

College Academic Plan:

A Report of the

Academic Planning Committee, 2003-04

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INTRODUCTION

Since 1987, Grenfell College has seen significant growth in its academic programming. In that year Grenfell's first degree programmes, the B.F.A. (Visual Arts) and B.F.A. (Theatre) were approved by Senate. In 1993, three other degree programmes were added (English, Psychology and Cognitive Studies), while in 1995, the B.Sc. in Environmental Science (Biology and Chemistry Streams) was approved. Subsequently, a number of other degrees were developed and approved with Grenfell now offering a total of eleven programmes: English, Environmental Science, Environmental Studies, Historical Studies, Humanities, Nursing, Psychology (B.A. and B.Sc.), Social/Cultural Studies, Theatre, and Visual Arts.

Grenfell College has undergone a rapid expansion of its academic offerings in a relatively short period of time and this has transformed the academic nature of this institution. This transformation has brought both achievements and challenges which need, respectively, to be consolidated and addressed.

Our programmes have had varying degrees of success in terms of student participation. Cognitive Studies was unable to attain a critical mass of students to make it viable. Much the same can be said of Forestry, although we continue to offer first-year Forestry. A committee is currently exploring the development of a degree programme in Natural Resources Management which likely will incorporate studies in Forestry. Other programmes such as English and Psychology are flourishing, and Grenfell is now widely known both for its Environmental and Fine Arts programmes. Some of our newer programmes such as Historical Studies, Humanities, and Social/Cultural Studies are emerging and the institution needs to provide support and guidance to help ensure that these programmes continue to grow.

This Academic Plan reflects upon the transformation that has occurred at the College, makes explicit the values which have emerged, and offers a framework for the refinement and further development of our academic programming. In this context, the current academic plan will be distinct from those of 1992 and 1995 as we no longer have a large number of programmes to be queued for implementation. Nonetheless, there are programmes at various stages of development [e.g. B.Sc. (General Science) and B.A. in Global Studies], and other programme ideas being explored.

First, this Plan provides a set of principles for academic planning. Second, several key challenges to academic planning at this time are identified. Third, in the light of these principles and challenges, the Committee suggests a set of goals which it believes are achievable and recommends several courses of action to meet these goals. In general, this Plan consolidates what we have gained from our recent growth and provides a template for how we should proceed in the next three to five years.

In the formulation of this plan the Academic Planning Committee has invited and received submissions from faculty, staff and students, and consulted the Vice-President (Academic) and the Principal.

PRINCIPLES FOR ACADEMIC PLANNING

Through the transformations which have occurred since 1987 and through the reflections given voice in *Launch Forth: A Strategic Plan for Memorial University of Newfoundland* and the *Sir Wilfred Grenfell College Strategic Plan 2001*, a number of core values have emerged which, taken together, serve as guiding principles for this Academic Plan. The Committee believes that Grenfell needs to reaffirm to itself and to the broader community why a university education is

important and crucially distinct from other forms of post-secondary education. First and foremost, we are guided by our Statement of Academic Purpose:

At Grenfell College, a liberal education means a critical and open-minded pursuit of knowledge providing students with the intellectual tools to enable them to respond to a rapidly changing world. A liberal education marks the start of preparation for a career and it may lead to graduate work in a number of fields. In a broader sense, it is intended to build a foundation for social, cultural and recreational interests that will help students move towards a meaningful personal and professional life. Academically, the aim of Grenfell College is to enable students to be open to new ways of thinking and to gain a lasting intellectual self-confidence so that they may have both the ability and the desire to be life-long learners. (Sir Wilfred Grenfell College Strategic Plan, 2001)

It is as a university that we have a unique and important place in the life of this Region and Province. It is the view of this Committee that our Academic Plan must recognize the responsibilities that come with our particular role in the community. We have a special mandate to introduce students of this Region to higher learning and to the broader social, historical, cultural and academic worlds. In many cases we provide this function for students who might otherwise, for varying reasons, not take or not have the opportunity to attend university. It is crucial that we truly represent university life in our curriculum and culture, that we ensure that all students are well prepared for the continuation of their studies elsewhere, and that we cultivate ties with the broader community in which we find ourselves. Clarity about our role and the challenges we face as a small liberal arts and science college in Western Newfoundland will enable us more fully to fulfill our mandate.

In practical terms, Grenfell College accomplishes its goals principally through the variety of academic options it offers students. First, students can complete an undergraduate degree in any of twelve programmes. Second, students can complete preparatory studies en route to

finishing their programmes on the St. John's campus or at another institution. Third, students can take courses without necessarily having an end qualification in mind.

