

Academic Program Review

Business (Grenfell Campus)

Memorial University of Newfoundland

Review Panel Report

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Summary and Recommendations

This is the first Academic Program Review (APR) of the Business program at Grenfell Campus, Memorial University. The Business program at Grenfell Campus was established in 2003, offering a Minor in Business for students pursuing degrees in Arts and Science. The Bachelor of Business Administration (BBA) was established at Grenfell Campus in 2007. The Business program has become one of the most successful programs at Grenfell Campus as measured by enrollment. As of 2014, students enrolled in the Business program represented almost 13% of the total declared programs at Grenfell Campus (Self-Study Document, p. 12). The Business program has taken significant steps to develop and grow its strengths in undergraduate teaching and learning, but the program is at a pivotal point in its development.

In its initial overall analysis, the Review Panel identified two pressing sets of short-term challenges facing the Business program. The **first** set of challenges relate to faculty development. The program currently has five full-time faculty. Two of the full-time faculty members are in tenure-track contractual positions, while three are in limited term contractual positions. Per-course instructors are also teaching in the program. The **second** set of challenges relate to curriculum development. Concurrently to the APR process, the Business faculty have drafted a set of program revision requests (“Draft Curriculum 2015”) that seek to address many of the major issues outlined in the Self-Study Document.

The Panel submits the following **21 recommendations** to help the Business program at Grenfell Campus to immediately address these and other challenges and to better enable it to meet its objectives and those of the University:

1. The Business program should initiate a planning process that engages faculty, students, and relevant University staff to develop explicit Grenfell Campus Business program objectives. As part of this process, the Panel recommends developing a Grenfell Campus Business program brand that reflects the program’s objectives, including taking into account the expected increases in international transfer agreements and in international student enrollment in the future.
2. The Business program should enhance the performance of its teaching function by taking control of the provision of distance learning for its own students. It could accomplish this by making the business courses required for the Grenfell BBA its own through minor calendar description revisions of its courses (often only a minor renumbering of the course) so that it would be able to make decisions about when such courses would be offered and such that Grenfell faculty members would be allowed to offer its courses through DELTS.
3. The Business program should begin a long term restructuring of the curriculum to include opportunities for each BBA student to specialize in traditional business disciplines. This restructuring should begin with phasing out of the current concentration of “Contemporary Business Studies” and replacing it with a new area of concentration chosen with regard to three criteria—demand by prospective employers in Western Newfoundland, the balance of expertise and teaching interest among faculty in the unit, and undergraduate student preference. A second stage of restructuring would see a reassessment of “Small Business and Entrepreneurship” as the second area of concentration using the same three criteria. The reassessment would either reaffirm it as the second area of concentration or some other traditional business discipline would be chosen as the second area. During the first stage of restructuring, the core of the BBA program would be reassessed to determine if there is a case for reducing the current total of 19 business courses required for the

degree to a lower number more in line with the number of core business courses required in BBA or B.Comm. programs at other small primarily undergraduate universities in Atlantic Canada and elsewhere (i.e., 14 to 18 courses). The restructuring of the core would be one measure among several to meet the additional human resource requirements created by implementing new areas of concentration. In the case of this measure a reduction of business courses in the core would free some teaching power that could be directed to required or elective courses in an additional area of concentration.

4. The Business program should make it a priority to implement an appropriate experiential learning opportunity as a formal part of its BBA program. To this end it is recommended that the unit conduct a survey of BBA and B.Comm. programs at other Canadian universities—particularly small primarily undergraduate universities—with regard to the range of innovative experiential undergraduate learning opportunities implemented elsewhere from which Grenfell Campus’s program might draw an appropriate model in program restructuring.
5. The Business program should engage the Academic Council of Grenfell Campus in a discussion concerning the revision of the breadth requirements of the Grenfell Core as they apply to students in the BBA Program. The discussion and proposals to the Academic Council following from it would have the aim of defining breadth requirements that take account of the realities of offering a professional program, such as a BBA program, at a very small undergraduate university.
6. In the short term the University should create a sixth full time faculty position in the unit to be filled with a Ph.D. in finance. In the longer-term further additions to the faculty complement should be guided by changes to the curriculum with regard to additional areas of concentration offered in the BBA degree program or to changes in the current areas of concentration.
7. Recruitment initiatives to expand enrolments in the BBA Program in large increments to current levels should be undertaken only after additions are made to the faculty complement that allow the unit to maintain the current quality of its teaching to the increased enrolments resulting from those initiatives.
8. Business faculty should map out a plan to improve the number the peer review publications, in particular, the number of journal articles.
9. Business faculty should find innovative ways to link their community engagement activities to the development or further enhancement of their research agendas.
10. The Business program, with support from the AVP (Grenfell Campus) Academic and from the AVP (Grenfell Campus) Research, should bring senior scholars to Grenfell to help mentor young faculty and assist them to develop and enhance their research programs. These individuals can be faculty appointments or visiting scholars who come for a defined period of time. In addition, the faculty should work with the senior administration to send the faculty for short-term assignments to work with the senior scholars.
11. The Business program should, with the consultation of Associate Vice-President (Grenfell Campus) Research, look into ways to develop long-term research agendas that align with the University’s mission.

12. The Chair of the Business program should work with the Grenfell Campus AVPs to create ways to provide support for faculty members in contractual positions to pursue doctoral studies.
13. The Business program should work with AVP (Grenfell Campus) Research to create a multi-year funding program to assist faculty who are developing research programs.
14. The Business faculty should work with the AVP (Grenfell Campus) Research to build a medium-term plan to raise funding for focused areas of study. This funding should be leveraged to generate funding from national and international agencies.
15. More Business faculty members should be involved in grant writing to bring external funding to the business program. They should work with the research office to create linkages with senior researchers who can help with grant applications.
16. The Business program should work with the AVP (Grenfell Campus) Research to establish a grant facilitator dedicated to business related research who has experience and understanding of business research.
17. The Business faculty should increase their participation in national and international conferences and meetings and find ways to engage with those organizations.
18. The Business faculty should make a concerted effort to more effectively document how they are meeting P&T criteria through their activities, particularly community engagement activities.
19. The Business program should receive the addition of at least one administrative staff member.
20. The Business program should engage other units within Grenfell Campus, particularly the Economics program and the Environmental Studies program, to explore opportunities for synergies. These opportunities include cross-listed courses, utilizing professors from other programs to teach courses in the business program, and developing joint majors and minors with other related programs, such as minors in Sustainability or Environmental Management.
21. The Business program should work with the AVP (Grenfell Campus) Administration and Finance to develop a facilities assessment and plan for the program.

