be reassigned and prioritized.
In the meantime, we are pleased to share that Donna Williams, an Indigenous nurse working in a remote community, will be joining us on October 8th to deliver a presentation for both students and faculty. Her talk will focus on culturally sensitive care and the realities of nursing in Indigenous contexts. This event aligns with our commitment to cultural education and will be open to other members of the Trent community as well.

3- Hiring of Indigenous Nursing Faculty

The posting for an Indigenous faculty position within the TFSON is currently live and will close on November 7th. We have taken a broad and intentional approach to outreach, sharing the opportunity with Deans and Directors of Nursing Schools across Ontario, and advertising through multiple platforms including Indeed, LinkedIn, University Affairs, and the Canadian Association for Schools of Nursing. Additionally, the posting has been circulated among members of the Chanie Wenjack School for Indigenous Studies and the FPHL to support wider distribution and engagement. We are hopeful that this approach will help us attract strong candidates who can contribute meaningfully to our academic community and support Indigenous perspectives in nursing education.

4- Exploration of an Indigenous Stream in the Nursing Program

The development of an Indigenous Nursing stream is a longer-term goal that requires careful planning and the establishment of foundational supports. Current initiatives within the TFSON, such as the placement opportunities in Hiawatha through the Community Outreach Mobile Unit and the active recruitment of an Indigenous faculty member described above, represent important first steps toward this vision. It is important to acknowledge that the current budgetary climate in postsecondary education presents challenges to the rapid development of

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new programs, particularly those that may require significant investment. Nevertheless, this initiative is not forgotten and I am actively engaged in related discussions as a member of the President's Task Force on Indigenous Strategy. The concept of an Indigenous stream may be further explored within that forum and could form part of future recommendations to the President.

The First Peoples House of Learning by Director, Dawn Lavell-Harvard

Over the past years we have maintained a consistent trend of increased Indigenous student applications, offers, accepts and eventual enrolment at Trent by employing a creative array of recruiting initiatives such as pop-up registration events and career fairs, hosting cultural events and partnerships with local First Nation cultural events, hosting multiple school boards at Indigenous post-secondary days at Trent, and the APSIP tour. Indigenous post-secondary days at Trent include campus tours, keynote speakers, on-site offers and mini lectures, tiipii visit with social fire, a catered lunch, and educational options for post-secondary institutions across Ontario.

Within our FPHL Student Success program and our Indigenous Community Engagement program we host weekly lunch and learn sessions each Wednesday with campus partners including academic skills, academic advising, financial aid, student conduct, the library, and student accessibility and wellness services. There have been typically 15-30 students attending each week for Lunch and Learns. We host ribbon clothing workshops, beading circles, fan making, moccasin making, basket making and other art workshops for students on both the Peterborough and Durham campuses. We have begun a Men's Circle that is running bi-weekly to allow for conversation on traditional roles and how to navigate a positive masculinity in a patriarchal world. We host two spirit circles, and full moon ceremonies, as well as sexual health, and women's health events, exam stress spas, on the land learning days, car maintenance and safety events, and seasonal events such as Halloween movie week, winter holiday feasts and give away, NDTR on September 30, MMIWG vigil days, red dress days, Indigenous veterans day to name just a few. Our Indigenous Student Therapist and Student Success coordinator are collaborating with housing to host roommate socials to help FNMI students connect and learn about housing rights, and their options on and off campus. We also offer *cultural humility and de-colonizing training* with experiential learning opportunities for various departments within Trent and groups within the surrounding community as part of our commitment to reconciliation and the improvement of relationships with the local communities.

The Indigenous Mentorship Program employs student mentors, fire keepers and FPHL ambassadors who are trained to offer cultural, social, spiritual, and academic support for their peers. Once a week we host Ishkodehwin dinners for our student mentors and mentees, and FPHL community to provide time for connection and academic supports for 1st and 2nd year students with upper year students. This dinner also includes graduate students who inspire and mentor the undergrad students. FPHL runs a minimum of twice weekly social fires for all students at the Traditional Area. The firekeepers take care of the fire and offer students at the

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fire a smudge and place to build community. These fire keepers also allow us to provide fires for campus events, increasing the visibility of Indigenous students and Indigenous practices to the study body at large. The FPHL ambassadors help us maintain and support students in the FPHL student lounge, assist with events, programming and social media support for the work of the FPHL team. The Ishkodehwin co-ordinator also attends the weekly Foundations of Indigenous Learning classes, providing a point of access for the students to connect with FPHL and the Ishkodehwin mentorship program.

The FPHL Indigenous Therapist consistently supports FNMI students year-round with in person and virtual one on one counselling sessions as well as groups, circles and on the land opportunities for students on both campuses. We host a Learning on the Land Camp where we are hosted in Wiikwemkoong Unceded Territory with 15 Indigenous and 15 non-Indigenous students on a reconciliation journey. Students engaged in traditional crafting, fishing and gathering, shelter building and canoeing as a team in a voyageur canoe. We visited local knowledge sharers who shared star teachings, medicine teachings/gathering opportunities and taught the history of the Three Fires Confederacy. Additionally, students engaged in equine therapy, and attended the seasonal feature at Debahjimajig Theatre.

The annual Elders Gathering provides one of the largest events at Trent and one of the largest and longest running Indigenous events in the Peterborough region. FNMI elders from communities across Turtle Island, and around the globe are welcomed into this territory to share the teachings from their own nations. We host our event in a hybrid fashion to keep it accessible for community members who are unable to travel. This event is a highlight of the year for students, staff, and donors who have often noted the value of time spent with the Elders at this event.

Given the amount of funds required to host the elders gathering and effectively support our students the FPHL team also devotes a significant amount of time hosting and fostering relationships with Individual and corporate donors (such as Bell Media, 407, Enbridge, OPG, etc.,). Requests for such work are particularly high around key dates such as September 30, and June 21. Given the increased attention to and desire for reconciliation activities and events we can imagine that requests for such work will keep increasing, as will our number of Indigenous students, and the work required to continue this level of support.

