

Academic Program Review

# Business

Grenfell Campus  
Memorial University of Newfoundland

September 2014

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## Introduction

### **Grenfell Campus and Business Program: Background Information**

In 1975, the West Coast Regional College opened in Corner Brook, providing first- and second-year undergraduate Arts and Science classes to fewer than 200 students. Four years later, the institution was renamed to Sir Wilfred Grenfell College (SWGC). The first degree programs were introduced in 1988, with students working toward a Bachelor of Fine Arts in Visual Arts and Theatre. Since then, many other undergraduate degree programs and a graduate degree program have been introduced, and the campus has seen expansive growth in infrastructure. In 2012, the institution was officially renamed Grenfell Campus, Memorial University of Newfoundland to further recognize its status as a degree granting university campus and to reaffirm its position as part of Memorial University.

Grenfell Campus currently boasts enrolment of more than 1300 students and offers majors and degree programs in:

- Business Administration
- Computational Mathematics
- Education (Primary/Elementary)
- English
- Environmental Policy (Graduate)
- Environmental Science
- Environmental Studies
- General Science
- Historical Studies
- Humanities
- Nursing (with Western Memorial School of Nursing)
- Physics
- Psychology
- Social/Cultural Studies
- Sustainable Resource Management
- Theatre
- Tourism Studies
- Visual Arts

The Business program was established in 2003, offering a Minor in Business for students pursuing degrees in Arts and Science. The Bachelor of Business Administration was introduced in 2007 with three full-time faculty members, offering three distinct concentrations: Small Business & Entrepreneurship, Regional Economic Development, and Contemporary Business Studies. In 2010, concentrations were reduced to two when the Regional Economic Development stream was determined to be unsuccessful due to low student enrolment in this stream. The most recent major change has been an articulation agreement with College of the North Atlantic (CNA) that was approved by Senate in 2013, providing a clear path for graduates of two-year diploma programs in

Business Administration at CNA to complete a Bachelor of Business Administration at Grenfell Campus in as little as two years.

The development of Business programs at Grenfell Campus takes place within a larger context of Business education at Memorial University. At present, most business courses taught at Grenfell Campus originated within the Faculty of Business Administration (FBA) in St. John's, although some courses have been developed specifically for Business programming at Grenfell Campus. The shared course model necessitates that Grenfell Campus adopt any changes to courses that are initiated by the FBA, including pre-requisites and any other special requirements, which has become a challenge to Grenfell's own business programming efforts to develop programming particularly suited to its student population and market opportunities.

### **Academic Program Reviews**

According to the Procedures for the Review of Units and Programs, the purposes of Academic Program Review 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 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.

The Academic Program Review consists of three major components: the unit or program's self-study, review by an appointed panel, and follow-up response and action plan developed by the unit/program. This document reports on the self-study phase of the Review for the Bachelor of Business Administration degree offered by the Business Program at Grenfell Campus, Memorial University of Newfoundland.

### **Self-Study Methodology**

The self-study was undertaken by the full-time faculty members of the Business Program at Grenfell Campus, including Ms. Lynn Kendall (Assistant Professor), Dr. Jose Lam (Assistant Professor), Ms. Julie Pitcher (Assistant Professor), Ms. Janice Turner (Lecturer), and Dr. Jacqueline Walsh (Assistant Professor and current Program Chair). Additional input was sought from students in their graduating year in 2013 through an information gathering session led by Sean St. George, Program Manager of the Navigate Entrepreneurship Centre at Grenfell Campus. The session gathered information related to student views of course content, program structure, quality of instruction, methods of evaluation, experiential learning opportunities, availability of faculty members for consultation, academic advising, career preparation and skill development, and

overall satisfaction with the Business program. A copy of the discussion guide used for the information session can be found in Appendix A.

Additional information related to course registrations and student program declaration was collected from Banner, Memorial University's computerized record keeping and registration system. Websites of both Memorial University and Grenfell Campus were consulted during the self-study phase.

The Procedures for the Review of Units and Programs specifies that the following areas will normally be addressed in the self-study document:

- Strategic Objectives
- Student Enrolment/Program Outcomes
- Curriculum and Teaching
- Faculty Contributions
- Administrative Support/Efficiency
- Cost Effectiveness
- Additional Program Information

Each of these is addressed below, with additional information appended to this document.

## **Section A – Strategic Objectives**

### **Strategic Objectives of the Grenfell Business Program**

The Bachelor of Business Administration at Grenfell has been in existence for seven years. This is the first opportunity the Business faculty has had to formally reflect on the first phase in the development of this new program. It has been a very exciting and challenging period as the Business faculty have had the unique experience of nurturing and shaping the program from its inception. As with any new program, the main goals have been recruitment and retention as it is important to build a critical mass of Business students as effectively and efficiently as possible. Although previously unstated, the following objectives have been implicit in the Business Program's strategy to increase enrolment and retain students in the Program:

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

#### *OFFERING HIGH QUALITY EDUCATION (ACADEMIC AND NON-ACADEMIC)*

Traditional undergraduate business programs provide students with a high concentration of business courses designed to teach students practical and analytical skills required to succeed in the business world. Although it is difficult to evaluate whether a program is of "high quality",

common indicators would include a review of the curriculum, the success of students who have graduated from the program and the quality of the instruction of the faculty. Each of these indicators is discussed in the sections that follow.

Outside the classroom, the Navigate Entrepreneurship Centre is closely affiliated with the Business Program. Navigate assists all students on the Grenfell Campus in developing and implementing business ideas. The business faculty have made efforts to ensure students have opportunities to work with Navigate clients to assist them in developing business plans, marketing plans, and strategic plans. Students are able to take advantage of guest speaker series, symposiums, seminars on various aspects of business, breakfast clubs, and mentoring programs. In addition, Business students can become members of student-centred groups such as the Grenfell Business Society and Enactus Grenfell. Students are also encouraged to apply for employment positions with the faculty under programs such as MUCEP (Memorial University Career Experience Program) and SWASP (Student Work and Services Program).

#### *CREATING A UNIQUE CULTURE AND IDENTITY*

Grenfell Business has its own website and Facebook page. In addition, there is a LinkedIn group where many graduates keep up to date on their further schooling and career choices. On campus, Grenfell Business has recently moved into the new Arts and Science building extension, and faculty members now have offices adjacent to each other and to the Navigate program in this new area. Business has its own bulletin board next to the faculty offices and faculty make good use of the video monitors around campus. Students are encouraged to use the Navigate space, including the computers, resources, SmartBoard, case room and board room.

The Business faculty is very involved with student life. Faculty members sit as Academic Advisors to Grenfell Business Society and Enactus Grenfell and have travelled to competitions with the Enactus team on four occasions. (Enactus Grenfell has won two “Spirit of SIFE” awards at National Competitions despite only being in operation for five years.) The Faculty all maintain an open door policy and encourage students to engage the faculty members in discussions about their experiences on and off campus.

#### *SERVING STUDENTS OF NEWFOUNDLAND AND LABRADOR*

The vast majority of the Business students enrolling in the Grenfell Business program are from Corner Brook, towns in Western and Northern parts of Newfoundland as well as from areas of Labrador. Students from these smaller areas often find the transition to University to be very challenging. Students enjoy the small class sizes in the Grenfell Business program. As well, one-on-one academic advising, information sessions and easy access to faculty help make the transition as smooth as possible. To further serve students in this Province, in 2013 Grenfell Business and College of the North Atlantic signed a transfer agreement whereby students completing a two-year Business diploma at College of the North Atlantic can obtain a Bachelor of Business Administration at Grenfell in as little as two years.

Upon reflection, the first seven years of the Business Program have been very successful. First, the number of students undertaking a degree in Business has grown steadily since 2007. Currently, there are an estimated 118 students completing a Business degree at Grenfell and another 15 completing a Business minor. This figure is very encouraging and represents approximately 10% of the student population at Grenfell. Student enrolment, graduation rates and other statistics will be discussed in the next Section. Second, graduating students provide positive feedback from their experiences in the Program. Third, as can be seen in the Section on Program Outcomes, graduates of this Program are highly employable or often continue on to higher education.

However, as can be seen in the Section on Curriculum and Teaching, there are shortcomings in the current curriculum that must be addressed to improve the student experience. As well, the discussion that follows suggests that the Business Program is out of alignment with the strategic goals of Memorial University and Grenfell Campus.

### **Alignment with Memorial's/Grenfell's Strategic Objectives**

Pursuant to the Memorial University's Strategic Plan for April 1, 2011 to March 31, 2014, frameworks have been developed for teaching and learning, research and public engagement. Other strategic objectives identified in this Plan include enhancing the delivery of educational opportunities for students and increasing international student enrolment. Likewise, Grenfell's draft Strategic Plan emphasizes increased enrolment (both domestic and international) at the undergraduate and graduate levels and enhanced teaching and learning, research activity and public engagement at Grenfell Campus.

The Business Faculty members have noted four areas in which the current Business Program is not meeting the strategic objectives noted above. These four areas form the basis for the recommendations that are found throughout this self-study.

1. The Grenfell Business faculty recognize that the Business Program has an important role to play in increasing enrolment (both domestic and international) at the undergraduate and graduate levels.
2. The current Business Program does not provide an enhanced delivery of educational and professional opportunities for students. The program is unnecessarily complicated due to its connection with the Faculty of Business in St. John's. Business students at Grenfell have a very limited and restricted opportunity to take distance courses or other forms of alternative learning. Business students at Grenfell Campus have a limited opportunity to obtain a more in depth knowledge in subject areas of interest.
3. Enhanced teaching and learning includes increased opportunities for experiential and cooperative learning. These options are currently not available to Business students at Grenfell campus.
4. Grenfell Business faculty members recognize the importance of enhancing the Program's research activity output as well as Faculty involvement in public engagement.



## **Section B – Student Enrollment/Program Outcomes**

### **Student Profile**

An estimated 40% of the current Grenfell Business student population is comprised of students from the immediate Corner Brook and surrounding area. Another 45% of the students come from more rural and remote areas of Newfoundland and Labrador. The final 15% include international students and students from outside the Province. The business student population is made up of 57.6% females and 43.4% males.

There has not been much uptake of the business program among the non-traditional student (those not entering university immediately out of high school). While the business faculty have always ensured it utilizes evening teaching slots in an effort to reach non-traditional students, the program is not flexible in that it does not accommodate the needs of students who desire or require all evening courses, distance courses, summer courses or frequent course availability. This is largely due to the lack of resources available in the business faculty to provide any service above and beyond the basic program. With the recent 2+2 program with the College of the North Atlantic, there is an increased demand by students who are currently working full time to complete their business degrees on a part-time basis. As well, some students with diplomas from the College of the North Atlantic are taking a leave of absence from their jobs in an attempt to complete their business degrees as quickly as possible. The faculty members consistently hear about the frustration of these students around the limited availability of courses and the limited time slots in the Business program.

As with many universities across Canada, Grenfell Campus has a goal to increase enrolment. This challenge is particularly evident in Atlantic Canada as the population of prospective students is declining.<sup>1</sup> Grenfell has been actively recruiting students from outside Newfoundland and Labrador and, as expected, international student recruitment has become a high priority for this campus. Research conducted by the Associate Vice-President (Grenfell Campus) Academic's Office provides evidence that a large number of international students are interested in obtaining a business education. There are numerous opportunities to create transfer agreements with institutions around the world. At present, the Grenfell business program is understaffed and the academic requirements are too rigid to allow this type of growth.

### **Student Enrollment and Graduation Trends**

Table 1 illustrates student enrolment in all Business courses at Grenfell Campus for the period under review (2007-2008 to present), along with registration data for the campus as a whole during the same period. Note that the figures given represent the sum of all registrations in each Business course for the entire academic year and are not broken out by semester; courses are offered once each academic year except where noted.

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<sup>1</sup> <http://www.universityaffairs.ca/crunch-time-in-atlantic-canada.aspx>

**Table 1. Business Course Enrolment by Year**

| <b>Course</b>      | <b>2007-08</b> | <b>2008-09</b> | <b>2009-10</b> | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15<br/>(Fall only)</b> |
|--------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------------------|
| 1000               | 158            | 151            | 124            | 131            | 151            | 170            | 163            | 75                             |
| 1101               | 24             | 38             | 24             | 30             | 33             | 38             | 40             | 31                             |
| 1210 <sup>2</sup>  | 24             | 28             | 20             | 25             | 10             | 19             | 21             | 29                             |
| 1600 <sup>3</sup>  | 28             | 36             | 26             | 34             | 10             | 32             | 38             | Winter only                    |
| 2010 <sup>4</sup>  | 66             | 53             | 37             | 29             | 6              | 18             | 22             | 28                             |
| 2101               | 17             | 32             | 20             | 24             | 14             | 28             | 35             | Winter only                    |
| 2210 <sup>5</sup>  | 20             | 12             | 14             | 17             | 7              | 16             | 24             | Winter only                    |
| 2400 <sup>6</sup>  | 26             | 12             | 20             | 23             | 12             | 9              | 22             | 35                             |
| 2700               | 15             | 32             | 18             | 31             | 9              | 15             | 29             | Winter only                    |
| 2808 <sup>7</sup>  | 14             | 31             | 10             | 17             | 13             | -              | -              | -                              |
| 3310 <sup>8</sup>  | 25             | 28             | 24             | 21             | 10             | 20             | 29             | Winter only                    |
| 3350 <sup>9</sup>  | -              | -              | -              | -              | -              | 10             | 25             | 23                             |
| 3401               | 20             | 16             | 20             | 19             | 13             | 10             | 19             | Winter only                    |
| 4000               | 20             | 28             | 13             | 16             | 24             | 11             | 24             | 20                             |
| 4010 <sup>7</sup>  | -              | -              | 4              | -              | -              | -              | -              | -                              |
| 4020 <sup>7</sup>  | -              | -              | 1              | -              | -              | -              | -              | -                              |
| 4050               | -              | -              | -              | -              | -              | 15             | 11             | 21                             |
| 4320               | 10             | 24             | 24             | 10             | 13             | 5              | 15             | 17                             |
| 4330 <sup>10</sup> | 13             | 8              | 6              | -              | -              | 8              | 18             | 23                             |
| 4500               | 15             | 17             | 23             | 23             | 13             | 12             | 20             | Winter only                    |
| 5000               | -              | -              | 3              | 5              | -              | -              | -              | -                              |
| 5220 <sup>9</sup>  | -              | -              | -              | -              | -              | 9              | 6              | 16                             |
| 5301               | 12             | 14             | 10             | 15             | 16             | 11             | 11             | 22                             |
| 5302 <sup>11</sup> | 8              | 16             | 11             | 17             | 15             | 13             | 15             | 23                             |
| 5600               | -              | 3              | 6              | 10             | 5              | 7              | 6              | 13                             |
| 6500               | -              | -              | 4              | 9              | 8              | -              | -              | -                              |
| 6600               | -              | -              | 6              | 9              | -              | 4              | -              | Winter only                    |
| 7000               | 16             | 9              | 15             | 20             | 13             | 14             | 14             | Winter only                    |
| 7010               | 10             | 20             | 25             | 22             | 12             | 19             | 15             | Winter only                    |
| 7025 <sup>7</sup>  | 5              | 20             | 23             | 17             | 13             | -              | -              | -                              |
| 7050               | 12             | 13             | 12             | 16             | 11             | 12             | 10             | Winter only                    |
| 7600               | -              | -              | 5              | 8              | 3              | 8              | -              | Winter only                    |

<sup>2</sup> Replaced BUSI 1201 in 2011-2012; added pre-requisites of Economics 2010, 2020, + English 1110 or 1021

<sup>3</sup> Revised in 2011-2012; added pre-requisite of English 1110 or 1021

<sup>4</sup> Replaced BUSI 2000 in 2011-2012; added pre-requisite of Business 1000 and English 1110 or 1021

<sup>5</sup> Replaced BUSI 2201 in 2011-2012; added pre-requisite of Mathematics 1000

<sup>6</sup> Replaced BUSI 2401 in 2011-2012; added co-requisite of Statistics 2500

<sup>7</sup> Inactive course

<sup>8</sup> Replaced BUSI 2301 in 2011-2012; added pre-requisite of English 1110 or 1021

<sup>9</sup> Added to program in 2011-2012

<sup>10</sup> Replaced BUSI 3320 in 2011-2012; added pre-requisite of English 1110 or 1021

<sup>11</sup> Replaced BUSI 7302 in 2011-2012

|                |       |       |       |       |       |       |       |  |
|----------------|-------|-------|-------|-------|-------|-------|-------|--|
| Total BUSI     | 558   | 641   | 548   | 598   | 434   | 533   | 631   |  |
| Total Grenfell | 8,619 | 8,338 | 7,862 | 8,261 | 8,255 | 8,444 | 9,014 |  |
| % of Campus    | 6.47% | 7.69% | 6.97% | 7.24% | 5.26% | 6.31% | 7.00% |  |

Source: Centre for Institutional Analysis and Planning (CIAP) Fact Book 2012 and Banner.

As can be seen from the above table, enrolment in business courses has been strong over the past seven years. The full degree program was introduced in September 2007 and went through several program changes in the early years. These changes were implemented mainly to stay aligned with the St. John's business programs. High enrolment in business courses from the inception of the program can be explained by students who were waiting to complete various courses at Grenfell to satisfy their degree requirements. Enrolment has increased significantly in 2012 and 2013 after a noticeable dip in enrolment in 2011. Early indications for Fall 2014 show that enrolment has increased by approximately 18% over Fall 2013 figures.

Table 2 shows the number of declared majors by academic program at Grenfell. The Business Program has been growing steadily since 2009. The figures shown in this table do not represent the number of students actively enrolled in business courses because of data entry and coding errors (there are at least six different codes used to identify Business students at Memorial University) and students failing to declare their majors. More accurate data suggests that as of September 2014 there are approximately 133 students in the Business Program, with 10 of those students completing a minor in business. Also important to note is the early success of the College of the North Atlantic transfer agreement (known as the 2+2). Six students registered under the 2 + 2 program in 2013; 10 additional students have registered in 2014.

**Table 2. Grenfell Campus Declared Majors by Academic Year (Fall Figures)**

| <b>Majors</b>          | <b>2007</b> | <b>2008</b> | <b>2009</b> | <b>2010</b> | <b>2011</b> | <b>2012</b> | <b>2013</b> | <b>2014</b> |
|------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Business Admin         | 8           | 40          | 32          | 42          | 50          | 58          | 68          | 104         |
| Comp. Mathematics      | -           | -           | -           | -           | -           | -           | 20          | 25          |
| English                | 55          | 50          | 52          | 48          | 50          | 57          | 58          | 62          |
| Env. Science (Bio)     | 36          | 44          | 48          | 43          | 36          | 27          | 24          | 35          |
| Env. Science (Chem)    | 22          | 19          | 15          | 14          | 15          | 12          | 11          | 15          |
| Environ. Studies       | 47          | 34          | 23          | 29          | 21          | 25          | 31          | 58          |
| General Science        | 40          | 54          | 47          | 40          | 38          | 37          | 29          | 51          |
| Historical Studies     | 22          | 23          | 15          | 20          | 18          | 18          | 17          | 20          |
| Humanities             | 7           | 7           | 7           | 3           | 3           | 2           | 3           | 7           |
| Physics                | -           | -           | -           | -           | -           | 9           | 6           | 8           |
| Psychology(B.A.+B.Sc.) | 95          | 99          | 88          | 99          | 112         | 152         | 182         | 203         |
| Social/Cultural        | 28          | 18          | 18          | 14          | 16          | 16          | 16          | 28          |
| Sus. Resource Mgmt     | 1           | 11          | 17          | 20          | 20          | 22          | 26          | 24          |
| Theatre                | 70          | 65          | 67          | 61          | 64          | 68          | 61          | 64          |
| Tourism Studies        | 11          | 15          | 14          | 10          | 8           | 6           | 11          | 10          |
| Visual Arts            | 81          | 73          | 77          | 79          | 84          | 81          | 80          | 91          |
| <b>Total</b>           | <b>529</b>  | <b>551</b>  | <b>518</b>  | <b>520</b>  | <b>531</b>  | <b>590</b>  | <b>640</b>  | <b>805</b>  |
| BUSI as % of Total     | 1.51%       | 7.26%       | 6.18%       | 8.08%       | 9.42%       | 9.83%       | 10.63%      | 12.9%       |
| Students on Campus     | 1,074       | 1,037       | 1,000       | 1,022       | 1,030       | 1,075       | 1,113       |             |

Source: Centre for Institutional Analysis and Planning (CIAP) Fact Book 2007, 2008, 2009, 2010, 2011, 2012 and Banner.

As of 2014, students enrolled in the Business Program represented almost 13% of the total declared programs at Grenfell. The Business Program shows promise as one of the most highly subscribed/popular programs at Grenfell.

To complete the assessment of the state of the Grenfell Business Program, Table 3 shows the number of degrees awarded at Grenfell by program. The increases in enrolment and declared programs is not reflected in a noticeable increase in the number of business degrees awarded. Students are taking longer to finish their business degrees for a number of reasons. Some reduce their course load due to work commitments, ensure passing grades, or simply wish to attend university part-time; others are required to repeat courses that they have failed. Students take courses out of sequence and have to remain in the program longer than anticipated in order to take courses offered only once per academic year. The unavailability of distance courses in the summer session makes it difficult for students to catch up with missed courses. Several students have to take Math 1000 several times in order to pass; Math 1000 is a prerequisite for several of the quantitative business courses. Some students have to return to upgrade course marks because the GPA of 2.5 needed to graduate is not met.