Procedures/Methodology

This document was produced as part of an Academic Program Review (APR) for the Business program at Grenfell Campus, Memorial University, in accordance with the *Revised Procedures for the Review of Units and Programs*. Those procedures state that an APR is:

carried out by units and programs under the authority of Senate. It is a formative process, in that it provides an opportunity for the unit or program to work collegially to sustain successful activities and introduce change where necessary. The purposes of the APR are

- *to encourage academic planning, innovation and improvement in units and programs, in alignment with the University's mission and strategic plan*
- *to avail of fresh perspectives from colleagues outside Memorial*
- *to provide an occasion for units and programs to identify new opportunities and find new ways to pursue them*
- *to evaluate the quality, success, and role of academic units and programs in the fulfillment of their own and the University's mission and strategic goals.”* (See Revised Procedures for the Review of Units and Programs, <http://www.mun.ca/vpacademic/Revised-APR-Procedures-Web-FINAL.pdf>).

The review process is organized into three parts: a Self-Study, a Review by the Review Panel, and Follow-up. **This document constitutes the report of the review by the Review Panel (henceforth referred to as the *Panel*)**. Panel members were selected in accordance with the procedures set out in Revised Procedures for the Review of Units and Programs.

The Panel's site visit to Grenfell Campus, Memorial University, took place from October 29 – November 1, 2014. In advance of the site visit, the Panel members were provided access, through a password-protected webpage on Memorial University's website, to the Business program's Self-Study Document *Academic Program Review Business: Grenfell Campus, Memorial University of Newfoundland, September 2014*. The Panel was also provided links to the *Revised Procedures for the Review of Units and Programs: Revised by Planning and Budget Committee to be Approved by Senate* and instructed to request any further information. During the site visit described below, the Panel was also provided with the *Draft Curriculum 2015* by the Business faculty during discussions with faculty to learn more about a “major [planned] revision to the Business Program” referenced in the Self-Study Document.

An itinerary was provided to the Panel by Kim Myrick. The site visit began on the evening of October 29, when three of the four Panel members met with the Associate Vice-President (Grenfell Campus) Administration and Finance and the Head of the Division of Social Science (Grenfell Campus). The Panel conducted the bulk of the site visit the following two days, when the Panel met with Business program faculty, students, university staff from across the university, and some representatives of community organizations. Several were interviewed by telephone by the Panel. Some of the persons scheduled to meet the Panel in the itinerary did not attend the meetings, with some of those unable to attend during the scheduled times replaced by a delegate.

The Panel is very grateful for the time everyone shared with us and for their insights. The Panel is particularly indebted to Kim Myrick (Centre for Institutional Analysis & Planning) for her coordination of our visit, to Bernice Fisher (Division of Social Science, Grenfell Campus) for arranging refreshments and lunches, and to Dr. Jacqueline Walsh (Chair, Business program, Grenfell Campus) for arranging

meetings with a wide range of people related to the Business program and for her willingness to assist the Panel.

The review Panel worked together throughout the review process. The following headings follow the “Recommended Format for the Review Panel’s Final Report” as outlined in Appendix B of the *Revised Procedures for the Review of Units and Programs*.

Alignment with the Strategic Plan

- *What are the strategic objectives of the unit/program?*

The Business program’s Self-Study Document suggests that four implicit objectives have guided the program since its inception in 2003:

1. to increase enrollment and retain students;
2. to offer high quality education (academic and non-academic);
3. to create a unique culture and sense of identity for students enrolled in Business;
4. to serve the students of Newfoundland and Labrador, especially in rural areas.

- *To what extent are stated unit/program objectives being met? What is the evidence for these achievements?*

For the first objective, the Business program has certainly met its objective to increase enrollment. For example, the number of declared majors in Business grew from 8 in 2007 when the program began offering a BBA to 68 in 2013 (see Table 2, Self-Study Document). The program estimates that 118 students are currently completing a BBA degree at Grenfell Campus, which represents about 10% of the entire student population at the campus. The Panel can also report that during interviews, Grenfell Campus administrators indicated they have been very pleased with the growth of the Business program in recent years and envision the program as having the potential to play a key role in increasing enrollment at Grenfell Campus in the future.

For the second objective, see the section on “**Undergraduate Program**” below.

For the third objective, the Panel observed substantial evidence that the program has helped foster a unique culture and sense of identity for students enrolled in Business through initiatives such as The Navigate Entrepreneurship Centre, which is closely affiliated with the Business program, the Grenfell Business Society, and Enactus Grenfell, a business Facebook page, and a business LinkedIn group. The Panel also met with six students enrolled from years 1-3 in the program and five students who were recent graduates. Student testimonial contained in the Self-Study Document and during the Panel’s conversations with students during the site visit indicated that students have developed a strong sense of identity around the Business program and Grenfell Campus.

For the fourth objective, the Business program has generally met the objective of serving the students of Newfoundland and Labrador, especially in rural areas. Faculty and students indicated that most students in the Business program are from Corner Brook, the Western and northwestern regions of Newfoundland, and Labrador. Further evidence of the program’s service to NL students can be observed in the transfer agreement between the Grenfell Campus Business program and the College of the North

Atlantic (CNA) in 2013. The agreement will allow students completing a two-year Business diploma at the college to obtain a BBA in as little as two years.

However, the Business program lacks explicit objectives and, related, lacks a specific identity/brand. The development of explicit, publicly documented (e.g. on the Business program website) objectives and a related identity/brand will enhance the program's ability to attract and retain students and to more clearly distinguish a sense of identity for students in the program.

Recommendation 1:

The Business program should initiate a planning process that engages faculty, students, and relevant University staff to develop explicit Grenfell Campus Business program objectives. As part of this process, the Panel recommends developing a Grenfell Campus Business program brand that reflects the program's objectives, including taking into account the expected increases in international transfer agreements and in international student enrollment in the future.

- ***How does the unit/program support the mission and objectives of the University and other programs within the University. i.e. alignment with the University Strategic Plan.***

The 2011-2014 mission statement of Memorial University consists of the following:

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, national and internationally.¹

Grenfell Campus is currently developing a new strategic plan. The most recent strategic plan, which was developed before the institution changed its name to Grenfell Campus, includes the following mission statement:

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.²

The Business program is supporting the mission and objectives of the University and other programs within the University. Evidence of the Business program's contributions to Memorial University's strategic mission is strongest in the areas of (1) teaching and learning and (2) public engagement and service. It has contributed to excellence in teaching and learning most directly by developing and growing a successful Business program and attracting and retaining students to the program. Faculty members in the Business program are also leaders at Grenfell Campus in public engagement, particularly

¹ <http://www.mun.ca/ciap/Planning/MemorialStrategicPlan2011-14.pdf>

² <http://www.swgc.ca/administration/Pages/strategic-plan.aspx>

in Corner Brook and the West Coast region of Newfoundland (see **Community Service** below).

