



Academic Plan | Transformation through Inquiry



2020-2025

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LAND ACKNOWLEDGMENT

Cape Breton University respectfully acknowledges its campus 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.

EXECUTIVE SUMMARY

The five-year academic plan (2020-2025) supports the university's vision of being rooted in Cape Breton and connected to the world. Informed by Cape Breton University's deep traditions of community engagement and innovative approaches to research and teaching, this academic plan envisions a university context and student experience defined by the transformational possibilities of inquiry. With four broad fields of focus and more than 75 separate actions, this is a comprehensive, yet achievable plan for long-term academic change.

"Transformation through Inquiry" deepens our existing academic culture across a range of areas, while opening new zones for future development – for staff, faculty, and most importantly students. Implemented in stages over a five-year time frame, "Transformation through Inquiry" will prepare graduates to persevere and triumph in the face of an uncertain and challenging future. Important highlights include:

- an intentional, balanced, and sustainable approach to recruitment;
- a heightened emphasis on academic integrity, student mentorship, and post-graduate readiness;
- investments in health education, new space, online learning, and digital preparedness;
- leadership in innovative pedagogies, experiential learning, and L'nu education;
- development of new programs that meet external demand and are built on our expertise; and
- strengthening our research reputation and creating a dynamic research environment that responds to community and scholarly needs.

Message from the President and the Provost

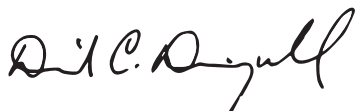
We are excited to launch our Cape Breton University Academic Plan: “Transformation through Inquiry”. Guided by the mission, vision, values, and strategic directions articulated in the University’s Strategic Plan, this academic plan outlines concrete actions that we will take over the next five years.

“Transformation Through Inquiry” is at the heart of what we do and is one of the unique and defining features of Cape Breton University. Inquiry is demonstrated in many forms throughout the university – from searching for new discoveries through pure or basic research, to faculty and students engaging in hands-on and creative activities together, to working with community groups and agencies in an advisory capacity. Our commitment to these and other forms of inquiry in this plan has the potential to transform our university, the communities we serve, and most importantly, the lives of our students.

Putting this plan into action will require the commitment and cooperation of our faculty, our staff, and our students. We will undertake regular reviews on our progress and communicate this progress to the university community, guaranteeing this will be an active document that leads to real change.

The four priority areas in this academic plan - Academic Integrity & Quality, Teaching and the Student Learning Experience, Program Innovation and Development, and Research, Scholarship and Professional Practice – will guide us as we shape our institutional culture over the coming years and help to propel the Strategic Plan forward.

Yours very truly,



David C. Dingwall
President & Vice-Chancellor



Richard MacKinnon
Vice-President, Academic (Provost)

Academic Plan Development

CBU's Strategic Plan was approved on October 26, 2018. Shortly thereafter, work began on the development of the academic plan. The year-long process to develop the plan is outlined below.

EXPLORATORY PHASE

December 2018 - April 2019

- Review of strategic planning documents through the lens of academic planning
- School- and department-level consultations
- Development of academic planning document (framework)
- Involved 4 meetings of the Steering Committee and 7 working group meetings

Academic Plan Boot Camp April 30, 2019

CONSOLIDATION PHASE

May 2019 - August 2019

- Consolidation and review of notes from boot camp
- Review of other relevant documents (e.g., QA reviews, Senate reports)
- "Transformation through Inquiry" concept evolution
- Development of draft academic plan with discrete actions
- Involved 4 intensive working group meetings and 3 meetings of the Steering Committee

CBU Grand Meeting August 27, 2019

ADOPTION PHASE

September 2019 - January 2020

- Revisions to draft academic plan based on Grand Meeting input
- Final consultation with the Academic Committee of Senate
- Final revisions and submission to Senate
- Academic plan shared with the Board of Governors
- Official launch of the academic plan to the university community

ACADEMIC PLAN STEERING COMMITTEE:

- Vice-President, Academic (Provost)
- Associate Vice-President, Academic & Research
- Associate Vice-President, Indigenous Affairs & Unama'ki College
- all four school deans
- leadership from all major academic support units
- representatives from the Strategic Plan Working Group

The Working Group included the Vice-President Academic (Provost) and all four school deans, with input from members of the Strategic Plan Working Group.

Close to **200** faculty, staff, and administrator attended the three-hour boot camp and more than **350** attended the two academic plan sessions at the Grand Meeting.

