TRENT UNIVERSITY

Agenda

The 536th Meeting of the Trent University Senate
Tuesday, November 3rd, 2026, 2:00 p.m.
A.J.M. Smith Room

1.	Welcome and Adoption of the Agenda	Chair	
	Closed Session		
2.	Academic Planning and Policy Committee Report (for approval)	Senator Skinner	Exhibit 1
	Open Session		
3.	Chair's Remarks and Announcements, Reconciliation Reflection	Chair	
4.	Minutes of the September 22, 2026, meeting of Senate and Business Arising (for approval) (pg. 3)	Chair	Exhibit 2
5.	Undergraduate Studies Committee Report (for approval) • Major Modifications (pg. 6) • Minor Modifications (pg. 6) • For Information (pg. 8)	Senator Chan-Reynolds	Exhibit 3
6.	Graduate Studies Committee Report (for approval) (pg. 9)	Senator Brunetti	Exhibit 4
7.	Academic Planning and Policy Committee Report (for approval) (pg. 11)	Senator Skinner	Exhibit 5
8.	Cyclical Program Review Committee Report (for information) (pg. 18)	Senator Bailey	Exhibit 6
9.	Academic Colleague Report (for information) (pg. 19)	Senator McIntosh	Exhibit 7
10.	National Day of Action (for approval)	Senator Cadigan	

11. President's Task Force Report – 10-Year Strategy on Indigenous Education & Initiatives (for information) (pg. 22)	Chair	Exhibit 8
12. Discussion on Institutional Strategic Priorities (for information)	Chair	
13. Any Other Business	Chair	

The 535th Meeting of the Trent University Senate

Tuesday, September 22, 2026, 2:00 p.m.
Zoom

Minutes

Present: Senators Cathy Bruce (Chair), Suzanne Bailey, Laszlo Ban, Liana Brown, Craig Brunetti, Siobhan Cadigan, Michael Chan-Reynolds, Cristine De Clercy, Kelly Egan, David Firang, Ihor Junyk, Heather Klyn-Hesselink, Whitney Lackenbauer, Lawrence Lam, Hugo Lehmann, Sanela Martic, Michele McIntosh, Kristiina Montero, Eugene Morin, Marina Morgenshtern, Van Nguyen-Marshall, Heather Nicol, Kate Norlock, Abeer Omar, James Parker, Karleen Pendleton Jimenez, Steven Rafferty, Quazi Rahman, Catalina Sagarra, Mark Skinner, Mickayla Simpson-Carty, Vincent Sun, Emily Tufts, Wlio Wang, Xiaoying Wang, Shaun Watmough, Sarah West, Susan Wurtele, Brentajah Young. Official Visitors: Dwayne Collins, Heather Crowley, Chioma Ifeanyichukwu, Connor Koch, Brandon Remmelgas, and Syed All Rahi Zarif. University Secretary Brenda Blackburn, Associate University Secretary Richelle Hall, and Governance Officer Taylor Edwards.

Regrets: Senators Tana Allen, Nadine Changfoot, Terry Humphreys, Lauren Irwin, Dan Longboat, Lewis MacLeod, and Lina Panagopoulou.

Welcome and Adoption of the Agenda. The agenda was approved as presented**.**

Closed Session

Academic Planning & Policy Committee. Senator Skinner presented the report which included a proposal for a new academic program.
Senate approved this program proposal for submission to the Ontario Universities Council on Quality Assurance (Quality Council).

Open Session

Chair's Remarks and Announcements.
The Chair welcomed Senators to the first meeting of the year and thanked everyone for their understanding for the location change of this meeting due to the watermain break on the Symons campus.
Reconciliation Reflection – The Chair advised that, moving forward, Senate meetings will begin with a Reconciliation Reflection rather than a Land Acknowledgement, to support more active engagement with the Truth and Reconciliation Commission (TRC) Calls to Action, while preserving the significance of the Land Acknowledgement. The updated practice was informed by consultations with local Indigenous leaders and organizations, and feedback from the President's Task Force on Indigenous Education. The President reflected on the condolence cane that is always present at Senate and Convocation, highlighting its symbolism of the interconnectedness of the University

community, the pursuit of justice, equality, and peace through knowledge, and the enduring influence of Indigenous knowledge, traditions, and governance on Trent's values and academic mission.
Institutional Strategic Priorities – Building on the recently renewed vision, mission, and values of Trent, the President will be leading the development of the University's next five-year strategic priorities. Engagement and development of these priorities will be brought forward to key bodies throughout the University, including Senate as the special discussion topic in November. These discussions will also inform the work of the provost in developing the University's Academic Priorities, coming forward to Senate for consultation.
Senate Orientation – The Chair thanked Senators who joined this year's orientation session and noted that the orientation materials are available on the Senate Portal for viewing at any time.
Special Discussion Topics – As special discussion topics were well-received last year, it was recommended they continue for 2026-27. These sessions focus on education and discussion regarding academic topics that are beyond the scope of committee reports. Senators are invited to submit topic suggestions to the Chair or Secretariat office. Two topics proposed for this year are the Institutional Strategic Priorities, and a Provost Forum on Artificial Intelligence.
Honorary Degrees – Call for Nominations – The Chair drew the attention of Senators to one document included in the Senate package for information—the call for nominations for 2027 honorary degrees. She asked that faculty and academic departments consider submitting nominations for honorary degrees to the University Honours Subcommittee.

2025-26 Decanal Awards
Dr. Fergal O'Hagan, Associate Dean for the Centre for Teaching and Learning, announced the winners of the 2025-26 Decanal Awards for Teaching Excellence and Outstanding Graduate Mentorship:
Decanal Award for Teaching Excellence in Education is awarded to Stefanie Cole.
Trent Durham GTA Award for Teaching Excellence is awarded to Dr. Jessica Moore.
Decanal Award for Teaching Excellence in Nursing is awarded to Ruth Kellar.
Decanal Award for Teaching Excellence in the Humanities and Social Sciences is awarded to Dr. Wanda Thomas Bernard.
Decanal Award for Teaching Excellence in the Sciences is awarded to Dr. Liana Brown.
School of Graduate Studies Award for Outstanding Graduate Mentorship for Senior Mentors is awarded to Dr. James D.A. Parker.
School of Graduate Studies Award for Outstanding Graduate Mentorship for New Mentors is awarded to Dr. Graham Raby.

Minutes and Business arising Meeting of May 12, 2026. The minutes were approved as presented.

Academic Planning & Policy Committee. Senator Skinner presented this report which included a proposed Trent Launch Program; a full-time, credit-bearing progression pathway for students who may not meet traditional admission requirements. This program will be delivered over three consecutive terms and upon successful completion, students will progress into their chosen

undergraduate program. This program will differ from the already existing Trent Bridge program, by providing a full-time course delivery and directly introducing students to support services on campus. After one year, an analysis will take place to evaluate the demand and effectiveness of this program. The report also included an updated Academic Accommodation for Students with Disabilities Policy. Revisions to this document reflected evolving legal requirements, updated roles and responsibilities, and an emphasized focus on a more proactive, accessible approach to student accommodations. Senators inquired about the parameters of the "duty to inquire" section in the policy, and how to adhere to these requirements while also respecting AODA obligations. Staff from the Student Affairs office offered to hold workshops and Q&A session at both campuses to provide further clarification on this section and other aspects of this updated policy.
Senate approved this report as presented.

Undergraduate Studies Committee. Senator Chan-Reynolds presented the report which included one major modification and one minor modification.
Bachelor of Education – Senate considered the proposal to transition the Bachelor of Education program from a two-year model to a 12-month model effective May 2027, in response to new Ontario Ministry of Education requirements. While Senators supported the program changes and commended the School of Education for maintaining program quality under a compressed timeline, concerns were raised about the impact of provincial regulation on institutional autonomy, academic freedom, and academic governance.

A proposed amendment to approve the program "under duress" was debated but ultimately defeated. A motion to refer the matter back for further committee discussion was also defeated. The Chair proposed an alternative amendment to the motion as "Senate approves the USC recommendation that the Bachelor of Education program move to a 12-month model effective May 2027 and that Senate commends the work of Faculty and Staff in the School of Education in maintaining academic excellence of the Bachelor of Education program while working under significant constraints due to new legislation." This motion to amend was approved, as was the amended motion.

French Studies, Study of Canada – New course – FREN2238H. Senate approved this modification as presented.

Draft 2026-27 Senate Workplan. A workplan for the 2026-27 Senate year was presented. The plan shows the cycle of Senate activities and may be updated as priorities arise.
Senate approved the workplan.

Any Other Business. There was no other business at this time.

Adjournment.
The meeting adjourned at 4:36 p.m.

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

2026–2027 Undergraduate Studies Committee

2nd Report to Senate – November 3, 2026

Unless otherwise indicated, all curriculum changes will take effect in the 2027-2028 Academic Year.

