TRENT UNIVERSITY

Agenda

The 520th Meeting of the Trent University Senate
Tuesday, November 26, 2024, 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.

   Closed Session

2. University Honours Subcommittee Report
   (for approval) — Chair — Exhibit 1 (at meeting)

   Open Session

3. Chair's Remarks and Announcements — Chair

4. Minutes of the October 15, 2024 meeting of Senate and Business Arising — Chair — Exhibit 2
   Articulation agreements-Update — Senator Khan
   (for approval)

5. Undergraduate Studies Committee Report
   (for approval) — Senator Norlock — Exhibit 3

6. Special Report on Postgraduate Certificates
   (for approval) — Senator Khan — Exhibit 4

7. Graduate Studies Committee Report
   (for approval) — Senator Brunetti — Exhibit 5

8. Academic Planning and Policy   Senator Khan   Exhibit 6
   Committee Report
     o   New Department of
         Psychology in Durham
     o   Chanie Wenjack School
   (for approval)

9. Research Policy Committee Report   Senator Hintelmann   Exhibit 7
   Animal Care Standards Policy
   (for approval)

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

11. Visioning Exercise   Chair   Exhibit 9

12. Any Other Business   Chair

13. Adjournment   Chair

Information Items: 2023-24 Sabbatical Report

The 519th Meeting of the Trent University Senate

Tuesday, October 15, 2024, 2:00 p.m.
Via Zoom

Minutes

Present: Senators Cathy Bruce (Chair), Suzanne Bailey, Stefan Bilaniuk, Stephen Brown, Craig Brunetti, Kirk Collins, Finis Dunaway. Neil Emery. Wenying Feng, Michael Hickson, Stephen Hill, Holger Hintelmann, Nancie Im-Bolter, Michael Khan, Lawrence Lam, Hugo Lehmann, Byron Lew, Michele McIntosh, Liam Mitchell, Kathryn Norlock, Fergal O'Hagan, Stephanie Rutherford, Catalina Sagarra, Paula Sherman, Mark Skinner, Angela Slater-Meadows, Emily Tufts, Beth Wallace, Sarah West, Rylin Wormington, Susan Wurtele and Andrew Vreugdenhil. Official Visitors Alma Barranco-Mendoza, Heather Crowley, Dwayne Collins, Connor Koch, Brandon Remmelgas. Associate University Secretary (Senate) Tara Harrington.

Regrets: Senators Iyiola Alade, Jodi Ambrose, Joel Baetz, Shutao Cao, Bruce Cater, Suresh Narine, Mark Neufeld, Alan O'Connor and Joshua Syneko

Welcome and adoption of the Agenda

The meeting opened with a welcome to the 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.

Academic Planning and Policy Committee Report. Senator Khan presented proposals for two new academic programs
Senate approved the program for submission to the Quality Council.

Open Session

Chair's Remarks and Announcements.

Notice of Motion-The Chair informed Senators that the bylaws of Senate required that notice be provided one month in advance of any motion coming forward to create a new school, faculty or department. She provided notice that a motion would be brought forward to the next meeting of Senate to create a new department of Psychology in Durham.

Enrolment- We do not have the November 1ˢᵗ count yet but it appears our domestic undergraduate enrolment is flat and enrolment of international students is down. Regarding international students-the federal government has made two rounds of announcements regarding international students. The first was that there was to be a 35% cut to the number of student visas granted to undergraduate students in Ontario. The second was that there would be a further reduction of 10% and that the caps now applied to graduate students as well. In addition, the requirement for provincial attestation letters will apply to graduate students. Work permits for spouses will be limited to those working in high demand areas such as health care and STEM. Taken together, these changes have dramatically altered the landscape. There has been an impact on Canada's reputation and international students are not as attracted to Canadian universities as they historically have been.

She went on to highlight the steps being taken to address these challenges such as adjustments to scholarship and staffing, revamping the website and looking at grad student deferrals. We are also exploring 2+2 programs such as the ones we have with Swansea University. These, and online 2+2 programs, might be useful remedial steps for interested international students.

Ontario Universities Fair- Although overall attendance at the fair was down 17% from last year, Trent saw a 15% jump in contacts. We had 45 more staff and faculty at the fair than we had last year and the energy level around the Trent section was very positive.

Senate meetings- The Chair announced that the November meeting of Senate would be held in person but with remote access available to those who are unable to attend.

Special topic discussions at Senate- At the September meeting the Chair had announced plans to have Senate engage in discussion of academic issues and priorities not included in the committee reports. Plans have now been made for the first two of these discussions. At the November meeting the Chair will facilitate a discussion about Trent's vision and mission— attempting to answer the questions such as: What does Trent look like at its best? Where do we want to be in ten years? At the following meeting (January) Senators Hill and Wurtele will facilitate a discussion about academic program structures.

Minutes and Business arising Meeting of September 17, 2024. The minutes were approved with two corrections.

Undergraduate Studies Committee. Senator Norlock presented the report which included recommendations for five articulation agreements as well as a new course.
Bachelor of Arts, Honours- A new articulation agreement with St. Lawrence College that would allow qualified graduates of St. Lawrence's General Arts and Science Certificate - General Studies Stream or General Arts and Science Diploma program to enter a Trent Bachelor of Arts program with advanced standing (5.0 credits (certificate) or 7.0 credits (diploma)).
Bachelor of Science, Honours- A new articulation agreement with Durham College that would allow qualified graduates of Durham's Biotechnology Advanced Diploma program to enter a Trent Bachelor of Science program with advanced standing (8.0 credits).

Bachelor of Business Administration, Honours- Two new articulation agreements that would allow qualified graduates of Niagara Colleges Business-Accounting Diploma program or Business Administration-Accounting Advanced Diploma program to enter Trent's Bachelor of Business Administration, Honours program with advanced standing (10.0 credits).

Child & Youth Studies (Bachelor of Arts, Honours) - A new articulation agreement that would allow qualified graduates of Loyalist College's Youth Care Advanced Diploma program to enter Trent's Child & Youth Studies program with advanced standing (7.0 credits).

Philosophy- New regular course PHIL 4870Y, 4871H, 4872H Community-Based Research Project.

Senator Norlock indicated that the plan was to have a complete list of the articulation agreements that Trent is signatory to by the November meeting of Senate. She noted that each course approved for transfer credit was approved by the Chair of the academic department.

Senate approved the recommendations as presented.

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

Ph. D. in Canadian Studies- Change to program regulations—removal of the language requirement.

MA in Canadian Studies & Indigenous Studies- Change to course exclusion CSID-HIST-SUST 5171H-CAST 6171H Indigenous Settler Relations.

Master of Management in Management- Change to course code Entrepreneurship MSMG 5240H to MSMG 5420H.

Senator Brunetti reported that the language requirement was irrelevant given the easy access to online translators. He also noted that the two minor changes (course exclusion and course code change) would take effect immediately if approved by Senate.

Senate approved the recommendations as presented.

Academic Planning and Policy Committee Report. Senator Khan presented the report which included two items:

Course Syllabus Policy- Senator Khan noted that, for the most part, the revisions to the policy were minor. The major change, which would bring the policy into compliance with a recent Ministry directive, was the requirement for each syllabus to report any costs for learning materials.

Academic Regulations for Postgraduate Certificates- It was proposed that the cumulative grade average required to graduate with a postgraduate certificate be reduced from 65% to 60%. This would bring the requirement into line with the grade required to pass the courses. Currently it was possible for a student to pass all required courses but still not be eligible to graduate. Senate discussed the proposal noting that no-one was quite sure how the 65% requirement was established. It was agreed that student exit surveys would be discussed at a future meeting.

Senate approved both items with the changes to take effect immediately.

Cyclical Program Review Committee Report. Senator Bailey presented the report which included the Final Assessment Report (FAR) and implementation plan for the BA

Communications. She noted that the external reviewers had commented on the quality of the faculty associated with the program and that they thought the program name change had been a good idea.

Senate accepted the report as information.

Any Other Business. Senator McIntosh, Trent's Academic Colleague to the Council of Ontario Universities, gave notice that she would be presenting her first report at the November meeting of Senate.

The Chair noted that there were two information items in the package.

Adjournment.
The meeting adjourned at 3:03.

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

TRENT UNIVERSITY

2024–2025 Undergraduate Studies Committee

2nd Report to Senate – November 26, 2024

Notes
- Unless otherwise indicated, all curriculum changes will take effect in the 2025-2026 Academic Year
- Calendar copy deletions are marked with a strikethrough, and additions are marked with an underline

For Senate Approval – Major Modifications

1) **Business**

   The School proposes to introduce a new postgraduate certificate program:

   Calendar copy

   Postgraduate Certificate in Accounting & Computer Science
   The Postgraduate Certificate in Accounting and Computer Science is available to students who hold an undergraduate degree not in accounting from any accredited university. The program is offered at Trent's Peterborough campus and may be taken on a full-time basis. This program will be of interest to recent graduates wishing to earn their CPA designation and pursue a professional career in accounting while also improving their understanding of relevant computer science. The postgraduate certificate covers all prerequisite undergraduate courses required by CPA Ontario. Upon completion students will be able to work in the accounting field, enrol in accredited graduate programs in accounting, and/or enrol in the CPA Professional Education Program as they continue their pursuit towards their CPA designation. Internationally educated applicants are encouraged to familiarize themselves with CPA Ontario's assessment process for evaluating the applicant's undergraduate degree(s).

   Application Procedure
   Candidates may apply through the Trent website at trentu.ca/business. An official transcript must accompany the application.

   Applicants should determine the program and campus location they wish to study at and research the program length, courses, and available start terms and campuses prior to applying. After an application is submitted, changes to programs and campuses will not be made without a new, paid application. Once students are registered in courses, students will not be permitted to change programs or campuses.

   University Requirement
   A minimum cumulative average of 60% is required to graduate with a postgraduate certificate.

Courses

The certificate program consists of the following 10.0 credits:

- 7.0 ADMN credits consisting of ADMN 1221H, 3021H, 3032H, 3121H, 3200H, 3221H, 3250H, 3321H, 3710H, 4300H, 4301H, 4302H, 4303H, and 4710H
- 1.5 COIS credits consisting of COIS 1620H, 2520H, and 2620H
- 1.5 ECON credits consisting of ECON 1010H, 1020H, and 2200H

Notes

- CPA Ontario requires students to have a grade of 50% or higher in each of the non-core courses (ADMN 1221H, 3021H, 3250H, ECON 1010H, 1020H, 2200H, and COIS 1620H) and a grade of 60% or higher in each of the core courses (ADMN 3221H, 3321H, 4303H, 4030H, 3121H, 4302H, 4301H, 3200H, 4300H, 3710H, and 4710H). Students must also have an overall average of 65% in the core courses for admission into the CPA PEP.
- Students who hold an undergraduate degree from Trent University may have a maximum of 1.0 credit (two 0.5-credit courses) from their degree applied to their postgraduate certificate program. Students entering additional postgraduate certificate programs may count a maximum of 1.0 credit (two 0.5-credit courses) toward the additional postgraduate certificate program.

2) **Business / Computer Science**

The School and the Department propose to introduce a new postgraduate certificate program:

Calendar copy

Postgraduate Certificate in e-Commerce

The Postgraduate Certificate in e-Commerce is available to students who hold an undergraduate degree from any accredited university. The program is offered at Trent's Peterborough and Durham GTA campuses and may be taken on a full-time or part-time basis. This program will be of interest to recent graduates wishing to acquire good business acumen in e-commerce. The topics include areas from marketing, such as advertising and retail marketing, and cover the specifics of website best practices, customer relations, and social networking.

Application Procedure

Candidates may apply through the Trent website at trentu.ca/business. An official transcript must accompany the application.

Applicants should determine the program and campus location they wish to study at and research the program length, courses, and available start terms and campuses prior to applying. After an application is submitted, changes to programs and campuses will not be made without a new, paid application. Once students are registered in courses, students will not be permitted to change programs or campuses.

University Requirement

A minimum cumulative average of 60% is required to graduate with a postgraduate certificate.

Courses

The certificate program consists of the following 5.0 credits:

– 1.5 ADMN credits consisting of ADMN 2080H, 2100H, and 3150H
– 3.5 COIS credits consisting of COIS 1010H, 1020H, COIS-ADMN 1620H, COIS 2240H, 2430H, COIS-ADMN 2620H, and 3750H

Note

• Students who hold an undergraduate degree from Trent University may have a maximum of 1.0 credit (two 0.5-credit courses) from their degree applied to their postgraduate certificate program. Students entering additional postgraduate certificate programs may count a maximum of 1.0 credit (two 0.5-credit courses) toward the additional postgraduate certificate program.