The Chanie Wenjack School for Indigenous Studies by Co-Director, Paula Sherman

Over the past two academic years, the Chanie Wenjack School for Indigenous Studies (CWS) has navigated a significant period of transition and growth. We advanced program quality and accountability through a cyclical review process for all degrees offered within the school (undergraduate INDG and IESS and Indigenous PhD), sustained strong enrolments across our programs (INDG Diploma & BA; IESS BA/BS; PhD), and delivered high-profile events that deepened our community engagement and scholarly profile. At the same time, retirements and shifting faculty profiles have intensified pressures on teaching, supervision, and service for

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members, particularly those involved in delivering courses to fulfill Trent's Indigenous Course Requirement (ICR) commitment. To sustain quality and meet demand across all CWS degrees, from diploma and undergraduate programs in Indigenous Studies, Indigenous Performance and IESS, to the PhD, renewed tenure-track investment is essential for instructional stability, graduate supervision, and research leadership.
Degree Program Updates

Indigenous Studies Diploma & Bachelor of Arts in Indigenous Studies:

Continued high demand for ICR-designated courses; sustained interest across faculties.
IESS (BA/BSc): Strong enrolments; ICR contribution to overall enrolment remain significant; three tenured faculty carry heavy program + School leadership loads. One tenured faculty has indicated retirement in the next 2-3 years.

PhD (brief): Program responded to cyclical review with major improvements (e.g., Knowledge Basket Path B, revamped comprehensive exam model). A full Indigenous Studies PhD report is also provided in this document.

Cyclical Review

Status: Response to reviewer recommendations are in progress and implementation reports will be submitted in March 2026.

Focus Areas:

- Curriculum mapping across years; alignment with ICR outcomes.
- Teaching capacity and workload sustainability, given surging enrolments.
- Strengthening Indigenous methodologies, land-based learning, and community partnerships in appropriate places and programs within the curriculum.
- Equity of delivery of courses across Peterborough and Durham campuses, with attention to large-cohort supports.

IEC Support Requested: Endorsement of hiring priorities tied to cyclical review findings.

Events

Indigenous Research Day (November 17, 2023): Hosted by the Indigenous Studies PhD Program, highlighted the theme "Global Health and Well-being: Nurturing People and the Planet."

The event featured a keynote by Dr. Kyle Whyte (Citizen Potawatomi Nation; University of

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Michigan), whose work spans Indigenous environmental ethics, climate policy, and environmental justice. A panel of Potawatomi scholars, including Browning Neddeau, Bryce Lewis-Smith, Geneva Mayall, Kaya DeerInWater, and Mary Beth Jäger, followed the keynote, offering a collaborative dialogue moderated by IESS Professor, Barbara Mokthewenkwe Wall. The agenda included lunch, a formal welcome, the keynote address, and an extended Q&A.

The program foregrounded Indigenous research methodologies and community-centred applications related to food systems, sovereignty, health, and environmental stewardship. Event participants included graduate and undergraduate students, as well as faculty and some regional community members.

Again, due to the incredible demands on Indigenous faculty and instructors, Indigenous Research Day was not held in 2025. The CWSIS hopes to host this event in the fall of 2027.

Indigenous Women's Symposium (March 22-24, 2024): The gathering honoured Indigenous women's knowledges with a special focus on skyworld teachings, astronomy, and storywork, continuing the symposium's multi-decade legacy begun by Elder Edna Manitowabi.

Keynotes & Features

Keynote Speakers:

Dr. Laurie Rousseau-Nepton (Innu, Pekuakamiulnuatsh First Nation) astrophysicist (Canada-France-Hawaii Observatory; University of Toronto/Dunlap Institute) and lead of the international SIGNALSproject.

Samantha Doxtator (Oneida, Wolf Clan) "Indigenous Astronomy: As Told by the Haudenosaunee," highlighting celestial knowledge, creation narratives, and cycles of life.

Youth & Childcare: TRACKS Youth Program offered two workshops (ages 10–17); childcare (ages 10 and under) provided by Sage & Sunshine Culture-Based Private School.

- Two portable planetariums were brought to the university offering a unique and immersive experience for screenings and presentations.

- Community Components: Indigenous vendor market; sliding-scale registration; screening of Under the Same Stars: Minwaadiziwin; keynote dinner.

- The symposium reinforced intergenerational knowledge transmission in astronomy and storywork, created inclusive access for families and youth, and sustained a long-standing Trent tradition centering Indigenous women's teachings. Due to the incredible demands on Indigenous faculty and instructors, the Women's Symposium was not held in 2025. The CWSIS plans to host this event in the spring of 2026 or 2027.

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Faculty Transitions and Capacity

Multiple retirements over the past four years have reduced senior supervisory and teaching capacity, while at the same time enrolments have increased.
New hires bring important strengths to the School, but current coverage of course delivery relies heavily on CUPE instructors (particularly in ICR and Indigenous Performance delivery). External examiners in the Cyclical review, flagged the unsustainable faculty load (teaching + committee/Research Ethics Board + Institutional Indigenization-related service + graduate supervision) currently taken on by many members, and recommended lowering teaching loads to 2/2 to align with peer units and protect Indigenous faculty wellbeing.

IEC Support Requested: Endorsement of hiring priorities tied to cyclical review findings.

ICR Program Update

Enrolments in the Indigenous Course Requirement (ICR) have surged across first- and second-year offerings, with several sections now holding hundreds of students (e.g., INDG 2030H-W: 306; INDG 1001 A/B/C (Peterborough): 1,108; Durham/Oshawa INDG 1001H-Web: 448; IESS 1001H-A, B: 308). This rapid growth affirms strong campus-wide demand and the centrality of the ICR to Trent's academic mission, but it has also exposed structural and human resource vulnerabilities needing attention to ensure long term quality and viability.

