

Table of Contents

Introduction.....	2
A. Strategic Objectives.....	2
B. Student Enrollment/ Programme Outcomes.....	4
C. Curriculum and Teaching.....	5
D. Faculty Contributions.....	8
E. Administrative Support.....	9
F. Cost Effectiveness.....	10
List of Faculty.....	12
Appendix A: Calendar Regulations and Core Requirements for B.A. (ENLG)	
Appendix B: English Language and Literature Courses	
Appendix C: Table of Enrollments from Intersession 1999-Winter 2010	
Appendix D: Upper Level Course Allocations and Registrations 1999-2010	
Appendix E: Table of Graduates 1996-2009	
Appendix F: English Programme Unit Budget	
Appendix G: Ferriss Hodgett Library Report	
Appendix H: Draft of English Programme Honours Proposal	
Appendix I: Faculty Curricula Vitae	
Appendix J: Sample Course Outlines and Materials	
Appendix K: Student Assessment Surveys and Letters	
Appendix L: 1999 English Programme Review and External Review	
Appendix M: Response to External Review	
Appendix N: University Mission and Core Values and Principles	
Appendix O: SWGC Strategic Plan	

Introduction

Courses in English Language and Literature have been taught at Sir Wilfred Grenfell College since 1975, when it opened its doors as a two-year university college. In 1993, Sir Wilfred Grenfell College began to offer bachelor's degrees in arts and science, and English, along with Psychology and Cognitive Studies, became one of the first B.A. programmes offered at Grenfell. University policy at that time required Grenfell's degree programmes to be distinct from their counterparts on the St. John's campus. This requirement, combined with the interests and expertise of the English faculty members at the time, the liberal arts mandate of the college, and the demands of the BFA programme in Theatre, produced the distinctive shape and emphases of the programme:

1. A College core, including requirements in Quantitative Reasoning and Analysis, Writing, and Breadth of Knowledge.
2. Twenty-four credit hours in English core courses.
3. Eighteen credit hours, in one of three Concentrations (Dramatic Literature, Canadian Literature, and Modern Literature) or a Combined Concentration (consisting of courses from all three), including English 4950 (a one-semester individual project supervised by a faculty member).
4. A twenty-four credit-hour Minor in another academic discipline.
5. Fifty-four credit hours in electives.

(The current requirements differ slightly from those instituted in 1993 – e.g. Grenfell degrees now require Minors, not Cognates – but the basic structure of the programme has not changed a great deal.)

The SWGC English Programme underwent its first academic review in 1998-1999. The external reviewer, Dr. Gwendolyn Davies of Acadia University, gave a favorable review and presented a series of recommendations, some of which were endorsed in the unit's response and some of which were not (See Appendices L and M).

A. Strategic Objectives

As an academic unit, our fundamental strategic objective is to offer a high-quality undergraduate education in English Language and Literature, providing students with both breadth and depth of knowledge in the discipline, as well as the critical thinking skills fostered by a liberal arts education. As such, the Grenfell English degree constitutes a solid foundation for graduate studies in English or other disciplines, as well as career preparation in such fields as teaching, publishing, journalism, law, and civil service. We believe our objectives harmonize with the core values and principles of Memorial University, as well as the Strategic Plan of Sir Wilfred Grenfell College, which defines a liberal education as “a critical and open-minded pursuit of knowledge providing students with increased understanding of themselves and of social, cultural, and physical environments, enabling them to respond to a rapidly changing world”; it is, moreover, “intended to build a foundation for social, cultural and recreational interests that will help students move toward a meaningful personal and professional life” (See Appendices N and O).

Our near-term strategic goal is to produce approximately twenty graduates a year, fifteen through the current general B.A. Programme, and five through an Honours B.A. Programme which we intend to implement within the next calendar year. An Honours Programme is the next logical step in the unit's development. The SWGC Psychology Programme, which was initiated at the same time and has a comparable faculty complement, has an Honours option. Moreover, both our 1999 Self-Study and Professor Davies's external review acknowledge the desirability of an Honours Programme (Recommendations 41-47 of her report deal specifically with it). The movement toward an Honours programme is driven both by our own aspirations as faculty members and by the needs of students, a significant number of whom wish to pursue graduate studies and thus require either an Honours degree or equivalent. In the process of changing the programme's structure, we also wish to strengthen the General B.A. in both the core (literary theory, literary history, literary genres) and the concentrations (by adding a fifth concentration in Creative Writing). Just as SWGC is undergoing a process of "re-branding" itself to recruit competitively, we see the development of Honours and the restructuring of the programme as an opportunity to redefine what we do and re-brand ourselves to attract students.

Another strategic objective of the English Programme is to cultivate a stronger profile of research, scholarship, and creative activity that makes a distinctive contribution to the local community, the province, and the country as a whole. This is most certainly an apt description of the legacy of retired members of the programme like David Freeman, David Elliott, Al Pittman, John Steffler, Martin Ware, Adrian Fowler, and Randall Maggs, and it continues to be our objective. This profile would encompass the research agendas of individual faculty members, as well as a variety of innovations and collaborative projects. Three prospective aspirations of the unit are the establishment of an SWGC publishing house, the inauguration of an on-line literary journal, and the securing of a Writer-in-Residence post through the Canada Council. The achievement of these goals will fulfill another key strategic objective of the unit: the involvement and mentoring of undergraduate students in the work of research, editing, and publishing.

With respect to our core objective of providing high-quality instruction, we consider the English Programme to be successful. The feedback provided by both current students and alumni on the survey (See Appendix K) indicates a high level of student satisfaction. The fact that our alumni have been accepted into graduate programmes in English and other disciplines at Memorial, Dalhousie, McGill, Concordia, McMaster, Queen's, Ottawa, Carleton, Western, Windsor, the Waterford Institute, and the University of New Brunswick is also a testament to the quality of instruction and preparation we offer.

As a unit, the English Programme provides strong support for the mission and objectives of the Division of Arts, other programmes in Arts and Science, the Fine Arts Theatre Programme, and the College as a whole. All students at Grenfell are required to take English 1000 and 1001, and SWGC English faculty devote roughly half of their teaching to first-year. These foundational courses provide instruction in writing/composition, information literacy, and cultural literacy to all Grenfell students. English faculty members have also made a major contribution to the Humanities Programme; Dr. Lois Sherlow currently serves as Chair of the Programme and has taught Humanities 3000 and 4000, as have Dr. Holly Pike, Dr. Ken Jacobsen, and Dr. Marc Thackray; in addition, English faculty have contributed numerous guest lectures to these courses.

Our offerings in Dramatic Literature are required courses for the BFA Theatre students, and SWGC faculty members have, since 1988, performed in numerous Theatre productions as guest artists. SWGC English Faculty have also carried a heavy load with respect to Administration at Grenfell. Dr. Holly Pike and Dr. Marc Thackray have both served as Head of the Arts Division, while Dr. Adrian Fowler (retired Spring 2009) and Dr. Pike have served as both Vice-Principal and Acting Principal of SWGC.

While some of our objectives have been met, others have not – e.g. the implementation of an Honours Programme, the establishment of a publishing house. While we are confident that our current curriculum is sound, we recognize areas that could be improved, and our proposals for change are designed to address gaps and attract more students into the programme. The same is true for research and scholarship. Our faculty members are active, publishing scholars working in a variety of fields and specialties, yet we are not content to remain at current levels of collaboration and production. A number of faculty have employed SWGC English students as editors and research assistants, and mentored students as creative writers and researchers; we aspire to do even more of this in the future.

B. Student Enrollment/Programme Outcomes

Enrollment at SWGC peaked in 2003-2004 but has declined somewhat over the past couple of years. This trend is evident in the Fall Semester enrollments for English 1000/1001 which hit a high of 489 in Fall 2003 but declined to 383 in Fall 2009. There is no doubt that SWGC faces significant challenges in recruiting and retention as a result of demographic shifts within the province, and it is not surprising that enrollments in English have been affected by these trends. Having said that, the programme continues to attract significant numbers of Majors and Minors despite adverse conditions for recruitment (See Appendixes C and E). Our enrollments in 2nd-4th year courses are comparable to the period 2001-2003, with healthy numbers in the second-year courses particularly, a key recruitment/retention indicator. Retention rates, then, are satisfactory, though we wish to improve them in every way possible.

Currently, we have 54 declared Majors in English and 5 declared Minors. Again, these numbers represent a decline from the 2004 peak (when there were 79 declared Majors), but they are reasonable numbers in the current recruitment environment. Like all other degree programmes at Grenfell, we recognize the urgent need to recruit students internally, and we are making efforts to do so through the English society, public readings, social events, and information sessions. We are also working with other members of the Arts Division to develop recruiting strategies aimed at local high schools such as book clubs and an “Arts Road Show.”

Since 1996, 172 students have graduated from SWGC with B.A. in English, an average of approximately 12.3 per year (See Appendix E). Of these, at least 59 have gone on to complete B.Ed. degrees (current alumni records list only Memorial degrees, not those from other universities), and Grenfell English graduates work throughout the province and beyond as educators. Three have gone on to complete Honours degrees at Memorial University, and at least 17 have either completed graduate degrees or are currently in M.A. or Ph.D. programmes at Memorial, Dalhousie, McGill, Concordia, McMaster, Queen’s, Ottawa, Carleton, Western, Windsor, the Waterford Institute, and the University of New Brunswick. While most of those

students gained entrance to graduate studies without having to complete a formal Honours degree, they did have to complete English courses in addition to the B.A. requirement. This is a testament to the strength of our general B.A., but it also indicates why the establishment of a Grenfell Honours degree in English would be in the best interests of our students.

During the review process, we sought student input in two forms: a) a survey of former and present students (with an invitation to offer additional comments); b) a “focus group” of fourth-year students who completed a questionnaire addressing specific issues related to the content of the Review. While the responses admittedly constitute a small sample, the student feedback was thoughtful and detailed, and it largely confirmed our own assessment of the programme. The results speak very well of the programme outcomes from the student point of view. In the general survey, past and current students generally agree that their overall experience and quality of instruction was/is high (80% strongly agree), and 70% of the respondents affirm the contribution of the programme to their career prospects. In the additional comments, respondents persistently mention the caliber of faculty members and the small class size as crucial elements in their experience. The two areas with slightly weaker support are curriculum and preparation for graduate studies, and the additional comments help to flesh out the responses. Where they indicate deficiencies in the programme, respondents wish to see more specialty courses in contemporary and regional literature, as well as an Honours option.

While the review process has revealed strengths in the programme, it has also revealed weaknesses and “blind spots.” For example, the unit has not given much consideration in the past to the recruitment of “nontraditional students,” though this is something to contemplate as we enter into more competitive recruitment. Programme outcomes are communicated in SWGC promotional literature, on the website, and in information sessions occasionally given by the Chair to prospective students, but more work could certainly be done in this area. The review process itself has been helpful in clarifying and updating these outcomes, and the resulting documentation will no doubt be helpful as we revise and strengthen the programme.

C. Curriculum and Teaching

We are confident that the curriculum we are currently delivering is consistent with our fundamental objectives and Memorial University’s calendar descriptions, course requirements, degree requirements, and standards for admission. Excellent teaching has always been the strength of the programme, along with its distinctive combination of a strong core (detailed survey of the historical literary canon, Shakespeare particularly; close stylistic analysis of literature; and critical theory) with special areas of focus or concentration (Dramatic, Canadian, Modern). English programme courses form an important part of the Arts curriculum at SWGC, and there is little to no curricular overlap. The courses we offer are consistently and appropriately rigorous (See Appendix J).

Nevertheless, we recognize that, due to faculty turnover and the developments within the discipline of English, it is necessary from time to time to renew curriculum in order to remain relevant. Such revision has been ongoing since the last review. During that period we refined our course content and added a number of new courses:

1) English 1000/1001 (Introduction to Literature I and II)

We have restructured and refined our first-year sequence in a number of ways. In 2000-2001 we changed the original structure of the course so that English 1000 dealt with prose forms (essays, short stories, novel), English 1001 with poetry and drama; these changes improved the coherence of our first-year courses. We also built stronger grammar and composition requirements into the course to respond to student writing needs. In Fall 2008 and 2009, we made a further addition: an Information Literacy component with a graded assignment (worth 3% of the total mark) taught by librarian Crystal Rose. Feedback on this latter innovation has been very positive, and we are considering introducing a parallel component to English 1001. We have also sought to maintain the unity of these courses through the use of common textbooks; in 2009-2010, we successfully used the *Mercury Reader*, an anthology of essays and short stories chosen by faculty.

2) English 2146 (Canadian Prose after 1949)

In 2002-2003, this course replaced English 2152 and 3146, reducing overlap between the two. This also became the required course in the Canadian Concentration and thus the “entry point” for students in this stream.

3) English 3205 (Shakespeare Survey)/ English 3206 (Shakespeare and the Classical Tradition)

In 2002-2003, these courses replaced English 3200/3201 as core courses, allowing for a wider range of Shakespearean plays to be taught. By offering, 3206 in rotation with other Dramatic Literature courses, we have made the offerings in that concentration more varied.

4) English 2242 (Science Fiction)/ English 2870 (Children’s Literature)

Added in 2002-2003 and 2003-2004 respectively.

5) English 3149 (Canadian Prose)

Added in 2002-2003.

6) English 2243 (Introduction to Humour in Literature)

Added in 2007-2008.

7) English 2905 (Introduction to Creative Writing)

Added in 2007-2008. By adding a Creative Writing course at the second-year level, we have increased registrations in this area.