The Academic Plan: Transformation through Inquiry

We exist, as a university, to foster inquiry.

It is one of the things that makes a university a distinctive and indispensable institution. That notion came through, strongly and consistently, during last year's strategic planning process.

Inquiry takes many forms:

Pure research aimed at new discoveries and advancing knowledge; creative works that inspire and provoke; collaborative solutions that address local and global issues; superlative teaching, research, professional practice, and learning experiences.

It is all inquiry of one sort or another.

And it is foundational to transformation – of students, faculty and staff members, bodies of knowledge and professional practices, communities and society at large.

Enabling high-quality teaching and learning

(the scholarship of teaching and learning)

Searching for new discoveries through pure or basic research, as well as creative activities, such as artistic, musical or literary works

(the scholarship of discovery)

Inquiry

- deep knowledge
- reflectivity/creativity/criticality
- sharing & going public
- critique

Pursuing solutions to address community needs

(the scholarship of engagement)

Developing interdisciplinary approaches to guide professional practice

(the scholarship of integration)

Boyer model (adapted).
Boyer, E.L. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. The Carnegie Foundation for the Advancement of Teaching. Princeton, New Jersey: Princeton University Press.

At **Cape Breton University**, inquiry is coloured by our founding moment, ongoing commitments, and future ambitions — as embodied in the Strategic Plan.

The Strategic Plan charted an ambitious plan forward for the university. It is built upon five strategic directions: Invest in Our Students, Champion the Island's Prosperity, Indigenize the L'nu Way, Globalize with a Difference, and Empower Faculty and Staff.

The realization of the Strategic Plan requires many things. Most importantly, it needs a dynamic university experience for all, one that fosters and sustains inquiry in its many forms and at every turn.

INVEST IN OUR STUDENTS

Enriching the living and learning experience

We invest in our students by ensuring that their learning experiences are infused with the spirit of inquiry — as something to learn about, engage with, and practice.

Hearing about research findings from enthusiastic professors can stimulate the students' curiosity.

Taking research courses as part of a degree, or assisting in a research project outside of class, offers insights into research methods and processes of knowledge generation.

When students perform lab experiments, write creative essays, or work with a community, they are challenged to participate in discussion, analysis, problem-solving, and critique — and communicate their findings to a broad audience.

Through inquiry, deep learning and personal transformation is possible.

CHAMPION THE ISLAND'S PROSPERITY

Working to bolster the overall health and development of Cape Breton Island

The island's renewal and prosperity is championed when we support the unknown possibilities that come with pure research, interdisciplinary approaches to pressing social needs, and creative activities that expand, enrich, and sometimes challenge existing cultural expectations — all forms of inquiry.

The island's renewal is supported further through high quality teaching and learning.

The students of today become the graduates of tomorrow, well equipped as leaders and collaborators to tackle the island's challenges and further its cultural and economic development. Influenced in this way, there's a better chance they might remain here.



INDIGENIZE THE L'NU WAY

"We Are All Treaty People" – Building on our past and embracing new responsibilities

Indigenizing the L'nu way requires that we embrace Indigenous ways of inquiry, expression, and knowledge dissemination, while seeking to understand our responsibilities as "treaty people."

A Two-Eyed Seeing perspective enhances teaching and learning, disciplinary research and creative works, and the pursuit of solutions to address community needs.

Our communities, as well as our faculty, staff and students, are enriched by efforts to increase access for Indigenous students and staff and Indigenize our institutional practices.

This is inquiry with a distinctive, powerful twist.

GLOBALIZE WITH A DIFFERENCE

Embracing differences and learning from each other

We globalize with a difference as we offer international and domestic students, as well as faculty and staff, the opportunity to inquire into other cultures and places and learn from one another.

Globalizing with a difference also demands that, through our academic processes, we undertake targeted efforts to enrich the island through the knowledge, skills, and cultural background and practices of our international students and later graduates.

In addition, globalizing with a difference requires that we inquire into the experiences of students at CBU and the cultural and economic impact of the large population of students on our communities.

EMPOWER FACULTY AND STAFF

Enabling employees to flourish

Faculty and staff are empowered when the campus – its classrooms and labs, research and casual spaces – crackle with the spirit of inquiry.

That empowerment may be felt in the context of research, whether pure or applied, or through the pursuit of creative activities and performances.