However, the Business program's Self-Study Document suggests that the "Business Program is out of alignment with the strategic goals of Memorial University and Grenfell Campus" (p. 8). The program's faculty have identified four areas where it believes it can better support the mission and objectives of the University, including (1) increasing enrollment, particularly international students, (2) enhancing learning options such as online course delivery and distance learning, (3) including an experiential learning component in the curriculum, and (4) enhancing faculty research activity (Self-Study Document, p. 8).

The Panel observes that the Business program is not fully out of alignment with the University's Strategic Plan. Rather, it is supporting some elements of the strategic plan far more than others. *The Panel believes that in the short-term, the Business program should take immediate steps to (3) include an experiential learning component in the curriculum (see **Undergraduate Program** below for further discussion and recommendations) and (4) enhance faculty research activity (see **Faculty Research and Scholarship** below for further discussion and recommendations).*

- ***How are the efforts of the unit/program focused upon achieving the level of excellence (provincial, national, international) to which the unit/program aspires?***

The Business program has demonstrated a focus on achieving a high level of excellence in teaching and learning and public engagement. One faculty member won the Grenfell Teaching Award in 2011 and another won the Grenfell Campus Student Union Teaching and Learning Award in 2014. Two other faculty members recently completed the Teaching Skills Enhancement Program. Student testimonial in the Self-Study Document and student testimonial during the Panel's site visit suggests that the business faculty are providing students with constructive classroom experiences and providing an exceptional level of accessibility to assisting students outside normal classroom responsibilities. Business faculty also have shown a high level of commitment to service at the University through helping to establish new student organizations for business students and through volunteering on various committees. Finally, the Business faculty are very engaged in the greater community. These engagements include faculty efforts to establish and engage in the Navigate Entrepreneurship Centre and various symposia and through various volunteer activities.

Undergraduate Program

- ***How well is the unit performing its undergraduate teaching function?***

The Business Administration Program, Grenfell Campus, is currently tasked with delivering a program leading to a four year BBA degree to a student enrolment of 104 who have declared majors in business as well as another 10 pursuing a degree with a major in some other discipline combined with a minor in business studies. The BBA program requires that the unit, with a full time complement of only 5 faculty and no administrative support each year, to deliver at a minimum of approximately 30 courses per year in order to allow BBA students to satisfy the business course requirements of the degree generally and the two concentrations, of which BBA students must follow one. In addition to these formal requirements, Business program students generally require a great deal of individualized attention with regard to academic advising and to learning support as they transition to university life outside their familiar, predominantly rural settings. From the evidence in the unit's Self-Study Document and from the interviews with current BBA students, alumni and other university personnel, the Panel concludes

that the unit performs each teaching function remarkably well—especially in the face of the challenges it faces at Grenfell Campus.

There is, however, one aspect of the unit's teaching function to which its Self-Study Document calls attention as an area where the unit could "better support the mission and objectives of the university." It is the enhancement of learning options such as online course delivery and distance learning. Such learning options constitute a very important dimension of the unit's undergraduate teaching function because of the market it serves. A significant number of Grenfell's BBA students are mature students already in the work force seeking a BBA degree through part-time study. Often they are resident in centres outside Corner Brook. In addition, according to the unit's Self Study and according to students and alumni interviewed, the students pursuing the program as full-time students frequently interrupt their studies for full and part-time employment. They also have their studies interrupted by occasionally failing a key course serving as a prerequisite for subsequent core business courses. Because no business courses (with the exception of Busi 1000) are offered at Grenfell Campus more than once a year, a student who misses a key course in the sequence must wait a year in order to resume normal progress toward the degree. Such students require distance learning and on-line course options for much needed flexibility.

At present students at Grenfell Campus requiring flexibility in taking courses must rely on distance learning courses offered by the Faculty of Business, St. John's campus. Grenfell Campus business professors are not allowed to teach Faculty of Business, St. John's DELTS courses. The scheduling of Faculty of Business DELTS courses is largely determined by the Faculty's priorities given its large student volumes and the demands of its students. The major portion of the enrolment in these courses is reserved for students registered in the Faculty of Business at the St. John's campus of Memorial University. Often the enrolment in these courses is full by the time Grenfell Campus business students discover the need for them to take the course. They often also run afoul of the prerequisite requirements for the courses they may need to take through distance learning.

Recommendation 2:

The Business program should enhance the performance of its teaching function by taking control of the provision of distance learning for its own students. It could accomplish this by making the business courses required for the Grenfell BBA its own through the minor calendar description revisions of its courses (often only a minor renumbering of the course) so that it would be able to make decisions about when such courses would be offered and such that Grenfell faculty members would be allowed to offer its courses through DELTS.

- ***Is the curriculum sufficiently comprehensive and rigorous compared to similar programs in Canada and elsewhere?***

At the present time the Grenfell Campus BBA program is the smallest BBA or B.Comm. program in Atlantic Canada as measured in terms of the number students currently pursuing the degree as well as the number of full time faculty (5 full time faculty members). The following assessment of its curriculum will use as its reference group the undergraduate business degree programs of other small primarily undergraduate Canadian universities.

The curriculum of the Grenfell BBA program has to a certain extent been shaped historically by an attempt to mirror the core of the BBA program of Memorial University, St. John's (see Self-Study

Document for further details). This was done to serve business students who wished to pursue a BBA by taking the first year or first two years of their studies at Grenfell Campus and then to transfer to Memorial St. John's to complete the rest of their studies. This was a practical approach that provided mutual benefits to programs at both campuses. However, the establishment of a full business degree program at Grenfell Campus in 2007 and broadening the objectives of the Grenfell program to serve students who wished to pursue a BBA resulted in 2 curriculum weaknesses compared to that of many other BBA programs in its reference group:

1. Lack of opportunity for the student to specialize in a recognized business discipline, such as marketing, accounting, finance and human resource management; and
2. Lack of opportunity for the student to systematically engage in experiential learning off campus in the business world as part of the curriculum through a co-op or internship program or through courses that systematically build into their academic requirements field project work completed in outside businesses or non-profit organizations in the context of their normal operations.

Both weaknesses in large measure result from the small human resource base on which the Grenfell BBA operates—both faculty and administrative support staff. This point is addressed at length in the section below assessing the unit's staffing with regards to meeting its undergraduate responsibilities.

The first weakness is to be understood in the context of the current structure of the Grenfell BBA program. It requires all BBA students to include in their program a core of 19 specified business courses and 6 specified courses in the disciplines of Math, Economics, and English. It then requires students to follow one of two "areas of concentration." The first is entitled "Contemporary Business Studies", and the second "Small Business and Entrepreneurship." Each requires students to take three courses specific to the concentration, and each then requires the student to choose 2 more courses from a group of 5 elective courses specific to the area of concentration.