3) Chemistry

The Department proposes to introduce a new co-op program:

Calendar copy

Honours Bachelor of Science Program in Chemistry— Co-op

Co-op is an opportunity for students to gain degree-related work experience. The Chemistry Co-op assists graduating students in achieving a competitive edge while generating experience within a wide range of sectors. Specifically, co-op gives the students a chance to obtain 12 months of practical experience on the job, develop or enhance technical skills, explore career options, network with a variety of individuals and organizations, learn from mentors and tutors, enhance communication and presentation skills, and develop technical writing skills.

Chemistry Co-op is a competitive direct entry program with a limited number of student places. Students who are not admitted directly may apply for admission after commencing studies at Trent and be admitted on a competitive basis provided there are available spaces in the program.

To remain in the co-op program, students must:
– complete the required co-op work term preparation course COOP 2000H with a minimum grade of 65%;
– achieve a minimum grade of 75% in each of the following courses: CHEM 2100H, 2110H, 2200H, 2300H, 2410H, 2420H, and 2500H;
– maintain a 75% cumulative average throughout their study terms; and
– receive satisfactory evaluations during each of their work terms.

Students who do not achieve a minimum 65% in COOP 2000H will be withdrawn from the co-op program but may continue their studies in Chemistry or transfer to a major in a different subject. Once withdrawn, students are not eligible to re-enter the co-op program.

Three non-credit co-op work terms are required for the Chemistry Co-op (CHEM 2100P, 3100P and 4100P). The typical schedule for the single-major Honours program is listed below.

	Fall	**Winter**	**Summer**
Year 1	Study Term 1	Study Term 2	--
Year 2	Study Term 3	Study Term 4	COOP 2000H
Year 3	Study Term 5	Study Term 6	Work Term 1
Year 4	Work Term 2	Work Term 3	--
Year 5	Study Term 7	Study Term 8	--

Students on a work term must complete learning objectives, a midterm evaluation, a final evaluation, and a final work term report. Co-op employers will also complete a midterm evaluation and final evaluation of the student's work term. Upon receiving the completed documentation and upon a satisfactory employer assessment, a Pass (P) or Fail (F) will be assigned for CHEM 2100P, 3100P, and 4100P (and CHEM 4800P, if a fourth work term is completed).

CareerSpace and the Department of Chemistry will make every effort to find suitable work terms for co-op Chemistry students but cannot guarantee a work term opportunity for every student. The work term process is competitive and dependent upon many factors including the state of the economy and the academic performance of a student. Co-op students secure positions through successful participation in the co-op interview process and/or their own job search activities. Withdrawal from the co-op will not normally be approved while a student is on a work term.

Students who are unable to obtain a suitable co-op opportunity in an upcoming work term are expected to continue with their academic program on a full-time basis. A missed work term can be made up, but in the event that a co-op student is unable to complete three work terms while fulfilling the remainder of the degree requirements, the student will be awarded an Honours Bachelor of Science in Chemistry.

Co-op students are responsible for paying tuition for their academic courses, ancillary fees, and levies. All Trent students are charged ancillary fees every Fall & Winter term. Co-op students will experience the same cycle for their ancillary fee payments regardless of when they are out on work terms. Co-op students do not pay tuition during their work terms.

Co-op students are responsible for paying the compulsory Co-op Fee a total of five times during their degree program, and the Co-op fee will be applied to their student account in Year 3 Fall, Year 3 Winter, Year 4 Fall, Year 4 Winter, and Year 5 Fall.

Students are encouraged to meet with the CareerSpace Co-op Coordinator to make sure that they are meeting their Co-op program requirements and with an Academic Advisor to confirm they are meeting degree requirements.

4) Computer Science

The Department proposes to introduce a new postgraduate certificate program:

Calendar copy

Postgraduate Certificate in Software Development

The Postgraduate Certificate in Software Development is available to students who hold an undergraduate degree from any accredited university. The program is offered at Trent's Peterborough and Durham GTA campuses and may be taken on a full-time or part-time basis. This program will be of interest to recent graduates wishing to acquire knowledge and skills related to computer science. The certificate program covers such topics as programming, data science, information systems, software design and modelling, web development, professionalism and ethics, among others. Students will be introduced to nine different programming languages (some are scripting) and will learn about ethics and the impact of computing. Upon completion of the certificate, students will have knowledge that they can apply to working in computer science-related fields.

Application Procedure

Candidates may apply through the Trent website at trentu.ca/---. An official transcript must accompany the application.

Applicants should determine the program and campus location they wish to study at and research the program length, courses, and available start terms and campuses prior to applying. After an application is submitted, changes to programs and campuses will not be made without a new, paid application. Once students are registered in courses, students will not be permitted to change programs or campuses.

University Requirement

A minimum cumulative average of 60% is required to graduate with a postgraduate certificate.

Courses

The certificate program consists of the following 5.0 credits:
- 5.0 COIS credits consisting of COIS 1010H, 1020H, 1400H, 1620H, 2040H, 2240H, 2430H, 2520H, 3400H, and 3820H

Notes

- For individual course descriptions, see Computer Science. Please consult the academic timetable, available at trentu.ca/timetable, for information on when courses will be scheduled.
- Students who hold an undergraduate degree from Trent University may have a maximum of 1.0 credit (two 0.5-credit courses) from their degree applied to their postgraduate certificate program. Students entering additional postgraduate certificate programs may count a maximum of 1.0 credit (two 0.5-credit courses) toward the additional postgraduate certificate program.

5) Logistics & Supply Chain Management

The Program proposes to introduce a new postgraduate certificate program:

Calendar copy

Postgraduate Certificate in Logistics & Supply Chain Management
The Postgraduate Certificate in Logistics & Supply Chain Management is available to students who hold an undergraduate degree from an accredited university. The program is offered exclusively at Trent's Durham campus and can be taken on a full-time or part-time basis. This program equips students with essential principles and methodologies in supply chain management, emphasizing strategic decision-making, quantitative analysis, sustainable practices, and risk management. Through practical applications in business forecasting, statistics, and supply chain analytics, students gain hands-on experience with modeling and problem-solving tools, preparing them to apply these skills in diverse logistics and supply chain contexts, both locally and globally.

Application Procedure
Candidates may apply to through the Trent website at www.trentu.ca/futurestudents/undergraduate/programs. An official transcript must accompany the application.

Applicants should determine the program and campus location they wish to study at and research the program length, courses, and available start terms and campuses prior to applying. After an application is submitted, changes to programs and campuses will not be made without a new, paid application. Once students are registered in courses, students will not be permitted to change programs or campuses.

University Requirement
A minimum cumulative average of 60% is required to graduate with a postgraduate certificate.

Courses
The certificate program consists of the following 8.0 credits:
– 4.5 LSCM credits consisting of LSCM 1001H, 2002H, 2003H, 2005H, 3000H, 3100H, 3400H, 3500H, and 4200H
– 1.5 ADMN credits consisting of ADMN 2100H, 3032H, and 3170H
– 0.5 COIS credit consisting of COIS-ADMN 1620H
– 1.5 ECON credits consisting of ECON 1010H, 1250H, and 2200H

Notes
- For individual course descriptions, see Logistics & Supply Chain Management, Business Administration, Computer Science, and Economics. Please consult the academic timetable, available at trentu.ca/timetable, for information on when courses will be scheduled in 2025–2026.
- Students who hold an undergraduate degree from Trent University may have a maximum of 1.0 credit (two 0.5-credit courses) from their degree applied to their postgraduate certificate program. Students entering additional postgraduate certificate programs may count a maximum of 1.0 credit (two 0.5-credit courses) toward the additional postgraduate certificate program.

6) **Psychology**

The Department proposes to introduce a new co-op program:

Calendar copy

Bachelor of Arts and Bachelor of Science Programs in Psychology—Co-op

Co-op is an opportunity for students to gain work-integrated experiential learning which will help them get a head start on a career. The co-op for single-major Honours students in Psychology assists graduating students in achieving a competitive edge while generating experience within a wide range of sectors. Specifically, co-op gives the students a chance to obtain 12 months of practical experience on the job, develop or enhance technical skills, explore career options, network with a variety of individuals and organizations, learn from mentors and tutors, enhance communication and presentation skills, and develop technical writing skills.

The Psychology Co-op is a competitive direct-entry program with a limited number of student places. Students who are not admitted directly may apply for admission after commencing studies at Trent and be admitted on a competitive basis provided there are available spaces in the program.

To remain in the co-op program, students must complete the required work term preparation and reflection courses (COOP 2000H and 4000H) with a minimum 65% progression requirement in both COOP 2000H and 4000H and maintain a minimum 75% cumulative average throughout their study terms. In addition, students must continue to receive satisfactory evaluations during each of their three work terms. Students who do not achieve a minimum 65% in COOP 2000H will be withdrawn from the co-op program but may continue their studies in Psychology or transfer to a major in a different subject. Once withdrawn, students are not eligible to re-enter the co-op program. Students who do not achieve a minimum 65% in COOP 4000H but otherwise fulfill all degree requirements will be awarded an Honours degree in Psychology without the co-op designation.

Three non-credit co-op work terms are required for the Psychology Co-op (PSYC 2100P, PSYC 3100P and PSYC 4100P). The typical schedule for the single-major Honours program is listed below. Students who choose to explore any additions (minor, specialization, or option) to a single-major Honours may require additional time to complete their degrees, as all courses are not offered in every term. It is expected that students follow the set work term schedule. Students are encouraged to work with an academic advisor or the psychology program co-ordinator for support with mapping the single-major Honours degree in Psychology.

	Fall	Winter	Summer
Year 1	Study Term 1	Study Term 2	--
Year 2	Study Term 3	Study Term 4	COOP 2000H

Year 3	Study Term 5	Study Term 6	Work Term 1
Year 4	Work Term 2	Work Term 3	--
Year 5	Study Term 7	Study Term 8	--

Students on a work term must complete learning objectives, a midterm evaluation, a final evaluation, and a final work term report. Co-op employers will also complete a midterm evaluation and final evaluation of the student's work term. Upon receiving the completed documentation and upon a satisfactory employer assessment, a Pass (P) or Fail (F) will be assigned for PSYC 2100P, PSYC 3100P and PSYC 4100P.

CareerSpace will be responsible for finding a suiting suitable work terms for students enrolled in the Co-op program. CareerSpace will make every effort to find suitable work terms for students enrolled in the Co-op program, but CareerSpace cannot guarantee a work term opportunity for every student. The work term process is competitive and dependent upon many factors including market conditions and the academic performance of a student. Co-op students secure positions through successful participation in the co-op interview process and/or their own job search activities. Withdrawal from the co-op will not normally be approved while a student is on a work term.

Students who are unable to obtain a suitable co-op opportunity in an upcoming work term are expected to continue with their academic program on a full-time basis. A missed work term can be made up, but in the event that a co-op student is unable to complete three work terms but fulfills the remainder of the degree requirements, the student will be awarded an Honours Bachelor of Arts or Bachelor of Science in Psychology.

Co-op students are responsible for paying tuition for their academic courses, ancillary fees, and levies. All Trent students are charged ancillary fees every Fall & Winter term. Co-op students will experience the same cycle for their ancillary fee payments regardless of when they are out on work terms. Co-op students do not pay tuition during their work terms.

Co-op students are responsible for paying the compulsory Co-op Fee a total of five times during their degree program, and the Co-op fee will be applied to their student account in Year 3 Fall, Year 3 Winter, Year 4 Fall, Year 4 Winter, and Year 5 Fall.

Students are encouraged to meet with the CareerSpace Co-op Coordinator to make sure that they are meeting their Co-op program requirements and with the program coordinator in Psychology to make sure that they are meeting their single-major Honours requirements in Psychology.

7) Articulation Agreement – Sheridan College

A new articulation agreement is proposed between Trent University and Sheridan College to enable qualified graduates of Sheridan's Child and Youth Care diploma program to enter Trent's Child & Youth Studies program with advanced standing, receiving 7.0 credits toward the 20-credit degree:

Calendar copy
Degree Completion Programs – Sheridan College
Child & Youth Studies (Bachelor of Arts, Honours)
Qualified students may enter the Child and Youth Studies degree program at Trent University on an advanced standing basis, subsequent to the successful completion of the Child and Youth Care Advanced Diploma program with a minimum overall average of 75%.

