

Academic Program Review – Winter 2009

● Table of Contents

Introduction	3
Preamble	3
History of the Program	3
Program Review Procedures.....	5
A. Strategic Objectives	6
B. Enrollment/Program Outcomes	9
C. Curriculum and Teaching	17
D. Faculty Contributions.....	20
E. Administrative Support/Efficiency.....	27
Recommendations	29

Appendices

- I. Program and Course Descriptions
- II. Other Cultural Studies Programs
- III. Representative Course Syllabi
- IV. Representative Assignments and Exams
- V. Enrolment Statistics
- VI. Faculty Curriculum Vitae
- VII. University Strategic Plan
- VIII. SWGC Strategic Plan
- IX. Statement on Ferriss Hodgett Library Holdings (SWGC)
- X. 2007-08 Questionnaire Results
- XI. Recommended Program Changes

Sir Wilfred Grenfell College

Social/Cultural Studies Program

Academic Program Review – Winter 2009

• Self-study Report

Introduction

Preamble

The Social/Cultural Studies Program is part of the Division of Social Science at Sir Wilfred Grenfell College and offers the following academic majors and minors:

- an interdisciplinary major in Social/Cultural Studies
- minors in Folklore, Social/Cultural Studies, and Sociology

The program also has a service role within the College, providing the following electives for other academic programs:

- designated electives for majors in Business Administration, Education, Environmental Studies, Historical Studies, Humanities, Nursing, and Tourism Studies
- designated electives for minors in Canadian Studies, Newfoundland Studies, and Tourism Studies
- Folklore as a focus area for primary/elementary MUN Education students
- open electives for students in all programs

Current faculty in the program include a tenure-track anthropologist (Angela Robinson), a contract folklorist (John Bodner), a tenured folklorist-anthropologist with a course remission to chair the program (Doreen Klassen), a tenured sociologist-anthropologist with three course remissions for service as Head of the Social Science Division (Ivan Emke), a tenure-track sociologist (Marie Croll), and a contract sociologist (Christine Abbott), as well as a social historian (Rainer Baehre), cross-appointed from Historical Studies.

History of the Program

Given official program status in 1999, Grenfell's Social/Cultural Studies (S/CS) program was formulated in an attempt to solidify and strengthen offerings in the Social Sciences in three

disciplinary areas – anthropology, folklore, and sociology – which already had substantial enrolments at the College. Further interdisciplinary breadth was provided by two upper-level courses in Social/Cultural Studies created specifically for the Program, a fourth-year independent project, and selected courses in History. This new major offered students a wide-ranging social/cultural perspective, in the wake of Grenfell’s move from a two-year junior-college to a four-year degree-granting institution. The interdisciplinary focus offered a program unique to the Grenfell campus, one that differed significantly from the single-discipline majors in these areas at the St. John’s campus.

The proposal for the Social/Cultural Studies Program, dated February 1998, was prepared by John Ashton (deceased 2008), Dennis Bartels (retired 2006), Anna Leslie (deceased 2006), and Ivan Emke (current Head of Social Science), and provided the following conceptual definition of the program:

- “Social/Cultural Studies provides a critical analysis of social and cultural phenomena, including the description of cultural forms, the explanation of the historical roots of forms and practices, and plausible predictions of the future based upon current forces and influences.”

The 1998 proposal identified four objectives for graduates of this new major, stating: “the object of the program [was] to produce graduates who:

- Possess a broadly based understanding of the concepts of society and culture, including the ability to conduct qualitative and quantitative research from both field-generated and documentary resources
- Understand the interrelatedness of knowledge in social and cultural analysis including the fact that there is no single discipline or academic tradition that adequately encompasses the knowledge of how society and culture work
- Comprehend the formation of socially and culturally-based values, attitudes and beliefs and their articulation in a variety of expressive media via traditional, elite and normative or mass-mediated cultures
- Acknowledge the adaptability and applicability of social/cultural studies training in problem-solving and policy development at the local and global levels.”

From its inception, the Social/Cultural Studies Program offered a 26-course (78 credit hour) interdisciplinary major centered around its core disciplines: Anthropology, Folklore, and Sociology (see Appendix I: Program and Course Descriptions). Owing to its disciplinary breadth, the S/CS major does not require an additional minor. By comparison, students in single-discipline programs take only a major (36 hours) plus a minor (24 hours), for a total of 60 hours, 18 hours less than students in our interdisciplinary program.

Grenfell's Social/Cultural Studies program is unique in its inclusion of Folklore as one dimension of its multi-pronged interdisciplinary approach. This major is, however, not alone in its bringing together of various academic fields to create the cognate more widely known as Cultural Studies. Grenfell's program builds on the notion of cultural studies coined by Richard Hoggart in 1964 when he founded the Birmingham Centre for Contemporary Cultural Studies. Much of our approach is inspired by the early success and free ranging inquiry of the Birmingham school. In this sense, Social/Cultural Studies concerns itself with the meaning and practices of everyday life. Since "culture" encompasses not only traditional high culture and popular culture, but also everyday meanings and practices, our inclusion of the study of Folklore, while unique, is also fitting.

In keeping with the tradition of Cultural Studies, Social/Cultural Studies at Grenfell is not taught as a unified theory but as a diverse field of study encompassing many different approaches, methods, and academic perspectives. It upholds scholarly discourse that draws on theory and methods from various perspectives while investigating the relations between specific cultural practices and cultural objects under conditions limited by power and defined by contestation, modification, and struggle.

While there are many university programs that offer the analysis of culture as an area of inquiry (Appendix II: 1), and a number that include Folklore as one dimension of study, no two are alike in their disciplinary emphases and many vary in their vantage point on culture. The interdisciplinary nature of these programs lends them, collectively, to a varied range of course offerings and interpretations. Some, for example, provide space for media or political analysis while others see culture strictly in terms of the Arts. In keeping with the above definition and description, Grenfell's Social/Cultural Studies program is closely comparable to only a small number of other university offerings. Programs with which Social/Cultural Studies has an affinity in areas of study, multidisciplinary perspective/practice and orientation include, but are not limited to: Trent University, George Mason University, and the University of North Carolina. These institutions provide programs whose social, political, historical, and cultural approach corresponds to Grenfell's (Appendix II: 3).

Program Review Procedures

The review of our program began almost inadvertently in the fall of 2006 when a contractual instructor brought a proposal for a Cultural Studies minor to be taught at both the Grenfell and St. John's campus to our Social/Cultural Studies faculty meetings. Apart from the fact that our Social/Cultural Studies is an interdisciplinary program which does not require a minor, faculty immediately noted that the concept of 'culture' employed in the proposal had a 'high culture' focus, and was, therefore, not representative of the breadth of the understanding of culture within our program. Reviewing the proposal initially allowed our program unit to discern 'who we were not'. This served as a first step in exploring and understanding the nature and distinctiveness of our major within both Grenfell and Memorial as a whole. Several months

later, in May 2007, when we were formally requested by then Academic Vice-President, Eddy Campbell, to engage in a program review, we had a basis from which to continue discussions.

Formally begun in Fall 2007, our program review has been a collaborative process of discussions and subsequent written submissions.

