



# Memo

To: Members of Senate  
From: Angela Ross  
Re: Notice of Meeting

## **Cape Breton University Senate Meeting**

The next meeting of Senate will be held as follows:

**Friday, January 24, 2025  
Senate Chamber (CE339)  
1:30 pm**

**CAPE BRETON UNIVERSITY**  
**SENATE**  
**Agenda**  
**Friday, January 24, 2025**  
**1:30 - 4:30 p.m. (CE339)**

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- 1. Roll Call, Declaration of Quorum and Land Acknowledgement**
- 2. Consent Agenda:**
  - 2.1** New course proposal for ENGL 4XXX: British Literary Modernism
  - 2.2** New course proposal for MGMT3XXX: Employee Wellbeing and Safety
  - 2.3** Approval of the December 13, 2024 **Confidential** Minutes
- 3. Reports and Items for Information:**
  - 3.1** President
  - 3.2** Vice President Academic and Provost
  - 3.3** Unama'ki College
  - 3.4** Students' Union
  - 3.5** Board of Governors
  - 3.6** Executive Committee
- 4. Approval of Minutes from:**
  - Senate – December 13, 2024:
- 5. Business Arising from Minutes**
- 6. Reports from Senate Committees:**
  - 7.1** Planning and Review
  - 7.2** Teaching, Learning, and Evaluation
  - 7.3** Academic
  - 7.4** By-Laws and Procedures
  - 7.5** Quality Assurance
  - 7.6** Research
- 7. Adjournment**

Senate  
Academic Committee – Consent Agenda  
**2025-01-24**

Preamble – Summary of Academic Committee Terms of Reference

The Academic Committee shall be responsible for academic matters internal to the University. The Committee shall make recommendations to Senate on matters including:

- introduction, modification or abolition of academic courses
- introduction, modification or abolition of academic programs
- changes to the university course calendar
- new academic policies or modifications to existing academic policies
- affiliation and articulation agreements between CBU and other educational institutions and professional bodies

General Activities of the Committee:

See regular report.

Recommendations:

1. The Academic Committee of Senate moves that the following items be approved under the consent agenda:
  - a. New course proposal for ENGL 4XXX: British Literary Modernism
  - b. New course proposal for MGMT3XXX: Employee Wellbeing and Safety

Relevant documents for each are contained at the end of the consent agenda.

Respectfully submitted by,

Joe Parish,

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Academic Committee Chair

**Submitting School: School of Arts and Social Sciences****Department:** Literature, Folklore, and the Arts**Proponents:** Tom Ue

## Section 1: Course Description

**1.1 Course Name (30-character max):** Brit. Literary Modernism**1.2 Course Level:** Undergraduate (4000-level)**1.3 Course Code:** Click or tap here to enter text.**1.4 Course Piloting***Is this course being proposed as a pilot?*  Yes  No

OR

*Has this course already run as a pilot?*  Yes  No**1.5 Academic Calendar Description (300-character max):**

An investigation of literatures produced between 1870 and 1920.

**1.6 Rationale***Provide a brief overview of the purpose of introducing this course. Also, include answers to the questions:**Will this be a required course, required elective, or elective in one or more program? If so, which program(s)?*

This course is a re-imagining of a 6-credit course we are retiring: ENGL4362 British Literature 1870-1920.

The significant social and cultural changes brought on by thinkers such as Darwin, Marx, and Freud, and historical events including the First World War and the Great Depression have spurred writers to reconfigure their style, the genres in which they wrote, and their understandings of the world. This course is a study of some of these conversations as they manifest in literatures from 1870 to 1920. We will begin by studying different 'isms as they manifest in the poetry of the time before

looking at Conan Doyle's definitions of honour, gentility, and masculinity; the troubled relations between gender, agency, and action in Henry James' and James Joyce's fiction; how people have coped with war and peace in William A. Wellman's and Virginia Woolf's; and E. M. Forster's treatment of homosocial and homosexual, local and global relations. Our readings focus on artistic movements and on topics such as: individual and national fantasies, property and legal rights, economics, marriage, vocation, and war. Through lectures, seminars, and in-class workshops, this course provides training in research, critical thinking, and writing, while developing expertise on this important chapter in intellectual history. As we examine a wide variety of texts, we will historicize our close readings, attend to some of the key debates in scholarship, and consider some new directions. This proposed course will operate as a sequel to the ENGL3363 Victorian Fiction course, which has a very strong enrolment. It advances students' knowledge of literatures to which they have been introduced in the ENGL2610 The English Literary History course; offers a kind of capstone to their studies in English; and prepares students for future academic study.

This course is a category 2 elective for English majors.

### **1.7 Course Content**

*Identify the main themes that will be covered in this course and provide a rough outline of topics. If some topics will be optional, or if topics covered will differ significantly from year to year, please make this clear.*

#### Course Introduction: Literature and Modernity

Chaplin, *Modern Times*

#### The Isms

Package containing poems by Arnold, Yeats, Pound, and others

#### Capitalism

Conan Doyle, *The Adventures of Sherlock Holmes*

#### Modernism and Femininity

James, *The Portrait of a Lady*

Katherine Mansfield, selected short stories

#### Modernism and Masculinity

Joyce, *A Portrait of the Artist as a Young Man*

Joyce, selections from *Ulysses*

#### The War Abroad and The War Comes Home

Wellman, *Wings*  
Woolf, *Mrs Dalloway*

Private and Public Lives

Forster, *Maurice*  
Ivory, *Maurice*

## 1.8 Textbooks and other Resources

**NOTE:** A library consultation must be carried out and the report attached to this proposal.

*Have you looked at Open Textbooks or low-cost options for course readings?*

Yes       No

*Indicate whether the course will have one or more required textbooks. List some sample required readings, noting which are available through the library.*

See above. Most readings are available open access through Project Gutenberg. *Maurice*, the novel, is available via CBU Library. *Maurice*, the film, is available via Criterion on Demand. Print editions of the studied texts are widely available through Oxford UP, Broadview P, and Penguin P. We'd only need to purchase a copy of *Modern Times*.

## 1.9 Course Format

*What delivery mode will be utilized for this course? Select multiple, if appropriate.*

- In-person                       In-community  
 Online (Live)                       Online (asynchronous)  
 Dual-mode (in-person AND online live)

Click or tap here to enter text.

*Provide more detail on how this course will be delivered, including whether it will make use of lectures, labs, field trips, practica, etc. Specify if there are special space or equipment requirements.*

This course will be delivered via lectures, seminars, and in-class workshops. There are no special space or equipment requirements.

## Section 2: Learning and Assessment

### 2.1 Graduate Attributes

Please outline how this course relates to the [CBU Graduate Attributes](#) of Active & Responsible Citizenship, Creativity & Curiosity, Information Literacies & Professional Integrity, and Effective Communication & Collaboration. Note that a single course may not address all attributes.

This course contributes to all four graduate attributes. Seminars and course discussions will refine students' **effective communication and collaboration** skills. Students will be delivering seminar papers, receiving feedback from the instructor and from their peers, and responding to their peers' work. This course will contribute to their growth as **active and responsible citizens** in the classroom and beyond. Many of the texts that we study in this course raise questions that continue to resonate in contemporary society. By actively engaging with them in a class setting, students will become better world citizens. Students will have opportunity to hone their **creativity and curiosity** through their seminar papers and their formal essay assessments. Critical work is inherently creative, and so students will bring together these different aspects of themselves in this course. They will develop **information literacies and professional integrity** by developing advanced skills in research in literary studies. The specific focus on Literary Modernism, inflected by global conflict, will encourage students to think about what it means to be a global citizen.

## 2.2 Course Learning Outcomes

*Define the learning outcomes for this course (minimum of three, maximum of five). Learning outcomes describe the knowledge, skills, abilities and competencies that successful students should have acquired by the end of the course.*

Upon completion of this course, students will be able to:

- Perform advanced research via database and archival searches.
- Prepare a seminar paper on a specific topic over which they will develop mastery.
- Revise the seminar paper into a research paper.
- Engage with peer-reviewed and non-peer-reviewed scholarship.
- Respond to the work of peers with respect and with constructive criticism.

## 2.3 Alignment to Program-level Learning Outcomes

*As appropriate, identify how program learning outcomes are supported by this course.*

All of our 4000-level courses develop mastery across learning outcomes 1-5.

Learning Outcome 1: Critical and Creative Thinking

Through scaffolded activities and assignments, this course involves “critical” and “creative” thinking.

Learning Outcome 2: Effective Communication

As a matter of course, our class emphasizes and demands the development of written communication, and it involves oral presentations of material, and verbal defense of positions as well.

#### Learning Outcome 3: Agency, Engagement, Citizenship, Positionality (Local-Global)

This course prioritizes agency, engagement, citizenship, and positionality. It looks at issues and positionality.

This course demands that students consider themselves in connection to the text they are reading, and as scholars of the context it was written (or read) in. In this way, we develop students' engagement.

#### Learning Outcome 4: Appreciation (Aesthetic Values), Perspective, Contextual Knowledge, Emotional Intelligence

This course concerns the appreciation of literature. Since it is at the 4000 level, it demands significant expertise with reading and studying English.

#### Learning Outcome 5: Personal Growth and Lifelong Learning

ENGL2610, which many of the students would have taken, is all about personal growth: students are developing a sense of themselves as English majors throughout this historical survey.

Students draw on their personal knowledge and broader cultural awareness to supplement the material that's being covered.

One of the things we often hear from graduated students is that they fell in love with a text or an author through a course they took with us. Reading is a very personal, intimate practice, and it often shapes a person for their lifetime.

## 2.4 Assessment of Learning

*Identify how each course learning outcome will be assessed and how students will receive feedback on their learning. Propose a possible evaluation scheme.*

Participation: 10%

Seminar Paper: 20%

Research Paper Proposal: 10%

Research Paper: 30%

Final Examination: 30%

## 2.5 For Cross-level Courses Only

If this is cross-level course, identify the differences between the offerings at each level.

|                        | Course Level 1: Choose an item.  | Course Level 2: Choose an item.  |
|------------------------|----------------------------------|----------------------------------|
| Learning Outcomes      | Click or tap here to enter text. | Click or tap here to enter text. |
| Assessment of Learning | Click or tap here to enter text. | Click or tap here to enter text. |
| Other                  | Click or tap here to enter text. | Click or tap here to enter text. |

## Section 3: Administrative Information

### 3.1 Additional Course Information

|  |  |
|--|--|
| a) Number of credits:  | 3<br>If "Other", please explain:<br>Click or tap here to enter text. |
| b) Cross-listings:   | NA   |
| c) If applicable, course code of course being retired with the addition of this course*: | ENGL4362 British Literature 1870-1920                                |

### 3.2 Eligibility

|   |  |
|---|--|
| a) Pre-requisites:  | Take 6 credits of 1000 level English<br>Take 3 credits from level 2000 or 3000 |
| b) Co-requisites (including labs):                                      | Click or tap here to enter text.   |
| c) Exclusions:  | ENGL4362 British Literature 1870-1920  |
| d) Restrictions:<br>(e.g., This course is restricted to BHTM students.) | Click or tap here to enter text.   |

### 3.3 Delivery Considerations

|  |                                  |
|--|----------------------------------|
| a) Expected frequency and term(s) of offering:<br>(e.g., Every Fall, Every (Second Winter, etc.) | Click or tap here to enter text. |
| b) Anticipated term this course will first be offered:   | September 2025                   |
| c) Anticipated enrolment in year one:  | 20                               |
| d) Anticipated enrolment by year five:   | Click or tap here to enter text. |
| e) Expected impact of this course on enrolments in existing courses:                             | Click or tap here to enter text. |
| f) Expected instructors (include status such as tenure-track, sessional, limited-term, etc.):    | Tom Ue (tenure-track)            |

|   |                                  |
|---|----------------------------------|
| g) Other delivery considerations:<br>(e.g., field trips, guest lecturers, etc.) | Click or tap here to enter text. |
|---|----------------------------------|

\* Please complete the course retirement form for any course being retired.

## Section 4: Consultations and Approvals

### 4.1 Course Development Consultations

*Identify those who have been consulted in the development of this course. Provide a summary of the feedback received and of how/if this feedback was incorporated.*

Dana Mount: discussed the appeal of Modernism as a concept and a 'hook' for the course.

Donnie Calabrese

Mary Keating

### 4.2 Library Consultation (Report must be attached to this proposal)

Date: **October 31, 2024**

Librarian: Martin Chandler

### 4.3 Departmental Approval

Date: **November 7, 2024**

Vote: 9-0-0 in favour

Comments: The Department was pleased to see this exciting re-imagining of an old course that we are retiring. The Department discussed the need to keep re-working our fourth-year offering, and how this complements what students are introduced to in 2610 and Victorian fiction. The Department asked the proponent to consider including non-white voices, and had a good discussion about how to extend the "British" qualifier to include the Commonwealth and developing postcolonial voices. The proponent said he had already considered this and was going to bring in more voices in the poetry selections, but that he would also take this advice to his reading list.

### 4.4 School Academic Committee Approval

Date: **November 12, 2024**

Vote: 6-0-0 in favour

Comments: There was some discussion about whether students would be familiar enough with the term 'modernism', and whether we could add the dates in the course title for clarity (if we have

space). There was also some discussion about the use of an exam in a fourth-year course. Overall, the selected texts and the breadth of the course were well-received.

#### **4.5 School Approval**

Date: **11/19/24**

Vote: 48/0/0

Comments: Some discussion about the qualifier 'Brit.' In the title. The Dept explained that this was to differentiate the course from American Modernist offerings.

#### **4.6 Academic Committee Approval**

Date: **January 3, 2025**

Vote: 7/0/0

Comments: This course proposal generated some discussion regarding a possible need for greater standardisation of programme or degree goals and learning outcomes that should be considered in the future by each school unit.