**Table 3. Grenfell Campus Degrees Awarded by Major and Academic Year**

| <b>Majors</b>                | <b>2007-08</b> | <b>2008-09</b> | <b>2009-10</b> | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> |
|------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| <b>Arts</b>                  |                |                |                |                |                |                |                |
| English                      | 13             | 17             | 7              | 10             | 11             | 7              | 16             |
| Environ. Studies             | 10             | 6              | 15             | 3              | 12             | 1              | 7              |
| Historical Studies           | 3              | 2              | 6              | 4              | 4              | 2              | 4              |
| Humanities                   | 0              | 0              | 2              | 1              | 1              | 1              | 0              |
| Psychology                   | 18             | 17             | 11             | 9              | 19             | 19             | 29             |
| Social/Cultural              | 11             | 10             | 3              | 3              | 3              | 4              | 2              |
| Tourism Studies              | 0              | 0              | 3              | 3              | 5              | 3              | 0              |
| <b>Total Arts</b>            | <b>55</b>      | <b>52</b>      | <b>47</b>      | <b>33</b>      | <b>55</b>      | <b>37</b>      | <b>58</b>      |
| <b>Business Admin</b>        | <b>0</b>       | <b>4</b>       | <b>17</b>      | <b>16</b>      | <b>21</b>      | <b>12</b>      | <b>10</b>      |
| <b>Fine Arts</b>             |                |                |                |                |                |                |                |
| Theatre                      | 27             | 18             | 12             | 7              | 22             | 12             | 10             |
| Visual Arts                  | 15             | 25             | 17             | 18             | 11             | 19             | 22             |
| <b>Total Fine Arts</b>       | <b>42</b>      | <b>43</b>      | <b>29</b>      | <b>25</b>      | <b>33</b>      | <b>31</b>      | <b>32</b>      |
| <b>Science</b>               |                |                |                |                |                |                |                |
| Env. Sci. (Bio)              | 14             | 7              | 10             | 9              | 10             | 9              | 8              |
| Env. Sci. (Chem)             | 5              | 4              | 5              | 1              | 3              | 4              | 1              |
| General                      | 8              | 5              | 7              | 2              | 5              | 6              | 1              |
| Psychology                   | 5              | 2              | 10             | 8              | 3              | 4              | 5              |
| <b>Total Science</b>         | <b>32</b>      | <b>18</b>      | <b>32</b>      | <b>20</b>      | <b>21</b>      | <b>23</b>      | <b>15</b>      |
| <b>Sus. Resource Mgmt</b>    | <b>0</b>       | <b>0</b>       | <b>0</b>       | <b>0</b>       | <b>4</b>       | <b>6</b>       | <b>4</b>       |
| <b>Total Grenfell</b>        | <b>129</b>     | <b>117</b>     | <b>125</b>     | <b>94</b>      | <b>134</b>     | <b>109</b>     | <b>119</b>     |
| <b>B.B.A. as % of Campus</b> | <b>0.00%</b>   | <b>3.42%</b>   | <b>13.60%</b>  | <b>17.02%</b>  | <b>15.67%</b>  | <b>11.04%</b>  | <b>8.40%</b>   |

Source: Centre for Institutional Analysis and Planning (CIAP) Fact Book 2011 and 2012, and Banner.

There is no data to assist in determining the true retention rates for the Business Program. While some students ultimately decide to pursue other programs and/or universities, retention does not appear to be a significant issue. Once a student commits to complete the Grenfell Business Program, a large percentage of the students remain active in the program. After completion of first year courses, it is evident that several students (approximately 10-15 per year) opt to further their business studies on the St. John's campus. There are three main reasons for this. First, some students living in Corner Brook want to get away from home. Second, some wish to take the more flexible St. John's BBA program (all courses available via distance, more course offerings, more business electives available and fewer restrictions on which electives must be taken). Third, students are attracted to the Bachelor of Commerce program in St. John's due to the availability of work term placements. Several students have commented that they would stay at Grenfell if work term placements (or similar experiential learning opportunities) were offered.

### **Program Outcomes**

Success of the Grenfell Business Program can be measured in many ways. Although graduates have not been contacted to determine their level of satisfaction with the program, there is evidence that graduates recognize the value of this undergraduate degree.

- After one of our earliest students (Mike Buckle) moved to St. John's to complete his BBA, he touched base with his former professor to say he was going to "see if I can squeeze in another [term] at SWGC if at all possible... It's definitely not hard to miss Grenfell at all."
- Testimonial from another early business program student, Kevin Pike: "The last three years that I've spent at Grenfell studying business has given me the knowledge and skills that I'll need to succeed both academically and professionally. I've found that the approach professors take to teaching encourages interaction and inspires students to take initiative both in and out of the classroom. Applying the theories learned to current issues will give me the insight and drive that I'll need to hit the ground running once I start my career."
- From Christina Hickey: "Completing a business degree at Grenfell is a one of a kind experience. With small class sizes and enthusiastic professors, every class is far from boring. From a marketing class to a finance class, the experiences are unforgettable. Grenfell also made the transition from high school to university much easier than I ever imagined. Supplemental instruction for business and business related courses allows everyone the opportunity to get extra help, and the fact that the extra help is free, is an added bonus. The Grenfell community is also very student oriented with many extra services available for on and off-campus students. Corner Brook and surrounding areas are far from boring and there is always something to do. From a day of skiing at Marble Mountain, hiking Gros Morne, to taking boat tours of the Bay of Islands, it is easy to play hard! I have confidence in saying that I do not regret one thing about attending Grenfell for four years. Although I am considered to have a Memorial degree and not an official Grenfell degree, I don't tell everyone I attended Memorial, I let everyone know that I completed my business degree at Sir Wilfred Grenfell College!"

- From Mark Morrissey: Studying Business at Grenfell certainly provided me with a number of advantages that I would not have found at another university. The instruction quality is second to none; the professors genuinely cared about my progress and were always there to lend a helping hand when I couldn't quite grasp a concept. The program was very in depth and taught me a lot of useful and relevant knowledge that has helped prepare me for a solid career. The small class size, friendly atmosphere and intimate surroundings enabled me to really get to know my Profs and classmates. I met some of my best friends' right here on campus, and even though we went our separate ways after graduation, we still keep in close contact everyday. I would recommend the Business Program at Grenfell College to anyone; you will not find another one like it anywhere in the world.
- Upon learning about her new position as Campaign Manager on the marketing team for Eastlink, Danielle Brake, MBA states in an email to the faculty "I really don't think I'd be where I am without the strong foundation that was provided by the Grenfell Business Program." In a personal communication to one professor, she went on to say, "I would have never thought in first or second year that I would even be applying for an MBA program, and I think that my experience here at Grenfell has played a major role in realizing and striving towards that goal."
- In a recent post on LinkedIn, Michael Parcon, MBA and winner of the 2011 Scotiabank Interview Competition stated that his success is "Proof positive of the great foundation from Grenfell's Business program."

Another great measure of program effectiveness is the ability of graduates to obtain meaningful employment and to gain admission into higher education programs. Information is available for approximately 50% of the 80 graduates of the business program to date. There are two former students in this group who have been unable to obtain employment relating to their area of study. Seventeen graduates have obtained management/professional positions. Fourteen have obtained positions in the banking industry or accounting related jobs. Nine other graduates have obtained entry level positions in various industries.

With respect to graduate or similar programs, two graduates have gone to law school, 4 graduates have achieved or are in the process of obtaining an MBA, six graduates have pursued or are pursuing accounting designations, one graduate is in a Bachelor of Nursing program and another is in a Post-Diploma GIS program.

The Grenfell Community has not done a great job of promoting the positive outcomes from the Business Program. Although the program has been in place for 7 years, it is common to receive comments from the local community that no one is aware that Grenfell offers a full business degree program. Student recruiters promote the successes of the business program during their visits to high schools. The recruiters meet with the Chair of the Business Program each year for updates. The marketing department at Grenfell has requested a greater role in helping to promote Grenfell Business. With respect to making these outcomes known to current or potential students on the campus, the video monitors, bulletin board, classroom announcements, business meet and greets,

LinkedIn, Twitter, Facebook and the website are all used to varying degrees of success. The website is not functional and does not convey the message that the Business faculty would like to be sent to students and potential students.

## **Section C – Curriculum and Teaching**

### **Overview**

The Business degree at Grenfell is a Bachelor of Business Administration. It is not a Bachelor of Arts with a major in Business. As such, the Business Faculty considers the Business Program to be a professional degree in the sense that the course work emphasizes skills and practical analysis as opposed to theory and research. The Program has a high concentration in business related courses in comparison to other programs with majors in Arts and Sciences. The Business Program currently has 24 core courses as compared to 12 core courses which constitute a major in Arts or Sciences. It is the concentration of business courses that makes this Business Program competitive with other Business Administration programs.

### **The Grenfell Core**

In addition to the business specific curriculum, students completing a Business degree at Grenfell must comply with the Grenfell Core. The Grenfell Core requirements can be found in Appendix B. The Core was developed in response to the stated academic purpose of Grenfell Campus. The 2013-2014 University Calendar states that “Grenfell Campus... is a four-year undergraduate degree granting institution offering a liberal arts education in arts and sciences and a professional education in nursing, theatre and visual arts.” (p. 275)

All students completing a Bachelor of Arts, Bachelor of Science and Bachelor of Business Administration must comply with the Grenfell core to ensure that students receive a “critical and open-minded pursuit of knowledge.”(p. 275, University Calendar) The Business Program at Grenfell Campus is the only program that is considered a professional program but still has to satisfy the Grenfell Core. (Nursing and Fine Arts, the other two “professional” programs, do not have obligations to the Core.) The Grenfell Core requires students to complete at least 10 designated writing courses, 2 quantitative reasoning courses, and 6 breadth of knowledge courses chosen from three categories. In principal, the Business faculty believes in a broad, well-rounded education. Looking at the Grenfell core, it is evident that Business students satisfy the majority of the core through the mandatory business courses that must be completed to obtain a degree. However, full compliance with the Grenfell Core is problematic for Business students under the current curriculum for the following reasons: 1. Students only have 10 non-business electives under the current program; 2. Students have difficulty choosing specific categories (especially Group A) that will fit into their schedules; 3. As will be discussed below, students are demanding more business courses be offered in certain areas of interest.

In summary, the Grenfell Core is adding to the complexity of the current Business program. The Business faculty members believe that students will receive a “critical and open-minded pursuit of knowledge” in our Business Program and non-business electives without having to pigeon-hole courses into certain specific categories. The Business Program requirements include extensive opportunities to improve writing skills and ten non-business course electives. Therefore, it is recommended that Grenfell Business be exempted from meeting the Grenfell Core. It is acknowledged that at the time of writing, the Grenfell Core is under review.

### **The Business Curriculum**

The curriculum for the Bachelor of Business Administration and the Minor in Business can be found in Appendix C. The Business Program offers two streams: Contemporary Business Studies and Entrepreneurship and Small Business. Enrolment in the Entrepreneurship and Small Business stream is very low and courses in this stream have been regularly cancelled over the last two years. Students in the Entrepreneurship and Small Business stream must complete four courses not offered in the Contemporary Stream. Because there is little difference between the two programs, most students enrolled in the Entrepreneurship and Small Business stream have been migrated to the Contemporary Business Stream.

The core business courses offered are similar to other Bachelor of Business Administration programs throughout Canada. Students receive education in the fundamental areas of business: marketing, accounting, finance, entrepreneurship, organizational behavior, human resources, operations management, organizational theory, law, business writing, computers, and strategy. Additional course offerings include leadership, labour relations, business plan writing, market research, international business, and senior seminars in contemporary business. As the Business curriculum is taught by 5 faculty members (and 2-3 per course instructors each year), it is impossible to offer electives that provide more in depth analysis of some of the key areas of business. Students have noted this gap in the focus group sessions:

- “There is no opportunity to focus on subjects like marketing and finance.”
- “The program could be separated into more sections to allow more focus on marketing, etc.”
- “In St. John’s, students can focus on finance, marketing, etc. It should be like that here.”
- “There is only one course on topics of interest.”
- “Human resources and/or communications – right now there is no opportunity to get a better understanding of these segments.”
- “You look at subjects such as HR, but not enough information about it. You have to educate yourself after graduating.”

In addition to the lack of electives, the Business Program is complex and it is difficult for students to understand what is expected of them. The Chair spends approximately 50% of her time advising students with respect to program requirements and registration issues. There are a number of reasons that the Business Program curriculum is complicated.



## Challenges

### *CHALLENGE 1: RELATIONSHIP WITH FACULTY OF BUSINESS – ST. JOHN’S CAMPUS*

The Faculty of Business on the St. John’s campus offers three undergraduate degrees: a Bachelor of Commerce (Co-operative), Bachelor of Business Administration, Bachelor of International Business Studies, and a Business Minor. As part of the Grenfell mandate and customary practice, the Grenfell programs accommodate students who wish to spend a year or two at Grenfell and then transfer to the St. John’s campus to finish their studies. Since its inception, the Business Program has followed this mandate. Students are able to take a common first year at Grenfell and then transfer to the St. John’s campus to complete any of the degrees offered in the Faculty of Business. Issues arise, however, when students wish to complete two years at Grenfell before transferring to St. John’s; students stay at Grenfell for three plus years and then want to transfer to St. John’s; students wish to transfer to Grenfell after spending one, two or three years in St. John’s.

With a few exceptions, the course numbers and curriculum between the Grenfell and Faculty of Business programs are similar. This was purposely done at the time the Grenfell Business Program was created to ensure students had a smooth transition to the St. John’s campus and to minimize confusion for students taking courses on both campuses. Unfortunately, students are now more disadvantaged than they are advantaged by the current arrangement. The Faculty of Business is an accredited program. Because of its accreditation, the Faculty of Business must meet stringent requirements; curriculum content and evaluation; prerequisites, and ratio of professors holding Ph.D. To meet these requirements, the Faculty of Business has made several curriculum changes over the past few years. As well, because Grenfell Business is not accredited, the Faculty of Business has made it clear that it cannot be associated with the Grenfell Business Program. These issues have made it difficult for the two faculties to cooperate and to keep the best interests of the students as a priority.

By trying to maintain a relationship with the Faculty of Business, the Grenfell Business Program has created unnecessary challenges for itself. The curriculum at Grenfell has changed to accommodate changes to the St. John’s curriculum, even when it is not in the best interests of this Program. This was necessary to allow courses with the same course numbers to be taught at Grenfell. The course numbering system is problematic for Grenfell Business students. The prerequisite issues that arise from these changes result in constant waivers of prerequisite requirements for our students. The best example is the recent change to the Faculty of Business programs requiring English 1110 as a prerequisite for a number of courses in the programs. English 1110 was not offered at Grenfell at the time. In order to accommodate this requirement, Grenfell Business had to ensure that the English department would offer, and continue to offer, English 1110. Because the English department is only able to offer one slot per year, many students are not able to take this course. To require English 1110 when the Grenfell Business Faculty believes English 1001 is sufficient will hurt the Business Program. Therefore, accommodations are made to admit students into all the courses requiring English 1110 when they have completed English 1001.

The issue of prerequisites leads to another important challenge for students completing a Business degree at Grenfell Campus. All of the Business courses offered through our Distance Education program are controlled by the Faculty of Business. Because Grenfell Business teaches the same course numbers, we are not permitted to create distance courses with the same course numbers. The Faculty of Business has a no waiver policy which means that students from Grenfell that do not meet the prerequisites are unable to take the majority of courses through Distance Education. This is unacceptable and is contrary to the strategic mission for Memorial University and Grenfell Campus. Research shows that students are looking for more flexibility in their schedules and more options for completing their degrees. The Chair provides guidance to students on the issue of Distance Education on a regular basis. This issue must be resolved if Grenfell Business is to remain competitive.

#### *CHALLENGE 2: TRANSFER STUDENTS FROM THE COLLEGE OF THE NORTH ATLANTIC*

In 2012, Grenfell Campus signed an articulation agreement with the College of the North Atlantic to allow students graduating with a two-year Diploma in Business Administration to complete a Bachelor of Business Administration at Grenfell in two years. (See Appendix C) It is a block transfer arrangement which means that students are not assessed on a case-by-case basis, but have earned 60 of the 120 credit hours required for a degree when they enroll at Grenfell. Grenfell Business is very pleased with this arrangement and is in discussions with respect to a similar arrangement with the College of the North Atlantic with respect to students completing a three-year Diploma in Business Administration. During the first year of the 2 plus 2 articulation agreement, six students from the College of the North Atlantic enrolled in the Grenfell Business Program. There are numerous opportunities being presented to Grenfell Business on a regular basis to establish transfer agreements with other institutions. This is a significant component of the mandate to increase enrolment through international students at Grenfell. Grenfell Business recognizes it has an important role to play to increase enrolment through articulation agreements as many of the institutions have highlighted business as an area of interest.

In order for the 2 plus 2 agreement and all future agreements to work effectively and efficiently, the Grenfell Business curriculum must be streamlined. The current issues with prerequisites and unavailability of Distance Education courses is problematic for students transferring from College of the North Atlantic and will continually become more complicated as more requirements are imposed by the Faculty of Business. The Chair notices an increase in the number of student waivers and student advising required due to the transfer arrangements.

#### *CHALLENGE 3: LIMITED RESOURCES AND PROBLEMATIC DEGREE REQUIREMENTS*

Finally, there are a number of specific issues with the current program that affect students' ability to follow the program requirements and to complete their degrees in the standard four years. As a general observation, unless students stay on course with the curriculum as it is laid out by the Program Chair, it is likely they will experience problems. Unfortunately, students are not always able to follow the Program for a variety of reasons; e.g., they may fail a course, they may have personal issues and need to be off campus, they may find part-time or full-time employment, or

they may want/need to take a reduced course load. It is the responsibility of the Business Program to provide flexibility (within reason) to accommodate the complexities of student life today.

It has been previously mentioned that Business students must meet the Grenfell Core. Trying to find courses at Grenfell (especially over the summer) to satisfy the core is problematic for students. It has also been noted that Business students are severely restricted in their ability to take Distance Education courses. As well, because the entire Business Program is delivered by five full-time Faculty, all business courses (with the exception of Business 1000 – Introduction to Business) are only offered once in an academic year. These three issues affect the students' ability to graduate in a timely manner. These issues also affect the ability of 2 plus 2 transfer students and part-time students to graduate as efficiently as possible.

The most prominent issue for students and the main issue that prevents them from graduating in a timely manner is the maze of prerequisites. A majority of the prerequisite issues are rooted in the relationship with the Faculty of Business as noted above, however there are two courses at Grenfell that Business students find very challenging. Students must complete Mathematics 1000 (Calculus I) and Statistics 2500 (Statistics for Business and Arts Students). These two courses must be completed early in the students' program as they act as a prerequisite for several other courses. There are students in the Business Program that have attempted these courses numerous times and cannot progress with other core courses until they are completed. There have been discussions with the Grenfell Math Department regarding the relevancy and necessity of these courses for Business students. Grenfell Business and the Math Department are working together to develop math and statistics courses that are more aligned with the needs of Business students.

Students have recognized the above noted issues in the Focus Group sessions:

- “Students must follow the curriculum, if not, you will run into trouble.”
- “Chair stresses for students to stick to the curriculum.”
- “Good flow of the program if you stick to the curriculum.”
- “For part-time students, it is difficult to catch all courses.”
- “Must ask professor for help to determine what courses to be doing because of the odd numbering of courses.”
- “The number system is confusing.”
- “...these numbers are not connected.”

#### *RESPONSIVENESS TO NEEDS OF STUDENTS AND EMPLOYERS*

As noted in the previous section, our students have had a high degree of success in enrolling in graduate programs or finding meaningful employment. The program is designed to ensure students develop practical and analytical skills. In addition, course objectives focus on transferable employability skills development such as written communication, oral presentation and communication skills, time management skills, computer skills, organizational skills, research skills, as well as initiative, independent thinking, working in teams, critical analysis and problem solving

skills. These skills are important to employers as seen in the Conference Board of Canada's Employment Skills 2000+ Index found in Appendix D. The students who participated in the focus groups have acknowledged being prepared for the business world. (Unfortunately, we have no data from alumni.)

- "This program is helping me develop skills I need to work with a non-profit organization."
- "I don't know what I want to do after I graduate, but I feel this program will help me regardless of what I do."
- "No matter what industry I work in, this business program can/will be used."
- "There are many basic business skills learned but also personal skills like presenting, character building, growing as an individual and learning the skills of business."
- "I learned to look beyond what the eye sees – gain analytical skills – look between the lines."
- "I learned research skills, how to find current trends and about entrepreneurship."
- "I learned how to be put in the spot."
- "I learned great communication skills, how to be myself and how to make up solutions and answers on the spot."
- "The program goes above and beyond students expectations, everything ties together."

Despite the positive comments from students, there is a significant shortcoming in the Business Program that must be addressed in order for it to remain competitive. There is very little opportunity for students to obtain hands-on, experiential learning in the current Program. The Business Faculty tries to incorporate experiential learning into their curriculum with varying degrees of success. It is very time consuming and there are no resources within Grenfell to assist. The Navigate program provides a limited opportunity for students to work directly with companies, but the Navigate program is staffed by one individual with a heavy work load. This gap is noted by students participating in the focus group sessions:

- "Commerce should be offered here too so it would not be so difficult to go between the two campuses."
- "I would like a work term in accounting to see if I actually like it."
- "I developed a real business plan. In 5600, I made a business plan which makes you learn about industry and how to use a business plan."
- "Navigate Program can use students to develop business plans for clients."
- "Navigate can help students connect with industry."
- "Students can help Navigate clients with market research."
- "By helping Navigate clients, students give back to the community."
- "This program needs more hands-on opportunities."
- "A summer internship would be great in 2<sup>nd</sup> and 3<sup>rd</sup> year."
- "Third year would be the most important time for a summer internship."
- "A summer internship would be great because when applying for jobs students don't have the experience that positions require."
- "Do internship instead of 7050."

From talking to many students over the years who have transferred to the Faculty of Business to complete the Commerce program, it is evident that students are looking for a program with a work term or some other form of experiential learning. Many students tell us that they would stay at Grenfell if there was an opportunity for work terms. Grenfell Business recommends the inclusion of experiential learning into its curriculum. This is consistent with the Memorial University Strategic Plan as well as the Strategic Plan under development at Grenfell Campus. Experiential learning can encompass a variety of activities; work terms, internships, field work, part-time employment, or projects prepared for a business. There are many opportunities at Grenfell for students to experience all of these opportunities. This is an important component of any business program today.<sup>12</sup>

## Summary

Given that the Business Program has only been in operation for seven years and the Business Faculty have had limited time and resources to devote to its development, it must be recognized that the Program has been very successful. The courses are demanding and challenging. The students are, overall, very satisfied with the Business Program:

- “The course material is relevant and current.”
- “The course objectives are clear.”
- “Core courses are good.”
- “Faculty members are available for consultation all the time.”
- “Even if professors are not on campus, they are quick to respond to emails.”
- “Professors are very accommodating for people who work.”
- “Professors will do what is best for you, they ask you what you want and then they guide you to do the correct courses.”
- “The program goes above and beyond students’ expectations.”
- “The fourth year is the best – there are no exams and this year all courses are brought together.”
- “7000, 7050, 7010, 7600 – great last semester courses.”