8) Special Topics in Canadian Literature

Faculty have developed a series of specialized 4th-year courses in this area: 4825 (Ondaatje and Laurence), 4826 (Trickster and Transformation), 4827 (*Ulysses* and *Gaff Topsails*), and 4828 (Eden Robinson).

In other words, we have worked diligently to make our course offerings more relevant and interesting, as well as more in line with current areas of faculty research interest.

Nevertheless, the review process has also made us aware of areas where the programme could be improved. Here are some specific issues and areas that we plan to address in our upcoming revisions:

- 1) There was considerable discussion of the effectiveness of the first-year sequence of courses (English 1000/1001). While there is some support for a first-year course devoted solely to academic writing, the consensus view is that the current structure should be maintained with a couple of changes: a) devoting roughly the first-third of English 1001 to composition, academic writing, and information literacy, as is the case in English 1000; b) dropping the percentage of the final exam in English 1001 from 40% to 30% in order to give more weight to term work.
- 2) Currently, we offer only one course in literary theory (English 4105 [Critical Approaches and Theory]), typically taken in the final year of the programme. But students frequently tell us that they would like to have been introduced to theory earlier. We plan therefore to propose a new course – English 3105 (Literary Theory I) – which would cover literary criticism and theory up until the early twentieth century. This course could potentially be cross-listed with PHIL 3610, Philosophy and Literature.
- 3) Currently, our required second-year surveys of English Literature cover the following periods: 2005 (Beginnings to 1660), 2006 (1660 to 1837), and 2007 (1837 to Present). In that our programme is heavily weighted toward the modern and contemporary, we perceive the need for more detailed coverage of earlier periods, particularly the eighteenth and nineteenth centuries. We plan to replace 2006 with a new course 2008 (covering 1660-1790) and to replace 2007 with 2009 (covering 1790-1900).
- 4) Of the three concentrations, Modern Literature has the most courses, and the new courses that are being generated – especially second-year “genre” courses (e.g. Science Fiction, Introduction to Humour, Children’s Literature) – tend to fall into this category. This leads to two difficulties: a) some courses in the Calendar are offered rarely or not at all; b) enrollment in these courses is, practically speaking, limited to students in the Modern Literature concentration; c) faculty who wish to teach these courses have limited opportunities to do so. In order to address this situation, we are planning to amend the English Core to include a three-credit-hour requirement (6 credits for Honours students) in genre courses. This would include 2242 (Science Fiction), 2243 (Introduction to Humour in Literature), English 2805 (Women’s Writing to 1900), 2870 (Children’s Literature), as well as prospective courses in other areas of interest. There is also a good deal of student demand for courses which centre on films as texts – e.g. film adaptations of novels, Hollywood musicals, horror films, etc. Making genre courses part of the English Core would prioritize them and open them up to a wider range of prospective students.
- 5) The changes proposed above would be helpful for recruitment and retention, as would the generation of new genre courses, which tend to be popular with students and influence their choice of Major. Dr. Paul Grant has written a proposal for English

3820 (Supernatural Fiction) which has been approved in principle by the unit. Other such courses are being contemplated or prepared include courses in First Nations Literature, the Rise of the Novel, Graphic Novels, Fantasy Literature, Gothic Literature, Detective Novels, Queer Literature, and Erotic Literature. An additional benefit of these courses is their potential to fill in historical “gaps.”

- 6) One legitimate criticism that has arisen over the years is that some courses – particularly post-eighteenth-century courses – have been taught in a manner which is insufficiently representative of gender, ethnic, and class diversity. We feel that representativeness needs to be addressed in our revision of the programme in order for the curriculum to remain relevant.
- 7) The current course complement in Modern Literature doesn't adequately cover the field and needs to be subdivided. For example, we do not at present sufficiently cover Post-Colonial literature. Similarly, English 4245 (Contemporary Fiction in English) covers American, British, Irish, and Commonwealth short stories and novels written since 1960, while its counterpart, English 4246 (Contemporary Poetry in English), covers the same national literatures since 1945. This is simply too much historical ground to cover in two one-semester courses. We plan to address this in two ways: a) propose a new course called English 3217, Modern World Literature in English(es), which would cover non-British, non-Canadian, and non-American literature; b) replace 4245 and 4246 with courses that cover shorter time periods.

D. Faculty Contributions

It is difficult to assess this area of the Review without acknowledging the high degree of faculty turnover over the last five years due to retirements. Prior to 2005, the faculty complement was relatively stable. Since then, four long-time members of the unit have retired (Prof. John Steffler, Dr. Martin Ware, Dr. Adrian Fowler, and Dr. Randall Maggs), though only two of those faculty members have been replaced with tenure-track appointees: Dr. Paul Grant and Dr. Stephanie McKenzie. During the intervening period, the programme has been fortunate to be able to hire highly competent contractual appointees, but the situation has not been optimal. The absence of Dr. Holly Pike from the unit due to her service as Vice-Principal and Principal of SWGC has also been felt. We believe that a return to our historic complement of nine full-time faculty members is essential for the programme to flourish in the future.

Effective teaching has been a high priority for the programme since the beginning and continues to be a strong emphasis. In our view, the CEQs since 2003 and the responses of students and graduates bear this out (See Appendix K). SWGC English faculty are also effective researchers and scholars, as attested by the quality and range of their publications (See Appendix I). Scholarship within the unit is diverse, though there is sufficient commonality of research interests to facilitate collaboration.

Our faculty belong to relevant professional associations and communities, such as MLA, ACCUTE, ALA, the Modernist Studies Association, the International Vladimir Nabokov Society, the Shakespeare Society of America, the Canadian Association of American Studies, the

Robert Lowell Society, the Canadian Society for Eighteenth-Century Studies, the William Carlos Williams Society, etc. Our faculty also regularly participate in scholarly conferences related to their fields of expertise.

Our faculty have made major contributions to the cultural life of the western region and the province, for example by inaugurating, managing, and participating in local literary festivals like the March Hare, April Rabbit, and Woody Point Writers' Festival. Each semester, the unit sponsors lively, well-attended poetry readings, some of which are funded by the Canada Council. Faculty members have had a special role in nurturing student creative writing; for example, Dr. Stephanie McKenzie through Humber Mouths and Rabbit Tales, Dr. Adam Beardsworth through the creative arts journal Inkpot. Faculty members have served on community boards like the Humber Education Alliance, Western Region Library Board, Music NL, NL Arts Council, Theatre Newfoundland and Labrador, and others. Some of our faculty have worked with local high school teachers offering in-service instruction in the teaching of literature.

Some of the faculty have received internal and external grants (SSHRC, for example), though this has not traditionally been emphasized. Securing external funding is certainly an area where the unit could improve. Part of the problem is a lack of institutional resources. As a unit, we see a need for more workshops and assistance in finding sources of funding which are targeted for literary research. We also want to find funding for the collaborative projects mentioned in the Strategic Objectives.

With respect to the balance of teaching, research/creative work, and service, the demands of teaching six courses per year (the norm at SWGC) and the expectation of "heavy lifting" in administration and committee work make research productivity a challenge for many faculty. Nevertheless, as Appendix I indicates, our faculty have been productive despite a teaching and service load which is heavy in comparison with colleagues at Memorial and national standards. More opportunities to teach courses specifically related to research interests is one means of achieving greater integration.

E. Administrative Support

Like all other units at Grenfell, the English Programme does not receive adequate direct resources and support from the university. Our budget (See Appendix F) consists primarily of academic salaries, photocopying and printing expenses, postal and phone charges. There is no English office *per se*, though we receive secretarial support from the Arts Division office.

The unit is satisfied with the library holdings at SWGC; the Memorial inter-library system is efficient and up-to-date. The unit has also received excellent support from the Library staff, notably Louise McGillis and Crystal Rose for their development of the Information Literacy component of English 1000. College Computing has also done a very good job of updating classrooms over the past number of years.

There are several specific areas which the unit would like to target for administrative support:

- 1) Allocated space for English students, e.g. an English common room.

- 2) Allocated space for a proposed publishing house and academic journal.
- 3) Technical support for development of the English web-site and academic journal.
- 4) A budget for hosting visiting speakers.
- 5) Budgetary support for SWGC students to attend the Atlantic Undergraduate English Conference.
- 6) Budgetary support for organizing and hosting an undergraduate conference or colloquium in English and Humanities.

The unit is active in promoting new initiatives and plans. For example, Dr. Stephanie McKenzie has been a key organizer in an upcoming conference celebrating the life and work of the late Al Pittman. The English programme also promotes collegial spirit and active community involvement; the annual English Dept. Christmas Reading is one of the oldest traditions at SWGC. English faculty have participated in the development of the Humanities Programme and its Review, the formulation of the SWGC Strategic Plan, the development of proposals for new initiatives like an ESL Programme, high school recruitment, and many other endeavors.

As indicated above, faculty members have been engaged in a major revision of the programme, including the addition of an Honours option. We are also committed to new initiatives such as the establishment of a publishing house an on-line journal, the organization of undergraduate conferences and colloquia, and recruiting strategies.

With respect to professional support staff, there is a relatively limited need for such services. The unit has enjoyed very good relations with the Head of Arts, Dr. David Peddle, and is pleased with the support offered by the Arts Division secretary, Ms. Karen Daniels.

F. Cost Effectiveness

As mentioned above, the English Programme budget is limited primarily to salaries and basic material expenses like photocopying and printing. The student faculty ratios are presented in Appendix C. Over the period 1999-2010, the aggregate average class sizes are given below:

First-Year Courses:	32.3
Second-Year Courses:	28.6
Third- and Fourth-Year Courses:	16.5

According to the most recent Maclean's magazine university rankings, these averages place SWGC English in the range of universities like Bishop's, Cape Breton, Mount Saint Vincent, Sherbrooke, New Brunswick, and Acadia. Within Memorial as a whole, the average 1st and 2nd year course ratio is 45.9, and the average 3rd and 4th year course ratio is 24.1. Since part of Grenfell's traditional appeal is small class size, these statistics seem entirely appropriate. We have maintained relatively small class sizes yet remained financially viable at the same time.

As a unit, the English Programme has not pursued financial support from external sources, e.g. industry, or sought indirect cost recovery apart from the use of Course Manuals purchased by students in place of photocopies. We feel that we deploy our resources, most notably our human resources, effectively.

List of Faculty

The faculty complement for the 2009-2010 academic year is as follows:

Tenured and Tenure-Track

Dr. Tony Fabijancic (on sabbatical 2009-2010)

Rank: Associate Professor

Areas of Expertise: Modern and Contemporary Literature, Cultural Studies, Creative Writing, Travel Writing

Courses Taught: English 1000, 1001, 1110, 2007, 2152, 2156, 2705, 2905, 3216, 4105, 4245

Dr. Paul Grant (on leave Winter 2010)

Rank: Assistant Professor

Areas of Expertise: Modern and Contemporary Literature, Humour, American Literature, Nabokov,

Courses Taught: English 1000, 1001, 2007, 2215, 2243, 3215

Dr. Ken Jacobsen (Chair)

Rank: Associate Professor

Areas of Expertise: Shakespeare, Dramatic Literature, Medieval/Early Modern, History of the English Language, Children's Literature

Courses Taught: English 1000, 1001, 1110, 2005, 2350, 2351, 2870, 3181, 3200, 3201, 3205, 3206, 3395, 4317

Dr. Stephanie McKenzie

Rank: Associate Professor

Areas of Expertise: Canadian Literature, Newfoundland Literature, Creative Writing, First Nations Literature, West Indian Literature, Post-Colonial Literature, Irish Literature

Courses Taught: English 1000, 1001, 1110, 2006, 2007, 2010, 2146, 2152, 2155, 2156, 2805, 2905, 3145, 3147, 3148, 3149, 3905, 4828

Dr. Holly Pike (SWGC Principal)

Rank: Associate Professor

Areas of Expertise: Victorian Literature, Women Writers, History of the English Language, Canadian Literature, Composition

Courses Taught: English 1000, 1001, 1110, 2005, 2006, 2007, 2010, 3395, 2805, 2870, 3810, 4105

Dr. Lois Sherlow

Rank: Associate Professor

Areas of Expertise: Dramatic Literature, Post-Colonial Literature, Canadian Literature

Courses Taught: English 1000, 1001, 2005, 2350, 2351, 3171, 3181, 3275, 4305, 4307

Dr. Marc Thackray

Rank: Associate Professor

Areas of Expertise: Modern and Contemporary Literature, American Literature, Critical Theory, Science Fiction

Courses Taught: English 1000, 1001, 1110, 2010, 2215, 2242, 3215, 4105, 4245, 4246

Contractual

Dr. Adam Beardsworth

Rank: Assistant Professor

Areas of Expertise: Modern and Contemporary Literature

Courses Taught: English 1000, 1001, 2007, 2242, 2705, 3216, 4246

Dr. Helen Patey

Rank: Assistant Professor

Areas of Expertise: American Literature

Courses Taught: English 1001

Prof. Heather Wellman

Rank: Assistant Professor

Areas of Expertise: Eighteenth-Century Literature, Canadian Literature, Newfoundland Literature

Courses Taught: English 1000, 1001, 2006, 2146, 2155, 2156

Prof. Beverly Young

Rank: Assistant Professor

Areas of Expertise: First-Year Composition, American Literature

Courses Taught: English 1000, 1001

Appendix A: Calendar
Regulations and Core
Requirements for B.A. (ENLG)

5 Sir Wilfred Grenfell College Core Program Requirements

Students completing the Bachelor of Arts, Bachelor of Business Administration, Bachelor of Resource Management, and Bachelor of Science degree programs at Sir Wilfred Grenfell College must complete Core program requirements as follows:

1. Literacy Requirement

Thirty credit hours in Writing courses which must include 6 credit hours in first-year English. Up to 6 credit hours in languages other than English may be used to satisfy the literacy requirement. Courses in this group are identified with the designation W and are listed in the table, **Designated Writing Courses (W)**.