**New Course Proposal**

Please complete *all* sections. Where some item is not relevant to this proposal please explain why it is not relevant.

|  |  |                       |
|--|--|-----------------------|
| <b>Course Name: Employee wellbeing and safety</b>  |  |                       |
| <b>Course Code: MGMT 3XXX</b>  | <b>Proponent(s): Drs. Bishakha Mazumdar, Stephanie Gilbert, Stefani Ruel and Theresa Corsano</b> |                       |
| <b>Number of Credits:</b> <input checked="" type="checkbox"/> 3 credit <input type="checkbox"/> 6 credit <input type="checkbox"/> other (explain below)  |  |                       |
| <b>Prerequisites:</b><br>MGMT 2604   | <b>Exclusions: None</b>  | <b>Cross-listing:</b> |
| <b>Expected Frequency of Offering:</b> <input type="checkbox"/> yearly <input type="checkbox"/> every semester<br><input checked="" type="checkbox"/> <u>every second year</u> <input type="checkbox"/> other (explain below)  |  |                       |
| <b>Labs/Field Trips/Other Required: None</b>   |  |                       |
| <b>Calendar Description (exactly as it is to appear in the Academic Calendar):</b>   |  |                       |
| <p>This course will introduce students to the field of occupational health and safety within the Canadian business context, with an emphasis on employee health and wellness. Workplace hazard recognition, risk assessment, and control systems will be examined within the context of Canadian federal and provincial occupational health and safety legislation. Students will explore key health and safety risks including physical and psychosocial risks and hazards, violence, aggression, and harassment. Workplace interventions for occupational health and safety will also be discussed, including employee health promotion initiatives, safety management and motivation systems, incident investigation, emergency response planning, disability management, and return-to-work processes.</p> |  |                       |

## Documentation of approvals and consultations

**Library consultation carried out:** Date: September 25, 2023

With (name of consulting librarian): Courtney Vienneau, MLIS, Shannon School of Business Liaison Librarian

Outcome:  report attached  no report required (explain)

**Departmental approval:** Date: Feb 2, 2024

Vote: Motion passed: 12 yays, zero nays, and zero abstentions

**Comments:**

**School consultation:** Date: October 10<sup>th</sup>, 2024

Vote: Motion passed; 64 in favour; 0 against; 0 abstentions

**Comments:**

**School academic committee approval:** Date: July 23, 2024

Vote: Motion passed; 9 in favour; 0 against; 0 abstentions

**Comments:**

**Academic Committee of Senate approval:** Date: January 3, 2025

Vote: 7/0/0

**Comments:** This proposal is in the old format because it began the approval process before the new format was adopted by the Academic Committee of Senate. It was significantly delayed in being received by the Academic Committee.

**Summarize consultations and approvals with other individuals and groups (other departments/schools, etc.)**

## Planning

**This course:** ✓ can be used to meet existing requirements (e.g. “Counts as group 6 in English concentrations”). Specify: \_\_\_This course will count as a business elective for BBA students and will count as a course towards the HR certificate \_\_\_\_\_

Y will meet new requirements (program change required). Specify: \_\_\_\_\_

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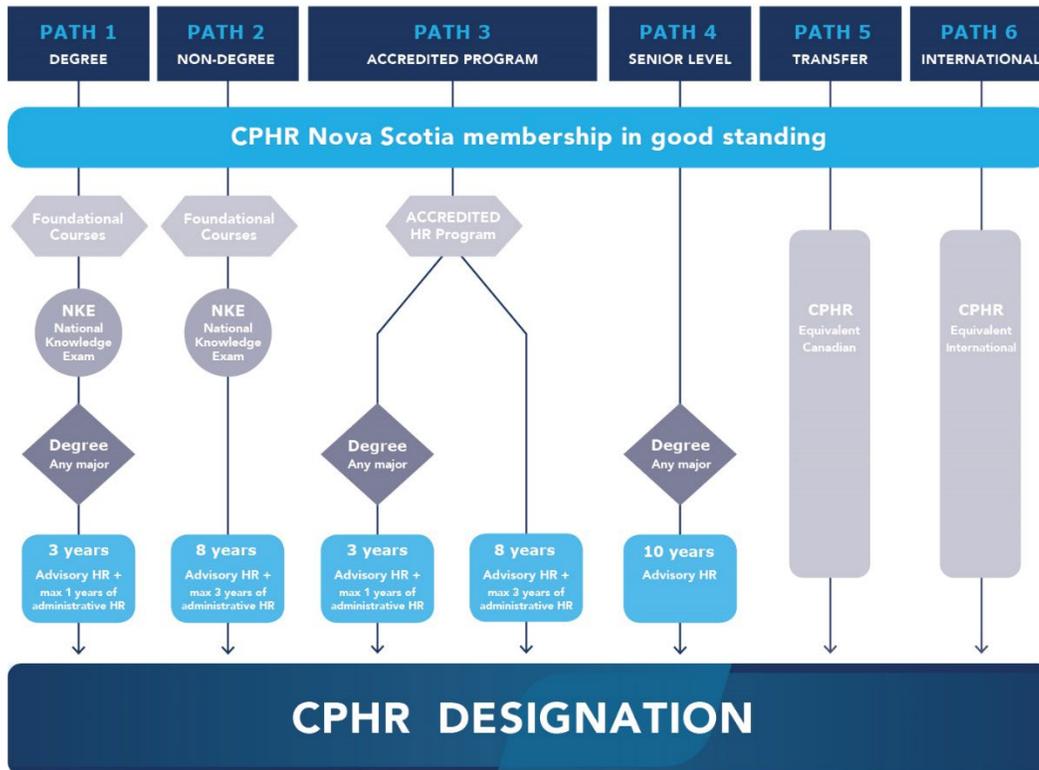
## Detailed Rationale for Course

Provide a brief description of how the course would fit into existing programs. Make specific reference to any program requirements that this course will meet, program learning outcomes that this course will contribute towards and how it fits in with other courses. If this course is part of a broader program change then briefly explain this.

Occupational health and safety management is an increasingly popular and much-needed competency in business arena. The demands for – and legislative requirements for- healthy and safe workplaces are increasing, especially in the wake of the fundamental changes brought on by the pandemic that emphasized the public health role that organizations can play in such extreme situations.

Currently, CBU students studying BBA have the option to concentrate in/minor in HR by completing the 18 credits from required Courses: MGMT3604 & MGMT3605 and 12 credits from: MGMT2603, MGMT3606, MGMT3601, MGMT4603, MGMT4604, MGMT4609, LEGL3503, LEGL3504. Additionally, all BBA Students complete MGMT 2604 and MGMT 2605 as part of their core courses. Among the above-mentioned courses, several courses are seldom offered and are also either redundant or not directly relevant to the present-day HR requirements. (e.g. MGMT-3601 Administrative Problem Solving, MGMT-4609 Labour Relations Seminar). The first rationale of this course proposal is to replace these courses with more contemporary contents to equip our students with upgraded skills. We believe inclusion of such career-focused and specialized courses will increase interest among students in our HR concentration program. This course will build on knowledge from MGMT2604 and MGMT 2605 (Organizational Behaviour I and II) to emphasize pragmatic strategies towards preventing and mitigating the effects of employee accidents and injuries, improving efficiency, and promoting positive employee relations and satisfaction within organizations.

A second rationale for proposing this course is, we have initiated discussion with CPHR NS for accreditation of our HR concentration. Such accreditation will allow students graduating from CBU with concentration in HR to bypass completion of the foundational courses and National Knowledge Exam in their path (Path 3 in the figure below) to achieve CPHR designation (*Become a CPHR - Chartered Professionals in Human Resources of Nova Scotia (CPHR Nova Scotia)*, n.d.) Following prolonged discussion with students, Associate Deans, Dean and CEO of CPHR NS, this course (along with two others being designed by Dr. Bishakha Mazumdar and Dr. Stefanie Ruel) is being designed to complement the course offerings under HR concentration in BBA Program to fulfill the requirements of CPHR(*Become a CPHR - Chartered Professionals in Human Resources of Nova Scotia (CPHR Nova Scotia)*, n.d.) .



In addition to fast tracking our students to be a designated HR professional, the accreditation will give us a competitive advantage in positioning our program offerings. In Atlantic Canada, 3 programs from Saint Mary’s University, and 1 program each from Mount Saint Vincent University and Nova Scotia Community College is accredited.

Lastly, such upgradation of courses and program structure allows us to be closer towards strategic goals, specifically (Strategy 1.1) Preparing students through quality teaching and programming to thrive in a changing world. We believe the accreditation will also benefit CBU’s strategic focus of recruiting more domestic students.

**Expected instructors:** Dr.s Bishakha Mazumdar, Stephanie Gilbert, Stefanie Ruel and Theresa Corsano.

**Financial Plans Complete?**  proposed budget attached

none required (explain): The course offering may be part of current teaching loads or as an ICA if numbers warrant and cover costs.

**Expected number of students per offering:** 40

## Detailed Description of Course

In the following sections of the template you should feel free to expand the space taken up by each item as needed. All sections are required. If a section is not relevant to your proposal then explain why.

### Course Goals

Explain the major goals of the course. Do not restrict yourself to content, but also describe any goals that relate to development of students’ skills, perspectives, etc.

Remember that **learning goals** are broad statements about knowledge, skills and perspectives that students will gain in the course. This is in contrast with **learning objectives** (often called outcomes) which describe ways that students will demonstrate that they have reached the goals. Goals and objectives are often paired. Objectives can and should be used to design the evaluation scheme in a course. Here are two examples:

**Goal:** Students will gain basic knowledge of the core concepts, terminology and theories of discipline X.

**Objective:** Students will apply theories Y and Z to propose solutions in simple case studies.

**Goal:** Students will develop the ability to read and understand the literature in discipline X.

**Objective:** Students will write a short review which summarizes the state of a narrow field of current research.

Course Goals:

- 1) Students will develop an understanding of the fundamentals of promoting occupational health and safety as well as mitigating risk.
- 2) Students will be able to recognize, assess and mitigate physical, chemical, biological, psychosocial hazards, and to make use of tools such as risk assessment and incident investigation.
- 3) Students will understand the implications of occupational health and safety for various internal and external organizational stakeholders.

## Course Objectives

Explain how students will demonstrate that they have reached the goals you outlined above. At the proposal stage your ideas about the goals may be well formulated but your ideas about the objectives may not be. Nevertheless, propose what you think would be a reasonable set of objectives for this course. See above for examples of the distinction between goals and objectives.

Learning Objectives:

- 1) Students will demonstrate their knowledge of course concepts in exams.
- 2) Students will apply course concepts to scenarios and short cases in weekly discussion questions and in-class exercises.
- 3) Students will analyze a real-life problem related to occupational health and safety and make recommendations based on course concepts in a paper and in a presentation to the class.

## Possible Evaluation Scheme

Do not feel that this needs to be set in stone, but do propose an evaluation scheme. Give some brief explanation of how this evaluation scheme is consistent with the objectives outlined above.

Depending on the preference of the instructor and class size, any combination of the following methods will benefit students to comprehend theories as well as to experience real-life decision-making dilemmas.

### 1. Quizzes and Examinations:

Midterm and final examinations covering a range of topics covered in the course.

### 2. Case Studies and Assignments:

Weekly homework based on the chapter readings will include discussion questions, application of concepts to brief scenarios and cases, as well as reading comprehension questions.

A group project, including a paper and presentation, will be based on a real organization seeking recommendations in some area of occupational health and safety. Students will meet and workshop ideas with an organizational representative and apply course concepts to generate recommendations.

### **3. RIIPEN Assessment:**

Working in groups of four, students will develop a set of evidence-based OH&S recommendations to address an issue faced by a real Canadian organization. Groups will each present a 10-minute presentation to the class. Your presentation must address the following questions: 1) identify one OH&S-related key problem that the organization faces; 2) briefly review relevant literature and best practices on this key issue, its implications, importance (i.e., what is it and why does it matter?), and 3) based on the literature, present recommendations, and conclusions relevant to the organization. Incorporating feedback from the presentations, the group will prepare a final written proposal with recommendations to the industry partner, that will be delivered to the organization. The final paper must be in report form, with fully developed ideas, recommendations, and supporting evidence.

## **Course Format**

Describe how the course is to be delivered. Explain whether it will make use of lectures, labs, field trips, practica, etc. Indicate whether it will be offered on-campus, via distance, or both.

The course will use lectures and class discussions to support the learning goals and objectives. The course may be offered on campus, both in person and virtually.

## **Proposed Outline of Topics**

Provide a rough outline. If some topics are to be optional, or if the topics covered will differ significantly from year to year then make this clear.

The following topics will be integral to the course:

Topic 1: Introduction to Occupational Health and Safety

Topic 2: Legislative Framework

Topic 3: Workers' Compensation

Topic 4: Workplace Hazards, Risk, and Control

- Physical Agents
- Biological and Chemical Agents
- Psychosocial Hazards
- Workplace Violence, Aggression, and Harassment

Topic 5: Occupational Health and Safety Training

Topic 6: Motivation and Safety Management Systems

Topic 7: Emergency Planning

Topic 8: Incident Investigation

Topic 9: Disability Management and Return to Work

Topic 10: Workplace Wellness: Work/Family and Health Promotion Programs

## **Textbook(s) and Other Resources**

Indicate whether the course will have one or more required textbooks. There is no need to feel that any choice will be a permanent one, but list some texts that would be suitable for this course.

List other readings and resources (including online) are likely to be used in the course.

A library consultation should have been carried out. Note which of the readings and resources that you have listed are currently available through the library. The report from the library consultation should be attached to this proposal.

Proposed Text Book (may be updated later)

Kelloway, E. K., Francis, L., & Gatién, B. (2020). *Management of Occupational Health and Safety* (8th Edition). Toronto: Nelson Thompson Learning.

Additionally, we will utilize supplementary materials (reports, research findings, case studies, video contents etc.) from academic journals as well as practitioner organizations (e.g. Conference Board of Canada, SHRM, CPHR and Worksafe NS, AIHR etc.) and publishing houses (HBP, Ivey etc.).