Statistics for this document were compiled from several sources: reports available on the University's on-line Banner system, reports maintained by the secretary of the Division of Social Sciences, records maintained by the Chair of Social/Cultural Studies, responses to a 2007-08 questionnaire distributed to graduates and then-current students of the program, and on-going anecdotal observations of faculty within the program, often through active engagement in student advising. The University's Fact Books were consulted, and although they provided information on our majors, they did not account for our three minors.

A. Strategic Objectives

1. What are the strategic objectives of the unit/program?

Defining characteristics of the Social/Cultural Studies Program:

- We concentrate on providing students with necessary foundations for competency in the three core disciplines of our program -- Anthropology, Folklore, and Sociology -- yet address enduring issues in the study of culture.
- We also offer courses that reflect various instructors' areas of expertise, address significant issues/topics in the various disciplines, support wider university program needs, appeal to student interest, and highlight regional and global issues.
- We encourage students to develop and learn to articulate their own perspectives, as well as to hone a critical sense guided by our individual expertise and perspectives.
- We offer students a personalized approach within a small-college setting.
- We strive to provide students with variety and choice despite the constraints of small faculty size and limited resources.

Social/Cultural Studies Program goals:

- One: To promote the four objectives of the Social/Cultural Studies Program as stated in our 1998 program proposal (See p. 4 of this report);
- Two: to provide students with a range of ideas and approaches through our course offerings and pedagogy in order to expose them to both traditional and current theories and methods in our core disciplines;
- Three: to promote a quality of teaching which allows our students to be recognized as comparable to Social/Cultural Studies majors and students of its core disciplines at other universities at undergraduate, graduate, or professional school levels;
- Four: to foster student research opportunities appropriate to the undergraduate level by means of Memorial University Career Enhancement (MUCEP) and other grants;
- Five: to attract additional students to our major and minors

- Six: to ensure the viability of the program by maintaining at least the present level of staffing and, as opportunity arises, to expand it;
- Seven: to continue to balance teaching with other scholarly pursuits, especially research, which we strongly believe enhances the overall quality of the program and the expertise of our faculty members;
- Eight: to foster mutually beneficial links between our program, the College, the University, and the community;
- Nine: to continue to evolve as a distinctive program within a liberal arts and sciences college.

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

- The diversity and breadth of our syllabi content and pedagogical methods demonstrate our attempt to address the first and second program goals above (Appendix III and IV) and the degree of success these efforts have met are evident in responses to our 2007-2008 questionnaire (Appendix X);
- A high rate of satisfaction among graduates and then-current students as demonstrated in our 2007-2008 questionnaire speaks to the second program goal (Appendix X);
- the success of our graduates at entering graduate schools, often with substantial funding is evidence that we are making progress toward the third goal;
- the success of our students in finding employment relevant to their field of study provides further evidence of progress toward the third goal;
- We have made limited progress toward the fourth goal with only one MUCEP student currently being mentored in qualitative research by one of our faculty;
- The fact that the program has attracted 8 Social/Cultural Studies majors, 5 Social/Cultural Studies minors, 2 Folklore minors, and 8 Sociology minors since September 2008 speaks to successfully addressing the fifth program goal;
- We have successfully lobbied for contractual positions to replace two sociologists who will not be with the program next year, one on sabbatical, and the other on leave for an administrative position. Additionally, we have requested a four-month contractual Folklore position as a sabbatical replacement for one of our folklorists. Filling these requests would maintain our present level of staffing, goal six.
- Active faculty engagement in research provides evidence of striving to meet the seventh goal. Many faculty members are at the beginning of new research foci, so we will need to strive for publications in these areas (see Faculty Contributions, p. 20, and CVs);
- In terms of the eighth goal, we regularly provide service courses for the college, offer at least six designated writing courses per semester, serve on substantive college committees, and are actively engaged with our community (see Faculty Contributions, p. 20)
- Goal nine is being addressed through affirming the strengths of our program while making recommendations emerging from this program review.

3. How does the unit/program support the mission and objectives of the University and other programs within the University?

In the areas of teaching, research, and community service, our program is fulfilling its role within Memorial's overarching objectives, as laid out in the University's Strategic Plan (Broad Institutional Goals, Appendix VII: 5).

- **Teaching:** The Social/Cultural Studies Program embodies Memorial University's ongoing attempt to provide students with "the skills and high quality educational opportunities needed to succeed" as students and graduates of our institution and program.
- **Research:** The faculty of the Social/Cultural Studies Program has been, and continues to be, actively involved in research, recognizing that research and teaching nurture each other.
- **Community service:** As will be evident in this report, Social/Cultural faculty members are actively engaged in "enhan[cing] the university's contribution to the economic, social and cultural development of Newfoundland and Labrador."

The Social/Cultural Studies Program continues to meet College goals as defined in the "Statement of Academic Purpose" of the Memorial University *Calendar, 2008-09* (p. 391) and included in the College Strategic Plan (Appendix VIII):

- In concert with Grenfell's aim, our program's goals remain: "high quality education" by maintaining "a personalized learning environment," promoting "high academic standards," seeking to provide excellence in teaching, and pursuing excellence in our individual scholarship and research.
- Foremost, Social/Cultural Studies courses are a central component of a liberal arts and sciences education at most North American post-secondary institutions, and must remain so at SWGC.
- Our program is especially appropriate for those who seek a smaller liberal arts environment.
- Our program serves the regional needs of students in western Newfoundland but also those from other parts of the province.
- In continuing to teach courses listed in the Sociology, Anthropology, Folklore and Social/Cultural Studies sections of the MUN calendar, our courses match external criteria for equivalency, ensuring we continue to accommodate students who wish to complete their degrees at Memorial University of Newfoundland in St. John's or at universities elsewhere.

Other links between College and Program goals (Appendix VIII):

- We, as Social/Cultural Studies faculty, have always promoted "a critical and open-minded pursuit of knowledge providing students with the intellectual tools to enable them to respond to a rapidly changing world."

- These tools include teaching students how to research relevant scholarly literature, compile difficult and complex information, interpret and analyze that information, synthesize and make sense of that information, and finally, express their findings and conclusions through oral and written means. Many of our courses are, in fact, designated “writing courses,” as defined under the “Core Curriculum.”
- While our program may not directly represent "the start of preparation for a career" for our students, it has offered a foundation for moving into professional schools (e.g., Faculty of Education), pursuing graduate work, or finding employment in which understanding social/cultural processes is an asset
- A background in Social/Cultural Studies does "build a foundation for social, cultural and recreational interests that will help students move toward a meaningful personal and professional life," as our courses provide the necessary critical understanding of theoretical and empirical contexts which, in turn, allow informed citizens to better interpret current social, cultural, political, and economic events and developments.
- Whether it is intended for the workplace or in the personal pursuit of knowledge, we firmly believe that the study of anthropology, sociology, folklore, and social/cultural history remains essential “in understanding our social and cultural context as individuals and as a society.”

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

- We continually strive to improve the quality of our teaching through formal and informal faculty discussions, consultation with our colleagues in St. John’s, participation in teaching workshops, personal reflection, and incorporation of feedback from students into our course requirements and pedagogical approaches.
- As a faculty, we participate in provincial, national, and international organizations, contributing to various degrees, but also incorporating new perspectives from these ventures into our own program (see Faculty Contributions, p. 20, and CVs, Appendix VI).