The Business Faculty meet on a weekly basis to discuss course and student issues. There is likely to be some overlap between course content. Some degree of overlap is required to show consistency in the message and to ensure that courses build upon previous courses and students see similar issues in different contexts. Faculty discusses what they are teaching and attempt to ensure the course content is unique and relevant. There are always areas where the Business Faculty could be more cohesive in the delivery of the courses and meeting Program objectives.

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<sup>12</sup> See, for example, <http://www.theglobeandmail.com/news/national/education/canadian-university-report/work-programs-give-students-a-career-test-drive/article4620584/> and <http://www.theglobeandmail.com/report-on-business/small-business/starting-out/in-defence-of-the-unpaid-internship/article19545250/>.

## **Section D – Faculty Contributions**

### **Faculty Complement**

Currently, five full-time faculty members teach the majority of the courses required for the Business degree at Grenfell. Each year, two or three per course instructors are hired to teach courses that must be covered to ensure students receive the courses required for their degrees. There are no instructional assistants and no administrative support. The Chair is responsible for the administration of the Program. At present, the Chair receives two course remissions each academic year. As the program grows, this responsibility is becoming increasingly taxing on the Chair.

Until September 2014, Business faculty have been required to teach six courses per academic year. (As of September 2014, faculty will be required to teach five courses per academic year.) Given that 24 core courses are required to be taught every year, there is very little flexibility for the Business faculty to teach elective courses. A six course per year teaching load has also made it more difficult for some faculty to engage in research to a greater extent.

The Business faculty believe that teaching a full Business degree with five full time faculty is a weakness in the Grenfell Business program. Under the current program, all Business students receive instruction for all quantitative courses from one professor. Students should be exposed to a variety of viewpoints and instructional methodologies. As the Business faculty will now only be required to teach five courses per academic year, the number of core business courses that must be taught is problematic. Either additional faculty members and/or per course instructors must be hired, or the number of core business courses must be reduced. A combination of these two solutions is also possible.

The full-time Business faculty at Grenfell includes:

- Dr. Jose Lam (Assistant Professor)
- Prof. Lynn Kendall (Assistant Professor)
- Prof. Julie Pitcher (Assistant Professor)
- Prof. Janice Turner (Lecturer)
- Dr. Jacqueline Walsh (Assistant Professor)

No one in the Grenfell Business faculty has tenure. Only two of the five faculty members have tenure-track positions; the remaining faculty members have contracts that range in length from 12 months to 3 years. Two of the faculty members have Ph.D.s and the three other members are at various stages of obtaining Ph.D.s. The newest faculty member, Ms. Lynn Kendall, is a Certified General Accountant.

## **Faculty Teaching, Research, Service and Engagement**

Faculty members are required to demonstrate effective teaching, research, service and engagement. These competencies should be aligned with the strategic goals of Memorial and Grenfell and fulfill the mandate of the three University frameworks: teaching and learning, research, and engagement.

### *DR. JOSE LAM*

Jose Lam has been an Assistant Professor at Grenfell Campus since 2009. He started teaching at Grenfell shortly after completing his PhD from Concordia University's John Molson School of Business. There, he taught entrepreneurship and small business management courses. At Grenfell Campus, Professor Lam's courses have concentrated on entrepreneurship, international business, strategic management, and introduction to business. Moreover, he has also taught courses outside his field, such as leadership, business ethics, and local economic development.

Dr. Lam continuously strives to be an effective teacher. While course curricula are consistent with calendar descriptions, he incorporates additional objectives that make the curriculum of the course responsive to new trends in the environment, as well as meet the needs of employers. He has also incorporated innovative teaching techniques into the courses and believes that a student-centred approach helps students learn better. For example, many of his courses include practical projects. In other courses he uses the case method approach, and techniques such as personal and group feedback to help students improve their analytical skills.

Dr. Lam's research interests focus on entrepreneurship, small business management, and family business management. He has published articles and case studies on the role of entrepreneurs, entrepreneurial traits, venture creation, family business management, succession process and planning, and longevity of family firms. Other current research interests include aboriginal entrepreneurship and social entrepreneurship. In the past three years, he has presented his research at the IFERA Conference in 2011, the ASAC Conference in 2012 and 2014, and the CUEXPO Conference in 2013. He recently had cases published in the International Journal of Management Cases and the Family Business Casebook. Another case, Writers at Woody Point, was published in the Canadian Contemporary Marketing Cases textbook.

Community engagement is an important part of Dr. Lam's activities. He has been engaged with government, business community, and other community organizations in research projects, such as the Networks for Innovation project and the Farmers Market project. In 2011, he started to collaborate with Dr. Hide Sone of the Osaka University of Economics, who came to visit Grenfell Campus in 2012 as a Post-Doc Research Fellow. In 2013, he started to collaborate with Prof. Carlos Sandoval from the University of Costa Rica. This research project is scheduled to start in late 2014 and will survey tourism operators in Costa Rica and Newfoundland and Labrador. In addition, he continues to maintain research collaborations with Prof. A. B. Ibrahim at Concordia University in Montreal, as a member of a research team focused on family business succession issues. As part of the Networks for Innovation project, Dr. Lam developed research collaboration with Ken Vance-Borland of the University of Oregon.

Dr. Lam also encourages and mentors students to get involved in research activities and/or present their research projects. For example, Kayla Tobin presented her research on the economic contribution of Grenfell Campus to the Corner Brook economy in 2010. Kathleen Penney, Rebecca Pevie and Adrianna Saunders presented at the 2013 CUExPO Conference on their research project, Farmers in Padilla. Holly Lewis co-wrote a case study on Holson Forest Products in 2011.

Over the past three years he has received approximately \$33,000 in research funds from various sources. He also received \$8,000 from a community organization for contract work. In addition, he has also applied and received funds to hire undergraduate students (MUCEP and SWASP). These funds allow me to hire and supervise business students, who learn from the experience and acquire additional skills.

Dr. Lam and Dr. Jacqui Walsh co-supervised a Master student (Erika Parrill) in the Environmental Studies Masters Program and he currently sits in the supervisory committee for a student (Apu Akbar) in the PhD Interdisciplinary Program at the St. John's Campus.

Dr. Lam balances his teaching, research, and service components equally (see CV). He's a member of several committees (Academic Planning, Articulation, and Aboriginal Initiatives). He also sits in community-based committees such as the Junior Achievement Local Planning Committee and the Farmers' Market Committee. As well, he maintains memberships at the Administrative Science Association of Canada (ASAC), the International Family Business Enterprise Research Academy (IFERA), and the Academy of Management.

*PROF LYNN KENDALL*

Lynn Kendall completed her Bachelor of Commerce from Memorial University in 1995 and graduated with a Certified General Accountant (CGA) designation in 1998. Professor Kendall then completed her MBA from Laurentian University in 2010 and began teaching at the post-secondary level in 2011. In August 2014, she began teaching as full-time faculty at Grenfell Campus. Professor Kendall's areas of teaching have focused primarily in the accounting field, including finance, auditing, and accounting software applications. Her research interests include financial accountability in the not-for-profit and government sectors; financial fraud; aboriginal business and leadership; and agribusiness potential in Newfoundland and Labrador.

Professor Kendall has a successful history in teaching at the post-secondary level. She has received favourable evaluations from students who noted her vast practical work experience as a benefit to her lectures. She uses a variety of computer applications in her lectures and assessments, such as spreadsheets, accounting software, and online testing. She has also taught courses using the D2L platform.

As a new professor at Grenfell Campus, Lynn is engaged in developing course materials in preparation for the Fall semester. Additionally, Professor Kendall chairs the Business Continuity Planning Committee for the Qalipu Mi'kmaq First Nation Band.



Professor Kendall intends to begin research projects in the very near future. Her immediate plans include research projects involving fraud in the not-for-profit sector and the impact of mega-projects in the advancement of aboriginal entrepreneurs. As well, Professor Kendall has been researching several university PhD programs with the intention of commencing a doctoral degree within the first year of her teaching term appointment.

Professor Kendall is eager to begin her first year of teaching at Grenfell Campus and is excited to contribute to the Campus' research efforts, and use her skills to enhance the capabilities of the local business community.

*PROF JULIE PITCHER*

Julie Pitcher completed her MBA at Memorial University in May 2001, and began teaching at Grenfell Campus as an Assistant Professor and the campus' first full-time faculty member in business in January 2002. Professor Pitcher's areas of teaching have generally focused on marketing, organizational behaviour and theory, and corporate social responsibility, although like all other program faculty members, due to funding and recruitment challenges around attracting full-time faculty members and per course instructors, she has occasionally taught outside her areas of specific confidence and expertise.

Professor Pitcher is an effective teacher in the business program at Grenfell; she makes efforts to incorporate various teaching approaches (e.g., bringing local business professionals into the classroom and sending her students out into real world business environments as a requirement of course work), classroom technology (e.g., Microsoft SharePoint and Desire 2 Learn platforms), and has more recently, with her colleagues in business, begun to investigate alternative modes of course delivery in an effort to appeal to different learner preferences and realities. She takes pride in strong university-administered Course Evaluation Questionnaire results from her students over her 12 years of teaching, and in 2011, she was awarded the Grenfell Teaching Award, which formally recognizes excellence in teaching, teaching innovation and teaching leadership.

Professor Pitcher is an active and engaged faculty member with experience in business advising and academic program and curriculum development, university service, both academic and non-academic undergraduate student advising and supervision, and professional workshop development and facilitation. She has engaged in various capacities with several local and regional community groups, business organizations, and government agencies (e.g., Corner Brook Downtown Business Association, Newfoundland and Labrador Organization of Women Entrepreneurs, Go Western, Victorian Order of Nurses, Business Wings) and she sees enormous value in and potential to create further connections between her, these organizations, and her students on local, regional, national and international levels.

With respect to areas of research interest, Professor Pitcher is currently examining corporate social responsibility (CSR) and small and medium sized enterprises (SME), specifically, how SMEs may best leverage the values of CSR to identify opportunities that will serve as the basis for sustainable business growth, competitive advantage, and societal advancement on both a provincial and

national stage. She is also undertaking preliminary research in the areas of gender and CSR, and of the definitional and measurement challenges that exist in the field of social entrepreneurship. While she sees tremendous value in the connections that she has created through her informal, applied research to date, her future research efforts will include a greater concentration on securing external grants that recognize more formal, academic studies that connect her research interests with local business needs.

In part to strengthen her formal research skills, Professor Pitcher is pursuing a PhD through the University of Leicester's School of Management, and is engaging in more formal scholarly research both with program colleagues (i.e., through case writing, formal research presentations), and independently (i.e., working with local organizations to conduct primary research relevant to her research interests).

Professor Pitcher has clearly demonstrated strengths in teaching, student and community engagement, and university service, and recognizes the wide range of opportunities that exist to strengthen formal research skills and contributions to her academic discipline.

*PROF JANICE TURNER*

Janice Turner graduated from Dalhousie University's MBA program in October 2002, and began teaching at Grenfell Campus in January 2003 on a per-course basis; she continued to teach various courses throughout the following years while working in the private and non-profit sectors. She has been a full-time faculty member since the fall of 2006 and her teaching has been focused in the areas of marketing, communications, and human resources management, although she has taught across other functional areas of Business as required in a small campus setting.

In her role as a Lecturer, Professor Turner has been an effective teacher. She has regularly received positive feedback from students, as evidenced by the data collected on university-administered Course Evaluation Questionnaires. She continually seeks to keep course content current and interesting for students while ensuring that concepts are delivered effectively. Professor Turner incorporates her professional experiences in the classroom, using real-world examples to illustrate theories and models and to demonstrate the transferability of concepts beyond the classroom setting. She employs a variety of teaching techniques that include guest lecturers from the local business community, involving students in projects with community organizations, and using teaching technology such as SharePoint and Desire2Learn to augment material delivered in the classroom. She continually strives to improve her teaching and has participated in many on-campus teaching workshops since she began her career as a faculty member at Grenfell Campus. In 2013, she successfully completed Memorial University's Teaching Skills Enhancement Program, and she is a member of the Society for Teaching and Learning in Higher Education (STLHE).

Outside of the classroom, Professor Turner is also engaged with the broader Campus and local communities. As a faculty member, she is active and engaged in university service through membership on and contribution to various Campus committees, program and curriculum development, student advising and supervision, and student recruitment initiatives. She has also

engaged with a number of community groups and has contributed in various professional capacities to organizations such as Marble Mountain Development Corporation, Corner Brook Economic Development Corporation, Team Newfoundland and Labrador's Mission Staff (Canada Games), Triathlon Newfoundland and Labrador, Triathlon Canada, and International Triathlon Union. She has developed and regularly facilitates professional development seminars and workshops on a number of topics (e.g., customer service, business writing, presentation skills, event management).

Professor Turner's research interests stem from her previous professional pursuits and academic expertise. She is strongly interested in an examination of branding of experiences and services, particularly as viewed in the context of sport participation. She is also keen to explore other ideas linked to management challenges in the non-profit sector. Professor Turner has recently begun to undertake a case writing project that will allow her to link her research interests in sport marketing to her classroom, by producing a local case study that can be used in her undergraduate marketing classes. Although her research portfolio is not well established at present and she has not yet generated any external grants, this is an area that Professor Turner is actively engaged in developing through a number of active projects and the planned pursuit of doctoral studies in the immediate future. While she is an effective, dedicated teacher and is actively involved in university service and community engagement, Professor Turner is working to enhance her research skills and develop an active and robust research portfolio.

*DR. JACQUELINE WALSH*

Jacqueline Walsh is an Assistant Professor of Business at Grenfell Campus, Memorial University and is currently the Chair of the Business program. She teaches Entrepreneurship, Law and Strategy. She was awarded the Grenfell Campus Student Union Teaching and Learning Award in 2014.

Prior to joining the faculty at Grenfell in 2008, Jacqui worked for 14 years in private industry and has held senior management positions in some of the Provinces most successful technology firms, including Telepix Imaging, Beaufort Solutions, Consilient Technologies and Camouflage Software. During her time in private industry, Jacqui has assisted many firms with legal and strategic issues surrounding the commercialization of their technologies. In addition, Jacqui spent several years assisting small innovative firms with funding and growth strategies while acting as a consultant with the Newfoundland and Labrador Angel Network and the Entrepreneur's Forum, and acting as a member of Advisory Boards for clients of the Genesis Centre.

Jacqui holds a PhD in law from the University of Leicester, a BA(H) and an MBA from Memorial University and a LLB from the University of New Brunswick. Her main areas of interest include fostering innovation in Newfoundland and Labrador firms, intellectual property issues for small innovative companies and the commercialization of university research in Newfoundland and Labrador. Since completing her PhD in 2013, Jacqui has been working to establish a research agenda and to form partnerships with fellow faculty members on the Grenfell campus and on the St. John's campus where she previously taught on a per course basis. She has been fortunate to participate in two community-engaged research projects over the past 15 months and she is a huge

proponent for engagement activities on Grenfell Campus. In addition, Jacqui is active in case writing and recently presented at the ASAC case writing stream in Ontario.

Jacqui works in various capacities on campus. She is the faculty advisor for the Navigate Entrepreneurship Program. She was the Faculty Advisor with the Enactus program for four years before taking over as Chair of Business in 2013. She sits on various university committees including the Academic Freedom and Grievance Committee. She is a University Marshall.

## **Summary**

One of the greatest strengths of the Grenfell Business Program is the energy, enthusiasm and genuine interest of the faculty members in the success of the program and its students. The faculty is committed to teaching excellence and the preparation of the students for the workforce. Two of the faculty members, Professor Turner and Dr. Lam, recently completed the Teaching Skills Enhancement Program. Professor Pitcher won the Grenfell Teaching Award in 2011 and Dr. Walsh won the Grenfell Campus Student Union Teaching and Learning Award in 2014.

Student feedback suggests that the business faculty are providing them with positive classroom experiences, as well as being available and willing to assist them in any way necessary. When asked what aspects of the program they enjoyed most, some students replied: “Instructors”, “Teaching methods – conversational method is great!”, “Excellent professors”.

When asked about availability, some students replied: “Yes, definitely, all the time”, Even if professors are not on campus, they are quick to respond to emails”, “professors are very accommodating for people who work”.

The Business faculty members are very committed to service at the university. As can be seen from the attached CVs in Appendix E, the each faculty member provides a valuable contribution to the university community. Business faculty run the student program ENACTUS and the Grenfell Business Society. Faculty members are active on search committees for both faculty and staff positions, Academic Council, and various committees such as Academic Studies, Academic Planning, Academic Freedom and Grievance Committee, Teaching and Learning Committee, to name but a few.

The Business faculty is also very engaged with the greater community outside the University. Many faculty members are finding ways to connect research interests with the needs of the public. For example, the Business faculty recently partnered with the Navigate Entrepreneurship Centre to host a “Symposium on Social Enterprise”. Forty students from the local high school attended in addition to university students and members of the business community. This area relates to the research interests of some of the Business Faculty members.

Dr. Lam is the most active researcher in the Business Faculty. He gives his time willingly to assist the other faculty members. He is one year away from his tenure review. Dr. Walsh has four years

before she is eligible to apply for tenure. She is working hard to increase her research activity. Being the Chair of the Business Program in its current state is a huge time commitment, thus making time for research problematic at best. The three other faculty members are challenged by the task of completing PhD programs while simultaneously trying to develop research programs and (up until September 2014) teach six courses per academic year. There has been very little support provided to the Business faculty members to overcome these challenges.

## **Section E – Resources/Administrative Support/Efficiency**

### **Direct Resources Allocated to the Business Program**

It is very difficult to discuss whether the resources allocated to the Business Program are appropriate when the Business faculty is unable to obtain information on what resources have been spent on the program. As a result, this discussion will focus on observations and experiences of the faculty.

In addition to the resources allocated for 5 fulltime salaries, plus 2 or 3 per-course instructors each year, the only obvious expenses for the business faculty are printing, photocopying, long-distance calling and the consumption of office supplies. Faculty are not provided with a budget for recruitment or retention events, prizes or gifts to recognize student achievements. There is a small amount of operating funds (\$200 is the figure quoted) to pay for such activities. There are no resources to fund guest speakers, The Business Faculty typically fund these necessities themselves as events and gifts are an important part of creating a culture in the Business Program.

### **Faculty**

The entire Business Program is taught with 5 full time faculty members. In addition, two to three per course instructors are required each year to fill voids in the course offerings. As stated above, the Business Faculty teaches only the core courses required for a business program. Now that the total number of teaching units has been reduced from six to five, eight per course instructors are required to ensure that all courses are available to students. There is a low availability of Business per course instructors available in the Corner Brook area. While it is important to utilize the expertise of the business community on a per course basis, it is problematic to rely on eight positions to teach the core program. There is a definite requirement for additional faculty members. This issue is particularly relevant in the area of finance and accounting. As previously explained, Grenfell Business has one faculty member teaching all such quantitative courses, which not only limits the range of courses this faculty member has the opportunity to teach (all courses are core, and so the same courses must be taught every year), but also limits the perspective the students receive from one instructor in all business quantitative areas.

Business faculty members with PhDs are difficult to attract across Canada. Business faculty personnel are in demand and are paid, on average, higher wages than faculty from other

disciplines.<sup>13</sup> Over the past seven years, several contractual business professors have been hired in the Business program. Although they enjoy teaching at Grenfell, they are offered more competitive positions and leave the Grenfell campus. At present, only two of the faculty members in the Business Program have tenure track appointments. The other three positions are contractual. It must be recognized the importance of retaining the existing faculty members by converting their positions to tenure track as soon as they are eligible and to ensure that new faculty appointments are available as tenure track positions.

It is difficult to compare Grenfell Business to other programs on the Grenfell Campus. Psychology is, without question, one of the most successful programs on campus. It is a bachelor's degree with a major and an honours component. As a majors degree, the minimum number of required courses to meet degree requirements is 12. (The honours program requires 15 psychology courses and a dissertation.) In the Business Program, the minimum number of required courses is currently 25. The Psychology Program currently has seven full-time professors and a full time laboratory assistant. One of the reasons for the success of the Psychology program is its ability to offer a wide variety of elective courses in addition to core subject areas.

In comparison to other universities offering Business programs in Atlantic Canada, Grenfell Business has the smallest faculty complement. Table 4 compares the size of a select number of business schools in Atlantic Canada.

*Table 4: Comparison of Business Schools in Atlantic Canada*

| Institution*          | Number of F/T Faculty | Experiential Learning Options | Electives/ Concentration Options |
|-----------------------|-----------------------|-------------------------------|----------------------------------|
| Acadia**              | 24                    | Yes                           | Yes                              |
| Cape Breton**         | 25                    | Yes                           | Yes                              |
| Mount Allison**       | 10                    | Yes                           | Yes                              |
| Mount Saint Vincent** | 17                    | Yes                           | Yes                              |
| UNB Fredericton       | 33                    | Yes                           | Yes                              |
| UPEI                  | 12                    | Yes                           | Yes                              |
| St. Francis Xavier    | 22                    | Yes                           | Yes                              |
| MUN Business          | 58                    | Yes                           | Yes                              |
| Grenfell Business     | 5                     | No                            | No                               |

\*Source – Respective University Business Websites.

\*\* Smaller Institutions – Less than 4000 Total Enrolment

Mount Allison, the next closest in number of faculty members, has double the full time faculty than that of Grenfell Business. It must be kept in mind that some of these other universities offer multiple business programs and have considerably higher student enrolment. Acadia, for example, has 525 students enrolled in their business programs. Nonetheless, it is evident that the size of the Grenfell Business faculty is a current weakness in the program. As well, the lack of experiential

<sup>13</sup> <http://www.macleans.ca/education/uniandcollege/professor-pay-varies-greatly-by-discipline/>.

learning and elective course offerings are two other important omissions in the Grenfell Business Program.