**Cape Breton University Library**  
**New Course Proposal Library Report**

|  |  |
|--|--|
| <b>Librarian Name:</b> Courtney Vienneau | <b>Date:</b> September 25 <sup>th</sup> , 2023 |
|--|--|

**Proponent(s):**

|                                     |   |
|-------------------------------------|---|
| <b>Names:</b> Dr. Stephanie Gilbert | <b>Department(s):</b>                             |
| <b>Course Code:</b> MGMTXXXX        | <b>Course Name:</b> Employee wellbeing and safety |

**Summary of report:**

Current journal and database subscriptions will support this course and its required course assignments. The Library’s book collections will support this course and purchases of additional recent texts on related topics will increase library support for this particular course.

|                          |   |
|--------------------------|---|
| <b>Library Resources</b> | <p>The library already subscribes to a number of databases and journals that cover related topics to this course. The purchase of additional, more recent, texts on this topic will improve the book collection already available on topics related to occupational health &amp; safety.</p> <p>The list below is a small example of resources available:</p> <p><u>Databases:</u> Business Source Premier (EBSCO), Taylor &amp; Francis CRKN Social Science and Humanities, APA PsycARTICLES, eBook Central, EBSCOhost eBooks</p> <p><u>Books:</u> <i>The SAGE handbook of organizational wellbeing.</i> Wall, T., Cooper, C. L., &amp; Brough, P. (Eds.). (2021) ; <i>Combating Workplace Violence : Creating and Maintaining Safe Work Environments.</i> Nater, F. P., Van Fleet, D. D., &amp; Van Fleet, E. W. (2023).; <i>Patty’s industrial hygiene (Seventh edition.)</i> Cohrssen, B. (Ed.). (2021)</p> <p><u>Journals:</u> <i>Occupational Health &amp; Safety; International journal of occupational safety and health; Human resource management review; American journal of public health; Journal of safety, environment, and health research,</i></p> |
| <b>Library Services</b>  | <p>CBU Library offers information literacy instruction (e.g., workshops, tours, subject guides) and specialized research assistance (e.g., online and in-person) to support the teaching and learning of this course. Visit <a href="https://libguides.cbu.ca/CBULTeaching">https://libguides.cbu.ca/CBULTeaching</a> for more information. The Shannon School of Business liaison librarians are Courtney Vienneau (permanent) and Vidumini Morugama (term contract until 2025).</p>   |

|              |   |
|--------------|---|
|              | <p>Books and journal articles may be placed on Course Reserve to support access to course materials. Instructors may place their own copy of texts on course reserve to increase access. Visit <a href="https://libguides.cbu.ca/CBULTeaching">https://libguides.cbu.ca/CBULTeaching</a> for forms and more information on course reserves.</p> <p>CBU Scholar provides access to publications and contributions of CBU faculty and students. CBU Scholar currently hosts The Purdy Crawford Chair in Aboriginal Business Studies case studies.</p> <p>Document delivery: CBU Library is a member of the CAAL-CBPA Document Delivery Group. Service offered through this membership includes resource-sharing that delivers articles to users, usually at no charge, within 48 hours. Books are sent between libraries and are generally received within four business days.</p> <p>Tutorials, guides etc.: Online subject guides, learning objects, etc., are available for students and faculty, and course-specific guides from the library can be developed in consultation with instructors.</p> |
| <b>Other</b> | <p>Additional course resources: the library will work with the instructors to provide access to course readings following copyright regulations through our LMS. Some materials may be purchased by the library, while others will be accessed through existing subscriptions.</p>  |

**X Proposal can be supported by Cape Breton University Library.**

Proposal can be supported with additional resources (detailed above).

Proposal cannot be supported by Cape Breton University Library resources or services.

**MGMTXXXX Employee wellbeing and safety**  
**Cape Breton University**  
**Shannon School of Business**  
**[Season] Term 202X**  
**Course Outline**

**Instructor:** Dr. Stephanie Gilbert **Phone:** (902) 563-1926  
**Office:** SB125 **Email:** [Stephanie\\_Gilbert@cbu.ca](mailto:Stephanie_Gilbert@cbu.ca)  
**Office Hours:** Monday and Wednesday 1:00pm-3:30pm or by appointment  
**Moodle:** <https://courseware.cbu.ca/moodle/login/index.php>  
**Top Hat:** If you already have a Top Hat account, go to <https://app.tophat.com/e/XXXXXX> to be taken directly to our course. If you are new to Top Hat, go to <https://app.tophat.com/register/student> and search for our course with the following join code: XXXXX. Top Hat Pro is paid for by the Shannon School of Business and comes at no extra cost to students this semester.

## **CLASSES**

Class Meeting Place: SBXXX  
Class Schedule: Day, Time

## **Mi'kmaq Treaty Acknowledgment**

CBU acknowledges that CBU is in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People. This territory is covered by the "Treaties of Peace and Friendship" which Mi'kmaq and Wolastoqiyik (Maliseet) and Passamaquoddy People first signed with the British Crown in 1726. The treaties did not deal with surrender of lands and resources but in fact recognized Mi'kmaq and Wolastoqiyik (Maliseet) title and established the rules for what was to be an ongoing relationship between nations.

## **COURSE OVERVIEW**

This course will introduce students to the concepts of occupational health and safety within the Canadian business context, with an emphasis on employee health and wellness. We will review workplace hazard recognition, risk assessment, and control systems within the context of Canadian federal and provincial occupational health and safety legislation. Students will explore in depth the key health and safety risks including physical and psychosocial risks and hazards, violence, aggression, and harassment. Workplace interventions for occupational health and safety will also be discussed, including employee health promotion initiatives, safety management and motivation systems, incident investigation, emergency response planning, disability management, and return-to-work processes. Key terms and concepts will be emphasized using application exercises and case studies and current issues in OHS will be discussed.

## **COURSE GOALS AND LEARNING OUTCOMES**

In this course, students will develop an understanding of the nature, predictors, and outcomes of occupational health and safety. Students should be able to understand how to promote employee health and safety and minimize accidents, injuries, and harm to

employees within the workplace context. Students should be able to apply course concepts to real organizational contexts and generate recommendations using an evidence-based approach. By the end of this course, students will also develop writing, oral communication, and presentation skills.

#### LEARNING OUTCOMES:

- 1) Students will develop an understanding of the fundamentals of promoting occupational health and safety as well as mitigating risk.
- 2) Students will be able to recognize, assess and mitigate physical, chemical, biological, psychosocial hazards, and to make use of tools such as risk assessment and incident investigation.
- 3) Students will be able to discuss the implications of occupational health and safety for various internal and external organizational stakeholders.
- 4) Students will analyze a real-life problem related to occupational health and safety and make recommendations based on course concepts in a paper and in a presentation to the class.

#### REQUIRED READINGS

The course readings will be made available to students via TopHat. The required textbook is open access and free. Students may also purchase the text for reading in various formats at this link: <https://open.umn.edu/opentextbooks/textbooks/XX>.

Kelloway, E. K., Francis, L., & Gatien, B. (2020). *Management of Occupational Health and Safety* (8th Edition). Toronto: Nelson Thompson Learning.

\*In-text citations of the above textbook would look like this: (Kelloway, Francis, & Gatien, 2020).

#### TECHNOLOGY

Optimally, you will have access to a desktop computer or laptop with an internet connection and a camera and microphone (tablets, Chromebooks and cell phones do not meet course requirements). High speed broadband internet access is highly recommended for the optimal learning experience. The Chrome browser is preferred, for optimal use of CBU's Moodle learning management system as well as for Top Hat. All CBU students have access to Microsoft Office 365, including MS Teams, Word, Excel, Access, PowerPoint etc. for Windows. This course requires submission of documents created with word processing software, like Word, and PowerPoint may be needed for presentations.

This course will use CBU's Moodle platform for submitting assignments, and Top Hat to facilitate engagement with the readings and our course content (all are free to SSOB students). See below for more info.

#### MOODLE LEARNING SYSTEM

Moodle will be used for submitting **assignments** through Turnitin. You can login to Moodle at <https://cbulms2.cbu.ca/moodle/login/index.php> using your CBU username and

password. Click on the name of this course to access our Moodle site, where you will find information about the course and how to access course materials. If you have any questions or problems with Moodle or other technologies in your coursework, contact the IT Help Desk at 1st Level of the Marvin Harvey Building Phone: (902) 563-1123, [helpdesk@cbu.ca](mailto:helpdesk@cbu.ca).

**\*\*Please note that announcements made on Moodle will also be emailed to your CBU email account. If you have another email account, please be sure to automatically forward your CBU email to your primary email account. However, your CBU account has limited space, so be sure to occasionally go into your CBU account to make some space.\*\***

### **MICROSOFT TEAMS**

Microsoft Teams is freely available to CBU Students as part of Office 365 and we will use it in this class to conduct any live online class sessions (only when necessary) and to facilitate discussion outside of class. If you are unfamiliar with this platform, check out an introduction to MS Teams for CBU students [here](#).

### **TOPHAT LEARNING SYSTEM**

*Top Hat Pro* ([www.tophat.com](http://www.tophat.com)) is a flexible online learning system that allows me to make your reading material much more engaging, to incorporate multiple forms of engagement and assessment, and to conduct live class sessions (in collaboration with Zoom). Top Hat will be the main vehicle for accessing course reading materials (lecture slides, supplementary materials, writing resources, etc.), viewing online lectures and participating in online exercises. TopHat integrates with CBU's Moodle learning system.

*You will be able to respond to student engagement questions in Top Hat on Apple or Android smartphones and tablets, laptops, or through text message. For instructions on how to create a Top Hat account and enroll in our Top Hat Pro course, please refer to the invitation sent to your CBU email address or consult Top Hat's Getting Started Guide (<https://bit.ly/3ITGMLw>). Should you require assistance with Top Hat at any time please contact their Support Team directly by way of email ([support@tophat.com](mailto:support@tophat.com)), the in-app support button, or by calling 1-888-663-5491. Specific user information may be required by their technical support team when troubleshooting issues.*

*If you already have a Top Hat account, go to <https://app.tophat.com/e/XXXXXX> to be taken directly to our course. If you are new to Top Hat, go to <https://app.tophat.com/register/student> and search for our course with the following join code: **XXXXXX**. Top Hat Pro is paid for by the Shannon School of Business and comes at no extra cost to students this semester.*

### **GRADING SCHEME**

|                                   |     |
|-----------------------------------|-----|
| Pre-Class Engagement (via TopHat) | 30% |
| Midterm Exam                      | 15% |
| Final Exam                        | 20% |

RIIPEN Project:

|                              |     |
|------------------------------|-----|
| Group Presentation           | 10% |
| Final Written Group Proposal | 15% |
| Group Peer Evaluation        | 10% |

*Note:* For percentage to letter grade conversions, see pg. 33 of the Undergraduate Academic Calendar: <http://www.cbu.ca/sites/cbu.ca/files/pdfs/current-calendar.pdf>

## FORMAT OF THE COURSE

### 1. Pre-Class Engagement: 30%

It is critical that students come to class prepared (having done the readings) to engage in class discussions and exercises. Your engagement will ensure that you get the most out of this course and will also allow us to learn from one another. Your engagement with the readings via Top Hat will comprise 30% of your final grade. In Top Hat, you will find a “before class” folder for each week of our semester. There you will find the text chapter/readings with our weekly recorded lecture(s)/video inserted as well as additional links, activities, and supplemental content. As you go through the material there, you also will see questions included throughout that are designed to assess your learning comprehension and encourage deeper thinking about the material. Some questions will have a correct answer (and are marked partially on correctness), and others do not and will be marked only on participation (whether you answered or not). **The deadline for responding to questions in Top Hat is the beginning of the class in which we will be covering the material, after which you will receive a grade of zero for that week’s engagement questions.** These questions are designed to take approximately 20 minutes of time per week in addition to reading the assigned chapters.

### 2. Exams (35%)

You will be asked to complete both a midterm, taken during scheduled class time, and a final exam (scheduled during the final exam period). Both exams will together make up 35% of your final grade, with the midterm making up 15% and the final exam making up 20%. Exam questions will be a mixture of multiple choice, short-, and long-answer questions based on the course material.

### 3. Group RIIPEN Project (50% total: 10% written proposal draft, 15% presentation, 15% final written proposal, 10% peer evaluation)

Working in groups of four, students will develop a set of evidence-based OH&S recommendations for a real organization. This project has several components that are intended to help students obtain feedback and refine their recommendations and throughout the term there will be opportunities to interact with the organization, ask questions, and workshop ideas. More details about the requirements of this project will be discussed in class. This project entails a *1) a presentation, 2) a final paper, and 3) a peer evaluation component.*

\*In order to submit assignments, all students will be required to complete the CBU [Academic Integrity Badge \(2021/22\)](#), which is provided on the Moodle course page.

The student code to enter the course is **capers**. Completing the course will provide you with a “CBU Academic Integrity” badge on Moodle, and once you have that badge, you will be able to submit your assignments. Please don’t leave this until the last minute before your assignments are due!

### Presentation

Groups will each present a 10-minute presentation to the class. Your presentation must address the following questions: 1) identify one OH&S-related key problem that the organization faces; 2) briefly review relevant literature and best practices on this key issue, its implications, importance (i.e., what is it and why does it matter?), and 3) based on the literature, present recommendations, and conclusions relevant to the organization. Highlight three key recommendations for the organization based on your work. A marking rubric will be provided in advance for your information and the instructor will use the rubric to evaluate the presentation. Presentations will be scheduled on a first-come first-served basis. Time will be provided for groups to receive feedback on their ideas from the class and instructor that will inform their final written proposals.

***Missed Presentations:** Students will receive a mark of zero for not taking part in presentations unless justified by an illness or emergency for which the student has relevant documentation (e.g., a doctor’s note).*

### Final Group Paper

Incorporating feedback from the presentations, the group will prepare a final written proposal with recommendations to the industry partner, that will be delivered to the organization. The final paper must be in report form, with fully developed ideas, recommendations, and supporting evidence. Concise writing is very important, so papers are very short. A marking rubric will be provided in advance. Final written proposals are **due by XXX at X:XXpm**, and after that there will be a late penalty of 10% per day, including weekends. Each assignment should be typed in a word processor (**3-5 pages, 8½ x 11 sheets; 12-point font, 1-inch margins; double-spaced; .pdf format**) before uploading and submitting through Moodle. From the Moodle course page, under the “Assignments” tab, click on the appropriate ‘Final Paper’ assignment and follow the instructions to upload your assignment as a word document. One group member may submit the assignment on behalf of the group but ensure that all group members’ names are on the assignment.