For Senate Approval – Major Modifications

#	Academic Unit	Category	Name	Details
1.	n/a	Add new transfer pathway (articulation agreement)	from Alexander College to BA Honours (multiple majors)	Qualified students may enter the Bachelor of Arts (Honours) degree program on an advanced standing basis (7.0 credits awarded), subsequent to the successful completion of the Cohort Enrichment program with a minimum overall average of 75%.
2.	Economics	Add new transfer pathway (articulation agreement)	from Alexander College to Economics (BA Honours)	Qualified students may enter the Economics degree program on an advanced standing basis (10.0 credits awarded), subsequent to the successful completion of the Associate of Arts (Economics) degree program with a minimum overall average of 75%.
3.	Psychology	Add new transfer pathway (articulation agreement)	from Alexander College to Psychology (BA Honours)	Qualified students may enter the Psychology degree program on an advanced standing basis (10.0 credits awarded), subsequent to the successful completion of the Associate of Arts (Psychology) degree program with a minimum overall average of 75%.
4.	Indigenous Studies	Add new transfer pathway (articulation agreement)	from Sault College to Indigenous Studies (BA Honours)	Qualified students may enter the Indigenous Studies degree program on an advanced standing basis (5.0 credits awarded), subsequent to the successful completion of the Biidaaban Indigenous Foundations certificate program with a minimum overall average of 75%.
5.	Business	Add new transfer pathway (articulation agreement)	from Shandong Jianzhu University to Business Administration (BBA Honours)	Qualified students may enter the Business Administration degree program on an advanced standing basis (10.0 credits awarded), subsequent to the first two years of the Undergraduate Training Program in Business (Accounting, Business Administration, Digital Economy, eCommerce, Financial Management, or Marketing) with a minimum overall average of 70%.

For Senate Approval – Courses

#	Academic Unit	Category	Name	Details
1.	Criminology, Sociology	New course	CRIM4020D Honours Thesis	A specific scholarly project on a well-defined topic to be worked out in consultation with the student's Honours supervisor. Regular student/supervisor meetings will be scheduled.

#	Academic Unit	Category	Name	Details
			CRIM4020D Honours Thesis cont'd	Open only to Honours students in Criminology with permission of the department. At the discretion of the instructor, this course can be completed online, in person, or as a hybrid. Prerequisite: A minimum 75% average over all CRIM credits completed and 10.0 university credits including CRIM 2616H, 2617H, one of CRIM 3617H or 3650H, and 2.0 additional credits at the 3000 level.
2.	Criminology, Sociology	New course	CRIM4021Y / CRIM4022H / CRIM4023H Research Practicum	Allows students to pursue a specialized research project under the supervision of a faculty member within that member's program of research. Open to Honours students in Criminology with permission of the department. At the discretion of the instructor, this course can be completed online, in person, or as a hybrid. Prerequisite: A minimum 75% average over all CRIM courses completed, including CRIM 2617H, one of CRIM 3617H or 3650H, and 2.0 additional credits at the 3000 level. Specific course prerequisites depending on the faculty supervisor. Students may take a maximum of 2.0 credits in CRIM research practicum courses, including CRIM 4240Y.
3.	Criminology, Sociology	New course	CRIM4570Y Community-Based Research Project	Students are placed in research projects with community organizations in Peterborough and Haliburton counties. Each placement is supervised jointly by a faculty member and a representative of a community organization. At the discretion of the instructor, this course can be completed online, in person, or as a hybrid. Prerequisite: A minimum 75% cumulative average and 10.0 university credits including CRIM 2616H, 2617H, one of CRIM 3617H or 3650H, and 2.0 additional credits at the 3000 level of which at least 1.0 must be CRIM.
4.	Criminology, Sociology	New course	CRIM4900Y / CRIM4901H / CRIM4902H Reading Course	Registration in reading courses is contingent on instructor's permission and departmental approval in advance of course registration. At the discretion of the instructor, this course can be completed online, in person, or as a hybrid. Prerequisite: A minimum 75% cumulative average and 10.0 university credits including CRIM 2616H and 2617H, and 2.0 3000-level credits, of which at least 1.0 must be CRIM.

#	Academic Unit	Category	Name	Details
5.	History	Compress course	HIST3030Y/4030Y History of Night	**HIST3032H/4032H History of Night** An introduction to contemporary approaches to cultural history through an investigation of witchcraft, crime, sexuality, entertainment, and other themes related to the dark side of human experiences. HIST 3032H prerequisite: 4.0 university credits. HIST 4032H prerequisite: 4.0 HIST credits. Only one of HIST 3030Y, 3032H, 4030Y, or 4032H may be taken for credit.
6.	History	Compress course	HIST3310Y/4310Y The Nazi Holocaust and Modern Culture	**HIST3311H/4311H The Nazi Holocaust and Modern Culture** Examines the Nazi program of mass-murder in the context of earlier and later genocides, with particular emphasis on questions of agency and complicity. Topics include Nazi eugenics and race policy, the culture of the concentration camps, the role of ordinary Germans, resistance, and the Holocaust in popular culture. HIST 3311H prerequisite: 4.0 university credits. HIST 4311H prerequisite: 4.0 HIST credits. Only one of HIST 3310Y, 3311H, 4310Y, or 4311H may be taken for credit.

For Senate Information – Courses

#	Academic Unit	Category	Name	Details/Changes
1.	Philosophy	Change course prerequisite	PHIL3410H Non-Classical Logic	Prerequisite 7.0 university credits including PHIL 2410H, COIS 2320H, or MATH 1550H. • **Crosslisted subjects: AIST, COIS**

For Senate Information – Programs

#	Academic Unit	Category	Name	Details/Changes
1.	Education	Change program requirements	Bachelor of Education / Bachelor of Education – Indigenous	Amendment to Sep 22, 2026 USC report to Senate: • EDUC4705H Foundations of Teaching, Learning, and Assessment (P/J) renumbered EDUC4706H • EDUC4805H Developing Teaching Identity, Knowledge, and Skill (I/S) renumbered EDUC4806H

2026–2027 Graduate Studies Committee

Report to Senate – November 3, 2026

Unless otherwise indicated, all curriculum changes will take effect in the 2027-2028 Academic Year.

For Senate Approval – Minor Course Modifications

#	Academic Unit	Category	Name	Rationale
1	Management	Edit Course	MSMG-5960H Decision Analytics and AI	Cyclical Program Review identified deeper integration of artificial intelligence and data analytics as an important future priority. Revision incorporates AI as a decision-support tool.
	Details: **Decision Analytics and Artificial Intelligence** Using simulation, AI, and other decision-support methodologies, this course develops the knowledge and skills necessary to evaluate alternative business strategies under uncertainty. Students learn to use analytical and AI-assisted tools to explore possible future events and environments, assess alternative courses of action, and develop, communicate, and defend evidence-based managerial decisions.			
2	Management	Edit Course	MSMG-5250H Ethics for Leadership & AI use	Cyclical Program Review identified deeper integration of artificial intelligence and data analytics as an important future priority. Revision incorporates the ethical and governance challenges associated with organizational uses of AI.
	Details: **Ethics for Leadership and Artificial Intelligence use** This course provides prospective managers with frameworks for understanding and addressing ethical issues in organizational decision-making. Topics include the nature of corporations and corporate governance; individual ethical decision-making within organizational contexts; corporate sustainability and responsibility; and the responsible adoption and governance of emerging technologies, including artificial intelligence.			
3	Environmental & Life Sciences	Edit Course	ENLS-5001H Research Design & Data Analysis	Exclusion of BIOL-ERSC 4030H (303H) as a prerequisite is no longer necessary. BIOL-ERSC 4030H has been updated and no longer covers the same material as ENLS 5001H.
	Details: **Research Design & Data Analysis** …An introductory statistics course is required as a prerequisite. ~~Excludes BIOL-4030H (303H).~~			
4	Environmental & Life Sciences	Edit Course	ENLS-5090H Reading Course	Desire to provide clarity on material that may be included in the thesis.
	Details: **Reading Course** This course is available for graduate students who wish to receive instruction on a more discipline-specific basis… Data analyzed or final paper from this course cannot be used as part of the student's thesis. Excludes ENLS 5095H.			
5	Anthropology	Edit Course	ANTH-5370Y Issues in Mediterranean Arch	Desire to broaden the content of the course and faculty participating.
	Details: **Issues in Mediterranean Archaeology** This seminar-based course engages participants in a specific focus within the archaeological record of the ancient Mediterranean, based on the interests of faculty and students. Themes include analysis of regional methodological and theoretical approaches and applications and tackling of current challenges in the field.			

For Senate Approval

#	Academic Unit	Category	Name	Rationale
6	Graduate Studies	Change Academic Regulations	Leave of Absence policy	Students requesting a leave of absence before commencing studies are not technically students and should follow applicant deferral policy processes.
	Details: **Leave of Absence** A leave of absence from a graduate program may be granted for a number of reasons which may include parental and maternity leave, medical leave, compassionate leave, or work leave. Leave of absence requests will not normally be approved for a student's first term of study. Students in this situation should refer to the deferral policy. Requests ~~will be considered on an individual basis and~~ must have the approval of the supervisor (if applicable) and the Graduate Program Director before they are submitted to the School of Graduate Studies for approval. If not approved, graduate students may withdraw from their program.			