B. Student Enrollment/Program Outcomes

At its inception in 1999, the Social/Cultural Studies program drew almost exclusively Newfoundland students. Since that time, the program has attracted students from a broader geographic area and a range of cultural backgrounds. Two American students and a Belizean student, along with a growing number of students from mainland Canada, have found their way into the program. As well, several students from various parts of Atlantic Canada have appreciated the opportunity this major provides to explore their Aboriginal heritage. The program has drawn majors and minors not only among conventional post-high school age students, but also among older than average students.

Students' reasons for choosing the Social/Cultural Studies major appear to have changed over time. In the early years of the program, students often attributed their interest in this major to its potential to facilitate entry into professional programs such as Social Work or police work. As the program, its faculty, and its graduates have become better known, it has attracted a greater percentage of students who embrace Social/Cultural Studies as a way of studying multiple perspectives on the influence of society and culture on day-to-day existence in local, national, and global contexts. Students note that the program allows them to gain a broadly-based liberal arts education and build a foundation for academic and post-graduation opportunities. Consequently, a higher percentage of officially declared majors are currently graduating from the program.

1. What are student enrollment trends (in terms of FTE) at each level (undergraduate and graduate)?

Social/Cultural Studies Majors

The number of majors in the Social/Cultural Studies program has varied from a total of three who first entered the program in the Fall of 1999, to an average of 37.7 declared majors, of which 32.5 were actually enrolled, during the highest point of enrolment in the program, from the Fall semester of 2004 to the Winter of 2007. In September 2008, the program had 25 majors, 18 of them registered for courses at Grenfell and one in St. John's, but an additional eight students have declared an S/CS major since that time. The apparent decline in the number of majors since 2006 has been anecdotally attributed to the offering of additional programs, such as Business and Tourism, at the College. However, MUN and SWGC enrolments have declined generally as a result of out-migration, smaller families, and consequently, decreasing high school enrolments. In fact, 1554 students graduated from high school in the first year of our program, and only 1173 are projected to graduate from high school in 2009 in Newfoundland's Western School District so the decline in majors in our program is roughly equivalent to the decline of potential students in our traditional catchment area. However, the declared majors at this point in the program are more likely to graduate from it than were the students at the highest point of enrolment, so we are pleased with the seriousness and commitment to the program of our current majors.

The chart below shows the number of majors at each level throughout the 10-year history of the Social/Cultural Studies program:

FTE S/CS majors	F99	F00	F01	F02	F03	F04	F05	F06	F07	F08	F09
1 st year	0	7	3	1	4	9	3	1	2	3	4
2 nd year	1	0	5	3	6	7	8	2	4	3	5
3 rd year	0	6	3	6	6	10	6	11	6	5	6

4th year	1	1	5	4	4	5	12	5	8	7	8
5th year	1	0	1	2	0	0	5	11	2	0	3
	3	14	17	16	20	31	34	34	22	18	26

While the Social/Cultural Studies program was launched in 1999, it already graduated its first two majors in 2002 and another major in 2003. During its nine-year existence, this major has graduated 38 students, 11 of these in 2007 and 10 in 2008. It is anticipated that three majors will graduate from the program in 2009 and possibly eight in 2010.

It should be pointed out, however, that the University's method of recording majors deletes from our list those who have not registered for courses in the past year. Our older than average students are not always able to continue studies in a manner recognizable to the university's record keeping system, so we do, in fact, have a number of majors not included in the list above who are still intending to complete their degrees.

Minors

The S/CS program has also served the College well by offering service courses for several programs and the College as whole, but also through three minors: Folklore, Social/Cultural Studies, and Sociology. Since 1999, the program has graduated 114 minors. Currently, the program has 26 students taking its various minors: 3 Folklore minors, 13 Sociology minors, and 10 Social/Cultural Studies minors (see Appendix V: 3).

Folklore Minor and Folklore as a Focus Area

Students who choose Folklore as a minor frequently do so for anticipated entry into the University's Education program. However, several students who initially chose Folklore as a focus area have declared Social/Cultural Studies as their major. In addition to attracting Education majors, this minor has also been of interest to English majors.

At the outset of the Social/Cultural Studies program, Folklore courses were highly subscribed to, partly due to student interest, but also because Folklore could serve as a "teachable subject" at the secondary level and as a "focus area" at the primary/elementary level in the University's Education program. As the chart below shows, the decision by the Faculty of Education to remove Folklore from its list of "teachable subjects" at the secondary school level in 2001 had an immediate impact on Folklore enrollments at Grenfell. Some students moved quickly toward graduation to take advantage of a grandfathering clause which allowed for another year of entry into the Education program with that teachable. Others, heading toward secondary Education, dropped Folklore and chose another teachable subject, but even those interested in Folklore as a focus area for primary/elementary level teaching became hesitant to choose this focus area.

Meeting the needs of Folklore students interested in an Education major affects delivery of our program in several ways. Firstly, the minor in Folklore and the focus area in Folklore have slightly different requirements, both set by MUN in St. John's. Secondly, some students taking a Folklore focus gain entry into the regular Education program after completing only 60 hours of their undergraduate degree often choose to complete only a portion of their minor before gaining entry into that program. Other Folklore focus students, namely those applying for a consecutive-delivery Education program, are required to complete their focus area before applying. As a result, students frequently request courses at their convenience, rather than within our sequence of offering them. Since we are a small program with only 1.5 folklorists and rotating course offerings, it is not always possible, nor necessarily reasonable, for us to meet these expectations.

Folklore offerings have broadened in the past several years to ensure that both of these Folklore options are adequately covered so that students can complete this minor in a timely manner. Because the late folklorist had a three-course remission for administration in the early years of this program, we had to rely on reading courses on an individualized basis for students wanting to complete this minor. Replacing the administrator with a succession of contractual folklorists teaching fulltime, we are now able to offer a sufficient number of courses to ensure reasonable delivery of this minor and focus area.

However, to ensure timely offering of required courses for these varied program needs, it is essential that we retain our current complement of Folklore professors, and especially, that we convert our current Folklore contract position into a tenure-track position. In the past, relying on an ever-changing complement of contractual folklorists -- often graduate students with a limited repertoire of courses taught -- made it difficult to ensure a consistently high quality of course delivery. In order for the program to retain its integrity and to offer additional 3000 and 4000-level courses, it is imperative that the Program have a tenure-track faculty member who can develop a full range of courses. Fortunately, our Folklore course offerings are amplified by occasional Folklore courses cross-listed with Historical Studies and/or Classics, primarily by Folk/Anth 4480: Folklore and Oral History, offered by our cross-appointed historian every two years. Lastly, in the Summer 2009 semester, three of our third-year Social/Cultural Studies majors will travel to the University's campus in Harlow, UK to take several folklore courses on the English Cultural Landscape taught by material cultural specialist Gerald Pocius.

Since the beginning of the Social/Cultural Studies program at Grenfell, the college has graduated 16 Folklore minors. Statistics on students who have chosen Folklore as a focus area, however, are not available, because students are not required to declare a focus area through the Registrar's Office. Instead, the Chair of the program and Folklore professors make inquiries to identify these students and to ascertain how they might best assist them.

Social/Cultural Studies Minor

The Social/Cultural Studies minor is unique to our program and has no equivalent at the St. John's campus, or at other universities, to our knowledge. Like other minors, it requires the completion of eight courses: an introductory and a higher level course in each of the three

disciplines, a theory course in either Anthropology or Sociology, and a research methods course in either Folklore or Sociology.