*Turnitin.com: The text matching software Turnitin will be used to screen assignments in this course. This is being done to assist the instructor in determining the work’s originality and if all materials used are properly documented. If students consent to submit assignments through Turnitin via Moodle, they should know:*

- *Files are housed on the Turnitin server based in California, and these files are subject to the USA PATRIOT Act, 2001.*
- *If students have concerns about their privacy and/or security, they may opt out of submitting assignments through this software and choose another alternative with their instructor.*

- *Students who do not wish to submit assignments through this software, should contact their instructor as soon as possible to discuss alternatives.*

### Peer Evaluation

Given the weight of the group project in your overall grade, it is important to include a peer evaluation component where students evaluate all group members based on their contributions to their group. The peer evaluation will comprise 10% of students' final grades and will be based on a rubric that considers quality, effort, and timeliness of member's contributions. All peer evaluations will be confidential, and it is important that all students provide honest and fair evaluations of their group members.

### **TENTATIVE COURSE SCHEDULE**

| <b>Week</b> | <b>Chapter</b>   | <b>Readings</b>                       | <b>Assignments</b> |
|-------------|--|---------------------------------------|--------------------|
| 1           | Introduction to Employee Wellbeing and Safety  | Syllabus                              |                    |
| 2           | Chapter 1: Introduction  | Ch 1                                  |                    |
| 3           | Chapter 2: Legislative Framework<br>Chapter 3: Workers' Compensation                         | Ch 2, 3                               |                    |
| 4           | Virtual Workshop with RIIPEN Organization<br><br>Chapter 4: Hazards, Risk, and Control       | Organization materials (TBA),<br>Ch 4 |                    |
| 5           | Chapter 5: Physical Agents<br>Chapter 6: Biological and Chemical Agents                      | Ch 5, 6                               |                    |
| 6           | Midterm Exam   |                                       | <b>In Class</b>    |
| 7           | Chapter 7: Psychosocial Hazards<br>Chapter 8: Workplace Violence, Aggression, and Harassment | Ch 7, 8                               |                    |
| 8           | Library and Literature review workshop With SSOB Librarian<br><br>Chapter 9: Training        | Ch 9                                  |                    |
| 9           | Chapter 10: Motivation and Safety Management Systems<br>Chapter 11: Emergency Planning       | Ch 10, 11                             |                    |
| 10          | RIIPEN Workshop<br><br>Chapter 12: Incident Investigation                                    | Ch 12                                 |                    |

|    |   |           |  |
|----|---|-----------|--|
| 11 | READING WEEK *NO CLASSES*   |           |  |
| 12 | Chapter 13: Disability Management and Return to Work<br><br>Chapter 14: Workplace Wellness: Work/Family and Health Promotion Programs | Ch 13, 14 | <b>Reminder to complete CBU Academic Integrity Badge</b> via Moodle *required in order to submit final paper*. |
| 13 | Group Presentations   |           | <b>In Class</b>  |
| 14 | Group Presentations   |           | <b>In Class</b>  |
|    | Final Exam to be Scheduled During Exam Period   |           | <b>Final written proposals due XXX.</b>  |

\*\*Please note that either the schedule or the assigned readings may be adjusted as the term progresses. If substantial changes are made, an updated schedule will be posted on Moodle.

### Tips for Success

1. Read each assigned reading *at least once before* class.
2. Answer all Top Hat questions for the week **before** class.
3. **Come to class!** Regular class attendance is extremely important to your success in the course, as it will make it easier for you to grasp course concepts. Students are strongly encouraged to partake in all class exercises and ask questions when necessary.
4. All assignments that are required to be handed in must have a cover page containing the following information: Submitted To, Submitted By, Date, Course, Section #.
5. Spelling is very important when it comes to any type of business correspondence. Be sure that you use the spell-check program on every document before submission. **But realize that the spell checker is only a tool.** Telling me that you spell checked a document is not reason for me to overlook misspelled words. Because spell checkers are imperfect, verify spelling in a dictionary.
6. If attending classes virtually, please leave your microphone on mute, unless you are speaking to the class. Feel free to use the chat and/or raise your hands with any questions that you have as this will enrich our time together! Our class facilitator will notify me whenever students post comments in the chat or have a virtual hand raised.

### ACADEMIC RESOURCES, POLICIES, AND PROCEDURES

#### Class Attendance

Although attendance will not be taken directly, it is an important part of your success in this course. As such, you are strongly encouraged to attend every class and make an active effort to contribute to discussion. Note that reading the textbook is not a substitute for attending class, or vice versa. If you do miss a class, you are responsible for viewing the recorded class later on in Top Hat to find out what you missed (e.g., notes, films, activities, discussion, guest speakers, changes to due dates and test times, etc.).

### **Inclement Weather Policy**

In the event of extreme weather, the university may close. You should be sure to check the local radio stations, CBU's Facebook or Twitter accounts, or the CBU main webpage for announcements about any closures. Alternatively, you can call the CBU general phone line 902-539-5300 and press 9 to hear a recorded message about any closures. If CBU is closed, then class will be cancelled. \*Inclement weather will likely not impact our live Zoom class times\*

### **Emergency Procedures**

CBU Alert is CBU's emergency mass notification system. This important feature is available to members of the CBU community by invitation only. All staff, faculty and students will be invited to create an account within the system via their CBU email address. Please ensure that you sign up for notifications in case of emergency.

### **Class Participation**

Since learning in this course is interactive, your participation and engagement is required. You should come to each class prepared to actively and thoughtfully discuss that week's assigned chapter(s). To maintain an atmosphere in which everyone feels respected and comfortable sharing their ideas and opinions, avoid interrupting your classmates and do not attack them personally.

### **Use of Electronic Devices**

The following is addressed by students having their microphones on mute during sessions unless they are speaking. However, please always ensure that your cell phones are turned off during class out of respect for your professor and colleagues. See p. 43 of the academic calendar regarding the use of electronic devices in the classroom.

### **Communication Policy**

You may contact me through e-mail ([Stephanie\\_Gilbert@cbu.ca](mailto:Stephanie_Gilbert@cbu.ca)) at any time with questions or to set up an appointment to meet with me. **I often do not check email on evenings and weekends, so please do not expect an immediate reply during these times.** I will be available during my office hours and before or after class for quick questions.

### **Cheating and Plagiarism**

Plagiarism or cheating of any kind will not be tolerated and will result in a grade of zero for the work in question. The procedures outlined in CBU's policy on academic responsibility will be followed. You are responsible for ensuring that you understand the policy (see pages 38-39 in the Academic Calendar) and are not in violation.

### **Academic Support Services**

I strongly encourage you to explore the services available through CBU Academic Support services here: <http://www.cbu.ca/student-services/support-services/> which include academic advising, academic success coaching, the writing centre, the math

and science centre, and disability support services. Familiarize yourself with these services and access them throughout the course as needed.

### Writing Centre

All CBU students can get **free** help with their writing at the Writing Centre in the Learning Commons. The Centre can show you

- how to decipher assignment instructions and make a writing plan
- teach you guidelines for different writing tasks, such as a literature review or introduction paragraphs
- identify strengths in your writing and show you areas where you could improve
- talk with you about how to organize your ideas
- how to incorporate and cite sources
- and answer any other writing questions you have!

To view the schedule and make appointments, please visit [www.cbu.ca/writing-centre](http://www.cbu.ca/writing-centre).

### YOUR WELL-BEING

Your personal wellbeing is essential to your ability to succeed academically. Although university can be a wonderful time, it can also be a time filled with numerous challenges. The challenges may be especially great during this global pandemic. There is no shame in reaching out for help and support to overcome these challenges. The following list of resources and support tools available at CBU is intended to help you through these difficult times.

#### Security

*Campus Security* – Should you feel that you or any of your friends are in danger while on campus, please contact campus security immediately. They are on campus 24/7. Security can also help with cases of violence and sexual harassment and they can provide safe escort anywhere on campus (e.g., if you are working alone on campus at night). They are located in Campus Center (Main Lobby): cell phone or TEXT: (902)578-2316, office: (902) 563-1133 (main desk), e-mail: [security@cbu.ca](mailto:security@cbu.ca).

*Sexual or Psychological Harassment* – If you are a victim of harassment or simply looking for additional information on the topic, please visit the following site where you will find contact information for various valuable resources:

<http://www.cbu.ca/student-services/health-services/sexual-assault-response-support/>.

If on campus, campus security (see above) can provide immediate assistance) or report to the CBRM Police.

### ON-CAMPUS CBU Student Health Supports

- [keep.meSAFE](#) is a 24/7 digital mental health support program for **international students**. keep.meSAFE provides students with access to a large and diverse network of professional counsellors who are equipped to offer support and guidance. Students are matched to a counsellor based on their situation, language and cultural preferences.
- The [Healthy Minds NS](#) portal provides CBU's primary online mental health support and resources for **domestic students**.

- **Personal Counselors** are available to help students deal with personal concerns related to adapting to University life, family problems, relationships, difficulties with drugs and alcohol, and other matters. For appointments, contact the Nancy Dingwall Health and Counselling Services Collaborative Care Centre. To book an appointment, contact Nancy Dingwall Health and Counselling Centre by calling 902-563-1359 or email [healthservices@cbu.ca](mailto:healthservices@cbu.ca). *If you need immediate help due to thoughts of self-harming or other difficulty you can access advice 24 hours a day, 7 days a week through the Nova Scotia Mental Health Crisis Line: 1-888-429-8167*

- **Academic Success Coaching:** For appointments: <https://cbusuccess.mywconline.com>

- **Jennifer Keeping AccessAbility Centre:** [jkc@cbu.ca](mailto:jkc@cbu.ca) – accommodations for students with learning disabilities &/or mental health diagnoses

Students with learning differences or special needs are encouraged to contact me to discuss accommodations. Students are also advised to contact The Jennifer Keeping AccessAbility Centre for information regarding its services and resources. You can visit their website at <http://www.cbu.ca/jkac> or alternatively contact Jacqueline Côté Tel: (902) 563-1121, [jacqueline\\_cote@cbu.ca](mailto:jacqueline_cote@cbu.ca) . For further details, refer p. 393 of the undergraduate academic calendar.

- **Nancy Dingwall Health and Counseling Centre**

Doctor, nurse, physiotherapy, massage, referrals. Whether you have a health emergency, an injury, chronic illness, birth control needs, a bad case of the flu, or you want information on various health topics, you can visit the Nancy Dingwall Health Centre. A nurse, physiotherapist and a physician are on staff. To make an appointment call Sarah Ferguson 902.563.1359 or at [sarah\\_ferguson@cbu.ca](mailto:sarah_ferguson@cbu.ca) or go directly to the Nancy Dingwall Centre in the Canada Games Complex.

To make an appointment contact by calling 902-563-1359, or stop by in person.

- **CBU Chaplaincy** – The CBU Chaplaincy serves the University community in all spiritual and religious beliefs. CBU’s Chaplain, Father Doug MacDonald, is available to all students, faculty and staff. To book an appointment, please email [doug\\_macdonald@cbu.ca](mailto:doug_macdonald@cbu.ca) or call 902-563-1173.
- **Staff at the CBUSU Women’s Centre,** [su\\_womenscentre@cbu.ca](mailto:su_womenscentre@cbu.ca) 902-563-1471
- **Staff at the CBUSA Pride & Ally Centre:** [su\\_pac@cbu.ca](mailto:su_pac@cbu.ca), 902-563-1481
- **Staff at the CBUSA MultiCultural Hub:** [su\\_isc@cbu.ca](mailto:su_isc@cbu.ca)
- **Scott Thomas, CBU Human Rights and Diversity Officer,** 902-563-1875 (office), or 902-574-2350(cell) [scott\\_thomas@cbu.ca](mailto:scott_thomas@cbu.ca)
- **CBU Jack.org Chapter:** Emma Roland [cbu15fsn@cbu.ca](mailto:cbu15fsn@cbu.ca) or join their Facebook page

## ADDITIONAL SUPPORTS

- If you are experiencing a mental health emergency, please call **Nova Scotia Mental Health Crisis Line**: 1-888-429-8167 24 hours a day, 7 days a week
- **Canada Suicide Prevention**: 1-833-456-4566, or text 45645, or go to [www.crisisservicescanada.ca](http://www.crisisservicescanada.ca) to chat
- **Crisis Text Line**: [www.crisistextline.ca](http://www.crisistextline.ca) or text 686868 via SMS
- **Local Sexual Assault Nurse Examiner (SANE) care**: 1-844-858-8036 or at the Regional Hospital
- **Mywellnessplan**: [www.mystudentplan.ca/cbusu/en/mywellness](http://www.mystudentplan.ca/cbusu/en/mywellness) - online mental health tools available through CBUSU health plan. CBUSU offers mental health services through MyWellness, which provides mental health assessments, information, and resources and extensive listings of mental health resources both on and off campus. You can access MyWellness here: <https://www.mystudentplan.ca/cbusu/en/mywellness>.
- **TAO (Therapy Assistance Online)** – An online mental health library with interactive modules to help you understand and manage how you feel, think and act. TAO recently created mindfulness video exercises to help students cope with their feelings.

**Confidential  
Senate Minutes  
December 13, 2024**

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**It was moved** by M. Chandler, seconded by D. Lionais, to move into Closed Session for the purpose of conducting confidential business.

**Motion carried.**

**3. Items to be considered in closed session:**

**3.1 Approval of the October 18, 2024 Confidential Minutes**

**Motion:**

**Moved** by K. Rowe, seconded by M. Bierenstiel, that Senate approve the Confidential Minutes from the October 18<sup>th</sup> Senate meeting. **Motion Carried. ( 7 abstentions)**

**3.2 Updated List of Fall 2024 Graduates:**

Bilynda Whiting, University Registrar and Director of Admissions, provided an update and advised that the students who were **conditionally approved** at the October 18, 2024, meeting, now have final approval status.

With no further confidential business, **it was moved** by Tanya Brann- Barrett, seconded by C. Arseneault, **to move to Open Session. Motion carried.**

**Éric Thériault  
Secretary to Senate**

# **CBU Students' Union Senate Report**

## **January 2025**



CAPE BRETON UNIVERSITY  
**STUDENTS' UNION**

**Submitted by Ava Graham, Executive Vice  
President, on Behalf of the CBUSU Executive Team**

## Introduction

Over the past month at the Students' Union, we've met with representatives from across the university and planned for our upcoming term. We've successfully hired two new coordinators: Adoni Fernando as our Women's Centre Outreach Coordinator and Lara Dalton as our Community Outreach Coordinator. We're also in the process of hiring a Food Bank Assistant. We're excited to see our team growing and to find out what each these students will bring to the CBUSU.