In Peterborough, a Tenure Track Indigenous faculty member serves as Indigenous Lead with a full-time TA and GTA/WSL support; however, the cancellation of the ICR related LTA (August) has shifted the bulk of instruction to CUPE sessionals. Currently, several high-enrolment second-year INDG and IESS ICR courses are also CUPE-delivered. While sessional instructors have been essential to meeting immediate demand, this long-term reliance on this mode of course delivery is not sustainable for a high quality, foundational, university-wide initiative that carries significant pedagogical, cultural, and reputational responsibilities.

Surging Enrolments (Recent Term Snapshots)

First-year ICR (Peterborough & Durham/Oshawa):
- INDG 1001A/B/C (Fall, PTBO): 1,108 total
- INDG 1001A/B/C (Fall, PTBO): 1,108 total
- INDG 1001H-Web (Fall, Durham): 448 (one CUPE instructor)
- INDG 1002H-A (Winter, PTBO): 229 (as of Sept 18))
- INDG 1002H-R (Winter, Oshawa): 98 (as of Sept 18)

Second-year ICR (Fall/Winter): INDG 2306H-W: 255
- INDG 2560-W: 140 *(taught by CUPE)*
- INDG 2001H-W: 91 *(taught by CUPE)*

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- INDG 2002H-W: 140
- INDG 2030H-W: 306 *(taught by CUPE)*

IESS ICR Delivery:
- IESS 1001H-A (Fall): 308 *(CUPE-delivered)*

In addition to teaching in both undergraduate and graduate programs, Indigenous Studies faculty are actively involved in leading Indigenous focused programs such as the Boodweh Centre for Indigenous Knowledge & Language, The Enwayaang Institute, The Indigenous Environmental Institute, The Indigenous Research Forum, the Indigenous Research Committee on the Research Ethics Board and TRACKS Youth Program. (Trent Aboriginal Cultural Knowledge and Science) facilitates dynamic, land-based youth programming that braids multiple scientific approaches by centering Indigenous ways of knowing and being. All of these programs enhance the University-Community environment and add substantially to Indigenous faculty members' heavy workloads.

The Path Forward

To ensure quality and continuity in course delivery across campuses, and address external reviewers' concerns about unsustainable workloads on Indigenous faculty, we recommend a focused Tenure Track (TT) hiring plan: (1) a dedicated ICR TT position (teaching + coordination across Peterborough and Durham/Oshawa) to work alongside the Indigenous Lead and shore up second- year ICR capacity; (2) a TT hire in IESS to relieve leadership and core teaching pressures while stabilizing ICR delivery; and (3) a TT hire in Indigenous Performance, where most courses are currently taught by CUPE and only one TT exists (cross-appointed with GESO). These hires will reduce over-reliance on sessionals, strengthen curricular coherence, support equity of student experience across campuses, and secure the long-term integrity of ICR delivery.

The Chanie Wenjack School's momentum is clear—strengthened programs, expanded ICR reach, high-impact events, and renewed graduate pathways—yet this growth now hinges on timely, strategic investment. Targeted TT hires (ICR, IESS, Indigenous Performance) and a dedicated Indigenous graduate mentor/coach are the critical levers to stabilize delivery, reduce over reliance on sessional faculty, support faculty well-being, and ensure students— undergraduate and graduate—receive consistent, culturally grounded, high-quality learning. With these supports in place, the School will continue to lead Trent's commitments to Indigenization with rigour, reciprocity, and long-term sustainability.

Indigenous Studies at Durham -Indigenous Credit Requirement (ICR) and Others

Studies at Durham are under the direction of *Interim Dean*, Marina Morgenshtern.

Unfortunately, students studying at Durham have less access to in-person Indigenous Studies courses. Indigenous Studies students in the single-major honours program currently lack access to core requirements that are only available at the Peterborough campus. The information

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below shows what students are able and not able to complete at the Durham campus.

For the single-major Indigenous Studies Honours program, 20.0 credits are required including the following 9.0 credits:

- 4.0 INDG credits consisting of INDG 1001H, 1002H, 2100Y, 3813Y, 4201H, and 4202H
    - *no option for 2100Y, 3813Y, 4201H or 4202H*
- 2.0 INDG credits at the 4000 level in addition to the above
    - *Only 1 half credit*
- 3.0 INDG credits in addition to the above
    - Able to complete
- Must include at least 0.5 credit from each of the four categories
    - Able to complete
    - Category A:
        - INDG 3745H
        - INDG 3750H
    - Category B:
        - INDG 2001H-W
        - INDG 2002H-W
        - IESS-INDG 2601Y-R
        - INDG 2306H-W
        - INDG 2307H-W
        - INDG 2560H-W
        - INDG 3201H-W
        - INDG 3202H-W
        - INDG 3306H-W
        - INDG 4206H-W
    - Category C:
        - INDG 2030H
    - Category D:
        - INDG 3102Y

It is recommended that more hybrid or in person options be made available to Durham students for the following courses: *INDG 2100Y, INDG 3813Y, INDG 4201H or INDG 4202H and 2 other 4000 level Indigenous studies courses.*

Indigenous Studies PhD Program by Director, Paula Sherman

Over the past two years, the PhD in Indigenous Studies has advanced a student-centred, community-anchored renewal that deepens our commitment to Indigenous Knowledges, languages, and land-based practice. Following the most recent cyclical review (2023-2024), we implemented targeted improvements to communications, assessment, supervision supports, and accessibility, while clarifying dissertation pathways and expectations.

Key academic changes include the formal addition of Knowledge Basket Pathway A (Research

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Creation) and B (Scholar-Practitioner), a re-designed core comprehensive written exam that adopts an editorial, publication-standard model, and the introduction of a Pass with Distinction designation recognizing exceptional performance in both the oral Indigenous Knowledge (IK) comprehensive exam and the written/VoiceThread formats. We also launched a focused U.S. recruitment strategy in response to shifting policy and funding contexts and strengthened early Student Accessibility Services /First Peoples House of Learning/Grad Studies coordination so that students' accommodation plans are in place upon arrival to the University. The summary below outlines what has been completed, what is underway, and the next steps we are taking as we move forward with the program.