Therefore we suggest that academic planning over the next three to five years be guided by the following Principles:

- Sir Wilfred Grenfell College is a liberal arts and science institution. Thus, new programmes should fit within this context. We believe that programming in professional areas is consistent with Grenfell's mission but that balance is important. Furthermore, new programmes should incorporate a liberal component, consistent with the criterion of distinctiveness and with the stated goal of *Launch Forth*: "To strengthen Grenfell College as a liberal arts and science institution offering degree programmes tailored to provide opportunities complementary to those available at the St. John's campus".
- Grenfell College emphasizes quality undergraduate teaching and a personalized learning environment.
- Grenfell College fosters interdisciplinary endeavours. One of the strengths of the College has been the way in which faculty from different disciplines have collaborated in course and programme development, as well as in teaching and in research.
- Academic planning at Grenfell is a collegial process. Faculty, academic staff and students should be kept informed and participate in academic planning. As noted in

Launch Forth:

Collegiality is an essential ingredient of academic life and university governance; it must include a defined process of widespread consultation

undertaken in a spirit of mutual respect and genuine willingness to acknowledge the legitimacy of competing viewpoints, include all constituencies within the university community, and make relevant information available in an accessible form to those involved.

- Grenfell College, as the institution of higher learning in Western Newfoundland, serves the post-secondary needs of the Region and the Province.

CHALLENGES

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

- *Economic Restraint.* Perhaps the greatest challenge to academic planning at this time is ongoing economic restraint. For the past two years, budgetary uncertainty and carrying a debt have exacerbated the situation. This financial situation, together with the unfavorable demographics of this Region, presents a daunting challenge for academic planning. Nonetheless, Grenfell considerably expanded its academic offerings through the 1990's when the economic climate was not much different than at present. This was accomplished mainly by developing programmes around existing faculty. We have gone from offering two to twelve degree programmes in nine years without a single addition to our faculty – in fact, we have yet to re-achieve the faculty complement of 1991. To some degree this academic development has been accomplished by redirecting faculty resources made available through retirements and resignations. With few exceptions, however, the significant development of new programmes without additional hiring seems unlikely, regardless of the various combinations of existing faculty groupings one might consider. In terms of programme development, the Committee believes that Grenfell is limited in

what more it can do with the existing faculty complement. Additional programming will almost certainly require additional resources.

- *Increasing Student Enrolment.* Grenfell has been mandated to increase its student enrolment to 1500 in the next few years. There are, however, a number of forces hindering the achievement of this goal. For one, local and provincial demographics are working against us given the steadily declining high school enrolments and considerable out-migration from our catchment area. As well, our competitor institutions are mounting extensive and attractive recruitment campaigns. Further, it has been a tradition in Western Newfoundland for students to attend Maritime universities such as Acadia University and St. Francis Xavier University. Nonetheless, we have maintained a steady enrolment in the face of these difficulties, largely through increased recruitment efforts. However, continued success in recruitment requires us to attract students from outside our catchment area. While our recent success is certainly cause for optimism, we must also be prepared for the eventuality that this goal is not met.
- *Balanced Academic Development.* The Committee sees a number of challenges ahead as we attempt to ensure balanced academic growth and development at Grenfell. This is particularly true if we plan to increase the number of our degree programmes, expand our service function, and offer a wider variety of courses for the community – all within the context of a self-defined liberal arts and science institution. One such challenge will be to achieve a balance in the disciplines which define a liberal arts and science institution. The redistribution of faculty resources toward programme development and the downsizing or elimination of disciplinary areas such as second languages and Philosophy reflect an

ideological shift, which if not held in check could lead to a further erosion of the liberal arts and science ideal. In a market-place where ever more emphasis must be placed on recruitment and retention, we need to be wary of any tendency to reshape academic life in terms of contemporary trends at the expense of the disciplines that form the core of our liberal arts and sciences mandate. In practical terms, Grenfell needs to ensure that the disciplinary base essential to a liberal arts and science institution is bolstered. To balance this with diverse forms of program development is a complex challenge.

Two other issues relevant to this point are Grenfell's decreasing ability to fulfill a comprehensive service function and to provide a greater variety of academic courses which could likely attract broader community participation and benefit both recruitment and retention. Formerly, students at Grenfell could complete two years in a wide variety of programmes. As well, Grenfell offered a wider variety of courses in modern languages, and courses and programming/activities in Music and Physical Education. There are likely considerable benefits in increasing both the breadth and depth of our course offerings, but the challenge is to do this as more stand-alone programmes come on stream.

In summary, this Committee believes that to achieve more comprehensive, attractive, and balanced academic programmes, the core liberal arts and science disciplines must be strengthened and hiring practices must more fully reflect the liberal mandate of our College. We must search for creative ways to make support disciplines more integral to the programmes to which they contribute. In order that our self-definition as a liberal institution be more truly realized, the College as a whole must also seek

opportunities to expand the faculty complement of what are currently single member disciplines. This consideration leads to and is interwoven with the next major challenge, Faculty Renewal.