Courses in this category must either be completed through on-campus offerings at Sir Wilfred Grenfell College or be demonstrated to be equivalent to Grenfell writing courses.

2. Quantitative Reasoning and Analysis Requirement

Six credit hours in Quantitative Reasoning and Analysis courses. Courses in this group are identified with the designation QRA and are listed in the table, **Designated Quantitative Reasoning and Analysis Courses (QRA)**.

3. Breadth of Knowledge Requirement

Six credit hours from each of the three groups identified below for a total of 18 credit hours. The courses chosen can be any courses within the disciplines identified. However, students are not permitted to use these courses to meet the Quantitative Reasoning and Analysis requirement nor the first-year English requirements.

- Group A: Art History, Classics, English, History, Humanities, Languages, Philosophy, Religious Studies, Theatre, Visual Arts
- Group B: Anthropology, Business, Economics, Education, Environmental Studies, Folklore, Geography, Human Kinetics and Recreation, Political Science, Psychology, Sociology, Sustainable Resource Management, Tourism Studies, Women's Studies
- Group C: Biology, Biochemistry, Chemistry, Computer Science, Earth Sciences, Environmental Science, Mathematics, Physics, Science

6 The Bachelor of Arts and Bachelor of Science Degree Programs

Sir Wilfred Grenfell College reserves the right to limit the number of spaces available in each Major/Minor program.

A student may not use the same course to satisfy the requirements for both a Major and a Minor.

Students may devise a Major/Minor of their own choosing in close consultation with a faculty advisor and with approval of appropriate head(s).

Such "open" programs must be approved by the Academic Studies Committee.

Course prerequisites may be waived by division heads or program chairs of the disciplines or programs in question. In special circumstances the Academic Studies Committee may waive the requirements that apply to these degree programs.

Courses listed for a Major or for a Minor may require prerequisite courses not listed in the program requirements. Please consult all course descriptions for prerequisites.

6.1 General Regulations

For the Bachelor of Arts and Bachelor of Science degrees at Sir Wilfred Grenfell College students must complete a minimum of 120 credit hours made up of the following components:

1. Core Program Requirements (see above)
2. An approved concentration of courses known as a Major
3. An approved concentration of courses known as a Minor. A Minor is not required for interdisciplinary programs or for Bachelor of Science in Psychology. However, students in such programs may choose to complete a Minor
4. Elective courses

6.2 Major

1. The requirements for a Major can be fulfilled in one of two ways:
 - a. minimum of 36 credit hours in a single discipline or
 - b. minimum of 72 credit hours in an interdisciplinary areaStudents choosing a single discipline major (with the exception of Bachelor of Science in Psychology) must complete one of the following: (i) minor or (ii) with the permission of the appropriate program chair(s), a second major.
Actual credit hours required for specific disciplines will vary.
2. All Majors require a minimum of 12 credit hours in 3000-level courses, 6 credit hours in 4000-level courses and 3 credit hours in a 4000-level senior project.
3. A candidate must follow the specific requirements for each major program as set forth in the Sir Wilfred Grenfell College section of the University Calendar
4. Single discipline majors are available in following areas:
 - o Division of Arts: English, Historical Studies
 - o Division of Social Science: Psychology (B.A. and B.Sc.); Tourism StudiesInterdisciplinary majors are available in following areas:

- Division of Arts: Humanities
- Division of Social Science: Environmental Studies, Social/Cultural Studies, Sustainable Resource Management
- Division of Science: Environmental Science, General Science

6.3 Minor

A minimum of 24 credit hours must be completed in a single discipline or interdisciplinary area other than that of the Major. Minors are available in the following areas:

- Division of Arts: Classics, English, French, Historical Studies, Humanities, Philosophy, Religious Studies
- Division of Social Science: Business, Canadian Studies, Environmental Studies, Folklore, Geography, Psychology, Social/Cultural Studies, Sociology; Tourism Studies
- Division of Fine Arts: Art History
- Division of Science: Environmental Science, Mathematics, Science

A candidate must follow the requirements for the Minor program as set forth in the Sir Wilfred Grenfell College section of the University Calendar.

As an alternative to a Minor, a second Major may be completed and students must meet all general and departmental or program regulations for both Majors.

Any student enrolled in the Sir Wilfred Grenfell College BA Degree with a Major in English who has completed the B.F.A. (Theatre) Degree at Sir Wilfred Grenfell College will be considered to have fulfilled the requirements for a Minor in Theatre.

6.4 Electives

Courses to make up the total of 120 credit hours, other than those required for the core program and Major/Minor requirements, may be chosen according to the following guidelines:

1. Any courses in arts, social science, science and fine arts
2. Up to 15 credit hours in other subject areas.

7 Regulations for the Honours Degrees of Bachelor of Arts and Bachelor of Science at Sir Wilfred Grenfell College

Programs are offered leading to the Honours Degrees of Bachelor of Arts and Bachelor of Science. An Honours degree requires, over and above the requirement of the General degree, a concentration at an advanced level in an approved field, consisting of a subject or subjects of specialization and/or related subjects, and a high quality of work throughout the program. An Honours degree is of distinct advantage to candidates who plan advanced

work or careers in their chosen fields and also to those who have a clear commitment to some special field of study. An Honours degree with first or second class standing is, in many cases, a prerequisite for admission to a graduate program.

7.1 Admission and Registration

1. Admission to the Honours degree is competitive and limited, depending upon available resources. Candidates should consult the criteria established for the program in question. To be considered for admission to an Honours program a candidate shall complete an "Application For Admission to the Honours Program" form. The application must be approved by the Program Chair of the Major before the candidates can be admitted to the program.

A candidate who wishes to enter an honours program is strongly advised to consult the Program Chair at the earliest possible date, as it may not be possible to complete the requirements for the degree in the normal time if the decision to embark on the program is delayed beyond the end of the second year.

2. Students who have been awarded the General Degree of Bachelor of Arts or Bachelor of Science at Sir Wilfred Grenfell College may convert it to an Honours Degree of Bachelor of Arts or Bachelor of Science by following procedure outlined in 1. above.
3. Before registering for any semester or any session, the candidate is strongly advised to consult with the Program Chair on the student's choice of courses. Failure to comply with this requirement may result in denial of access to certain courses.

Appendix B: English Language and Literature Courses

8 Division of Arts

8.1 Major in English Language and Literature

Program Chair: Dr. K. Jacobsen

The Major consists of 42 credit hours including an English Core and one of four possible concentrations.

8.1.1 English Core

1. English 1000 and 1001 or equivalent
2. English 2005, 2006, 2007, 3205 or 3206, 3395, 4105

8.1.2 Concentrations

Students must complete 18 credit hours in one of the following concentrations. Within each concentration, there must be a minimum of 6 credit hours at the 3000 level and 6 credit hours at the 4000 level.

1. Canadian Literature Concentration

English 2146, 4950 and 12 credit hours in Canadian Literature from the following selection: English 2155, 2156, 2905, 3145, 3147, 3148, 3149, 4307, 4825-35.

2. Dramatic Literature Concentration

English 2350, 2351, 3275, 4950 and 6 credit hours in Dramatic Literature from the following selection: English 3021, 3171, 3181, 3205 or 3206 (whichever course has not been used to fulfil the requirements of the English Core), 4302, 4305, 4307, 4308, 4316, 4317, 4836-44.

3. Modern Literature Concentration

English 3215, 3216, 4950 and 9 credit hours in Modern Literature from the following selection: English 2215, 2242, 2243, 2705, 2805, 2870, 2905, 3810, 3275, 3905, 4245, 4246, 4302, 4305, 4308, 4905.

4. Combined Concentration

A total of 18 credit hours from English Concentration Courses which must include:

- a. At least 6 credit hours from one of three concentrations (Canadian, Dramatic, Modern) as specified below and an English 4950 project within the area chosen:
 - Canadian Literature: 2146 and at least 3 additional credit hours in this concentration or
 - Dramatic Literature: 2350 or 2351 and at least 3 additional credit hours in this concentration or
 - Modern Literature: 3215 or 3216 and at least 3 additional credit hours in this concentration.
- b. At least 3 credit hours from each of the other two concentrations.

8.4 Minor Programs - Division of Arts

All minor programs require 24 credit hours

1. English Minor:

- a. Six credit hours at 1000 level in English
- b. Six credit hours chosen from English 2005, 2006 and 2007
- c. Three credit hours chosen from English 3205 or 3206
- d. Nine additional credit hours in English electives; 3 credit hours must be chosen from courses having an initial digit "3" or "4"

12.10 English Language and Literature

One of English 1000, 1050, the former 1100 and one of English 1001, 1051, 1110 are prerequisites for all other courses.

Students cannot receive credit for more than one of English 1000, 1050, 1080, the former 1100 or for more than one of 1001, 1051, 1101, 1102, 1103, and 1110.

A student cannot receive credit for more than 6 credit hours at the first year level. This includes unspecified transfer credits.

No students shall register in any course having an initial digit "3" unless they have successfully completed at least 6 credit hours in courses having an initial digit "2".

No students shall register in any course having an initial digit "4" unless they have successfully completed at least 6 credit hours in courses having an initial digit "3".

12.10.1 English Core Courses

1000

Introduction to English I

is an introduction to English literature and to the use of the English language with a particular emphasis on composition.

1001

Introduction to English II

is a continuation of the studies begun in English 1000.

PR: English 1000, English 1050, the former English 1100

1110

Comprehension, Writing and Prose Style

is an introduction to the analysis of prose and to writing for various purposes, including exposition.

CR: English 1020, English 1030, English 2010,

PR: English 1000, English 1050, English 1080, the former English 1100

2005

Literary Survey I (The beginnings to 1660)

introduces students to the major writers by detailed study of selected texts. The course will include such authors as Chaucer, Mallory, Shakespeare,

Spenser, Bacon, Webster, Donne and works such as Beowulf, the Old English Elegies and Gawaine and the Green Knight. Recommended for English specialization students that English 2005 be taken first in the English 2005-2006-2007 sequence.

CR: English 2000, English 2110

2006

Literary Survey II (1660-1837)

introduces students to the major writers by detailed study of selected texts. The course will include such authors as Dryden, Pope, Swift, Johnson, Fielding, Blake, Wordsworth, Austen, Byron, Keats and Shelley.

Recommended for English specialization students that English 2006 be taken second in the 2005-2006-2007 sequence.

2007

Literary Survey III (1837 to the present)

introduces students to the major writers by detailed study of selected texts. The course will include such authors as Tennyson, Browning, Arnold, Hardy, George Eliot, Dickens, Yeats, T.S. Eliot and Dylan Thomas. Recommended for English specialization students that English 2007 be taken third in the English 2005-2006-2007 sequence.

CR: English 2001, English 2111

3205

Shakespeare Survey

is a study of at least eight plays, two from each dramatic mode: comedy, history, tragedy, and romance.

PR: Two second-year English courses

UL: credit may be obtained for only two of English 3200, English 3201, English 3205, and English 3206

3206

Shakespeare and the Classical Tradition

is a study of the relationship between Shakespeare and his major classical sources, with a particular focus on the use of classical literature in the Renaissance.

PR: Two second-year English courses

UL: credit may be obtained for only two of English 3200, English 3201, English 3205, and English 3206

3395

The Literary Uses of English from the Earliest Times to the Present

is an exploration of the development of the English language, as evidenced by its literary uses.

CR: English 2401

4105

Critical Approaches and Theory

is a survey of critical approaches to English Literature, particularly those adopted by twentieth century readers. The course will attempt to give an account of the theories on which these approaches are based and some attention will be paid to the application of different approaches to specific works of literature.

CR: English 4101

4950

Individual Project in English

is an individual project of a creative, or a critical, or a research character on a topic which is subject to the approval of the Program Chair. The topic will be prepared under the supervision of a designated faculty member or members.

CR: English 4990

AR = Attendance requirement; CH = Credit hours are 3 unless otherwise noted; CO = Co-requisite(s); CR = Credit can be retained for only one course from the set(s) consisting of the course being described and the course(s) listed; LC = Lecture hours per week are 3 unless otherwise noted; LH = Laboratory hours per week; OR = Other requirements of the course such as tutorials, practical sessions, or seminars; PR = Prerequisite(s); UL = Usage limitation(s).

12.10.2 Dramatic Literature

2350

Introduction to Drama I

is a survey of the major plays in the history of western drama from the Greeks to the end of the eighteenth century.

CR: English 2350

2351

Introduction to Drama II

is a survey of the major plays in the history of western drama from the 19th Century to the present.

CR: English 2002

3021

English Drama to 1580

is a study of the development of English drama from the Middle Ages to 1580. The course may also consider the popular arts, such as folk plays and mumming.

3171

Anglo-Irish Drama

is a study of representative Anglo-Irish drama by such authors as Wilde, Shaw, Yeats, Synge, Lady Gregory, O'Casey, Behan, Friel and Molloy.