Cyclical Review: Key External Recommendations & Program Responses External
- Improve student communications and feedback loops.
- Stabilize supervision capacity and reduce workload pressure on senior faculty with high administrative loads.
- Strengthen assessment processes (clarity, transparency, opportunities for revision).
- Support writing and research development for graduate students.
- Continue to Indigenize curriculum and assessments, including practice-based options.
- Address persistent space and accessibility/administrative challenges.

Our responses to date:

Student communication & feedback: Implemented regular updates, targeted surveys (e.g., professional development interests, IK/practice workshops), and clearer milestone guidance. Assessment reform: Replaced pass/fail in the written comprehensive with an editorial model that mirrors scholarly peer review; added Pass with Distinction for first-submission success; introduced Pass with Distinction to the Oral Comprehensive exam.

Curriculum & format: Expanded the Knowledge Basket with Pathway B (Scholar- Practitioner); refined course sequencing to better connect methods, proposal development, and IK/practice. Student supports & accessibility: Built a coordinated intake process with SAS, FPHL, and Graduate Studies so graduate accommodations are planned program-wide (not course-by-course only) and timed to major milestones (comps, proposal, REB, dissertation).

Recruitment & visibility: Launched a U.S. recruitment strategy (see Section 4).

Ongoing issues: Space remains tight; supervisory loads remain high while new hires progress toward tenure; the Indigenous Graduate Mentor/Coach position is still unfunded (see Section 6).
Dissertation Options: Addition of Knowledge Basket Pathway B

Pathway B (Scholar-Practitioner) formalizes apprenticeship-based, community- engaged work guided by Elders/Knowledge Holders, with a creative component and supporting documentation.
This pathway broadens fit for students carrying IK practices, strengthens relationships with

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Indigenous communities, and aligns assessment with embodied, land-based, and practice-based knowledge learning processes.

Core Comprehensive Exam: Editorial Model & Pass with Distinction Written component (INDG 6740H):
Replaced pass/fail with an editorial (publication-standard) process: students
submit once, receive comprehensive committee feedback, then complete revisions in 45 days; if needed, a final 15-day deadline for additional revisions.

Pass with Distinction is awarded for outstanding first-submissions requiring no revisions.
Format choice: students may submit a written paper or a Voicethread (VT) presentation (to support orality and accessibility needs).
Evaluation focus: deep engagement with the core bibliography across four themes.

Oral component (Traditional Council):

Added Pass with Distinction to recognize exceptional mastery and embodiment of Indigenous Knowledges across mental, physical, emotional, and spiritual dimensions and the student's ability to articulate these with clarity, humility, and accountability.

Why this matters: The editorial model turns the comprehensive from a gate that fails students at the first attempt into a learning-rich scholarly process that builds habits of revision, peer-review response, and publication-level rigour.

Enrolment & U.S. Recruitment

Fall intake: Five students entered the PhD this year, including one from the United States. An additional US applicant has deferred until next September.

U.S. strategy: In response to ongoing policy and funding shifts impacting EDI and Indigenous content in parts of the U.S., we identified feeder BA/MA programs and are building relationships to welcome students seeking a program explicitly grounded in Indigenous Knowledges, land, language, Elders/Knowledge Holders, and community practice.

Cotutelle (dual degree) Pathways: We are exploring cotutelle partnerships with universities outside Canada that would allow students to study across two institutions under co-supervision (one supervisor at each university) while producing a single dissertation recognized by both institutions. This model strengthens international mobility and visibility, supports community-engaged and land-based research across multiple homelands, and expands the supervisory expertise available to our students. A cotutelle framework would be formalized through an institutional agreement that sets out expectations for tuition and residency, ethics review reciprocity (REB/IRB), intellectual property and data governance, examination procedures (including a shared committee and coordinated defense), and timelines. We anticipate prioritizing partners whose programs are aligned with Indigenous Knowledges, languages, and

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community relationships—building a network that benefits recruitment, enhances student experience and deepens the School's international research profile.

Accessibility & Student Supports (SAS, FPHL, Graduate Studies)

Graduate-appropriate accommodations: Shifted from course-by-course notifications to program-wide planning—ideally beginning at admission—so accommodations align with comps, proposal, REB, and dissertation timelines.

Alternative formats: For the written comprehensive, students may choose Voicethread (VT) to support oral, visual, and multimodal communication consistent with Indigenous pedagogies and to address connectivity/health barriers (captions for audio/video).

FPHL coordination: Early connection to FPHL for cultural, community, and wellness supports; integrated referral to workshops and circles relevant to land- based and language-based learning.

Faculty Transition & Capacity

Context: Multiple senior retirements over four years; several new hires with different strengths are progressing toward tenure (cannot yet be primary supervisor). Senior faculty continue to carry heavy supervisory loads.

Pressure points:
- Indigenous Performance stream relies too heavily on CUPE instructors and is unsustainable for core practice-based training and community partnerships.
- IESS is stretched by leadership roles and high campus demand for first- second-year Indigenous requirements, limiting graduate supervision bandwidth.
- Targeted hires requested:
- Tenure-track in Indigenous Performance to stabilize curriculum, expand creative research, and share supervision.
- Tenure-track in IESS to grow Indigenous land-based practice and supervision, meet undergraduate demand, and support PhD projects in climate, health, and land/natural world relations.

Direct impact: These hires will expand PhD supervision, strengthen Knowledge Basket mentorship (Paths A & B), and broaden the School's research profile without duplicating existing expertise.

Indigenous Graduate Mentor/Coach (Outstanding Need)

Review-identified priority: A dedicated Indigenous Graduate Mentor/Coach to support writing, research design, milestone planning, and dissertation completion across all Trent graduate

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programs.

Status: Proposal submitted two years ago; ongoing discussions with Graduate and Undergraduate Deans; no approval yet to post a position.