Trent University
2026-2027 Academic Planning & Policy Committee
Senate Report 2b – November 3, 2026
Open Session – For Approval

Submitted by Dr. Mark Skinner, Chair, Academic Planning & Policy Committee
Report Dated: October 15, 2026

AP&P recommends to Senate that the following items be received by Senate for approval:

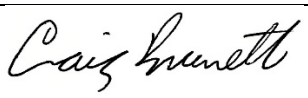
Interdisciplinary Aging Studies MA – Monitoring Report
Recommendation
The Academic Planning & Policy Committee recommends to Senate that the Interdisciplinary Aging Studies MA Monitoring Report be approved.

MONITORING REPORT FOR A NEW DEGREE PROGRAM

Purpose – To ensure the successful launch of the degree program and to identify and address implementation issues early through ongoing monitoring and continuous improvement.

Process – The Dean/Associate Dean, in consultation with the Chair, Director or Program Coordinator, will provide a Monitoring Report to AP&P on a new degree program, normally after the degree program has been operating for three years. In cases where enrolment is low in the first few years, the date for submitting a Monitoring Report may be delayed. The Monitoring Report will take place after the program's launch and prior to the program's first cyclical review. Senate will be notified that AP&P has accepted the Monitoring Report.

Notes – The Monitoring Report will address any issues identified in the 'Notes' provided by Quality Assurance.

NAME OF NEW DEGREE PROGRAM	**MA Interdisciplinary Aging Studies**
PROGRAM LAUNCH DATE (e.g., Sept 2025)	September 2023-24
DATE OF REPORT	September 1, 2026
NAME OF PERSON SUBMITTING REPORT (Dean or Head, Durham Campus)	Craig Brunetti
ELECTRONIC SIGNATURE	

1. ENROLMENT

a) Actual Enrolment Reporting

Year	Applicants	Offers	Accepts	Registrations	Notes
2023	8	3	2	2	
2024	12	2	1	1	1 transfer student from IDSR 1 deferment due to failure to obtain visa
2025	11	4	4	2	1 withdrawal due to failure to obtain visa 1 deferment due to failure to obtain visa
2026	15	5	3	TBD	1 late application pending SAC decision as of 26/08/18

b) Based on the original program proposal, what was the anticipated enrolment in the first year of the program?

~5 new students in the first year (2023-24), and ~10 new students in each of the years to follow.

Total anticipated head count:
2023-24: 5 students
2024-25: 15 students

2025-26: 20 students
2026-27: 20 students
2027-28: 20 students

c) Comment on any discrepancies between the anticipated and actual enrolments. If applicable, discuss whether late program approval or other factors affected recruitment in the first year, and subsequent enrolment.

Our enrollment has been affected by the number of applications we receive. The number of applicants we attract is lower than anticipated. The quality of the applicant pool is normal, in my experience. The proportion of suitable applicants is normal.

This is a thesis-based program. The MAIA program had 16 faculty members 2023-25, then 18 in 2025-26, and now 21 for 2026-27, all of whom are members of other graduate programs. Every year we reject applicants who meet our admission requirements because our faculty members do not have the additional capacity to supervise them.

We have been affected by the difficulty faced by international students applying for study visas. Several of our students have needed to apply 2-4 times before they are given the visa. This situation has forced two international students to defer their enrollment for an entire year, and we have lost one student who obtained a graduate position in another country.

d) Does the program have plans to grow or stabilize enrolment? Please describe strategies, if applicable.

There is very little we can do about the visa situation. In Fall 2025, I organized and attended a meeting between current students and future students to help facilitate and normalize the new extended visa-application process.

With regard to recruitment, I have been actively seeking new faculty members for the program. We have grown from sixteen members in 2024 to 21 (with two more applications pending the first meeting of the appointments committee) members in 2026. More faculty should mean improved capacity for supervision of suitable candidates.

In the short term – I think we can benefit from a personal approach – I plan to ask faculty members to encourage suitable Trent undergraduate students to apply to the MA Aging program. Faculty should think of themselves as having a spot saved for an MA AGNG student.

We did some of this work to inform Trent undergraduates about our program over the Winter 2026 term. Current students in the AGNG 5003H course developed a video and presentation and presented it in undergraduate courses that had a focus on aging. I think these presentations need to be repeated in the Fall and Winter to accumulate impact.

In the medium term – focus on TCAS (Trent Centre for Aging & Society) members, especially community members. Do they have co-workers or employees whose career would benefit from graduate level research training? I will ask them to encourage applications from their trainees and/or colleagues as we now have the ability to offer the program part-time.

Survey members for their wishes or have a biannual retreat to brainstorm about other ways to improve enrollment.

2. RESOURCES

Comment on the adequacy of current resources supporting the program. Consider faculty complement and teaching capacity, physical space and facilities, and administrative and student supports.

Identify and pressing needs or resource gaps that could impact program sustainability or quality.

Students are expected to find two additional elective courses relevant to their program or thesis. In general, students have not had difficulty completing these courses although there is some anxiety around identifying suitable courses as the suite of available graduate courses changes from year to year. A goal over the next 3 years will be to support offering an elective course at least biannually. This goal will require resources in terms of a course release from the home department of the instructor.

The initial intention of the AGNG 5003H course was to provide students with a placement option, but due to lack of resources, the placement is with TCAS only and students do not get any choice with regard to their experience – it is focused on communication skills (knowledge mobilization). We would benefit from additional AAA support that could be used to develop and coordinate a modest number of additional placement opportunities for students.

I think this added capacity would go a long way toward attracting applicants.

3. CURRICULUM AND LEARNING OUTCOMES

a) Reflect on the first few years of program delivery:
- Describe any revisions to curriculum or degree requirements since the program was launched.
- Are there any notable gaps in curriculum – skills, knowledge, or competencies?
- Indicate any anticipated changes to curriculum planned for the future.

1. The foundational course, AGNG 5000H, offered by Sally Chivers has been in place since program inception. It is a successful course that is rated highly by students.

2. The practicum course, AGNG 5003H – Professional Practice in Knowledge Mobilization, was originally planned to provide students with a professional placement in the community, but due to lack of resources, is a placement with TCAS only with a primary focus on building communication skills. These skills are important, but it would be more in line with the original purpose to

offer a short menu (2-3) of additional opportunities with other organizations, including the long-term care facility that will be opening shortly. Knowledge mobilization could continue to be a grading focus, and students could work on projects that build other skills (e.g., program development and evaluation) and contacts/networks.

3. The development of 'in-house' elements of the program was expanded by offering AGNG 5001H – Research Seminar in Interdisciplinary Aging beginning in Fall 2025. This course is designed to be offered by the Director on overload. It is offered as a proseminar, is completed in 1 year for 1.0 credit, and graded pass/fail. The director covers professional development aspects of the course and faculty program members cover research elements by taking turns as guest seminar leaders. The addition of this course eliminates the need for students to seek comparable options in other programs (e.g., IDSR, Psychology).

4. Students are expected to find two additional elective courses relevant to their program or thesis. In general, students have not had difficulty completing these courses although there is some anxiety around identifying suitable courses in which to register as the suite of available graduate courses changes from year to year as faculty choose to offer (or not) their graduate-level courses. A goal over the next 3 years will be to support offering at least one elective course biannually. The MA Aging proposal includes a course called AGNG 5004H Special Topics in Aging Studies. A solution would be to secure funding to develop and offer this course.

b) Based on available evidence (e.g., course performance, feedback), comment on whether students are achieving program-level learning outcomes?

So far, all students have achieved degree milestones in a timely manner. We will have three graduates by the conclusion of the Summer 2026 semester, and all have completed the program in two years. Our students who are about to enter their second year have all (a) completed their coursework and (b) identified and begun work on a suitable thesis topic. They are all highly motivated; I have no concerns as of now about their ability to complete the program on time.

4. STUDENT SATISFACTION

Provide insight into student feedback and satisfaction:

- Are students' expectations being met in terms of curriculum, instruction and support?
- How satisfied are students with the program and the courses offered?
- Have any recurring concerns or positive themes emerged from student feedback?

The feedback from students to me has been generally positive but I can see from this question that we need to engage in a more formal survey of their satisfaction with the program. I plan to do this with our new AAA (who started 1 week ago).

Informally, our current students frequently request information and instructions about seeking employment upon completion of the program. In response to this feedback, I have incorporated this topic into the AGNG 5001Y curriculum for the 2026-27 year with the assistance of Michelle Hennessey from CareerSpace.

And as mentioned above, there is some anxiety amongst students (and their faculty mentors) around identifying suitable elective courses in which to register. A goal over the next 3 years will be to support offering AGNG 5004H Special Topics in Aging Studies.

Students have also mentioned to me that sometimes their GTA positions have very little to do with their interests. I typically explain that their teaching positions need to, first priority, fill the needs of the undergraduate programs they serve but I'm not entirely sure that this explanation assuages their concerns.

5. GENERAL REFLECTIONS

a) Have any of the underlying assumptions from the original program proposal (e.g., market demand, student profile, resource expectations) changed since launch?

I think the program did not anticipate the proportion of Canadian (low) vs International (high) applicants the degree attracts. We are working to improve our profile in the Canadian market and amongst our own Trent graduates.