### **Administrative Support**

Grenfell Business receives very little administrative support. The business program does not include any staff members. The secretary for the Social Science Division is helpful, but it is not her job to provide any direct assistance to the faculty. The Program Manager for Navigate does assist in supporting students undertaking projects on small businesses. Note that this position is not an academic position with any formal association to the Grenfell Business Program, and is mainly externally funded by funds provided by the Atlantic Canada Opportunities Agency through the efforts of the Business Faculty. Long term support for the Navigate Program would be beneficial to the entire university community. The Chair assumes the majority of the administrative responsibility for the Business Program. The growth in enrolment, the inflexibility of the program and the increase in transfer students has made the Chair's role extremely demanding. The Chair receives two course remissions for this position, but such a tradeoff is insufficient to run a successful program and expect the Chair to teach three courses and engage in significant research activity. The Business Faculty requires at least one administrative position to advise students, work with transfer students, support existing faculty and coordinate the experiential learning program (internship, collaboration with industry on course projects, field trips, guest speakers, etc.) that was previously discussed. The St. John's campus has its own cooperative education office and provides assistance to various programs. No such resources are available to Grenfell students. As Table 4 clearly shows, Grenfell Business is the only program surveyed that does not include some form of experiential learning.

The Ferris Hodgett Library provides excellent services to the Business Program. The Librarians are particularly useful in providing new business resources. The Statement from the Grenfell Campus Librarian, Ms. Louise McGillis, can be found in Appendix F. Student Services Career Development Centre provides excellent support to business students at Grenfell. Student Recruitment is working with the Business Program to improve the message that is delivered to prospective students. Marketing and Communications has expressed interest in working with Grenfell to help market the program. A marketing campaign specifically for the business program is required. The Business Program website is inadequate and not attractive to potential students. Nor is it providing useful information to existing students. DELTS is working diligently with Grenfell Business to help find solutions to distance and hybrid offerings of business courses to Grenfell students. Each of these projects will require additional resources from the university.

### **Research**

With respect to research support, Grenfell Business Faculty receives little in the way of direct support for its research commitments. While the Research Office at Grenfell makes every attempt to be helpful, it is understaffed and does not have expertise in the area of business research. There are no course remissions offered to our faculty members and no financial assistance, space or

computer infrastructure available. In comparison, our counterparts in Business on the St. John's campus have a full-time grants facilitator. New faculty members are provided with \$15,000 for two years to engage student research assistants. Course remissions are more readily available to provide relief for research activities. Business faculty members on the St. John's campus have a 4 teaching unit course load requirement. In response to requests to support research on Grenfell Campus, the answer is yes as long as no resources are committed, no space is required, no computers are required, and no money is required. The Business Faculty does make good use of the MUCEP and SWASP programs on campus. Over the last seven years, faculty members have hired 14 MUCEP and 8 SWASP students to assist them with their research activities.

### **Infrastructure and Space**

Adequate and appropriate space is important to fulfill goals of cohesiveness in the program. Building a culture within the program is very important for recruitment and retention. In 2012, the Business Faculty were relocated to a new building. It was the first time that the faculty worked side by side. It has been good for program development. It has also been helpful in creating an identifiable program in a specific area on campus. The faculty members were provided with new furniture and new computers. The faculty offices are now in close proximity to the Navigate Entrepreneurship Centre. While Navigate is not specifically for business students, our students do make use of the resources at Navigate, including the computers, smart board, coffee and seating area. Space is at a premium on this campus and we are fortunate to have such an area and such up-to-date computer equipment. Note again that this equipment has been provided by external funding.

Unfortunately, students are not satisfied with the resources that are available. This is reflected in several comments in the focus group discussions:

- "Grenfell's technology is bad."
- "The Navigate computers work best."
- "The computers in LC202 (student computer lab) do not work and that is where most students do their work."
- "Found niche in Navigate – we do group work there."
- "Classroom desks are too small."
- "Business students need to have space to get together and do work."
- "Need a place that builds the community in the program because there is no connection between classes."
- "Need a place to converse."
- "Not really any space specifically for business students."



## **Section F - Planning and Promoting New Initiatives**

The Business Faculty is very active on campus, both with student initiatives and has part of the university community. The Business Faculty is responsible for the establishment and continuation of the Navigate Entrepreneurship Centre. The Faculty is very involved with advising entrepreneurs, guest speaking, sitting on various boards and volunteering throughout the wider community. The Business Faculty started the first Enactus program on campus five years ago. The Faculty has developed and delivered two conferences in the past two years through the Scholarship in the Arts program. The Faculty has been successful in receiving funding for two classroom infrastructure grants over the past couple of years. One grant relates to the development of space for research (in conjunction with psychology and social cultural studies) and the other is to wire two classrooms for lecture capture technology to improve hybrid learning options.

As stated above, the Business Program added the 2 + 2 agreement with the College of the North Atlantic in 2013. There are discussions underway with various institutions to establish other transfer agreements.

The Faculty is actively working on a major revision to the Business Program. The new program is intended to resolve many of the challenges discussed in this report and to fulfill the goals of the University, Grenfell Campus and the objectives of Grenfell Business. This new program will include experiential learning, hybrid (online) course offerings, additional electives options, greater flexibility when choosing courses, and expandability options for potential international growth. There are also discussions ongoing regarding the creation of a minor program with tourism.

In addition to changes to the undergraduate program, the Faculty is exploring opportunities for Masters level programs with Fine Arts and Psychology. The discussions are still premature and there is not sufficient information to include in this report, however it is acknowledged that the Administration at Grenfell is keen to see growth in the area of graduate programs and business is willing to aggressively pursue this area of growth.

## **Section G: Summary and Recommendations**

The Grenfell Business Program has grown substantially over the past seven years. Student enrolment has been growing steadily and has doubled since 2013. It is amazing what the Faculty has been able to accomplish with such limited resources. This growth is encouraging and proves that there is a market for this type of program. However, environmental factors suggest that Grenfell Business needs to adapt to meet the needs of its future students. At present, the program attracts students largely from Corner Brook and smaller areas in Western Newfoundland and in Labrador. This is what puts Grenfell Campus in a unique position to create a positive learning experience for the citizens of this Province. Grenfell Business will always serve this roll and there will always be students in this catchment area.

However, it is well known that the population of potential students from these areas is declining. Growth for Grenfell Business will most likely come from transfer agreements and international students. Therefore, it is prudent for the Business Program to create a competitive advantage to attract students from these areas and to be competitive in its program offerings with other similar institutions. Our competitive advantage must be flexibility, nimbleness to address changing student needs, small class sizes, unique learning experiences and the promise of excellence in teaching.

In summary, this Self-Assessment provides the support and arguments for the following initiatives and recommendations to be implemented:

1. Major Program Change to make Business uniquely Grenfell – The new program must allow for experiential learning, flexible course offerings, hybrid learning options and additional elective options. The new program should be exempt from the Grenfell Core.
2. Additional Faculty and Support Staff – The move to a 5 teaching unit course load will stretch the current Faculty too thin. The new program will require additional course offerings. A staff member will be necessary to coordinate aspects of the new program and to handle increased enrolment from transfer and international students.
3. Research Enhancement Program – Resources to assist Faculty with their research agendas and the challenge of balancing all their responsibilities is recommended. This could include direct support via student research assistant money, dedicated grant facilitator, course remissions, etc.
4. Once the new program is in place, the Business Program needs a marketing campaign, a new brand, a new website, promotional items and memorabilia for graduating students.

## Appendix A – Discussion Guide

Background for today's session:

- All programs at Memorial University undergo a formal Academic Program Review about every 7 years
- The purpose of the Review is to assess the program from many viewpoints to figure out which activities are successful, which changes may be beneficial, and what future opportunities exist
- Part of the review is a program self-study; student feedback is very important to this study
- The self-study is just one part of the process, and will be received by a Review Panel
- The entire Academic Program Review process may take up to 18 months
- Participation in this session is voluntary and information collected will be kept completely confidential
- The information collected in this session will be used by the Business program in the preparation of its self-study, and will not be shared with any other parties or published as a whole
- Any comments made by participants will be completely anonymous in the self-study report; names will not be included and information will not be presented in a manner that identifies any individual
- You may be contacted during the summer months for follow up; any participation is completely voluntary
- When the Academic Program Review process is complete, all documents will be available for public review from the Office of the Vice-President (Academic) of Memorial University

1. What are your views on the organization of the program?
  - a. Are the courses and program (as a whole) well organized?
  - b. Are you satisfied with the format and length of the program?
  - c. Are the courses in a logical order (by semester/year)?
  - d. Do you understand the current numbering system for the courses?
  - e. Are you satisfied with the two streams offered? Why did you choose one over the other?
2. Is the content of the program appropriate?
  - a. Is the course material relevant and current?
  - b. Are the course objectives clear?
  - c. Is there overlap between courses?
  - d. Would you like to have studied more or less of certain topics/areas?
  - e. Which courses were most useful/interesting? Least useful/interesting?
  - f. Are there any other topics, courses, or themes you think should be covered?
3. How do you feel about the teaching methods used?
  - a. Is assessment and evaluation fair and appropriate?
  - b. What are your favourite types of evaluation in Business courses? Why?
  - c. What are your least favourite types of evaluation in Business courses? Why?
  - d. Are you satisfied with the instruction in the program?
  - e. Are you satisfied with opportunities for experiences outside of traditional course work?
  - f. Should Navigate be incorporated into the Business program? What links can be made?

4. What are your views on interaction with faculty members?
  - a. Are faculty members available for consultation?
  - b. Are you satisfied with the academic advising you have received from faculty members?
  
5. How well do you think the program prepared you for life after university?
  - a. What are your career goals?
  - b. Do you think of the material covered in the program is relevant to your future career?
  - c. What specific skills did you develop during your studies in the Business program?
  - d. Are there any skills that you would like to have acquired during your studies that you feel you haven't developed?
  - e. Do you plan to further your education with additional studies? In what area(s)?
  - f. Would a summer internship add value to the program? Why or why not?
  
6. What do you feel are the overall strengths of the program?
  - a. What parts of the program are you most satisfied with?
  - b. Why are these strengths?
  
7. Are there aspects of the program that you think could be improved?
  - a. What parts of the program are you least satisfied with?
  - b. How could these be improved?
  
8. What do you think of the facilities and support available to you in the program?
  - a. Are the facilities satisfactory in terms of classrooms, computer labs, student space, etc.?
  - b. Does the program offer a supportive environment for students?
  - c. Are you satisfied with the social environment and opportunities? (Enactus, GBS, others)
  
9. What should the program look like in 5 years?
  - a. What challenges is the program facing now and in the future?
  
10. Why did you choose this program?
  - a. Why did you decide to study Business?
  - b. Why did you decide to study at Grenfell Campus?
  - c. Would you recommend the program to other students? Why or why not?

## Appendix B - Grenfell Core Requirements

### 1. Literacy Requirement

30 credit hours (10 courses) 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 below. **Please Note: Courses in this category must either be completed through on-campus offerings at Grenfell Campus or be demonstrated to be equivalent to Grenfell Writing courses.**

|   |
|---|
| <i>Anthropology:</i> 2240, 2300, 2500, 3080, 3083, 3140, 3520, 3525, 4072, 4440   |
| <i>Biology:</i> 2040, 2041, 2122, 2600  |
| <i>Business:</i> 1210, 2000, 2010, 2210, 2808, 3310, 5220, 6500, 6800, 7000, 7010, 7025, 7050, 7600   |
| <i>Chemistry:</i> 2210  |
| <i>Classics:</i> 1100, 1120, 1121, 1200, 2010, 2015, 2020, 2035, 2040, 2055, 2060, 2701, 2800, 2801, 3010, 3020, 3110, 3111, 3130   |
| <i>Earth Science:</i> 2914, 2915  |
| <i>English:</i> All English courses listed with the Grenfell Campus English Program and English 2010  |
| <i>Environmental Science:</i> 2370, 2371, 3131, 3210, 3211, 3260, 4000, 4133, 4950, 4951, 4959  |
| <i>Environmental Studies:</i> 4000, 4950  |
| <i>Folklore:</i> 1000, 1050, 2000, 2300, 2401, 2500, 2600, 3130, 3200, 3300, 4072, 4440   |
| <i>Forestry:</i> 3000, 3200   |
| <i>French:</i> 2100, 2101, 2601, 2602, 3100, 3101 1500, 1501  |
| <i>Geography:</i> 2001, 2302  |
| <i>History:</i> All history courses listed with the Grenfell Campus Historical Studies Program  |
| <i>Human Kinetics and Recreation (HKR):</i> 2300, 3330, 3340, 3350, 3410  |
| <i>Humanities:</i> 1001, 1002, 2000, 2001, 2002, 2010, 3001, 3002, 3010, 3020, 3021, 4001, 4010, 4950   |
| <i>Mathematics:</i> 2130  |
| <i>Philosophy:</i> 1001, 1200, 1600, 2200, 2220, 2230, 2551, 2561, 2581, 2701, 2702, 2800-2810, 3120, 3150, 3160, 3401, 3500, 3600, 3610, 3620, 3701, 3730, 3850, 3860, 3940, 4200-4790, 4200, 4250, 4700 |
| <i>Political Science:</i> 1010, 1020, 2000, 2200, 2600, 2711, 3550, 3731  |
| <i>Psychology:</i> 4910, 4925, 4950, 4951, 4959   |
| <i>Religious Studies:</i> 1000, 1010, 1020, 2011, 2013, 2050, 2051, 2610, 3010, 3020, 3030, 3040, 3200, 3401, 3500, 3820, 3831, 3840, 3880  |
| <i>Science:</i> 3000, 3001, 4000, 4950, 4951, 4959  |
| <i>Social/Cultural Studies:</i> 4000, 4100, 4950  |
| <i>Sociology:</i> 2240, 2610, 3140, 3150, 3290, 3395, 4072  |
| <i>Sustainable Resource Management:</i> 2000, 2001, 3000, 3001, 3002, 4001, 4002, 4003, 4010, 4950  |
| <i>Theatre:</i> 1000, 1001  |
| <i>Tourism Studies:</i> 1100, 2000, 3230, 3240, 3800, 4010, 4950  |
| <i>Visual Arts:</i> 2700, 2701, 3620, 3700, 3701, 3702-3721, 3820, 4060, 4700-4729, 4730, 4731, 4740, 4741  |
| <i>Women's Studies:</i> 2001  |
| <i>University:</i> 1010   |

## 2. Quantitative Reasoning and Analysis Requirement

6 credit hours (2 courses) in Quantitative Reasoning and Analysis courses identified in the following table:

|  |   |
|--|---|
| <b>Arts</b><br>Philosophy 2210, 3110   | <b>Fine Arts</b><br>None  |
| <b>Science</b><br>Biochemistry 1430<br>Biology 2250, 2600<br>Chemistry (All courses with the exception of Chemistry 1900)<br>Computer Science (All courses)<br>Earth Science 2150<br>Environmental Science (All courses except: 1000, 2360, 2370, 2371, 3072 and 4000)<br>Mathematics (All courses)<br>Statistics (All courses)<br>Physics (All courses) | <b>Social Science</b><br>Business 1101, 2101, 2400, 3101, 3401, 4500, 5500<br>Economics 2010, 2020, 3150<br>Environmental Studies 2000<br>Geography 3222<br>Psychology 2925, 2950, 3950<br>Sociology 3040<br>Sustainable Resource Management 4000 |

## 3. Breadth of Knowledge Requirement

6 credit hours (2 courses) from each of the three groups identified below for a total of 18 credit hours. *Please*

*Note: students are not permitted to use these courses to meet QRA or first-year English requirements.*

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

## Appendix C – Business Curriculum

### Bachelor of Business Administration

- 1) The Bachelor of Business Administration requires a total of 120 credit hours (40 courses). Candidates for graduation must achieve a grade point average of at least 2.5 and an overall numeric average of at least 60% on those 120 credit hours.
- 2) Students must complete 75 credit hours as follows:
  - a) Economics 2010 and 2020
  - b) Six credit hours in first year English which must include English 1110\*
  - c) Mathematics 1000
  - d) Statistics 2500
  - e) Business 1000, 1101, 1210, 1600, 2010, 2101, 2210, 2400, 2700, 3310, 3401, 4000, 4050, 4320, 4330, 4500, 5301, 7000, and 7010

*\*Students who have received credit for both English 1000 and 1001 prior to Fall 2011 will not be required to complete English 1110.*
- 3) Students must complete 15 credit hours from one of the following areas of concentration:
  - a) Contemporary Business Studies
    - i) 9 credit hours as follows: Business 3350, 5302, and 7050
    - ii) 6 credit hours chosen from: Business 3101, 5220, 5500, 5600, Economics 3150
  - b) Small Business and Entrepreneurship
    - i) 9 credit hours as follows: Business 5220, 5600, and 7600
    - ii) 6 credit hours chosen from: Business 3210, 6500, 6600, 6610, and 7610
- 4) Students must complete an additional 30 credit hours to make up the total 120 credit hours required for the degree of BBA. When selecting these courses, students are reminded that the Core Requirements for a Grenfell degree program must be met. In addition, if students choose to complete a minor within the BBA program, they are advised to choose their electives carefully so that they will also meet the requirements for the chosen Minor program as set forth in the University Calendar.

### Minor in Business

1. Students completing a minor in Business must declare their intent to do so on Grenfell's DECLARATION/CHANGE OF ACADEMIC PROGRAM form, which then must be approved by the Chair of the Business Program. This form is available at the Office of the Registrar or online at [www.grenfell.mun.ca/registrar/Pages/Forms.aspx](http://www.grenfell.mun.ca/registrar/Pages/Forms.aspx).
2. A minor in Business consists of 24 credit hours. Students must complete 18 credit hours as follows: Business 1000, 1101, 1210, 3310, 4500, and 7010. The remaining 6 credit hours must be chosen from Business 1600, 2101, 2210, 3350, 4000, 4050, 4320 or 5302 (the former 7302).
3. Course prerequisites to all Business courses will apply to a Business minor. Student should note, for example, that the prerequisites for Business 4500 are Business 1101, Statistics 2500

and Economics 2010, and that enrolment in Business 7010 requires permission of the Chair of Business. It should also be noted that some courses are not offered every semester.

## **CNA Transfer Agreement Curriculum**

### **Business Administration (Accounting) Diploma Graduates**

Students who have graduated from the two-year Business Administration (Accounting) diploma program offered by the College of the North Atlantic and who are entering the Grenfell Campus BBA program will be given a total of 60 credit hours toward the 120 credit hour degree program. *This credit transfer does not apply to programs offered in the Faculty of Business Administration, St. John's Campus.*

Students must complete 60 credit hours from one of the following concentrations:

#### **Contemporary Business Studies Concentration**

1. Business 2400, 2700, 3310, 3401, 4050, 4330, 4500, 5301, 7000, and 7010
2. Business 3350, 5302, and 7050
3. Economics 2020
4. English 1000 or equivalent
5. Mathematics 1000
6. 12 credit hours in non-Business elective courses
  - *When choosing elective courses, students must select at least 6 credit hours from the Grenfell Campus Core Program Requirements, Breadth of Knowledge Requirement, Group A, Students must also select at least 6 credit hours from Grenfell Campus Core Program Requirements, Designated Writing Courses (W).*

#### **Small Business and Entrepreneurship Concentration**

1. Business 2400, 2700, 3310, 3401, 4050, 4330, 4500, 5301, 7000, and 7010
2. Business 5220, 5600, and 7600
3. Economics 2020
4. English 1000 or equivalent
5. Mathematics 1000
6. 12 credit hours in non-Business elective courses
  - *When choosing elective courses, students must select at least 6 credit hours from the Grenfell Campus Core Program Requirements, Breadth of Knowledge Requirement, Group A, Students must also select at least 6 credit hours from Grenfell Campus Core Program Requirements, Designated Writing Courses (W).*



## **Business Administration (Human Resource Management) Diploma Graduates**

Students who have graduated from the two-year Business Administration (Human Resource Management) diploma program offered by College of the North Atlantic and who are entering Grenfell Campus BBA program will be given a total of 60 credit hours toward the 120 credit hour degree program. *This credit transfer does not apply to programs offered in the Faculty of Business Administration, St. John's Campus.*

Students must complete 60 credit hours from one of the following concentrations:

### **Contemporary Business Studies Concentration**

1. Business 2101, 2400, 2700, 3401, 4050, 4500, 5301, 7000, and 7010
2. Business 3350, 5302, and 7050
3. Economics 2020
4. English 1000 or equivalent
5. Mathematics 1000
6. 15 credit hours in non-Business elective courses
  1. *When choosing elective courses, students must select at least 6 credit hours from the Grenfell Campus Core Program Requirements, Breadth of Knowledge Requirement, Group A, Students must also select at least 6 credit hours from Grenfell Campus Core Program Requirements, Designated Writing Courses (W).*

### **Small Business and Entrepreneurship Concentration**

1. Business 2101, 2400, 2700, 3401, 4050, 4500, 5301, 7000, and 7010
2. Business 5600, 7600, and one of Business 3210, 6500, 6600, 6610, or 7610
3. Economics 2020
4. English 1000 or equivalent
5. Mathematics 1000
6. 15 credit hours in non-Business elective courses
  - o *When choosing elective courses, students must select at least 6 credit hours from the Grenfell Campus Core Program Requirements, Breadth of Knowledge Requirement, Group A, Students must also select at least 6 credit hours from Grenfell Campus Core Program Requirements, Designated Writing Courses (W).*

## **Business Administration (Marketing) Diploma Graduates**

Students who have graduated from the two-year Business Administration (Marketing) diploma program offered by the College of the North Atlantic and who are entering the Grenfell Campus BBA program will be given a total of 60 credit hours toward the 120 credit hour degree program. *This credit transfer does not apply to programs offered in the Faculty of Business Administration, St. John's Campus.*

Students must complete 60 credit hours from one of the following concentrations:

### **Contemporary Business Studies Concentration**

1. Business 2101, 2400, 2700, 3310, 3401, 4050, 4330, 4500, 5301, 7000, and 7010
2. Business 3350, 5302, and 7050
3. English 1000 or equivalent
4. Mathematics 1000
5. 12 credit hours in non-Business elective courses
  1. *When choosing elective courses, students must select at least 6 credit hours from the Grenfell Campus Core Program Requirements, Breadth of Knowledge Requirement, Group A, Students must also select at least 6 credit hours from Grenfell Campus Core Program Requirements, Designated Writing Courses (W).*

### **Small Business and Entrepreneurship Concentration**

1. Business 2101, 2400, 2700, 3310, 3401, 4050, 4330, 4500, 5301, 7000, and 7010
2. Business 5600, 7600, and one of Business 3210, 6500, 6600, 6610, or 7610
3. English 1000 or equivalent
4. Mathematics 1000
5. 12 credit hours in non-Business elective courses
  - o *When choosing elective courses, students must select at least 6 credit hours from the Grenfell Campus Core Program Requirements, Breadth of Knowledge Requirement, Group A, Students must also select at least 6 credit hours from Grenfell Campus Core Program Requirements, Designated Writing Courses (W).*

### **Business Administration (General) Diploma Graduates**

Students who have graduated from the two-year Business Administration (General) diploma program offered by the College of the North Atlantic and who are entering the Grenfell Campus BBA program will be required to complete a minimum of 60 credit hours. Specific course requirements will be determined on an individual basis at the time of admission.