For Senate Approval

1) Dual Degree Agreement – Swansea University

Renewal of the agreement is proposed between Trent University and Swansea University to continue offering a dual degree program in Chemical Engineering leading to a BSc from Trent and a BEng from Swansea:

Calendar copy
The program allows students to complete the requirements for both degrees in a structured four-year program of study. Students spend their first two years of full-time study at Trent in Peterborough, taking 10.0 credits toward their Bachelor of Science (General) program in Chemistry (5.0 credits per academic year). Students then transfer to Swansea University for years three and four to complete their study in the Chemical Engineering (BEng) degree program, taking on a full-time course load (120 credits per academic year, which equates to a normal 5.0-credit per year Canadian university course load). Following successful completion of the BEng with the required minimum overall average, students are awarded transfer credits and will be eligible to graduate at the end of the fourth year with both an undergraduate Bachelor of Science (General) degree from Trent University and a Bachelor of Engineering degree from Swansea University.

The following single-major General program is available for the Trent/Swansea Chemical Engineering Dual Degree:

Bachelor of Science Program in Chemistry
- In addition to the program requirements listed below, students must satisfy the University degree requirements (see p. 15).
- Students who complete the Trent/Swansea Chemical Engineering dual degree program are exempt from the requirement that 5.0 of the last 7.0 credits obtained by a candidate for a Trent University degree must be completed at Trent.
- Successful completion of the BEng degree program with a minimum weighted average of 40% (according to Swansea University's grading scale) is required to award students with transfer credits toward the Trent BSc (General) degree. Per-course grade average to be determined.

Year 1
5.0 credits including the following:
  – 1.0 CHEM credit consisting of CHEM 1000H and 1010H

– 1.5 MATH credits consisting of MATH 1110H, 1120H, and 1350H
– 1.0 PHYS credit consisting of PHYS 1001H and 1002H
– 0.5 COIS credit consisting of COIS 1020H
– 0.5 INDG credit from the Approved Indigenous Course List
– 0.5 elective credit

Year 2

5.0 credits including the following:
– 3.0 CHEM credits consisting of CHEM 2100H, 2110H, 2410H, 2500H, 2810H, and 3520H
– 1.5 MATH credits consisting of MATH 2110H, 2120H, and 2150H
– 0.5 elective credit (CHEM 2420H recommended)

Years 3-4 – At Swansea University

End of Year 4

5.0 transfer credits awarded for successful completion of BEng program (years 3-4):
– 1.0 CHEM credit consisting of CHEM 3400H and 3410H
– 0.5 unassigned CHEM credit at the 2000 level
– 1.5 unassigned CHEM credits at the 3000 level
– 1.0 unassigned Science credit at the 2000 level
– 1.0 unassigned Science credit at the 3000 level

2) Arts & Science

A new regular course is proposed (previously approved in principle for inclusion in co-op programs):

Calendar copy

COOP 4000H: Pathways for Career Success
A capstone co-op course that supports students in integrating their co-op experiences to navigate the labour market and the workforce upon graduation. Students further build transferable skills essential for workplace success and focus on advanced networking strategies, personal branding, post-work term support, full-time job search support, and skills development. Open only to students registered in a co-op program. Prerequisite: 65% or higher in COOP 2000H and successful completion of three co-op work terms.

3) History

The Department proposes to introduce a new regular course:

Calendar copy

HIST 3620H: Freedom and Un-Freedom in Pre-Modern Europe
Explores freedom and un-freedom in the pre-modern period: the changing concepts of absolute and partial freedom; religious, civic, and personal freedoms/liberties; tolerance freedom of conscience; restrictions based on age and gender, and on social and physical mobility; and the distinctions between the status of "free" and "unfree" persons. Prerequisite: 4.0 university credits or permission of the chair.

4) Languages & Linguistics

The Program proposes to introduce a new regular course:

Calendar copy
EAPP 1010H: Canadian Academic Culture and Language
This course examines the academic expectations of undergraduate courses in a Canadian setting and helps students develop the academic culture and language strategies necessary to navigate them. Open only to students who speak English as an additional language, who have been directly admitted to undergraduate studies, and who have not been registered as a Trent-ESL student. Not open to students with credit for EAPP 1000Y or 2000Y.

For Senate Information

1) Ancient Greek & Roman Studies

a) The Program will introduce a new trial course:

Calendar copy
AGRS-ANTH 2530H: Wonders of the Ancient World
An examination of The Seven Wonders of the Ancient World, exploring the literary and material evidence for these monuments, their enduring cultural impact, and why the list includes some famous monuments but excludes many others.

b) The Program will make the following minor changes to courses:

Description
AGRS-HIST 1100H: War in the Desert
~~A study of ancient wars fought in desert conditions between the Late Bronze Age and late antiquity. Includes an introduction to the problems of reading primary sources, ancient military history, military operations in deserts, and logistics.~~ Equivalent to AHCL 1100H.
<u>An introduction to ancient history by studying wars fought in desert conditions between the Late Bronze Age and late antiquity. Includes discussion of problems of reading primary sources, ancient military history, and military operations in deserts.</u> Equivalent to AHCL 1100H.

Title, description
AGRS-HIST 2103H: ~~Approaches to Classical Historians~~
~~An introduction to ancient history from Archaic Greece to the late Roman Empire, examining both the history of this period and its construction by ancient writers. Prerequisite: 4.0 university credits. Not open to students with credit for AHCL 2102H or 2105H.~~ Equivalent to AHCL 2103H.
AGRS-HIST 2103H: <u>Approaches to Ancient Historians</u>
<u>An introduction to historiography between Archaic Greece and the late Roman Empire, examining both the history of this period and its construction</u>

by ancient writers. Prerequisite: 4.0 university credits. Not open to students with credit for AHCL 2102H or 2105H. Equivalent to AHCL 2103H.

Title, description

AGRS 2303H: ~~Approaches to Classical Literature~~ **Approaches to Ancient Literature**

The literature of the ancient Greek and Romans constitutes one of the most influential set of texts in world history. Reaching from antiquity to the digital age, this course introduces students to core methodological approaches, including issues of language and translation, the textual tradition, and ~~theoretical approaches~~ historical context. Prerequisite 4.0 university credits. Not open to students with credit for AHCL 2301H or 2302H. Equivalent to AHCL 2303H.

Title, description

AGRS 3351H: ~~Romance, Fantasy, and Adventure in the Ancient World~~
~~Did the ancients distinguish between "fiction" or "fantasy" and "non-fiction" as we do? Topics include the "quest theme" (*Gilgamesh, Odyssey, Voyage of Argo,* Lucian's *"True" History*), the concept of Utopia (the myth of Atlantis), and stories of sex and love (*Ephesian Story, Satyricon, Golden Ass*). Prerequisite: 8.0 university credits. Equivalent to AHCL 3351H.~~
AGRS 3351H: **Fantasy and Adventure in the Ancient World**
Did the ancients share our concepts of "fiction" and "non-fiction"? How did they understand the role of the imagination in literature? Reading a range of works featuring quest stories, exotic travels, and utopias (including Atlantis), we will explore the ancient roots of fantasy, science fiction, and other genres of speculative fiction. Prerequisite: 8.0 university credits. Equivalent to AHCL 3351H.

Description

LATN 1000H: Elementary Latin 1
~~An introduction to Latin through reading and comprehension, covering Wheelock ch. 1–15. Special emphasis is placed on acquiring a working vocabulary and on a grasp of Latin syntax. For students who have little or no previous knowledge of the language but who wish to be able to understand "the basics."~~
An introduction to Latin through reading and comprehension. Special emphasis is placed on acquiring a working vocabulary and on a grasp of Latin syntax. For students who have little or no previous knowledge of the language.

Description

LATN 1001H: Elementary Latin 2
~~An introduction to Latin through reading and comprehension, covering Wheelock ch. 16–30. Special emphasis is placed on acquiring a working vocabulary and on a grasp of Latin syntax. Prerequisite: 60% or higher in LATN 1000H or permission of program.~~

A continued introduction to Latin through reading and comprehension. Special emphasis is placed on acquiring a working vocabulary and on a grasp of Latin syntax. Prerequisite: 60% or higher in LATN 1000H or permission of program.

Description

LATN 2000H: Intermediate Latin 1

~~Wheelock ch. 31–40 followed by selections from ancient authors. Prerequisite: 60% or higher in LATN 1001H or permission of program.~~

A continued study of the grammar and syntax of Latin, while introducing readings from ancient authors. Prerequisite: 60% or higher in LATN 1001H or permission of program.

Description

LATN 2001H: Intermediate Latin 2

~~Selections from ancient authors. Prerequisite: 60% or higher in LATN 2000H or permission of program.~~

Completes the study of the grammar and syntax of Latin, with increasing emphasis on readings from ancient authors. Prerequisite: 60% or higher in LATN 2000H or permission of program.

2) Anthropology

The Department will make the following minor changes to specialization requirements (effective 2024-2025 Academic Year):

Calendar copy

Specialization in Biological Anthropology

4.0 credits:

– 2.0 ANTH credits consisting of ANTH 2410H, 3404H, 3405H, and 4430H

– 2.0 ANTH credits from ANTH 2450H, 2470H, 3160H, 3260H, 3333H, 3460H, 3540H, 4153H, 4163H, 4260H, 4420H, 4440H, or 4770H

Specialization in Bioarchaeology

4.0 credits:

– 2.0 ANTH credits consisting of ANTH 2410H, 3404H, 3405H, and 4430H

– 2.0 ANTH credits from ANTH 2123H, 2150H, 3151H, 3153H, 3460H, 3540H, 3731H, 4153H, 4163H, 4420H, or 4500H

Specialization in Environmental Archaeology

4.0 credits:

– 0.5 ANTH credit consisting of ANTH 3680H

– 3.5 ANTH credits from ANTH 2150H, 3001H, 3153H, 3165H, 3175H, 3185H, 3550H, 3650H, 3731H, 4153H, 4163H, 4180H, 4185H, or 4350H

3) Child & Youth Studies

The Department will introduce 3000-level versions of existing courses:

Calendar copy

CHYS 3900H: Reading Course

A course of individual study supervised by a faculty member exploring advanced topics in child and youth studies. The proposed syllabus requires approval of the instructor and the program coordinator prior to registering in the course. Proposals should be submitted by March 31 for reading courses to begin in the following Fall term, and by November 30 for reading courses due to be taken in the Winter term. Prerequisite: 9.0 university credits including 1.5 CHYS credits at the 2000 level and a minimum cumulative average of 70%.

CHYS 4900H: Reading Course

A course of individual study supervised by a faculty member exploring advanced topics in child and youth studies. The proposed syllabus requires approval of the instructor and the program coordinator prior to registering in the course. Proposals should be submitted by March 31 for reading courses to begin in the following Fall term, and by November 30 for reading courses due to be taken in the Winter term. Prerequisite: 12.0 university credits including 1.5 CHYS credits at the 3000 level and a minimum cumulative average of 70%.

CHYS 3905H, 3906H: Research Practicum

Designed to allow students to pursue research activities under the direction of a department faculty member, normally within the faculty/supervisor's ongoing research program. Prerequisite: 9.0 university credits including 70% or higher in CHYS 2010H (or 2000H), a minimum cumulative average of 70%, and permission of the program coordinator and course instructor. Open only to Child & Youth Studies majors. Students may take a maximum of 1.0 credit from CHYS 3905H, 3906H, 4880H, 4881H, 4882Y, 4905H, or 4906H.

CHYS 4905H, 4906H: Research Practicum

Designed to allow students to pursue research activities under the direction of a department faculty member, normally within the faculty/supervisor's ongoing research program. Prerequisite: 12.0 university credits including 70% or higher in CHYS 2020H, a minimum cumulative average of 70%, and permission of the program coordinator and course instructor. Open only to Child & Youth Studies majors. Students may take a maximum of 1.0 credit from 3905H, 3906H, CHYS 4880H, 4881H, 4882Y.

4) **Computer Science**

The Department will make the following minor changes to courses:

Prerequisite

COIS 2520H: Professionalism and Ethics in Computing (Sc)
Prerequisite: COIS 1020H.
Pre- or co-requisite: COIS 1020H or COIS-ADMN 1620H.

Prerequisite, description

COIS 4000Y: Software Engineering Project (Sc)
The software engineering project is a capstone course and provides students with the practical experience in the analysis, design, implementation, testing, and documentation of a real-world software product. Working as a team with clients, the project draws substantially on the theoretical knowledge gained in all

~~previous COIS courses. Prerequisite: COIS 3040H. Pre- or co-requisite: COIS-ADMN 3850H. Recommended: COIS 3400H and 3430H. Not open to students with credit for COIS 4850H.~~
<u>This capstone course provides students with hands-on experience in the analysis, design, implementation, testing, and documentation of a real-world software product. Working in teams with clients, the project integrates theoretical knowledge acquired in all previous COIS courses. Prerequisite: 65% or higher in each of COIS 2020H, 2240H, and 3040H, and 65% or higher in COIS 2430H or 3400H. Pre- or co-requisite: COIS-ADMN 3850H.</u> Not open to students with credit for COIS 4850H.