CR: English 3170, English 3180

3181

Drama of the Restoration and Eighteenth Century

is a study of major dramatic texts from 1660 to the end of the eighteenth century.

3275

Modern Drama (1830-1930)

is a study of western drama and performance during the period 1830-1930, with a focus on theatrical and dramatic texts and movements, as well as artistic, social, political, technological, and philosophical influences.

CR: the former English 3300, English 4300

4302

Contemporary British Drama

is a study of representative dramatic works of contemporary British drama.

4305

Contemporary Drama

is a study of modern and post-modern western drama and performance from 1930 to the present, with a focus on theatrical and dramatic texts and movements, as well as artistic, social, political, technological and philosophical influences. Recommended previous course: English 3275.

CR: English 4301, the former English 3301

4307

Contemporary Canadian Drama

is a study of contemporary drama and performance in Canada, focussing on texts representative of Canada's cultural and regional diversity.

CR: English 3156

4308

20th Century American Drama

is a study of American drama and performance from the turn of the century to the present, focussing on the theatre's historic role in the definition, reinforcement and scrutinizing of American mythology.

CR: English 3260

4317

Elizabethan-Jacobean Drama

is a survey of Shakespeare's dramatic rivals and the Elizabethan and Jacobean repertoires.

CR: English 3022

PR: English 3200 or English 3201

4836-4844

Special Topics in Drama

is supervised study in specialized areas of dramatic literature. Course topic, design, and requirements to be determined through consultation by the student with the instructor.

PR: permission of the instructor

AR = Attendance requirement; CH = Credit hours are 3 unless otherwise noted; CO = Co-requisite(s); CR = Credit can be retained for only one course from the set(s) consisting of the course being described and the course(s) listed; LC = Lecture hours per week are 3 unless otherwise noted; LH = Laboratory hours per week; OR = Other requirements of the course such as tutorials, practical sessions, or seminars; PR = Prerequisite(s); UL = Usage limitation(s).

12.10.3 Canadian Literature

2146

Canadian Prose after 1949

is a study of the outstanding works of Canadian prose from 1949 to the present.

CR: English 2150, English 2151, the former English 3146

PR: two first-year English courses

2155

Newfoundland Literature

is a study of Newfoundland literature with emphasis on representative writers since 1949.

CR: English 3155

2156

Canadian Short Stories

is a study of Canadian short stories which aims to give the student a heightened appreciation of individual short stories, and some sense of the range of Canadian accomplishment in the genre.

3145

Canadian Fiction to 1949

is a study of outstanding works of Canadian fiction from the beginnings to 1949.

3147

Canadian Poetry to 1949

is a study of representative Canadian poetry from the pre-confederation period to 1949.

3148

Canadian Poetry After 1949

is a study of Canadian poetry from 1949 to the present, with emphasis on the work of major poets and an examination of the various styles and theories of poetry developed during the period.

CR: English 4850

3149

Canadian Prose

is a study of selected works of Canadian prose, covering both fiction and non-fiction.

4307

Contemporary Canadian Drama

course description can be found in the dramatic literature list above.

CR: English 3156

4825-4835

Special Topics in Canadian Literature

is a variety of topics to be offered as resources permit.

AR = Attendance requirement; CH = Credit hours are 3 unless otherwise noted; CO = Co-requisite(s); CR = Credit can be retained for only one course from the set(s) consisting of the course being described and the course(s) listed; LC = Lecture hours per week are 3 unless otherwise noted; LH = Laboratory hours per week; OR = Other requirements of the course such as tutorials, practical sessions, or seminars; PR = Prerequisite(s); UL = Usage limitation(s).

12.10.4 Modern Literature

2215

American Literature to 1900

is a study of the historical origins and development of nineteenth century American Literature, concentrating on a selection of works within their political, social and artistic contexts.

CR: English 2214

2242

Science Fiction

is a survey of Science Fiction from its earliest days to the present. Subjects that will be considered include the evolution of the genre, the relations among humans, technology and multinational capitalism, and the significance of memory and space.

CR: English 2811

PR: successful completion a first-year English sequence

2243

Introduction to Humour in Literature

begins with a survey of humour theories from antiquity to the present, and proceeds to a study of various forms and strategies of humour through a selection of works in English. Students will study texts exploring the roles that humour plays in relation to topics such as transgression, iconoclasm, class, sexuality, gender, ethnicity, culture, politics and religion.

CR: English 2121

PR: 6 credit hours in first-year English

2705

Modern World Literature in Translation

is a study of modern world literature in English translation, with focus on writers of the twentieth century who have attained international stature.

2805**Women's Writing to 1900**

is a study of writing by women in the British Isles and North America from the Middle Ages to 1900, including such items as letters and journals as well as fiction, poetry, and drama.

CR: English 3810, English 3830 This credit restriction replaces the note in earlier calendars and is retroactive to September 1, 1993.

2870**Children's Literature**

is an introduction to literature written for children and young people. Beginning with an examination of the history of children's literature in the British Isles and North America, the course will focus on twentieth century and contemporary works, touching on a broad range of genres, audiences, and reading levels.

2905**Introduction to Creative Writing**

will introduce students to three main areas of creative writing: poetry, prose fiction, and creative non-fiction (travel writing, autobiography, journalism). Much of the emphasis will be on writing as a medium of communication. For this reason, some of the instruction will be the workshop system in which students act as each other's readers and audience.

PR: 6 credit hours in first-year English

3215**20th Century American Literature**

is study of American poetry and fiction from 1900 to 1960.

CR: English 4260, English 4261, English 4270

3216**20th Century British and Irish Literature**

is a study of British and Anglo-Irish poetry and fiction from 1900 to 1960.

3810**20th Century Non-Fiction Writing by Women**

is a study of twentieth century topical writing by women, including writing about social, political, and artistic and literary questions. Non-traditional as well as traditional genres will be studied.

CR: English 2805, English 3830 This credit restriction replaces the note in earlier calendars and is retroactive to September 1, 1993.

PR: English 2805 or permission of the instructor

3905**Creative Writing**

is a workshop course for aspiring writers of poetry and/or fiction. Limited enrolment. Applicants will be required to submit a sampling of their previous and current work.

PR: permission of the instructor

UL: credit may be obtained for only two of English 3900, English 3901, and English 3905

4245

Contemporary Fiction in English

is an in-depth study of a selection of recent short fiction and novels in English. The focus will be on recent developments in American, British, Irish and Commonwealth fiction (excluding Canadian).

4246

Contemporary Poetry in English

is an in-depth study of contemporary poetry in English. The focus will be on major poets and developments in the U.S.A., Britain, Ireland and the Commonwealth (excluding Canada) since 1945.

4905

Advanced Creative Writing

is a workshop course for creative writers who have demonstrated considerable talent and skill in poetry and/or prose fiction. Limited enrolment.

PR: permission of the instructor

AR = Attendance requirement; CH = Credit hours are 3 unless otherwise noted; CO = Co-requisite(s); CR = Credit can be retained for only one course from the set(s) consisting of the course being described and the course(s) listed; LC = Lecture hours per week are 3 unless otherwise noted; LH = Laboratory hours per week; OR = Other requirements of the course such as tutorials, practical sessions, or seminars; PR = Prerequisite(s); UL = Usage limitation(s).

12.10.5 English Courses for Non-Major Students

2010

Comprehension Writing and Prose Style (I)

will chiefly emphasize the development of (a) the capacity to understand and appreciate the varieties of prose through close analysis of a wide range of examples, and (b) the ability to write expository and other kinds of prose.

CR: English 1110

3110

Greek Literature in Translation

is representative readings in English of the principal literary forms of Classical Greece. The literary achievement of the Greeks and their contributions to Western letters and culture.

CR: Classics 3110

3111

Latin Literature in Translation

is representative readings in English of the principal literary forms of Republican and Imperial Rome. The literary achievement of the Romans and their contribution to Western letters and culture.

CR: Classics 3111

AR = Attendance requirement; CH = Credit hours are 3 unless otherwise noted; CO = Co-requisite(s); CR = Credit can be retained for only one course from the set(s) consisting of the course being described and the course(s) listed; LC = Lecture hours per week are 3 unless otherwise noted; LH = Laboratory hours per week; OR = Other requirements of the course such as tutorials, practical sessions, or seminars; PR = Prerequisite(s); UL = Usage limitation(s).

Appendix C: Table of
Enrollments from Intersession
1999-Winter 2010

Table of Enrollments

Year: 1999-2000

Fall 1999	Course	Enrollment	Avg. Class Size
1 st year	1000 (X 11)	439	Avg. 39.9
	1001	35	Avg. 35
1 st year	Tot. Sections: 12	Total: 474	Avg. 39.5
2 nd year	2006	24	
	2152	18	
	2155	30	
	2215	11	
	2350	23	
2 nd year	Tot. Sections: 5	Total: 106	Avg. 21.2
3 rd /4 th year	3146	5	
	3200	30	
	3216	13	
	3275	14	
	4105	9	
	4245	6	
	4950	Total: 5	
3/4 th year	Tot. Sections: 6	Total: 77	Avg. 12.8
Fall 1999	Tot. Sections: 23	Total: 662	Avg. 28.8
Winter 2000	Course	Enrollment	Avg. Class Size
1 st year	1000	33	Avg. 33
	1001 (X 10)	342	Avg. 34.2
1 st year	Tot. Sections: 11	Total: 375	Avg. 34.1
2 nd year	2005	20	
	2007	22	
	2156	15	
	2351	14	
	2805	8	
2 nd year	Tot. Sections: 5	Total: 79	Avg. 15.8
3 rd /4 th year	3148	12	
	3201	19	
	3215	14	
	3395	13	
	3905	13	
	4305	15	
	4825	8	
		4950	Total: 8
3 rd /4 th year	Tot. Sections: 7	Total: 94	Avg. 13.4
Winter 2000	Tot. Sections: 23	Total: 556	Avg. 24.2
1999-2000	Tot. Sections: 46	Total: 1218	Avg. 26.5

Year: 2000-2001

Fall 2000	Course	Enrollment	Avg. Class Size
1 st year	1000 (X 13) 1001	441 32	Avg. 33.9 Avg. 32
1 st year	Tot. Sections: 14	Total: 473	Avg. 33.8
2 nd year	2005 2152 2155 2215 2350	38 32 18 22 39	
2 nd year	Tot. Sections: 5	Total: 149	Avg. 29.8
3 rd /4 th year	3146 3200 3216 3275 4105	7 26 11 20 18	
	4950	Total: 3	
3/4 th year	Tot. Sections: 5	Total: 82	Avg. 16.4
Fall 2000	Tot. Sections: 24	Total: 707	Avg. 29.5
Winter 2001	Course	Enrollment	Avg. Class Size
1 st year	1000 1001 (X 11)	30 367	Avg. 30 Avg. 33.5
1 st year	Tot. Sections: 12	Total: 397	Avg. 33.1
2 nd year	2006 2007 2156 2351 2811	31 33 32 29 35	
2 nd year	Tot. Sections: 5	Total: 160	Avg. 32
3 rd /4 th year	3148 3201 3215 3395 3905 4305 4826	9 33 8 12 10 17 10	
	4950	Total: 8	
3 rd /4 th year	Tot. Sections: 7	Total: 99	Avg. 14.1
Winter 2001	Tot. Sections: 24	Total: 664	Avg. 27.7
2000-2001	Tot. Sections: 48	Total: 1371	Avg. 28.6

Year: 2001-2002

Fall 2001	Course	Enrollment	Avg. Class Size
1 st year	1000 (X 12)	394	Avg. 33
	1001	33	Avg. 33
1 st year	Tot. Sections: 13	Total: 427	Avg. 32.8
2 nd year	2005	36	
	2152	34	
	2155	32	
	2213	15	
	2350	32	
2 nd year	Tot. Sections: 5	Total: 149	Avg. 29.8
3 rd /4 th year	3145	11	
	3200	37	
	3216	15	
	3275	20	
	4105	12	
	4950	Total: 7	
3/4 th year	Tot. Sections: 5	Total: 95	Avg. 19
Fall 2001	Tot. Sections: 23	Total: 678	Avg. 29.5
Winter 2002	Course	Enrollment	Avg. Class Size
1 st year	1000	28	Avg. 28
	1001 (X 10)	332	Avg. 33.2
1 st year	Tot. Sections: 11	Total: 360	Avg. 32.7
2 nd year	2006	35	
	2007	20	
	2156	29	
	2351	30	
	2705	18	
2 nd year	Tot. Sections: 5	Total: 132	Avg. 26.4
3 rd /4 th year	3146	22	
	3201	32	
	3395	14	
	3905	10	
	4245	10	
	4305	23	
	4826	12	
	4950	Total: 8	
3 rd /4 th year	Tot. Sections: 7	Total: 123	Avg. 17.6
Winter 2002	Tot. Sections: 23	Total: 623	Avg. 27.1
2001-2002	Tot. Sections: 46	Total: 1301	Avg. 28.3