Enabling high-quality teaching and learning might bring this sensibility to the surface; interdisciplinary approaches to guide professional practice holds out this possibility too.

What makes each of these pursuits a form of inquiry is that it demands and generates a deep knowledge base, is grounded in critical self reflection, entails sharing what has been learned by going public with the insights gained and requires an openness to dialogue, critique, and complexity.

Inquiry, in other words, is the fuel needed to propel the Strategic Plan forward. The critical question, then, is how do we inspire and sustain inquiry at CBU?

1 Academic Integrity & Quality

Nothing is more fundamental to the continued success of CBU than its ongoing commitment to academic integrity and quality. Integrity defines the ways in which the university community undertakes its core activities – such as teaching, research, learning & assessment. Quality speaks to the content of our degree programs and the learning outcomes our students achieve; quality is a way to talk about and measure excellence. The actions in this section – which address capacity, scholarly values, and graduate attributes – are designed to shape an institutional culture at CBU that deepens our focus on these foundational commitments and thus ensures our future success.

Deepening our commitment to academic integrity and quality by

1.1

developing an equitable and financially-sustainable definition of capacity that defines the size, composition, and distribution of the student body and human resources

Actions:

1.1.1 Under the direction of the Vice-President Academic (Provost) and the Associate Vice-President Academic & Research, develop a strategic enrolment framework that will

- identify the overall capacity of the university and maintain the university's enrolment within an acceptable range of that capacity;
- guide strategic distribution of enrolment through various methods, such as degree planning, course scheduling, program caps, waitlists, etc.;
- examine admission and language requirements for new students and craft an inclusive philosophy of admissions;
- balance the mix of domestic (including First Nations and African Nova Scotian), and international students; diversify the student population across countries of origin and CBU academic programs to ensure a positive student experience; and
- identify the appropriate staffing levels required to ensure high-quality programs

1.1.2 Working with the Academic and the Planning & Review Committees of Senate, Provost Group will generate a position paper on the viability of the trimester model, with particular attention to academic quality & integrity and suitability for L'nu learners.

1.1.3 Secure additional space to alleviate pressure on existing physical resources, extend the presence of the university off campus, and promote CBU's values in the community.



1.2

cultivating a shared understanding of policies and practices related to scholarly values

Actions:

1.2.1 Create a presidential task force on academic integrity whose responsibilities include producing a charter of academic citizenship for faculty, staff, and students and a policy on exam protocol.

1.2.2 Ensure that academic integrity is integrated in the university's recruitment & orientation activities and reinforced throughout the year through other programming, including online and/or in-class modules.

1.2.3 Appoint academic integrity leads within each school and Unama'ki College to better assist with information dissemination and programming related to academic integrity.

1.2.4 Explicitly recognize student contributions to the university's culture of academic integrity through scholarships, awards, and university public relations.



1.3

enabling student attainment of the CBU graduate attributes

Actions:

1.3.1 Under the leadership of the Quality Assurance Committee of Senate, revise the graduate attributes in light of the university's commitments to L'nu communities, new strategic plan, changing demographics, and emerging local and global issues.

1.3.2 With the guidance of deans and department chairs, conduct an ongoing analysis of course progression within existing and proposed degree programs to ensure alignment with the graduate attributes and recommendations of quality assurance program reviews.

1.3.3 Make the graduate attributes easily available to faculty, staff, students, alumni, guardians, and other community stakeholders.

1.3.4 Consider the preparedness of incoming students and examine the viability of university-level extension and/or bridging programs to facilitate student success.

2

Teaching and the Student Learning Experience

We exist, as a university, to transform the intellectual lives of our students and have a profound, positive impact on the communities we engage with. Superlative teaching, innovative learning spaces, experiential learning opportunities, and comprehensive academic and career advising can significantly shape students' learning, sense of belonging at CBU, and perception of themselves in the world. It is important to ensure that all of our faculty have access to the best resources and supports to fuel their curiosity in relation to their subject area, pedagogical approaches, and student needs. When inspired teaching and deep student learning are supported, transformation through inquiry becomes possible.

2.1 expanding the capabilities of the Centre for Teaching and Learning (CTL) to support all who teach full-time and part-time at CBU

Actions:

2.1.1 Enhance the leadership of the CTL by hiring an Academic Director with a background in the scholarship of teaching & learning.