The problem is that the first area of concentration is not really an area of specialization recognized by other academic institutions or by organizations that seek employees from the ranks of undergraduate business studies programs. It is a potpourri of courses from the different traditional business disciplines including International Business, Accounting, Marketing, Finance, and Entrepreneurship. The second area of concentration is indeed more widely recognized as an area of undergraduate specialization, but it is chosen as an area of concentration by a very small minority of Grenfell Campus students. In other small primarily undergraduate universities whose business programs also offer specializations in Small Business and Entrepreneurship, this pattern of choice is not unusual. Specializations in Marketing, Accounting, Finance and Human Resource Management each usually prove more popular than Small Business & Entrepreneurship with undergraduate students. Interviews with third and fourth year Grenfell BBA students as well as BBA alumni provided evidence of preferences consistent with the general pattern elsewhere. These students, who otherwise were very satisfied with their Grenfell BBA educational experience and were extremely laudatory with respect to the program overall, in the majority voiced the opinion that the BBA program's lack of well-defined paths of specialization in traditional business disciplines is a weakness that affected their career paths personally and/or is a weakness affecting their personal preferences for their academic career. It was identified as a weakness that should be addressed if possible.

Recommendation 3:

The Grenfell BBA program should begin a long term restructuring of the curriculum to include opportunities for each BBA student to specialize in traditional business disciplines. This restructuring

should begin with phasing out of the current concentration of “Contemporary Business Studies” and replacing it with a new area of concentration chosen with regard to three criteria—demand by prospective employers in Western Newfoundland, the balance of expertise and teaching interest among faculty in the unit, and undergraduate student preference. A second stage of restructuring would see a reassessment of “Small Business and Entrepreneurship” as the second area of concentration using the same three criteria. The reassessment would either reaffirm it as the second area of concentration or some other traditional business discipline would be chosen as the second area.

During the first stage of restructuring, the core of the BBA program would be reassessed to determine if there is a case for reducing the current total of 19 business courses required for the degree to a lower number more in line with the number of core business courses required in BBA or B.Comm. programs at other small primarily undergraduate universities in Atlantic Canada and elsewhere (i.e., 14 to 18 courses). The restructuring of the core would be one measure among several to meet the additional human resource requirements created by implementing new areas of concentration. In the case of this measure a reduction of business courses in the core would free some teaching power that could be directed to required or elective courses in an additional area of concentration.

The second weakness—the lack of opportunity for experiential learning as a formal component of the BBA degree—is highlighted by the lack of a co-op or internship program, such as the one built into the Bachelor of Commerce degree program at Memorial University, St. John’s campus. However, it is important to note that co-op and internship programs are offered as elective components to BBA degrees at other small primarily undergraduate programs such as Acadia University and St. Francis Xavier University. At other small universities (e.g., Mount Allison University) elective business courses are offered that require students as an integral part of the course to engage in project work in the service of, and with the cooperation of, businesses and other outside organizations—work that is assessed by the professor of the course along with personnel from host business or organization. The lack of such an experiential learning component to Grenfell Campus’s BBA is seen as a weakness not only by its current students, alumni, and its faculty but also by representatives from local businesses and organizations outside the university interviewed by the Panel. It is a weakness that will require some creativity and innovative thinking to address given the resource constraints at Grenfell Campus that likely prevent the implementation of measures to merely copy the co-op and internship programs in place at larger universities elsewhere. One such avenue for creativity may include the involvement of the Navigate program on the Grenfell Campus. This is a hope expressed in the unit’s self study. However, given that the Navigate program is currently limited in its capacity, involving it formally and systematically in an experiential learning component of an academic program may prove a bureaucratic challenge.

Recommendation 4:

The Business program should make it a priority to implement an appropriate experiential learning opportunity as a formal part of its BBA program. To this end it is recommended that the unit conduct a survey of BBA and B.Comm. programs at other Canadian universities—particularly small primarily undergraduate universities—with regard to the range of innovative experiential undergraduate learning opportunities implemented elsewhere from which Grenfell Campus’s program might draw an appropriate model in program restructuring.

Other lesser issues with the curriculum of the BBA are as follows:

1. The suitability of courses in BBA core courses, specifically in Math and in Statistics for BBA students

2. The breadth requirements for BBA students as determined by the Grenfell Core

By all accounts, the Math and Statistics courses required by the BBA program and taught by the respective academic units on the Grenfell Campus constitute major impediments to BBA students getting the mathematical and statistical skill sets they need for subsequent business courses. Most of the problem apparently arises from the fact that these introductory courses must simultaneously serve the needs of students pursuing a variety of other disciplines besides business. Limits to faculty resources at Grenfell Campus, matched with lower overall enrolments at the campus compared to even the smallest of other small universities, mean that the possibility of creating separate and distinct introductory courses in these subjects to serve a variety of other disciplines in the social, biological and physical sciences is an impossibility. However, interviews with the Head of Sciences indicate that discussions between Mathematics faculty and the Business faculty are leading to a resolution of the problem in the near future. The Panel voices its concern that the problem should be successfully resolved in the near term because of the importance of basic mathematical and statistical skills to the integrity of a BBA program.

The application of the Grenfell Core breadth requirements to the BBA Program is an issue, if the Panel understands the Self-Study Document and the Business faculty correctly, partly because of timetabling and course scheduling difficulties. BBA students currently have difficulty meeting the requirements of two arts electives and two science electives over the course of their four years of study at Grenfell because of limitations on the availability of first and second year arts and science course offerings to BBA students. These would be limitations that arise naturally at a small university with a small enrolment and therefore constraints on how often a course can be offered. The Panel has no specific recommendations or thoughts about this problem which seems to be an issue of time tabling and course scheduling within the constraints of a small university.

On the very general issue of whether BBA students should be subject to breadth requirements that ensure they receive an exposure to a variety of ways of analyzing problems and a variety of perspectives on what constitutes a problem, the Panel can only point to the following concerning other small universities' approaches to this issue. Most business studies programs in small primarily undergraduate universities in Atlantic Canada and elsewhere specify that their students must take a minimal number of non-business electives in order to broaden their education and knowledge. Of the 40 courses in total required for a BBA or B.Comm. degree at these institutions usually that number is 10, but may be as high as 12 (e.g., St. Francis Xavier University) or not formally specified at all (e.g., Mount Allison University). The irony concerning the last example (which is the smallest university of the three) is that this university takes great pride in marketing itself as providing a "liberal education" to all its students including those in professional programs, such as its Bachelor of Commerce Program. Its idea of a liberal education is one informed by the contribution of the liberal arts and the sciences. However, its mechanisms for ensuring breadth all seem to be informal ones involving student advising and cross disciplinary collaboration among faculty as well as Bachelor of Commerce degrees that allow students to choose a major in arts and science disciplines if they wish to do so rather than a major in accounting or marketing—the two traditional business disciplines offered as majors in their B.Comm. program.