Year: 2002-2003

Fall 2002	Course	Enrollment	Avg. Class Size
1 st year	1000 (X 12) 1001	379 33	Avg. 31.5 Avg. 33
1 st year	Tot. Sections:13	Total: 412	Avg. 31.7
2 nd year	2005 2146 2155 2242 2350	39 21 31 35 25	
2 nd year	Tot. Sections: 5	Total: 151	Avg. 30.2
3 rd /4 th year	3148 3205 3215 3275 4105	15 30 12 22 13	
Read. Course	3110 (Parker)	1	
	4950	Total: 7	
3/4 th year	Tot. Sections: 5	Total: 93	Avg. 18.6
Fall 2002	Tot. Sections: 23	Total: 663	Avg. 28.8
Winter 2003	Course	Enrollment	Avg. Class Size
1 st year	1000 (X 2) 1001 (X 10)	66 292	Avg. 33 Avg. 29.2
1 st year	Tot. Sections: 12	Total: 358	Avg. 29.8
2 nd year	2006 2007 2156 2215 2351	36 36 33 16 24	
2 nd year	Tot. Sections: 5	Total: 145	Avg. 29
3 rd /4 th year	3149 3171 3395 3905* 4246 4317 4826 4905*	19 18 24 6 8 19 12 1	
Read. Course	3111 (Parker)	1	
	4950	Total: 5	
3 rd /4 th year	Tot. Sections: 8	Total: 107	Avg. 13.4
Winter 2003	Tot. Sections: 24	Total: 615	Avg. 25.6
2002-2003	Tot. Sections: 47	Total: 1278	Avg. 27.2

*Indicates Split Section of 3905/4905

Year: 2003-2004

Fall 2003	Course	Enrollment	Avg. Class Size
1 st year	1000 (X 13)	451	Avg. 35
	1001	38	Avg. 38
1 st year	Tot. Sections: 14	Total: 489	Avg. 34.9
2 nd year	2005	36	
	2146	26	
	2155	33	
	2350	32	
	2870	33	
2 nd year	Tot. Sections: 5	Total: 160	Avg. 32
3 rd /4 th year	3145	16	
	3205	38	
	3216	11	
	3275	21	
	4105	14	
	4950	Total: 8	
3/4 th year	Tot. Sections: 5	Total: 100	Avg. 20
Fall 2003	Tot. Sections: 24	Total: 757	Avg. 31.5
Winter 2004	Course	Enrollment	Avg. Class Size
1 st year	1000	33	Avg. 33
	1001 (X 10)	348	Avg. 34.8
1 st year	Tot. Sections: 11	Total: 358	Avg. 32.5
2 nd year	2006	36	
	2007	39	
	2156	29	
	2242	26	
	2351	25	
2 nd year	Tot. Sections: 5	Total: 155	Avg. 31
3 rd /4 th year	3148	9	
	3206	26	
	3395	23	
	3905	14	
	4245	11	
	4308	21	
	4826	18	
	4950	Total: 5	
3 rd /4 th year	Tot. Sections: 7	Total: 122	Avg. 17.4
Winter 2004	Tot. Sections: 23	Total: 640	Avg. 27.8
2003-2004	Tot. Sections: 47	Total: 1397	Avg. 29.7

Year: 2004-2005

Fall 2004	Course	Enrollment	Avg. Class Size
1 st year	1000 (X 12)	420	Avg. 35
	1001	36	Avg. 36
	1020	2	Avg. 2
1 st year	Tot. Sections: 14	Total: 458	Avg. 29.6
2 nd year	2005	37	
	2146	25	
	2155	36	
	2350	34	
	2705	25	
2 nd year	Tot. Sections: 5	Total: 157	Avg. 31.4
3 rd /4 th year	3147	13	
	3205	43	
	3215	22	
	3275	19	
	4105	26	
	4950	Total: 5	
3/4 th year	Tot. Sections: 5	Total: 123	Avg. 24.6
Fall 2004	Tot. Sections: 24	Total: 743	Avg. 31
Winter 2005	Course	Enrollment	Avg. Class Size
1 st year	1000	34	Avg. 33
	1001 (X 10)	338	Avg. 33.8
1 st year	Tot. Sections: 11	Total: 372	Avg. 33.8
2 nd year	2006	34	
	2007	32	
	2156 (G. Pike)	24	
	2156 (Maggs)	27	
	2351	40	
	2805	23	
Read. Course	2213 (Thackray)	1	
2 nd year	Tot. Sections: 6	Total: 181	Avg. 30.2
3 rd /4 th year	3148	15	
	3181	36	
	3395	24	
	3905*	3	
	4246	11	
	4305	14	
	4825	15	
	4905*	8	
		4950	Total: 19
3 rd /4 th year	Tot. Sections: 7	Total: 126	Avg. 18
Winter 2005	Tot. Sections: 24	Total: 698	Avg. 29.1
2004-2005	Tot. Sections: 47	Total: 1441	Avg. 30

*Indicates Split Section of English 3905/4905

Year: 2005-2006

Fall 2005	Course	Enrollment	Avg. Class Size
1 st year	1000 (X 12)	415	Avg. 34.5
	1001	36	Avg. 36
	1020	1	Avg. 1
1 st year	Tot. Sections: 14	Total: 452	Avg. 32.3
2 nd year	2005	34	
	2146	36	
	2155	36	
	2242	35	
	2350	37	
2 nd year	Tot. Sections: 5	Total: 178	Avg. 35.6
3 rd /4 th year	3149	16	
	3205	40	
	3216	13	
	3275	23	
	3810	8	
	4105	17	
	4950	Total: 8	
3/4 th year	Tot. Sections: 6	Total: 117	Avg. 19.5
Fall 2005	Tot. Sections: 25	Total: 755	Avg. 30.2
Winter 2006	Course	Enrollment	Avg. Class Size
1 st year	1000	37	Avg. 37
	1001 (X 10)	338	Avg. 33.8
1 st year	Tot. Sections: 11	Total: 375	Avg. 34.1
2 nd year	2006	32	
	2007	27	
	2156	35	
	2215	33	
	2351	38	
2 nd year	Tot. Sections: 5	Total: 165	Avg. 33
3 rd /4 th year	3148	10	
	3206	41	
	3395	12	
	3905*	8	
	4245	4	
	4307	32	
	4826	10	
	4905*	1	
Read. Course	4105 (Thackray)	1	
	4950	Total: 8	
3 rd /4 th year	Tot. Sections: 7	Total: 127	Avg. 18.1
Winter 2006	Tot. Sections: 23	Total: 675	Avg. 29.3
2005-2006	Tot. Sections: 48	Total: 1430	Avg. 29.8

*Indicates Split Section of English 3905/4905

Year: 2006-2007

Fall 2006	Course	Enrollment	Avg. Class Size
1 st year	1000 (X 12) 1001	418 29	Avg. 34.8 Avg.29
Read. Course	1020 (Hedd)	1	
1 st year	Tot. Sections:14	Total: 448	Avg. 32
2 nd year	2005 2146 2155 2350 2705	34 34 37 32 23	
2 nd year	Tot. Sections: 5	Total: 160	Avg. 32
3 rd /4 th year	3149 3205 3215 3275 4105	7 35 13 26 17	
Read. Course	3181 (Jacobsen)	3	
	4950	Total: 3	
3/4 th year	Tot. Sections: 5	Total: 101	Avg. 20.2
Fall 2006	Tot. Sections: 24	Total: 712	Avg. 30
Winter 2007	Course	Enrollment	Avg. Class Size
1 st year	1000 (X 2) 1001 (X 10)	41 304	Avg. 20.5 Avg. 30.4
1 st year	Tot. Sections: 12	Total: 345	Avg. 28.8
2 nd year	2006 2007 2156 2242 2351	34 34 37 35 29	
2 nd year	Tot. Sections: 5	Total: 169	Avg. 33.8
3 rd /4 th year	3148 3395 3905 4246 4305 4317 4827	19 20 5 12 20 21 7	
Read. Course	4105 (Thackray)	1	
	4950	Total: 13	
3 rd /4 th year	Tot. Sections: 7	Total: 105	Avg. 15
Winter 2007	Tot. Sections: 24	Total: 632	Avg. 26.3
2006-2007	Tot. Sections: 48	Total: 1344	Avg. 28

Year: 2007-2008

Fall 2007	Course	Enrollment	Avg. Class Size
1 st year	1000 (X 12)	384	Avg. 32
	1001	36	Avg. 36
1 st year	Tot. Sections: 13	Total: 420	Avg. 32.3
2 nd year	2005	31	
	2121	28	
	2146	22	
	2155	36	
	2350	40	
2 nd year	Tot. Sections: 5	Total: 157	Avg. 31.4
3 rd /4 th year	3148	10	
	3205	37	
	3216	14	
	3275	18	
	3905	4	
	4105	12	
	4950	Total: 1	
3/4 th year	Tot. Sections: 6	Total: 95	Avg. 15.8
Fall 2007	Tot. Sections: 24	Total: 673	Avg. 28
Winter 2008	Course	Enrollment	Avg. Class Size
1 st year	1000	34	Avg. 34
	1001 (X 10)	313	Avg. 31.3
1 st year	Tot. Sections: 11	Total: 347	Avg. 31.5
2 nd year	2006	25	
	2007	20	
	2156	31	
	2215	18	
	2351	30	
2 nd year	Tot. Sections: 5	Total: 124	Avg. 24.8
3 rd /4 th year	3145	12	
	3147	4	
	3181	21	
	3395	18	
	4245	5	
	4307	14	
	4827	9	
	4905	7	
		4950	Total: 13
3 rd /4 th year	Tot. Sections: 8	Total: 90	Avg. 11.3
Winter 2008	Tot. Sections: 24	Total: 574	Avg. 23.9
2007-2008	Tot. Sections: 48	Total: 1247	Avg. 26

Year: 2008-2009

Fall 2008	Course	Enrollment	Avg. Class Size
1 st year	1000 (X 11)	364	Avg. 33.1
	1001	33	Avg. 33
1 st year	Tot. Sections:12	Total: 397	Avg. 33.1
2 nd year	2005	28	
	2146	33	
	2155	33	
	2350	23	
	2805	15	
	2905	18	
2 nd year	Tot. Sections: 6	Total: 150	Avg. 25
3 rd /4 th year	3149	20	
	3205	32	
	3215	6	
	3275	23	
	4105	16	
	4950	Total: 2	
3/4 th year	Tot. Sections: 5	Total: 97	Avg. 19.4
Fall 2008	Tot. Sections: 23	Total: 646	Avg. 28.1
Winter 2009	Course	Enrollment	Avg. Class Size
1 st year	1000	22	Avg. 22
	1001 (X 10)	305	Avg. 30.5
1 st year	Tot. Sections: 11	Total: 327	Av. 29.7
2 nd year	2006	22	
	2007	29	
	2156	34	
	2215	13	
	2351	31	
2 nd year	Tot. Sections: 5	Total: 129	Avg. 25.8
3 rd /4 th year	3148	15	
	3206	30	
	3395	18	
	3905	6	
	4246	7	
	4305	17	
	4827	5	
Read. Course	3215 (Jacobsen)	1	
	4950	Total: 7	
3 rd /4 th year	Tot. Sections: 7	Total: 99	Avg. 14.1
Winter 2009	Tot. Sections: 23	Total: 562	Avg. 24.4
2008-2009	Tot. Sections: 46	Total: 1208	Avg. 26.3

Year: 2009-2010

Fall 2009	Course	Enrollment	Avg. Class Size
1 st year	1000 (X 11) 1001	349 34	Avg. 31.7 Avg. 34
1 st year	Tot. Sections:12	Total: 383	Avg. 31.9
2 nd year	2005 2146 2155 2243 2350 2905	25 16 33 24 28 18	
Read. Course	2005 (Sherlow)	1	
2 nd year	Tot. Sections: 6	Total: 145	Avg. 24
3 rd /4 th year	3148 3205 3216 3275 4105	7 28 13 20 12	
	4950	Total: 8	
3/4 th year	Tot. Sections: 5	Total: 80	Avg. 16
Fall 2009	Tot. Sections: 23	Total: 616	Avg. 26.8
Winter 2010	Course	Enrollment	Avg. Class Size
1 st year	1000 1001 (X 10)	37 255	Avg. 37 Avg. 25.5
Read. Course	1000 (Jacobsen)	1	
1 st year	Tot. Sections: 11	Total: 293	Avg. 26.6
2 nd year	2006 2007 2156 2242 2351 2705	27 25 34 29 20 14	
2 nd year	Tot. Sections: 6	Total: 149	Avg. 24.8
3 rd /4 th year	3149 3395 4245 4307 4317 4828	15 12 13 21 17 5	
	4950	Total: 5	
3 rd /4 th year	Tot. Sections: 6	Total: 83	Avg. 13.8
Winter 2010	Tot. Sections: 23	Total: 530	Avg. 23
2009-2010	Tot. Sections: 46	Total: 1146	Avg. 24.9

Intersession Courses

Intersession/Summer 1999

Course	Enrollment	Instructor
1000	5	Tony Fabijancic
1001	6	Stephanie Lewis
2152	18	Tony Fabijancic

Intersession/Summer 2000

Course	Enrollment	Instructor
1000	14	Stephanie Lewis
1001	11	Stephanie McKenzie
2010	16	Stephanie Lewis
2156 (Reading Course)	1	N/A
2705	6	Stephanie McKenzie
3275 (Reading Course)	1	N/A
4950	1	N/A

Intersession/Summer 2001

Course	Enrollment	Instructor
1000	6	Stephanie McKenzie
1001	12	Stephanie McKenzie
2010	11	Stephanie McKenzie
3395 (Reading Course)	1	Holly Pike
4950	1	Ken Jacobsen

Intersession/Summer 2002

Course	Enrollment	Instructor
2010	17	Lois Sherlow

Intersession/Summer 2003

Course	Enrollment	Instructor
1000	7	Ken Jacobsen
1001	6	Ken Jacobsen
4950	1	Lois Sherlow