5) **Criminology**

  a) The Program (within the Department of Sociology) will introduce a special topic course:

  Calendar copy

  CRIM 4951H: International Comparative Criminology
  This course uses a Collaborative Online International Learning (COIL) framework to promote an understanding of comparative criminology. Students partner with international peers to examine and participate in the practice of comparative criminology, critically understand the strengths and weaknesses of the methods and practices involved and explore case study examples of comparative criminology. Open only to students in the Criminology program. Prerequisite: A minimum 70% cumulative average and 12.0 university credits including CRIM 2617H and 2.0 CRIM credits at the 3000 level.

  b) The Program (within the Department of Sociology) will make the following minor change to course:

  Title
  CRIM-GESO-PLCW 3625H: ~~Sexed Violence~~
  <u>Gender-Based Violence: Reactions, Responses, and Responsibilities</u>

6) **Economics**

  The Department will make the following minor changes to course:

  Title, description
  ECON 3210H: ~~Applied Econometrics~~ (Sc)
  ~~Integrates economic theory, data analytical technique, and practical applications in economic and policy analysis. Through computing and estimating economic models with real-world data and using programming languages, students gain practical skills in empirical analysis and data science for economics.~~ Prerequisite: ECON 3200H or permission of the instructor.
  ECON 3210H: <u>Economic Data Science</u> (Sc)
  <u>Takes a hands-on approach to econometric analysis and data science. After introducing techniques of data processing and visualization with scientific computing libraries in Python, the course applies linear regression and discrete</u>

choice models to cross-sectional data. The course ends with a basic introduction to machine learning. Prerequisite: ECON 3200H or permission of the instructor.

7) **Forensic Science**

   a) The Department will introduce two new trial courses:

   Calendar copy

   FRSC 4410H: Mathematical Tools for Criminal Investigation (Sc)
   This course surveys a variety of mathematical and computational tools that are used in criminal and forensic investigations, including but not limited to detecting potential fraudulent behavior, estimating time since death, and locating a suspected criminal offender. Prerequisite: FRSC 2020H and 1.0 MATH credit.

   FRSC 4340H: Forensic Correctional Practices (Sc)
   This course allows students to gain understanding of the correctional system in Canada and globally, offering a comprehensive and up-to-date overview of current topics concerning institutional and community correctional systems. Theoretical and practical issues related to correctional psychology will be explored, including history of corrections and examination of intervention programs. Prerequisite: FRSC 3110H and 3320H.

   b) The Department will make a minor change to the Specialization in Law & Policing: FRSC 4310H will be added to the list of 1.5 credits of choice.

   c) The Department will make the following minor changes to courses:

   Prerequisite

   FRSC 4210H: Fingerprint Analysis and Documentation (Sc)
   ~~Prerequisite: FRSC 3010H.~~
   Prerequisite: 60% or higher in FRSC 3010H. Only open to students in Forensic Science (single or joint major), Forensic Biology or Forensic Chemistry.

   Title, description, prerequisite

   FRSC-BIOL 4600H: ~~Applied Molecular Genetics (Sc)~~
   ~~This seminar-based course introduces students to the application of DNA profiling to forensics, medical genetics, and natural resource management (molecular ecology/conservation genetics). Prerequisite: 10.0 university credits including BIOL-FRSC 3700H.~~
   FRSC-BIOL 4600H: Advanced Topics in Forensic Biology (Sc)
   This seminar-based course introduces students to the modern-day applications of biology in forensics, including application of genomic profiling to forensics, construction of genetic genealogies, and pathogen and disease tracking and monitoring. Prerequisite: 10.0 university credits including FRSC 3700H or BIOL 3600H.

Description
FRSC 4730H: Advanced Topics in Forensic Chemistry (Sc)
~~This course focuses on the confirmatory instrumental analytical and materials analysis of sample types routinely analyzed within the Chemistry section of Ontario's Centre for Forensic Sciences. Topics may include the analysis of ignitable liquid residues and explosive materials, paint, inks, dyes, textiles, and glass, among others.~~ Prerequisite: CHEM 3400H and 3410H. Not open to students with credit for FRSC-CHEM 3720H.
<u>Chemical signatures have long played a significant role as evidence in criminal investigations. This course explores recent research in analytical techniques for detecting chemical signatures—across a variety of application areas—and introduces computational techniques and software tools for working with these high-dimensional data structures.</u> Prerequisite: CHEM 3400H and 3410H. Not open to students with credit for FRSC-CHEM 3720H.

8) History

a) The Department will introduce two new trial courses:

Calendar copy
HIST-MDST 2460H: History of Games
Games are an increasingly important part of present-day societies, with a heavy emphasis on video games and tabletop games in the Global North. This course explores the key milestones which shaped these games throughout the twentieth century, providing a contextual history to facilitate critical thinking, insight, and reflection. Prerequisite: 3.0 university credits or permission of the chair.

HIST-FRSC 3680H: A Brief History of Forensics
Explores the history of forensic science as it intersects with the interests of law and trials, especially through the evidence of expert witnesses, new scientific tests, and developing forensic approaches to crime scenes. Allows students to explore the influences of modern consumerism and racial and imperial interests. Prerequisite: 4.0 university credits or permission of the chair. Not open to students with credit for FRSC 4312H. Not open to students in the single-major Forensic Science program.

b) The Department will make the following minor changes to courses:

Description, remove cross-listing
~~HIST-CAST-SAFS 2821H:~~ Food in History
~~Explores how and why foodways have changed in Canada and the Western world between 1492 and the present. It allows students to draw links between global questions and everyday life, gender and politics, and social class and health, while introducing various methods of historical inquiry.~~ Prerequisite: 3.0 university credits or permission of the chair.
<u>**HIST-SAFS 2821H:** Food in History</u>
<u>Explores how and why foodways have changed in North America and Europe</u>

between 1800 and the present. It allows students to draw links between global questions and everyday life, gender and politics, and social class and health, while introducing various methods of historical inquiry. Prerequisite: 3.0 university credits or permission of the chair.

Description, prerequisite

HIST-FRSC 3711H: The History of Incarceration
~~Explores the history of incarceration from the late 1700s to the present, focusing on institutions designed to segregate those labelled sick, deviant, or in need of reform, particularly in Canada. Through secondary and primary literature, incarceration is studied from the perspective of authorities, the public, and inmates. Prerequisite: 4.0 university credits or permission of the chair.~~
Explores the history of incarceration from the 1700s to the early 2000s, focusing on institutions designed to segregate those labelled sick, deviant, or in need of reform, particularly in Canada. Through secondary and primary sources, the history of incarceration is studied from the perspective of authorities, the public, and inmates. Prerequisite: 4.0 university credits including 0.5 HIST credit or permission of the chair.

Reactivation from reserve

HIST 2111H: United States History
Explores the history of the United States from pre-contact and early European settlement in the 1600s to civil war and reconstruction in the second half of the 1800s. Prerequisite: 3.0 university credits or permission of the chair. Not open to students with credit for HIST 2110Y.

HIST 2201H: History of Twentieth-Century Europe: The Short Century, 1914–1989
This survey course analyzes Europe's short yet dramatic twentieth century from the beginning of World War I to the fall of Communism. Prerequisite: 3.0 university credits or permission of the chair. Not open to students with credit for HIST 2200Y.

HIST 3651H: Topics in the History of the Middle East
An advanced seminar course on select aspects of the history of the Middle East. Specific topics are determined yearly. Prerequisite: 4.0 university credits or permission of the chair. Not open to students with credit for HIST 4650Y or 4651H.

9) **Philosophy**

The Department will make the following minor change to course:

Crosslist

PHIL-KINE 2020H: Philosophy of Sport and Recreation

10) Social Work

The Department will introduce a new trial course:

Calendar copy

SWRK 3109H: Social Work and Disability
Examines disability as a "social construct" and provides a historical exploration of the concept of disability. Focuses on the role of social work in addressing disability issues and supporting individuals with disabilities. Using a social justice framework, the course assesses prevailing social work theories of disability. Prerequisite: Admission to the BSW professional years or permission of the director.

SPECIAL REPORT ON POSTGRADUATE CERTIFICATES – November 22, 2024

Senate is being requested to approve postgraduate certificates outside the normal approval processes. Securing approval at this time is critical to allow international recruitment for these postgraduate certificates to begin immediately.

Background Information

As of November 1, 2024, the Immigration Refugees and Citizenship Canada (IRCC) introduced new Postgraduate Work Permit (PGWP) eligibility criteria that placed further restrictions on international students and significantly impacted student intake into Trent's postgraduate certificate programs. To be eligible for work study permits, students must enrol in postgraduate programs that link to labour market demand. Five sectors have been identified, including:

- STEM
- Health Care
- Transportation
- Trade and
- Agriculture

Trent has swiftly adapted our postgraduate certificate programs to align with key labour market needs, with academic departments working closely with Deans and Associate Deans to implement the changes. Students are eligible to apply for a three-year work permit provided they have completed two years of study. A two-year postgraduate certificate may also be offered in an accelerated format of 16-months.

Approval Request

In addition to the four postgraduate certificates included in the body of the USC Report, it is also requested that Senate approve three additional postgraduate certificates prior to review by USC.

- **Logistics & Supply Chain Management** – 1 year certificate in Durham only
- **Health & Wellness** – 2 year certificate in Peterborough only
- **Digital Marketing** – 2 year certificate in Durham only

We are still awaiting final copy of Digital Marketing (draft is below) and support from one of the departments involved in the Health and Wellness postgraduate certificate. Some minor revisions may be made to calendar copy.

Next Steps. USC will conduct a full review of the proposals and send a report on the postgraduate certificates to Senate for information, noting any revisions.

1. Postgraduate Certificate in Health and Wellness

Name of New Program	Postgraduate Certificate in Health and Wellness
Length of Program	2 Year Certificate
Proposed Start Date of Program	September 1, 2025
Availability by Campus	Peterborough Only
Academic Unit Responsible	Psychology
Program Coordinator	TBD
Divisional Dean Supporting Proposal	Sarah West
Date Submitted	November 22, 2024

Rationale

The Health and Wellness Postgraduate Certificate responds to an identified priority area to provide programming in health and wellness. This PGC will directly prepare individuals for a better understanding of how to approach health and wellness from a multidisciplinary perspective. It integrates imperative topics such as communication related to health and wellness, and the role of physical activity and health. This program will be highly desirable by individuals who are looking to increase their knowledge and application of this knowledge in health-related settings.

Calendar Copy

The Postgraduate Certificate in Health and Wellness is available to students who hold an undergraduate degree from any accredited university. The program is offered at Trent's Peterborough campus and may be taken on a full-time or part-time basis. The interdisciplinary program will be of interest to recent graduates wishing to acquire knowledge and skills related to the relationship between behaviour and health focusing on health, wellness and the prevention and treatment of illness. The certificate program covers such topics as health communication, program evaluation, understanding health behaviour, lifestyle, mental health, psychology of health, among others. Graduates in health, physical and social sciences, as well as nursing among others will find the courses engaging and upon completion of the certificate, students will have knowledge that they can apply to working in health- and wellness-related fields.

Application Procedure

Candidates may apply through the Trent website at trentu.ca/XXX. An official transcript must accompany the application. Applicants should determine the program and campus location they wish to study at and research the program length, courses, and available start terms and campuses prior to applying. After an application is submitted, changes to programs and campuses will not be made without a new, paid application. Once students are registered in courses, students will not be permitted to change programs or campuses.

University Requirement

A minimum cumulative average of 60% is required to graduate with a postgraduate certificate.

Courses

The certificate program consists of the following 9.0 credits:
- 3.5 HEAL credits consisting of HEAL 1005H, 2005H, 3001H, 3002H, 3755H, 4001H, and 4700H
- 1.0 KINE credit consisting of KINE 1001H and 4710H
- 1.0 PSYC credit consisting of PSYC 2200H, PSYC 2300H
- 0.5 GESO credit consisting of GESO 2002H
- 1.5 SOCI credits consisting of SOCI 1001H, 2630H, 3631H
- 1.5 NURS credit consisting of NURS 2015H, 5005H, 5009H

Notes
- Students are advised to follow the list of courses by term at trentu.ca/futurestudents/academics/postgraduate-certificates and should not vary this schedule.
- For individual course descriptions, see Health and Behaviour (p. 311), Kinesiology (p. 363), Psychology (p. 444), Sociology (p. 472), Gender & Social Justice (p. 275), Nursing (p. 399), and Graduate Calendar (p107). Please consult the academic timetable, available at trentu.ca/timetable, for information on when courses will be scheduled.

- Undergraduate degree graduates from Trent University may be awarded transfer credits to a maximum of 1.0 assigned credit provided a minimum grade of 65% in the course to be transferred has been achieved.