This minor has frequently attracted students majoring in Psychology, but more recently also those majoring in English, Historical Studies, and Business. In fact, of the five students who have declared an S/CS major since September, two are English majors, two are Psychology majors, and one is a Historical Studies major. To date, the Social/Cultural Studies minor has graduated 23 students since its first graduates completed this minor in 2004.

In reviewing the requirements for this minor, faculty agreed that the proposed Social/Cultural Studies 2000 course should be included as a requirement. In order to keep within the eight-course limit for a minor, the current requirement of taking an additional course in each of the three core disciplines, would be reduced to a requirement for an additional course in each of two of the core S/CS disciplines.

Sociology Minor

The College already had a strong tradition of Sociology minors when the Social/Cultural Studies began, so the program graduated 10 minors in its first year, and by 2008 there were 75 graduates with Sociology minors. As with the Social/Cultural Studies minor, this minor has frequently attracted Psychology students. In fact, seven of the students who have declared a Sociology minor since September 2008 are Psychology majors and the eighth is a Social/Cultural Studies major who declared this minor to provide a broader range of post-graduation options. Sociology minors interested in work in the social justice system frequently also complete the University's Criminology Certificate through a combination of on-campus and Distance courses. Additionally, students have used both the Sociology minor and the Social/Cultural Studies minor to help them gain entry to Social Work programs.

2. Are the numbers of students majoring in the programs appropriate given the resources that are committed to the Unit/Program?

Courses in the three core disciplines of Social/Cultural Studies were already offered regularly at the college prior to the implementation of the Social/Cultural Studies program in the Fall of 1999. However, course offerings fluctuated considerably, depending on the availability of faculty. Only two faculty teaching in these disciplines were available from Fall 1996 to Winter 1997, so they were able to offer a combined total of only six courses in these disciplines. From Fall 1997 to Winter 1999, in anticipation of the proposed program, there were an average of five faculty per term offering a total of 13-15 per semester. Launching the Social/Cultural Studies program in the Fall of 1999, made necessary, and, in fact, ensured that core courses would be offered on a regular basis, most of them annually (see Appendix V: 4 and 5).

Effective delivery of the program was initially envisioned feasible on the basis of faculty teaching in the core disciplines in 1999: an anthropologist, a folklorist, and two sociologists, all tenured, and a contractual folklorist. Actual delivery of the program was compounded by several factors: ill health, long-term disability leaves, frequent unpaid leaves, course remissions

for faculty members seconded to administration, and the subsequent hiring of new faculty on a contractual basis. The constantly changing face of the faculty complement within the program has provided challenges for ensuring consistent delivery of the program, but it has also offered students opportunities to study with faculty with varied areas of interest and expertise.

One of the challenges of effective delivery of our program is that due to course remissions for administrative responsibilities, we often lose at least three potential course offerings for the fall. Effectively, there are often no elective course offerings in the fall, a problem for our majors, who are required to take six open electives as part of their program. One solution students have found is to take distance courses – some offered by Grenfell professors and others by St. John's, although most students prefer classroom instruction for these courses. Another strategy in the past was that of offering reading courses for individual students, but there is no longer budget money for this purpose. We are, however, exploring reasons for fluctuations in enrolments over the past few years.

3. Are the numbers of degrees being awarded appropriate given the resources that are committed to the Unit/Program?

While the Social/Cultural Studies program was launched in 1999, it already graduated its first two majors in 2002 and another major in 2003. During its nine-year existence, this major has graduated 38 students, 11 of these in 2007 and 10 in 2008. It is anticipated that three majors will graduate from the program in 2009 and possibly eight in 2010. Currently, the program has 26 students taking its various minors. Since 1999, the program has graduated 114 minors.

We note that by the fifth year of our program, a higher percentage of declared majors began graduating with our major. Lower rates of graduation in the early years can be attributed to several factors: limited course offerings due to under-staffing, lack of student commitment to the program, students using enrolment in the major as a temporary measure, and students leaving the university for personal reasons.

The chart below shows the number of S/CS majors enrolled at the beginning of the Fall semester of the years 2000 – 2008, those not registered, and the number who graduated, either that year, or in successive years. It is noteworthy that by 2003-04, half of our registered majors would go on to graduate, and in 2006, two-thirds of the registered majors would graduate. Of the S/CS majors registered for the Fall of 2008, one has already graduated, three will graduate in May 2009, and an additional eight are expected to graduate in May 2010.

Year	S/CS majors	Majors registered	Declared majors not registered	*Majors who continued and graduated	Majors graduating that year
1999-00	3	3	0	0	0

2000-01	18	14	4	5	0
2001-02	24	17	7	6	2
2002-03	16	11	5	6	1
2003-04	28	20	8	10	5
2004-05	38	31	7	16	4
2005-06	40	34	6	22	5
2006-07	34	30	4	20	11
2007-08	30	22	8	9	10
2008-09	25	18	7	12 potential grads	3

Given our present level of staffing, a graduation rate of 10 or 11 students per year is reasonable, as this would require that each tenured or tenure-track faculty member supervise two fourth-year independent projects, projects which require weekly meetings with students.

4. Are retention rates satisfactory for the Program?

The relative stability in course offerings afforded by the launching of the Social/Cultural Studies program has helped to give the program credibility and has aided in student retention. Prior to the institution of the program, students interested in the three core disciplines were unable to complete a major and, at times, even a minor, in any of these areas at the college, so they frequently moved to the St. John's campus or other larger institutions for their third and fourth years. As the chart above illustrates, a larger percentage of our declared majors are moving toward graduation, so we are pleased (Also see comments on retention in **B. 1**).

But, we have also examined the reasons why students have left our major. Within the past few years, students have left for various reasons. Two reluctantly left our major because it could not offer them 'teachable subjects' for entry in MUN's secondary education program. One left for a Psychology major, but is completing a Social/Cultural Studies minor, and another student left for a Historical Studies major. Lastly, several students have left the university for personal reasons. Yet, as indicated above, our retention rates have been credible.

But, we have also been able to encourage students who had no intention of declaring a major to do so, often within their third year of studies. Often these were students heading for a professional school who chose our program over applying for the professional school.

5. *What is the level of satisfaction among graduates of the Program?*

Our 2007-08 questionnaire results demonstrate a high degree of satisfaction with our program among both graduates and then-current students. They indicated, for example, that the development of critical thinking skills ought to be a program goal and affirmed that the program had helped them hone those skills (Appendix X: 5). Respondents also indicated a high degree of satisfaction with the teaching of upper level courses, training in qualitative methods, opportunity to make oral presentations, and opportunity to interact with Social/Cultural Studies faculty members (Appendix X: 1-3). Additionally, students value the freedom to pursue personal interests and issues of concern in course assignments as is evidenced by the range of research foci in their independent projects (see Appendix V: 6).

6. *How successfully are students gaining admission to graduate programs or finding post-graduate opportunities in or related to their field of study?*

From its inception, the Social/Cultural Studies Program offered a 26-course (78 credit hour) interdisciplinary major and provided a disciplinary breadth that does not require an additional minor. By comparison, students in single-discipline programs take only a major (36 hours) plus a minor (24 hours), for a total of 60 hours, 18 hours less than students in our interdisciplinary program. Consequently, it is not surprising that our students have gained entry into graduate programs in several of its core disciplines.