## Completed and Current Projects

### **Caper Café:**

Our new café has officially opened in the Verschuren Centre and is operating from 8am to 4pm on weekdays. A group of student servers have been hired and we're working on planning a grand opening event. Be sure to check it out!

### **Student Support During Exams:**

In collaboration with our Food Bank, we gave out 350 hot beverage vouchers to students from December 10<sup>th</sup> to 17<sup>th</sup>. These were redeemable at Caper Convenience and the Caper Café. We also handed out snacks and earbuds to students on exam days.

### **Post-Exam Blitz Tournament:**

Our newly hired Games Room Coordinator hosted a pool and video game tournament after exams ended. This event was a huge success in terms of student attendance and participation, and we're looking forward to similar events in the coming months.

### **Flavor Gift Certificate Promotion:**

We partnered with Flavor to host a gift certificate promotion at the Mayflower Mall over the holiday break. We sold \$50 gift certificates and half of all proceeds were donated to our charity: Capers Helping Capers. This promotion was able to raise \$1,500, bringing us one step closer to our \$20,000 fundraising goal.

### **Residence Trivia Event:**

In an effort to hold more events at the CBU residences, our President hosted a trivia night over the holidays. This event was a success and we are looking forward to increasing our residence presence throughout the term.

### **Strategic Planning Retreat:**

With our new executive team in place, we spent the first weekend of January at the Hampton Inn to create our strategic plan for the remainder of the year. This was a wonderful opportunity for our group to bond while sharing our individual priorities and creating a cohesive vision for the rest of our term.

### **Week of Welcome:**

Winter Week of Welcome took place from January 3<sup>rd</sup> to 11<sup>th</sup>, 2025. The CBUSU planned several events, including a Mario Kart Tournament, New Student Social, Small Appliance Bingo, Centres Expo, Jersey Night DJ Party, and Pool Tournament. These events allowed new and current students to connect with each other and engage with the CBUSU.

### **International and Indigenous Student Scholarships:**

Last semester, we launched an initiative awarding eight \$1,000 scholarships to students. Three awards were allocated to undergraduate international students, three to post-baccalaureate international students, and two to Indigenous students. We received 110 complete applications across these categories, which were evaluated based on academic achievement and involvement within our university and the community.

### **Society Fair:**

Our winter Society Fair was held on January 16<sup>th</sup>. This event gave societies and other organizations across campus the opportunity to recruit and engage with students.

### **Drive Home Program:**

Our Drive Home Program continues to operate, providing drives to students throughout the week. We're also offering our Grocery Shuttle service on Sundays, taking students in residence to both Walmart and the Mayflower Mall.

## **Upcoming Projects**

### **Multicultural Creative Arts Week:**

From March 17<sup>th</sup> to 21<sup>st</sup>, we'll be dedicating a week to the celebration of CBU's multiculturalism through creative arts. We've been collaborating with Todd Hiscock, the Director of CBU's Boardmore Theatre, to plan this event. Each day of the week will be dedicated to a different form of art and will give students the opportunity to learn and showcase their work. Our largest event of the week will be a Multicultural Talent Show in the Boardmore Theatre. We've held this event in the past, and it is sure to be a success.

### **Pride Week, Healthy Living Week, and Women's Week:**

Our Pride and Ally Centre Coordinators have been working to plan Pride Week, which will be taking place at the end of the month. This will include events such as pottery painting, bingo, and a pride dance. We also have Healthy Living Week planned for the beginning of February, and Women's Week planned for the beginning of March.

### **Student Services Events:**

We will be hosting three Career Readiness Workshops through January and February with Tracey MacMullin from the Career Readiness Department. We're also working with the Student Services Department to plan an IRCC Information Session, and are coordinating with the Sydney Credit Union to host a Financial Literacy Series. We're excited to announce the upcoming launch of a student services Instagram page! This will give our Vice President Student Services the opportunity to better communicate with students.

### **Student Research Event:**

We've connected with the CBU Research Office to collaborate on a student research event. This is set to be held in the Pit Lounge and will give student researchers the opportunity to develop a poster showcasing their work. The event will work to increase collaboration between departments and increase student interest in research work.

### **CBUSU General Elections:**

Elections for the CBUSU's President and Vice President for the 2025-2026 school year are approaching. Nominations will open at the end of January and campaigning will be taking place at the beginning of February.

## **Conclusion**

We're very proud of our team and are excited to continue working together over the winter term to improve the student experience at CBU. If you have any questions or require further information, please don't hesitate to reach out.

**Warm regards,**

Ava Graham

Executive Vice President, Cape Breton University Students' Union

# Senate Minutes

December 13, 2024  
CE339

The Chair, F. Odartey-Wellington, called the meeting to order at 1:30 pm.

## 1. **Roll Call and Declaration of Quorum and Land Acknowledgement**

The Chair began with the acknowledgement that Cape Breton University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People. This territory is covered by the "Treaties of Peace and Friendship" which Mi'kmaq and Wolastoqiyik (Maliseet) people first signed with the British Crown in 1726. The treaties did not deal with surrender of lands and resources but in fact recognized Mi'kmaq and Wolastoqiyik (Maliseet) title and established the rules for what was to be an ongoing relationship between nations.

### **Present:**

Harsimran Kaur Antaal, Catherine Arseneau, Tammy Bernasky, Matthias Bierenstiel, Melissa Bishop, Tanya Brann-Barrett, Karen Butterworth, Linda Cavanaugh, Martin Chandler, Paula Condon, David Dingwall, Sophia Butler-Doucette, Virginia Gunn, Michael Henick, Chad Hillier, Harkanwal Kaur, Kimberley Lamarche, Doug Lionais, Ellyn Lyle, Terry MacDonald, Gordon MacInnis, Emily MacLeod, John Mayich, Bishakha Mazumdar, John Nadeau, Kathleen Nash, Rod Nicholls, Felix Odartey-Wellington, Olabode Peters Olaniran, Joe Parish, Andy Parnaby, Karen Rowe, Nancy Samson, Rebecca Seymore, Nancy Spina, Laurianne Sylvester, Éric Thériault, Jamie Tunnicliff, Bilynda Whiting

### **Regrets:**

Sahand Ashtab, Sean Campbell, Geoff Carre, Ayse Ersoy, Kylie Ewing, Ava Graham, Ali Heydari, Carrie Karsgaard, Janet Kuhnke, Tracy Lillington, Stephanie MacQuarrie, Marcia Ostashewski, Michelle Prendergast, Ann Sylliboy,

F. Odartey-Wellington introduced the new president of the Students Union, Harsimran Kaur Antaal, and welcomed the rest of the team who were in attendance.

F. Odartey-Wellington advised that Senator Melissa Bishop completed her dissertation this week and congratulated her on her PhD.

## 2. **Consent Agenda: N/A**

### **3. Items to be considered in closed session:**

**Motion:**

**Moved** by M. Chandler, seconded by D. Lionais, to move into Closed Session for the purpose of conducting confidential business. **Motion Carried.**

**Motion:**

**Moved** by Tanya Brann Barrett, seconded by C. Arseneault, **to move to Open Session.**  
**Motion Carried.**

### **4. Reports and Items for Information**

#### **4.1 President**

President Dingwall shared the following updates:

- **Impact of Immigration Policy Changes:** Recent policy shifts by Immigration, Refugees, and Citizenship Canada (IRCC) have adversely affected universities across Canada, damaging Canada's global reputation as an educational destination. These changes have resulted in lower-than-expected student enrollment, prompting a transition from managed decline to a focus on strategic growth. To address this, President Dingwall outlined plans to reduce part-time faculty and term positions, implement new academic programs, and enhance financial management strategies. Recruitment and strategic investments remain key priorities.
- **CBRM Funding Request:** The Cape Breton Regional Municipality (CBRM) passed a resolution requesting federal funding for the Tartan Downs project.
- **Capital Campaign Progress:** Cape Breton University (CBU) secured additional contributions toward its \$50 million capital campaign, including \$1 million from John Bragg, \$750,000 from Learn Corporation, and \$200,000 from local construction workers.
- **Strategic Plan 2030:** The Strategic Plan 2030 will be distributed to Senators for feedback and suggestions after the meeting.

President Dingwall concluded by extending warm holiday wishes to all Senators and their colleagues and invited everyone to the Holiday Party next Thursday.

Following the President's Report, there was discussion around the discontinuation of programs and the challenges posed by Immigration issues.

## **4.2 Vice President Academic and Provost**

Rod Nicholls provided updates on several key topics:

### **Smart Growth Focus:**

- He highlighted the decline in student numbers relative to the original SEM (Strategic Enrollment Management) targets.
- He provided a breakdown of domestic versus international students, emphasizing the importance of understanding these trends.
- He noted ongoing efforts to develop new programs and recommended that individual schools establish SEM groups to support strategic growth.

### **Network Upgrades:**

- He reported on the progress of new network upgrades, emphasizing their importance in supporting institutional goals.

### **8-Month BEd Program:**

- While Senate had approved the 8-month BEd program and it was quickly submitted to MPHEC, the approval was received too late to deliver the program to CBU standards. As a result, the January start has been canceled, and students have been informed.

## **4.3 Unama'ki College**

L. Sylvester reported on the following:

- She attended a conference hosted by Colleges and Institutes Canada in October, where an Indigenous Education Protocol was introduced. She expressed her desire to bring this initiative to the attention of Senate to gauge interest in participating as a university. While many colleges have signed onto the protocol, she highlighted that only one university has done so thus far. She reviewed the principles outlined in the Protocol and shared the link with the Senators for their consideration in relation to the SEM goals.
- The in-Community Program, Sipekne'katik will be starting a new cohort in January. There are 30 interested applicants but the program will only serve 20. The community will make the decision about who will attend.
- Students completed the first preparatory courses for the BSc Pathway program. They will start with the required BSc courses in January.
- The Alumni celebration that was planned as part of the 50 celebrations. They are now combining it with the Annual Student banquet that is held in May each year. The new date is May 30<sup>th</sup>.
- In September, the Union of NS Mi'kmaw requested to have the Mi'kmaq Ethics Watch (MEW) under their organization which is under consideration. They are hoping to be part of the funding with other universities.

- A small group from CBU and Mi'kmaw communities will be traveling to New Zealand honoring a relationship with Victoria University. They will also be attending, presenting and performing at the 48<sup>th</sup> Annual World Conference - International Council for Traditions of Music and Dance. During this visit, Canada's High Commission to New Zealand has invited our delegation for a special tea/meeting.
- They met with community Elders regarding the Elders' Protocol which is how they work with Elders and Knowledge keepers within the University. When the document is finalized, they will provide feedback on the protocol with everyone on campus.
- The Donald Marshall Legacy and Community Leadership Award was awarded to Melanie Mellen from Membertou who is a student in the Bachelor of Social Work Program and the Sister Dorothy Moore Education Award - Dwan Starr Paul from the BEd Program.

#### **4.4 Students' Union**

O. Olaniran announced that the Students' Union now has a full team in place. He mentioned that the Vice President, who would typically present the report, is absent due to exams. He expressed gratitude to both the Senators and the team for their support and efforts.

Harsimran Kaur Antaal, Students' Union President, provided the report on behalf of the Vice President, Ava Graham, which is outlined in the Meeting package. She highlighted the following

- Successful completion of the recent by-election. Voter engagement improved substantially, compared to the appealed by-election which took place in October.
- Held in collaboration with CBU, November's Honors Banquet celebrated academic excellence and student achievements. The Dr. Mary Keating Medals for Academic Integrity were also presented at this event to deserving students from each of our schools.
- Olabode Peters Olaniran contributed significantly to operational advancements during his tenure as Interim President, finalizing plans for the Caper Café in the Verschuren Centre and the Canteen at the rink opening in the new year.

Key projects and upcoming events they will be taking on include:

- CBUSU 2025 Strategic Plan
- January Week of Welcome
- CBUSU Student Scholarships
- Pride Week
- Women's Week
- Multicultural Celebrations

H. Antaal thanked members of her team for their hard work and continued encouragement.

B. Mazumdar suggested that the week of welcome should consider more countries and more about Cape Breton and Canadian culture, and for more engagement with domestic students as well.

The Chair thanked the Students' Union for all they do and expressed appreciation for the contributions of the administrative supports, Dawn MacDougall and Alex Macneil.

#### **4.5 Board of Governors**

M. Henick reported on the following:

The Cape Breton University Board of Governors met once since the last Senate meeting due to their first meeting of the year being cancelled. The following topics were covered:

- President Dingwall delivered his report including the nominations of new board members. CBU Board of Governors welcomed Lori Kennedy, Monette Pasher and Terry Kelly.
- An extensive Treasurers Report was delivered by Gordon MacInnis to the Board which detailed the current financial situation along with some in-depth understating of new capital projects.
- The Presidential Review Committee presented the findings of their 2023-2024 report the Board of Governors which was voted on and approved by the board.
- He recognized President David Dingwall for being awarded the King Charles III Coronation Medal for Contributions to Education and Public Service.
- He also recognized the 35<sup>th</sup> anniversary of the École Polytechnique massacre this past Friday.

#### **4.6 Executive Committee**

Éric Thériault reported on the following:

Senate Executive Committee met on November 9<sup>th</sup> where the following items were discussed:

- Discussed and set today's Agenda
- In-depth discussion and review of the Terms of Reference for Senate Standing Committees
- The establishment of repositories of Senate documentation  
Committee Chairs provided an overview of their Reports for the Senate meeting
- It was decided that a Special meeting will be held on January 17<sup>th</sup>, to review the planning and Review's Pre budget recommendations.
- Next Executive meeting is scheduled for January 10<sup>th</sup>
- With the latest election from the Students' Union, revisions are required to update the Student representatives on Senate Standing Committees.