Rationale: Evidence of extended time-to-completion and recurring needs in scholarly writing, synthesis, and planning; especially at comps and proposal stages (as noted for the past two cyclical reviews).

A mentor/coach would:
- Offer one-on-one coaching and cohort-based writing circles/methods workshops;
- Coordinate with SAS/FPHL to align supports with milestone timing;
- Reduce supervisory bottlenecks and improve completion rates.

Requests to IEC

- Endorse targeted hires: one tenure-track in Indigenous Performance and one in IESS to safeguard academic quality, student experience, and sustainable supervision.
- Advocate for a university-funded Indigenous Graduate Mentor/Coach to serve all graduate programs in partnership with FPHL, Graduate Studies, and CWS.
- Support local and broader recruitment strategies, including visibility and liaison efforts with identified feeder programs.

The program has turned the cyclical review into concrete action—expanding practice- based pathways, modernizing key assessments, and coordinating supports that reflect Indigenous pedagogies and graduate-level realities. With IEC's endorsement on the targeted hires and mentor/coach position, we can stabilize capacity, elevate student success, and deepen CWS's leadership in Indigenous Studies at the doctoral level.

Indigenous Bachelor of Education Program – School of Education by Nicole Bell

The five-year concurrent Indigenous Bachelor of Education Program currently has 68 students across all five years of the program. Five new Indigenous teachers graduated in June 2025, making a total of 25 new Indigenous teachers having graduated since students were eligible to graduate in 2021.

The School of Education continues its partnership with Teach for Canada and sent 5 Teacher Candidates to practicum placements in northern First Nation communities. All five successfully completed these placements in April 2025.

A major program change was secured from USC for Anishinaabemowin teaching subject teacher candidates to have three full undergraduate credits in Anishinaabemowin instead of four.

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Students were finding it difficult to secure 4 full credits when all language courses were not being offered every year, resulting in students abandoning this teaching subject. Current students are grandfathered in. The Anishinaabe teaching subject course will be offered for the first time in the 2026 academic year.

Indigenous Performance Studies by Director, Jenn Cole

With funds from the dean's office, we are upgrading Nozhem to increase accessibility and technical capability. Some improvements include: accessible backstage bathroom, accessible paved ramp for load in, key card access, & lighting and sound maintenance. We are also working with the Department of Canadian Heritage to replace the floor in Nozhem. We will gift the old floor to Aanmitaagzi/Big Medicine Studios.

We continue to weave Indigenous Performance classes with our professional Indigenous performance presentation season. Students and community members are able to attend performances, artist workshops, and informal meals with visiting artists. Programming is free. We will continue advocating this year for student groups to be able to use Nozhem for their performances free of charge. This year, 80 students from Northshore attended a performance by and lunch with Kehewin Native Dance Theatre.

We have two student mentorship positions open for 2025-27. Students are paid for their time and learn about stage management and crew work, front of house, culturally grounded hosting, and artistic production.

Upcoming performances for 2025-26 include: Philip Geller's Who Will Save the Night Sky — they will be making elders laugh at the Elder's Gathering; Opening Feature Film at Elder's Gathering in partnership with ReFrame; Indigenous poets curated by Nogojiwanong poets laureate Sarah Lewis and Ziysah Von Bieberstein; and a performance program on the theme of food systems, planned with Nozhem's Associate Artistic Producer and returning PhD student, William Kingfisher Indigenous Performance Studies has a call out for an LTA teaching intensive position for an assistant professor to expand the course programming in Indigenous performance and creative expression.

Indigenous Studies Departmental Activities

Pine Tree Talks by Jackson Pind

Pine Tree Talks hosted one guest speaker on March 17th, 2025, Lindsay Borrows, from Queen's Faculty of Law. The talk was on *The Voice of the Land is in our Language: Admiring the Webs of Anishinaabe Law, Lands and Language*. It was well attended with approximately 35 people in person and another 40 online. We have found that hosting one Pine Tree Talk per year is feasible now given the limited budget and rising costs of tech support and travel for guests.

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Boodweh Centre for Indigenous Knowledges & Languages by Director, Liz Osawamick

In the spring of 2024, the Boodweh Centre Indigenous Knowledges & Languages came under the direction of Elizabeth Osawamick, assistant professor in the CWSIS. Since that time the Boodweh Centre has offered four immersion events. In-person immersion days were held on July 10 2024, November 28-29, 2024 and May 29, 2025, November 3, 2025 featuring workshops, games, and songs with native speakers of Anishinaabemowin and Mohawk as well as shared meals and sunrise ceremonies. Two Anishinaabemowin virtual immersion days were offered on Zoom on February 6, 2025, and December 5, 2025.

Several of the immersion days have been attended by high school students from St. Peter's Secondary School and Thomas A Stewart Secondary School. Immersion days are a unique recruitment and language acquisition opportunity for both Trent students and community members.

Enwayaang Institute by Kevin Fitzmaurice

In keeping with Recommendation 7 of the Trent Senate Report of the Special Committee on Indigenous Education (SCIE, 2017):

"The creation of an Indigenous Research Centre that will unite researchers across the university who share an interest in Indigenous issues" some work has been completed to create a proposal to transition Enwayaang from a Professional Learning Institute to a Trent into an Indigenous Research Centre. The draft will be reviewed by the Chanie Wenjack School and then the Senate.

The working group membership is comprised of Kevin Fitzmaurice, Elizabeth Osawamick, Jack Hoggarth, Skahendowaneh Swamp, David Newhouse, and Ph.D. students Carolyn Warton, and Jamie Jacques.

A draft proposal is being developed that will focus on integrating traditional Anishnaabe and Haudenosaunee clan governance practices into Enwayaang governing principles and practices. The Draft Proposal is due in September 2025.

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See Appendix on next page.