A reminder concerning this variety of approaches to defining what counts as suitable breadth of education in undergraduate professional degrees might be a start to initiating a discussion of revision to the Grenfell Core that will address the very practical operational problems of implementing breadth requirements for BBA students.

Recommendation 5:

The Business program should engage the Academic Council of Grenfell Campus in a discussion concerning the revision of the breadth requirements of the Grenfell Core as they apply to students in the BBA Program. The discussion and proposals to Academic Council following from it would have the aim of defining breadth requirements that take account of the realities of offering a professional program, such as a BBA program, at a very small undergraduate university.

- *Are the grading norms consistent with those used in similar programs in Canada and elsewhere?*

The grading norms appear to be consistent with those used in BBA and B.Comm programs in small primarily undergraduate universities in Atlantic Canada and elsewhere in Canada.

- *Is the unit properly staffed to fulfill its undergraduate responsibilities?*

There are two respects in which the BBA program unit at Grenfell Campus currently is not properly staffed. First, the current faculty complement of 5 full time positions is insufficient in number to cover the BBA program as it is currently designed with regard to the number of its core business courses, the number of the required business courses for its two concentrations, and the number of business course electives that graduates in its each of its two concentrations must take. Second, the current distribution of expertise across the current five faculty members with regard to the traditional business disciplines of Finance and Decision Sciences is not optimal for covering the current array of courses in the calendar.

The first point—the insufficiency of the five full time positions to cover the number of business course offerings required by the current structure of the BBA—can be shown in a rough and ready fashion by the following calculations. A faculty complement with five members, each with full teaching loads of 5 courses per year, allows 25 courses to be taught. Each year the current program demands that 19 business courses in the core must be offered. One of them, Business 1000, with enrolments of over 100 students in 2013/14 will require 3 sections, so teaching the core will use up 21 of the 25 courses available. Offering two areas of concentration will require 6 additional course offerings to cover the courses required in each area of concentration and between 2 and 4 elective courses minimally to handle the two elective courses needed by graduates in each concentration. This means that somewhere between 29 and 31 courses must be offered each year merely due to the current program structure with its core requirements and its two concentrations. Even with the use of part-time supplementary staff just meeting the demands of this aspect of the program structure is likely impossible.

The second point—the unbalanced distribution of expertise in traditionally recognized business disciplines across the current faculty of five professors—is a small problem in the delivery of the current BBA curriculum. It would be a greater problem in the delivery of a revised BBA program that allowed students to specialize in traditionally recognized business disciplines. Currently the lack of a faculty member with expertise in Finance and in Decision Sciences means the one faculty member who has a professional designation in Accounting must cover the core courses and elective courses in all three areas. It is possible, of course, to use part-time instructors to cover some of these courses on an ad hoc basis, but a faculty with a sound base of expertise should be resourced with professors specializing in Finance and in Decision Science. Should the BBA program be revised in accordance with the Panel's recommendation to offer concentrations embodying recognized business specializations such as accounting or finance, current dearth of expertise in the former and total lack of expertise in the latter will constitute major impediments to implementation of the recommendation.

Recommendation 6:

In the short term the University should create a sixth full time faculty position in the unit to be filled with a Ph.D. in finance. In the longer term further additions to the faculty complement should be guided by changes to the curriculum with regard to additional areas of concentration offered in the BBA degree program or to changes in the current areas of concentration.

- ***Are classes the appropriate size to accomplish its teaching goals?***

Given its current enrolment levels, Grenfell Campus's Business program is able to provide classes of relatively small size in comparison to most undergraduate business programs including even those housed in small primarily undergraduate universities. The largest classes consist of enrolments of over 50 students, and smallest are under 10 students. Last year the overwhelming majority had enrolments in the teens and twenties.

One of the program's stated objectives is serving "the students of Newfoundland and Labrador, especially the rural areas." These students have challenges in transitioning to a university in an urban area. The small classes are part of the formula that allows the faculty to give the individualized, customized attention to the academic needs of students and that contributes to a high success rate in the program. The students and alumni interviewed by the Panel commented extensively on role that small class sizes and individualized attention played in their academic success while many were at the same time having to establish a new lifestyle away from their familiar rural communities.

- ***Is there a sufficient demand from students for the program?***

As measured by the number of students attending Memorial University at Grenfell Campus who have declared a major or minor in the Business program, the program is the second largest on the campus after the major program in Psychology. This indicates there is sufficient demand for the program to command a certain priority with regard to the attentions and support of senior administration. This is particularly true in light of the fact that the program is a relatively young one at Grenfell Campus in that it is only since 2007 that students have been able to complete the full four-year program in Business Administration. Prior to 2007, students were required to transfer after the first two years of the program to the St. John's campus to complete the four-year program. The program has grown significantly during the last three years in percentage terms, with the numbers of students enrolled as majors and minors in the BBA program more than doubling in size.

In addition, in 2013 Grenfell Campus implemented an agreement with the CNA to allow students completing the college's diploma in business program to enter Grenfell's BBA program with third year standing and subsequently complete the BBA degree program in two years. As of 2014 a little over 15% of the demand for the Grenfell BBA program, as reflected by the statistics for those who have declared a major as a BBA student, is already from CNA business diploma students. The experience of Maritime universities which have implemented similar agreements with community colleges in New Brunswick and Nova Scotia indicates that student demand for Grenfell's BBA from students in the CNA business diploma program will only grow in the future and will act as a source of overall continued growth in demand for the Grenfell BBA.

- ***How competitive are the unit's undergraduate programs nationally and regionally in attracting qualified students and placing graduates in suitable positions?***

An explicit objective of BBA Program is “to serve the needs of students of Newfoundland and Labrador, especially in rural areas.” Within its defined niche market the program seems to be extremely competitive in satisfying the needs of the students it draws primarily from Western Newfoundland. The Panel did not receive any statistics concerning the numbers of high school graduates from this area, or more generally from rural Newfoundland, currently pursuing postsecondary education in business studies at universities in Canada or in Newfoundland in particular so that we could determine the percentage of this market captured by Grenfell Campus’s BBA program. However, one of the third year Grenfell Campus BBA students interviewed by the Panel turned out to be a former student of Acadia University’s Manning School of Business Administration and a student in the Introduction to Business course taught at the time by the external Panel member from Acadia University. That student’s testimony about his experience at Grenfell Campus and his choice to return to Western Newfoundland to complete his BBA studies constitute significance evidence, in the Panel’s view, of the Business program’s competitiveness in its chosen market.