In fact, Social/Cultural Studies graduates have successfully gained entry to graduate studies in Anthropology (Guelph), Sociology (MUN, Queens, Windsor), and Performance Studies (York), often with significant funding. Not only have they gained successful entry, but our graduates have frequently asserted that their interdisciplinary program prepared them more effectively for graduate study than did the single-discipline programs of their classmates. Additionally, our graduates maintain they were better prepared for field research than their classmates.

Graduates have frequently found employment related to their program of study in fields as varied as the following: Coordinator of Newfoundland Coalition Against Violence, Research Director of the Labrador Métis Nation, Community Youth Coordinator for the Humber Community YMCA, program director for a women's centre Port aux Basque, human resources director for a call centre in Ottawa, tourism, culture and heritage, journalism, and various positions in the financial sector.

7. *How many nontraditional students are enrolling in courses and programs?*

Over the past ten years the program has attracted a small number of nontraditional students who fall into various categories: older than average students – one of whom completed an MA in Sociology and is currently teaching in our program; single mothers, who enter the program between their early twenties to late thirties; and a small number of students who self-identify as Aboriginal, often Mi'kmaq.

However, we also have a growing number of students who work 20-35 hours per week throughout the fall and winter semesters, and choose to complete their program over a time period of five to six years, a reality not realized by the University's plan to move students more quickly through their programs of study (Appendix VII: 24).

8. *How are program outcomes made known to students? How are these outcomes used to revise and strengthen the program?*

It appears, from our 2007-08 questionnaire, that good teaching is one of our most persuasive recruitment strategies. A number of students stated that an introductory course had "hooked" them into the program. Four students entered the program after taking Soci 2000, three from Anth 1031, and one from Folk 1000.

Faculty, however, are actively involved in recruiting majors and even minors outside the classroom as well: by participating in Fall and Spring Advising Daze on campus, by participating in Spring Advising trips throughout Western Newfoundland, through on-going contact with student advisees assigned to them by the Senior Academic Advisor, and through participation in various College and community events.

Lastly, the Chair of Social/Cultural Studies maintains the program's website and prepares program-related brochures used in advising students. These media, formal and informal advising of students, as well as publications overseen by public relations staff, all provide information on professional and academic options available to students upon graduation. Additionally, the Chair meets regularly with college recruiters to provide prospective students with a clearer understanding of the possibilities the program offers.

C. Curriculum and Teaching

1. *Is the curriculum, as delivered, consistent with stated objectives, calendar descriptions, course requirements, degree requirements and standards for admission?*

The curriculum is consistent with university standards for admission. In each year documented since our program's conception in 1999, required program courses have been consistently offered, often in several sections, and introductory courses always in both fall and winter semesters.

A review of the syllabi of core courses clearly demonstrates that, in keeping with the implied and stated objectives, all of the core courses take Sociology, Anthropology, and/or Folklore as their focus and use varied and critical approaches to the study of culture and society.

A review of the most recent syllabi for core courses reveals a general consistency between calendar descriptions of courses and content delivered. (Home programs handle descriptions for S/CS elective courses.) However, many of the core courses delivered in this program were

first developed by colleagues on the St. John's campus and the calendar descriptions thus reflect their approaches to the material. Our Social/Cultural Studies faculty agrees that some of these calendar descriptions require updating in order to better reflect the expertise of and the approaches taken by those delivering the courses at Sir Wilfred Grenfell College. Although the autonomy to make calendar changes rests with St. John's departments we have begun the process of contacting our colleagues in St. John's in an effort to have the calendar descriptions better reflect the core courses as they are currently taught at SWGC.

A survey of the offerings of thirty-one Canadian universities indicates that Memorial University is comparable to most in terms of the number and nature of courses required for majors and honours programs and in terms of the grade point average required for both admission and exit. Like departments in other Canadian universities, our unit is struggling with achieving the necessary balance of theory, research, and literature review for its students.

A recent program survey, conducted in 2007-08 and providing responses from seven graduates and seven then-current S/CS students, suggests that core curriculum is delivered effectively and consistently with course requirements.

On a scale of average to very good, 85.7% of the student respondents said that the clarity of degree requirements were good to very good, 64.3% said that the relevance of the required courses to S\CS were good to very good, and 71.5 % said that the availability of required courses to complete degree in a timely manner was good to very good.

2. If there is curricular overlap between departments, disciplines, and/or programs, how is such overlap justified or appropriate?

Social/Cultural Studies programming supports the emphasis on collegiality and cross-faculty collaboration found in Memorial's Strategic Framework. As an interdisciplinary program, the Social/Cultural Studies Major hopes to create some overlap and make connections among courses on its menu of electives from across the university. In addition, program members occasionally collaborate formally and informally with members from other disciplines within the college. Some collaboration has existed with Historical Studies and Classics, and more recently there have been collegial consultations with members of the Psychology program as they develop new courses. There has also been informal contact between this campus and the Sociology and Folklore programs on the St. John's campus as the need or opportunities have arisen.

While course overlap in the program has not created any significant problems, there are two perceived areas of redundancy that SCS faculty are aware of and are actively addressing. One area was an apparent repetitiveness between two Folklore courses offered as part of the S/CS major, Newfoundland Society and Culture (2230) and Newfoundland Folklore (2300). One immediate solution to this problem was to assign these courses to professors with different areas of specialization, and ensuing that the professor who taught Newfoundland Society and Culture was someone with a Sociology or Anthropology background.

Another area of overlap that our S/CS faculty is working to remedy exists in the nature of the research courses presently available. Again, due to a lack of autonomy from programming in St. John's, research courses offered for the S/CS degree have not been custom-made to meet our students' needs. It is unanimously agreed amongst the faculty that our students would greatly benefit from a two semester research course consisting of both qualitative and quantitative methods. Currently we offer one combined research course (Soci 3040) that does not allow for a thorough grounding in both approaches and one qualitative Folklore research course (Folk 2100) that cannot address the many specific qualitative research needs of Sociology, Anthropology, and S/CS students. Neither of the two existing courses permits a comprehensive exploration of methodological approaches unique to our program. We are thus actively looking toward developing a unique two course approach to research in S/CS.

3. Is the curriculum being delivered effectively?

While it is much more difficult to assess how well elective courses keep to the stated and assumed objectives, anecdotal and quantitative evidence suggests that the majority of our students think that the Social/Cultural Studies core curriculum is being effectively delivered. When asked to describe what they consider to be the program's strengths, one student portrayed the courses as "interesting", and the course topics as "varied". Still another described them as "broad and interesting". One student commented positively on the "diversity of courses" and another said that "professors are always available for help". Another student described the S/CS faculty as "excellent", while one described the program's strengths as its "helpful and knowledgeable profs". Yet another student noted that the program strength was the "interdisciplinary training" it provided.

Yet our unit is too understaffed to fulfill all of the teaching responsibilities. As a result, we are not able to provide our students with the range of expertise that our faculty is qualified to deliver.

Some concern has been expressed by faculty and students that there is no course introducing Social/Cultural Studies prior to the one offered at the 4000 level. This will be addressed with the addition of a proposed S/CS 2000-level course, as noted above.