Intersession/Summer 2005

Course	Enrollment	Instructor
1000	10	Stephanie McKenzie
1001	6	Stephanie McKenzie
4950	1	Marc Thackray

Intersession/Summer 2006

Course	Enrollment	Instructor
1000	6	Ken Jacobsen
1001	6	Ken Jacobsen

Intersession/Summer 2007

Course	Enrollment	Instructor
1000	4	Jennifer Hedd
1001	4	Jennifer Hedd
3215	9	Marc Thackray

Intersession/Summer 2008

Course	Enrollment	Instructor
2870	22	Ken Jacobsen

Intersession/Summer 2009

Course	Enrollment	Instructor
2242	18	Adam Beardsworth

Appendix D: Upper Level
Course Allocations and
Registrations 1999-2010

Course # Instructor *not on active roster	W/int 2005	Int/ Sum 2005	Fall 2005	Wm 2006	Int/ Sum 2006	Fall 2006	W/int 2007	Int/ Sum 2007	Fall 2007	W/int 2008	Int/ Sum 2008	Fall 2008	W/int 2009	Int/ Sum 2009	Fall 2009	W/int 2010
English 2005 M. Ware* K. Jacobsen L. Sherlow			34			34			31			28			25 + RC1	
English 2006 H. Pike S. McKenzie A. Fowler# H. Wellman	34			32			34			25			22			27
English 2007 R. Maggs* T. Fabijancic P. Grant A. Beardsworth	32			27			34			20			29			25
English 2010 S. Lewis* S. McKenzie L. Sherlow																
English 2121 P. Grant									28							
English 2146 J. Steffler* P. Chafe* S. McKenzie H. Wellman			36			34			22			33			16	

Course # Instructor *not on active roster	Int/ Sum. 1999	Fall 1999	Wint 2000	Int/ Sum 2000	Fall 2000	Wint 2001	Int/ Sum 2001	Fall 2001	Wint 2002	Int/ Sum 2002	Fall 2002	Wint 2003	Int/ Sum 2003	Fall 2003	Wint 2004	Fall 2004
English 2155 R. Maggs* G. Pike* A. Fowler* H. Wellman		30			18			32			31			33		36
English 2156 S. McKenzie T. Fabijancic M. Ware* G.Pike* R. Maggs* P. Chate* H. Wellman			15	RC 1		32			29			33		29		
English 2213 B. Rose*								15								
English 2215 M. Thackray P. Grant		11			22							16				
English 2242 T. Fabijancic M. Thackray A. Beardsworth											35			26		
English 2243 P. Grant																
English 2350 K. Jacobsen L. Sherlow		23			39			32			25			32		34
English 2351 L. Sherlow G. McInnis*			14			29			30			24			25	

Course # Instructor *not on active roster	Wint 2005	Int/ Sum 2005	Fall 2005	Wint 2006	Int/ Sum 2006	Fall 2006	Wint 2007	Int/ Sum 2007	Fall 2007	Wint 2008	Int/ Sum 2008	Fall 2008	Wint 2009	Int/ Sum 2009	Fall 2009	Wint 2010
English 2155 R. Maggs* G. Pike* A. Fowler* H. Wellman			36			37			36			33			33	
English 2156 S. McKenzie T. Fabijancic M. Ware* G.Pike* R. Maggs* P. Chate* H. Wellman				35			37			31			34			34
English 2215 M. Thackray P. Grant				33						18			13			
English 2242 T. Fabijancic M. Thackray A. Beardsworth			35				35							18		29
English 2243 P. Grant														24		
English 2350 K. Jacobsen L. Sherlow			37			32			40			23			28	
English 2351 L. Sherlow G. McInnis*	40			38			29			30			31			

Course # Instructor *not on active roster	Int/ Sum. 1999	Fall 1999	Wint 2000	Int/ Sum 2000	Fall 2000	Wint 2001	Int/ Sum 2001	Fall 2001	Wint 2002	Int/ Sum 2002	Fall 2002	Wint 2003	Int/ Sum 2003	Fall 2003	Wint 2004	Fall 2004
English 2705 S. McKenzie B. Rose* T. Fabijancic A. Beardsworth				6					18							25
English 2805 H. Pike S. McKenzie			8													23
English 2811 T. Fabijancic						35										
English 2870 H. Pike K. Jacobsen														33		
English 2905 T. Fabijancic S. McKenzie																
English 3021																
English 3145 M. Ware* S. McKenzie								11						16		
English 3146 J. Steffler* R. Maggs*		5			7				22							

Course # Instructor *not on active roster	Int/ Sum. 1999	Fall 1999	Wint 2000	Int/ Sum 2000	Fall 2000	Wint 2001	Int/ Sum 2001	Fall 2001	Wint 2002	Int/ Sum 2002	Fall 2002	Wint 2003	Int/ Sum 2003	Fall 2003	Wint 2004	Fall 2004
English 3147 S. McKenzie S. Ganz*																13
English 3148 R. Maggs* J. Steffler* S. McKenzie			12								15				9	
English 3149 R. Maggs* S. McKenzie												19				
English 3171 L. Sherlow												18				
English 3181 L. Sherlow K. Jacobsen																
English 3200 K. Jacobsen		30			26			37								
English 3201 K. Jacobsen			19			33			32							
English 3205 K. Jacobsen L. Sherlow											30			38		43

Course # Instructor *not on active roster	Wint 2005	Int/ Sum 2005	Fall 2005	Wint 2006	Int/ Sum 2006	Fall 2006	Wint 2007	Int/ Sum 2007	Fall 2007	Wint 2008	Int/ Sum 2008	Fall 2008	Wint 2009	Int/ Sum 2009	Fall 2009	Wint 2010
English 3147 S. McKenzie S. Ganz*										4						
English 3148 R. Maggs* J. Steffler* S. McKenzie	15			10			19		10				15		7	
English 3149 R. Maggs* S. McKenzie			16			7						20				15
English 3171 L. Sherlow																
English 3181 L. Sherlow K. Jacobsen	36					RC 3				21						
English 3200 K. Jacobsen																
English 3201 K. Jacobsen																
English 3205 K. Jacobsen L. Sherlow			40			35			37			32				

Course # Instructor *not on active roster	Int/ Sum. 1999	Fall 1999	Wint 2000	Int/ Sum 2000	Fall 2000	Wint 2001	Int/ Sum 2001	Fall 2001	Wint 2002	Int/ Sum 2002	Fall 2002	Wint 2003	Int/ Sum 2003	Fall 2003	Wint 2004	Fall 2004
English 3206 K. Jacobsen															26	
English 3215 M. Thackray P. Grant B. Rose*			14			8								12		22
English 3216 T. Fabijancic A. Beardsworth		13			11			15								11
English 3275 L. Sherlow G. McInnis*		14		RC1	20			20						22		21
English 3395 H. Pike K. Jacobsen			13			12	RC 1		14			24				23
English 3810 H. Pike S. McKenzie																
English 3905 J. Steffler* R. Maggs* T. Fabijancic S. McKenzie			13			10			10			6			14	
English 4105 H. Pike M. Thackray T. Fabijancic		9			18			12			13			14		26

Course # Instructor *not on active roster	Wint 2005	Int/ Sum 2005	Fall 2005	Wint 2006	Int/ Sum 2006	Fall 2006	Wint 2007	Int/ Sum 2007	Fall 2007	Wint 2008	Int/ Sum 2008	Fall 2008	Wint 2009	Int/ Sum 2009	Fall 2009	Wint 2010
English 3206 K. Jacobsen				41									30			
English 3215 M. Thackray P. Grant K. Jacobsen						13		9				6	RC1			
English 3216 T. Fabijancic A. Beardsworth			13						14						13	
English 3275 L. Sherlow G. McInnis*			23			26			18			23			20	
English 3395 H. Pike K. Jacobsen	24			12			20			18			18			12
English 3810 H. Pike S. McKenzie			8													
English 3905 J. Steffler* R. Maggs* T. Fabijancic S. McKenzie	3			8			5		4							
English 4105 H. Pike M. Thackray T. Fabijancic			17	RC1		17	RC 1		12			16			12	

Course # Instructor *not on active roster	Wint 2005	Int/ Sum 2005	Fall 2005	Wint 2006	Int/ Sum 2006	Fall 2006	Wint 2007	Int/ Sum 2007	Fall 2007	Wint 2008	Int/ Sum 2008	Fall 2008	Wint 2009	Int/ Sum 2009	Fall 2009	Wint 2010
English 4245 T. Fabjancic M. Thackray				4						5						13
English 4246 M. Thackray A. Beardsworth	11						12						7			
English 4302																
English 4305 L. Sherlow G. McInnis	14						20						17			
English 4307 L. Sherlow				32						14						21
English 4308 G. McInnis																
English 4317 K. Jacobsen							21									
English 4825 R. Maags	15															17
English 4826 M. Ware				10												
English 4827 A. Fowler							7			9			5			
English 4828 S. McKenzie																5
English 4950 J. Steffler R. Maags	8			1						7						

Appendix E: Table of Graduates 1996-2009

Table of Graduates -- English SWGC

Academic Year	Number of Graduates
1995-1996	8
1996-1997	9
1997-1998	19
1998-1999	11
1999-2000	12
2000-2001	11
2001-2002	13
2002-2003	6
2003-2004	11
2004-2005	22
2005-2006	13
2006-2007	13
2007-2008	17
2008-2009	7
	Total: 172
	Avg. per year: 12.3

Appendix F: English Programme Unit Budget

Appendix G: Ferriss Hodgett Library Report

English Programme Review
Ferriss Hodgett Library Report

Prepared by

Louise McGillis

Associate University Librarian (SWGC)

February 4, 2010

Services

Library Instruction

In the fall of 2008 the Ferriss Hodgett Library and English Faculty worked together to put in place an information literacy component for all first year students. The session was delivered by the public services librarian as a fifty minute interactive lecture in English 1000 and covered topics including: understanding how to distinguish between popular and scholarly material, understanding the fee (article indexes and ejournals) vs. the free Internet and an overview of plagiarism. The session was given again in the fall of 2009 and expanded at that time to include a graded assignment. This interactive lecture will now be a regular component of the English 1000 course.

The library also provides library instruction in the use of the library catalogue, and the MLA bibliography, as well as specialty topics such as MLA formatting for citing poetry.

Intercampus Loans / Document Delivery

As a branch of the Memorial University Library system, the Ferriss Hodgett Library is able to provide faculty, staff and students with prompt access via intercampus loan, to the extensive research collections in St. John's, including the Centre for Newfoundland Studies and the Queen Elizabeth II Library. The

Library also provides access to material in the collections, primarily across Canada, through our document delivery services.

Library Outreach

In 2008 the library automated book ordering services. As a result, twice yearly new book lists are emailed directly to each faculty member with a numbered list of items added to the collection. English Faculty are encouraged to review the list and contact library staff to have select titles sent directly to their office. Through these email notifications and via individual and group meetings faculty are also encouraged to send along title suggestions. Those who do submit titles for purchase are notified by email when that title arrives in the library.

To increase use of the literature collection more visible book display areas have been created and more timely displays mounted. In the fall of 2009, the library had a display of Giller nominees and past winners. Once the shortlist was announced, the library (via email) launched its own "Guess the Giller" contest. Many of the books were borrowed directly from the display and a good number of faculty and students participated in the contest.

Collections

Print Monograph Collection

The Ferriss Hodgett Library has a basic undergraduate collection of books to support the English Programme at Sir Wilfred Grenfell College. The areas covered by the collection include British, American, Canadian (including Newfoundland) historical, modern, contemporary, fiction, poetry and drama. In these areas, there are over 19,000 books in the collection. Despite the growth of electronic books and journals, the print book collection in literature remains very important and heavily used. Literature books have the highest circulation figures of any subject in the collection and in the past year circulation figures for literature material have increased by 22%.

The Ferriss Hodgett Library began a Graphic Novel Collection in 2008. We currently have over 200 titles and are continuing to build the collection. Graphic Novels support many of the college's programs, including English. The collection is proving quite popular with over 80% of the titles in the collection having circulated at least once.

Electronic Monograph Collection

In addition to the print collection in the Ferriss Hodgett Library, full-text online access to thousands of titles in English literature is also available through the Memorial University Libraries electronic book collections.

Electronic Reference Sources

The library has a growing collection of electronic reference works, a few of those most useful for English faculty and students, available via the library catalogue, include:

Oxford English Dictionary Online - Provides authoritative definitions of over 500,000 words, traces the usage of words from their first recorded occurrence to the modern period through 2.5 million quotations from a wide range of international language sources and provides etymological analysis and detailed listings of variant spellings

Contemporary Literary Criticism (1973- present) contains full text critical commentary and general information of the works of today's novelists, poets, playwrights, short story writers, scriptwriters and other creative writers.

Oxford Companion to Shakespeare - The best single-volume reference source on Shakespeare.

Film and Video Collections

The Library has over 200 videos / dvds in all areas of English Literature with more than 50 titles focusing specifically on Shakespeare.

The Library also has a subscription to Theatre in Video – streaming video to more than 250 definitive performances of the world's leading plays. This collection is available via the library catalogue.