# Appendix D – Employability Skills 2000+

**Employability Skills 2000+**  
The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team.  
These skills can also be applied and used beyond the workplace in a range of daily activities.

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**+** **Fundamental Skills**  
The skills needed as a basis for further development

You will be better prepared to progress in the world of work when you can:

**COMMUNICATE**

- read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)
- write and speak so others pay attention and understand
- listen and ask questions to understand and appreciate the points of view of others
- share information using a range of information and communications technologies (e.g., voice, e-mail, computers)
- use relevant scientific, technological, and mathematical knowledge and skills to explain or clarify ideas

**MANAGE INFORMATION**

- locate, gather, and organize information using appropriate technology and information systems
- access, analyze, and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)

**USE NUMBERS**

- decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools, and technology
- make estimates and verify calculations

**THINK AND SOLVE PROBLEMS**

- assess situations and identify problems
- seek different points of view and evaluate them based on facts
- recognize the human, interpersonal, technical, scientific, and mathematical dimensions of a problem
- identify the root cause of a problem
- be creative and innovative in exploring possible solutions
- readily use science, technology, and mathematics as ways to think, gain, and share knowledge, solve problems, and make decisions
- evaluate solutions to make recommendations or decisions
- implement solutions
- check to see if a solution works, and act on opportunities for improvement

**+** **Personal Management Skills**  
The personal skills, attitudes, and behaviours that drive one's potential for growth

You will be able to offer yourself greater possibilities for achievement when you can:

**DEMONSTRATE POSITIVE ATTITUDES AND BEHAVIOURS**

- feel good about yourself and be confident
- deal with people, problems, and situations with honesty, integrity, and personal ethics
- recognize your own and other people's good efforts
- take care of your personal health
- show interest, initiative, and effort

**BE RESPONSIBLE**

- set goals and priorities balancing work and personal life
- plan and manage time, money, and other resources to achieve goals
- assess, weigh, and manage risk
- be accountable for your actions and the actions of your group
- be socially responsible and contribute to your community

**BE ADAPTABLE**

- work independently or as part of a team
- carry out multiple tasks or projects
- be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- be open and respond constructively to change
- learn from your mistakes and accept feedback
- cope with uncertainty

**LEARN CONTINUOUSLY**

- be willing to continuously learn and grow
- assess personal strengths and areas for development
- set your own learning goals
- identify and access learning sources and opportunities
- plan for and achieve your learning goals

**WORK SAFELY**

- be aware of personal and group health and safety practices and procedures, and act in accordance with them

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**+** **Teamwork Skills**  
The skills and attributes needed to contribute productively

You will be better prepared to add value to the outcomes of a task, project, or team when you can:

**WORK WITH OTHERS**

- understand and work within the dynamics of a group
- ensure that a team's purpose and objectives are clear
- be flexible: respect, and be open to and supportive of the thoughts, opinions, and contributions of others in a group
- recognize and respect people's diversity, individual differences, and perspectives
- accept and provide feedback in a constructive and considerate manner
- contribute to a team by sharing information and expertise
- lead or support when appropriate, motivating a group for high performance
- understand the role of conflict in a group to reach solutions
- manage and resolve conflict when appropriate

**PARTICIPATE IN PROJECTS AND TASKS**

- plan, design, or carry out a project or task from start to finish with well-defined objectives and outcomes
- develop a plan, seek feedback, test, revise, and implement
- work to agreed-upon quality standards and specifications
- select and use appropriate tools and technology for a task or project
- adapt to changing requirements and information
- continuously monitor the success of a project or task and identify ways to improve

Source: <http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx>

## **Appendix E – Faculty Curricula Vitae**

## **C. Lynn Kendall, B. Comm., MBA, CGA**

1 Rowsell Street, Corner Brook, NL A2H 7N7

Office: (709) 639-4600

Cellular: (709) 632-0420

[lkendall@grenfell.mun.ca](mailto:lkendall@grenfell.mun.ca)

### **PERSONAL STATEMENT**

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Resourceful and energetic individual with expertise in teaching accounting and other business-related courses at the post-secondary level. Practical work experience and formal education have enhanced the skills needed to effectively deliver instruction to students with diverse learning styles. Developed lesson plans and student assessments in conjunction with established learning objectives. Received favourable ratings from students in course evaluation surveys.

### **EDUCATION**

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|                |   |
|----------------|---|
| 2011 - Present | <b>Diploma in Post-Secondary Education</b><br>Memorial University of Newfoundland |
| 2007 - 2010    | <b>Master of Business Administration (MBA)</b><br>Laurentian University           |
| 1995 - 1998    | <b>Certified General Accountant (CGA)</b><br>CGA Atlantic Association             |
| 1988 - 1995    | <b>Bachelor of Commerce (Co-operative)</b><br>Memorial University of Newfoundland |

### **TEACHING EXPERIENCE**

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#### ***August 2014 - Present***

Assistant Professor, Grenfell Campus, Memorial University of Newfoundland

I am currently teaching two courses on-campus: Decision Modeling and Financial Accounting Principles.

#### ***January -May 2014***

Business Administration Instructor, College of the North Atlantic, Distributed Learning.

I taught Financial Accounting II and Business Law using internet-based applications. This method of instructional delivery requires a great deal of organization and often requires communication with students on an individual basis. Knowledge of the subject areas is critical to ensure students in varied locations receive consistent information and immediate feedback to queries and assessments.

#### ***Previous Position (January 2011 - August 2013)***

Business Administration (Accounting) Instructor, College of the North Atlantic, Corner Brook Campus.

I delivered instruction in a variety of accounting and business-related courses to post-secondary students in the Business Administration, Engineering Technology, and Office Administration programs. My primary focus is accounting; however, I also taught general business, macroeconomics, engineering economics, entrepreneurship, internal auditing, e-business, business law, Simply Accounting, and Microsoft Excel. Additionally, I provided academic advisement to students, assisted them in developing a career path, and motivated their actions to encourage success in their academics and future career. This position required me to understand the varied needs and learning styles of students and adapt instructional methods to meet these diversities.

## **PROFESSIONAL EXPERIENCE**

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**2013 – 2014: Director of Finance and Administration, Qalipu Mi'kmaq First Nation Band**  
Responsible for planning, directing and controlling financial, information technology resources and administrative functions for the First Nation by developing and implementing policies and procedures in accordance with contractual obligations and Council directives.

**2005 – 2010: Manager of Agricultural Business Services, Department of Natural Resources**  
Accountable for the development, operation, and evaluation of various financial programs. I supervised a team of 18 professional and technical staff members; managed the development of policy, internal financial controls, and program evaluations; co-ordinated annual external audits; and prepared financial and performance reports. I also managed the delivery of farm business management services, including business development, business profiles and industry strategic development.

**2002 – 2005: Program Manager, Department of Natural Resources**  
Responsible for the administrative and fiscal management of projects funded under the Canada-Newfoundland and Labrador Agrifood Policy Framework (APF) Implementation Agreement. This involved contributing to the planning and development of Program Agreements; reviewing project proposals; monitoring Program budgets and providing support to the Director of Agricultural Business Services as required.

**2000 – 2002: Auditor III, Office of the Auditor General**  
Planned, developed and performed audits on the financial statements and administrative practices of provincial government departments and crown agencies.

**January 2000 – June 2000: Accounting Technician, Grant Thornton LLP (Temporary)**  
Conducted audit, review and compilation engagements. This involved planning and executing testing procedures and preparing financial and management reports. Additional duties included preparing corporate income tax returns, and other special returns.

**1998 – 1999: Financial Accountant, Provincial Paving Ltd., St. John's, NL**  
Provided a wide range of support on key financial issues. I was responsible for all accounting functions, including cash management, account analysis, job costing, accounts payable and accounts receivable.

Additionally, I prepared monthly financial statements and maintained sub-ledgers and accounting systems. I managed debt requirements and lease obligations and provided timely information to banks and other agencies. I also ensured the existence of strong internal controls and financial compliance.

**1997 – 1998: Controller, TAS Communication Systems, St. John’s, NL**

I was responsible for the daily activities of the finance department, including: preparing monthly financial statements, cash flow management, maintenance of financial systems, and detailed cost and sales analysis. I was also a member of the corporate process improvement team, and I implemented the company's first budget process. I supervised the accounts payable and accounts receivable staff, and monitored collections and cash disbursements.

**1996 – 1998: Financial Accountant, Morgan and Associates, St. John’s, NL**

I prepared monthly and quarterly financial statements, and personal and corporate income tax filings for a variety of clients. I conducted annual review and compilation engagements, which included the corresponding testing procedures. I also prepared business plans for submission to various lending agencies; prepared financial and cash flow projections; and conducted financial analysis on historical and forecasted data and prepared market analysis for potential businesses.

**Professional Development**

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*Winning the Bid*, April 2014

*Introduction to Business Continuity Planning*, January – February 2014

*Internal Auditing*, June 2011

*Fundamentals of Project Oversight*, December 2009

*Job Task Analysis*, January 2009

*Creating a Respectful and Harassment Free Workplace: An Orientation Workshop for Managers*, February 2008

*The Manager’s Role in Employee Relations*, November 2007

*Myers-Briggs Type Indicator*, September 2007

*Writing Briefing Notes*, May 2007

*Overview of Employment Equity and Strategic Initiatives for Persons with Disabilities*, February 2007

*Project Management*, January 2007

*Introduction to Purchasing*, May 2006

*The Strategic Use of Communications in Issues Management*, November 2005

*Accountability*, June 2006

*The Cabinet Decision Making Process...From Inception to Implementation*, November 2005

*Transparency and Accountability Act Workshop for Public Body Planners*, April 2005

*Performance Coaching*, March 2005

**Volunteer Activities**

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- I served as Chair of the J.J. Curling School Council from 2003 to 2013.
- I volunteered as a lay person with the Children’s Liturgy program and Holy Redeemer Parish.
- I served as Treasurer on the Board of Directors for the Quintessential Vocal Ensemble Corporation from 1998 to 1999.
- I served as Treasurer for the Silver Blades Skating Club from 2004 to 2006.
- I participated in the Community Volunteer Income Tax Program in 1996 and 1997.

# CURRICULUM VITAE

## Jose Lam

2 Carriage Lane  
Corner Brook, Newfoundland and Labrador  
Canada A2H 7K2  
Tel (Office): 709-637-6200 ext 6588  
Tel (Home): 709- 630-7710  
E-mail: jlam@grenfell.mun.ca

### Education:

**Ph.D. (Special Individualized Program)**, Concordia University, Montreal, Quebec (2009).  
Specialization: Family Business, Entrepreneurship, and Strategy.  
Dissertation: Succession Process in a Canadian Family Business Dynasty: A Longitudinal Case Study of the Molson Family Business.  
Supervisor: Dr. A. B. Ibrahim

**Master of Business Administration**, Concordia University, Montreal, Quebec (1994).  
Major: Marketing/Management

**Master of Science** (Occupational and Environmental Health Sciences), McGill University, Montreal, Quebec (1988).  
Major: Industrial Hygiene  
Masters' Project: Noise Survey at Dorion Briques.

**Post Graduate Diploma** (Environmental Toxicology), Simon Fraser University, Burnaby, British Columbia (1987).

**Bachelor of Science** (Chemistry), University of British Columbia, Vancouver, British Columbia (1984).  
Major: Analytical Chemistry

### Other Studies:

**Seminar in University Teaching for Graduate Students**, Concordia University, Montreal, Quebec (Winter, 2009).

**Certificate of Proficiency in French**, McGill University, Montreal, Quebec (1990).



## **Publications:**

Ibrahim, A. B., Lam, J., and McGuire, J. (2014). The Molson- Coors: A Case Research of Merger between Two Family Firms. (In-press). *Family Business Casebook Annual 2013-2014*.

Ibrahim, A. B., Lam, J., and McGuire, J. (2014). The Wallenberg Family Business: A Longitudinal Case Research of Family Tradition and Longevity. (In-press). *Family Business Casebook Annual 2013-2014*.

Sone, H. and Lam, J. (2013). Business Systems of Long-Established Family Firm: A Study of Marinelli, Italy's Oldest Firm. *Journal of the Japan Academy of Family Business*, 3, 33-45.

Lam, J., Carter, K., McGillis, L, Pike, C, McCahon, M, and Vodden, K. (2013). *Networks for Business Innovation in Corner Brook, NL*. The Harris Centre, Memorial University of Newfoundland, April 2013.

Ibrahim, A. B., Lam, J., Soufani, K., Poutziouris, P. (2011). A longitudinal case research of a large family firm: Saputo Inc. *International Journal of Management Cases*, 13(1), 67-88.

Ibrahim, A. B., Lam, J., Soufani, K. (2010). The Molson Family Business Dynasty: A case study of survival and longevity. *Family Business Casebook 2008-2009*, p. 101-135.

Ibrahim, A. B., Soufani, K., Poutziouris, P., and Lam, J. (2004). Qualities of an effective successor: The role of education and training. *Education & Training*, 46(8/9), 474-480.

Ibrahim, A. B., Soufani, K., Lam, J. and Poutziouris, P. (2004). The Rise and Fall of a Family Firm. *Family Business Casebook Annual, Special Issue: Family Businesses and Business Families*, 1(1), 203-235.

Ibrahim, A. B., Lam, J., Soufani, K. and Poutziouris, P. (2004). Entrepreneurial developments at Artelite. *International Journal of Management Cases- Special Issue: The Case of Family Businesses*, 6(3/4), 44-58.

Ibrahim, A. B., Soufani, K. and Lam, J. (2003). Family business training: a Canadian perspective. *Education and Training*, 45(8/9), 474-482.

Ibrahim, A. B., Soufani, K. and Lam, J. (2001). A study of succession in a family firm. *Family Business Review*, 14(3), 245-258.

## **Conference Papers and Research Proceedings:**

Lam, J. and Walsh, J. (2014). Magine Snowboards. Administrative Science Association of Canada (ASAC) Conference, ASAC Case Track, Huntsville, ON, May 10-13, 2014. This case was published in Proceedings of the Annual Conference of the Administrative Science Association of Canada Case Track Division, Nipissing University, Muskoka, Ontario, May 10-13, 2014, Vol. 35, 89-104.

Jackson, M., Lam, J., Penney, K., Pevie, R., and Saunders, A. (2013). Farmers in Padilla: A Case Study of Engagement Among a Small Community in Bolivia, the City of Corner Brook, and International Business Students at Grenfell Campus, Memorial University. Panel Discussion. CUEXPO 2013 Engaging Shared Worlds. Corner Brook, June 12-15, 2013.

Carter, K., Hall, H, Lam, J., and McCahon, M. (2013). Exploring Innovation in Newfoundland and Labrador. Panel Discussion. CUEXPO 2013 Engaging Shared Worlds. Corner Brook, June 12-15, 2013.

Lam, J. (2012). The Writers at Woody Point. Administrative Science Association of Canada (ASAC) Conference, ASAC Case Track, St. John's, June 9-12, 2012.

McCahon, M., Lam, J., Vodden, K., Carter, K., and Pike, C. (2012). Mapping of Innovation Networks in Western Newfoundland and Labrador: Opportunities and Challenges for Promoting Innovation in Regional Development Practice. Poster Presentation, 2<sup>nd</sup> national Rural Research Workshop: Policy and Research in Community Investment, Ottawa, May 24-25, 2012.

Ibrahim, A.B., Sone, H., Lam, J., and Kagono, T. (2011). A longitudinal study of longevity in two family firms. Proceedings, 11<sup>th</sup> Annual IFERA World Family Business Research Conference, Sicily, June 28-July 1<sup>st</sup>, 2011.

Ibrahim, A.B., Lam, J., and Soufani, K. (2009). A study of factors contributing to longevity in a family business dynasty. Proceedings, 9<sup>th</sup> Annual IFERA World Family Business Research Conference, Cyprus, June 24-26, 2009.

Ibrahim, A. B., Soufani, K., Poutziouris, P. and Lam, J. (2003). Qualities of an effective successor: An empirical investigation. In: P. Poutziouris and L. P. Steier (Eds.) *New Frontiers in Family Business Research: The Leadership Challenge*, 14<sup>th</sup> FBN World Conference, FBN-IFERA Research Forum, Lausanne, Switzerland, September 24-27, 2003.

Ibrahim, A. B., Soufani, K., Lam, J. and Poutziouris, P. (2001). The rise and fall of the Eaton family business. In: P. Poutziouris and D. Pistrui (Eds.) *Family Business Research in the Third Millenium: Building Bridges between Theory and Practice*, 12<sup>th</sup> FBN World Conference, London, 2001, 55-66.

Ibrahim, A. B., Soufani, K. and Lam, J. (2000). Quebecor Inc.: A study of succession in a family firm. In: P. Poutziouris (Ed.) *Family Business - Tradition or Entrepreneurship in the New Economy*, Book

Proceedings: 11th Annual Family Business Network World Conference, FBN-London 2000, 137-149.

## **Business cases published:**

Lam, J. (2014). The Writers at Woody Point Festival. In: H. F. MacKenzie, *Contemporary Canadian Marketing Cases*, 5<sup>th</sup> ed. Toronto: Pearson, 18-27.

Lam, J. (2002). *MLH Fire Protection Ltd.* In: A. B. Ibrahim, and W. H. Ellis, *Family Business Management: Concepts and Practice*, 2<sup>nd</sup> ed. Iowa: Kendall/Hunt Publishing Co., 2004, 240-258. Reprinted from A. B. Ibrahim, and W. H. Ellis, *Entrepreneurship and Small Business Management: Text, Readings and Cases*, 4<sup>th</sup> ed. Iowa: Kendall/Hunt Publishing Co., 2002.

Lam, J. (2000). *Artelite Inc.* In: A. B. Ibrahim, and W. H. Ellis, *Entrepreneurship and Small Business Management: Text, Readings and Cases*, 4<sup>th</sup> ed. Iowa: Kendall/Hunt Publishing Co., 2002, 768-791. This case was selected for the 2001 MBA International Case Competition.

Lam, J. (2000). *MLH Fire Protection Ltd.* In: A. B. Ibrahim, and W. H. Ellis, *Entrepreneurship and Small Business Management: Text, Readings and Cases*, 4<sup>th</sup> ed. Iowa: Kendall/Hunt Publishing Co., 2002, 749-767.

Lam, J. (2000). *Eicon Technology Corp.* In: A. B. Ibrahim, and W. H. Ellis, *Entrepreneurship and Small Business Management: Text, Readings and Cases*, 4<sup>th</sup> ed. Iowa: Kendall/Hunt Publishing Co., 2002, 855-873.

Lam, J. (1995). *Quebecor Inc.* In: A. B. Ibrahim, and W. H. Ellis, *Entrepreneurship and Small Business Management: Text, Readings and Cases*, 3<sup>rd</sup> ed. Iowa: Kendall/Hunt Publishing Co., 1998, 643-657.

Lam, J. and Segers, L. (1997). *McAuslan Brewing Inc.* In: A. B. Ibrahim, and W. H. Ellis, *Entrepreneurship and Small Business Management: Text, Readings and Cases*, 3<sup>rd</sup> ed. Iowa: Kendall/Hunt Publishing Co., 1998, 590-610. This case was selected for the 1997 MBA International Case Competition.

Lam, J. and Rizzetto, L. (1996). *Telecite Inc.* In: A. B. Ibrahim, and W. H. Ellis, *Entrepreneurship and Small Business Management: Text, Readings and Cases*, 3<sup>rd</sup> ed. Iowa: Kendall/Hunt Publishing Co., 1998, 573-589.

Ibrahim, A. B. and Lam, J. (2004). *The T. Eaton Co. Ltd.* In: A. B. Ibrahim, and W. H. Ellis, *Family Business Management: Concepts and Practice*, 2<sup>nd</sup> ed. Iowa: Kendall/Hunt Publishing Co., 2004, 343-361.

Ibrahim, A. B. and Lam, J. (2003). *Artelite Inc.* In: A. B. Ibrahim, and W. H. Ellis, *Family Business*

Management: Concepts and Practice, 2<sup>nd</sup> ed. Iowa: Kendall/Hunt Publishing Co., 2004, 259-277.

Ibrahim, A. B. and Lam, J. (2000). *Quebecor Inc.* In: A. B. Ibrahim, and W. H. Ellis, Family Business Management: Concepts and Practice, 2<sup>nd</sup> ed. Iowa: Kendall/Hunt Publishing Co., 2004, 362-379.

Joron, T. A. and Lam, J. (1998). *Best-Seller Inc.* In: A. B. Ibrahim, and W. H. Ellis, Entrepreneurship and Small Business Management: Text, Readings and Cases, 4<sup>th</sup> ed. Iowa: Kendall/Hunt Publishing Co., 2002, 687-699. This case was selected for the 1998 MBA International Case Competition.