The Social/Cultural Studies Program presently employs a wide range of course types and instructional models in the delivery of its curriculum, including lecture courses, seminar courses, lab components, field work, and independent study offerings. This variety allows the unit to match desired learning outcomes with the most effective method of delivery for those objectives.

Nevertheless, the choice of format for the delivery of curriculum is tied somewhat to tradition and the program may wish to question these traditions. Other factors affecting the effective delivery of the curriculum include faculty awareness of different learning styles and alternative methods of pedagogy and evaluation. Faculty members in the Social/Cultural Studies Program

are aware of these issues, and have together explored some of the many ways in which we could be optimizing learning. Further exploration along these lines continues.

4. *Is the curriculum relevant to the needs of students and is it sufficiently rigorous and cohesive?*

Anecdotal evidence informs us that students currently enrolled in the program are satisfied with its rigour. Their experience is supported by the fact that requirements for the Social/Cultural Studies degree are comparable to those of other undergraduate programs in the Division of Social Sciences. Additionally, students who have undertaken graduate work in Sociology and Anthropology generally comment that their interdisciplinary has prepared them well for graduate studies in a single discipline. It should be noted, however, that some current graduate programs combine these two disciplines.

At the moment the curriculum seems to be sufficiently comprehensive and rigorous, but low faculty numbers often make it difficult to offer the range and variety of courses we think necessary. This has been remedied in the past two years by hiring a contract Sociologist to compensate for the course remissions given to a Sociologist serving in an administrative post.

5. *Is the curriculum responsive to the needs of students and employers?*

As some of the student responses indicate, the Social/Cultural Studies curriculum is relevant and responsive to students in that it teaches them to “think critically”, to “learn about other cultures”, to develop “communication skills” and to question the values perpetuated by dominant and hegemonic ideologies (patriarchy, capitalism) that many in our society simply take for granted.

One survey question posed to graduates and current students asked them to rate their “opportunity to interact with S/CS faculty” as average or very good. Fully 92.9% of the respondents rated interaction as very good.

For faculty members in a program which supports critical inquiry into power structures, the whole issue of university “responsiveness” to employers is a vexed question. We might well ask: “Is it the role of a university to provide job training? What is the necessary balance between general and specific learning? Do we have an obligation to ensure that our students are leaving with marketable skills?” So, from the outset, this question of “responsiveness” contains a whole plethora of problematic assumptions. It implies, for example, that a basic grounding in the liberal arts and sciences has a limited value, but most likely not a marketable value. It is, in short, an unfriendly question, but one that requires asking in this social and political climate. If this question is interpreted as “Does the curriculum change to match the changing needs of students and employers,” then the answer is clearly yes. In fact, recent anecdotal evidence supports the fact that students who enter career paths as divergent as setting up a business or becoming a research manager for an Aboriginal organization attribute their success to their Social/Cultural Studies background.

Summary

It is obvious that the Social/Cultural Studies program has much to be proud of in both its curriculum and the way in which that curriculum is conveyed. As this is a relatively new program and this is our first formal review process some of our S/CS faculty have grappled with the questions raised through this process for the first time. In this way alone it has been enlightening.

Suggestions for modifications contained in this self study stem partly from the pride that both students and faculty feel towards the program, and their desire to see the unit continue its development on the uppermost academic level.

D. Faculty Contributions

Introduction

The members of the Social/Cultural Studies Program are devoted instructors who undertake research that both enhances the educational experience of students and contributes to local, national, and international scholarship. The strength of the Social/Cultural Studies research profile is attested to by the growing number of invited and refereed presentations, scholarly publications, and successful research funding applications to support an impressive combination of individual, collaborative, and interdisciplinary research initiatives by faculty members.

Social/Cultural faculty members belong to number of national and international scholarly organizations and participate to varying degrees within these organizations, presenting papers at annual conferences, publishing in the organization's journals, or serving as referees for publications. At the community level, faculty members are involved with government, heritage organizations, educational institutions, community organizations, and local businesses, involvements which illustrate our commitment to the people of the region of Newfoundland and Labrador at large.

In response to the particular needs of the program, the needs of Grenfell College in general, and owing to budgetary constraints, Social/Cultural Studies faculty are often required to teach beyond their fields of immediate expertise to meet the varied objectives of the Program. Despite the demands of heavy undergraduate teaching loads, the work of Social/Cultural Studies faculty members has received many distinctions. These include Marie Croll's 2003 Doctoral Dissertation Award from the *Canadian Counselling Association* in recognition of outstanding research; Ivan Emke's involvement in a national multi-researcher CURA grant to investigate issues related to rural Canadian life; and, Doreen Klassen's appointment as invited graduate faculty in MUN's Ethnomusicology Program in St. John's.

1. *How effective are the faculty members as teachers?*

Course Evaluation Questionnaires (CEQs) indicate that Social/Cultural Studies faculty are on par with or above the average for the Division of Social Science, and, in many instances, above the College average in all areas of teaching. Samples of CEQ results for each faculty member can be supplied upon request.

2. *How productive are the faculty members as researchers/scholars?*

Faculty members in Social/Cultural Studies have a wide range of research interests and teaching specialties. A number have acquired significant grants to fund research activities. The following comments indicate the diversity of academic interests among our faculty.

- Christine Abbott plans to pursue research in conjunction with the proposed Centre for Healthy Aging on the SWGC campus
- Dr. Rainer Baehre has focused on gathering the oral history of the west coast Newfoundland. His current research, titled “The Human Module through Time,” is funded under the Humber River Basin Project.
- John Bodner is beginning research on vernacular architecture in western Newfoundland, with a focus on housing for the economically disadvantaged.
- Dr. Marie Croll will devote her up-coming sabbatical year to research on the former residents and their offspring of the Magdalen laundries/asylums and similar Mercy affiliated orphanages and institutions of confinement in St. John’s, Newfoundland, as well as at the Waterford Institute in Ireland, an institute with which Grenfell has a memorandum of understanding
- Dr. Ivan Emke’s work on rural development dynamics, particularly in reference to the ways in which communications affect development outcomes at the provincial and regional levels, has made inroads into contemporary rural studies in Newfoundland, Labrador.
- Dr. Doreen Klassen and her Memorial University Career Experience Program (MUCEP) student research assistants are conducting interviews on laundry practices in western Newfoundland in an attempt to uncover vernacular concepts of public and private space in rural Newfoundland, as well as to understand how socio-economic shifts affect the gendered nature of domestic activities. During her up-coming sabbatical she will continue her research on Low German oral narrative among Mennonite women in Mexico.

- Dr. Angela Robinson works extensively with the Mi'kmaq of Miawpukek (Conne River) and with west coast Mi'kmaw populations in Newfoundland.

3. *What is the quality and impact of the scholarly contributions of faculty and professional staff?*

While the Social/Cultural Studies faculty is small in scale, it has contributed significantly to scholarship within the fields of Anthropology, Folklore, History, and Sociology by active engagement in research and dissemination of results through various media including, national and international paper presentations, book and article publications, participation in academic and other public forums, and by participating in the scholarly review of publications and performances.

Social/Cultural Studies faculty members have maintained a credible record of scholarship throughout the history of the program. Current faculty have: published four books; reviewed 23 articles for publication in journals; reviewed a number of SSHRC grant applications; published in excess of 50 articles, 25 book reviews, seven chapters in books and anthologies; and, completed a broad range of other publications such as, encyclopedia articles, bibliographies, and news articles. In addition, they have presented a total of 140 conference papers/ invited lectures. The specific details of such contributions are provided in the attached CVs (Appendix VI).

