

Sir Wilfred Grenfell College Academic Plan:

Academic Planning Committee, 2007-2008

October 17, 2008

Introduction

This document presents the current Academic Plan for Sir Wilfred Grenfell College. It aims to summarize the essential principles and challenges facing us as we enter a new phase of growth, provide a list of academic programs being discussed or under development, and provide guidance for said development.

Guiding Principles for Program Development

- Grenfell College is a Liberal Arts and Science institution that also incorporates professional programs. New programs should fit within this context.
- Programs at Grenfell should be distinctive from existing programs on the Grenfell and the St. John's campus. This does not rule out overlap in areas of study between a Grenfell and St. John's program, but rather that the programs should have distinctive components.
- Grenfell College emphasizes quality teaching and a personalized learning environment.
- Grenfell College fosters interdisciplinary endeavors. Collaboration between colleagues from different disciplines on research and teaching has been, and should remain, a strength of the College.
- Academic planning at Grenfell is a collegial process. All faculty, staff and students from Memorial University should be regularly informed and able to participate in academic planning.
- New programs must support our recruitment and retention initiatives.
- Within our programming, the needs of the region should be an important consideration.

Challenges and Priorities

This Plan recognizes four major and interrelated challenges to delivering its academic mandate:

Buildings and Other Resources. Grenfell is simply out of space, and the spaces we currently use need to be upgraded and expanded. Additional programming will require additional resources, including the funding to support additional Faculty. Before we can implement new programs, Grenfell requires new academic buildings which will include offices, research space, and classrooms.

Increasing Student Enrolment. Grenfell aspires to increase its student enrolment. We are challenged by decreasing high school enrolments, outmigration, and competition from other institutions. Any new programs at Grenfell should support our recruitment and retention efforts.

Balanced Academic Development. The Committee sees challenges to balanced academic growth and development at Grenfell. We need to provide programming that attracts students, while strengthening the traditional disciplinary base essential to a liberal arts and science institution.

Excellence in Teaching. Grenfell strives to offer high quality undergraduate instruction, and should implement programs for faculty and staff to ensure continued excellence as we grow.

New Programming

New programs at Grenfell must meet the long established Grenfell criteria of appropriateness, balance, distinctiveness, institutional readiness and student demand, while significantly helping to increase the overall enrollment at Grenfell. In particular new programs must be developed while keeping in mind our strengths and weaknesses, the need for depth as well as breadth of programming, the need to minimize duplication among programs here and with programs in St. Johns, our funding and institutional capabilities, and our enrollment reality.

Below are ideas for new programming initiatives either discussed or presented to the Academic Planning Committee this year. These ideas are in varying stages of development as programs. Any resulting programs must demonstrate to the Academic Planning Committee, and to the Grenfell community, that due consideration has been given to the criteria above and must follow the process outlined in the Appendix.

Baccalaureate Degrees

- A degree in Visual Culture and New Media Studies is being prepared.
- Environmental Studies is working on a proposal for an honours degree in EVST.
- Fine Arts has suggested expanding their program by accepting more first year students and offering more degrees such as BFA(Honours in Visual Arts), BFA(Visual Arts), BFA(Visual Studies), and offering a minor in Visual Studies.
- A minor in Political Science is being considered.
- Science is considering offering degrees in Mathematics and Physics.
- Economics has submitted a proposal for a minor in Economics, and has suggested a degree in international trade policy.
- The Film Studies Committee has requested that Grenfell hire a person to develop a degree in Film and Video Production.
- Several people have indicated that Grenfell should offer a Bachelor of Education degree.

Graduate Degrees

- A Master's degree in environmental policy and management is being developed.
- A proposal for a Master's of Environmental Chemical Analysis program has been presented to the committee. In addition Science is also considering the possibility of a one-year interdisciplinary terminal Masters Degree in Environmental Science or General Science.

Post-Baccalaureate 1 and 2 year Degrees

- Several people have suggested that Grenfell consider offering post-baccalaureate professional programs, in areas such as journalism, social work, and gerontology.

Professional Degrees

- Business is considering a business diploma and/or certificate program, the addition of an accounting concentration to the BBA program, and a student-run (and student-focused) minimalist business incubator.

Appendix

Guidelines for Program Development and Implementation

Guidelines for Program Development and Implementation

This document outlines both the formal and informal processes of development and implementation.

Strategic Considerations for Program Development

New programs should be consistent with the principles, ethos, and strategies of both this current Academic Plan and Strategic Plan, and are to be guided by the following strategic considerations:

1. New programs, first and foremost, must contribute to the recruitment and/or retention of students at Grenfell.
2. New programs should be consistent with the philosophy of a liberal arts and science institution.
3. Where possible, new programs should respond to the needs of the region
4. New programs must be academically sound.
5. Program developers must advise on the resource requirements and implications of the program and the source(s) or potential source(s) of this resourcing.
6. New programs should not detract from or duplicate current Grenfell programs.
7. New programs should not duplicate programs on the St. John's campus. The two universities will try to complement, rather than duplicate, their programs. (There may be duplication in the traditional core disciplines (e.g., English, Chemistry, Mathematics), or if there is sufficient demand that offering the program at one campus will not jeopardize the viability of similar programs at the other campus.)