## **Employment Experience:**

2009-present      Assistant Professor (Business), Grenfell Campus, Memorial University of Newfoundland, Corner Brook, NL.

- Teaches undergraduate courses in the Business Dept., Social Science Division
- Busi 1000 (Introduction to Business)
- Busi 1600 (Introduction to Entrepreneurship)
- Busi 2201 (Marketing Applications) [taught half of the course]
- Busi 2808 (Business Ethics)
- Busi 3350 (Principles of Leadership)
- Busi 4010 (Government Policy and Economic Development)
- Busi 4020 (Research and Economic Analysis)
- Busi 4050 (Strategic Management I)
- Busi 5302 (International Business) [formerly Busi 7302]
- Busi 5600 (New Venture Creation)
- Busi 6500 (Family Business, Franchising, and Buying an Enterprise)
- Busi 6600 (Managing Growth in the Small Firm)
- Busi 7050 (Current Topics in Business Administration Seminar)
- Busi 7600 (Current Topics in Entrepreneurship Seminar) [Co-taught]

2001-2009      **Manager**, Dobson Program for Knowledge-based Entrepreneurs, John Molson School of Business (Concordia University), Montreal, Quebec.

- Developed programs for entrepreneurs.
- Organized and coordinated the activities of the mentorship programs and reports to the Concordia Centre for Small Business and Entrepreneurial Studies Director.
- Evaluated young entrepreneurs and develops a customized business training program.
- Mentored and coached entrepreneurs.
- Coordinated marketing and promotion activities for the program.
- Served as the liaison with the Quebec Entrepreneurship Contest.

**Lecturer**, Entrepreneurship Institute for the Development of Minority Communities (EIDMC), John Molson School of Business (Concordia University), Montreal, Quebec.

- Prepared and delivered workshops on Entrepreneurship, Business Plans, Financing and Personal Finance for entrepreneurs in the Montreal area as well as for various cultural groups such as Aboriginal (Cree, Inuit) and Black Communities.

2001-2008

**Lecturer**, in the Starting a Business Program located in three Adult Education Centres (Rosemount Technology Centre, Shadd Business Centre, and JFK Business Centre), Montreal, Quebec.

- Taught modules focused on Entrepreneurship Training, Business Plans, Planning and Management of Resources, Marketing, and Financing and Financial Plans.
- Mentored and coached young entrepreneurs attending the Centres.

1997-2002

**Lecturer**, Faculty of Commerce and Administration (John Molson School of Business), Concordia University, Montreal, Quebec.

- Lecturer of undergraduate courses in Entrepreneurship (COMM 401 and COMM 320) and Managing a Small Business (MANA 451).
- Limited Term Appointment as Lecturer 1999-2000.
- Co-coached undergraduate Entrepreneurship teams for participation in the annual Quebec Commerce Games event.
- Coached students for participation in business plan contests.

1998-2000

**Manager**, Kingston Technology Exchange Centre (KTEC), Queen's University, Kingston, Ontario.

- Established the strategic direction and operations of the technology incubator and reported to the Board of Directors.
- Organized and coordinated the activities of the technology incubator with other stakeholders in the Kingston community and the university.
- Created, developed and implemented entrepreneurship programs to assist new technology entrepreneurs in Kingston.
- Identified new market opportunities to assist in the development of a knowledge-based economy in Kingston.
- Served as a business coach and mentor for new business start-ups.

- 1995-1999      **Researcher**, Faculty of Commerce and Administration, Concordia University, Montreal, Quebec.
- Worked as a business case writer and market researcher.
  - Taught Entrepreneurship and Small Business Management to undergraduate students.
  - Co-supervised 3 MBA candidates.
  - Coached the Commerce Games' Entrepreneurship Team.
  - Developed pedagogical material based on market and industry research.
  - Graded business plans, exams, and case studies in the areas of entrepreneurship and small business management, business policy, marketing policy, and international marketing at the undergraduate, MBA, and Executive MBA levels.
- 1995-1996      **Partner**, Cagex Inc., Montreal, Quebec.
- Prepared business plans for different clients.
  - Marketed consulting services.
  - Conducted consumer and industrial market research.
  - Coordinated the design of web pages and the creation of an online database containing 10,000 abstracts.
  - Adapted a computer-based chemical training CD-ROM to the Japanese market and negotiated Japanese distribution channels.
- 1993-1994      **Business Consultant**, Concordia Small Business Consulting Bureau, Concordia University, Montreal, Quebec.
- Provided business consulting, consumer and industrial market research to various industrial and commercial small and medium-sized companies.
  - Marketed and promoted small business consulting services.
- 1989-1994      **Consultant**, TEME Consultants (Partner), Montreal, Quebec.
- Performed industrial hygiene surveys.
  - Provided occupational health and safety consulting, as well as technical training seminars to industrial clients.
  - Engaged in public relations and lobbying activities for clients.
- 1988-1990      **Occupational Health Analyst**, The Asbestos Institute, Montreal, Quebec.
- Coordinated and organized scientific conferences, seminars, and training workshops in Korea, Japan, Taiwan, Thailand, and Malaysia.
  - Provided technical training to Latin American engineers and medical professionals.
  - Organized and managed international fact-finding missions.
  - Assisted top management in policy design and in the preparation of intelligence reports.

- Engaged in public lobbying, public relations, and media relations.
- Liaised with national and international governmental agencies (Canadian Embassies, ILO, WHO), academics, industry and labour representatives in the asbestos and environmental field.
- Evaluated the viability of transferring engineering and medical technology to Asian and Latin American countries.
- Developed and implemented protocols for the safe use of asbestos.
- Performed environmental technical surveys.

1985-1987                    **Research Assistant - Toxicology**, Simon Fraser University, Burnaby, British Columbia.

- Designed and implemented toxicological research, evaluated and analysed data, and assisted in the publication of scientific papers.

## Academic Awards and Grants

2013                            SWASP Summer research funds (520 hrs)

2012-2013                    MUCEP research funding (160 hrs)

2012                            SWASP Summer research funds (520 hrs)

2012                            Consulting and research project for the Model Forest of Newfoundland and Labrador and the Humber Economic Development Board (HEDB) on the potential establishment of the Forest Products Co-operative. Amount \$8,000 used to cover the salary of a graduate student and other project-related expenses.

2012                            **Vice President's Research Fund:** Factors influencing the succession process in a Newfoundland family business: A case study. Amount: \$1450.

2011-2012                    MUCEP research funding (80 hrs)

2011                            **Harris Centre Applied Research Fund.** Lead research investigator. Project title: Networks for business innovation in Corner Brook. Amount: \$14,500; Rural Secretariat: \$13,600; EPI: \$1000, Office of Research: \$1750.

2010-2011                    MUCEP research funding (80 hrs)

2010                            **Principal's Research Fund:** A Case Study of a Family Firm in Newfoundland, Holson Forest Products Ltd. Amount: \$900. This case study was submitted to the 2011 John Molson International MBA Case Competition, Case Writers Competition, Montreal.

## Grenfell Campus Committees

### University

- 2012-present      **Member**, Academic Planning Committee
- 2012-present      **Member**, Advisory Committee to the Vice-President (Academic) on Articulation Agreements
- 2011-present      **Member**, Aboriginal Initiatives Committee
- 2009-2013        **Member**, Grenfell Campus Vice-President's Committee on Sustainability.  
(Member of Advisory sub-group)
- 2011                **Member**, Search Committee for Associate Vice-President (Grenfell) Academic
- 2010-2011        **Member**, Budget Advisory Committee

### Department

- 2010-2012        **Member**, Hiring Committee

### Other

- 2013                **Member**, Newfoundland and Labrador Environmental Industry Capability Index Committee (Community-based)
- 2013                **Member**, Corner Brook Farmers' Market Committee (Community-based)
- 2012-present      **Member**, Supervisory Committee to Apu Akbar, Ph.D student in the Interdisciplinary Program in MUN's St. John's Campus.
- 2010-present      **Member**, Networks for Innovation Committee (Community-based)
- 2010-present      **Member**, Junior Achievement Corner Brook Local Planning Committee (Community-based).
- 2010-2011        **Member**, Rural Catalyst Committee (Grenfell-based)

## Other Professional Involvement

- 2005-2009        **Sitting Board Member**, The Canadian Association of Family Enterprise (CAFE) Montreal Chapter.



## Other Research and Community Engagement Activities

- 2014 Harris Centre Northern Peninsula Regional Workshop. Presentation: Open For Business: The role of entrepreneurial culture in transforming communities. St. Anthony, May 22, 2014.
- 2014 Speakers Panel – “How do you build an Inclusive Multicultural Community?” Grenfell Campus Celebrate Multiculturalism Week 2014, March 18, 2014.
- 2014 Delivered Junior Achievement’s “Economics for Success” program to students from G. C Rowe high school, March 14, 2014.
- 2014 Organized the Social Entrepreneurship Symposium. Pepsi Centre, March 7, 2014. This event was sponsored by Navigate.
- 2014 Co-organized the Sustainable Tourism in the Green Economy Conference. Marble Mountain, February 13, 2014. This event was co-sponsored by the Scholarship for the Arts and Navigate.
- 2014 Delivered Junior Achievement’s “Our Business World” program to students from C.C. Loughlin Elementary School, Corner Brook, Jan 28, 31, Feb 5, 7, 2014.
- 2013 Delivered an Introduction to Business lecture to students enrolled in the Summer Bridging Programme, Grenfell Campus, Aug. 16, 2013.
- 2013 Panelist. Western NL Innovation Workshop- Advancing Innovation in Newfoundland and Labrador. Organized by the Harris Centre. Grenfell Campus, Corner Brook, June 17, 2013.
- 2013 Costa Rica internationalization mission. Travelled with Ivan Emke and Greg Wood to meet with universities in Costa Rica and explore student, faculty, and research exchange agreements. April 22-30, 2013.
- 2013 Panel Moderator. Business Innovation and the Green Economy. Greenwood Inn, Corner Brook, March 22, 2013.
- 2013 Facilitated workshops on “Effective Listening,” and “Leadership,” for the Supervisory Skills Development Program offered by Community Education at Grenfell Campus. February 1<sup>st</sup>, and April 5<sup>th</sup>.
- 2013 Delivered Junior Achievement’s “Our Business World” program to students from C.C. Loughlin Elementary School, Corner Brook, March 5, 12, 19, 26, 2013.
- 2013 Delivered Junior Achievement’s “Economics for Success” program to students from G. C Rowe high school, February 20, 2013.

- 2013 Harris Centre Synergy Session. Presentation Title: Is Corner Brook an innovative city? An assessment of the city's innovation networks. With Ken Carter, Louise McGillis, and Kelly Vodden, Grenfell Campus, February 15, 2013.
- 2013 OXFAM- From Scarcity to Security: Rebuilding Local and Global Food Systems. Presentation title: An overview of stakeholders in the Corner Brook Farmers' Market. February 7, 2013.
- 2012 Our Food, Our Future- Growing the Agriculture Industry in Newfoundland and Labrador. Poster Session: A General Overview of the Stakeholders in the Corner Brook Farmers' Market and its Implications to Governance Models. November 23, 2012.
- 2012 Teaching Mentor to Erika Parrill, a Masters student in the Environmental Studies graduate program, under the Teaching Skills Enhancement Program (TSEP), from September to December.
- 2012 Member supervisory committee for Apu Bakr, ID-PhD student.
- 2012 Provided mentorship activities to entrepreneurs associated with the Navigate Business Advising Centre, Grenfell Campus, April to May.
- 2012 Holson Forest Products Ltd. and the Wood Pellet Market: A Case Study. Brown Bag Research Presentation, Grenfell Campus, March 22, 2012.
- 2012 Supervised Visiting Associate Researcher Dr. Hidekazu Sone, Lecturer, Wakayama University in Nara, and Japan Society for the Promotion of Science Postdoctoral Research Fellow, Grenfell Campus, February 20-March 14, 2012.
- 2012 Community-based Research Workshop organized by Grenfell Campus and the Rural Secretariat. Presentation title: Networks for Business Innovation (Corner Brook). Pepsi Centre, February 22, 2012.
- 2012 Delivered Junior Achievement's "Economics for Success" program to students from G. C Rowe high school, Corner Brook, Feb. 17, 2012.
- 2012 Delivered Junior Achievement's "Our Business World" program to students from Humber Elementary School, Corner Brook, Jan. 20, 27, Feb. 10, 17, 2012.
- 2012 Organized Social Network Analysis Workshop, Session 1: Introduction to Social Network Analysis, College of the North Atlantic, February 6, 2012; and Session 2: Technical Introduction to Social Network Analysis, Grenfell Campus, February 7, 2012.
- 2011 Delivered entrepreneurial activity to visiting high school students, Grenfell

Campus, May, 12, 2011.

- 2011 Prepared feasibility study and business plan for the Gros Morne Cooperating Associating and the Writers at Woody Point Festival, April 30, 2011.
- 2011 Delivered entrepreneurial activity to SIFE project “train to attain” involving high school students from Dunfield Park, YMCA, April 7, 2011.
- 2011 Business Mentor, Angel Business Development Program Conference. College of the North Atlantic, Grand Falls, March 17-20, 2011.
- 2011 Delivered Junior Achievement’s “Economics for Success” program to students from G. C Rowe high school, March 4, 2011.
- 2010 Business Mentor, Angel Business Development Program Conference. College of the North Atlantic, Corner Brook, March 17-20, 2010.

## Professional Memberships

- 2012-present **Member**, Administrative Science Association of Canada (ASAC)
- 2011-present **Member**, International Family Business Enterprise Research Academy (IFERA)
- 2010-present **Member**, The Academy of Management

## Personal Attributes

**Attributes:** Student-centred teaching approach, commitment to lifelong and interdisciplinary learning, entrepreneurial, highly motivated, detailed, creative, flexible and adaptable to change.

**Skills:** Organizational, interpersonal, research and computer (Microsoft Office) skills.

**Languages:** English, Spanish, and French.

## Julie B. Pitcher MBA

Grenfell Campus, Memorial University of Newfoundland  
Division of Social Science, Business  
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Phone: 709.639.2571

Email: [jpitcher@grenfell.mun.ca](mailto:jpitcher@grenfell.mun.ca)

### ACADEMIC BACKGROUND

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- 2014      **PhD** (in progress)  
School of Management, University of Leicester  
*Focus: How Small and Medium-Sized Enterprises can leverage Corporate Social Responsibility strategies for growth and competitive advantage*
- 2001      **Master of Business Administration**  
Faculty of Business Administration, Memorial University of Newfoundland
- 1999      **Bachelor of Arts**  
Faculty of Arts, Memorial University of Newfoundland  
*Concentrations: Sociology/Anthropology, and English Language and Literature*
- 1999      **Certificate in Criminology**  
School of Continuing Education, Memorial University of Newfoundland

### PROFESSIONAL ACADEMIC EXPERIENCE

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- 2014-      **Assistant Professor**, Business  
Division of Social Science, Grenfell Campus, Memorial University of Newfoundland
- 2011-2013      **Assistant Professor**, Business  
Division of Social Science, Grenfell Campus, Memorial University of Newfoundland
- 2008-2010      **Assistant Professor**, Business  
Chair, Business Program (September 2007-September 2010)  
Division of Social Science, Grenfell Campus, Memorial University of Newfoundland

2005-2007 **Assistant Professor**, Business  
Division of Social Science, Grenfell Campus, Memorial University of Newfoundland

2002-2004 **Assistant Professor**, Business  
Division of Social Science, Grenfell Campus, Memorial University of Newfoundland

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## OTHER PROFESSIONAL ACTIVITIES

2006-2008 **Director**, Cairn Management Consulting Inc.

2001-2002 **Economic Development Officer**, Humber Economic Development Board

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## RESEARCH GRANTS

2011- **Regional Collaboration Research Fund** (\$ 15,000)  
Project title: *A Technology Transfer Office for Western Newfoundland—An Exploratory Study*

Project partners: Mr. Glenn Payne, Dr. Jacqueline Walsh

2004 **Teaching Remission in support of program and curriculum development**  
Project: Completed Program and Curriculum development of Bachelor of Arts in Tourism Studies

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## ENGAGEMENT GRANTS & ACTIVITIES

2014 **Social Entrepreneurship Symposium**  
Project: Co-organized symposium on social entrepreneurship that brought together practitioners, professionals and students who are active and interested in the field.

2009-2010 **NaviGate** (\$160,400)  
Project: Co-developed proposal and secured funding for launch of NaviGate, a collaborative business advising centre project of both Grenfell Campus and College of the North Atlantic—Corner Brook

2006-2009 **Gateway West** (\$301,090)  
Project: Working with University administration and funding partners, secured funding for annual operation and played key advising role in establishing and supporting Gateway West, a business advising centre based at the University. The Centre's mission was to engage in and encourage entrepreneurial activity throughout the university and broader communities.

2009-2010 **Consultant**, Students In Free Enterprise Project (\$25,000)  
Project title: *The Greenhouse: Nurturing Youth Entrepreneurs*

2007            **Consultant**, Centre for Environmental Excellence Research Project (\$10,795)  
Project title: *Business Innovation & Incubation Centre: A Concept Paper*

## SCHOLARSHIPS & AWARDS

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2014            ASAC Embryo Case Track 2014  
Co-authored case selected as one of 20 cases (nationally) for participation in annual Conference hosted by Administrative Sciences Association of Canada.

2014            2014 Research Gong Show  
Co-presented preliminary research at 2014 Gong Show (research showcase) in a presentation entitled *Cats, hearing aids, and buildings on stilts*; placed 3<sup>rd</sup>.

2011            Grenfell Teaching Award (\$ 2,500)

1997-1999     Memorial University of Newfoundland, Faculty of Arts Dean's List

1995-1997     Sir Wilfred Grenfell College Principal's List

## WORKS IN PROGRESS

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2014            Pitcher, J.B. & Turner, J.L. (2014). *Marble Mountain Resort: Driving growth through the 5Ps*. Undergraduate marketing case.

2014            Pitcher, J.B. & Turner, J.L. (2014). Clarifying the concept of social entrepreneurship. Invited contributors to Navigate Small Business website library:  
<http://www.navigatesmallbusiness.ca>

## NON-REFEREED PUBLICATIONS

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2009            Pike, E. H., Pitcher, J.B., & Novakowski, N. (2009). *Preliminary indications of how to use the post-industrial cluster model to inform development in Newfoundland and Labrador: Lessons learned from key informant interviews conducted in Leeds, the Øresund Science Region and Bornholm Island*. Centre of Environmental Excellence. <http://www.ceenl.ca/>

2007            Pitcher, J.B., & Jackson, M. (2007). *Business innovation & incubation centre: A concept paper*. Centre of Environmental Excellence. <http://www.ceenl.ca/>

## OTHER RESEARCH ACTIVITIES

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2009            **Centre of Environmental Excellence Research Consultant**  
Working as a part of a small research team, this project considers cluster development in

the areas of tourism. Research involved site visits to established clusters in targeted areas, observation and discussion of best practices in cluster development, and an identification of ways to transfer and implement these practices in new environments.

2006-2007 **Focus Group Research**

Developed and facilitated repeated measure focus group exercise to assess the effectiveness of Sir Wilfred Grenfell College's website as a marketing tool; findings were used as basis for SWGC website design update.

## ACADEMIC PROGRAM & CURRICULUM DEVELOPMENT

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2010 **Informal Program Review**, Bachelor of Business Administration Program

Led an informal review of the Bachelor of Business Administration program at Grenfell Campus until September 2010, at which time the new program Chair assumed the lead in the review; program changes approved by Memorial University's Senate Committee on Undergraduate Studies in January 2011.

2003-2007 **Program Development**, Bachelor of Business Administration

Chaired the development of the Bachelor of Business Administration program at Grenfell Campus, Memorial University, approved April 2007; program conceived with three areas of concentration.

Project involved extensive review of business programs across Canada, and consultation with internal and external academic communities, students, and community stakeholders.

Curriculum developed for the following new courses: Computing and Information Systems for Business, Management Decision Making, Business Ethics, Government Policy and Economic Development, Research and Economic Analysis, International Development, Family Business, Franchising and Buying an Enterprise, Current Topics in Rural & Economic Development, and Seminar in Business Administration.

Current program details may be viewed at [www.grenfell.mun.ca/business](http://www.grenfell.mun.ca/business)

2004-2006 **Program Development**, Bachelor of Arts (Tourism Studies)

Chaired the development of a Bachelor of Arts program in Tourism Studies at Grenfell Campus, Memorial University, approved June 2005; program has major, minor and advanced diploma options.

Tourism Studies was a discipline that was new to Memorial University, and the program evolved from an extensive international review of existing undergraduate level tourism programs, and significant consultation with the province's industry stakeholders (both private and public). In addition to submitting to standard internal academic review processes, the program was subject to broad external academic and professional review.

Curriculum developed for the following new core courses: Principles of Tourism, Perspectives in Tourism, Tourism and Sustainability, Tourism Marketing, Issues in Ecotourism, Resource Valuation and Tourism Activity Impact Assessments, Colloquium in Tourism Management (Applied Interpretation), Global Issues and Tourism, Community and Cultural Issues in Tourism, Special Topics in Tourism, Senior Project in Tourism. Curriculum was also developed for several tourism elective courses.

Current program details may be viewed at [www.grenfell.mun.ca/tourism](http://www.grenfell.mun.ca/tourism).