- ***Are recruiting and retention opportunities being maximized, both by the unit and the university?***

The unit does not have the administrative support infrastructure to initiate and undertake recruiting efforts on its own or even to participate in recruiting efforts in any significant way. It does, however, liaise with authorities in the administrative infrastructure of Grenfell Campus responsible for student recruitment. It was mentioned in interviews with the BBA program faculty, with administrative officers in the student recruiting function, and with the AVP (Grenfell Campus) Academic, that Grenfell’s BBA program was seen as a growth area in the university’s strategic planning.

There are two primary target markets from which the BBA Program has drawn and will continue to draw recruits. These are:

1. Students from Newfoundland, especially from outside the St. John’s area. Although regionally specific, it is a diverse market segment. It includes students pursuing a post-secondary education immediately after high school and students in the work force pursuing a BBA degree part-time over an extended period of time. The latter market segment consists primarily of Western Newfoundland.
2. Students completing a business studies program at CNA who want to pursue a university business degree following their college diploma program building on the work completed in that program. Recruiting in this market is carried on in collaboration with the college according to the recently signed “2 + 2 agreement”.

In addition to the two aforementioned markets the Grenfell Campus and the BBA program are pursuing a collaborative arrangement with CNA by which the Grenfell BBA program will be able to enter the international student market in a significant way. Students completing the college’s program for a three-year business program at its campus in Qatar or a similar program in China will be eligible to transfer to Grenfell Campus after the college’s business diploma program and complete the BBA degree program requirements after three terms of study at the Grenfell Campus.

Taken together, these initiatives constitute significant recruitment initiatives that enhance the potential for significant enrolment growth. However, any suggestion that these initiatives should be seen as maximizing recruiting opportunities should be tempered by appreciation of the reality that with its

current resources and the resources the Grenfell BBA Program is likely to have in the near future, it is barely able to service the enrolments it enjoys now let alone expanded enrolments through new international student markets.

Recommendation 7:

Recruitment initiatives to expand enrolments in the BBA Program in large increments should be undertaken only after additions are made to the faculty complement that allow the unit to maintain the current quality of its teaching to the increased enrolments resulting from those initiatives.

- ***Is the unit fulfilling its service responsibilities to other units in the University?***

The unit is meeting responsibilities to service other units—i.e., other degree programs at Grenfell where it can. It offers a business studies minor program to students pursuing degree programs—e.g., Bachelor of Arts—with majors other than business. As of this current academic year there were 10 students at the Grenfell Campus pursuing a degree program including a minor program of study in Business. Such a degree program has the potential of enhancing the job prospects of students in other degree programs by enhancing their value to a future employer.

The unit is also collaborating with the Tourism Studies unit to offer a BBA with a minor program in Tourism Studies.

Finally, the unit is in conversation with the Head of Science concerning the possibilities of cross listing a course between Business and Math devoted to mathematical modeling to support decision making using optimization techniques.

These are examples that indicate that the Business program is quite open to collaboration with other academic programs concerning joint programs that create value for students and that maximize the impact that the limited faculty resources at Grenfell Campus have on the education of their students. Faculty in the unit seem take their formal and informal responsibilities to the wider university community far more seriously than faculty members do in the business schools at larger universities.

Graduate Program

- ***How effective is the unit in performing its graduate teaching and supervision responsibilities?***
- ***Is the research and scholarly productivity of the unit's faculty appropriate to its graduate responsibilities?***
- ***Are the graduate program's admissions criteria appropriate?***
- ***How successful are the unit's graduate programs national and regionally in attracting qualified graduate students and placing graduate degree holders in professional employment?***
- ***How competitive are the unit's graduate programs national and regionally in attracting qualified graduate students and placing graduate degree holders in professional employment?***
- ***Is the curriculum sufficiently comprehensive and rigorous compared to similar programs in Canada and elsewhere?***

The Business program does not offer a graduate program. However, the Panel makes the following observations in the interest of strategic planning purposes for the Business program, particularly to

enhance its contributions to the mission and objectives of Memorial University in general and Grenfell Campus in particular:

First, Business faculty have demonstrated a willingness to contribute to graduate programming by serving on supervisory committees of students in the Masters of Arts in Environmental Policy (MAEP) program, the first graduate program at Grenfell Campus.

Second, the Business program should focus on strengthening its undergraduate programming in the short-term, but Business faculty could be well positioned to contribute to the development of other new graduate programs that could be developed at Grenfell Campus, such as a Masters in Management and/or Masters in Public/Community Engagement.

Faculty Research and Scholarship

- *Are the research, creative activity, and scholarship of faculty appropriate for providing first-rate academic programs?*

As outlined in the Self-Study Document, this is the area in need of improvement. Currently there are two tenure-track faculty members and three term-appointment faculty members. Although the number of conference presentations has increased in recent years, the number of journal publications remains low. The total number of peer-reviewed journal publications in last five years by all faculty members is five and most of them are authored by one faculty member. Although the review Panel does not want to specify the number of peer-reviewed publications (in particular, journal papers) on a per year basis to which faculty should aspire, the total number of publications needs to improve. We strongly encourage the faculty to take the additional effort to convert conference presentations to peer-review publications.

Recommendation 8:

Business faculty should map out a plan to improve the number the peer review publications, in particular, the number of journal papers.

One of the areas of the program that impressed the committee is faculty involvement in community engagement activities. Most of the faculty members are heavily involved in community development activities; however, there is lack of transferring the knowledge generated from these involvements into their research agendas. Many researchers in other Canadian business schools have been very effective in using data collected from community-based projects to develop peer-review research outputs and further enhance their research agendas.

Recommendation 9:

Business faculty should find innovative ways to link their community engagement activities to the development or further enhancement of their research agendas.

As noted earlier, almost all the faculty in the Business program are junior scholars. Two faculty members with doctorates completed their graduate studies in the last five years and the other three are either pursuing or intend to pursue doctoral studies. Although one faculty member is helping others to develop their research agendas, there is a lack of senior leadership and mentorship for bright and hardworking young faculty.

Recommendation 10:

The Business program, with support from the Associate Vice-President (Grenfell Campus) Academic and from the AVP (Grenfell Campus) Research, should bring senior scholars to Grenfell to help mentor young faculty and assist them to develop and enhance their research programs. These individuals can be faculty appointments or visiting scholars who come for a defined period of time. In addition, the faculty should work with the senior administration to send the faculty for short-term assignments to work with the senior scholars.