4. *Are the faculty appropriately engaged with relevant professional communities locally, regionally, and nationally?*

The extent of our commitment to the various professional communities, and to interdisciplinary studies in general, is evidenced by the fact that faculty members have served on committees for a number of conferences or symposia, and have offered workshops in their areas of specialization, serving in the following capacities:

- Organizer, forum for Grenfell students from the business, environmental science, environmental studies/sustainability and social/cultural studies programs, the SWGC art gallery, students from College of the North Atlantic (CONA), and the public at large planned for early March 2009;
- Program Committee Member, Sound in the Land II: A Festival/Conference of Mennonites & Music, June 4-7, 2009 at Conrad Grebel University College/University of Waterloo, Canada;
- Organizer, "Artistic Expression, Identity and the Aboriginal Experience in Western Newfoundland", SWGC Art Gallery, Nov. 12, 2008;
- Organizer, "Doing Oral History Workshop," Museum Association of Newfoundland and Labrador, Corner Brook, 2003;

- Program Committee Member, “Women in Motion”: International Interdisciplinary Conference, Mount Allison University, May 23-25, 2003;
- Co-chair, Perspectives on Contemporary Legend, June 25 - 28, 2003, at the Glynmill Inn, Corner Brook, NL.
- Organizer, “Woodland Echoes: A Symposium on the Forestry Industry in Western Newfoundland,” Newfoundland Historical Society, Corner Brook, NL, 2001;

5. Are the faculty effectively engaged in relationships with business, government, cultural, or other relevant communities?

The Social/Cultural Studies Program encapsulates the present-day emphasis on the importance of interdisciplinary research and community outreach. While many post-secondary institutions and granting agencies (such as SSHRC) seek to advance such initiatives, the Social/Cultural Studies Program at Grenfell is exemplary in fostering positive relations between the academy and the community.

Among the community organizations with which faculty members have been actively engaged are: Corner Brook Museum and Archives; the Regional Heritage Fair; the Health and Literacy Committee of the Corner Brook, District Advisory Council; the Ktaqamkuk Heritage Foundation; specialty programming, CBC (regional and provincial); the Corner Brook Committee on Family Violence; the AIDS Committee of Western Newfoundland; the Folk Art of Bond Penney Exhibit, Corner Brook Arts and Culture Centre; and, the House Museum Mi’kmaw Exhibit.

In reference to government consultation, faculty members have served as advisors to organizations such as: the Department of Justice, Newfoundland and Victim Services Branch, Corner Brook, NL; Labrador Métis Association; Solicitor-General, Canada; Ktaqamkuk Mi’kmaw Research Ethics Committee, NL; the Newfoundland and Labrador Department of Education, Aboriginal Division, Corner Brook, NL.

Specific examples of faculty contributions to business, government, and cultural communities include:

- Dr. Ivan Emke’s work on community radio has taken him into communities such as Twillingate, on Newfoundland’s east coast, and also into the East Coast Music Awards sessions held in Corner Brook in February 2009.
- Dr. Angela Robinson’s research brings her into the centre of Mi’kmaw communities where she acts as a *pro bono* advisor to several Mi’kmaw institutions including, the Ktaqamkuk (Newfoundland) Mi’kmaq Research Ethics Committee, the Corner Brook Aboriginal Women’s Association, the Newfoundland Aboriginal Women’s Network, the Ktaqamkuk Heritage Association, and the Kitpu First Nation. She has also actively

promoted regional, provincial, and national supports for post-secondary Aboriginal students.

It is noteworthy, also, that, Social/Cultural Studies faculty members are frequently invited to speak to local audiences on aspects of Newfoundland history, tradition, culture and local knowledge. In fact, members of our faculty have been guest speakers for the annual Women's Day Bread and Roses dinner, March 8, for the past two years, just one example of our visibility within the community.

In addition, the SWGC Folklore Archives, which house primarily student research, is overseen by Social/Cultural Studies faculty. Given additional funding and space, this archive could expand to include research data by other disciplines in the S/CS program and could potentially serve both students and communities in Western Newfoundland. Such a facility could provide an important service to academics and community members at large.

6. Are faculty and professional staff active, and recognized, participants in regional, national, and international professional organizations?

This question was addressed in **D.4** above. Members of the Social/Cultural Studies faculty belong to number of national and international scholarly organizations and participate to varying degrees within these organizations, presenting papers at annual conferences, publishing in the organization's journals, or serving as referees for publications.

Further indication of external recognition of faculty areas of expertise is exemplified by invitations to faculty to participate in the following roles: Member, Peter Gzowski (radio broadcasting) Internship Committee; Sexual Harassment Investigator, Memorial University; Member, Porter Prize Committee of the Canadian Sociology Association; Member, Advisory Board for Music, Media and Place, St. John's; Member, National Collaboration Centre: Determinants of Health Committee, and, External Reviewers, Social Science and Humanities Research grants (SSHRC).

7. Are faculty members generating a level of external grants and contracts appropriate to the discipline?

Since a number of faculty members within the Social/Cultural Studies Program engage in interdisciplinary research, funding is often shared with members of other units. However, the following description provides a representative sample of the types of funding received by our faculty members.

Faculty members whose research is based in Newfoundland have frequently availed of funding options targeted for research related specifically to Newfoundland society, culture, and history. These include: J.R. Smallwood Foundation Research grants, MUN; Humber River Basin Project grants; Centre for Environmental Excellence grants, SWGC; Principal's Research Fund (PRF)

grants, SWGC (maximum \$1000), and an Office of Learning Technologies grant, Province of Newfoundland and Labrador.

Faculty members, particularly those whose research has a national or international scope, have also successfully obtained Social Sciences and Humanities Research (SSHRC)/ Vice-President Research grants (maximum \$7000), and various other SSHRC research grants. As well, one of our sociologists is a co-recipient of a CURA grant for a Canada-wide study of current issues related to rural life.

With respect to disseminating their research, several faculty members have received MUN Publisher's Subvention Grants or course remissions to prepare research findings for publication. Since 2006, new tenure-track faculty members have also been given a one-course remission during their first two years to provide time for course-development and research. Other faculty members have received SSHRC Travel grants, enabling them to present their research findings at scholarly conferences both throughout Canada and internationally.

Several members of our faculty have also mentored students in research through funding options such as the Memorial University Career Experience Program (MUCEP) grants and Student Work and Service Program (SWASP) grants, MUN. Students who have availed of this opportunity have frequently improved their level of academic performance, and several have subsequently received substantial funding for graduate-level study.

Lastly, some faculty choose to deposit funds acquired through 'extra teaching' in research accounts, allowing them to access 100% of these earnings for research purposes.

8. *Are the contracts and grants received by faculty consistent with the strategic goals of the unit?*

The funded research projects and initiatives received by Social/Cultural Studies faculty are consistent with our responsibilities to advance individual disciplines and explore linkages among disciplines within the program. Our engagement in interdisciplinary, collaborative research, while offering significant contributions to provincial, regional, national and international scholarship, attests to our commitment as scholars and teachers. Students' anecdotal affirmation of the value of hearing about their professors' areas of research has served as a strong measure of the effectiveness of these ventures.