2.1.2 Determine the physical and digital infrastructure needs of the CTL and prioritize them in any application for a significant external grant that seeks to improve campus infrastructure.

2.1.3 Develop, through the CTL, a teaching dossier template that situates student evaluations of teaching within an integrated array of assessment of teaching practices to better understand teaching development over time.

2.1.4 Continue to financially support the University Teaching Chairs program and strengthen their involvement in the daily activities of the CTL, particularly in the area of faculty development as it relates internationalization and Indigenization.

2.1.5 Under the leadership of the Academic Director, develop a certificate program in Teaching and Learning in Higher Education, offer incentives and support for those who teach at CBU to complete it, and ensure the program is consistent with CBU's commitment to "Indigenize the L'nu way."



2.2 integrating more fully into university life those who teach part-time and other community contributors to the learning environment

Actions:

2.2.1 Task Human Resources to review the university's policies and conventions as they relate to the attraction and retention of those who teach part-time.

2.2.2 Ensure orientation programming addresses the needs of all who teach part-time and support their ongoing professional development.

2.2.3 Enlist the expertise of department chairs, Unama'ki College, and L'nu communities to identify additional ways Elders may enrich student and university life and thus further the pursuit of reconciliation through mutual respect and understanding.

2.2.4 Determine a suitable title or titles for those who teach part-time to replace the existing convention of using "ICA" in day-to-day conversation to refer to this specific group of individuals at CBU.



2.3 developing a comprehensive approach to student advising, mentorship, communication, and support across all years of students' university studies

Actions:

2.3.1 Under the leadership of the Director of Student Affairs and the Deans, undertake a comprehensive analysis of student advising that considers faculty and staff roles, best practices related to student success and wellness, and the particular needs of L'nu learners.

2.3.2 Implement, with the guidance of Career Services and CBU Alumni, a skills-based launch-pad program to enhance students' likelihood of securing employment, entering another academic program, or achieving other life goals after graduation.

2.3.3 Conduct an intensive audit of CBU's existing entrance and in-course scholarship programs in relation to the development of the strategic enrolment framework.

2.3.4 Clarify and promote CBU's policies on the admission of mature students and identify suitable degree pathways for students, including L'nu learners, who have "stopped out" and wish to return to post-secondary education at CBU.

2.3.5 Create internal processes within Enrolment Services to proactively identify promising students deserving of high-profile external awards and support them in the development of their applications for such awards.

2.3.6 Develop a communications plan that encompasses the entire student lifecycle (consistent with the strategic enrolment framework referenced in 1.1.1).



2.4 cultivating experiential learning opportunities for all students both inside and outside the classroom

Actions:

2.4.1 Under the leadership of the Deans, conduct an audit of existing experiential learning opportunities to better inform marketing, recruitment and internal communication efforts and to identify potential areas for further development.

2.4.2 Provide support and mentorship for faculty to explore the pedagogical possibilities of experiential learning.

2.4.3 Integrate the co-op programs into the recruitment and admissions process and consider learning community models to support students' co-op journeys.

2.4.4 Encourage student involvement in volunteer activities that can be reflected in the co-curricular record and ensure that the forthcoming Volunteer Advantage Program facilitates placements in L'nu communities, where appropriate.

2.4.5 Raise funds to endow a specific student internship opportunity designed to offset living and/or travel expenses and thus facilitate study/work abroad experiences.

2.4.6 Create, under the auspices of the President's Office, a task force to develop further the ways in which CBU's cultural assets may act as a home to experiential learning activities and position the university as a champion of the creative arts in Cape Breton.

2.4.7 Create a single, university-wide template or process to facilitate the approval and implementation of field and studio courses.



2.5 improving teaching, learning, and common spaces in a holistic and deliberate manner

Actions:

2.5.1 Under the direction of the Vice-President of Finance & Operations and the Vice-President Academic (Provost) update and strategically operationalize existing studies of classroom and lab space.

2.5.2 Request that the appropriate Senate committee articulate clear criteria for making infrastructure investments related to teaching, learning, and common spaces.

2.5.3 Support student success through infrastructure investments in study, collaborative, and advising spaces.

2.5.4 Ensure regular reports by the Vice-President, Finance and Operations to the university community on the progress of infrastructure improvements consistent with the academic plan.

2.5.5 Under the guidance of the Director of Cultural Resources, promote the use of public art as a means of creating appealing non-classroom spaces, inside and outside, to facilitate conversation and a shared intellectual experience on campus.