Despite relatively heavy teaching and service responsibilities, the business faculty members are working hard to keep up with the research agenda. Despite limited resources, they seem to get involved in any project that may come their way. Although there may not be a large number of options available to them, this willingness may hinder their attempts to develop a focused research agenda. With limited outside resources this may lead to burning out the researchers. Collaborative research is the key to overcome this challenge by developing focused research projects. As many of the faculty members are involved in community development projects, themes such as entrepreneurship and regional business development, Aboriginal entrepreneurship, innovation and learning, and internationalization of SMEs may be attractive themes around which collaborative research projects could be built.

Recommendation 11:

The Business program should, with the consultation of Associate Vice-President (Grenfell Campus) Research, look into ways to develop long-term research agendas that align with the University's mission.

- ***Are research facilities and library resources sufficiently supportive of faculty research?***

No concerns were raised regarding library resources. However, there are a number of issues related to the research facilities and support. In the Self-Study Document and in interviews, the business faculty suggested there is lack of support from the senior administration for their research. In particular, there were concerns about the support available for the faculty members who are pursuing their doctoral studies. It appears that there are limited mechanisms to support these faculty members through course remissions, reduced service requirements etc. They are essentially left with little option but to take the time from their family or social life. In other business schools in Canada, there are formal mechanisms established through reduction of teaching and service requirements and flexible teaching assignments to enable faculty to engage in research and professional development activities.

Recommendation 12:

The Chair of the Business program should work with the Grenfell Campus AVPs to create ways to provide support for the faculty members pursuing their doctoral studies.

Concerns were also raised about the lack of internal funding available for faculty to develop their research agendas. The funding available through AVP (Grenfell Campus) Research office (\$2,500) is not sufficient to create a sustainable research agenda as the amount was relatively small and only available for one year at a time.

Recommendation 13:

The Business program should work with AVP (Grenfell Campus) Research to create a multi-year funding program to assist faculty who are developing research programs.

- ***Are faculty generating external funding up to their full potential?***

In recent years, three of the five faculty members, two tenure track faculty, were actively engaged in generating external funding. They have worked with local and regional agencies to raise funding for applied research. However, it not very clear whether these are mainly ‘consulting type of projects’. One of the more encouraging signs is that in the last year, two of the faculty members have applied for Tri-Council funding. The Panel believes this is the first step towards building research capabilities. Apart from these applications, there is limited evidence of faculty applying for national and international funding opportunities.

Recommendation 14:

Business faculty should work with the AVP (Grenfell Campus) Research to build a medium-term plan to raise funding for focused areas of study. This funding should be leveraged to generate funding from national and international agencies.

Recommendation 15:

More faculty members should be involved in grant writing to bring external funding to the Business program. They should work with the research office to create linkages with senior researchers who can help with grant applications.

One of the major concerns raised by the faculty was the lack of support for developing external grant proposals. It appears that there is limited support at Grenfell Campus and most of the supporting units are located in St. John’s. In particular, there is no evidence of a grant facilitator for business related projects either at Grenfell or in St. John’s. The applied nature of business research project requires a specialized grant facilitator not only to understand the traditional research sources but also in seeking funding from non-traditional sources.

Recommendation 16:

The Business program should work with the AVP (Grenfell Campus) Research to establish a grant facilitator dedicated to business related research who has experience and understanding of business research.

- ***What role are faculty playing in the University research centers, interdisciplinary research groups and external partnerships?***

Business faculty recently made attempts to collaborate with other research centers within Grenfell Campus. However, there is little evidence on the success or strength of the partnerships. While the committee acknowledges that there are limitations due to workload and support, we encourage the faculty to seek more partnerships with other research centers.

- *Do faculty engage in regional, national and international organizations?*

We commend the involvement of business faculty members in regional organizations (in particular Western Newfoundland), but their involvements in national and international organizations are very low. Only recently, some faculty started attending national conferences. We believe with the proposed planning and strategic allocation of resources, the business program's engagement in national and international organizations can be enhanced.

Recommendation 17:

Business faculty should increase their participation of national and international conferences and meetings and find ways to engage with those organizations.

Faculty and Staff

- *How well are faculty and staff resources being used?*

The faculty of the business program has made tremendous efforts in teaching and community service and engagement, but more efforts should be made toward carrying out research either individually, or collegially, though the latter is more recommended (see recommendations above re: **Faculty Research and Scholarship**).

- *Are promotion and tenure (P&T) policies appropriate to the unit's mission aspiration?*

To date, only 2 out of 5 faculty members of the program have entered the P&T procedures as tenure-track faculty. They have been guided on how to make their files ready for the tenure submission. It seems both faculty are on the right track toward tenure and have made substantial progress toward tenure. P&T policies are appropriate to the unit's mission's aspirations, but the Panel makes the following recommendation.

Recommendation 18:

The business faculty should make a more concerted effort to more effectively document how they are meeting P&T criteria through their activities, particularly community engagement activities.

- *How successful is the unit in implementing University employment equity policies?*

For the time being, there is one male faculty and four female faculty members in the unit. This might be due to a lack of expertise and the nature of the job advertisement that prevent them from hiring balanced faculty members from a gender perspective. Certainly, the unit has been trying to hire the best candidate that suits its program but the faculty also expressed an interest in having greater gender balance in the faculty.

- *Are faculty and staff workloads equitable and appropriate to the unit's missions?*

With current resources, the workloads of faculty and staff seem to be equitable and appropriate to its missions. However, the business program does not have any staff support and the Self-Study Document and interviews provided evidence that the Chair of the business program spends a disproportionality

large amount of time on administrative activities. This issue will become worse if the business program continues to grow.

Recommendation 19:

The Business program should receive the addition of at least one administrative staff member.

- *Are administrative decisions made and administrative tasks carried out efficiently and effectively?*

Yes, to their ability and limitations. However, a full-time separate secretariat support is recommended to help the Chair of the unit handle the administration tasks.

- *How does the unit rank among those in similar institutions regarding research productivity and quality, external funding, academic programs and teaching loads?*

For the time being, the unit, collectively, ranks below the average regarding research productivity and quality as well as external funding and ranks as average or above average with respect to the teaching loads and academic programs. It is noteworthy to mention that the unit has been operating above its potential considering the current resources it has and just below the average minimum support it has been receiving since its initiation (for further information on research productivity, see **Faculty Research and Scholarship** section above; for further information on academic programs and teaching loads, see **Undergraduate Program** section above.).

Community Service

- *Is the unit fulfilling opportunities to serve the community?*

The members of the unit have been actively engaged with the community and certainly fulfilling opportunities to serve the community. As explained above, the Panel recommends that these opportunities should be better utilized. First, as explained in the **Faculty Research and Scholarship** section above, community engagement activities should be better incorporated into research projects in ways that lead to increased numbers of research products, particularly peer-review publications. Second, as explained in the **Undergraduate Program** section above, the unit could better fulfill opportunities to serve the community by incorporating a formal experiential learning component into the curriculum.