We absolutely did not anticipate the changes to the visa procurement process or the manner in which this would disrupt our enrollment planning.

We do not have an adequate sample (2 graduates, one of whom continued to PhD studies) to gauge market demand.

Given our dependence on international students, I worry about the effect that eliminating international tuition waivers will have on our program.

b) What aspects of the program are working well? What challenges have been encountered in the first few years, and how have they been addressed (or how might they be addressed)?

The three developed courses work very well, and students have successfully established excellent working relationships with their thesis supervisors/advisors. Because most of the faculty meet the students by participating in AGNG 5001Y, the students feel like they know everyone involved and have an excellent overview of the aging research happening at Trent.

The challenges and how they've been addressed (or proposals to address them) have been presented above.

6. CONTINUOUS IMPROVEMENT

In preparation for the program's first cyclical review, please identify any specific areas or concerns that warrant attention. Consider current challenges and potential future risks, including data

outcomes that require closer examination, or emerging issues that could affect program performance or quality or student experience.

Recommendations for Program Improvement	Rationale for Recommendation	How Progress will be Measured/Tracked
Elective course offering	The electives that are available to students from feeder departments are unreliably offered.	The AGNG program secured course release funding to develop AGNG 5004H Special Topics in Aging Studies.
Increase domestic recruitment	The proportion of Canadian (low) vs International (high) applicants the degree attracts is skewed toward international applicants. To achieve sustainability, we need to attract more domestic students.	By tracking the number of domestic students who apply and accept our offers of admission.
Offer more diverse placement opportunities	The program was planned to provide students with professional placement in the community, but due to lack of resources, is a placement with TCAS only and has a primary focus on building communication skills. These skills are important, but it would be more in line with the original purpose to offer a short menu of opportunities with different organizations.	By increasing the number of placement destinations for students.
Incorporating students and faculty with humanities- and science-focused projects.	Interestingly, sometimes the interdisciplinary nature of the program is a deterrent to student applicants. For example, students with humanities backgrounds can see it as being too focused on social science and this drives them to apply to other programs (Public Texts, Cultural Studies, Canadian Studies). Students with science backgrounds struggle with the fact that we award an “Arts” degree and this drives them to apply to other programs (Psychology, ENLS).	Explore new ways of communicating/advertising what our interdisciplinary nature means and how it fosters mutual respect and understanding. Explore the possibility of establishing an MSc option. Hosting discussions with current faculty.

7. NOTES

Occasionally, at the time of program approval, Quality Council identifies specific issues that must be addressed in the Monitoring Report and during the first cyclical program review.

N/A

Trent University
2026 – 2027 Cyclical Program Review Committee
Senate Report 1 – Nov 3, 2026
For Information – Open Session

Submitted by Dr. Suzanne Bailey, Chair, Cyclical Program Review Committee
Report Dated: Nov 3, 2026

Agenda Items for Information

Completion of Cyclical Review Process – INDG

As the final step in the Cyclical Review Process, degree programs are required to submit an Implementation Report that addresses the recommendations and timelines as outlined in their respective Final Assessment Reports under the Implementation Plan section.

The Cyclical Program Review Committee reviews and approves the Reports ensuring that all recommendations have been satisfactorily completed and/or addressed. Based on the Committee's review, the external review processes for the following degree programs are now complete. This Implementation Report can be accessed at the Cyclical Program Review Committee website: Implementation Reports - Leadership and Governance - Trent University.

Program	Year of Review
BA Indigenous Studies BA/BSc Indigenous Environmental Studies and Sciences PhD Indigenous Studies	2023-24

Academic Colleagues

August 25 and 26, 2026

Meeting Notes

Evening meeting, August 25, 2026, 6:00 to 8:30 pm

Land Acknowledgement

The Land Acknowledgement was delivered by Abdel Omri, Laurentian.

A Conversation with Amanda Demmer, Community-Based Research Canada

Amanda Demmer, Executive Director, Community-Based Research (CBR) Canada, joined the meeting to provide an overview of CBR in general and the activities of CBR Canada. Highlights of the presentation and discussion were as follows:

- CBR is a collaborative approach to research that equitably involves those whose lives are affected by the issue being studied in all phases of the research, for the purpose of driving positive social change. It is community-driven, participatory and action-oriented. The researcher is not at arm's length from the project and subjects, which can result in a level of bias.

- Rigour, use, relevance and trust are required elements for research to create change.

- In the university context, CBR can lead to more relevant research, stronger partnerships, and greater impact, thereby helping to ensure research makes its way into practice.

- Academic Colleagues shared examples of successful CBR projects from their respective institutions, which were enabled by flexible timelines, allowing for longer-term involvement of students, relationship brokers with communities, and support from leadership.

- The Colleagues identified a number of barriers to CBR, notably that the research system is built around projects while CBR requires a focus on relationships. Other structural barriers include the timelines allocated to research, particularly for doctoral study, silo-ing across universities, and limited recognition through traditional peer-reviewed processes. It was also noted that CBR may be more suitable for qualitative research than quantitative research, and that researchers and communities may have differing definitions of success.

- There is a need to reconcile the goal of CBR to create positive social change with universities' wish to be non-partisan and neutral bodies.

- It was suggested that CBR Canada may wish to consider the development of guidelines on writing about research impact and ways to connect faculty members with its networks.

Colleagues Meeting, August 26, 2026, 9:00 am to 12:00 noon

Information Sharing

Colleagues shared updates on key priorities and initiatives at their respective institutions.

COU Update

Corporate Secretary and Senior Policy Advisor Kathryn White delivered an update on priority issues and activities for COU, including:

- Ongoing research advocacy, including efforts to seek opportunities to leverage federal research funding with provincial matching, and the development of a Commercialization Metrics Sector Working Group by the Ministry of Colleges, Universities, Research Excellence and Security (MCURES) with representation from universities, colleges, IP Ontario and government.

- Current opportunities for capital investment, such as the federal Build Communities Strong Fund, which has Direct Delivery and Provincial streams.

- Opportunities for universities to engage in defence industrial strategy and defence innovation – priority areas of the federal and provincial governments in the shifting geopolitical environment. Three federal Defence Innovation Secure Hubs (DISH) have been awarded to date, and COU is working with Universities Canada and the provincial government to identify opportunities for Ontario universities in this sphere.

- The Canada Investment Summit on September 14 and 15, hosted by the federal government in partnership with the Canada Pension Plan Investment Board and the Public Sector Pension Investment Board, to attract investment and advance nation-building projects.

Follow-up on AI – Potential Next Steps

Following the May release of the COU AI Task Force Report and the Colleagues' April presentation on AI to the COU Members, the Academic Colleagues had an opportunity to continue the discussion about their potential engagement in the sector's adaptation of AI. The discussion built on conversations at the May 2026 meeting regarding their potential contributions to the sector's AI efforts.

Dominika Flood, Chief of Staff and Strategic Advisor, COU, joined the meeting and briefed Colleagues on the recently-established COU AI Steering Committee and COU AI Community of Practice.

The following comments and observations were raised during the discussion:

- AI initiatives do not appear to be consistently reaching faculty members, despite AI becoming an integral part of students' learning experiences. There may be a role for the Colleagues to support AI fluency in teaching, learning, and research.

- *The Norton Guide to AI-Aware Teaching* by Annette Vee, Marc Watkins and Derek Bruff was recommended as a resource for faculty members.

- Given limited resources in the sector, it is anticipated that there are productive opportunities for coordination in the AI space, though a key challenge will be creating resources that are not outdated by the time they are finalized.

- Effective use of AI in research could be a valuable area of inquiry for the Colleagues as research represents a significant part of faculty members' roles.

- Interest was expressed in considering the future purpose of universities in an AI-driven world, including how policies and structures are shifting and what human experiences cannot be replaced by AI.

- It was suggested that the Colleagues hear from experts on specific topics and themes under the AI umbrella before identifying initiatives and deliverables.

Topics for Future Meetings

Several topics were suggested for future discussions, which have been added to the list in the COU Member Portal. For the October Members' Meeting, the Colleagues will seek feedback from Executive Heads on the preferred discussion topic.

Upcoming Meetings

The following meetings will be held in person. Due to renovation delays, they are not anticipated to take place at the COU offices. **The meetings will still be held in downtown Toronto, and the final location will be shared as soon as possible.**

- Academic Colleagues: **Thursday**, October 22, 6:00 to 8:30 pm, and **Friday**, October 23, 9:00 am to 12:00 noon
- **Meeting of the Members:** Friday, October 23, 12:30 to 2:30 pm

TRENT UNIVERSITY
OFFICE OF THE PRESIDENT

MEMO TO: Trent University Senate
FROM: Cathy Bruce
PURPOSE: For Information
DATE: November 3, 2026
SUBJECT: President's Cover Letter for the Report of the President's Task Force on Indigenous Education and Initiatives

In 2024, when I was installed as President, I committed to the development of a renewed institutional strategy to guide Trent's commitment to Indigenous education, leadership and relations over the next decade. A President's Task Force was established in 2025, and their report is now being presented to Senate as it was received.