#### **Motion:**

**Moved by** E. Theriault, seconded by J. Parish, to approve the changes to the Students' Union representatives on Senate Standing Committees. **Motion Carried.**

## 5. **Approval of the Minutes**

- Senate – November 15, 2024

### **Motion:**

**Moved** by T. Brann Barrett, seconded by C. Arseneau, that Senate approve the minutes from the November 15<sup>th</sup> Senate meeting. **Motion Carried. (9 abstentions)**

## 6. **Business Arising from the Minutes – N/A**

## 7. **Report from Senate Committees:**

### 7.1 **Planning and Review**

K. Rowe provided the report and advised that the Committee has finished pre-budget recommendation and they are included in the package for review. There will be time for discussion at the Special meeting. The Committee are currently working on review of Academic Plan and are hopeful to include that in an upcoming meeting.

### 7.2 **Teaching, Learning and Evaluation**

T. MacDonald reported on the following:

CBU Grading Definitions are provided in the meeting materials for informational purposes. He noted that Cape Breton University currently lacks formal grading definitions. To address this, the School of Education and Health collaborated with the Centre for Teaching and Learning, the Teaching, Learning and Evaluation Committee of Senate, and the Registrar to develop CBU Grading Definitions. These definitions are intended to serve as a general framework or starting point, which individual schools and departments at CBU can adapt or adopt as needed.

After the Report, the Dean of Education and Health provided more clarity on the purpose of the grading definitions. It was also confirmed by the Registrar that the Grading Definition will not be included in the Academic Calendar.

### **7.3 Academic**

J. Parish reported on the following:

The Chair of the Academic Committee received the following minor course changes from SASS and SSOB which are for information only and are included in the Meeting Package:

- a) ENGL/FOLK2601: Oral Literature>Folk Literature (Name consistency for cross-list)
- b) DRAM3104>DRAM2104: Stagecraft (Level change)
- c) DRAM2201>DRAM3201: Directing (Level change)
- d) MGMT4603: Diversity Issues in Management (Description change, minor)

J. Parish advised that the Committee has two recommendations: Revisions to the Academic Integrity Policy/Determination of Categories; and responses from the Academic Committee to Senate Ad Hoc Committee on Class Attendance and Related Issues. He noted that since the first issue requires a vote, he would begin by addressing the second issue.

#### **b) Responses from Academic Committee to Senate Ad Hoc Committee on Class Attendance and Related Issues**

J. Parish noted that the Meeting Package includes nine (9) recommendations from the AD Hoc Committee. He advised that items (3-5) and (8-9) were either out of the scope of the Committee or already covered with other commitments within the structure of Senate. He then discussed the remaining items:

#### **Point 2 - Collaborate with relevant stakeholders: Engage faculty, staff, students, and community members in the development of the attendance and children's presence framework to ensure inclusivity.**

The Committee recognized that the issue represents a significant recommendation requiring input from multiple stakeholders and suggested forming a task force to address it. He also emphasized that the Students' Union gathering input from students about their needs would be a valuable contribution to the process.

**Point 6 - Ensure safety and supervision: Establish clear guidelines for the presence of children on campus, emphasizing safety measures and appropriate supervision to mitigate risks and maintain a conducive learning environment.**

**Point 7 - Promote faculty involvement: Encourage faculty members to contribute insights on their roles and expectations regarding attendance policies and children's presence in classrooms.**

J. Parish stated that the Committee believes Points 6 and 7 could be addressed through guidelines informed by practices at other universities regarding children's safety and supervision. He further elaborated on several considerations they are striving to balance, including the responsibilities of student parents, provincial family law, employee rights, and the CBU Respectful Campus Policy.

**Point 1 - Collaborate with relevant stakeholders: Engage faculty, staff, students, and community members in the development of the attendance and children's presence framework to ensure inclusivity.**

Regarding Point 1, he proposed utilizing the Academic Calendar to develop a set of guidelines, drawing inspiration from practices at other universities to serve as a template. He noted that the Committee was hesitant to create a formal policy due to the challenges of enforcement and implementation across the entire university.

He also addressed the suggestion of faculty involvement referenced in Point 7, recommending that faculty be invited to contribute by sharing their preferences, which could then be incorporated into the guidelines.

He emphasized that while the Ad Hoc Committee could initiate the process, they would seek input from Senate, as the Committee does not believe this is an undertaking they can accomplish independently.

**a) Changes to the Academic Performance Policy: Determination of Categories - needs a taskforce to get through the recommendations.**

J. Parish introduced the second issue in his report and explained that the Policy changes largely focus on the Determination and definition of Categories. He highlighted the changes and proceeded to make the following motion:

**Motion:**

**Moved by** J. Parish, seconded by M. Chandler, that Senate approve the Changes to the Academic Performance Policy.

During Discussion, the following friendly amendments to the original motion were suggested:

Dean Parnaby suggested that definitions 4.5 to 4.10 consist of general terms applicable to all policies. He recommended removing these from the Policy and instead including them in a general glossary within the Academic Calendar. Regarding the terms "suspension," "discontinuation," and "expulsion," he advised standardizing terminology across policies for consistency. He also highlighted Section 12, which addresses previous Senate discussions about potential conflicts or misalignment between CBU policies and those created by external bodies. He encouraged careful review of this section.

C. Arseneault noted that section 12 identifies a list of programs that could be reference in an external document that the committee could keep updated with a link. She suggested that this approach would eliminate the need for re-approving revisions and approvals each time those programs are updated.

J. Parish advised that the following friendly amendments to the original motion would be as follows:

- Remove items 4.6 and 4.10
- Remove the specific list of program names and reference a final form

#### **Amended Motion Carried.**

#### **7.4 By-Laws and Procedures**

J. Tunnicliff advised that the Committee continues to review school and department by-laws and they will also be starting to review for Terms of Reference for Senate sub-committees.

#### **7.5 Quality Assurance**

No Report.

#### **7.6 Research**

M. Bierenstiel reported the following:

- The Committee adjudicated three (3) Research Awards, and put forward their recommendations to the President. Policies may need some revisions which will be included in the Committee's mandate letter.
- They are currently looking at one (1) Institute application

M. Bierenstiel provided an overview of the Summary Information to Proposed Changes to the RISE Policy, which was included in the Meeting Package, he highlighted the following:

- The RISE Grant program requires only minor adjustments in light of increased CBU faculty membership and growth in students over the past few years, and Inflationary pressures.

- The RISE grants are administered through RAC. Currently, Michelle Jetha is chair of RAC and has been providing detailed feedback with administration of the RISE grants to the Research Committee.
- Recent updates to the TOR are mainly to do with language on representation based on 5 schools as apposed to the old infrastructure of 4 schools. It is their opinion that faculty membership of 12 representatives on RAC is a good balance of size and practicality. The membership clause is proposed to be changed to accommodate a minimum of 2 members per school. These proposed changes are to be presented to Senate in due course for discussion and a vote.
- Some minor changes include the improvement of CBU research reporting. The reporting should be integrated between the Research Office and ORGS. This is to be expanded and include the automatic reporting of awards to ORGS that this information is used and it is expected that RISE award recipients collaborate with ORGS to help better broadcast CBU research.
- He discussed the need for an increase in grant limits which were set in 2010 at (\$1,000) for small grants (\$8,000) for large grants. He noted that more funding is needed to adjust for inflation as well as the increase the number of CBU faculty.
- SSHRC provides funding to universities to be used to support research and CBU has been using these funds (\$25,000) to augment the RISE grant budget. SSHRC is raising the individual grant limit to \$10,000 with explicit instruction that no further top-up is permitted. Currently, this SSHRC funding can be readily added to the RISE budget; but having a different grant amount greater than \$10,000 could make it very difficult to use the SSHRC funding in tandem with the RISE grant system. Further, having a separate system for just \$25,000 SSHRC seems administratively impractical.
- The Committee discussed and voting was unanimous that small grant limit should be increased from \$1,000 to \$2,000 and large grant limit to be increased from \$8,000 to \$10,000.
- He discussed a budgeting issue regarding alignment of RISE grants and approval of the annual budget. Typically, RISE grant adjudication is complete in March/April however official budget approval could be delayed into late May, then all researchers/applicants yet await outcomes pending budget approval.

**It was moved by** M. Bierenstiel, seconded by D. Lionais, that Senate approve the proposed changes of the revised Rise Grants Policy and to approve the increase in the small grant limit to be increased from \$1,000 to \$2,000 and large grant limit to be increased from \$8,000 to \$10,000.

After discussion on the motion, it was decided that the original motions should be divided to address the issues separately.

**Motion:**

**Moved by** M. Bierenstiel, seconded by D. Lionais, to approve the editorial changes to the RISE Policy.

**Motion Carried.**

**Motion:**

**Moved by** M. Bierenstiel, seconded by D. Lionais, that Senate approve the recommendation to increase the cap for small grants from \$1,000 to \$2,000 and to increase the CAP for large grants from \$8,000 to \$10,000.

**Motion Carried. (8 opposed, 2 abstentions)**

**8. Adjournment**

There being no further business, the meeting was adjourned at 3:45 p.m.

**É. Thériault**  
**Secretary to Senate**

Senate  
Academic Committee – Regular Report  
**2025-01-24**

Preamble – Summary of Academic Committee Terms of Reference

The Academic Committee shall be responsible for academic matters internal to the University. The Committee shall make recommendations to Senate on matters including:

- introduction, modification or abolition of academic courses
- introduction, modification or abolition of academic programs
- changes to the university course calendar
- new academic policies or modifications to existing academic policies
- affiliation and articulation agreements between CBU and other educational institutions and professional bodies

General Activities of the Committee:

The committee has reviewed two new course proposals contained in the consent agenda. We have also reviewed a first draught of the “Course Template for a Course Developed as part of a New Programme”. This template is designed to make the submission of multiple new courses that are part of a new programme more streamlined. This will be accomplished by removing the parts of the regular new course proposal form that pertain to programme information, since this information is given detailed treatment in a new programme proposal and becomes repetitive in a course submission. We will bring this document forward likely at the February meeting of Senate. The committee is also awaiting a response from our University Counsel regarding changes we made in December to the Academic Integrity Policy. These changes will have impacts on the definitions surrounding dismissal and egregious behaviour and the committee feels that these should be closely examined. Work has also begun on a new draught of the Online Exam Policy. This will be forwarded to TLEC once passed through our committee, and then brought to Senate for a take-notes debate.

Items for Information:

An articulation agreement between The Diploma in Occupational Health and Safety at NSCC and the Bachelor of Health Science (Public Health) Degree Program at CBU was received by Academic Committee and are presented to Senate for information purposes only. This agreement conveys advanced standing to students for various courses from NSCC to CBU equivalents with a maximum of 60 credits. Senate is reminded that these agreements are not required to be sent to Senate for information, but have been for the purposes of information and record. Any questions regarding these agreements can be directed to Dean Ellyn Lyle and Associate Dean Melissa McDonald.

Recommendations:

Respectfully submitted by,

Joe Parish,

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Chair of Academic Committee

# Articulation Agreement

between

**Cape Breton University, a university existing under the laws of the Province of Nova Scotia, with its central office located in the city of Sydney, Nova Scotia**

and

**Nova Scotia Community College, a body corporate with its central office located in the city of Halifax, Nova Scotia (NSCC)**

**Regarding Articulations from Occupational Health and Safety Diploma to Bachelor of Health Science (Public Health) Degree Program**

**WHEREAS** the Nova Scotia Community College (NSCC) and Cape Breton University (CBU) recognize that partnerships between post-secondary institutions may be mutually beneficial.

**AND WHEREAS** NSCC and CBU recognize that articulated transfer arrangements are feasible and beneficial from a student and institutional perspective.

**In the spirit of cooperation between the NSCC and CBU and in the interest of providing further education opportunities for participating students at both CBU and NSCC, the two institutions agree to the following principles for block articulation:**

Students who have completed the **Diploma in Occupational Health and Safety** from NSCC may apply for admission to the **Bachelor of Health Science (Public Health) Degree Program** at CBU with advanced standing

Under this specific agreement, NSCC OH&S graduates will receive up to a maximum of 60 transfer credits towards the Bachelor of Health Science (Public Health) credit at CBU. Students must meet CBU's entrance criteria and have obtained the NSCC minimum passing grade in all courses to be accepted for advanced standing and direct entry to CBU's Bachelor of Health Science (Public Health) degree.

CBU's agreement with respect to the transfer of credits is based on CBU's review of the current NSCC Diploma in Occupational Health & Safety program. In the event there are substantive changes to the program which, in CBU's sole discretion, affect the ability of CBU to grant transfer credits, CBU reserves the right to amend the admission prerequisites, or terminate this agreement. NSCC agrees to notify CBU, with as much lead time as possible, about any substantive changes to the program which may affect this articulation agreement.

CBU and NSCC agree to publish information on this agreement on their respective institution websites. All other publication forums created for promoting this agreement will be provided to the other party in advance for approval of said publication/campaign.

Implementation of this agreement will be through the Registrar's Office at each institution, in consultation with the appropriate authorities in the respective programs.

This articulation agreement is effective for a period of five years commencing as of February 28th 2025 and expiring as of February 28<sup>th</sup> 2030. At the end of the term, this agreement will be reviewed by the parties and may be extended for an additional period as agreed upon in writing by the parties. The parties agree that any NSCC transfer student who is enrolled in courses at CBU at the time of termination of this articulation agreement will not have his/her courses disrupted due to the termination of this agreement.

This Agreement may be terminated by either party giving at least one (1) year prior written notice.