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Appendix I

Indigenous Education Council
January 5, 2026

Gayelyn Heffernan, Community Co-chair term started March 2024
Dan Longboat, Trent Co-chair term started September 2024
Secretary: Rachel Colley

IEC Community Representatives:

Vacant
Mississaugas of Scugog Island First Nation
22600 Island Road
Port Perry, ON L9L 1B6

April Smoke
Mississaugas of Alderville First Nations
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Roseneath, ON K0K 2X0

Allana McDougall
Education Counselor
Hiawatha First Nation
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Krystalyn Jones
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Curve Lake First Nation
77 Chemong Street South
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Sandy Maracle and Patti Brinklow
Post Secondary Education Officers
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Nogojiwanong Friendship Centre
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Galen Plett

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Education Coordinator
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Gayelyn Heffernan, co-chair
Métis Nation of Ontario
1216 Scollard Drive
Peterborough ON K9H 0A8

Patti Big Canoe
Education Operations Lead
Georgina Island First Nation

Vacant
admin@niijki.com
Nijkiwedidaa Anishnaabekwewag Services Circle

Zhaawnong Webb (soon to be added with amendments to Terms of Reference)
Kawartha Nishnawbe First Nation

Durham & Oshawa Métis Council (soon to be added with amendments to Terms of Reference)

Trent University Representatives

Cathy Bruce
President

Mark Skinner
Provost, VP Academic

Julie Davis
VP External Relations & Development

Lawrence Lam
Senior Director, Student Affairs

Kathryn Norlock
Dean, Humanities and Social Sciences

FPHL

Dawn Lavell-Harvard

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Director, FPHL

Trent Elders and Knowledge Keepers Council

Vacant
Chair of Elders and Knowledge Keepers Council/ or Elder from EKKC

Chanie Wenjack School of Indigenous Studies Representatives

Dan Longboat, co-chair
Associate Professor, CWSIS
Director of Indigenous Environmental Studies

Jack Hoggarth
Assistant Professor, Chair of Anishinaabe Knowledge, CWSIS
Representing the Program Director
Indigenous Studies PhD Program

Student Reps

Graduate: Taylor Hoggarth
Undergraduate: Teagan de Laronde
TUNA: Katie Lariviere

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Trent University
2025 – 2026 Cyclical Program Review Committee
Senate Report 4 – Feb 24, 2026
For Information – Open Session

Submitted by Dr. Suzanne Bailey, Chair, Cyclical Program Review Committee
Report Dated: Feb 24, 2026

Agenda Items for Information
1. Final Assessment Report and Implementation Plan – Executive Summary – Psychology

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1. Final Assessment Report and Implementation Plan – Executive Summary – Psychology

Degree Programs Being Reviewed	BA/BSc Psychology (Peterborough & Durham GTA Campus) MA/MSc Psychology (Peterborough Campus)
External Reviewers	Dr. Andrew Weeks, Nipissing University Dr. Erin Austen, St. Francis Xavier University
Internal Representative	Dr. Andrew Vreugdenhil, Chemistry, Trent University
Year of Review	2024 – 2025
Date of Site Visit	January 28 – 29, 2025
Due Date for Implementation Report from the Program	March 1, 2027
Date Prepared by CPRC	February 4, 2026
Date Approved by Provost & VP Academic	February 5, 2026
Signature of Provost & VP Academic	

Trent University's Department of Psychology offers BA and BSc degrees at both the Peterborough and Durham campuses, along with MA/MSc graduate programs at the Peterborough campus. Students explore a wide range of topics and can tailor their studies to focus on areas such as neuroscience, language and cognition, emotional intelligence, sexuality, aging, memory, and child development. The program builds a strong foundation in psychological research and core concepts, while upper-year students gain opportunities for specialization and hands-on involvement in original research.

The BA/BSc degrees aim to provide students with a broad exposure to the diverse areas of the discipline (both natural and social science oriented) and in-depth study of the theories,

methodologies, research findings, and contributions within the discipline. Depending on their course selection, students can earn either a BA or a BSc in Psychology. All courses feature active learning supported by engaged instruction through seminars, labs, and workshops. The program also offers hands-on experiential opportunities, including faculty-supervised honours theses, field placements, and research practicums.

The MA/MSc degrees are two year programs and offer three specialized streams: Cognitive/Neuroscience, Developmental, and Health/Social. Graduates are well-prepared for advanced studies in Psychology as well as careers in industry, government, and related sectors. Both degrees offer a supportive environment for cultivating highly skilled graduates and driving innovative scientific research.

Summary of Process

During the 2024-2025 academic year, the PSYC programs underwent a review. Two arm's-length external reviewers (Dr. Andrew Weeks, Nipissing University and Dr. Erin Austen, St. Francis Xavier University) and one internal representative (Dr. Andrew Vreugdenhil, Chemistry, Trent University) were invited to review the self study documentation. The site visit took place on January 28 – 29, 2025.

This Final Assessment Report (FAR), in accordance with Trent University's Institutional Quality Assurance Policy (IQAP), provides a synthesis of the cyclical review of the undergraduate and graduate degree programs. The report considers four evaluation documents: the Program's Self Study, the External Reviewers' Report, the Program Responses, and the Decanal Responses.

A summary of the review process is as follows: the academic unit completed a self-study that addressed all components of the evaluation criteria as outlined in Trent's IQAP. Appendices included: Curriculum Vitae, Course Syllabi, Data Tables, Student and Alumni Surveys and a Library Statement of Support. Qualified external reviewers were invited to conduct a review of the programs that involved a review of all relevant documentation (self-study, appendices, and IQAP policy) and participation in a site visit. During the site visit, reviewers met with senior administration, faculty, students, and staff.

The External Reviewers' Report identified thirty (30) recommendations. Ideally, recommendations will focus on a culture of ongoing and continuous improvement and prioritizing student-centred learning and experiences.

Following receipt of the External Reviewers' Report, the Programs and Deans provided responses to the Report. Based on the four review documents, the Cyclical Program Review Committee (CPRC) then reviewed and assessed the quality of the degree programs and reported on significant program strengths, opportunities for improvement and enhancement, and the implementation of recommendations.