I want to begin by expressing my deep gratitude. The Task Force was co-chaired by Dr. Barbara Moktthewenke Wall, Associate Professor in the Chanie Wenjack School for Indigenous Studies and Director of Studies for the Indigenous Ph.D. Program, and by Julie Davis, Vice-President, External Relations, Marketing and Communications and. They were joined by:

- Melody Crowe, Alumna, Elder, Alderville First Nation
- Dr. Memee (Dawn) Lavell-Harvard, Director, First Peoples House of Learning
- Dr. Hugo Lehmann, Dean, Trent/Fleming School of Nursing
- Christopher Rooney, Senior Director, Research and Innovation
- Chris Nelan, Student Development Coordinator, Trent Durham
- Dr. Shelley Knott-Fife, Alumna and Community Member, Curve Lake First Nation
- Gayelyn Heffernan, Alumna and Community Member, Métis Nation of Ontario, Co-Chair of the Indigenous Education Council
- Gabriella de Hass, Trent Student, Alderville First Nation
- Dr. Nicole Bell, Associate Professor, Trent School of Education, and Coordinator of the Indigenous Bachelor of Education
- Dr. Paul Wilson, Professor of Biology and Coordinator of the Conservation Biology Program

The work of the Task Force was supported by Dr. Phil Abbott of the Chanie Wenjack School for Indigenous Studies and by Jessica Brooks in External Relations and Development. This involved more than a year of work, of honest discussions, of listening and summarizing. I am grateful to each member of the Task Force.

The report was informed by a substantial engagement process. Kylie Fox-Peltier, Principal Consultant at Indigenize.ca, together with Jonathan Bennett and Rachel Carrigan of ClearlyThen Inc., facilitated fifty-five listening sessions between November 2025 and March 2026, speaking with more than five hundred students, faculty, staff, alumni, Elders, Knowledge Holders and community members. Surveys distributed across the University returned more than three hundred responses. An Indigenous Alumni Circle was held in April 2026, and the Co-Chairs led engagement sessions with local First Nations, Métis councils and Indigenous organizations. The consultants also brought an external perspective to what they heard, setting out observations on the patterns they saw across the institution.

The Task Force approached its work through teachings shared by Michi Saagiig Nishnaabeg Elder, Task Force member and Trent alumna Melody Crowe of Alderville First Nation, including the cycle of observing, listening, reflecting and acting. The Task Force observed and listened, over many months and across many rooms. It then reflected together before determining what to recommend in the report. This is an important cycle to carry forward into the next stages of this work.

Senate receives the report today for information. As President, I will now take the time for reflection and planning: The recommendations are significant in number and in consequence, and several carry design questions that deserve careful institutional consideration. In particular, I believe it is important to establish pathways, structures and strategies that set up conditions for success. Thoughtful action requires careful reflection, and the response should reflect the same rigor and discipline that guided the Task Force's work.

It is equally important to recognize that the work ahead is not the responsibility of a small number of individuals, offices, or committees. While units such as the Chanie Wenjack School for Indigenous Studies and the First Peoples House of Learning have important leadership roles to play, the values and objectives reflected in the report of the committee touch every part of the University community underlining a collective institutional approach.

With all of this in mind, the current phase of reflection on the report and planning will include:
1, Further collation of current initiatives and accomplishments that are partially documented to date
2. Consideration of the Task Force report, recommendations and related timelines
3. Assessment of institutional capacity, alignment and opportunity
4. Establishment of the plan including establishing conditions for success

The plan will be brought forward through the University's appropriate governance channels beginning in Winter 2027, including through Senate Executive, Senate, and the Board, for consideration, deliberation, and approval as appropriate.

By approaching this work with care, humility, and purpose, I wish to honour both the process that brought us here and build toward the future we seek to build together.

Miigwetch,

Cathy Bruce, PhD
President & Vice-Chancellor

10-Year Strategy on Indigenous Education and Initiatives

Final Report from the President's Task Force

Trent University

Presented to President Dr. Cathy Bruce

August 2026

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Introduction

Over more than five decades, Trent University has developed a range of programs, policies, and initiatives that have shaped its approach to Indigenous education (First Nations, Métis, and Inuit), research, and community relationships. These include the creation of Canada's first Indigenous Studies Undergraduate and PhD programs, Indigenous B. Education; the First Peoples House of Learning; Indigenous advisory bodies that inform institutional decision-making; Indigenous student spaces and supports; Elders' programs; and the implementation of an Indigenous Course Requirement for all undergraduate students. More recently, the University is working to strengthen Indigenous research ethics protocols, community partnerships, and culturally grounded learning opportunities.

These efforts provide a foundation from which the university can deepen its commitments and actions toward strengthening Indigenous leadership and education, building capacity, deepening institutional accountability, and enhancing reciprocal relationships with communities. Reflecting this direction, Trent University's Presidential Mandate (2024-2029) includes the following commitment:

> "Trent University will continue to strengthen its leadership in Indigenous education, advancing the TRC Calls to Action, and incorporating Indigenous voices, values, and knowledge in all aspects of its work. The President will lead Trent to deepen its relationships with Indigenous leaders, Elders, and local Indigenous communities, and ensure Trent remains a place of dignity and respect for Indigenous peoples."

In line with these commitments and as part of her Presidential installation in September 2024, Dr. Cathy Bruce announced the development of a new institutional strategy to guide Trent University's leadership in Indigenous education and Indigenous relations over the coming decade. This 10-Year Strategy is guided by collaboration with Indigenous communities, and seeks to ensure that future efforts are meaningful, measurable, and responsive.

Process

Task Force Membership:

The Task Force was established in July 2025, with Dr. Barbara Moktthewenkwe Wall and VP Julie Davis serving as co-chairs. Membership of the Task Force was selected and approved by President Cathy Bruce, bringing together Indigenous and non-Indigenous faculty, staff, students, alumni, local First Nation community members, Knowledge Holders, and a member of the Métis community. This composition represents a broad range of academic disciplines, institutional roles, levels of seniority, and lived experiences, ensuring a diversity of perspectives to inform the work. In establishing the Task Force, consideration was given to ensure a majority of Indigenous members and that the composition reflected Trent's philosophy of Enwayaang - the way we speak together.

Task Force Members:

- **Dr. Barbara Moktthewenke Wall '11**— Co-Chair, Associate Professor, Chanie Wenjack School for Indigenous Studies; Director of Studies, Indigenous Ph.D. Program, Citizen Potawatomi Nation, Oklahoma, Alumna
- **Julie Davis** — Co-Chair, Vice President, External Relations & Development
- **Melody Crowe '95** — Alumna, Elder, Alderville First Nation
- **Dr. Memee (Dawn) Lavell-Harvard** — Director, First Peoples House of Learning, Wiikwemkong Unceded Territory (on leave from May 2026)
- **Dr. Hugo Lehmann** — Dean, Trent/Fleming School of Nursing
- **Christopher Rooney '10** — Senior Director, Research and Innovation, Alum
- **Chris Nelan** — Student Development Coordinator, Trent Durham
- **Dr. Shelley Knott-Fife '03** — Alumna/Recent Graduate of the PhD Program, Community Member, Curve Lake First Nation
- **Gayelyn Heffernan '78** — Alumna, Community Member, Métis Nation of Ontario; Co-Chair, Indigenous Education Council
- **Gabriella de Hass** — Trent Student, Alderville First Nation
- **Dr. Nicole Bell '86** — Associate Professor, Trent School of Education; Coordinator, Indigenous Bachelor of Education, Kitigan Zibi First Nation, Alumna
- **Dr. Paul Wilson** — Professor, Biology; Coordinator, Conservation Biology Program

The work of the Task Force was also supported by Dr. Phil Abbott '01, Assistant Professor in the Chanie Wenjack School for Indigenous Studies, and Jessica Brooks, Events and Advancement Assistant in External Relations and Development.

Engagement:

The Task Force created a variety of engagement opportunities with students, faculty, staff, alumni, community members, Williams Treaty First Nations (Curve Lake FN, Hiawatha FN, Alderville FN, Scugog Island FN, Beausoleil FN, Chippewas of Georgina Island FN, and Chippewas of Rama FN), Kawartha Nishnawbe FN, Peterborough & District Wapiti Métis Council, Oshawa and Durham Region Métis Council, Indigenous organizations (Nogojiwanong Friendship Centre, Lovesick Lake Native Women's Association), and community partners to help shape its recommendations. Consultants from Indigenize Consulting and Clearly Then Inc. were engaged to facilitate listening sessions with members of the Trent University community between November 2025 and March 2026. In total, 55 listening sessions were held, bringing together more than 500 participants. In addition, surveys were distributed to members of the Trent community, receiving more than 300 responses.

To further inform the strategy, an Indigenous Alumni Circle was held on April 18, 2026, providing an opportunity for Indigenous alumni and graduates of Indigenous programs to share their experiences, perspectives, and aspirations. The Task Force Co-Chairs also led engagement sessions with local First Nations and Indigenous organizations to ensure the strategy was informed by the voices, knowledge, and priorities of Indigenous communities.