**SIGNED ON BEHALF OF:**

**Nova Scotia Community College**

Andrew Lafford  
Acting Vice-President, Academic

**Cape Breton University**

Dr. Rod Nicholls,  
Vice-President, Academic and Provost

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## Appendix A

|  | Number of credits awarded by articulation agreement | Total credits to be taken in CBU's BHSc Public Health | Total credits required for BHSc (Public Health) |
|--|---|---|---|
| NSSC's Occupational Health and Safety diploma (2024-2025 curriculum) | 60  | 60  | 120   |

### Remaining Courses to be completed at CBU

|                 |   |
|-----------------|---|
| <b>CHEM1104</b> | <b>General Chemistry</b>                                  |
| <b>GEOL3101</b> | <b>Water Resources</b>                                    |
| <b>MICR2101</b> | <b>Microbiology</b>                                       |
| <b>PUBH1101</b> | <b>Cellular Processes and Environmental Effects</b>       |
| <b>PUBH1103</b> | <b>Environmental Issues in Public Health</b>              |
| <b>PUBH2101</b> | <b>Municipal Services</b>                                 |
| <b>PUBH2105</b> | <b>Public Health Inspection I</b>                         |
| <b>PUBH2106</b> | <b>Food Quality</b>                                       |
| <b>PUBH2107</b> | <b>Emergency Preparedness (online or on campus)</b>       |
| <b>PUBH2108</b> | <b>Engineering Issues in Public Health</b>                |
| <b>PUBH3101</b> | <b>Food Hygiene</b>                                       |
| <b>PUBH3103</b> | <b>Public Health Administration (online or on campus)</b> |
| <b>PUBH3104</b> | <b>Toxicology (online or on campus)</b>                   |
| <b>PUBH3105</b> | <b>Public Health Ethics (online or on campus)</b>         |
| <b>PUBH3106</b> | <b>Epidemiology (online or on campus)</b>                 |
| <b>PUBH3108</b> | <b>Public Health Inspection II</b>                        |
| <b>PUBH4103</b> | <b>Communicable Disease Control (online or on campus)</b> |
| <b>PUBH4104</b> | <b>Foodborne Diseases</b>                                 |
| <b>PUBH4108</b> | <b>Biocontaminants in Indoor Environments</b>             |
| <b>PUBH4111</b> | <b>Integrated Pest Management (online or on campus)</b>   |

**Term 1 (Fall)**

| Code      | Title  | Credits |
|-----------|--|---------|
| CHEM 1104 | General Chemistry                            | 3       |
| PUBH 3105 | Public Health Ethics                         | 3       |
| PUBH 1101 | Cellular Processes and Environmental Effects | 3       |
| PUBH 2107 | Emergency Preparedness                       | 3       |
| PUBH 2108 | Engineering Issues in Public Health          | 3       |
|           | Sub Total                                    | 15      |

**Term 2 (Winter)**

| Code      | Title                                 | Credits |
|-----------|---------------------------------------|---------|
| MICR 2101 | Microbiology                          | 3       |
| PUBH 1103 | Environmental Issues in Public Health | 3       |
| PUBH 3101 | Food Hygiene                          | 3       |
| PUBH 3103 | Public Health Administration          | 3       |
| PUBH 4111 | Integrated Pest Management            | 3       |
|           | Sub Total                             | 15      |

**Term 3 (Fall)**

| Code      | Title                      | Credits |
|-----------|----------------------------|---------|
| PUBH 2105 | Public health Inspection I | 3       |
| PUBH 3104 | Toxicology                 | 3       |
| PUBH 2106 | Food Quality               | 3       |
| PUBH 4104 | Food Borne Disease         | 3       |
| GEOL 3101 | Water Resources            | 3       |
|           | Sub Total                  | 15      |

**Term 4**

| Code      | Title                                  | Credits |
|-----------|--|---------|
| PUBH 4108 | Biocontaminants in Indoor Environments | 3       |
| PUBH 4103 | Communicable Disease Control           | 3       |
| PUBH 2101 | Municipal Services                     | 3       |
| PUBH 3108 | Public health Inspection II            | 3       |
| PUBH 3106 | Epidemiology                           | 3       |
|           | Sub Total                              | 15      |

## Appendix B

|  |   |
|--|---|
| <p>CBU:</p> <p>Ellyn Lyle,<br/>Dean, School of Education and Health<br/>ellyn_lyle@cbu.ca</p> <p>Melissa McDonald,<br/>Associate Dean of Health Sciences<br/>Melissa_McDonald@cbu.ca</p> <p>Leanne Simmons,<br/>Manager of Community Outreach and Academic<br/>Pathways<br/>School of Arts and Social Sciences<br/>Leanne_Simmons@cbu.ca</p> | <p>NSCC:</p> <p>Sarah Hall,<br/>Dean, Trades and Transportation.<br/>Sarah.Hall@nsc.ca</p> <p>Belinda Doyle<br/>Curriculum Standards, PLAR and Pathways<br/>Consultant<br/>academic.agreements@nsc.ca</p> |
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## Research Committee of Senate

Actionable item:

- Discussion and recommendation of the creation of a research institute by **Dr. Bettina Callary** for **Institute in Community, Sport, & Health (Leaders in Social Change)**

Dr. Callary and team provided a detailed application for research institute creation. Research Committee (RC) discussed the application and provided constructive feedback with revised application received in Dec 2024. RC voted unanimously to recommend creation of this institute (vote: 9-0).

For Senate to discuss and vote: **Motion to recommend the creation of the Institute in Community, Sport, & Health (Leaders in Social Change) at CBU.**

*Note: Process for institute creation is: recommendation by RC → recommendation by Senate → recommendation by ORGS → recommendation by VPA Provost → ultimate approval by President Dingwall.*

## Application to Create a Formal Research Group

Last Modified: 23\04\2013

### **Proposed Research Group Title:**

Institute in Community, Sport, & Health

(Leaders in Social Change)

Please see Appendix A for a definition of these terms.

### **What type of Group will this be? (Institute, Centre, Research Node, etc.):**

Institute

The national leader in innovative solutions to issues of equity, diversity, inclusion and accessibility (EDIA) in community sport and health.

- Cape Breton to become “Canada’s Active for Life Community” by 2040

Goals:

- Innovate sport delivery to promote intersectional access for all
- Accelerate inclusive coaching and sport leadership
- Expand community belonging and wellbeing in and through sport
- Develop lifelong sport participation for healthy active aging
- Engage with local community-based partners to advance social change

### **What will group membership be comprised of? (Interdepartmental, community/university, etc.):**

Department of Experiential Studies in Community and Sport (see Research Coalition)

Other faculty members involved in sport, community, health and EDIA (equity, diversity, inclusion, accessibility) research (see Advisory Board members)

Community partnerships (see Advisory Board members)

Informal mentors and networks from across CBU (see Advisory Board members)

In *The Cape Breton Sporting Network: A report on the 2023 Fall Sports Events and Partnerships*, MacIntosh and Callary (2024) linked CBU to major sport activities that happened in Cape Breton from Sept. – Nov. 2023, including national, international, and regional events. A full report is available that includes a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis.

A major finding from this study was the absence of a dedicated organizational framework for coordinating different sport initiatives that connect innovative EDIA (equity, diversity, inclusivity, accessibility) sport research with community sport programs serving diverse populations. Informed by these findings, we aim to develop a hub for community sport leadership that prioritizes under-represented populations, such as para-sport and Indigenous sport groups, and intentionally includes them in active for life opportunities in the CBRM.

The call for a central leadership entity for innovative EDIA sport initiatives resonates in fostering sustained collaboration and information sharing between researchers and community. The leadership of the Institute is integral to its functioning and will include a high-quality **researcher coalition** led by the **director and associate director** of the institute. To

ensure our aim of research-to-practice is efficient, the institute will hire a **practice-based employee** who work with **community practitioners** to connect the research findings with practice. The employee has an important role in connecting and supporting practitioners in integrating and implementing research findings over time. As such, the Institute stands poised to become a catalyst for long-term impact through the integration of research-based recommendations and findings in community sport programming aimed at increasing equity, diversity, inclusion, and accessibility.

**Proposed Co-directors:**

1. Dr. Bettina Callary

Every year, the **Director of Research** will oversee, connect, and provide support and mentorship to the research coalition of (currently) 6 faculty researchers (see Current Research Group Members), ~\$300k in research funding applications, 30 hired student trainees, and 14 projects that are at various stages of development.

2. Dr. Colin McLaren

Every year, the **Associate Director** will support the connection of research findings with the **practice-based employee**, who will connect and organize 20 useful research-based findings/strategies for sport to be better (more equitable and inclusive) to 25 community sport groups and 10 sporting events, help put those strategies in action, directly impacting 2000 sport participants and 20,000 marginalized sport consumers.

Given the ability for this work to multiply over time, in 10 years this can translate to tangible change: 400 user-friendly, tested, and applied strategies in recruiting, retraining, and building more inclusive and accessible sport in our community impacting all 100,000 people living on Cape Breton Island + over 250,000 others.

This will make our island known as Canada's Active-For-Life Community.

**Employees, current or required, if any, and titles:**

Practice-based employee – Title: Community Connector

**IMPORTANT:** While both a Director of Research and an Associate Director are listed, the practice-based employee is essential to manage Community Connections: The Institute will need someone dedicated to connecting, implementing, facilitating, supporting and overseeing how evidence-based research findings from the research at the Institute are used by the broader institution and community in programming and events.

**Have you held an Informal Research Group on this topic? If so, what were the results?**

Yes – the Community Active Sport Training and Learning (CoASTaL) lab has been running since 2019 with approximately 10 faculty/researchers and 10 student trainees on an annual basis.

We are all active in EDIA sport research. Please see Appendix B for a list of current research projects that are ongoing. Dr. Callary is the leader of this lab.

We are engaged in various research projects including:

- Inclusive coaching and leadership in sport
- Transforming sport and recreation for healthy active aging
- Athlete mental health and sport cultures
- Movement practices, recovery, compassion, and climate
- 50 Academic and Community presentations, papers, reports, podcasts annually
- Attracting and managing funding for research
- Training Highly Qualified Personnel (mentor, hire: students, post-docs, faculty, research associates etc.)

**Why do you think this Research Group should be formalised at this time?**

We currently have a critical mass of researchers exploring topics of equity, diversity, inclusion, and accessibility in sport, community, and health. As such, we are on the threshold of developing CBU as the national leader of social change in sport and community through its ability to leverage sport research in EDIA into community practice. Importantly, the novelty of this Institute, which is lauded across our academic networks, is in the community connector piece, which is the missing gap in our field.

This fits with CBU's research and strategic plans and has potential to make Cape Breton "Canada's Active for Life Community" by 2040.

**Current Research Group Members:**

Dr. Bettina Callary (lead), Dr. Simon Barrick, Dr. Allison Jeffrey, Dr. Colin McLaren, Shaun Ranni, Dr. John Hudec, Dr. Kelsey Harvey, Lindsey MacIntosh, Nicole Cammaert, Catalina Belalacazar, Derrik Motz, Kimberley Eagles, Neylan Stevens, John MacEwan, Jennifer MacInnis-Moore, Meghan MacKinnon, Collins Obaitan, Justin MacLellan, Leila Ludyke

Affiliated members include: Dr. Bradley Young (University of Ottawa), Dr. Scott Rathwell (University of Lethbridge), Dr. Brian Gearity (University of Denver), Dr. Christoph Szedlak (Hartpury University), Dr. Mark Bruner (Nipissing University), Dr. Luc Tremblay (University of Toronto), Dr. Maxime Trempe (Bishop's University), Dr. Amanda Rymal (California State University – San Bernadino), Dr. Joseph Gurgis (Ontario Tech University), Morgan Rogers (University of Calgary), Dr. Pirkko Markula (University of Alberta), Dr. Joseph Mills (University of Denver), Dr. Steven Rynne (University of Queensland), Dr. Gordon Bloom (McGill University)

**Advisory Board Members (indicate if current or expected):**

In selecting the board members, we have taken measures to ensure that diverse identities are represented as well as ensuring that the roles these people serve is within EDIA with work and/or passion in sport, health, and community. They will be mentors and networks across

both the community, and CBU initiatives/research endeavors. This list is not exhaustive and is currently longer than the initial advisory board will be; however, all these individuals have been informed about the application and identified as possible board members, whether immediately or as new members for the committee are sought in the coming years. More than half have already expressed interest in being involved.

1. Teena Campbell (Athletics – Manager of varsity athletics, expertise in physical education)
2. Steve Horn (Manager, Recreation, Sport & Special Projects, Development)
3. Christina Lamey (Blizzard female hockey)
4. Jamey Jewells (wheelchair basketball/Jennifer Keeping Centre)
5. David Ogbuah (Regional sport consultant – Sport NS)
6. Stephanie McCormick (in-community program director, Unama’ki College)
7. Mary Beth Doucette (Purdy Crawford Chair)
8. Marcia Ostashewski (Director of the Centre for Sound Communities)
9. Katie MacLeod (Program development consultant for Medical Campus, expertise in Indigenous and Acadian communities)
10. Janet Kuhnke (Nursing – expertise in chronic disease, mental wellness)
11. Carolina Bergonzoni (Education)
12. Allison Grittner (Social Work- expertise in gender and disability)
13. Lynn Levatte (Education – expertise in inclusive education, health promotion)
14. Efren Munoz Miranda (Business, Health Care Management) or Philip Eappen (Business, Healthcare management, and Director of Clinical Services at Breton Ability Centre)
15. Shauna Kelly (CBU Chief of Staff)
16. Chandell Gosse (ORGS, EDI specialist)
17. Jennifer MacInnis-Moore (BACS student, focusing on communication)
18. Nicole Cammaert (MBA student, focusing on gender equity in coaching)
19. Simon Barrick (XCS Department, EDIA through Sport Management)
20. Kelsey Harvey (XCS Department, Gerontology and Digital Health)
21. Shaun Ranni (XCS Department, Youth Hockey Development Coach)

**What sort of activities will the Research Group host, create and/or participate in?:**

- X Conferences
- X Papers
- X Round tables
- X Special events (e.g., the Coaching Conversation)
- X Public lectures
- X Student training
- X Other? Please explain: Graduate Program Development; networking and collaborations with other Centres/Institutes across CBU (Please see Appendix C)

**Does this research group currently hold any funding for the support of this institute or centre?**

The group has funding for individual projects associated with the mandate of the institute (SSHRC, Coaching Association of Canada, Research NS, Public Health Agency of Canada). In 2024, this amounted to \$300,000 with most projects having multi-year funding. This pays for student research assistants, equipment, travel, knowledge translation, and other research-related expenses.

The Institute also has received \$100,000 seed funding for three years from the President's office to establish itself, please see below for details.

**Was any funding pursued this year for the formal establishment of this group?, If so, what?**

This initiative was proposed by President Dingwall following the Kraft Hockeyville contest win and event celebrations which included a conference on Equity in Hockey in 2023 (in which the lab presented research). Working together with the Research Office (Dr. Brann-Barrett, Dr. MacLeod) and the President's Office (Dr. Tulk), our committee (Dr. Callary, Dr. Barrick, Mr. Ranni) formulated the plans for the Institute in line with the vision of the President's office and ORGS. In July 2024, we met with the whole group, including President Dingwall, at which time we presented the idea of the Institute that he approved. Following the approval of the idea, we have submitted this application to the Research Committee of Senate for formal approval.