Article Indexes

To facilitate locating journal literature, online access is provided to the following electronic article indexes for English:

Academic search premier, 1965-

Humanities international complete, 1925-

Humanities and social sciences index retrospective, 1907-1984

JSTOR: the scholarly journal archive

MLA international bibliography, 1926-

PAB: Newfoundland periodical article bibliography

Web of Science Citation Databases, 1998-

Wilson Omnifile, 1982-

World Shakespeare Bibliography, 1963-

Journal Collections

The Ferriss Hodgett Library has full-text online access to over 500 online journals in literature via the Memorial University Libraries ejournal collection. In addition, the Ferriss Hodgett Library has paper subscriptions to a small selection of paper journals, including: Antigonish Review, English Studies in Canada, Canadian Theatre Review, Event, The Fiddlehead, Journal of Canadian Poetry, Journal of Dramatic Theory and Criticism, Malahat Review and Studies in Canadian Literature.

Appendix H: Draft of English Programme Honours Proposal

English 2009
English 3205 or 3206
English 3395
English 3105 or 4105
Three credit hours in Genre Courses

Concentrations 15 credit hours

The current structure of concentrations would remain largely intact, with three exceptions:

- a) Honours students would complete ENGL 4951 and ENGL 4959 in place of ENGL 4950. In the current B.A. regulations ENGL 4950 is listed under the Concentrations. In the proposed Honours regulations, 4951 and 4959 are listed under the Honours Component.
- b) A new course in Modern Literature would be proposed, ENGL 3217 – Modern World Literature in English(es)*, which would cover non-British, non-Canadian, and non-American literature in this period. This course would be put in rotation with ENGL 3215 – 20th Century American Literature in the Fall Semester.
- c) Honours Students would not be permitted to do the Combined option, but would have to choose from among Dramatic, Canadian, and Modern.
- d) A fifth Concentration in Creative and Professional Writing would be proposed. Current courses that fit into this category are 2010, 2905, 3905, and 4905. The addition of this Concentration would require dedicated workshop courses in poetry, fiction, non-fiction, playwrighting, and screenwriting.

1) Dramatic Literature:

Required: 2350, 2351, 3275

Additional: (six credit hours) 3021, 3171, 3181, 3205/3206, 4302, 4305, 4307, 4308, 4316, 4317, 4813

2) Canadian Literature:

Required: 2146, 3147 or 3148

Additional: (12 credit hours, 6 at 3000-level, 3 at 4000-level) 2155, 2156, 2905, 3145, 3147, 3148, 3149, 3905, 4307, 4825, 4826, 4905

3) Modern Literature

Required: two of the following: (3215, 3216, 3217*)

Additional: (9 credit hours, 3 at 4000-level) 2214, 2242, 2243, 2705, 2805, 2870, 2905, 3275, 3810, 3905, 4245, 4246, 4302, 4305, 4308, 4905

4) Creative and Professional Writing

Required: 2010, 2905

Additional: (12 credit hours, 6 at 3000-level, 3 at 4000-level) 3905, 4905

5) Combined

At least 9 credit hours from one of the Dramatic, Canadian, or Modern Concentrations, including required courses. At least 3 credit hours from each of the other concentrations.

Individual Project

English 4950

(3 credit hours)

Honours Component 24 credit hours

Honours Students would complete both the English Core (27 credit hours) and one of the Concentrations (15 credit hours). In addition, they would be required to complete the following.

1) A second theory course (either 3105 or 4105) (3 credit hours)
 ENGL 4105 would be offered each Fall, ENGL 3105 each Winter.

2) A second Genre Course (3 credit hours)

3) One course in Modern Literature at the third-year level: (3215, 3216, or 3217). Honours students doing a Concentration in Modern Literature would be required to take all three.
 (3 credit hours)

3) One course from each of the other concentrations besides the student's chosen concentration.
 (6 credit hours)

4) English 4000 (3 credit hours)
 Honours Seminar

These seminars will be taught by faculty members with expertise in a particular field or period. They could be either comprehensive thematic courses or narrowly-focused period courses with a strong historical orientation which will broaden the students' grasp of literary history and "fill in the gaps" of the current programme, which has a strongly modern and specialist character. ENGL 4000 would be offered each Winter.

Examples of Courses:

Epic and Empire, History of the Novel, 17th C. Poetry, Romantic and Victorian Poetry, Chaucer, Scottish Literature, The Bible and Literature, English Literature and the History of Ideas, French Literature in Translation

5) ENGL 4951 and 4959 (6 credit hours)

Instead of doing a one-semester ENGL 4950 project, Honours students would take ENGL 4951 (Fall semester), a bibliography course which would introduce students to the tools and methods of advanced scholarly research, the material form of the book, the art of editing, etc. (the course could be modeled on Memorial's English 4900, Bibliography I). They would also do ENGL 4959, an individual Honours Project (Winter semester) supervised by a faculty member. ENGL 4959 (again, perhaps modeled on Memorial's English 4999) would be more rigorous than ENGL 4950 (perhaps in its stipulated length) and would entail, as Grenfell's Honours Regulation 6.3.2 indicates, an oral examination in addition to written submission.

6) Language Component (6 credit hours)
 Two courses in a language other than English

Examples:

FREN 1500/1501 Introductory University French

CLAS 1120/1121 Elementary Latin

CLAS 1130/1131 Elementary Greek

Course Structure for Honours Degree in English

Honours/ Dramatic Literature	
Year 1 Semester 1 English 1000 Language Course	Semester 2 English 1001 Language Course
Year 2 Semester 1	Semester 2

English 2005 English 2008 English 2350	English 2007 English 2351 2 nd Year Genre Course English 3216
Year 3 Semester 1 English 3205 English 3275 Non-Concentration Elective	Semester 2 English 3105 English 3395 Dramatic Lit. Elective (English 3206 or 3181 or 4317)
Year 4 Semester 1 English 4105 English 4951 Non-Concentration Elective	Semester 2 English 4959 English 4000 Dramatic Lit. Elective (English 4305 or 4307)

Honours / Canadian	
Year 1 Semester 1 English 1000 Language Course	Semester 2 English 1001 Language Course
Year 2 Semester 1 English 2005 English 2008 English 2146	Semester 2 2 nd Year Genre Course English 2009 English 3216 2 nd Year Canadian Elective (e.g. ENGL 2155)
Year 3 Semester 1 English 3205 3 rd Year Canadian Elective (English 3145 or 3147) Non-Concentration Elective	Semester 2 English 3105 English 3395 3 rd Year Canadian Elective (English 3148 or 3149)
Year 4 Semester 1 English 4105 English 4951 Non-Concentration Elective	Semester 2 English 4959 English 4000 4 th Year Canadian Elective (e.g. English 4826)

Honours / Modern	
Year 1	

Semester 1 English 1000 Language Course	Semester 2 English 1001 Language Course
Year 2 Semester 1 English 2005 English 2008 2 nd Year Modern Elective (English 2243 or 2705 or 2805)	Semester 2 English 2009 2 nd Year Genre Course 2 nd Year Modern Elective (English 2242 or 2215 or 2870)
Year 3 Semester 1 English 3205 English 3215, English 3217, or English 3217 Non-Concentration Elective	Semester 2 English 3105 English 3395 English 4245 or 4246
Year 4 Semester 1 English 4105 English 4951 English 3215, 3216, or 3217 Non-Concentration Elective	Semester 2 English 4959 English 4000 English 4245 or 4246

Appendix I: Faculty Curricula Vitae

Appendix J: Sample Course Outlines and Materials

Appendix K: Student Assessment Surveys and Letters

Summary of Survey Results:

A letter and survey was sent out by email to both alumni and current students. In the survey they were asked to respond to the following:

1. Overall, my experience of the English Programme was/ is satisfactory.
2. The faculty members provide effective instruction in the discipline of English Literature.
3. I am satisfied with the Programme's course offerings and curriculum.
4. The Programme has contributed positively to my career preparation.
5. The Programme prepared me for admission to and success in graduate studies.

They were to do so using this key:

Key:

1– strongly disagree

2– disagree

3– neither agree nor disagree

4– agree

5– strongly agree

6 – don't know or not applicable

Number of surveys returned: 10

Results:

Question 1:

1	2	3	4	5	6
			2	8	

Question 2:

			2	8	
--	--	--	---	---	--

Question 3:

	1		7	2	
--	---	--	---	---	--

Question 4:

			2	7	1
--	--	--	---	---	---

Question 5:

1			2	4	3
---	--	--	---	---	---

The accompanying letter also asked for additional comments on the following:

Why did you choose to study English at Sir Wilfred Grenfell College?

Was it a rewarding experience? Why or why not?

Has the Programme expanded your intellectual horizons? How so?

What are the English Programme's strengths? What are its weaknesses?

What changes would you like to see made to the Programme?

Which courses have you found most valuable? Which least valuable?

Have you gained admission to graduate studies in English or some other discipline? Where? Do you feel that the Programme helped prepare you for those studies?

What kind of work are you currently doing? Did the Programme enhance your career prospects? How?

Appendix L: 1999 English
Programme Review and
External Review

Appendix M: Response to External Review

Appendix N: University
Mission and Core Values and
Principles

University mission

Memorial University is an inclusive community dedicated to creativity, innovation and excellence in teaching and learning, research and scholarship, and to public engagement and service. We recognize our special obligation to the people of Newfoundland and Labrador.

Memorial welcomes students and scholars from all over the world and contributes knowledge and shares expertise locally, nationally, and internationally.

Core Values and Principles

A set of strongly held core values and principles guide the university as it makes the decisions that will shape its future.

- Quality and Excellence – Memorial seeks to achieve the highest possible quality in the delivery of programs and services and the research it conducts, striving for excellence in all that it does.
- Creativity, Ingenuity, and Innovation – Memorial will foster a climate that encourages people to be creative and innovative.
- Equity, Equality, and Diversity – Memorial values the diversity within the institution and treats people in an equitable manner.
- Accessibility – Memorial strives to be accessible to students.
- Collegiality and Cooperation – Memorial must continue to be a place where people conduct themselves in a respectful, collegial and cooperative manner, both among campuses and among the academic and administrative entities that comprise them.
- Responsiveness and Flexibility – Memorial has an obligation to be responsive to identified needs and will seek to be more flexible.
- Competitiveness – Memorial strives to be nationally and internationally competitive in all that it does.
- High Ethical Standards – Memorial holds itself to the highest ethical standards in its teaching, research and service.
- Sustainability – Memorial acts in a manner that is environmentally, economically and socially sustainable, both in its administration and in its program development.
- Accountability and Transparency – Memorial recognizes that accountability and transparency are essential characteristics of its culture.

Appendix O: SWGC Strategic Plan

Strategic Plan

Our Place

Sir Wilfred Grenfell College is preparing to compete, and flourish, provincially, nationally and internationally. Challenges lie not only within our own geographic area of Atlantic Canada, but also in international markets. We are competing for students, research dollars and human resources, at home and around the world. As well as competing regionally and internationally, we are collaborating regionally and internationally. We are working with Canadian and international partners to build research and teaching relationships that will support our ambitions. In the midst of this reality we are preparing ourselves by focusing on this place— our local infrastructure, our geographical location, our place in, and contribution to, the province's post-secondary education system, our place in the provincial economy, and our place in the world. We are setting goals and objectives. We are sharpening our focus. We are ready to meet the challenges and embrace the opportunities of tomorrow.

Statement of Academic Purpose

Sir Wilfred Grenfell College is a degree granting institution which offers a variety of academic and professional programs within the context of a liberal arts and science education. As part of the Memorial University of Newfoundland system, SWGC accommodates students who wish to move between campuses or continue their studies elsewhere.

At Sir Wilfred Grenfell College, a liberal education means a critical and open-minded pursuit of knowledge providing students with increased understanding of themselves and of social, cultural and physical environments, enabling them to respond to a rapidly changing world. A liberal education marks the start of preparation for a career and it may lead to graduate work in a number of fields. In a broader sense it is intended to build a foundation for social, cultural and recreational interests that will help students move toward a meaningful personal and professional life. Academically, the aim of Grenfell College is to enable students to be open to new ways of thinking and to gain a lasting intellectual self-confidence so that they may have both the ability and the desire to be life-long learners.

At Sir Wilfred Grenfell College the goal of high quality education will be attained by:

- challenging students in a variety of dynamic settings and providing them with a personalized learning environment
- maintaining high academic standards
- fostering excellence and leadership in teaching
- supporting and encouraging scholarship, research, performance and artistic endeavour, and to encouraging student participation in these activities

- providing varied and diverse opportunities for students' personal, social, and intellectual development

Core Values

Liberal Education. Grenfell asserts that liberal education is a fundamental good in and of itself, as well as a proven means of achieving personal growth, career development and informed citizenship.

Student Focus. Grenfell is dedicated to serving students and to offering them a high-quality educational environment.

Community. Grenfell is a community of scholars striving to nurture and develop an identity.

Service. Grenfell serves the broader community of Labrador and western Newfoundland, in particular, and the province of Newfoundland and Labrador as a whole.

Diversity. The Grenfell community welcomes and celebrates diversity of background, ability, lifestyle and belief as a catalyst for growth and enrichment.

Quality. Grenfell is committed to highest standards in teaching, research and academic service.

Environmental Stewardship. Grenfell is committed to becoming a sustainable campus.

Vision

Sir Wilfred Grenfell College will be a diverse liberal arts and science university offering distinctive graduate and undergraduate programming with a strong environmental, health, and fine arts focus, serving the needs of the region, but with relevance to the national and international communities, through excellence in scholarship, teaching, and research.

Mission

The mission of Sir Wilfred Grenfell College is to contribute to society through the pursuit and application of knowledge. Grenfell will expand its range of offerings to the post-baccalaureate level while ensuring the relevance, balance, and excellence of its current programs so as to attract and retain students. Grenfell will promote diversity, innovation, and environmental stewardship to develop a distinctive image

and to fulfill its role as a quality institution within the province.