The Implementation Plan identifies eighteen (18) recommendations for action and specifies the proposed follow-up and the person(s) responsible for leading the follow-up. The Academic Unit, in consultation with their Deans, will submit an Implementation Report in response to the recommendations identified for follow-up. The Report is due March 1, 2027.

Significant Program Strengths

The Psychology Department's commitment to reflection and continuous improvement is evident in its regular retreats focused on curriculum renewal and program development. Its Undergraduate Curriculum Committee proactively addresses emerging issues such as artificial intelligence and academic integrity, reviews cross-listing and co-op opportunities, and collaborates on the creation of new specializations and courses.

The curricular structure is a clear strength, offering both flexibility and breadth through two complementary streams—Natural Science (A-Stream) and Social Science (B-Stream). This design allows students to tailor their academic pathways to their interests while supporting a wide range of postgraduate and career goals.
The undergraduate Psychology program offers excellent experiential learning through two placement courses—one in Aging and the other in Mental Health. As an example, the Aging placement uses a Living Lab model, combining seminars with hands-on experience at the Ontario Shores Centre for Mental Health Sciences Geriatric Units, where students lead and evaluate patient programs and present findings at Grand Rounds. The Mental Health placement provides a 110-hour traditional field experience supported by biweekly seminars, helping students connect classroom learning with applied practice.

Third- and fourth-year undergraduate students are selected and trained to design and lead exercise classes for *On the Move!,* a community-based program offered free of charge to members of the Parkinson Support Group in Peterborough and the Kawartha Lakes. Senior students from Psychology and other academic programs develop and deliver exercise sessions grounded in evidence-based practices, culminating in a research presentation shared with participants. This initiative exemplifies experiential learning and meaningful community engagement in action.

At the graduate level, students benefit from a research practicum that provides hands-on experience working closely with faculty mentors, alongside pedagogical training that culminates in the opportunity to teach an undergraduate course. This integrated approach ensures graduates are well prepared for both academic and professional careers.

Opportunities for Program Improvement and Enhancement

The Department of Psychology is well positioned to strengthen its programs across the Peterborough and Durham campuses by refining program structures.

At the undergraduate level, the program's complex prerequisite structure and limited course availability creates scheduling challenges. Streamlining prerequisites and limiting add-on special program opportunities (i.e., specializations) may enhance scheduling flexibility, reduce barriers for students, and improve overall course accessibility.

Within the graduate program, the Health stream presents an opportunity for clarification and renewed focus. More clearly defining its scope and research areas would strengthen program identity, improve coherence, and enhance student recruitment.

As AI-assisted writing technologies evolve, the Department has an opportunity to review traditional written assessment methods and develop new strategies that preserve academic integrity and promote critical thinking.

The undergraduate program is also advancing new experiential learning initiatives, including a direct-entry co-op program with Careerspace, integration of Community-Based Research into existing practicums, and a fourth-year project course for Honours students. Expanding these offerings will enrich student learning and career preparation.

At the graduate level, fostering cross-lab collaboration could help reduce isolation and strengthen community among students. Additionally, targeted strategies to enhance graduate recruitment—both domestic and international—would broaden the applicant pool and elevate research visibility.

Finally, addressing the need for additional lab space and equipment remains a key opportunity. Improved facilities would expand research capacity, support innovative teaching, and create a stronger foundation for future growth.

Implementation Plan

The Implementation Plan identifies those recommendations that require action by the academic unit. The Chair or Director, with members of the academic unit, will be responsible for leading the follow-up in consultation, and where appropriate, with Dean(s) and other university departments. The Academic Unit will report on actions taken and the status of each recommendation by the due date provided. The (Associate) Dean will be responsible for reviewing the Implementation Report and submitting the final report to the Office of the Provost.

Recommendation	Proposed Follow-Up to be reported in the Implementation Report	Specific Timeline	Position Responsible for Leading Follow-up
All Programs			
Recommendation 1 That Psychology create a Space Needs document that outlines existing space challenges and emphasizes the impact these issues have on Peterborough and Durham.	Given limited space availability, programs are encouraged to carefully review their space requirements with particular attention to research labs, graduate student office space and teaching laboratories.	January 2027	Department Chairs (Ptbo & DU) and Graduate Director, in consultation with Deans
Recommendation 2 That the Psychology Department work with Administration (Dean, Provost) to advocate for a teaching credit compensation guarantee when Psychology faculty are seconded to other positions or take on administrative roles. **Recommendation 3**	This recommendation falls outside the scope of the cyclical review process. It is more appropriately addressed through discussions between departments and deans as part of the annual staffing and academic unit planning processes. No follow-up is required.		

That the administration (e.g., Dean) approve a bridging plan for the Psychology Department to make up for the loss of teaching credits that will result from the onboarding of new tenure-track faculty (i.e., TT faculty teach fewer credits than the LTAs they replace). **Recommendation 4** That administration take a closer look at enrolments within the Psychology Department (and their growth patterns in Psychology Majors over time) and consider whether additional tenure-track appointments are required to meet the student demand for courses at all levels and to support the graduate programs.			
Undergraduate Programs – BA/BSc Psychology			
Recommendation 5 That the Department undertake a comprehensive curriculum review of their undergraduate programs.	The curriculum review should address: • Prerequisite structure • Need for required labs/ workshops/seminars • joint majors in relation to identified student issues • 3000-level courses that are core to the program • Ways to increase 4000-level courses • Potential overlap of content between courses • Offering of required courses	March 2027	Department Chairs (Ptbo & DU), in consultation with Deans
Recommendation 6 That the Department improve the pathways of Communication for undergraduate students, to clarify degree requirements for students.	No follow-up is required based on the program and decanal responses. The Academic Calendar serves as the official student reference for degree requirements, which students are responsible for following. Departmental advisors and support staff are knowledgeable and ready to provide guidance when consulted.		
Recommendation 7	The Departments will review and/or update the following to improve to	September 2026	Department Chairs (Ptbo & DU)