Suggested course schedule:
Term 1 Course Requirements
- KINE 1001H: Introduction to Kinesiology and Personal Health
- SOCI 1001H: Introduction to Sociology I
- HEAL 2005H: Health and Risk Behaviour
- PSYC 2200H: Brain and Behaviour

Term 2 Course Requirements
- HEAL 1005H: Foundations of Health and Behaviour
- HEAL 3755H: Program Evaluation in Health and Health Care Evaluations
- SOCI 3631H: Sociology of Medicine
- NURS 5005H: Diverse Perspectives on Dementia
- NURS 2015: Critical Perspectives on Aging

Term 3 Course Requirements
- HEAL 3001H: Factors Affecting Health and Behaviour
- GESO 2002H: Health Humanities
- SOCI 2630H: Sociology of Health & Illness
- PSYC 2300: Introductory Abnormal Psychology

Term 4 Course Requirements
- HEAL 3002H: Health Communications
- KINE 4710H: Exercise in Chronic Disease
- HEAL 4001H: Changing Health Behaviour—Health Promotion
- HEAL 4700H: Lifestyle and Mental Health
- NURS 5009H: Advanced Mental Health Nursing Practice IV: Fundamentals of Cognitive Behaviour Therapy - CBT

2. Postgraduate Certificate in Logistics and Supply Chain Management

Name of New Program	Postgraduate Certificate in Logistics & Supply Chain Management
Proposed Start Date of Program	September 1, 2025
Availability by Campus	Durham GTA Only
Academic Unit Responsible	Logistics and Supply Chain Management
Program Coordinator	Ali Vaezi
Divisional Dean Supporting Proposal	Dr. Wenying Feng
Date Submitted	November 18, 2024

Rationale
As global supply chains grow increasingly complex, skilled professionals in supply chain management are essential to address disruptions, enhance efficiency, and implement sustainable practices. Trent University's Postgraduate Certificate in Logistics & Supply Chain Management is tailored to equip graduates with both the technical skills and strategic leadership abilities needed to excel in today's dynamic environment. The curriculum covers essential topics such as Operations Management,

Procurement, Transportation, Lean Six Sigma, International Logistics, Enterprise Resource Planning, and Information Systems, integrating hands-on learning with industry connections. By focusing on key areas like risk management and sustainability, the program meets the demand for expertise in the Durham region and beyond. With a 10-course structure that includes practical applications, this program positions graduates to succeed in supply chain roles locally or globally. Upon graduation, students will be prepared to pursue professional roles across various aspects of supply chain management, leveraging their skills in areas such as operations, procurement, logistics, ERP systems, and information systems, or to explore further research in a supply chain topic that aligns with their career interests.

Calendar Copy
The Post-Graduate Certificate in Logistics & Supply Chain Management is available to students who hold an undergraduate degree from an accredited university. The program is offered at Trent's Durham only and may be taken on a full-time or part-time basis.

This program equips students with essential principles and relevant methodologies in supply chain management, emphasizing strategic decision-making, sustainable practices, and risk management. Students gain hands-on experience with modeling and problem-solving tools, preparing them to apply these skills across diverse fields in supply chain and logistics.

Application Procedure
Candidates may apply to the Postgraduate Certificate in Logistics & Supply Chain Management through the Trent website at https://www.trentu.ca/futurestudents/undergraduate/programs. An official transcript must accompany the application.

University Requirement
A minimum cumulative average of 60% is required to graduate with a postgraduate certificate.

Courses
The Certificate program consists of the following:
- 3.5 LSCM credits consisting of LSCM 1001, LSCM 2002, LSCM 2003, LSCM 2005, LSCM 3500, LSCM 3400, LSCM 4200
- 1.0 ADMN credits consisting of ADMN 2100 and ADMN 3032
- 0.5 COIS credit consisting of COIS-ADMN 1620H

Notes
• For individual course descriptions, see Logistics and Supply Chain Management (p. 379), Business Administration (p. 81), and Computer Science (p. 138). Please consult the academic timetable, available at trentu.ca/timetable, for information on when courses will be scheduled in 2025–2026.
• Transfer credits are only accepted for courses from Trent University with a minimum grade of 65% and a maximum of 1.0 assigned credit may be awarded for the Certificate.

3. Digital Marketing

Name of New Program	Postgraduate Certificate in Digital Marketing
Proposed Start Date of Program	September 1, 2025
Availability by Campus	Durham GTA Only
Academic Unit Responsible	Logistics and Supply Chain Management
Divisional Dean Supporting Proposal	Wenying Feng
Date Submitted	November 22, 2024

Rationale

We currently offer post-graduate certificates in Business Communications, and in Marketing & Entrepreneurship. We would like to offer a selected array of courses from these two postgraduate certificate plus several new courses introduced for the undergraduate programs, fulfilling IRCC requirements for international student visa eligibility as a program with CIP code 52.1404 Science, technology, engineering and math (STEM) Digital marketing. This would preserve a considerable proportion of what is currently offered, but alter the mix to meet the new focus on digital communications and marketing.

Calendar Copy

The Postgraduate Certificate in Digital Marketing is available to students who hold an undergraduate degree from any accredited university. The program is offered only at Trent's Durham GTA campus. This program will be of interest to recent graduates wishing to acquire good business acumen in maintaining a web presence for an enterprise. The topics covered include key areas in marketing and public relations, as well as the specifics of relevant topics like website best practices, customer relations and social media strategy.

Application Procedure

Candidates may apply to the Postgraduate Certificate in Logistics & Supply Chain Management through the Trent website at https://www.trentu.ca/futurestudents/undergraduate/programs. An official transcript must accompany the application.

University Requirement

A minimum cumulative average of 60% is required to graduate with a postgraduate certificate.

Courses

The 10 credit certificate program consists of the following:

- 2.5 ADMN credits consisting of ADMN 2080H, 2100H, 3150H, 3170H, and 3xxxH
- 5.0 COIS credits consisting of COIS-1010H, 1020H, 2240H, 2430H, 3400H, 3430H, COIS-ADMN 1620H, 2620H, 3750H, and 3850H
- 2.5 COMM credits consisting of COMM 2002H, 3002H, 3003H, 3xx1H, 3xx2H

Students who hold an undergraduate degree from Trent University may have a maximum of 1.0 credit (two 0.5-credit courses) from their degree applied to their postgraduate certificate program. Students entering additional postgraduate certificate programs may count up to a maximum of 1.0 credit (two 0.5-credit courses) toward the additional postgraduate certificate program.

Notes

- Students are advised to follow the list of courses by term posted on the School of Business website (trentu.ca/business/programs/postgraduate-certificates) and should not vary this schedule.
- This program may be taken on a full-time basis only.

Graduate Studies Committee

Report to Senate at November 7, 2024

Unless otherwise noted all changes will take effect May 1, 2025.

For Senate Approval, Major Changes

1. **Ph.D. in Cultural Studies**
   Change to program degree regulations: Removal of the language requirement
   a) **Rationale:** The landscape of scholarship has changed; most students no longer need to learn a new language to pursue their research and for those that do, the testing criteria to meet this requirement is not impactful. Furthermore, there are a lack of institutional resources for sufficient training at the Ph.D. level.
   b) **Details of Change:** Removal of the language requirement from the Ph.D. CUST program requirements.
   c) **Proposed Calendar Copy:**

      REQUIRED COMPONENTS
      The 1~~45~~ required components that must be successfully completed are listed below.

      *Remove "**LANGUAGE REQUIREMENT**" section under "PhD Program in Cultural Studies" in Academic Calendar (page 58 of the 2024-2025 Graduate Academic Calendar).*

2. **M.A. in Sustainability Studies**
   Change to program degree regulations: Addition of SUST 5002H to MRP, INTR and INOV streams and SUST 5600H to INTR stream
   a) **Rationale:** Students in the MRP, INTR and INOV are increasingly conducting research, making it necessary that they receive training in research methods (SUST 5002H). It has also become necessary that students in the INTR stream receive training in entrepreneurship and innovation management (SUST 5006H) as they are increasingly completing placements that require sustainable and innovative organizational practices. The course title and description of SUST 5600H will need to be revised to be more reflective of the broader group of students that will now be completing the course.
   b) **Details of Change:** Add SUST 5002H as a degree requirement to the MRP, INTR and INOV streams and SUST 5600H as a degree requirement to the INTR stream. Reduce the number of elective credits required to be completed by students in the MRP and INOV by 0.5 and by 1.0 for those in the INTR stream. See revisions to SUST 5600H course title and description below.
   c) **Proposed Calendar Copy:**

      PROGRAM STRUCTURE AND STREAMS
      …
      All M.A. Sustainability Studies Students
          - SUST 5000Y: Perspectives on Sustainability (total of 1.0 credit)
          - SUST 5002H - Research Methods (total of 0.5 credit)

- SUST 5010H: Colloquium (Pass/Fail) (total of 0.5 credit)

1. **Thesis**
   - ~~SUST 5000Y: Perspectives on Sustainability (total of 1.0 credit)~~
   - SUST ~~5010/~~5020H: Colloquium (Pass/Fail) (total of 0.5~~1.0~~ credit)
   - ~~SUST5002H – Research Methods (total of 0.5 credit)~~
   - 1 elective course (total of 0.5 credit)

2. **Major Research Paper**
   - ~~SUST 5000Y: Perspectives on Sustainability (total of 1.0 credit)~~
   - ~~SUST 5010H: Colloquium (Pass/Fail) (total of 0.5 credit)~~
   - SUST 5800H - Major Research Paper (total of 0.5 credit)
   - 3~~4~~ elective courses (total of 1.5~~2.0~~ credits)

3. **Internship**
   - ~~SUST 5000Y: Perspectives on Sustainability (total of 1.0 credit)~~
   - ~~SUST 5010H: Colloquium (Pass/Fail) (total of 0.5 credit)~~
   - SUST 5600H: Social Innovation and Leadership (total of 0.5 credit)
   - SUST 5700Y: Internship & Leadership in Sustainability (total of 1.0 credit)
   - 1~~3~~ elective course~~s~~ (total of 1.0~~5~~ credit~~s~~)

4. **Entrepreneurship and Innovation Management**
   - ~~SUST 5000Y: Perspectives on Sustainability (total of 1.0 credit)~~
   - ~~SUST 5010H: Colloquium (Pass/Fail) (total of 0.5 credit)~~
   - SUST 5600H: Social Innovation and Leadership ~~Entrepreneurship and Innovation Management~~ (total of 0.5 credit)
   - SUST 5700Y: Internship & Leadership in Sustainability (total of 1.0 credit)
   - 1~~2~~ elective~~s~~ course (total of 0.5~~1.0~~ credit)

SUST 5600H: Social Innovation and Leadership~~Entrepreneurship and innovation management~~
This course introduces students to the essential skills, analytical tools, and perspectives that underpin innovation across the for-profit, non-profit, and public sector.~~, and experiences that prepare them for the challenge of entrepreneurship.~~ It addresses content and key competencies around the development of sustainable organizational solutions either in an existing organization or through starting their own social enterprise.~~process questions as well as with formulation and implementation issues that relate to conceptualizing, developing, and managing a successful new enterprise.~~

For Senate Approval, Minor Changes

1. **Ph.D. in Canadian Studies**
   Change to credit value: PhD dissertation (CAST 6090Y)
   a) **Rationale:** Assigning 7.0 credits to this course was at the request of Carleton University to align with their course credit practices. This is no longer needed as the Canadian Studies Ph.D. program has terminated their partnership with Carleton University.
   b) **Details of Change:** Reduce the credit value of CAST 6090Y: *PhD dissertation* from 7.0 credits to 1.0 credits.
   c) **Proposed Calendar Copy:**

   PROGRAM REQUIREMENTS
   Doctoral candidates must successfully complete 4~~10~~ credits.

…

– a 1.0 ~~7.0~~ credit dissertation, which must be successfully defended in English at an oral examination.

2. **Ph.D. in Indigenous Studies**
   Change to admission requirement: Reduce admission average from 80% to 77%
   a) **Rationale:** Reducing the program's minimum admission average aligns it with the general admission requirement set out by the School of Graduate Studies. This change will allow for more qualified applicants to the program.
   b) **Details of Change:** Reduce the minimum average considered for admission into the Ph.D. INDG program from 80% to 77%.
   c) **Proposed Calendar Copy:**

   REGULATIONS
   To be considered for admission, students must have completed a Masters Degree in a field relevant to Indigenous Studies with an overall average at graduation of at least B+~~A~~ (77~~80%, GPA 3.7~~).