2.5.6 Collaborate with community partners, such as Parks Canada and Unama'ki Institute of Natural Resources, to develop and interpret CBU's outdoor, natural assets in a manner consistent with a Two-Eyed Seeing approach.

3

Program Innovation and Development

Transformation through inquiry is propelled through thoughtful, academically-grounded, and innovative programming. Available expertise, research opportunities, and community & market demand are important to consider; so too is the type of credential, mode of program delivery, and the profile of potential students. Deciding where to go next – in other words – is complicated. The Strategic Plan provides some broad guidance in this area. This section refines and focuses our vision. It introduces incentives, guidelines, and targets for action – while simultaneously endorsing a new emphasis on digital literacy, life-long learning, and expanded opportunities for L’nu communities.

Strengthening programs and developing new academic opportunities for transformation through inquiry by

3.1 creating an academic innovation seed fund to be administered by the Provost Group

Actions:

3.1.1 Develop through the Provost Group an application process for the academic innovation seed fund that prioritizes improvement of existing degrees, creation of new credentials, and teaching development and experimentation.

3.1.2 Through the report of the Vice-President Academic (Provost) to Senate, Provost Group will provide regular updates on the activities of the seed fund.

3.1.3 Make academic institutes, centres, and Unama'ki College eligible to apply to the seed fund to create opportunities for cross-school and university-wide collaboration in course and program development.

3.1.4 Support, through the seed fund, the preparation of a self-study tool to assist schools, departments, faculty, and staff to understand what it means to Indigenize in the CBU and L'nu context.



3.2 committing to new programs in areas of external need and internal expertise as identified in Strategy 2.1 of the CBU Strategic Plan – health, tourism, cultural & heritage, science-based innovation, and entrepreneurship

Actions:

3.2.1 Pursue, as a first priority, additional credentials in health-related fields.

3.2.2 Re-examine existing credentials to identify possible ways in which other offerings might be developed (consistent with Strategy 2.1 of the Strategic Plan), as well as programs that could be amended or retired.

3.2.3 Invest in the administrative capacity for graduate studies and develop a supporting policy framework.



3.3 cultivating a culture of quality enhancement

Actions:

3.3.1 Implement best practices to support the completion of quality assurance (QA) reviews in a timely manner.

3.3.2 Establish clear follow-up and reporting mechanisms to guarantee QA review recommendations are addressed.

3.3.3 Seek accreditation for eligible academic programs to ensure the highest professional standards are being met.



3.4 laying the foundation for a university-wide digital strategy

Actions:

3.4.1 Establish the role of a digital strategist to lead digital initiatives and to support the integration of digital competencies into existing and future programming.

3.4.2 Provide administration, faculty, and staff with access to education, training, and scholarship related to e-learning pedagogy, including blended learning, open educational resources, and data visualization.

3.4.3 Develop and promote an option(s) in computer studies and/or data literacy that is suitable for students across all degree programs at CBU.

3.4.4 Actively reach out to corporate, government, community, and foundation partners to sponsor the development of purpose-built digital classroom spaces on campus.

3.4.5 Respond to the interest expressed by students, community groups, and L’nu communities in online learning by developing at least ten additional strategically-selected online courses across all academic schools and consider continuing, in modified form, the credit, completion, and curiosity model of open access education.



3.5 providing leadership in the areas of community engagement and extended learning

Actions:

3.5.1 Conduct an in-depth analysis of extended learning models and develop a comprehensive set of recommendations.

3.5.2 Engage with communities across the island and employ university expertise to identify the needs and resources related to extended learning on Cape Breton.

3.5.3 Identify potential pathways through which extended learning courses might count towards credit in academic programs.



3.6 strengthening bridging and in-community programs in L’nu communities

Actions:

3.6.1 Conduct a review of the Elmitek and Kwitn programs in light of past practices, changing trends in L’nu school curriculum, and shifting social, economic, and political needs of First Nations communities.

3.6.2 Establish regular meetings between Unama’ki College, CBU deans, relevant department chairs, and local Mi’kmaq Kina’matnewey Education Directors to discuss opportunities and challenges.

3.6.3 Create an orientation session for faculty members who choose to teach as part of CBU’s in-community program and pro-actively bring together existing in-community instructors to seek advice with respect to future practices.

3.6.4 Develop strategic partnerships with NSCC to co-deliver in-community programming in areas of mutual interest and community need.