**Anticipated events in the coming year:**

Advertise and hire the "Community Connector" employee on a part-time basis.

Develop strategy for working with knowledge user groups, including:

- Online sharing platform
- Work with High Performance Centre – ancillary skills (e.g., sport psychology, mental health for student-athletes)
- Organize annual conference - EDIA in Sport
- Connect to CBU Initiatives (e.g., Community student research connections program)
- Create Partnership MOUs with sport organizations

Research work – data collection, analysis, paid student work/training

Funding applications (e.g. SSHRC, RNS, RISE)

Mentorship (both early faculty career/student training)

Dissemination of research through:

- a) Academic venues (journals/conferences)
- b) Community outreach workshops/reports
- c) Presentations/training/blogs
- d) Digital repositories/Toolkits/Podcasts

**Anticipated total expenses in the next year:**

Approx. \$50k. See budget in Appendix D. The difference in costs will be made up through research funds available to the Institute members (e.g., CRC funds from Dr. Callary)

**Are any challenges expected in the coming year?**

Hiring personnel and helping them to get situated, connected to the research and to community organizations and events

**Can you foresee a date in which the activities of this research group would no longer be necessary, if so, when?**

No – this research and community connection will be ongoing

**Provide a summary to describe your Research Group which is suitable for the website and PR purposes (150 word limit ):**

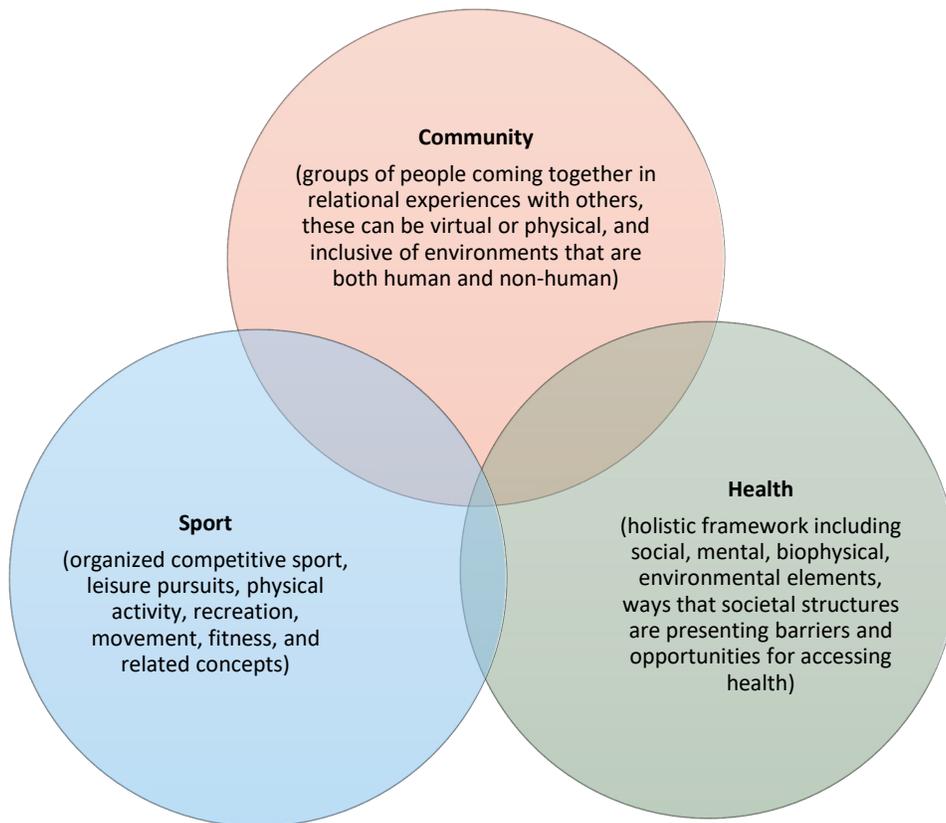
The *Institute in Community Sport & Health* will be the national leader in innovative solutions to issues of equity, diversity, inclusion and accessibility (EDIA) in sport. We will do so by advancing five key areas: (1) intersectional access in and through sport, (2) inclusive coaching, (3) community belonging and wellbeing in and through sport, (4) lifelong healthy active living, and (5) community-based sport partnerships. In the spirit of inclusion, our Institute will adopt a broad definition of sport, that embraces leisure, physical activity, recreation, movement, exercise, and related concepts. Ideally positioned on Unama'ki-Cape Breton Island, this region has undergone profound change over the past 50 years, and Cape Breton University (CBU) has been at the forefront of navigating this change. The diversity of our communities and the ways in which we live, work, and play on Unama'ki, while unique to our place, are related to social injustices experienced around the world. Given the recognition and reputation of sport in Unama'ki-Cape Breton, as seen through recent and upcoming national and international sport events and activities, our Institute's mission to close the research to practice gap in supporting research-based initiatives and strategies in and with community partners will lead innovation and promote action in how we live and connect to one another in and through sport.

Please attach copies of any reports, conference proceeding and publications created by the Informal Research Group in the past year.

Please forward completed form (in electronic format) to the Dean of Research & Graduate Studies along with your 1 page budget. Include a statement of accounts if relevant.

## Appendix A

### Definitions of key terms:



## Appendix B

### Community Active Sport Training and Learning (CoASTaL) lab

Funded by Canadian Foundation for Innovation and Research Nova Scotia, an arm of the newly establishing Institute in Community, Sport & Health at Cape Breton University.

Current researchers in the CoASTaL lab (not including affiliates, research associates or research assistants/students) include:

- Dr. Bettina Callary
- Dr. Simon Barrick
- Dr. Colin McLaren
- Dr. Allison Jeffrey
- Dr. Kelsey Harvey
- Mr. Shaun Ranni

In this document, current major research projects from each of these members are outlined.

**Dr. Bettina Callary**, Professor, Canada Research Chair in Sport Coaching and Adult Learning, Chair of CoASTaL lab

#### *Coaching Masters Athletes*

Implementing a series of coach education workshops for coaches of older adults based on extensive research conducted over the past 10+ years. Working with the CAC to develop an NCCP elearning module. (Funded by SSHRC - with Co-Is: Dr. Young, UO; Dr. Rathwell, UL)

#### *Coach mentoring and development for girls and women in sport*

Gender Equity in Coaching - Canadian Women & Sport; Mentee training for Female Coach Mentorship Programs - CAC (SIRC match grant); sustainability practices for Canada's first dedicated arena for girls, women's, and para hockey (with co-i Dr. Barrick, Ranni)

#### *Coaching Indigenous sport*

Worked with Mi'kmaq Physical Activity Leaders on how place-based sport supports cultural growth through connection with water, supporting psychologically-safe enviros, and growing community connections. (Funded by SSHRC with co-i, Dr. Barrick)

#### *Coaching athletes with intellectual disabilities*

Working with Special Olympics International and Special Olympics Canada, exploring coaching experiences, motivations, strategies of international coaches, how their coach education materials and resources meet their needs. (application to SSHRC with co-applicants Dr. Bloom, McGill; Dr. Culver, UO)

#### *Developing psychological and sociocultural competencies in strength & conditioning*

Coach education in psychological and sociocultural competencies for strength & conditioning coaches to effectively (and safely) coach today's athletes - NSCA and UKSCA (Funded by SSHRC with co-I Dr. Szedlak, HartpuryU, UK; Dr. Gearity, UDenver, USA)

### *Handbook for Safe Sport*

As co-i, developing a comprehensive guide for sport stakeholders in promoting safe sport practices. Collaboration between Ontario Tech University, CBU, and SIRC. (Funded by a Sport Dispute Resolution Centre of Canada with PI Dr. Gurgis, Ontario Tech; Dr. Barrick)

### *Sport Partnership Collective*

As co-i, working to develop a Community of Practice on partnership research in the sport community. (application to SSHRC with PI Dr. Erickson, York; co-I Dr. Shaikh, UBC)

### **Dr. Colin McLaren**, Assistant Professor

#### *Group Dynamics*

How sport group dynamics (e.g., social identity, leadership, cohesion, teamwork) relate to individual and team outcomes (focus is positive mental health) (co-I, funded by SSHRC)

#### *Social Network Analyses*

Social network analysis as a team-level approach to examine group properties and processes (Funded by SSHRC)

#### *Positive Youth Development*

Positive youth development framework (4 C's - confidence, competence, connection, character) and strengths-based approach to asset development

#### *Social Identity and Mental Health*

Exploring at-risk youth in community-based group settings (e.g., extracurricular and afterschool clubs/centers) - how membership and the meaning we derive from these groups promote positive mental health outcomes. (Funded by Research Nova Scotia)

### **Dr. Simon Barrick**, Assistant Professor

#### *Partners in Transforming Curling*

Supporting Canadian curling stakeholders in working towards making the sport or curling more diverse, equitable, and inclusive for all Canadians (Funded by SSHRC)

#### *Canadian Olympic Curling Trials*

In the role of Research Director, overseeing and coordinating all research activities in conjunction with the 2025 Canadian Olympic Curling Trials (November 2025).

### **Dr. Allison Jeffrey**, Assistant Professor

#### *Moving bodies in digital media*

Critical discourse analysis of postfeminisms and moving bodies in digital media

#### *Post-structural understanding of movement and health*

Facilitating Fitness Futures: Post-structuralism and expanding understandings of movement/health

*Outdoor recreation in climate change*

Movement Futures: Posthumanism and outdoor recreation in climate change

*Rest as resistance*

Experiencing moments of calm amidst complex contemporary times

**Dr. Kelsey Harvey**, Assistant Professor

*Intergenerational conflict and solidarity in physical culture eco-activism.*

Studying people's experiences of plogging (running, walking, and/or biking while picking up litter).

*Applying a 4M framework to interprofessional education: Connecting the academy to local, global, and Indigenous communities.*

How students in different professions (kinesiology, sport, recreation/leisure studies) learn with and about one another in Canadian health and social service education.

*Sociotechnical observation and assessment research into wellbeing and aging in place.*

How older Canadians use voice assistants (Google Hub) to support aging (and physical activity) in place.

*Artful aging: Creating a digital village with older adults to enhance social connectivity.*

Co-designing recreation and leisure programming for a free, online platform where older people can play and create.

*Knowledge synthesis of digital technology for exercise for older people*

Literature review of virtual delivery of group exercise and group fitness programs for people living with chronic disease (e.g., dementia, stroke, multiple sclerosis, etc.); in peer-led group fitness programs for older exercisers.

**Shaun Ranni**, Assistant Professor

*Student-Athlete Leadership Development Programs in USports Athletic Departments*

Describe and interpret the design considerations, challenges, and leadership theories embedded in Student-Athlete Leadership Development Programs within Canadian USports athletic departments.

*Leadership Skills in Ice Hockey: Voices of Minor Hockey Coaches from Nova Scotia*

Collaborating with our partner, Hockey Nova Scotia, this project investigates leadership development and coaching skills of minor hockey coaches in NS.

*Equity, Diversity & Inclusion Practices Within Minor Ice Hockey Coaching in Nova Scotia*

This collaborative initiative aims to understand the coaching leadership training and lived experiences of minor ice hockey coaches from Nova Scotia (priority areas of EDI coaching development, hockey culture, and training needs).

## Appendix C

### What is the Institute's relationships to other Centres/Institutes at CBU?

- The Community Active Sport Training and Learning (CoASTaL) lab will become the Research Arm of the Institute (Use of space, work stations, equipment)
- Connection to Athletics' High Performance Centre (request use of equipment, recruitment of research participants, connection to Canadian Sport Centre Atlantic)
- Mentorship and collaboration from the Centre for Sound Communities (request use of space and idea formation/intellectual stimulation, collaboration through Yoga, Dance, Sounds of Sport)
- Connection and collaboration to the Centre of Excellence for Healthy Aging (Collaboration in projects including current Public Health Agency of Canada – Dementia Community Investment grant)
- Networking with the Nancy Dingwall Health and Counseling Centre (Projects and community partnerships)
- Collaboration with the ORGS - Community Student Research Connections Program (support student research work and connections in community organizations esp. in sport and recreation)
- Collaboration with the Communication Lab (Use of recording studio for podcasts, elearning workshop recordings)
- Creation of formal partnerships (MOUs) with Future of Hockey Lab, Sport Nova Scotia, CBRM Recreation, the Sport Partnership Collective,
- Ongoing contracts with the Coaching Association of Canada, Canadian Sport Centre Atlantic, Mitacs, Sport Canada, Sport Dispute Resolution Centre of Canada, etc.

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### Is the Coastal lab adequate space?

It is adequate for the research endeavors that we already do and will continue to do as part of the research in the Institute.

## Appendix D

Budget (use of seed funds):

| Activity                                      | Seed Funds   |         |        | Additional Funds sought                                   |
|---|--|---------|--------|---|
|   | Year 1.  | Year 2. | Year 3 |   |
| Annual conference                             | \$20k  | \$20k   | --     | SSHRC Connection grant application                        |
| Community coaching clinics                    | \$2k   | \$2k    | \$2k   | Sport Nova Scotia   |
| Connections to sport organizations and events | \$1k   | \$1k    | \$1k   | Sport organizations                                       |
| Website costs                                 | \$500  | \$250   | \$250  | MarComm support   |
| Part-time personnel (Community Connector)     | \$25k  | \$25k   | --     | Mitacs  |
| Research projects                             | ~\$300,000 per year (paid via research grants provided to faculty) |         |        | Applications to tri-council, Research Nova Scotia, Mitacs |

Recommendation of Senate Research Committee:

Approved **recommendation to establish research institute (vote 9-0, yes-no)** on Dec 22, 2024 by secret e-vote. Based on discussions in RC (November 2024) and requested edits and amendments to application (submitted to RC in Dec 2024).

Recommendation of Senate:

Recommendation of ORGS (address fit with Strategic Research Plan, Academic Plan, suitability and soundness of financial plans):

Recommendation of VPAPS:

President's Decision:

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\_\_\_\_\_  
President's Signature

Date