9. *Is there a suitable balance of teaching, research or creative work, and service in the workloads of faculty and professional staff?*

One of the greatest challenges for Social/Cultural Studies faculty is balancing service, research, and teaching in light of the fact that SWGC faculty members are required to teach six courses per academic year, in addition to serving as advisors for students' fourth-year independent projects. However, Social/Cultural Studies faculty members have been effective teachers and productive researchers along with serving on time-intensive committees at Grenfell and in St.

John's. In fact, the current 4.5 full-time faculty members have served on more than 40 committees within the University and external to our program in the last three years. And, as demonstrated in **D.5** and **D.7**, faculty members have also remained actively engaged with professional and community organizations.

10. How is the faculty integrating teaching, research, and service?

Arguably, both senior and junior faculty members have extensive demands on their time given that we offer three minors, a focus area, and one major, plus supervise independent projects with a limited faculty, so it is difficult to achieve a balance between teaching, research and service. However, as the appended CVs indicate, faculty members offer significant contributions to interdisciplinary studies and to the constitutive areas represented within the Program in addition to active engagement with professional and community organizations. Students' anecdotal affirmation of the value of hearing about their professors' areas of research has served as a strong measure of the effectiveness of these ventures.

The appended CVs offer details about the strength of our program members in teaching, research, and in university and community service (Appendix VI).

E. Administrative Support/Efficiency

1. Is the unit/program receiving appropriate direct resources and support from the University?

It is a feature of a College of this size, funded in the way that it is, that all units are in need to additional resources. Indeed, there is a strong argument which has been put forward that Sir Wilfred Grenfell College has been historically underfunded, and it is only as governance relationships change that we may be able to address some of these deficits. However, at a number of points in this document we have noted the pressures to offer the full range of courses to maintain our major and minor programs, as well as the electives which other programs require. In order to increase offerings, or to add another minor to the program mix, we would certainly require an additional faculty member.

There are other resources which would also be useful in enhancing the Social/Cultural Studies program. For example, one of the areas of learning which is important for students is to be able to attend presentations and lectures from visiting scholars. However, we have no budget in order to support such endeavors. Furthermore, the value of field trips in many of our courses is clear, but we have no budget to allow this to occur. In a small way, this may be a result of a lack of assertiveness on the part of the program planners. If, in the proposal, it had been argued that field trips, or even a term at Harlow, were a requirement for students, then it would have been built into the program. While such suggestions were a part of the discussions of the time, it was felt that adding another financial cost to the program would have been enough to scuttle its approval. (It needs to be remembered that this program came forward at

a time when all new academic programming was to be virtually “revenue-neutral.”) While a full term of study elsewhere is unlikely to be approved in the short term, with appropriate support the unit could begin a process of more modest field trips for select courses.

2. *How adequate and effective are infrastructural resources and support (e.g., library, promotion and recruitment, media, space) for achieving program goals?*

In our experience, the library has been very helpful in ordering material and other instructional materials. Librarians are open to suggestions on what to order so as to cover important topics for Social/Cultural Studies.

Computing and Communications has been able to seek funding to provide technology-rich classrooms which allows us to broaden the course experience for students. In addition, technology in faculty offices has allowed us to do the standard academic searching from our desktops, but also to be engaged in video capture, audio-conferencing and even web-casting from our offices. An on-going problem, however, is the lack of reliable audio-recording equipment for folklore students who are frequently require to conduct tape-recorded interviews. The librarian has been approached with a request to purchase suitable, reliable recording equipment and to make it available to our folklore students.

However, we do have a problem in terms of space for senior students to work on projects. This is a problem for most of the programs at SWGC (with three possible exceptions). In the “ask” for more space, this needs to be a priority.

Also in terms of space, there is a need for dedicated research space for faculty. Since our offices are economical in terms of space, faculty can have difficulty even finding space to store primary data.

We do work with the promotion and recruitment people, and they are willing to accept the advice which we can offer. In fact, the chair of the program meets with recruiters every semester to familiarize them the range and nature of our offerings. One of the constraints is on faculty time to put into recruitment activity. Even so, many have participated in school visits, heritage fairs, etc. One possible area of development would be faculty as guest speakers at classes and events in the junior high and high school system.

3. *How effectively do the unit and its programs promote new initiatives, plans, collegial spirit, and active community involvement?*

We have been able to maintain the program through a great number of faculty changes. Thus, part of the energy of the unit has often been put into re-establishing ourselves as a unit after each change. Given these constraints, we likely function about as effectively as any other academic unit. As faculty members, we are, for the most part, actively engaged as individuals in community activities.

4. *What major initiatives and improvements should faculty, professional staff, and administrators be taking to enhance the program or unit?*

The addition of resources mentioned above may be useful in this regard. For tenure-stream faculty, the sabbatical has functioned as a source of inspiration and rejuvenation. Thus, moving all positions into a tenure-stream situation would provide that general benefit. But in spite of this lack of tenure-stream positions, we have been extremely well-served by a series of individuals in contractual appointments who have been strong and committed teachers. This quality of contract teaching has been of inestimable value to the Social/Cultural Studies unit. In terms of teaching responsibilities, we do have some option to develop new courses, if we wish, and we share around a number of other courses. This allows faculty some variety in their instructional commitments.

5. *How well are administrative and professional support staff contributing to the academic and strategic goals of the unit/program?*

We receive excellent support from the Secretary of the Division of Social Science. We are invited to participate in college-wide and Division-wide processes, including strategic planning exercises.

Recommendations

On the basis of surveys of current students and alumni, as well as discussions at Social/Cultural Studies faculty meetings since September 2007 concerning the nature of the program, the faculty of the Social/Cultural Studies program are making the following recommendations:

1. The addition of a required 2000-level Social/Cultural Studies course that introduces the field of Cultural Studies and explores the commonalities and differences between this field and the core disciplines of this major: anthropology, folklore, and sociology. This course would be foundational to and serve as a prerequisite for the program's 4000-level seminars;
2. a refocus of the Newfoundland-oriented aspects of our program to better meet the needs of an increasingly geographically and culturally diverse student population;
3. an examination of the continuing salience of our required courses for the major and then a removal of those courses which are not essential to the core. The courses deleted from the core would, however, continue to be offered as electives on an occasional basis (see Appendix XI);
4. an exploration of ways of scheduling required courses on a rotating basis in order to provide opportunity for students to choose a variety of electives;

5. an exploration of the feasibility of offering additional minors emerging from our interdisciplinary major, e.g., an Anthropology minor or an Anthropology-Sociology minor, which would require hiring another faculty member;
6. the retention of the Folklore position vacated by the late Dr. John Ashton as a tenure-track position when the current three-year Folklore contract position expires, as effective delivery of the program is contingent on continuity of the position and a scholar who can grow with the program, rather than resorting to a succession of contractual faculty;
7. the effort to find a suitable on-campus gathering place for senior students who are initiating study groups;
8. the effort to find suitable student-exchange or study-abroad programs that would benefit our majors;
9. the effort to find a suitable on-campus research space for faculty, e.g. for meetings with off-campus research collaborators, for privacy for conducting tape-recorded interviews;
10. the funding to send our students to scholarly conferences and to bring in visiting speakers;
11. the funding to purchase durable, digital audio and video-recording equipment for students' field research.