Approach:

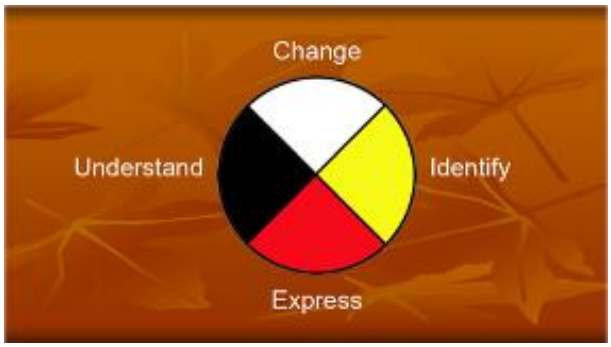
The Task Force approached its work through a relational framework grounded in Medicine Wheel teachings shared by Michi Saagiig Nishnaabeg Elder, Task Force member, and Trent Alumna, Melody Crowe of Alderville First Nation. We were reminded that as every person is connected to family, community, and Nation, the university is strengthened by fostering authentic relationships among students, faculty, staff, alumni, and Indigenous communities. Through these relationships people want to be seen and be able to build a sense of belonging and sense of place. Building these relationships requires time, dedication, and sustained commitment, but they create lasting impacts that often extend beyond what we can immediately see or understand. Like the interconnected roots of a forest hidden below ground, the relationships nurtured across Trent strengthen the entire community, supporting one another in ways that reflect both Indigenous teachings and scientific understanding. Alumni experiences reinforced this message, demonstrating that the relationships built at Trent continue to shape lives long after graduation.



Melody also emphasized the importance of intentionally working through a cycle of observing, listening, reflecting, then acting. We began by observing and gathering perspectives through engagement sessions, community conversations, and surveys. This process required intentional listening not simply hearing responses but taking the time to understand what people were sharing and the experiences behind their words. The Task Force then reflected collectively on what was learned, considering the themes, challenges, and opportunities that emerged before determining meaningful recommendations. This mirrors the journey participants themselves took as they shared their experiences, trusting that their voices would contribute to change. We need to ensure that participants' contributions lead to meaningful action, as engagement without follow-through can erode trust and weaken relationships.



Another teaching that helped to frame our approach centers the process of identifying, expressing, understanding, then making change. The creation of the Task Force and the development of a 10-year strategy began by identifying the need to strengthen Indigenous education, leadership, and relationships at Trent. Students, faculty, staff, alumni, and community members were able to express their experiences, perspectives, and suggestions. Expression is the catalyst for change, and real transformation begins when people feel safe to share their thoughts. The Task Force then worked to understand what was expressed, identify priorities and opportunities for action, and translate those insights into meaningful recommendations.



These teachings became the foundation for developing a strategy focused on strengthening connection, belonging, and community into the future. This work draws upon many years of relationship-building and reconciliation efforts at Trent University. Rather than beginning anew, the Task Force's role has been to listen carefully, recognize both the university's strengths and

areas for growth, and provide a roadmap that strengthens accountability, deepens relationships, and guides the university's next decade of Indigenous education and relationships. It is these enduring relationships that will sustain meaningful change, building accountability through action.

What We Heard:

Reoccurring points raised through the engagement sessions included:

- A lot of good work is happening at the University through personal dedication rather than institutional systems. Before undertaking the recommendations below, it is important to understand what already exists. Invisible work does not attract resources or survive personnel changes or tight fiscal environments. Whatever the strategy builds, it must include accountability infrastructure.
- A lone Indigenous leader loop exists, meaning a handful of Indigenous people shoulder a disproportionate amount of responsibility for Indigenous education. This responsibility should be distributed more widely across the University. The solution is not one more Indigenous hire but redesigning the system.
- The CWSIS and FPHL are subsidizing the institution's broader reconciliation commitments at the expense of their own core mandates. Indigenous labour is being treated as universally available but not equally valued. Increased capacity and funding are urgently needed.
- Trent has a recognized legacy in Indigenous education but is not keeping pace with its own story and other institutions. There is a need to identify where progress (students support, Indigenous programing, and curriculum) has stalled and where has goodwill been mistaken for strategy.
- The ICR has been a success but there is work to do to address challenges.
- There is an overlooked urgency regarding governance of Indigenous education and programming. Building genuine governance is foundational work that requires immediate attention. Frequent suggestions were made for an Indigenous leadership team within upper administration.
- Indigenous students articulated a desire for their voices to be heard and for structured ways to be involved in governance. They recognize that they are the future Indigenous faculty, researchers, and community leaders.

Themes and Recommendations

The recommendations below apply to Symons, Durham, and Traill college campuses. Recommendations should be reviewed to address the different academic and service needs of each campus.

Set timelines imply a beginning and an end, yet Trent's responsibilities to Indigenous Peoples are ongoing and not limited to a fixed period. With this in mind, the Task Force developed timeframes for each theme in order to maintain accountability and track progress. These recommendations are meant to flow into future planning beyond the scope of this 10-year plan.

The Task Force determined that the Theme 1A Leadership Team and 1B Capacity are urgent and immediate priorities. Themes 2 through 7 develop from these immediate priorities. The Task Force has established the following time frames for implementation of the recommendations:

Phase 1: within the 2026-2027 academic year
Phase 2: within three years
Phase 3: within seven years
Phase 4: within ten years

Most recommendations are set within Phases 1 to 3, while Phase 4 allows for these initiatives to be strengthened and expanded upon.

Theme 1: Leadership and Capacity

Theme 1A: Indigenous Leadership Team

The immediate and imperative need for authentic, high-level Indigenous leadership within the university is a common thread throughout all forms of engagement including internal and external listening sessions, survey, and Task Force discussions. Perceived benefits of high-level Indigenous leadership address another related imperative: the need to resolve capacity issues for Indigenous faculty within the Chanie Wenjack School for Indigenous Studies and Indigenous staff within the First Peoples House of Learning.

The Task Force recommends:

1A.1) The hiring of an upper-level Indigenous leader with a start date in early 2027, no later than July 1. This leader will be responsible for creating an Indigenous leadership team.

1A.2) Providing the funding and resources to support this high-level Indigenous leader with a team of qualified personnel.

1A.3) The high-level Indigenous leader and their supporting team be responsible for and accountable for:

- Guiding, supporting, and reporting on a coherent plan to implement the recommendations presented in this report.
- Building institutional cultural competency and capacity to engage with local First Nations communities, Métis councils and communities, Inuit, and urban Indigenous organizations and sustain reciprocal relationships.
- Guiding and supporting university leadership, staff, and faculty to provide a culturally safe and welcoming space for Indigenous students, faculty and staff. To support this, provide training and resources on:
  - Cultural competency
  - Indigenous knowledges, histories, and current issues
  - Trauma informed pedagogies
  - Duty to Consult legislation
- Provide additional capacity to meet the growing request for Indigenous ceremony that reflects the diversity of the campus Indigenous population.
- Oversee the co-development of Indigenous led and Indigenous informed research and liaise with the VP Research to support faculty, staff, students involved with Indigenous research.
- Building capacity and support for faculty in developing Indigenous content curriculum across the university.
- Advising and collaborating with HR, academic departments, and FPHL to recruit, support, and retain Indigenous faculty, staff and students.
- Facilitating the creation and consistent inclusion of an Indigenous youth council responsible for consultation with university leadership.
- Convene and facilitate the consistent inclusion of the Elders council(s) responsible for consultation with university leadership.
- Creating, implementing, overseeing, and working with Advancement to secure funding for an Elders in Residence program and visiting Elders program to ensure a diversity of FNMI perspectives, teachings, and culture.
- Participating in and supporting the Indigenous Education Council (IEC) to increase focus, effectiveness, impact, and accountability.
- Participate in developing the university budget to ensure Indigenous Knowledge and reconciliation are well funded.

- Provide expert advice to develop institutional policies, procedures, protocols, and governance in accordance with this report.
- Represent Trent at National and Regional tables (such as National Indigenous University Senior Leader Association, Universities Canada, and the Council of Ontario Universities).
- Leading campus-wide events such as the National Day of Truth and Reconciliation and be a central point for Indigenous initiatives across the University to create coherence, increase collaboration, and elevate impact.
- Oversee the implementation of the Indigenous Identity Substantiation Policy.
- Overseeing campus-wide Indigenous spaces, including creating access and stewardship protocols.
    - Oversee caretaking of and protocols for traditional/ceremonial Indigenous spaces on both campuses, in consultation with and guidance from local FNs.
- Convene and coordinate campus Indigenous community of faculty and staff.
- Collaborate with Trent Communications on media advisories and internal news, events, and bulletins involving indigenous initiatives and activities.

Implementation Considerations:

1) The level and reporting structure of this role should enable the high-level Indigenous leader to have university wide and authentic decision-making authority including resourcing.

2) These recommendations are not intended to centralize all Indigenous education, engagement, and outreach activities under a single unit. Instead, they propose a more coordinated approach that connects, enables, and elevates the important work already taking place across departments/schools while establishing the structures, processes, and accountability mechanisms needed to advance institutional goals.