- *Is the unit, where appropriate, effectively introducing students to professional community service opportunities?*

The Business program, despite not having an experiential learning component in the undergraduate curriculum, has introduced students to professional community service opportunities indirectly and informally through the Navigate program, an initiative in which the business faculty has played a leading role, and through business students' participation in the Access Program delivered by the Career Development Services office at Grenfell Campus. However, much of the introduction of students to professional community service opportunities is indirect, ad hoc, and difficult to document. Students interviewed by the Panel expressed support for the inclusion of experiential learning opportunities to introduce students to professional community service opportunities, though there was not much support for experiential learning component that might extend students' study period beyond the typical four

years. The Self-Study Document and interviews with faculty and students indicated a strong willingness to incorporate an experiential learning component into the curriculum and the Panel recommends that these efforts receive support from the University community (See **Undergraduate Program** above).

University Citizenship

- *Does the unit effectively reinforce the goals of other units?*

The Business program has demonstrated a willingness to engage other programs at Grenfell Campus in order to effectively reinforce the goals of other programs, as well as to reinforce the goals of the Business program. The most significant example is how the Business program has recently engaged with the Tourism program, which is undergoing revision. Faculty from the Business program and the Tourism program are working together to jointly develop and deliver courses necessary for Grenfell Campus to continue to offer a minor in Tourism. The amalgamation of new programs in combination with other programs at the campus (e.g., Tourism, Economics, Environmental Studies/SRM, and mathematics) may help resolve problems of capacity constraints on course delivery, and teaching loads. As such, the Panel believes there are more opportunities to work with other programs to enhance the University's goals and to create efficiencies in the Business program.

Recommendation 20:

The Business program should engage other units within Grenfell Campus, particularly the Economics program and the Environmental Studies program, to explore opportunities for synergies. These opportunities include cross-listed courses, utilizing professors from other programs to teach courses in the business program, and developing joint majors and minors with other related programs, such as minors in Sustainability or Environmental Management.

- *Do its members encourage and contribute to interdisciplinary activities?*

Some business faculty are engaged with faculty from other programs and disciplines on research and community engagement activities, but there is limited evidence of how members directly encourage and contribute to specifically *interdisciplinary* activities. As explained above in the section on **Faculty Research and Scholarship**, the Panel suggests that faculty members make more concerted efforts to engage in collaborative research and this could include having specific strategies to enhance interdisciplinary activities.

- *Should it apply its efforts and resources in new or different ways in order to enhance its role within the University?*

As explained above, the Business program should continue to apply its efforts and resource to engage with related programs (e.g., Economics, Tourism, Environmental Studies/SRM, and Mathematics) in the campus to enhance its contribution to the University. The Panel recognizes that faculty capacity is already stretched, however, so those efforts should in the short-term be targeted at exploring opportunities to find synergies between programs, in areas such as course offerings, that can contribute to multiple programs.

University Support

- *Is the unit receiving adequate resources from its Faculty and from the University at large?*

The budget allocation of the Faculty to different programs at the campus was unknown, which makes it difficult for the Panel to evaluate whether the unit is receiving adequate resources from its Faculty and from the University at large. The Panel believes that the faculty are probably contributing more than adequate human resources on a per capita basis to teaching and service and community engagement activities, but that is creating problems in the ability of faculty to conduct research. The Panel believes that more resources will be needed to ensure the delivery of a quality undergraduate program if enrollment growth continues (see **Undergraduate Program** section above). The business program needs more attention regarding budget allocation and resource needs, given the current number of enrollment and expectations for future growth in undergraduate programming.

- *Are its facilities adequate? Attention should be paid to space, equipment, computing, laboratory and library resources?*

Facilities appear adequate for faculty offices but facilities for business students is somewhat lacking. Some business students are able to use the Navigate program's office space, but those facilities are very limited. More space in the library with respect to private room self-study is required. The library staff support is substantial and, indeed, above the average in other similar universities, but the addition of one or two computing laboratories with proper software programs is recommended.

Recommendation 21:

The Business program should work with the AVP (Grenfell Campus) Administration and Finance to develop a facilities assessment and plan for the program.

- *Is it adequately staffed?*

The Business program lacks administrative support needed for a program of its size and for the expected growth. As mentioned earlier, a full-time separate administrative staff support specialist is recommended to help the Chair of the unit in handling the administration tasks. In addition, as mentioned above also, the hiring of at least one full-time faculty member in the field of Finance is highly recommended.

- *Does the reporting structure ensure managerial efficiency and administrative effectiveness within the unit?*

Yes, it does, to the extent of the resources available to the unit.

Plans, Goals, and Resource Allocation

- *Are the objectives of the unit appropriate to the mission of the University?*

As explained above in the section on **Alignment with the Strategic Plan**, the Business program's Self-Study Document suggests that four implicit objectives have guided the program since its inception in 2003:

1. to increase enrollment and retain students;
2. to offer high quality education (academic and non-academic);
3. to create a unique culture and sense of identity for students enrolled in Business;
4. to serve the students of Newfoundland and Labrador, especially in rural areas.

These objectives focus on teaching and learning and reflect the program's pursuit of excellence in teaching and learning, a core pillar in the University's mission. The Panel also observed significant activities and efforts in the area of community and public engagement and service, another pillar of the University's mission. While these objectives and activities are appropriate to the mission of the University, the program should explicitly incorporate research into its objectives to better align with the mission of the University (see **Faculty Research and Scholarship**). The program will be better positioned to do so if it receives resources recommended.

- *Is the unit trying to do too much?*

The unit is engaging too much (more than its capacity) with the community relative to other activities, particularly research. As a result, the opportunity for Business program's faculty to conduct more research that leads to publish articles in different academic journals has significantly been constrained by other commitments (see **Faculty Research and Scholarship**).

- *If the unit has made requests for additional resources, which requests does the Panel support and why?*

The Panel supports requests for additional resources in faculty and in staff. The unit does not have anyone who is specialized in offering different Finance courses. The Panel also supports the program's request for a separate administrative staff to do some administrative tasks that are currently done by the Chair (reasons for supporting the recommendations for an additional faculty and staff are outlined in the section on **Undergraduate Program**).

- *How might the unit's resources be redistributed to realize its goals and those of the University?*

A serious revision in the Business program's curriculum is recommended as a way to redistribute the program's resources. Two changes that are recommended above concerning reducing the units core courses and utilizing courses from other programs might free up teaching capacity among the business faculty. First, the number of the unit's core courses should be significantly lowered. Second, the unit should step up efforts to cooperate with other program, such as Economics, Environmental Studies/SRM, Mathematics, and Tourism in order to explore potential courses from those programs that could be incorporated into the undergraduate curriculum.