## WORKSHOPS & SYMPOSIA

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- 2014 Co-developed and facilitated full-day workshop:  
Pitcher, J. B., & Turner, J. L. (21 February 2014). *Writing in the workplace*. Community Education and Campus Relations, Grenfell Campus, Corner Brook, NL.
- 2008, 2009, 2013 Co-developed and facilitated full-day workshop:  
Pitcher, J. B., & Ryan, J. L. (14 March 2008, 6 November 2009, 1 March 2013). *Developing a customer service approach*. Management Skills Development Program, Department of Continuing Education and College Relations, Sir Wilfred Grenfell College, Corner Brook, NL.
- 2007, 2008, 2010, 2013 Co-developed and facilitated full-day workshop:  
Pitcher, J. B., & Ryan, J. L. (23 November 2007, 28 February 2008, March 2010, 8 February 2013). *Effective presentations*. Department of Continuing Education and College Relations, Sir Wilfred Grenfell College, Corner Brook, NL.
- 2007, 2009 Co-developed and facilitated full-day workshop:  
Pitcher, J. B., & Ryan, J. L. (07 December 2007 & 10 December 2009). *Effective business writing*. Management Skills Development Program, Department of Continuing Education and College Relations, Sir Wilfred Grenfell College, Corner Brook, NL.
- 2009 Co-developed and facilitated half-day workshop:  
Barnable, A. Beardsworth, A., & Pitcher, J. B. (08 September 2009). *Ground control to Generation @: Connecting to today's students*. Teaching Committee, Sir Wilfred Grenfell College, Corner Brook, NL.
- 2009 Co-developed and facilitated half-day workshop:  
Barnable, A. MacLeod, R., & Pitcher, J. B. (07 January 2009). *Encouraging and evaluating student participation: The impossible dream?* Teaching Committee, Sir Wilfred Grenfell College, Corner Brook, NL.
- 2008 Co-developed and facilitated full-day workshop:  
Pitcher, J. B., & Ryan, J. L. (01 May 2008). *Effective business writing*. Centre for Learning and Development, Government of Newfoundland and Labrador, Corner Brook, NL.
- 2008 Co-developed and facilitated one hour seminar:  
Pitcher, J. B., & Ryan, J. L. (29 October 2008). *Presentations: Tips for survival (and success)*. Department of Business, Student Development Seminar, Sir Wilfred Grenfell College, Corner Brook, NL.
- 2007 Developed and co-facilitated half-day symposium:  
Pitcher, J.B., & Jackson, M. (26 October 2007). *Business incubation in Corner Brook, NL: Conclusions of from a concept paper*. Centre of Environmental Excellence Working Paper.

\* Copies of workshop/symposia materials available upon request.

## INVITED PRESENTATIONS

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- 2014 Pitcher, J.B. & Turner, J.L. (07 March 2014). Social entrepreneurship: Clarifying the concept. Invited speakers at social entrepreneurship symposium (30-minute presentation). Event sponsored by Navigate, Grenfell Campus, Corner Brook, NL.
- 2014 Pitcher, J.B. (04 March 2014). *CSR, SMEs & gender: A preliminary investigation*. Invited speaker by Newfoundland and Labrador Organization of Women Entrepreneurs (NLOWE) to disseminate current research on corporate social responsibility and to begin discussion around investigating whether or not there is a clear gender component to CSR, specifically in SMEs.
- 2014 Pitcher, J.B. (12 January 2014). Invited panelist to participate in Student Success Bootcamp program hosted by Grenfell's Student Services department.
- 2010 Pitcher, J. B., & Ryan, J. L. (28 January 2010). *Presentation pointers*. Guest speaker (60-minute presentation), Environmental Science 4000, Sir Wilfred Grenfell College, Corner Brook, NL.
- 2009 Pitcher, J.B. (24 September 2009). *Marketing: A recap of the basics*. Invited speaker for 2009 Victorian Order of Nurses National Annual General Meeting (60-minute presentation), Community Board Workshop, Corner Brook, NL.
- 2009 Pitcher, J. B. (16 April 2009). *An Aliant BizLaunch seminar: How to market your business* (half-day seminar). BizLaunch, Corner Brook, NL.
- 2009 Pitcher, J.B. (25 November 2009). *Adventures in North Korea* (75-minute presentation). Grenfell Speaker Series, Sir Wilfred Grenfell College, Corner Brook, NL.
- 2008 Pitcher, J. B., & Ryan, J. L. (03 September 2008). *Using PowerPoint as a teaching tool*. Keynote speakers for September 2008 Teaching Workshop (60-minute presentation), Teaching Committee, Sir Wilfred Grenfell College, Corner Brook, NL.
- 2008 Pitcher, J. B., & Ryan, J. L. (March 2008). *Delivering effective presentations*. Grenfell Business Society Invited Speaker Series, (60-minute presentation), Department of Business, Sir Wilfred Grenfell College, Corner Brook, NL.
- 2008 Pitcher, J.B. (February 2008). *Understanding the marketing environment*. Invited speaker for Humber Economic Development Board's annual *Business Wings* training seminar, (75-minute presentation), Pasadena, NL.
- 2007 Pitcher, J.B., & Jackson, M. (23 September 2007). *Corner Brook business incubation: A case study*. 2007 Canadian Association of Business Incubators Annual Conference, Pre-conference, (60-minute presentation), St. John's, NL.
- 2002 Pitcher, J. B. (March 2002). *How does business fit in a liberal arts institution?* Guest speaker at the Humber Rotary Club, (30-minute presentation), Corner Brook, NL.

\* Copies of presentations available upon request.

## TEACHING EXPERIENCE

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### Courses Taught

*Fall semester      Winter semester      Spring semester*

|  |                               |                         |                       |
|--|-------------------------------|-------------------------|-----------------------|
| Business 1000—Introduction to Business<br>(1 <sup>st</sup> year course)                                      | 2002-2003, 2005               | 2002-2006               | 2002, 2004, 2006      |
| <b>Courses Taught</b> (continued)  |                               |                         |                       |
| Business 1201—Principles of Marketing<br>(2 <sup>nd</sup> year course)                                       | 2002-2010                     | 2002                    |                       |
| Business 1210—Introduction to Marketing<br>Strategy<br>(2 <sup>nd</sup> year course, replaced Business 1201) | 2013                          |                         |                       |
| Business 2201—Marketing Applications<br>(2 <sup>nd</sup> year course)  |                               | 2002-2011               |                       |
| Business 2210—Introduction to Marketing Tactics<br>(2 <sup>nd</sup> year course, replaced Business 2201)     |                               | 2012-2013               |                       |
| Business 2301/3310—Organizational Behaviour<br>(2 <sup>nd</sup> /3 <sup>rd</sup> year course)                | 2002-2003,<br>2006-2008, 2010 | 2014                    |                       |
| Business 2700—Computing & IS for Business<br>(2 <sup>nd</sup> year course)                                   |                               | 2011-2014               |                       |
| Business 3350—Principles of Leadership<br>(2 <sup>nd</sup> /3 <sup>rd</sup> year course)                     | 2013                          |                         |                       |
| Business 4500—Financial Management I<br>(3 <sup>rd</sup> year course)  |                               | 2003                    |                       |
| Business 5200—Consumer Behaviour<br>(3 <sup>rd</sup> /4 <sup>th</sup> year course)                           | 2004-2006                     |                         |                       |
| Business 5301—Organizational Theory<br>(3 <sup>rd</sup> /4 <sup>th</sup> year course)                        | 2009-2010, 2013               | 2005-2009               | 2007 (reading course) |
| Business 7010—Business and Society<br>(4 <sup>th</sup> year course)  | 2007-2010                     | 2010,2013-2014          | 2010 (reading course) |
| Business 7050—Seminar in Business<br>(4 <sup>th</sup> year course)   |                               | 2008-2009,<br>2011-2012 |                       |
| Business 7302—International Business<br>(3 <sup>rd</sup> /4 <sup>th</sup> year course)                       | 2008                          |                         |                       |

\* *Comprehensive summary of student evaluations assessed through university-administered Course Evaluation Questionnaires (CEQs) for the aforementioned courses may be forwarded on request.*

### Other Teaching Activities

#### 2011-2014 **Team Teaching**

Working with a program colleague, co-developed and delivered lecture and lab materials for core undergraduate business course.

#### 2009 **Teaching Workshops**

Co-developed and facilitated two half-day interactive teaching workshops targeting Grenfell faculty and staff.

*September 2009 workshop topic: Connecting to today's student in the classroom.*

*January 2009 workshop topic: Encouraging and evaluating student participation.*

#### 2008, 2010 **Professional Development Seminars**

Co-developed and delivered 75- minute professional development seminars for senior undergraduate business students.

2006-2008 **Summer Bridging Program**

Delivered introductory business lecture to participants enrolled in a program intended to assist in a successful transition from the secondary to post-secondary educational setting.

**Academic Undergraduate Student Supervision**

- 2010 Memorial Undergraduate Career Experience Program (MUCEP) Grant  
Project: Lead supervisor of two business students hired by the business department to undertake case competition planning, the organization of a business media library, and other minor department research projects.
- 2009 MUCEP Grant  
Project: Hired and supervised three students who worked as Business Events Coordinators. Students assisted in the planning and facilitation of several department projects, including: development of a semi-annual newsletter, networking events, and charter for student organization.
- 2008 Primary Supervisor for Ms. Rebecca Willcott, Environmental Studies 4950—Project in Environmental Studies  
Project Title: *Belle View Inn Bed & Breakfast: A business plan*
- 2008 MUCEP Grant  
Project: Hired and supervised student to update and develop various business program marketing elements
- 2007 Primary Supervisor for Mr. Benjamin Andrews, Environmental Studies 4950—Independent Project in Environmental Studies  
Project Title: *Off the Beaten Trail Adventures: A business plan*
- 2007 MUCEP Grant  
Project: Hired and supervised student to develop marketing materials to support various business program promotional materials and business student handbook

**Other Undergraduate Student Engagement Activities**

- 2009- **Faculty Advisor**, Enactus (formerly Students In Free Enterprise, SIFE)
- 2007-2010 **Faculty Advisor**, Grenfell Business Society (GBS)

**ACADEMIC & PROFESSIONAL SERVICE**

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**Programme Service**

- 2010-2014 **Member**, Search Committee, contract Business Administration position
- 2007-2010 **Chair**, Business Administration program
- 2004-2009 **Chair**, Search Committee, Business Administration positions (nine contract and two tenure stream position searches)

2003-2007 **Chair**, Program Development Committee, Grenfell BBA Program

2002-2007 **Business programming advisor**

### **University Service**

2008- **Appointed Member**, Child Care Centre Committee

2002- **Member**, Academic Council

2014 **Member**, Advisory Committee on Divisional Structure, Grenfell Campus

2013 **Member**, Selection Committee, Grenfell Campus Teaching Award

2010-2011 **Appointed Member**, Search Committee, Vice-President (Grenfell)

2010-2011 **Appointed Member**, Communications and Nomenclature Committee

2003-2005, **Member**, Academic Planning Committee (Division of Social Science representative)  
2010-2011

2010 **Member**, Office of the Registrar Search, Manager of Recruitment search

2009-2010 **Member**, Community Education and College Relations Search Committee, Manager of Marketing search

2009-2010 **Member**, Rural Catalyst Committee

2009-2010 **Member**, Budget Advisory Committee (Division of Social Science representative)

2008-2010 **Member**, Grenfell Teaching Committee

2002-2010 **Member**, Gateway Management Team

2004, 2009 **Member**, Search Committee, Division Head, Social Science

2008 **Invited participant** in Grenfell Strategic Workplan Development, Senior Planning Group

2005-2008 **Member**, Academic Studies Committee (Division of Social Science representative)

2007 **Member**, Search Committees, two tenure-stream Tourism positions

2007 **Member**, Senate Committee on Undergraduate Studies

2007 **Appointed Member**, College Web Team, Principal's Advisory Committee

2006 **Chair**, Search Committee, tenure-stream Tourism position

2006 **Member**, Office of the Registrar Search Committee, Business Coop Student search

2004-2006 **Chair**, Program Development Committee, Grenfell BA (Tourism Studies)

2003-2006 **Appointed Member**, Student Centre Management Board, Faculty Representative

2004 **Chair**, Search Committee, Gateway West Director

2005 **Member**, Community Education and College Relations Search Committee, Conference Coordinator search

2004 **Appointed Member**, Selection Committee, CBC Radio Peter Gzowski Internships

2003 **Appointed Member**, Committee to Review the Principal

2003 **Member**, Search Committee, Economics position

- 2003        **Member**, College Computing Committee (Division of Social Science representative)
- 2002        **Member**, Search Committee, Gateway West Development position
- 2002        **Appointed Member**, Enrollment Committee, Principal's Advisory Committee

**Student Recruitment**

- 2002-        **Academic Advisor**
- 2002-2012    **Faculty Advisor**, Fall Advising Daze event
- 2002-2011    **Faculty Advisor**, High School Spring Interviews
- 2002-2011    **Faculty Advisor**, Spring Advising Daze event
- 2009        **Appointed Member**, Noel Levitz Advisory Committee on Student Recruitment
- 2003        **Faculty Advisor**, Faculty Phone Campaign

**Community Service**

- 2011-        **Secretary**, Marble Mountain Condominium Corporation
- 2009-2012    **Treasurer**, Marblewood Village Resort Condominium Corporation
- 2009-2012    **Member**, Marblewood Village Resort Marketing Sub-committee
- 1992-2011    **Volunteer**, Victorian Order of Nurses
- 2008-2010    **Director**, Western Destination Marketing Organization
- 2007-2008    **Volunteer Consulting**, Downtown Business Association, Corner Brook
- 2001-2004    **Volunteer**, Corner Brook Triathlon; Co-director of Media and Public Relations (2002)
- 2002, 2004    **Volunteer**, Adventure Racing World Championships, Raid the North Extreme
- 2003        **Volunteer Consulting**, Business plan development, Scop Productions Inc.

# CURRICULUM VITAE

## Janice L. Turner

104 West Valley Road  
Corner Brook, NL, Canada A2H 2X6  
+1.709.639.2573  
jturner@grenfell.mun.ca

### EDUCATION

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**Master of Business Administration**, Faculty of Management, Dalhousie University, 2002

**Bachelor of Commerce (Honours)(Co-operative)**, Faculty of Business Administration,  
Memorial University of Newfoundland, 2001

### EMPLOYMENT

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- 2012-        **Lecturer** (Business), Division of Social Science, Grenfell Campus, Memorial University of Newfoundland, Corner Brook, NL  
                 Chair, Business Program (September 2010-August 2013)
- 2009-2012   **Lecturer** (Business), Division of Social Science, Grenfell Campus, Memorial University of Newfoundland, Corner Brook, NL  
                 Chair, Business Program (September 2010-August 2013)
- 2006-2009   **Lecturer** (Business), Division of Social Science, Sir Wilfred Grenfell College, Memorial University of Newfoundland, Corner Brook, NL
- 2006-        **Consultant and Workshop Facilitator**, independent (various clients), Corner Brook, NL
- 2003-2006   **Per-Course Instructor** (Business), Division of Social Science, Sir Wilfred Grenfell College, Memorial University of Newfoundland, Corner Brook, NL
- 2003-2006   **General Manager**, Corner Brook Triathlon Committee Inc., Corner Brook, NL
- 2002-2003   **Manager, Marble Villa & Event Services**, Marble Mountain Development Corporation, Steady Brook, NL
- 2002        **Business Consultant**, Gateway West, Sir Wilfred Grenfell College, Corner Brook, NL

## TEACHING and ACADEMIC ACTIVITY

### Undergraduate Courses Taught:

|                    |                                     | Fall                   | Winter           | Spring     |
|--------------------|-------------------------------------|------------------------|------------------|------------|
| Business 1000      | Introduction to Business in Society | 2003                   | 2003, 2007, 2008 | 2003, 2005 |
| Business 1210      | Introduction to Marketing Strategy  | 2011, 2012             |                  |            |
| Business 2000      | Business Communications             | 2007-2010              | 2007-2011        | 2008       |
| Business 2010      | Business Research and Writing       | 2013, 2014             | 2012             |            |
| Business 2210      | Introduction to Marketing Tactics   |                        | 2014             |            |
| Business 2301/3310 | Organizational Behaviour            | 2005, 2009             | 2013             |            |
| Business 2401      | Quantitative Methods for Business   | 2004, 2006, 2008       |                  |            |
| Business 2700      | Computing & IS for Business         |                        | 2011-2014        |            |
| Business 2808      | Business Ethics                     | 2007-2010              | 2009             |            |
| Business 3320      | Labour Relations                    | 2006                   |                  |            |
| Business 4320      | Human Resources Management          | 2013, 2014             | 2004-2012        |            |
| Business 5220      | Marketing Research                  | 2012-2014              |                  |            |
| Business 7010      | Business and Society                | 2011                   |                  |            |
| Business 7025      | Management Decision Making          | 2007, 2008, 2010, 2011 |                  |            |
| Business 7050      | Seminar in Business Administration  |                        | 2010, 2014       |            |
| Business 7302      | International Business              | 2006                   |                  |            |

### Other Teaching Activities:

- 2011-2014 Team Teaching, Grenfell Campus, Memorial University of Newfoundland  
Working with a program colleague, co-developed and delivered lecture and lab materials for core undergraduate business course.
- 2013 Teaching Skills Enhancement Program, Distance Education, Learning and Teaching Support (DELTS), Memorial University of Newfoundland  
Successfully completed this program.
- 2009 Summer Bridging Program, Grenfell Campus, Memorial University of Newfoundland  
Delivered business ethics lecture to participants enrolled in a program intended to assist in a successful transition from secondary to post-secondary institution.
- 2007 Mini University, Sir Wilfred Grenfell College, Memorial University of Newfoundland  
Delivered business communications lecture to University applicants on behalf of the Office of Student Recruitment.

### Undergraduate Student Supervision and Grants:

- 2014- Faculty Advisor, Grenfell Business Society
- 2014 Memorial University Career Experience Program (MUCEP) research grant (\$1053)

- 2014            Memorial University Career Experience Program (MUCEP) grant (\$1053)
- 2009-2013    Competition Advisor, Enactus Grenfell (formerly SIFE Grenfell)
- 2013            Student Work and Service Program (SWASP), summer student grant (\$2600)
- 2011            Student Work and Service Program (SWASP), summer student grant (\$2600)

**Curriculum and Program Development:**

- 2012            Developed articulation agreement between two-year Business Administration diploma programs at College of the North Atlantic and Bachelor of Business Administration at Grenfell Campus.
- 2011            Chaired the development of a revised Bachelor of Business Administration program at Grenfell Campus, which was approved by University Senate. Curriculum was developed for a new course: Business 3350–Principles of Leadership.

**SCHOLARLY ACTIVITY AND DISSEMINATION**

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**Works in Progress:**

- 2014            **Turner, J.L.** (2014). *Destination: Port Rexton?* (working title). Undergraduate case study.
- 2014            Pitcher, J.B. & **Turner, J.L.** (2014). *Marble Mountain Resort: Driving growth through the 5Ps*. Undergraduate marketing case study.
- 2014            Pitcher, J.B. & **Turner, J.L.** (2014). *Clarifying the concept of social entrepreneurship*. Invited contributors to Navigate Small Business website library.

**Conference Presentations:**

- 2014            Marble Mountain Resort: Driving growth through the 5Ps. Accepted for presentation in Embryo Case Track and listed in proceedings of 2014 Administrative Sciences Association of Canada annual conference, Huntsville, ON. Co-author.
- 2014            Social entrepreneurship: Clarifying the concept. Co-presenter, Social Entrepreneurship Symposium (co-sponsored by Navigate Entrepreneurship Centre and Grenfell Business), Corner Brook, NL

**ENGAGEMENT ACTIVITY**

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**Campus and Community Engagement Activities:**

- 2006-            Vice Chair, Marble Mountain Development Corporation, Steady Brook, NL
- 2014            [Upcoming] Guest Lecturer, *Presentations and public speaking*, University 1010, Grenfell Campus, Memorial University of Newfoundland
- 2014            Co-organizer, Social Entrepreneurship Symposium, Pepsi Centre, Corner Brook, NL



(funding from Navigate Entrepreneurship Centre \$7000)

- 2014 Co-facilitator, *Writing in the workplace*, Supervisory Skills Development Program, Community Education and Campus Relations, Grenfell Campus, Corner Brook, NL
- 2013 Co-facilitator, *Developing a customer service approach*, Supervisory Skills Development Program, Community Education and Campus Relations, Grenfell Campus, Corner Brook, NL
- 2013 Co-facilitator, *Effective presentations*, Supervisory Skills Development Program, Community Education and Campus Relations, Grenfell Campus, Corner Brook, NL
- 2013 Facilitator, *Writing in the workplace*, Supervisory Skills Development Program, Community Education and Campus Relations, Grenfell Campus, Corner Brook, NL
- 2010-2012 Director, Navigate Entrepreneurship Centre Advisory Board
- 2012 Presenter, *Event management 101*, SIFE Grenfell, Corner Brook, NL
- 2012 Presenter, *Grenfell Campus from the a professor's perspective*, Office of Student Recruitment, Halifax student recruit dinner, Halifax, NS
- 2012 Presenter, *Taking the lead: Designing, directing and delegating*, Grenfell Campus Student Leadership Conference, Corner Brook, NL
- 2012 Co-facilitator, *Writing essentials for professional writers*, Supervisory Skills Development Program, Community Education and Campus Relations, Grenfell Campus, Corner Brook, NL
- 2010 Co-presenter, *Presentation pointers*, Environmental Science 4000, Sir Wilfred Grenfell Campus, Corner Brook, NL
- 2009 Co-facilitator, *Developing a customer service approach*, Supervisory Skills Development Program, Department of Continuing Education and College Relations, Sir Wilfred Grenfell Campus, Corner Brook, NL
- 2009 Co-facilitator, *Effective business writing*, Supervisory Skills Development Program, Department of Continuing Education and College Relations, Sir Wilfred Grenfell Campus, Corner Brook, NL
- 2008 Co-facilitator, *Delivering effective presentations*, Grenfell Business Society Speaker Series, Sir Wilfred Grenfell College, Corner Brook, NL
- 2008 Co-facilitator, *Developing a customer service approach*, Management Skills Development Program, Department of Continuing Education and College Relations, Sir Wilfred Grenfell Campus, Corner Brook, NL
- 2008 Co-facilitator, *Effective business writing*, Centre for Learning and Development, Government of Newfoundland and Labrador, Corner Brook, NL
- 2008 Co-facilitator, *Effective presentations*, Department of Continuing Education and College Relations, Sir Wilfred Grenfell Campus, Corner Brook, NL
- 2008 Co-presenter, *Presentations: Tips for survival (and success)*, Business Program Student Development Seminar, Sir Wilfred Grenfell College, Corner Brook, NL
- 2008 Co-presenter, *Using PowerPoint as a teaching tool*, Teaching Workshop, Sir Wilfred Grenfell College, Corner Brook, NL