3) The effectiveness of the leadership team will depend not only on internal capacity but also on strong partnerships with Indigenous communities, organizations, Elders, Knowledge Keepers, and subject-matter experts.

4) The upper-level Indigenous leader should be a designated Indigenous hire subject to the Indigenous Identity Substantiation Policy.

The time frame for this recommendation is Phase 1.

Theme 1B: Capacity:

In addition to appointing a high-level Indigenous leader and providing the funding and qualified team to support their work, the engagement sessions also identified an urgent need to strengthen capacity within the Chanie Wenjack School for Indigenous Studies by hiring additional tenure track Indigenous faculty, as well as strengthening capacity within the First Peoples House of Learning and the Trent Teaching Commons by hiring more Indigenous staff. In addition, schools and academic programs such as, but not limited to, Education, Nursing, Social Work, Indigenous Environmental Sciences & Studies, Biology, and Business have expressed the need for more Indigenous faculty to spread Indigenous expertise across the University. Offering limited term appointments, rather than tenure-track faculty positions, was noted as a key barrier when competing for a smaller pool of candidates.

Resources are also needed to implement Indigenous programming and supports, such as sustained engagement with community, accessing Elders and Knowledge holders, and providing learning on the land.

The Task Force recommends:

1B.1) Develop and implement a plan to recruit Indigenous Faculty to tenure track positions across all disciplines, including cross appointments, at a minimum doubling the current number of Indigenous faculty and cross appointments.
1B.2) Develop and implement a plan to retain Indigenous Faculty across all disciplines.
1B.3) Provide training, advising, mentoring, as well as opportunities for Indigenous Graduate Students in preparation for faculty positions (TUFA, CUPE) across all disciplines at Trent.
1B.4) Significantly increase the number of Indigenous Staff. Provide training, advising, mentoring, as well as opportunities for Indigenous graduates (undergraduate and/or graduate) and FNMI community members toward staff positions at Trent.
1B.5) Identify and implement funding streams to enable departments/schools to advance Indigenous initiatives.
1B.6) Provide training, advising, mentoring, as well as opportunities for progression of Indigenous faculty to administrative and academic leadership roles.
1B.7) Develop and implement an updated workload division for Indigenous Faculty to recognize the additional institutional expectations and community relationships. For example, shifting from the typical 3 workload pillars to four workload pillars of teaching, research, service, and relationships.

Implementation Considerations:

1) The Indigenous leadership team is key to increasing capacity of Indigenous faculty by reducing and redistributing the workload burden of Indigenous faculty.
2) A robust culturally grounded support system for Indigenous faculty, staff and graduate students must be established and implemented *prior* to recruitment, and *simultaneously* with creation of opportunities for Indigenous graduate students and faculty.
3) Develop and implement tenure track streams for Indigenous faculty across more schools and departments, modeled on the three tenure track streams in the CWSIS.
4) A cluster hire of Indigenous faculty and staff, rather than hiring individual faculty or staff, would be beneficial in creating a community/cohort of new hires.
5) The highly competitive nature of Indigenous faculty recruitment requires attention to salary, research funding, cultural supports, contract timelines (need tenure track positions or at the minimum 3-year LTA).
6) Develop and implement a tracking system to provide annual reporting on the numbers of new Indigenous faculty, staff, and cross appointments to the PVP and Indigenous Leadership team.

The time frame for this recommendation is immediate and Phase 1 and 2.

Theme 2: Indigenous Community and Organization Relationships

The task force acknowledges the essential responsibility of the university maintaining respectful, reciprocal relationships with the rightsholders of the lands and waters that Trent occupies. In addition, the university's relationships with urban Indigenous organizations in the greater Peterborough and Durham regions and regional Métis Councils are also acknowledged as important. These relationships help advance curriculum development and delivery, provide student supports, foster student connection to community, enable research collaborations, and more.

Indigenous community members from local First Nations noted significant improvements in Trent's engagement compared to earlier decades, but urge that needs to continue and deepen, and be accompanied by consistent and authentic engagement. They "…identified a fundamental gap in how Trent's consultation structures operate: the institution does not consistently distinguish between rightsholders, who have legal and treaty-based claims, and stakeholder, who have interests. Treating these equivalently in decision-making misrepresents the relationship and its obligations, noted some." A resolution to this gap was also proposed: "on any decision affecting

the territory or the nations 'rights, rightsholders should be heard first, their input should carry priority, and final decisions should reflect that primacy."

In addition, the consultants heard the following regarding relationship with land: "Trent uses stewardship language without understanding the depth of that relationship, the words carry no meaning. ...[There is a] pattern at the leadership level of 'performing awareness about land relationships while making decisions that contradict that awareness – as a way of avoiding the accountability that genuine understanding would demand."

The consultants' report also highlighted some Elders concerns about Trent upholding reciprocal relationships with local First Nation communities: Trent "often positions Indigenous alumni, students, and communities as subjects of fundraising narratives aimed at non-Indigenous donors... rather than [positioning them] as members of community who belong here. Trent uses those [community] relationships in its communications and funding applications. What comes back to the communities in material form is much less clear."

Michi Saagiig Nishnaabeg communities also requested support on language revitalization, free tuition for any of their members, training for councils and staff, helping create a culturally safe healthcare system, and more generally, greater investment into the local communities of this area.

The question of Indigenous identity was raised in multiple conversations and throughout the listening sessions. Those within and outside the University described pretendianism as an urgent, unresolved issue and asked Trent to increase its 'cultural vetting' for speakers, faculty, and those providing Indigenous knowledge, ceremony, and cultural practices.

The Task Force recommends:

- **2.1)** Develop Trent University's capacity to collaborate with Michi Saagiig Nishnaabeg First Nations and organizations on language revitalization and provide appropriate funding and resources for the Boodweh Centre for Indigenous Knowledges and Languages.
- **2.2)** Create a collaborative pathway for working with Michi Saagiig Nishnaabeg First Nations to expand and ensure authentic consultation structures, practices, and protocols.
- **2.3)** Expand free tuition and financial support to Michi Saagiig Nishnaabeg students, with a mechanism that considers ancestry as well as membership.
- **2.4)** Strengthen existing pathways for Indigenous students to come to Trent, e.g. the Foundations of Indigenous Learning (FOIL) program.
- **2.5)** Institutional leadership should continue to engage with leadership of rights holding communities on a regular (quarterly suggested) basis in order to gain an understanding of community goals and concerns and nurture reciprocal relationships.

2.6) Create a pathway for authentic and sustained collaboration with other Indigenous nations, communities, and organizations.

2.7) Explore, create, and implement education partnerships with FNMI communities for potential remote delivery of diploma programs such as the Indigenous Environmental Studies and Sciences (IESS) Diploma Program for Yellowknife Dene First Nation. Remote programs could include diplomas, degrees, one year course-based masters, and placement courses.

2.8) Build and nurture the community of Indigenous alumni to enhance inter- and intra-connection and involvement.

2.9) Develop a process to ensure integrity of cultural teachings and Indigenous knowledge sharing.

2.10) Build on the existing grade 12 dual credit program to increase undergraduate student recruitment as well as building climate of respect.

The time frame for this recommendation is Phase 2 and 3.

Theme 3: Indigenous Student Services and Supports

Engagement with Indigenous students, faculty, staff and alumni focused on student services and supports across the University and identified a gap: "...while Trent proclaims itself a leader in Indigenous education, they are neglecting the Indigenous students and emerging faculty who make that leadership real. Several students spoke to how the disconnect was even more frustrating because of the depth of the institution's history and the expectations it has created."

The following subthemes emerged:

Support: Students have asked for a community and relational support infrastructure that includes structured orientation, reliable cohort events, newsletters and communications that reach students across academic programs, and physical and cultural spaces across the University that are genuinely welcoming. Access to this infrastructure should not rely on the "curiosity and perseverance of individual students to create the connections that should be institutional."

Students also asked for a minimum of one additional Indigenous counsellor because access is limited, wait times are long, and the current counsellor is stretched between two campuses. Students shared a "feeling that the institution has not scaled its Indigenous student support infrastructure to meet the growth in its Indigenous graduate student population" stating that "visibility is low, available resources minimal, and the responsibility to find support, advocate for oneself, and educate others fall on Indigenous graduate students themselves." The need for

expanding support services, including counselling and food security was also emphasized in the Student Survey.

Spaces: Students spoke to the need for a balance between feeling safe and feeling policed. Staff spoke to the need for adequate security around Indigenous cultural elements on campus and suggested “the design and placement of Indigenous cultural spaces should incorporate security considerations, including surveillance and access control where appropriate.” The need for culturally supportive spaces was also emphasized in the Student Survey.

Academic Advisory Supports: There is no Indigenous student academic advisor (or dedicated academic skills support person). Students note that general advisors have very limited knowledge about Indigenous academic programs. In addition, students noted that there is a lack of career support that is specific to their backgrounds and professional trajectories.

Cultural safety: Continued efforts are needed to ensure Indigenous students from any background do not feel bullied, harassed, or that their identities are disdained. Specific issues experienced by Métis students raise the need to ensure culturally sensitive response at various levels and units within the University.