	improve communication to students:		
That the Department improve the students' understanding of pathway of support.	• departmental websites • roles and responsibilities of chairs and associate chairs • information on issues students may have • on career information and experiential learning opportunities • research opportunities • related to updates on Research Ethics applications • transparent booking systems for meeting chairs/associate chairs		
Recommendation 8 That the Departments provide clear communication about accessibility plans and supports available.	SAS and CAT are centrally run and administered and responsible for communication about accessibility plans and supports. The Department may share with its faculty the teaching support resources available through the Trent Teaching Commons. No follow-up required.		
Recommendation 9 That consideration be given to provide increased marking funds to faculty teaching high enrolment courses.	Marking funds are administered in accordance with the TUFA Collective Agreement. Deans will continue to work with Department Chairs through the staffing plan process to ensure that teaching support is allocated appropriately. No follow-up required.		
Recommendation 10 That the Department encourage communication and collaboration between any new hires and the course demonstrators they may be working with.	Departments will consider ways to strengthen communication and collaboration between new instructions and course demonstrations. Plans should be discussed with Deans.	September 2026	Department Chairs (Ptbo & DU), in consultation with Deans
Recommendation 11 That improved access to technology and technology supports be made available on the Durham campus.	Technology and support at the Durham Campus will be discussed with the Department and the Dean, as well as IT.	Ongoing	Durham: Chair and Dean (in collaboration with VP and Head) Durham
Graduate Programs – MA/MSc Psychology			

Recommendation 12 That the Department find a way to create and offer more grad-specific courses that are relevant for grad students generally (i.e., across labs).	Program should discuss options. Update to be provided.	Ongoing	Graduate Director
Recommendation 13 That Graduate Teaching Assistants (GTAs) be assigned to courses where they are best matched in knowledge and skill.	This process has already been implemented and is outlined in the CUPE II Collective Agreement. No follow-up required.		
Recommendation 14 That a clear process be developed for identifying appropriate supervisors for students whose first choices are not available.	An update on revisions to this process should be presented in the follow-up Implementation Report.	March 2027; ongoing	Graduate Director
Recommendation 15 That some of the University's marketing resources be directed towards promoting the Trent Psychology grad program.	A number of marketing initiatives have already been implemented for the program. No follow-up required.		
Recommendation 16 That the Department come up with a system (formal or informal) to help track students post-degree.	Program will discuss with Alumni Affairs how to better track/manage alumni from the program.	Ongoing	Graduate Director, in consultation with Alumni Affairs
Recommendation 17 That the Department point students to career resources and supports.	Program should work with Careerspace to develop resources within the program and increase awareness of available services.	March 2027	Graduate Director, in consultation with Careerspace
Recommendation 18 That the Department work with Graduate Studies to try to identify faculty from other Departments who could serve on thesis defense committees in cases where Psychology faculty are not available.	Graduate Program should reach out to programs with synergies to identify potential faculty interested in being affiliated with the degree.	March 2027	Graduate Director, in consultation with Dean
Recommendation 19 That the Department help to create more opportunities for grad students to connect.	The Program has identified a number of initiatives; an update to be provided in the Implementation Report.	September 2026	Graduate Director
Recommendation 20 That a suggested timeline for degree completion be provided to students	An update on implementing the Program's strategy to be provided in the Implementation Report.	Sept 2026	Graduate Director

that takes into account the time needed to plan for and schedule the thesis defense.			
Recommendation 21 That the Department explore the possibility of offering grad courses on the Durham campus.	The Program and the Dean Durham should explore the feasibility; update to be provided.	Ongoing	Graduate Director, in consultation with Deans
Recommendation 22 That the Department identify ways to improve lab access – Durham specific.	The Program and the Dean Durham should explore the feasibility.	March 2027; ongoing	Faculty, in consultation with Dean Durham
Recommendation 23 That opportunities for researchers to access programming support for their projects be increased (e.g., consider establishing collaborations with the Computer Science Department).	Program should explore outreach with AMOD and other related fields.	March 2027	Graduate Director
General Recommendations			
Recommendation 24 That pathways of communication be improved to provide faculty with information on availability of student supports and the process for accessing these supports. **Recommendation 25** That pathways of communication be improved to identify faculty supports for those dealing with student issues and complaints.	The Program indicates that information regarding student supports and processes are widely and consistently communicated to both faculty and students. No follow-up required.		
Recommendation 26 That the Department identity a faculty member who can act as a departmental mentor for LTAs and part-time instructors.	Departments work to determine if a mentorship type opportunity may be appropriate at the Department level. Connect with the Deans to discuss broader pan-university mentorship available.	March 2027	Department Chairs (Ptbo & DU), in consultation with Deans
Recommendation 27 That the University be encouraged to find ways to support the research of LTAs (e.g., provide opportunities for short-term funding for research projects).	Departments to connect with Deans about the new TUFA Collective Agreement funds that will assist with providing research support to faculty, including LTAs.	March 2027	Department Chairs (Ptbo & DU), in consultation with Deans

Recommendation 28 That the University try to find ways to reduce inequities between the Durham and Peterborough campuses, specifically with respect to research output expectations, lab space and level of IT support.	This recommendation falls outside the scope of the cyclical review process. Departments Chairs are encouraged to discuss concerns with their deans. No follow-up required.		
Recommendation 29 That Durham campus identify possible growth areas (e.g., applied focus), and differentiate the Psychology program from the Child and Youth program.	Durham: Department to engage in this discussion as part of the curriculum review and will provide an update to their Dean.	Ongoing	Department Chair (DU), in consultation with Dean
Recommendation 30 That the Chairs of the Psychology Departments at Durham and Peterborough meet on a regular basis.	The creation of the Durham department included an agreement to hold regular meetings between the Peterborough and Durham chairs, which will continue. No follow-up required.		