- 2007 Co-facilitator, *Effective business writing*, Management Skills Development Program, Department of Continuing Education and College Relations, Sir Wilfred Grenfell Campus, Corner Brook, NL
- 2007 Co-facilitator, *Effective presentation*, Management Skills Development Program, Department of Continuing Education and College Relations, Sir Wilfred Grenfell Campus, Corner Brook, NL
- 2004-2006 Director, Corner Brook Economic Development Committee, Corner Brook, NL

**Other Community Engagement Activities:**

- 2014- Mission Staff, Team Newfoundland and Labrador, 2015 Canada Winter Games, Prince George, BC
- 2014 International Technical Official representing Canada, ITU Triathlon World Championships, Edmonton, AB
- 2014 Technical Delegate, Triathlon Canada, Canadian Triathlon Championships, Magog, QC
- 2013 International Technical Official representing Canada, ITU World Triathlon Championships, London, Great Britain
- 2013 Technical Representative, Triathlon Canada, Canada Summer Games, Sherbrooke, QC
- 2011 Team Manager, Alpine Newfoundland and Labrador, Canada Winter Games, Halifax, NS
- 2011 International Technical Official representing Canada, Pan American Games, Guadalajara, Mexico
- 2010 International Technical Official representing Canada, Youth Olympic Games, Singapore
- 2006-2007 Mission Staff, Team Newfoundland and Labrador, 2007 Canada Winter Games, Whitehorse, YK
- 2003-2007 President, Triathlon Newfoundland and Labrador

**Academic Service:**

*Program and Division*

- 2014, 2010, 2008 Member, Search Committee, Business Administration
- 2010-2013 Chair, Business Administration Program
- 2011, 2009, 2007 Chair, Search Committee, Business Administration
- 2007 Member, Search Committee, Division Head (Social Science)

*Campus and University*

- 2013- Member, Academic Planning Committee

2008-2012 Member, Academic Studies Committee  
2010-2012 Member, Nomenclature and Communications Committee  
2012 Member, Search Committee, Navigate Program Manager  
2009-2011 Member, Space Utilization Committee  
2008-2011 Member, Campus Web Team  
2011 Member, Search Committee, Navigate Program Manager  
2011 Member, Search Committee, Career Development Specialist  
2010 Member, Search Committee, Conference Marketing Coordinator  
2010 Member, Search Committee, Student Recruitment Officer  
2009 Member, Search Committee, Conference Marketing Coordinator

*Advisory to Administration*

2012-2013 Member, Grenfell Campus Core Review Committee  
2011-2012 Member, Search Committee, Associate Vice-President (Grenfell Campus) Research  
2008 Invited participant, Sir Wilfred Grenfell College Strategic Workplan Development  
2008 Member, Principal's Advisory Committee on Course Equivalency (Theatre)

**Professional Affiliations:**

2013- Member, Administrative Sciences Association of Canada (ASAC)  
2013- Member, Society for Teaching and Learning in Higher Education (STLHE)  
2010-2012 Member, Academy of Management  
2010 Member, Human Resources Professionals of Newfoundland & Labrador

## **CURRICULUM VITAE**

**JACQUELINE S. WALSH**  
45 PARK DRIVE  
CORNER BROOK, NL A2H 7H8

### **EDUCATION**

Doctor of Philosophy, Faculty of Law, University of Leicester, 2013  
Dissertation: The Future of the Small Software Firm: A Case for Statutory Reform

Masters in Business Administration, Faculty of Business, Memorial University of Newfoundland, 2005

Bachelor of Laws, Faculty of Law, University of New Brunswick, 1996

Bachelor of Arts (Honours), Psychology Major/Sociology Minor, Memorial University of Newfoundland, 1992

### **EMPLOYMENT**

|           |   |
|-----------|---|
| 2009-     | Assistant Professor (tenure-track), Business Program, Social Science Division, Grenfell Campus, Memorial University, Corner Brook, NL |
| 2008-2009 | Lecturer (one year term), Business Program, Social Science Division, Grenfell Campus, Memorial University, Corner Brook, NL           |
| 2003-2012 | Sole Practitioner, Jacqueline Walsh Law Office, Corner Brook, NL  |
| 2004-2008 | Per Course Instructor, Faculty of Business Administration, Memorial University, St. John's, NL  |
| 2007-2008 | Director, Privacy Information and Legal Counsel, Camouflage Software Inc., St. John's, NL   |
| 2005-2007 | Director, International Business and Legal Affairs, Consilient Technologies Corporation, St. John's, NL                               |

2000-2004            Manager of Corporate Services and Legal Counsel, Beaufort Solutions Inc., St. John's, NL/Telepix Imaging Inc., St. John's, NL

1996-2000            Associate Lawyer, McInnes Cooper, St. John's, NL

## **TEACHING**

### **Teaching Awards**

Grenfell Campus Student Union Teaching and Learning Award - 2013/14

### **Undergraduate Courses Taught**

Business 1000 - Introduction to Business  
Business 1600 - Introduction to Entrepreneurship  
Business 3320 - Organizational Behaviour  
Business 4000 - Business Law I  
Business 4330 - Introduction to Labour Relations  
Business 5000 - Business Law II  
Business 6600 - Family Business, Buying a Business and Franchising  
Business 7000 - Strategic Management  
Business 7600 - Current Topics in Entrepreneurship

### **Graduate Courses Taught**

Business 9230 - Current Topics in Business

### **Graduate Student Supervision/Committees**

Supervisor, Doctor of Philosophy, Interdisciplinary Program, Memorial University

Comprehensive Examination Committee Member, Doctor of Philosophy, Faculty of Arts, Geography, Memorial University

### **Student Supervision and Grants**

2013-2014            Memorial University Career Experience Program - 3 Positions (\$3159)

2013                    Student Work and Service Program - Summer Student Grant (\$2600)

|           |  |
|-----------|--|
| 2012-2013 | Memorial University Career Experience Program - 2 Positions (\$1748) |
| 2012      | Student Work and Service Program - Summer Student Grant (\$2600)     |
| 2012      | Teaching Assistant (EPI Masters Student) with Dr. Jose Lam (\$5000)  |
| 2011-2012 | Memorial University Career Experience Program - 1 Position (\$874)   |
| 2011      | Student Work and Service Program - Summer Student Grant (\$2600)     |
| 2010      | Student Work and Service Program - Summer Student Grant (\$2600)     |
| 2009      | Student Work and Service Program - Summer Student Grant (\$2340)     |

## **SCHOLARLY ACTIVITY AND DISSEMINATION**

### **Research Funding**

|      |  |
|------|--|
| 2014 | SSHRC Insight Development Grant (\$75,000) (Application submitted, expecting decision in June 2014), Co-applicant  |
| 2014 | Regional Asset Map Initiative (\$38,870 ACOA), Co-researcher   |
| 2013 | Advancing Innovation in Newfoundland and Labrador (\$22,000 Harris Centre and Industry Canada), Co-researcher  |
| 2010 | Humber River Basin Research Grant - An Exploratory Study of the Commercialization Potential of Innovation Derived from the Humber River Basin Project (\$7000)       |
| 2010 | Grenfell - CNA Collaboration Fund - A Technology Transfer Office for Western Newfoundland: An Exploratory Study (\$15,000), Co-researcher                            |
| 2010 | Start-up Fund, Grenfell Campus Research Office - Maximizing Innovation Output in Newfoundland and Labrador by Improving Industry-University Collaboration (\$12,200) |

### **Unpublished Research Reports**

|      |   |
|------|---|
| 2014 | Regional Asset Map Initiative: Humber-Northern Peninsula-Labrador Straits Region (forthcoming May 2014, prepared for ACOA), Co-author |
|------|---|

- 2014 Challenges, Opportunities and Strategies for Advancing Innovation in Newfoundland and Labrador, <http://www.mun.ca/harriscentre/reports/>  
Co-author
- 2013 Advancing Innovation in Newfoundland and Labrador: Knowledge Synthesis, <http://innovationnl.ca>, Co-author

## **Work in Progress**

- 2014 Advancing Innovation in Newfoundland and Labrador: Insights for Knowledge Mobilization and University-Community Engagement, Submitting to peer-reviewed journal in June 2014, Co-author
- 2014 Magine Snowboards: The Entrepreneurs' Dilemma (working title), Submitting to peer-review journal in July 2014, Co-author

## **Presentations and Conferences**

- 2014 Magine Snowboards: A Case Study -Accepted for Presentation and for Conference Proceedings at the ASAC Conference in Muskoka, Ontario, May 2014, Co-author
- 2013 University Students Empowering Youth to Create Positive Change in Their Own Lives, CU Expo 2013, Grenfell Campus, Corner Brook, NL, Co-presenter
- 2013 Changing with the Times: Promoting Meaningful Collaboration Between Universities and Community Partners, CU Expo 2013, Grenfell Campus, Corner Brook, NL, Co-presenter
- 2013 Firm-level Innovation and Economic Development in Newfoundland and Labrador, Advancing Innovation in Newfoundland and Labrador Project, Labrador Straits, Plum Point, Corner Brook, Centreville, St. John's, Co-presenter

## **ENGAGEMENT**

- 2014 Facilitator, Intellectual Property Strategy Forum, College of the North Atlantic (forthcoming, September 2014, St. John's, NL)
- 2014 Co-presenter, Research Workshops, Grenfell Campus Research Office

“Intellectual Property for Researchers”

- 2014 Co-presenter - Campus Conversations, Grenfell Campus  
“Engagement at Grenfell Campus”
- 2014 Co-presenter, Social Entrepreneurship Symposium (co-sponsored by Navigate and Grenfell Business)
- 2014 Co-organizer and Host, Community Partnership Event, April 4, 2014 (funding from Engagement Office Quick Start Fund \$1000)
- 2013-2014 Member, Memorial Engagement Week Committee
- 2013 Co-organizer and Host, Business, Innovation and the Green Economy Symposium, Greenwood Inn and Suites, Corner Brook, NL (funding from Scholarship in the Arts \$16,000)
- 2013 Co-facilitator, Listening and Meeting Management, Supervisory Skills Program, Community Education, Grenfell Campus, Corner Brook, NL
- 2013 Co-facilitator, Leadership and Motivation, Supervisory Skills Program, Community Education, Grenfell Campus, Corner Brook, NL
- 2013-2014 Navigate Entrepreneurship Centre Operational Funding (\$165,000)
- 2012-2013 Chair, Navigate Entrepreneurship Centre Advisory Board
- 2012-2013 Navigate Entrepreneurship Centre Operational Funding (\$138,000)
- 2012,2013 Guest Lecturer, Advanced Diploma in GIS, College of the North Atlantic, Corner Brook Campus
- 2012,2013 Guest Lecturer, Senior Engineering Students, College of the North Atlantic, Corner Brook Campus
- 2012 Presenter, Women in IT Conference, College of the North Atlantic, Corner Brook Campus
- 2012 Co-Chair, Engaging in Social Issues, Public Consultations for Engagement Framework, Harris Centre, Pepsi Centre, Corner Brook, NL
- 2012 Presenter, Innovation and Competition, Human Resources Innovation/Best Practices, Manufacturing Insights Partnership, Pepsi Centre, Corner Brook, NL



|             |   |
|-------------|---|
| 2012        | Participant, Innovation Round Table, Harris Centre, Memorial University   |
| 2011        | Presenter, Innovation in Rural Newfoundland and Labrador, Strategic Partnership, Geo Centre, St. John's, NL   |
| 2009-2012   | Founder and Faculty Advisor, Enactus Grenfell (formally SIFE Grenfell)  |
| 2012        | Youth Entrepreneurship and Innovation Grant, Government of Newfoundland and Labrador, funding to send SIFE Students to National Competition (\$5,000) |
| 2011        | Youth Entrepreneurship and Innovation Grant, Government of Newfoundland and Labrador, funding to send SIFE Students to National Competition (\$5,000) |
| 2011        | Youth Entrepreneurship and Innovation Grant, Government of Newfoundland and Labrador, funding to send SIFE Students to Regional Competition (\$5,000) |
| 2010        | Youth Innovation Grant, Government of Newfoundland and Labrador, funding to explore a SIFE-lead incubation centre on Grenfell Campus (\$25,000)       |
| 2010        | John Dobson ACE Fellowship Award for service to SIFE Grenfell   |
| 2009,2011   | Spirit of SIFE Award, SIFE Grenfell, National Competition   |
| 2010,2011   | Consultant, Angel Business Network, CBDC, Corner Brook and Grand Falls, NL  |
| 2012        | Advisor Award, Solace Power Advisory Board Committee, Genesis Centre, St. John's, NL  |
| 2009 - 2012 | Member of Advisory Board, Solace Power - Genesis Centre, St. John's, NL   |
| 2008 - 2010 | Chair of Advisory Board - Source Studio - Genesis Centre, St. John's, NL  |
| 2009        | Presenter, Top 10 Legal Issues to Consider when Owning a Small Business, Business Wings, Corner Brook, NL   |
| 2009        | Presenter, Trade Secrets and the Business of Intellectual Property, INTRD, St. John's, NL   |
| 2009        | Presenter, The Business of Intellectual Property, INTRD, St. John's, NL   |
| 2006-2008   | Intellectual Property and Strategy Consultant, Newfoundland and Labrador Angel Network, St. John's, NL  |

## **SERVICE**

- 2014 Member, Strategic Planning Group for Teaching and Learning and Engagement Goals
- 2014 Member, Entrepreneurship Consortium Group, Memorial University
- 2013 - Chair, Business Program, Grenfell Campus, Memorial University, Corner Brook, NL  
- Including Chair of Academic Program Review and Lead on Business Program Proposal for Major Changes
- 2012- University Marshall, Grenfell Campus Convocation Ceremony, Memorial University, Corner Brook, NL
- 2011- Secretary, Academic Freedom and Grievance Committee, Grenfell Campus, Memorial University, Corner Brook, NL
- 2012-2013 Member, Food Services Committee, Grenfell Campus, Memorial University, Corner Brook, NL

## **Professional Affiliations**

- 2013- Member, Administrative Sciences Association of Canada
- 1997-2012 Member of the Newfoundland Bar, Law Society of Newfoundland and Labrador
- 2008 Certified Information Privacy Professional, International Association of Privacy Professionals

# Appendix F – Statement from Librarian

Ferriss Hodgett Library Report

Prepared by

Louise McGillis

Associate University Librarian, Grenfell Campus, MUN

February 20, 2014

## Business Collections

### 1. Monographs

The Ferriss Hodgett Library has a core undergraduate collection of print, electronic and multimedia materials to support the Business program at Grenfell Campus, Memorial University of Newfoundland.

The print books are housed primarily in the HB, HC, HD, HF, HG and HJ. Within these classifications, the areas of focus are: HB (1656 books) on economic theory, HC (4792 books) on economic and conditions, HD (7535 books) on industry, land use and labour, HF (2353 books) on commerce, HG (265 books) on finance and HJ (177 books) on public finance. 37 % or 1937 of the total collection of 5224 books have been purchased since 2007.

The Library has a growing collection of scholarly electronic books with over 5,000 titles related to business.

New print books are continually being added to the collection and available for viewing on the business board of our Pinterest account at:

<http://www.pinterest.com/ferrisshodgett/business-economics/>

### 2. Special Collections

#### Centre for Newfoundland Studies

It is a special research collection of books, government documents, periodicals, newspapers, theses, microforms, and historic maps reserved for the study of all aspects of Newfoundland and Labrador. The Centre holds the largest collection of published Newfoundlandiana in the province. It is a non-circulating collection but due to our distance, the Grenfell Library has an agreement with CNS that allows material to be sent here for use by our researchers in our library.

### 3. Journal Literature

There is extensive access to the journal literature with over 1500 subscriptions, the vast majority available online. To facilitate locating periodical literature, online access is provided to the following databases:

**Academic Search Premier**

Coverage: 1965-present

Full Text and Abstracts - Indexing: Over 8,200 journals, newspapers, and magazines; Full Text: Over 4,600 scholarly journals - Articles from all fields of academic study.

**Business Source Complete**

Coverage: 1886-present

Index and Full Text - Over 1,300 journals - Covers marketing; management; MIS, accounting; finance; international business; POM; economics - Additional full text, non-journal content includes case studies; company profiles; country reports; financial data; industry reports; investment and market research reports; SWOT analyses; books; book digests; major reference works; conference proceedings.

**CBCA Complete**

Coverage: 1971-

Index, Abstracts, Full text - Covers 1,665+ Canadian academic, trade & popular journals in the humanities, education, social sciences, sciences and professions + news / current events - Full-text for 540+ periodicals & daily news sources.

**Emerald Management Reviews**

Coverage: Varying dates

Abstracts - 250,000 article reviews from 300+ management publications - Covers all major management disciplines, including marketing, logistics, strategy, human resource management, accounting, finance, quality, operations, production management, information management.

**Eureka.cc**

Coverage: Varying dates

Index, Full-text -- Covers 3,000+ local, regional, national & international news sources -- newspapers, newswires, radio & television transcripts, trade publications, selected blogs & Web sites -- 450,000 corporate histories & 130,000 biographical profiles -- updated with more than 80,000 new articles each day - Full text coverage for 10+ newspapers from Newfoundland & Labrador.

**Factiva**

Coverage: 1975 (varying dates)-present

Index, Full Text - Find credible facts, pinpoint trends, perform precise research, update news stories using 35,000 sources from more than 200 countries in 26 languages -- Covers influential local / national / international newspapers, trade publications, business news wires, press release wires, media transcripts, news photos, business-rich Web sites, investment analyst reports, market research reports, country and regional profiles, company profiles, historical market data, hard facts and numbers.

### **Global forecasting service**

Coverage: 2009-present

Full-text - Global and regional economic forecasts covering the next five years from the Economist Intelligence Unit - Tab between Articles and Charts to read analyses in detail or view forecasts at a glance - Summary tables give a comprehensive view of the outlook for all the key economic variables - View analyses and data at the global level or narrow down to regional forecasts.

### **Scopus**

Coverage: 1995-present; selective coverage from 1880

Index and Abstracts - Over 18,000 titles from more than 5,000 international publishers - Includes citation linking to journals, conference proceedings, and books - Covers: Biology, Physics, Chemistry, Geosciences, Agriculture, Medicine, Business, Social Work, and the Social Sciences.

### **Web of Science**

Coverage: 1900 to the present

Index, Abstracts - World's leading citation database, covering authoritative, multidisciplinary content from 10,000+ high impact journals worldwide -- Covers sciences, social sciences, arts and humanities -- includes Open Access journals and over 110,000 conference proceedings.

## **4. Multimedia Holdings**

The Library has a collection of business related dvds. The complete list, which is available for individual loan or classroom use, can be found at:

<http://www.library.mun.ca/swgc/dvdcollection/BusinessEconomics.php>

## **Collection Use**

Ferriss Hodgett Library circulation statistics for the period 2007-2013 indicate high use of the business monograph collection, with a total of 16,705 books borrowed from HB, HC, HD, HF, HG and HJ, with 49% of the loans made by undergraduate students.

## **Document Delivery**

As a branch of Memorial University libraries, the Grenfell Library is able to provide faculty, staff and students with prompt access via Intercampus Loan, to the extensive research collections especially of the Queen Elizabeth II Library, including the Centre for Newfoundland Studies. Free and timely access is also provided to materials in other collections, particularly in Canada, through our Document Delivery services.

## **Collection on Demand & Rush Order Services**

The Library also provides a collection on demand service. If a book is requested for loan, but it is a recent publication and relatively inexpensive, the library will purchase the title instead of borrowing the book. The process is more effective as it can be cost saving to the Library, but more importantly, gets the material to the student or faculty faster. The Library also provides a rush order service for faculty. Material that is needed immediately for a course or a research project can be obtained for that individual by the library within a few days.

## **Teaching and Learning Support**

### **1. Library Instruction Support**

Since 2008 the Library has partnered with the English Department to provide an information literacy class to all first year English students. This class is taught by librarians and introduces incoming students to the concepts of scholarly material, understanding how to read bibliographies and the basics of plagiarism. The library also offers business specific library instruction classes tailored to meet the specific needs of the professor and the material being taught.

### **2. Facilities**

Over the past few years the Library has created diverse study spaces. The upper level is designated as a silent area with the majority of area comprised of single study units. In addition to study carrels, in the past few years lap top chairs and computing work stations have been added to accommodate a variety of study needs in this silent space. The lower level contains more group study space. The reference area has been reconfigured into an open study area with tables and chairs. The newspaper section has been converted into an inviting reading lounge. The library has literally taken shape to meet the needs of the users.

### **3. Library Hours**

One of our primary services is providing access to our facility and ensuring we have qualified staff on the ground to answer user queries at all times. Since 2008 we have reworked the library staff schedules to ensure that a trained library assistant is working with the students during all evening and weekend shifts. We have also extended library hours since 2008. The library is now open Monday to Thursday from 8:00am to midnight throughout the regular semester. Friday hours have been extended from 5pm to 8pm, Saturday hours are now 10am to 8pm (previously 11am to 5pm) and Sunday hours are now 12pm to 10pm (previously 2pm to 10pm). To accommodate students at the end of semester and during exam periods we now offer extended hours during the last weekend of the semester and during the exam period that includes Friday, Saturday and Sunday openings until 2:00am. In order to help reduce stress we also provide coffee, snacks (popcorn and cookies) and earplugs during these late night hours.

### **4. Online Learning Support**

The following guides are available for researchers on the library web site:

How to Evaluate Information Resources

<http://www.library.mun.ca/guides/howto/evaluation.php>

How to Evaluate Internet Resources

<http://www.library.mun.ca/guides/howto/interneteval.php>

How to Identify Scholarly, Trade and Popular Publications

<http://www.library.mun.ca/guides/howto/interneteval.php>

Term Paper Style Guides

<http://www.library.mun.ca/internet/termpapers.php>

APA You Tube Videos

<http://www.youtube.com/user/munlibraries>