Knowing Place

Strategic Direction: Strengthen our identity as an excellent small university with distinctive academic and research programs.

Goal 1

Prepare 21st-century learners with a student-centred education that will equip them with the knowledge and skills to become capable, engaged and successful members of a constantly changing world.

Goal 2

Introduce new undergraduate and graduate programs and expand opportunities for other learning experiences.

Goal 3

Promote SWGC's research activities and programs and implement changes to ensure a productive research environment.

Goal 4

Create and enhance student career-related employment and experiential learning opportunities.

Discovering Place

Strategic Direction: Develop and strengthen Grenfell's profile locally, nationally, and internationally to support program, research and community needs.

Goal 5

Establish Grenfell as a 'destination of choice' for students—increase student enrolment through recruitment strategies and retention initiatives targeting local, national and international students.

Goal 6

Create a strategic marketing plan to promote Grenfell regionally, nationally, and internationally in support of student and faculty recruitment efforts and to promote western Newfoundland as a desirable location.

Goal 7

Engage international and national scholars and share their expertise with our communities in support of academic programmes, research and regional development.

Goal 8

Strengthen formal and informal partnerships with community groups, non-governmental organizations and government departments and agencies.

Building Place

Strategic Direction: Strengthen the community and the university by building capacity.

Goal 9

Improve working environment and professional development opportunities for all faculty and staff.

Goal 10

Develop a Comprehensive Capital and Infrastructural Improvement Plan to define and address the infrastructural needs for the next ten (10) years and secure funding to support and implement the plan.

Goal 11

Integrate Western Regional School of Nursing with Sir Wilfred Grenfell College administratively and provide dedicated space for nursing programming.

Goal 12

Establish an Alumni Development Office to establish contacts and identify donors.

Protecting Place

Strategic Direction: Become a leader on environmental issues and healthy living initiatives.

Goal 13

Establish an Environmental Policy Institute and develop an internal structure to link environmental degree programs, environmental research, and other environmentally-

focused campus activities.

Goal 14

Incorporate best principles and practices for sustainability, health and safety in all new construction, in any improvements in infrastructure and in all campus operations.

Goal 15

Promote health, wellness, and healthy activity on campus and increase opportunities for participation in recreation programs and competitive sport.

Goal 1

Prepare 21st-century learners with a student-centred education that will equip them with the knowledge and skills to become capable, engaged and successful members of a constantly changing world

Objectives:

- academic divisions will identify areas in which hiring in support of the liberal arts and science core is needed and will prioritize the positions for the next five years
- academic programme units will review and report on class sizes and pedagogy every five years to ensure course quality and relevance
- Student Services will review student support systems, set priorities for non-academic programming, and develop new strategies and services for student success by 2010
- Ferriss Hodgett Library will work with academic divisions to develop and implement curriculum-based library instruction over the next three years to support students' development of research and information skills
- Registrar will develop procedures over the next two years to track graduates to assess placement and employment success.

Goal 2

Introduce new undergraduate and graduate programs and expand opportunities for other learning experiences

Objectives:

- SWGC President shall appoint an ad hoc committee to identify potential new and innovative programming leading to capacity building in areas of regional and provincial importance
- the Academic Planning Committee will assess program proposals according to the principles of the revised academic plan to ensure undergraduate and graduate

- programmes meet the academic aims of the institution
- SWGC will seek opportunities to expand program collaboration with the College of the North Atlantic as per the recommendations in the White Paper
- the College Academic Council will consider the report of the consultant working with the School of Graduate Studies in St. John's in developing models for graduate programming
- College Academic Council will complete the internal processes to have at least one graduate program, as identified in the consultant's report and proposed by committees of faculty and staff, in place by 2010
- SWGC will explore the feasibility of establishing SWGC graduate programming at the Bonne Bay Marine Station

Goal 3

Promote SWGC's research activities and programs and implement changes to ensure a productive research environment

Objectives:

- Grenfell will initiate reduction of faculty teaching load to five teaching units and increase faculty complement to support programs to increase faculty time available for research
- SWGC will seek major equipment acquisitions in support of project research
- Grenfell will build on existing partnerships with the Centre of Environmental Excellence, Natural Resources Canada, the Institute for Biodiversity and Ecosystem Science and Sustainability, the National Collaborating Centre for Determinants of Health, the Centre for Collaborative Health Professional Education, Western Health, and other national and international partner academic institutions to increase opportunities for collaborative faculty and student research
- search efforts will target young scholars with strong research agendas when recruiting new faculty
- create a structure within the Research Office to facilitate commercialization of faculty research by 2011
- communications staff will develop and implement a plan to promote Grenfell's research activities by 2010
- administration will increase internal allocation to Principal's Research Fund as required to provide seed money for faculty research projects
- SWGC will complete the consultation process associated with the Centre for Aging to determine feasibility of establishing a Centre for Aging housed in the Long Term Care facility by 2010.
- SWGC will continue to collaborate with the existing working group for the establishment of an Aquatic Research Centre in the region
- SWGC will host annual Atlantic student research symposia starting in 2010, rotating the focus amongst the Academic Divisions and support student

- attendance at other regional conferences and symposia
- Academic Divisions will create formal opportunities for faculty to discuss their research with colleagues and students by 2009-10

Goal 4

Create and enhance student career-related employment and experiential learning opportunities.

Objectives:

- prepare a report identifying mentorship opportunities for MUCEP and lobby for increased funding in support by 2010
- seek additional funding for student assistants in support of core functions by 2010
- Academic Divisions will investigate the desirability of co-op and experiential learning options for programs and report by 2010
- secure funding by 2010 to establish an on-campus centre for career and placement services to assist graduating students' transitions into the workplace
- secure core funding for Gateway West to support students' efforts at entrepreneurship
- explore the feasibility of establishing further collaborative field courses between international research facilities and SWGC
- support and expand the use of Harlow facilities

Goal 5

Establish Grenfell as a 'destination of choice' for students—increase student enrolment through recruitment strategies and retention initiatives targeting local, national and international students.

Objectives:

- SWGC will develop a formal and comprehensive recruitment strategy by Fall 2009
- SWGC will review the strategy on an annual basis in consultation with the Registrar's Office and Principal's Office and will revise strategies as necessary
- SWGC will examine the feasibility of establishing an office of Student Recruitment and Retention
- SWGC will conduct research to identify student needs in the national and international market by fall 2009.
- a Student Retention Committee will assess student satisfaction with current Grenfell programmes and work with the Student Recruitment staff to determine appeal and labour market potential among groups targeted for recruitment
- Student Services and GCSU will support a vibrant campus life through non-academic activities that encourage students to stay at Grenfell and complete their

- degrees
- relevant staff and faculty will continue to work with the Office of Student Recruitment, the International Office, Student Affairs and Services, and the Registrar's Office on the St. John's campus on recruitment and retention issues
 - the International Student Officer will work with provincial and federal governments to ease immigration, transition, and employment issues for international students
 - By Spring 2009 College Academic Council will initiate approval process for the proposed English as a Second Language program to facilitate the recruitment of international students
 - Community Education and College Relations in consultation with ESL staff will develop a plan to offer short term ESL programs to meet the needs of newcomers in the community and visitors by Fall 2010
 - SWGC will hold discussions with aboriginal groups within the province to better understand and meet their post-secondary needs administration will work with the Labrador Institute to facilitate student recruitment

Goal 6

Create a strategic marketing plan to promote Grenfell regionally, nationally, and internationally in support of student and faculty recruitment efforts and to promote western Newfoundland as a desirable location.

Objectives:

- hire marketing personnel in 2009
- initiate strategic marketing planning as soon as the legislation establishing Grenfell as a university is in place

Goal 7

Engage international and national scholars and share their expertise with our communities in support of academic programmes, research and regional development

Objectives:

- Grenfell will increase opportunities for student and faculty exchanges and collaborations with institutions in other countries to broaden academic and research experience
- Academic units will increase the number of adjunct faculty across the disciplines to provide students and faculty with research access to a broad range of expertise
- Senior Planning group will investigate and report on the potential of using the Bonne Bay Marine Station and the Harlow Campus to increase opportunities for off-campus academic and research experiences and non-credit programming by 2010

- Grenfell will redevelop its series of international academic conferences by 2011 to promote Grenfell and bring national and international researchers and graduate students to campus
- Academic units will investigate demand for distance delivery of courses and will develop such courses where programming is targeted at part-time students and students already in the workforce

Goal 8

Strengthen formal and informal partnerships with community groups, non-governmental organizations and government departments and agencies

Objectives:

- Grenfell will hold a public event promoting the college's academic programmes or research each semester, starting 2009
- the Research Office will annually arrange meetings with provincial and federal government departments and agencies to investigate possible research collaborations
- Ferriss Hodgett Library will allocate resources starting in 2009 to digitize library collections of local interest or significance for easier access by researchers and agencies and increased community access
- Community Education and College Relations will continue development of non-credit programming to meet the needs of the community and to raise our profile regionally and internationally
- Grenfell will sign an MOU with NRCan and the Province of Newfoundland and Labrador to more effectively coordinate for science research
- Grenfell will actively engage community organizations to better link to the local business community Grenfell will explore means whereby the SWGC Gallery can enhance its visibility in the community

Goal 9

Improve working environment and professional development opportunities for all faculty and staff.

Objectives:

- establish a Human Resources department at SWGC by 2010
- Administration will engage human resources staff and initiate review of staffing levels to recommend appropriate structures and staffing levels in all academic and administrative areas in 2009
- administration will conduct a workplace satisfaction survey in 2009 to determine need for professional development opportunities and assess job satisfaction
- Grenfell will identify physical workspace deficiencies and take steps to provide

- remedies
- administration will investigate and report on best practices in staff and faculty professional development in universities across the country by fall 2010
- human resources staff will facilitate professional development opportunities for employees on campus
- administration will seek resources for increased staff participation in regional and national organizations to maintain contact with other professionals in academic institutions

Goal 10

Develop a Comprehensive Capital and Infrastructural Improvement Plan to define and address the infrastructural needs for the next ten (10) years and secure funding to support and implement the plan.

Objectives:

- administration will pursue full funding for the Arts and Science Annex and the 108-bed residence structure
- SWGC Facilities Management will produce a comprehensive report identifying current and projected infrastructural requirements for academic, research and administrative programs, office and ancillary space requirements and research space for the next ten (10) years

Goal 11

Integrate Western Regional School of Nursing with Sir Wilfred Grenfell College administratively and provide dedicated space for nursing programming.

Objectives:

- the Vice-Principal will actively participate in the Nursing Consolidation Steering Committee to facilitate the integration of Western Regional School of Nursing in accordance with its proposed model of affiliation by 2010
- Nursing program space needs will be included in CCIIP following consultation with Western Regional School of Nursing

Goal 12

Establish an Alumni Development Office to establish contacts and identify donors

Objectives:

- administration will work with Alumni Affairs and Development in St. John's to establish the SWGC Alumni Development office in 2009

- administration with work with Alumni Affairs and Development staff assigned to Grenfell issues to develop and implement a plan for alumni development and donor contact

Goal 13

Establish an Environmental Policy Institute and develop an internal structure to link environmental degree programs, environmental research, and other environmentally-focused campus activities.

Objectives:

- the Division of Social Science will establish faculty positions in Environmental Policy in 2008 and complete plans for an Environmental Policy Institute in 2009
- through a consultation process with faculty and staff, Grenfell will develop an administrative model to link units and programs with an environmental focus by 2010 and implement in following year

Goal 14

Incorporate best principles and practices for sustainability, health and safety in all new construction, in any improvements in infrastructure and in all campus operations.

Objectives:

- form a sustainability committee of faculty, staff, students, and administrators to consult on “green” technologies and practices in building construction, maintenance and day-to-day campus operations and liaise with sustainability office on St. John’s campus
- plan construction of all new infrastructure to meet Leadership in Energy and Environmental Design (LEED) standards in accordance with provincial government policy
- immediately conduct an inventory of “green” campus activities such as recycling, use of environmentally safe products, student and partner awareness activities and develop policies to reduce waste and energy consumption
- administration will work with the St. John’s campus on developing an emergency alert system
- administration will update the campus Emergency Plan in 2009

Goal 15

Promote health, wellness, and healthy activity on campus and increase opportunities for participation in recreation programs and competitive sport.

Objectives:

Wellness Officer and Recreation Facilities coordinator will undertake a user survey and a study to determine level and range of services suitable for the size of the campus in 2009, develop a plan in 2010, and fully implement it by 2013

- through the Wellness Officer and Recreation Facilities Coordinator, provide seasonal recreational activities for students, faculty, and staff to promote health
- Wellness Officer will investigate participation in Atlantic Colleges Athletic Association and other organizations for intercampus competition to provide varsity sport opportunity for students to create campus spirit
- Wellness Officer will increase health and wellness education on campus through displays, programs, and activities to support healthy lifestyle choices for faculty, staff, and students

Quality Assurance

- Continue academic program reviews on a planned cycle for all undergraduate and graduate programs.
- Continue to conduct user satisfaction surveys of non-academic programming.
- Maintain annual statistical tracking of registrations, facilities usage, scheduled activities.
- Conduct cost-benefit analyses of initiatives.
- Conduct regularly scheduled employee satisfaction surveys.
- Carry out research on best practices at comparable institutions.
- Meet external accreditation standards as required for individual programs