3.6.5 Continue to diversify the range of courses offered in L’nu communities.

3.6.6 Explore the feasibility of extending and tailoring co-op education opportunities to L’nu students through innovative collaborations with communities and allied agencies, institutions, and employers.

4

Research, Scholarship, and Professional Practice

When diverse forms of scholarly activity thrive – really thrive – the entire university experience is uplifted. New and diverse forms of knowledge are created and shared. Contributions to academic fields of study, professional practice and organizations, and community life multiply. The faculty and student learning experience is enriched. And CBU's reputation as a place to be transformed through inquiry is strengthened. This priority area takes aim at diverse forms of scholarly activity. Assisting CBU researchers in developing rewarding programs of research is especially critical – as the next page reveals. Ensuring that all students participate in scholarly activity, in one form or another, prepares them to make a significant difference in the world upon graduation.

Recognizing and promoting the unique contributions made by different forms of scholarly activity by

4.1 assisting our CBU researchers in developing vibrant programs of research

Actions:

4.1.1 Maintain the RISE program and facilitate a collaboration between Unama'ki College and the Research Committee of Senate to encourage research that furthers the broader CBU objective of "Indigenizing the L'nu way."

4.1.2 Support faculty research programs through a consistent application process for administrative support and teaching load reductions.

4.1.3 Under the leadership of the Office of Research and Graduate Studies, develop and coordinate a mentorship model that connects established researchers and research chairs with new faculty in order to both encourage and support other CBU researchers.

4.1.4 Develop within each school, a process through which academic centres, institutes, or similar bodies may receive predictable financial support at suitable levels.



4.2 strengthening our reputation in key areas of research, scholarship, and professional & artistic practice

Actions:

4.2.1 Identify areas of institutional expertise as a way to distinguish CBU's research and professional practice contributions and guide future decisions about graduate programming.

4.2.2 Review and strengthen efforts to develop collaborative interdisciplinary solutions to community needs, including the development of a repository of institutional expertise.

4.2.3 Cultivate a culture around the scholarship of teaching and learning by establishing a competitive fund for pedagogical inquiry and innovation to develop teaching approaches that deepen learning and inquiry.

4.2.4 Improve internal and external communication about scholarly activity carried out at CBU, including work directed toward influencing policy and professional practice.

4.2.5 Working with community partners, create a new artist-in-residence program with an initial focus on truth and reconciliation through art.



4.3 Increasing opportunities for student experience in research

Actions:

4.3.1 Examine the impact students' engagement in research has on their learning and connect this to the review of the CBU Graduate Attributes and curriculum development.

4.3.2 In conjunction with the audit of experiential learning in 2.4.1, undertake an inventory of student research experiences in academic programs.

4.3.3 Ensure that student research opportunities are communicated as part of recruitment and student orientation activities, proactively identify potential First Nations student researchers, and create an accessible database for use by faculty and staff.

4.3.4 Make a predictable number of student employee positions available to schools, support units, centres, institutes, and Unama'ki College to facilitate longer-term mentoring possibilities and research planning.

4.3.5 Develop new ways to archive, recognize, and celebrate high-quality student contributions to research at CBU.

Implementation and Accountability

To be realized, “Transformation through Inquiry” will require the engagement of the entire university community and a clear-eyed sense for resources, priorities, and sequencing over a five-year time frame. Not everything can be started or completed at once. Our collective efforts have the potential to re-shape core elements of our academic mission in fundamental ways – and drive consequential decisions in other areas of CBU activity.

Some of this transformation will be obvious – task forces will set to work, policies will change, new programs will be identified and launched. Other shifts, like the culture and feel of the institution as “Transformation through Inquiry” takes root, will be subtler and incremental, but no less powerful in the end.

However change is registered, a clear and easily documented process of accountability is necessary. It will be important, in other words, to know what we have accomplished and what remains to be done as the implementation of the academic plan moves forward.

- An academic plan webpage will be added to CBU.ca for timely updates on specific actions.
- The Vice-President Academic and Provost will make consistent academic plan updates to Senate.
- Progress reports will be provided by the VPA to the university community at the end of years two and four.
- Feedback will be sought on a continuous basis to remain open to revisions as we move from conception to execution.
- Strategic direction-setting initiatives – such as the forthcoming frameworks in the areas of research, enrollment management, wellness, and equity, diversity, and inclusion – will be synchronized with the academic plan.



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