The following steps should guide the program development process in order to satisfy these seven strategic considerations:

Stage I – Conceptualization of Program

- Program developer(s) should consult early and widely (within Grenfell) about the program. In particular, consultation should involve colleagues in all Divisions and/or Units potentially impacted by this program, and appropriate Division or Unit administrators.
- Groups to be consulted should include: appropriate academic Division(s), academic administrators including Heads, Principal, and Vice-Principal, the Library, the Registrar's Office and Student Affairs and students.
- Developer(s) should consider holding focus groups.
- Developer(s) should, at this early stage, gather statistical or other data/information suggesting that this program will have positive impacts on recruiting students to Grenfell and/or retaining them here.
- Developer(s) should have discussions with administrators and others who might advise on issues related to resourcing this program. However, program

developers should not be dissuaded by potential difficulties or uncertainties around resourcing the program at this early stage. Assume that if the program satisfies strategic directions of the institution, it is worth pursuing up to the point where it is “proven” it can’t or should not be resourced.

- Where relevant or appropriate, developer(s) should consult with colleagues on the St. John’s campus about this program. “Relevant” or “appropriate” here means the colleague(s) in St. John’s have expertise in this area, or that our program itself or its requirements may impact St. John’s programs.

Stage 2: Drafting a Proposal and Meeting with the Academic Planning Committee

- The program developer(s) should produce a draft proposal for this program. The current Senate document on program development should guide this process. As such, this draft should be as detailed as possible and include:
 - Rationale for the program
 - Information on its role in recruitment and retention
 - Who will deliver the program
 - Program structure/components
 - Resource implications
- This proposal should be circulated to the Division(s) and appropriate Head(s) for feedback.
- Following feedback from colleagues, the program proposal should be redrafted and brought to the Academic Planning Committee (APC).
- The APC will provide feedback and guidance on this proposal.
- Developer(s) will make revisions where appropriate.
- The program developer(s) and APC should meet as often as necessary to iron out the details.

Stage 3: External Consultation on Proposed Program

- The program proposal should be sent to colleagues external to Memorial University who are experts and leaders in the area of the intended program or are participating in such programs. The purpose of this is to insure that this program is consistent with and meets the standards of such programs around this Country and elsewhere.
- The intended program should meet or exceed industry standards for such programs.
- Program developer(s) should get written evaluations of the proposed program from experts in the field.

- Depending on the program in question, the developer(s) should consider having other professional consultations and reviews done as well. This should help assess, among other things, the potential business/community opportunities that may arise from of the program.

Stage 4: Formal Approval Process at Grenfell

Once the previous three stages have been complete and the program development process is complete, the following formal processes should be followed:

- This program and all supporting documentation should be sent again to the APC.
- The APC should review the package and recommend to the developers any important omissions to be addressed or potential problems with the proposal.
- The program developer(s) should address these issues, update the package and resubmit it to the APC. When satisfied, the APC should send the program to Academic Council for approval in principle which will in turn forward the program proposal to the Academic Studies Committee (ASC).
- The ASC should meet with the developer(s) to address any outstanding issues which might impact the program's approval.
- Once the ASC is satisfied with this program proposal it should submit it to the Academic Council for its approval.
- If Council approves the program it will go to the Principal for signing off on resources.

Stage 5: Formal Approval Process at Memorial University

Assuming Grenfell's Academic Council approves this program and the Principal signs off on resources, the program will go through the following bodies in the order stated:

1. Senate Undergraduate Studies Committee (for undergraduate programs)
2. Senate Executive
3. Senate
4. Board of Regents.

Stage 6: Implementation of Program

If the Board of Regents approves the implementation of this program, the institution will develop a time-line plan for program implementation.

Questions Program Developers Should be Prepared to Answer

1. Why is this program needed at Grenfell?
2. How does this program aid recruitment and retention at Grenfell?
3. What are the expected enrolment numbers for this program once it is fully implemented?
4. What are the costs of implementing this program?
5. What are the costs of running this program after implementation and in the long run?
6. What resources (human and otherwise), beyond what already exists, are needed to make this program successful?
7. Will this program likely take students from other Grenfell programs?
8. Does this program meet academic/industry standards for such programs?
9. Does this program duplicate programs on the St. John's campus?
10. How is this program consistent with the principles of a liberal arts and science institution?
11. How does this program meet the needs of this Region?
12. How does this program meet the needs outside this Region?