3. **M.A. in Sustainability Studies**
   Change to course cross-listing: Environmental Policy Analysis (SUST 5550H/IDSR 6550H)
   a) **Rationale:** The content provided in SUST 5550H/IDSR 6550H is not currently offered by the CSID and CAST programs. Cross-listing this course provides MA.CSID and PHD.CAST students an additional elective option.
   b) **Details of Change:** CSID and CAST to be cross-listed with SUST 5550H-IDSR 6550H: Environmental Policy Analysis.
   c) **Proposed Calendar Copy:**

   CSID-SUST 5550H-CAST-IDSR 6550H: Environmental Policy Analysis
   This course explores environmental policy analysis and development in the Canadian context. We cover methods of analyzing environmental policy responses across a range of issues, including stakeholder engagement, policy tool selection and development, evaluation, and communication of policy aims to diverse audiences.

   NOTE: Course code to be revised under IDSR Academic Calendar chapter. Course to be added under CSID and CAST Academic Calendar chapters.

4. **School of Graduate Studies**
   Addition of new course: Professional Foundations (COOP-5000H)
   a) **Rationale:** The addition of new co-op programs (ex: M.ARTM) at the graduate level requires the addition of a graduate-level professional skills course to ensure students are well prepared for the workplace.
   b) **Details of Change:** Addition of new course.
   c) **Proposed Calendar Copy:**

   COOP 5000H: Professional Foundations
   A foundational course designed to provide students with the knowledge needed for their co- op work term. This course offers the opportunity for career exploration, work term preparation and

critical inquiry into the field of career development. Topics include resumes, cover letters, job search strategies, interviews and the co-operative education process.

5. **Graduate Academic Regulations**
   <u>Addition to Masters "Examining committee" regulation under *Principles Governing Submission and Examination of Theses*</u>
   a) **Rationale:** Conflicts of interest within a student's examining committee are susceptible of causing biased and unfair thesis examinations. Currently, there is no language within the Masters "Examining committee" regulation to safeguard from potential conflicts of interest.
   b) **Details of Change:** Copy language from the Ph.D. "Examining committee" regulation that safeguards from potential conflicts of interest to the Masters "Examining committee" regulation.
   c) **Proposed Calendar Copy:**

      Principles Governing Submission and Examination of Theses
      …
      2.2 The external examiner must not have any affiliation with the university or the candidate that might be construed as creating a conflict of interest. Guidelines on conflict of interest are available from the School of Graduate Studies.

![Trent University logo](TRENT UNIVERSITY)

2024-25 Academic Planning & Policy Committee (AP&P)
Senate Report 3 – November 26, 2024 – Open Session

Submitted by: Dr. Michael Khan, Chair, Academic Planning & Policy Committee
Report Dated: November 14, 2024

---

1. **Creation of New Department of Psychology at Durham GTA Campus** – For Approval

   Recommendation
   The Academic Planning and Policy Committee recommends to Senate that a new Department of Psychology be created at Durham campus. If approved, the proposal will be forwarded to the Board of Governors for information.

2. **First Peoples House of Learning and Chanie Wenjack School** – For Information

   Recommendation
   The Academic Planning and Policy Committee approved the recommendation that the First Peoples House of Learning be recognized as a separate unit from the Chanie Wenjack School for indigenous Studies at its November 7, 2024 meeting, effective immediately.

1. Creation of New Department of Psychology at Durham GTA Campus
For Approval

Recommendation

The Academic Policy and Planning Committee recommends to Senate that a new Department of Psychology be created at the Trent University Durham GTA campus.

AP&P members agreed to advance the following proposal to Senate, contingent upon two points of clarification. The following questions were directed to the Psychology department, and their responses are provided below.

1. How will faculty personnel applications, such as those related to tenure and promotion, be managed?

   Response: Each department will have its own Personnel Committee responsible for managing its personnel applications.

2. Will Program Committee members from both Durham and Peterborough Departments vote on curriculum matters?

   Response: Yes, members from both departments will vote on curriculum matters to determine if their respective departments support a proposed change. This will ensure that both departments have an equal say in the decision-making process, required mutual agreement on any curriculum changes.

Documentation includes:
- Proposal for Creation of New Department

Consultation Process

The following consultation has taken place as per the [Policy on Creating, Merging or Closing Academic Departments](#). The Department Chair at Peterborough campus and relevant faculty members were all supportive of the new department being created at Durham campus.

Committee/Group	Date	Details
PSYC faculty and TUFA members - consult	May 24, 2024	Consultations on April 21, 2023; March 1, 2024; April 2, 2024 (Peterborough faculty only); May 24, 2024 (endorsement vote)
Provost Planning Group	June 4, 2023	For Discussion
TUFA Joint Committee	August 22, 2024	For Consultation
Science Decanal Council	October 4, 2024	For Consultation
Academic Planning and Policy	October 10, 2024	For Recommendation
Senate – Notice of Motion	October 15, 2024	Required one month prior to bringing forward for approval
Faculty Board	November 22, 2024	For Information

Next Steps
- Following Senate Approval – the Proposal will be forward to the Board of Governors for information.
- Once shared with the Board of Governors, the relevant Dean will be responsible for the Communications Plan as outlined in the Policy.

Proposal for Separate Department of Psychology at Durham GTA Campus

Name of Department	Department of Psychology (Durham GTA Campus)
Date Department will Commence	January 1, 2025
Degree Programs for which the department will be responsible	Bachelor of Arts in Psychology Bachelor of Science in Psychology
Requested by	Wenying Feng, Acting Dean, Trent University Durham
Date of Request	October 8, 2024 (original request October 31, 2022; revised May 22nd, 2024)

1. Rationale for the creation of a separate academic department that includes an explanation of how the separation of the academic department will assist the University in meeting one or more of its approved strategic goals.

The psychology program at the Durham GTA campus has grown substantially since it first started offering courses at the Durham College campus (and then Ontario Tech, formerly UOIT) over 40 years ago. It is the second largest program, behind Business Administration. Logistically, a separate self-governed psychology department at the Durham GTA campus would strengthen the psychology program overall by allowing each one department to focus on the needs of their own student population, thereby enhancing each department's growth and student retention. This is in line with the Board of Governors' Strategic Objectives (e.g., growth at the Durham GTA campus) and the President's Mandate with respect to academic (e.g., innovative programming and delivery methods, experiential/hands on learning, differentiation between Durham & Symons campuses), cultural (protecting and furthering the unique Trent identity), and quality of student experience priorities.

Over the past five years, the psychology program at the Durham GTA campus has grown in a small but measurable way with applied and community-based placement courses and partnerships (e.g., Autism Home Base, Ontario Shores Centre for Mental Health Sciences). This corresponds to the campus focus on community-based research, which allows a dynamic interplay of research, teaching, and learning. For example, the psychology program at the Durham GTA campus offers an applied psychological research placement in Aging that incorporates a "Living Lab" placement in the geriatric units at the Ontario Shores Centre for Mental Health Sciences. This Durham GTA only course provides psychology students with direct opportunities to apply their classroom learning in the field and reshape student attitudes towards certain populations (e.g., geriatric). With a similar objective, a Durham GTA only applied psychological placement course in Mental Health was offered in the 2023-2024 academic year with a community partner, Autism Home Base. Additional Living Lab courses are planned in other content areas (e.g., eating disorders, dementia) with community partners (e.g., Lakeridge Health).

In anticipation of a separate Durham GTA Department of Psychology, the current department will create a Program Curriculum Committee that will consist of representatives from both departments (see Motion in attached Appendix). This committee will replace the current Curriculum committee to ensure curriculum matters are dealt with at a program level (vs. departmental level). Additionally, the Durham GTA Department of Psychology would maintain the same policies, guidelines, procedures, and workload as the Peterborough Department of Psychology, as well as offer the same degrees (B.A. and B.Sc.) and stay in the Division of Science. However, the Durham GTA Department of Psychology would have a separate administrative structure (e.g., Chair) that reports to the Dean and Head of Trent Durham GTA; this formalizes a department where current Trent Durham GTA psychology faculty already report to the Dean and Head of Trent Durham GTA.

The administrative structure of a separate Durham GTA psychology department was piloted in 2022-2023 and 2023-2024 with the creation of an Associate Undergraduate Chair (Durham GTA) who sits on the Executive,

Personnel, and Curriculum committees. The new Chair of the Durham GTA Department of Psychology would co-Chair the Program Curriculum committee to ensure program continuity between the two campuses. Note that the Associate Undergraduate Chair (Durham GTA) position was supported with a 1.0 AAA to further administratively differentiate the Symon campus operations from the Durham GTA campus operations.

A separate Durham GTA psychology department would foster and facilitate the growth of innovative programming and increase student retention by providing Durham GTA psychology students with an administrative structure that is based on their campus. This in turn would contribute to the broader growth of the Durham GTA campus. Most importantly, a separate department will provide Durham GTA psychology students with a home and identity that would serve to increase student satisfaction and retention.

2. TUFA members appointed to the separate academic department
Note that all faculty members currently employed by the University are based at the Durham GTA campus, have been appointed to that location, and already report to the Dean and Head of the Durham GTA campus.
- Jeffrey Adams, Associate Professor (Teaching Intensive), 1.0
- Jennifer Eastabrook, Assistant Professor (Teaching Intensive), 1.0
- Ben Bauer, Associate Professor, 1.0
- Nancie Im-Bolter, Associate Professor, 1.0
- Raheleh Saryazdi, Assistant Professor, 1.0
- Brenda Smith-Chant, Associate Professor, 1.0
- Korri Bickle, 3-year LTA, 1.0

3. Budget highlighting any new anticipated resources required, including but not limited to teaching staff, support staff, space, and infrastructure
An operating budget was allocated to Psychology in Durham for 2024-25. As a BSc program, the Durham GTA PSYC department will require a science equipment budget; these costs will be minimal and will be covered through Durham operating.

Space. All currently employed faculty have required office and research space. The AAA also has an office, which also functions as a departmental office.

Administrative Support. A 1.0 AAA was hired in September of 2023.

Program Enrolment. The table below shows the current enrolment of majors and double majors as of October 14th, 2022 for the 2022-2023 academic year (the date of the original proposal).

Academic Year	Year of Study	TOTAL Majors	Single Majors	Double Majors	Most Common Double Majors		
					PSYC.CHYS	PSYC.ADMN	PSYC.SOCI
2022-2023	1st	161	111	50	24	7	6
	2nd	93	66	27	11	3	7
	3rd	51	38	13	6	1	4
	4th	43	32	13	8	2	2
	Total	348	247	103	49	13	19

Note that this table not only highlights the size of the Durham GTA psychology program, but also the need to provide direct leadership and focused attention to increase retention and support student needs. In particular, psychology at the Durham GTA campus has close ties to the Child and Youth Studies department and a large number of shared students. In fact, the largest number of double majors at the Durham GTA campus are PSYC.CHYS.

Appendix (updated May 28, 2024)

Discussion regarding creation of a Program Curriculum Committee at a PSYC department meeting on March 1, 2024.
Motion presented to PSYC Department for voting via email March 4, 2024 to March 5, 2024 at 4:00pm.

Votes: For (24)   Against (4)   Abstentions (0)   **Motion passed.**

MOTION
In the event that a separate Durham GTA Department of Psychology is formed, a Program Curriculum Committee will be created that will consist of 8 voting members:
- Associate Chair-Undergraduate Studies from the Peterborough Department of Psychology (co-Chair of committee),
- Chair from the Durham GTA Department of Psychology (co-Chair of committee),
- two TUFA members and one undergraduate student representative from the Peterborough Department of Psychology, and
- two TUFA members and one undergraduate student representative from the Durham GTA Department of Psychology.
- Non-voting administrative staff: Program Coordinator (Peterborough) and AAA (Durham GTA).

This committee will replace the current Curriculum committee to ensure curriculum matters are dealt with at a program level (vs. departmental level). Members are to be appointed on a volunteer basis.

The Program Curriculum Committee will bring curriculum matters to both departments in a Joint Departments Meeting (held at the beginning of a Peterborough Department of Psychology meeting) for discussion and approval by both departments. If the majority of faculty in each department agree with a proposed motion, the motion is considered approved.

The Research Experiences Sub-Committee (SONA) will remain as part of the Program Curriculum Committee. However, each department will form their own Departmental Research Ethics Committee.

Discussion regarding a Separate Department of Psychology at the Durham GTA Campus at a PSYC department meeting planned for May 24, 2024.
Motion for endorsement of proposal (below) at the PSYC department meeting on May 24, 2024.

Votes: For (18)   Against (1)   Abstentions (2)   **Motion passed.**

MOTION
To endorse the proposal to create a new Durham GTA Department of Psychology, as outlined in the Proposal dated October 31, 2022 (original request, last revision May 22nd, 2024).