- *Faculty Renewal.* In the next five years we will confront the task of faculty renewal as numerous senior faculty members retire. Based on information from the Centre for Institutional Analysis and Planning, of the 66 full-time permanent faculty members at Grenfell, approximately 50% will be eligible for retirement, without an actuarial reduction in pension, by 2008; an additional 13% will be eligible by 2010. While it is difficult to determine with any certainty how many faculty members will retire within the next five years, it is reasonable to assume that many will.

Besides the obvious staffing problem this will create, there will likewise be a loss of experience and judgment. This is further complicated by the need to ensure that hirings promote Grenfell's academic mandate. It is the Committee's view that we are entering a time of critical transformation and that preparation should begin immediately to deal with this current and emerging reality.

GOALS FOR THE ACADEMIC PLAN

In order to enact the aforementioned Principles for Academic Planning and to meet the Challenges we face, the Committee proposes the following Goals for this Academic Plan:

- *To ensure balanced academic development within a liberal context.* The traditional arts and science disciplines should be represented at the College and its course offerings and programmes should be consistent with this liberal ideal.

- *To support current programmes and disciplines.* The needs of existing programmes and courses must be taken into consideration in establishing hiring priorities and allocation of resources so that the introduction of new programmes and courses does not undermine current offerings.
- *To support single-member disciplines.* To the degree to which single-member disciplines are involved in Programmes, both professional and liberal arts and sciences, and offer minors, they are restrained in their ability adequately to represent their specific subject area, provide a diversity of perspectives on their discipline, adequately develop programmes, and offer a range of courses to meet the needs of students. The academic limitations of this situation are significant as are the negative results on recruitment and retention. The college should attempt to address these concerns.
- *To enhance the service component to students not in Grenfell degree programmes.* Providing further courses for those students who wish to do one or two years at Grenfell in preparation for studies elsewhere adds balance to our first and second year offerings and would likely both attract and retain more students on this campus.
- *To foster recruitment and retention consistent with our mandate to increase the student population.*
- *To enable Faculty renewal.* This goal recognizes the impending retirements of a considerable number of faculty and the challenges to find replacements in a manner consistent with balanced academic development. A plan of action is needed to minimize the effect of the loss of experienced faculty.
- *To represent the academy.* As stated in *Launch Forth*: “Memorial has a special

responsibility to address the intellectual, educational, economic and cultural needs of the province....” We must also keep in mind our role as a representative of this Province and Region in national and international communities of scholars and researchers.

- *To respond to community and student needs.* Grenfell College recognizes and values the mutually supportive relationship we have forged with the broader community of this Region. We should enhance our ability to respond to the needs of the general public and to be a student centered institution.

PLAN OF ACTION

In an attempt to address these goals as outlined, two major courses of action are required :
to optimize current academic programming and to undertake new academic programming.

Therefore, we make the following recommendations:

Recommendation 1. *An Academic Planning Steering Committee comprising the Academic Planning Committee and Academic Administrators be formed to coordinate the implementation of the academic plan. This committee will meet at least twice a year to consider the progress of the recommendations in this plan and to encourage their development.*

Recommendation 2. *The Academic Planning Committee and the Budget Advisory Committee meet to work out a process of formalized consultation.*

Recommendation 3. *The Academic Planning Committee, in consultation with appropriate bodies, undertake the development of general guidelines for faculty hiring and the Academic Planning Steering Committee and other appropriate entities meet in spring of each year to exchange information regarding faculty hiring. In establishing hiring priorities, the academic planning process should be guided by the principle of balanced academic development and,*

therefore, should take into consideration the requirements of new programmes, the needs of existing programmes, the needs of service courses, and the needs of single-member disciplines.

Recommendation 4. *Division Heads develop a mentorship programme for new faculty and report on such to College Academic Council.*

Optimizing Current Academic Programming

Over the past nine years, Grenfell has redirected its resources in order to offer degree programmes. Programme reviews provide an opportunity for examining programme effectiveness. Psychology, English, Theatre and Visual Arts have already been reviewed and the review of Environmental Science and Historical Studies is currently underway. Past reviews have led to programme changes; for example Psychology now offers both Honours and B.Sc. options, and the Fine Arts programmes have revised their curricula. We must continually assess whether current programmes are offered as effectively as possible.

As has been noted, the decision to increase Grenfell's enrolment to 1500 students is a daunting challenge. One way to increase student numbers is to make our current programming more fully meet the needs of students. While some current degree programmes appear to be flourishing, many have yet to realize their potential in terms of student enrolments. Some programmes have small numbers of students and/or have courses with very small enrolments. Nonetheless, courses have to be offered in order for students to complete their degrees in a timely fashion and there are costs associated with this commitment.