Outcomes/Transitions: Answering the question “What do Indigenous students need from a Trent education today”, Indigenous participants stated that leaving with a strong sense of their identity and community was a priority, as students are often on a journey of identity and cultural reclamation. Specific skillsets or degrees included business, research and policy skills, and pathways that connect education with community leadership, wellness and economic opportunities.

The Task Force recommends:

3.1) Develop university wide measures to ensure Indigenous students from all backgrounds feel safe, respected, and valued.

3.2) Scale mental health resources/counselling to the number of Indigenous students on both campuses and house these resources/counselling services in culturally safe spaces.

3.3) Fund and hire a permanent mentor/coach for Indigenous graduate students in all disciplines.

3.4) Continue expanding infrastructure for Indigenous student belonging, gathering, and community building (e.g., Roundhouse, FPHL designated spaces).

3.5) Create a dedicated floor or wing for FPHL in Peterborough, while working towards a separate building.

3.6) Develop Indigenous academic advisor positions.

3.7) Develop and implement a mechanism to assess if the university is serving Indigenous students well.

3.8) Offer year-round housing options for Indigenous students, addressing student concerns regarding housing as winter break and summer break closure of residences can be problematic for Indigenous students who are unable to travel home.

3.9) Create a supportive community for Indigenous graduate students with dedicated culturally appropriate spaces.

3.10) Increase FNMI artwork, signage, designated spaces, and the ability to smudge throughout all spaces.

3.11) Support the formation and active participation of youth/student advisory councils.

3.12) Support FNMI Student's connections to their home communities with an array of cultural supports that reflect the diversity of the Indigenous student body.

3.13) Focus on supporting Indigenous students belonging and involvement in other departments (e.g. athletics).

3.14) Designate/hold seats for Indigenous students in ICR and popular Indigenous studies courses.

3.15) Expand FPHL services and supports on the Durham Campus.

3.16) Create more Indigenous student-only sections within INDG courses.

3.17) Implement processes to allow reasonable accommodations and leave for Indigenous students, faculty and staff for September 30 National Day of Truth and Reconciliation, to attend community ceremonies, for hunting season and other culturally significant occasions.

3.18) Provide placement and internship opportunities for Indigenous students in Indigenous communities and organizations. Ensure appropriate supports for students to transition to the workforce and roles within their community.

The time frame for this recommendation is 3.1 - 3.8 in Phase 1 and 3.9 - 3.19 in Phase 2.

Theme 4: Research

Chanie Wenjack School for Indigenous Studies faculty spoke to the need for Indigenous representation in the Office of Research and Innovation. This need is mirrored by the creation of an Indigenous Research Forum that convened in the 2024-25 academic year. The forum lost traction with no senior-level accountability and because of the lack of capacity of Chanie Wenjack School faculty. In addition, feedback was provided by faculty stating "that community relationships are being impacted by the institution's research processes that are inflexible and lack an understanding of what Indigenous community partnerships require. Researchers shared that they have seen in real time when Indigenous communities' trust is eroding and restorative action is needed, and a sense that they are not being listened to when they bring this back to the

institution. Faculty raised significant concerns regarding data sovereignty and research that circumvents the Indigenous ethics review process. For example, researchers using open-access archives and databases without triggering the ethics process, on the grounds that they are not directly engaging with Indigenous community members. This carries reputational and relational risk for the university.

Indigenous communities expressed a desire to match graduate student research interests with community-identified priorities and practical research needs. A suggested resolution is the creation of a system in which academic departments/schools maintain contact with communities around their research interests and actively attempt to connect students with community-identified projects.

The Task Force recommends:

4.1) Create and hire a dedicated position with expertise in Indigenous research methodologies, community relationships, data governance, and ethics to support Indigenous research. This position should work with the Indigenous Leadership team and the Research office, oversee the work of the Indigenous Research Forum, finalize and release the Indigenous Research Guidelines Handbook.

4.2) Expanding the capacity and confidence of researchers to participate in/conduct Indigenous-led/Indigenous informed research including FNMI community driven research (Suggestions include training on OCAP, Creation of Ethical Space, relationship building, and Duty to Consult).

4.3) Develop leading expertise in engagement with FNMI communities on research.

4.4) Develop leading expertise in Indigenous data sovereignty and governance.

4.5) Develop leading expertise and understanding/advising on Indigenous led and/or focused research funding opportunities.

4.6) Work proactively with rights holding communities, other Indigenous communities, and Indigenous organizations to understand and advance their research priorities.

4.7) Build capacity of the Research Office to lead and expedite ethics processes.

4.8) Develop and implement expedited practices for Memorandums of Understanding/ Partnership Agreements with FNMI communities.

4.9) Develop and implement appropriate Research Office overhead practices and percentages that reflect FNMI community capacities and needs, direct overhead to support Indigenous research, and waive overhead on co-developed Indigenous research.

The time frame for this recommendation is 4.1 in Phase 1 and 4.2 - 4.9 in Phase 2.

Theme 5: Internal Education and Training

Engagement sessions widely mentioned the importance of a diversity of training for faculty and staff. Students asked "are non-Indigenous professors educated when they come to teach at Trent? Is there a baseline?" The absence of a verifiable standard for what instructors know before they teach courses that engage with Indigenous content has been identified as a gap, as was the lack of Indigenous elements in mandatory staff training (except very broadly in the EDI training modules). Students also noted that cultural sensitivity training would be beneficial to inform how security respond to different scenarios with Indigenous people.

The Task Force recommends:

5.1) Include robust training in orientation, onboarding, as well as ongoing professional development for faculty and staff. Ensure this training includes an overview of cultural safety / responsiveness; relationships with nearby Indigenous communities; the recommendations in this strategy; FNMI perspectives on history and current realities; the TRC calls to Actions; and local treaties.

5.2) Provide ongoing faculty learning opportunities to build capacity and confidence to include Indigenous perspectives, case studies and speakers in classes.

5.3) Increase visibility and frequency of communication regarding university-wide learning events and resources.

The time frame for this recommendation is Phase 2-4.

Theme 6: Curriculum

The expansion of land-based and experiential learning was a consistent request made by students, faculty, staff and alumni. In addition, student engagement sessions emphasized the complexity of culturally specific content in courses – predominantly Anishinaabe with some Haudenosaunee content – and their desire for wider diversity. "The concern was about what is left out and who is made invisible."

It was suggested by faculty that a university-wide curriculum review is needed to comprehensively understand where Indigenous content is being shared. Without such a review there is no way to assess whether content being taught reflects appropriate cultural knowledge and pedagogical approaches. Related to this, non-Indigenous faculty members requested guidance and direction from the institution, as incorporating Indigenous content into their curriculum is too large of a step to take without added support.

The Task Force recommends:

6.1) Expand land-based learning spaces and create more land-based learning opportunities across the University.

6.2) Identify, secure, and implement designated funding for faculty to develop and Indigenous students to participate in land-based learning.

6.3) Increase curriculum specific to Michi Saagiig Nishnaabeg knowledge, history, and presence alongside the broader global Indigenous education the university provides.

6.4) Conduct a university wide curriculum review to assess where and how FNMI content is being delivered, and gauge appropriateness. Then develop and implement appropriate mechanisms to review and approve Indigenous content in courses developed by non-Indigenous scholars.

6.5) Increase integration of Indigenous Knowledges and content across disciplines at the undergraduate and graduate levels.

6.6) Expand role of Elders and Knowledge Holders and provide compensation and resources for greater involvement in classes.

6.7) Reinstate apprenticeships and internship programs in Indigenous community organizations to increase experiential learning, language and cultural learning, and community connection.

Implementation Considerations:

1) It will be important to distribute the workload of Elders and Knowledge Holders involved in classes, workshops, and events to avoid burnout.

The time frame for this recommendation is Phase 2-4.

Theme 7: Regional Responsiveness

Non-Indigenous organizations, including municipalities, councils, and healthcare centres, have expressed an interest in Trent providing training on cultural safety, advising on Indigenous data sovereignty and OCAP principles, continuing to offer access to events and speakers, and convening forums to advance the TRC Calls to Action.

Participants in the listening sessions raised questions about Trent's focus on educating non-Indigenous people in the context of the resources applied to educating and supporting Indigenous peoples, and where the balance should lie.

The Task Force recommends:

7.1) Consider creating a fee-for-service external training center that covers costs and potentially returns revenue to reinvest in Indigenous education.

7.2) Continue to support and where appropriate, lead regional initiatives to create collaborations and access resources to the benefit of Indigenous peoples and local communities.

Implementation Considerations:

1) External training and supports are one of the pressure points for existing faculty and staff. Any expansion of this work must draw upon new resources.

2) The new high-level Indigenous leader can play a key role in supporting external collaborations, but the priority of this work over the internal priorities must be considered.

The time frame for this recommendation is Phase 3.

Overview of Implementation Time Frames

	Phase 1									
	Phase 2			Phase 3				Phase 4		
	26-27	27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36
1A. Leadership Team										
1B. Capacity										
2. Indigenous Community & Organization Relationships										
3. Indigenous student supports										
4. Research										
5. Internal Education and Training										
6. Curriculum										
7. Regional Responsiveness										