2. First Peoples House of Learning and Chanie Wenjack School
   For Information

Recommendation

The Academic Planning and Policy Committee approved the recommendation that the First Peoples House of Learning be recognized as a separate unit from the Chanie Wenjack School for indigenous Studies at its November 7, 2024 meeting, effective immediately.

MEMO

To: Academic Planning and Policy Committee
From: Dean of Humanities and Social Sciences and AVP Student Affairs
Date: October 21, 2024

On behalf of the Chanie Wenjack School for Indigenous Studies (CWS) and the First Peoples House of Learning (FPHL), a request is being made to clarify the position of the FPHL as a standalone unit separate from the CWS.

The establishment of the CWS was approved by Senate in May 2017. The proposal to create the CWS approved by Senate included FPHL as a member of CWS. Since that time, however, CWS and FPHL have operated separately under different administrative portfolios. As an academic unit, CWS is under the administrative portfolio of the Provost and Vice President Academic, with CWS reporting to the Dean of Humanities and Social Sciences. As a student support unit, FPHL is under the administrative portfolio of the Vice President Human Resources, with FPHL reporting to the AVP Student Affairs. It is important to clarify this separation to avoid confusion about the mandates and reporting structures of the CWS and FPHL.

The following submission comes forward to AP&P for approval and will be submitted to Senate for information.

Recommendation that the First Peoples House of Learning be recognized as a separate unit from the Chanie Wenjack School for Indigenous Studies, effective immediately upon approval by the Academic Planning and Policy Committee.

Consultation

February 26, 2024. The proposed separation was discussed at a leadership lunch meeting of the Chanie Wenjack School for Indigenous Studies (Director, Associate Director and PhD Director of Studies attending) and First Peoples House of Learning (Director and staff attending). The request to formally separate FPHL from CWS was agreed upon at this meeting.

February 27, 2024. At a meeting of the Chanie Wenjack School for Indigenous Studies school committee, a consensus was reached to separate FPHL from the CWS.

March 4, 2024. The request to formally separate FPHL from CWS was communicated to the Dean of Humanities and Social Sciences by the Director, Chanie Wenjack School for Indigenous Studies.

October 21, 2024. Full support for the request to formally separate FPHL from CWS was communicated to the Dean of Humanities and Social Sciences by the Director, First Peoples House of Learning.

Thank you,

To: **Senate (November 26, 2024)**

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 November 26th, 2024 meeting of Senate. Attached is the report for Senate approval.

1. Animal Care Standards Policy

Thank you,

Dr. Holger Hintelmann

Animal Care Standards Policy

Category: Research policy

Approval: Senate

Responsibility: Vice President, Research and Innovation

Date: November 26, 2024~~January 15,2019~~

1.0 Purpose of the Policy

This policy has been developed to ensure that the care of animals used in research and/or teaching at Trent University conforms to the most rigorous ethical standards compatible with the goals of science.

2.0 Scope of this Policy

This policy applies to all researchers (students, staff, faculty) and all animals deemed an essential component of a research, teaching, testing or monitoring project or program. This policy applies whether the animal is the subject of science (e.g. wildlife or farm animal studies), or is supporting science, either directly (e.g. animal model of disease or ~~of~~ a biological process, animals used in clinical trials) or indirectly (e.g., breeding colonies, sentinel animals, animals used for training, animals used as food for other animals). Trent University will maintain the highest standards for all campus facilities and field settings involving animal research and/or teaching.

3.0 Policy Statement

Trent University's animal care standards will at minimum conform with those outlined in the Canadian Council on Animal Care (CCAC) Guide to the Care and Use of Experimental Animals and under the Province of Ontario's Animals for Research Act wherein Trent University is a registered research facility.

Trent University is committed to reducing, refining, and replacing the use of animals in research. While working towards these goals, Trent believes that animal research, conducted in a careful, humane and conscientious manner, is essential for understanding fundamental biology, animal-environment interactions, ~~effect on the environment~~ and diseases affecting~~for~~ all animal life. Trent University views animals as creatures of great intrinsic value, remarkable complexity and inherent dignity.

The policy is supported by the Animal Care Committee Terms of Reference and three procedures: the Procedure for Approval of Animal Use in Research and Teaching, Provision of Care for Resident Animals, and Animal Care Committee Animal Welfare Concern Identification and Response Procedures. Together this policy and these procedures are intended to ensure that animal use in research and teaching meets the standards of care as set out by the Canadian Council on Animal Care and the Animals for Research Act (Ontario).

4.0 Contact Officer

- Manager of Animal Care
- Coordinator, Research Conduct and Reporting ~~Certification and Regulatory Compliance Officer~~

5.0 Date for Next Review

- January 2029~~January 15 2022~~

6.0 Related Policies, Procedures and Guidelines

- Animal Care Committee Terms of Reference;
- ~~2015~~ Provincial Guidelines – Animals for Research Act (Ontario);
- Federal Guidelines – Canadian Council on Animal Care (CCAC);
- Procedure for Approval of Animal Use in Research and Teaching;
- Provision of Care for Resident Animals;
- Animal Care Committee Animal Welfare Concern Identification and Response Procedures.

Animal Care Standards Policy

Category: Research policy

Approval: Senate

Responsibility: Vice President, Research and Innovation

Date: November 26, 2024

1.0 Purpose of the Policy

This policy has been developed to ensure that the care of animals used in research and/or teaching at Trent University conforms to the most rigorous ethical standards compatible with the goals of science.

2.0 Scope of this Policy

This policy applies to all researchers (students, staff, faculty) and all animals deemed an essential component of a research, teaching, testing or monitoring project or program. This policy applies whether the animal is the subject of science (e.g. wildlife or farm animal studies), or is supporting science, either directly (e.g. animal model of disease or a biological process, animals used in clinical trials) or indirectly (e.g., breeding colonies, sentinel animals, animals used for training, animals used as food for other animals). Trent University will maintain the highest standards for all campus facilities and field settings involving animal research and/or teaching.

3.0 Policy Statement

Trent University's animal care standards will at minimum conform with those outlined in the Canadian Council on Animal Care (CCAC) Guide to the Care and Use of Experimental Animals and under the Province of Ontario's Animals for Research Act wherein Trent University is a registered research facility.

Trent University is committed to reducing, refining, and replacing the use of animals in research. While working towards these goals, Trent believes that animal research, conducted in a careful, humane and conscientious manner, is essential for understanding fundamental biology, animal-environment interactions, and diseases affecting all animal life. Trent University views animals as creatures of great intrinsic value, remarkable complexity and inherent dignity.

The policy is supported by the Animal Care Committee Terms of Reference and three procedures: the Procedure for Approval of Animal Use in Research and Teaching, Provision of Care for Resident Animals, and Animal Care Committee Animal Welfare Concern Identification and Response Procedures. Together this policy and these procedures are intended to ensure that animal use in research and teaching meets the standards of care as set out by the Canadian Council on Animal Care and the Animals for Research Act (Ontario).

4.0 Contact Officer

- Manager of Animal Care
- Coordinator, Research Conduct and Reporting

5.0 Date for Next Review

- January 2029

6.0 Related Policies, Procedures and Guidelines

- Animal Care Committee Terms of Reference;
- Provincial Guidelines – Animals for Research Act (Ontario);
- Federal Guidelines – Canadian Council on Animal Care (CCAC);
- Procedure for Approval of Animal Use in Research and Teaching;
- Provision of Care for Resident Animals;
- Animal Care Committee Animal Welfare Concern Identification and Response Procedures.

Trent University
2024-2025 Cyclical Program Review Committee
Senate Report 3 – November 26, 2024
Open Session – For Information
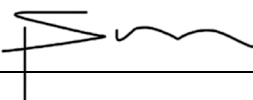
Submitted by Dr. Suzanne Bailey, Chair, Cyclical Program Review Committee
Report Dated: Nov 15, 2024

Agenda Items for Information

1. Implementation Report – MA Cultural Studies and PhD Cultural Studies

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 has reviewed and approved the following Report ensuring that all recommendations have been satisfactorily completed and/or addressed. Based on the Committee's review, the external review process of CUST is now complete.

Degree Programs Reviewed	MA Cultural Studies PhD Cultural Studies
Academic Year – Program was Reviewed	2022-2023
Date of Site Visit	November 24-25, 2022
Signature of Chair and/or Director	
Signature of Dean	
Date	October 10, 2024

Recommendations to be Addressed

Recommendation	Proposed Follow-Up	Timeline	Follow-up Taken
Recommendation 1 That the Programs pursue more avenues for cross-listing of courses, collaboration and joint appointments with other programs, specifically, but not exclusively in the area of Indigenous.	The Program should seek out opportunities for collaboration and course cross-listings. The Implementation Report will outline any new collaborations and cross-listed courses.	Ongoing; update to be provided by May 1, 2024.	The program has introduced a new requirement for PhD students in their second year: a .5 elective. The grad program also routinely looks at course offerings in adjacent programs for potential cross-listing.

Recommendation 4	Standards for evaluation	Ongoing;	1) The program has developed
That the Programs, in partnership with Graduate Studies, develop a long-term plan for supporting research-creation and media arts in terms of facilities, space, faculty complement, community partnerships, and standards for evaluation.	and community partnerships should be reviewed by the Program Committee through the lens of providing support for research-creation and media arts. The Implementation Report will outline outcomes to support research creation and media arts. Specifically talk about: • Area of development • Partnerships and collaborative opportunities	update to be provided by May 1, 2024.	guidelines for student projects that engage in research-creation. These guidelines are now available through our website. 2) In October 2023, students and faculty affiliated with the program participated in a day-long hybrid conference devoted to the future of research-creation with a focus on evaluation criteria. 3) The graduate program will be involved in the infrastructure projects that are currently underway at Traill College, which include building a dedicated photochemical processing lab, studio and exhibition spaces.
Recommendation 5 That the Programs place strong emphasis on the cultivation and support of partnerships with community organizations, and that students at both the MA and PhD levels be encouraged to engage in public-facing scholarship as part of their degree programs.	The Program should investigate ways to promote public-facing scholarship within the degree programs. Further emphasis on cultivating community partnerships is encouraged. The Implementation Report will identify any new development and support of partnerships, as well as how they have been incorporated into the degree program.	Ongoing; update to be provided by May 1, 2024.	This year, the program will introduce an internship stream in the MA, and we will also revisit our draft guidelines for incorporating community-based research. Regarding the latter, we are in contact with the Trent Community Research Centre (TCRC).
Recommendation 7 That the Program explores greater incentives and more direct, program-specific support for student applications for Tri-Council funding.	The School of Graduate Studies provides extensive supports for students applying for tri-council funding and other scholarships. The Program should work on ensuring that all qualified students apply for these funding opportunities. The Implementation Report will outline: • New supports introduced • Student applications and grant success	Update to be provided by May 1, 2024.	Professional development is incorporated in our core courses at the MA and PhD level. These include CUST 5000Y, CUST 6110Y, and CUST 6200Y. In addition, members of our program have offered informal sessions to prepare for Tri-Council grants.

Recommendation 9 That students be supported to explore opportunities for professional development at both the MA and PhD levels, and that professional development goals and activities be included in degree requirements.	The Program Committee will consider incorporating professional development opportunities into degree requirements for CUST 5000, CUST 6100 and CUST 6200. The Implementation Report will identify: • any curriculum changes to specific courses • any changes to program degree requirements	Update to be provide by May 1, 2024. Changes to be in place for Sept 2024.	Professional development has for years been included in our core courses. This year there was increased discussion of conference applications in CUST 5000Y, 6110Y, and 6200Y. In addition, the program is currently working on developing a permanent Student Professional Expenses Fund (SPEF), to help those who participate in conferences and other professional meetings. The director and AAA have partnered with the awards office and with payroll to optimize the delivery of SPEF.
Recommendation 10 That the Programs develop a greater range of Graduate Research Assistant opportunities to provide experience in collaborative research and skill-specific professionalization, and that these positions be paid in addition to the standard funding package.	Faculty are encouraged to explore funding opportunities that may be available from external sources such as Tri-Council awards or research grants. The Implementation Report will identify any progress in securing funding.	Update to be provided by May 1, 2024.	These opportunities are currently provided by the CRC in Media and Environment, who routinely hires students in the capacity of RAs. In addition, the grad program manages an international, peer-reviewed and open-access journal (*Media Theory*), which has hired and continues to hire students as Editorial Assistants. We encourage our faculty to develop more opportunities in the future.
Recommendation 11 That the Programs develop formal, program-specific guidelines on MA and PhD supervision and examination including clearly defined responsibilities (for both students and faculty), procedures for changes to the supervisory committee, and directions to institutional channels for support, complaints, and appeals.	The program is encouraged to consider program-specific guidelines. The Implementation Report will outline results of discussion.	Update to be provided by May 1, 2024.	The graduate program adheres to the supervision and examination guidelines provided by the Faculty of Graduate Studies. In addition, we have developed our own guidelines, which are both readily available online and subject to modification, as required.
MA Program Specific			

Recommendation 12 That the required MA course CUST 5000 include 'framing' assignments and questions to allow students to respond to the included Salons in terms of approach, methodology, and professional development.	The Program will review and consider if any changes to curriculum need to be made. The Implementation Report will indicate any curriculum changes.	Decision by May 1, 2024.	We have considered this recommendation but do not think it is productive at this time.
PhD Program Specific			
Recommendation 14 That Graduate Studies fund a full-day retreat for CUST faculty members and students to discuss the curriculum, overall objectives of the PhD program in light of changed conditions of graduate study, as well as changes to the theory and practice of Cultural Studies that have occurred since the Program's inception.	The Program is encouraged to hold a Retreat to review and reflect on those aspects of the Program identified in the External Reviewers' Report. The Implementation Report will highlight discussions of the retreat, and outline resulting changes to the Program and curriculum.	To be discussed at Retreat – Summer 2023.	We held a retreat in Spring 2023 and Spring 2024, and will continue in 2025 and for years to come. These meetings have been productive for setting the agenda for the following year, which is reflected in the current report.
Recommendation 15a That the Program review curriculum of CUST 6100.	The Program will review CUST 6100 at their retreat. The Implementation Report will indicate any curriculum changes to CUST 6100.	To be discussed at Retreat – Summer 2023.	CUST 6100 has been considerably overhauled in the context of suggestions that grew out of the review. Changes include longer writing assignments over weekly assignments. The new approach was implemented in the fall of 2024.
Recommendation 16 That the Program support the creation of a student-generated reading list to accompany the required readings for the first comprehensive examination, and suggest that the comprehensive examination could, with the supervisor's agreement, include a selection of texts from this list as well as the 6100 required readings.	The Program is encouraged to consider a reading list. The Implementation Report will provide an update on the reading list.	Update to be provided by May 1, 2024.	This was implemented following the suggestions of an ad hoc committee to revamp CUST 6100Y (see 15a of this report). A student-generated reading list is now included in the evaluation scheme of this course. These texts may also be included in the comprehensive examination.

Recommendation 18 That CUST 6110 should ideally include 'framing' assignments and questions to allow students to respond to the weekly Salons in terms of approach, methodology, and professional development.	The Program will review and consider if any changes to curriculum need to be made. The Implementation Report will indicate any curriculum changes.	Decision by May 1, 2024.	CUST 6110Y was revamped in 2023 in accordance with this recommendation.
Recommendation 19 That one of the final assignments for CUST 6200 should be a course syllabus.	The Program will consider whether the course will include the creation of a syllabus. They may also want to consult with CTL about potential professional development opportunities for syllabus creation. The Implementation Report will provide an update.	Decision by May 1, 2024. Changes to be implemented by Sept 2024.	The Program notes that CUST 6200 does include syllabus development as part of the course.
Recommendation 20 That some of the required PhD courses be taught by Faculty other than the Graduate Program Director so that students have the opportunity to work with a broader range of faculty members over their degree programs.	The Program will discuss staffing needs with their Dean(s).	Update to be provided by May 1, 2024.	The program has managed their staffing needs; currently, CUST 6110 is no longer taught by the director, and the first year PhD electives are taught by a wide variety of faculty.
Recommendation 21 That the Program develop and publish a clear set of guidelines regarding the three- project dissertation model.	The Program is encouraged to finalize their guidelines and make them available to students. The Implementation Report will report on progress.	Update to be provided by May 1, 2024.	The 3-project dissertation model will be retained as an option alongside a conventional dissertation model. The program guidelines will be rewritten to reflect this change before the incoming cohort in 2025.
Recommendation 23 That the Program standardize access to undergraduate courses for those students opting to meet the PhD language requirement through this process.	The Program will provide information on undergraduate courses that meet the PhD language requirements.	Update to be provided by May 1, 2024.	In fall 2024, the program voted to remove the language requirement. The program noted that the majority of its students do not need to learn new languages to pursue their research.

Trent University

Vision, Mission and Values

2024-2025 Conversations

Why revisit the vision and mission?

- Over 10 years since these were last reviewed

- Board of Governors has mandated the President to do this work

- Clear articulation of who we are and where we are headed is important to guiding the work and decisions at the university

- Articulating who we are and how we are distinct is key to attracting bright students, faculty and staff

Raison d'Être, Alex Usher: "what is this university for?" What, specifically, is it meant to achieve?
Who, specifically, is it meant to serve, and how? In what ways, specifically, is it different from other institutions and, specifically, in what ways is it better?
...[Universities} that know where they are going and can navigate the storm with purpose are the ones that will reach calm waters the fastest."

Process

1. Trent committee-based conversations (follow up survey)

2. Broader internal and external conversations (follow up survey)

3. Further survey distribution – projected close of March 2025

4. Collation of data and touchpoints

5. External Eyes (consultant) - April 2025

6. Draft materials development

7. Crystallization process - Presentations and feedback for refinement (Senate, Board of Governors, etc.) - Fall 2025

BoG Strategic Priorities   2022-2027

1. Trent University is committed to academic achievement and scholarship, and to the pursuit of it in a way that is committed to diversity, social, environmental, and governance responsibilities.

2. Trent University will continue to develop and maintain vibrant campuses that reflect the friendly, caring, personal and interconnected culture of Trent.

3. Trent University will ensure that it is financially healthy and sustainable.

Current Vision (8 points)

- We create vibrant, engaged and sustainable communities of learning, teaching and research committed to free enquiry and expression. We encourage the dynamic interplay of research, teaching and learning, which enhance and energize each other in the classroom and beyond.

- We strive to make valued and socially responsible contributions to our local communities, to Canada, and to the world.

- We support a diversity of faculty, staff and students who share a commitment to the learning experience and are responsive to its challenges.

- We foster an environment where Indigenous knowledge are respected and recognized as a valid means by which to understand the world.

- We offer an enriched learning environment that encourages a passion for all knowledge, the exploration of the creative links between fields of study and a critical engagement with the world.

- We create opportunities for students, staff and faculty to flourish and develop as individuals and as global citizens.

- We affirm our commitment to excellence, to innovation and to leadership in research, academic programmes and community partnerships.

- We commit to building an inclusive intellectual and social community that values the collaboration of all of its individual members

Current Mission (6 points)

- Prepare students to make significant contributions to an increasingly complex world by providing them with a distinctive liberal arts, science or professionally focused education, which is enhanced by global perspectives, experiential learning and interdisciplinary approaches to personal and professional development

- Encourage and celebrate excellence and innovation in teaching, learning, research and student development

- Remain at the forefront of Indigenous education and scholarship

- Develop strong partnerships and collaborations with external communities, professions, and other institutions, as well as within our Colleges, departments, and programs

- Foster sustainability, in its environmental, social and economic dimensions, on our campuses and in all aspects of our work

- Promote a culture which engages all members of the Trent community, favours dialogue and collegiality, and nurtures a sense of belonging

12 Academic Guiding Principles

Approved by Senate, 2022

1: Trent University will innovate in both program delivery and curriculum to provide the experiences that prepare Trent graduates with the critical thinking, communication, discovery skills and knowledge required for immediate and long term success in life.

2: Trent University has been a system leader in Indigenization, Indigenous resurgence and reconciliation. Trent will continue to reflect this priority, in instructional, scholarly and community initiatives. Specific directions for this response will be established through discussion and engagement with local Indigenous partners and communities, Elders and Knowledge Holders, as well as Indigenous peoples more broadly.

3: A core value of Trent University has been the recognition and response to a diversity of views on environmental and social justice concerns. Programming and scholarly response to urgent and contemporary issues of climate, the environment, and social justice will continue to be a focus. Trent will reflect principles of diversity, equity and inclusion in all aspects of academic endeavour.

4: Trent University has always showcased the strengths of a personalized, student focused, research informed, liberal arts and science university. Trent is committed to the unique symbiotic relationship between research, scholarship and instruction that distinguishes it from other types of educational institutions.

5: Program development will be guided by balancing temporal student preferences, labour market demands, enrolment and responsible resource allocation, with the enduring components of a student centered, liberal arts and science grounded academic institution.

6: Academic and personal development of students at Trent will be enhanced through collaborative initiatives, inter and multidisciplinary approaches, and pathways that expand opportunities for student engagement. The Trent College system and extracurricular activities complement the student experience, scope and breadth of learning, and scholarship of students at Trent University.

7: Recognising that international students and global partnerships are an essential part of the Trent identity and experience, Trent's academic programs and culture hold significant importance to international students. The University will continue to be responsive to the increasing diversity of the student body, while balancing the dynamic nature of international enrolment to maximize the global experience and reach for learners and scholars.

8: The Trent Durham campus is an important and growing component of Trent's identity. Trent will ensure that Durham's distinctive programming and approach continue to flourish while allowing shared programming to develop a unique Durham identity in alignment with Trent's Academic Guiding Principles.

9: Trent University will explore and implement innovative methods to assist students in developing and applying critical thinking skills and knowledge to experiential learning, including co-op, internships, practicums and other labour market pathways that will enhance student development and success.

10: Trent's tradition of deep community engagement through faculty and student research, applied learning projects, and relevant curriculum remains a priority that is complementary to our global focus. Trent will continue to engage with its various communities through local to global relevant curriculum, research and innovation, while advancing initiatives important to Trent's role as an international university.

11: The work of Trent's faculty is the primary factor in the maintenance and enhancement of the University's academic culture and values. Based upon University and program priorities, Trent will use current, comparative historical, and predictive data to guide academic decisions and faculty investments that will uphold Trent's values and enhance our academic and research mission.

12: Responsible resource allocation and targeted investments for all academic directions and service units — new or continued — will ensure that allocations conform to the budget parameters provided by the Board of Governors (through the President.)

Let's get the conversation started...

1. What is Trent at its best?

2. What should Trent look like 10-20 years from now?

3. What makes Trent unique? (for example, to students, to faculty...)

> Small group breakout discussions: AJM Smith (and online), BL 107.6, BL 107.1, BL 105.1

> 4 groups / 4 notetakers / 1 lead to keep the conversation moving and ensure many voices are heard

Reporting Back

- Three highlights from each group (reporter)
- Further discussion
- Survey to follow via email (10-15 minutes of your time)
- What further and related questions might we want to discuss at Senate?
- More to come

Survey link to follow

Committee on Academic Personnel (COAP)
Summary of 2023-2024 Sabbatical Reports
Senate Report for Information – November 26, 2024
Oct 15, 2024

COAP reviewed reports for 18 faculty: 8 faculty on full-year sabbaticals (July 1, 2023 – June 30, 2024) and 10 faculty on 6-month sabbaticals (Jan 1, 2024– June 30, 2024). COAP reviewed both the sabbatical reports and the approved sabbatical plans.

These reports show that faculty were successful in developing research programs: securing grants; carrying out data analyses; preparing and revising manuscripts; engaging in prolonged international visits (Belize, England, Norway, Scotland, Sweden, Turkey, and US), upgrading skills (which often included new software packages), publishing research; and delivering papers at conferences, seminars, and workshops both in Canada and internationally (Belize, Colombia, Czech Republic, France, Germany, Turkey, UK, and US). Faculty were also involved in writing and reviewing grant applications, supervising research by undergraduate and graduate students, sitting on thesis examination committees, reviewing monograph and article manuscripts, working as editors for journals, developing new courses, and participating in departmental activities. Regrettably, several faculty also reported on administrative tasks such as preparing a self-study for an Annual Program Review, timetabling, running a Study Abroad program, and preparing publicity materials for an Open House. Some faculty were also able to evade the sterility of the form and provide highly engaging reports on their work.

Faculty worked on numerous research topics including:
- A statistical approach to tuberculosis data sets
- Agriculture in eastern and southern Africa
- Collective cataloguing
- Computational models regarding financial risk
- Crop parasites
- Edith Wharton
- Environmental injustice in Peterborough/Nogojiwanong
- Exercise therapy and impacts
- Human-wildlife co-existence in Canada
- Impacts of work-related moral injury on mental health
- Indigenous economic landscape in Canada
- Indigenous Identity Substantiation
- LGBTQ Studies
- Late Roman politics
- Mesoamerican archaeology
- Night vision in seabirds
- OCLC cataloguing
- Philosophy of sport
- Qatar World Cup 2022
- Superconductivity
- Technology and Poverty in the Global South
- The Spanish Civil War
- Academic procrastination