We also have a large number of students who come to Grenfell for a year or two prior to going to the St. John's campus or another institution. At one point in Grenfell's history, this was

our sole academic mandate. We need to evaluate the degree to which the service function has eroded, and to reconsider the potential of this service function to meet the needs of our students.

To optimize current academic programming we recommend that:

Recommendation 5. *Action plans developed out of programme reviews reflect the goals of this Academic Plan.*

Recommendation 6. *Broader programme efficiencies be sought.*

Recommendation 7. *Academic Divisions meet to identify issues around single member disciplines and make a joint report to the Academic Planning Committee.*

Recommendation 8. *Academic Administrators examine Grenfell's role in preparing students for transfer to other campuses or institutions and report on such to College Academic Council.*

Recommendation 9. *Academic Administrators examine ways to increase the accessibility of course offerings and report on such to College Academic Council.* We need to make it as convenient as possible for students to take courses and, therefore, we recommend investigation of the following:

- Academic needs of non-traditional students, such as mature students, aboriginal students, international students, student-parents. A programme is currently being developed to attract “older than average students” to Grenfell. This academic orientation programme will be aimed at “mature students”, those who have “stopped out”, and older students who wish to begin a university education. The programme will be similar to the Summer Bridging Programme in content and will help these students develop skills for success at university.
- Facilitation of transferability between campuses. The Committee suggests that

programme units investigate the difficulties students have concerning this issue and provide advice to the College.

- Introduction of more web-based courses.
- Greater use of the Spring semester.
- Scheduling of courses to make them more accessible to part-time students. We should consider the viability of offering more courses outside the weekly 8:30-5:30 schedule.
- Examination of programme requirements and prerequisites to see whether they are as flexible as possible.

Recommendation 10. *Division Heads and Programme Chairs investigate ways to enhance and broaden course offerings and report their findings to College Academic Council. A number of courses of action should be considered:*

- Enhance our service function by offering more first and second year courses.
- Offer more minors largely based on our current courses.
- Offer more Fine Arts electives to Arts and Science students.
- Broaden offerings in Arts/Humanities.
- Bolster offerings in modern languages.
- Offer more courses in Computer Science.
- Consider programming in Arts Administration (combining Fine Arts and Business).
- Utilize Harlow more fully for B.A. and B.Sc. programmes.

New Academic Programming

Recognizing that the gains to be found by enhancing current academic programming are limited and given the necessity of increasing enrolment in a difficult financial climate, the Committee has carefully considered the feasibility and impact of bringing in new programmes.

Criteria for New Programmes

The Committee believes that the values expressed in the **Criteria** for approving academic programming outlined in the 1995 Academic Plan are still valid. These values are appropriateness, balance, distinctiveness, institutional readiness and student demand. However, in our deliberations two important considerations emerged. First, the application of the criteria must be guided by the **Principles** and **Goals** outlined earlier in this report and must be consistent with the goals, objectives, and philosophy of both the College and the University Strategic Plans. Second, certain criteria are significantly interrelated and can conveniently be expressed in terms of two general categories: **Academic Criteria**, and **Resource Criteria**. We have therefore revised the five criteria in light of these two categories:

1. Academic Criteria

The central academic criteria are that academic programmes express the philosophy of a small liberal arts and science institution and do so in ways which ensure that its programmes are distinct from those available on the St. John's campus. To this end, academic programming at the College should:

- Emphasize a personalized and interactive learning environment with a variety of learning opportunities and experiences.
- Ensure a balanced representation of academic disciplines.

- Enable all disciplinary areas at Grenfell to participate significantly in the College's academic programme.
- Enhance the development and delivery of its three academic directions: offering degree programmes, providing a service function, and mounting a wide variety of academic courses.
- Encourage interdisciplinary endeavours.

2. Resource Criteria

Simply put: Can the College afford a proposed programme? Can the programme be delivered without undermining the overall academic mandate of the College? In this calculation of resources, it is important to consider whether the proposed programme undermines the resources available for existing offerings. Also, student demand should be gauged in order to ensure sufficient levels of interest in new programmes. Optimal enrolment figures for individual courses should be provided, with estimates of sufficient retention to justify the mounting of senior courses.

Stages for Programme Development and Implementation

The following framework outlines both the formal and informal processes of programme development and implementation. Following approval in principle, should there be changes in resource requirements, there should be further discussion with the Principal.

Stage I – Idea and Proposal Development

- Step 1. Conceptualization and Discussion
- Step 2. Proposal Development and Information Session with Academic Planning Steering Committee

Stage II – College Approval

- Step 1. Academic Planning (and Budget) Committee
- Step 2. College Academic Council Approval in Principle
- Step 3. Academic Studies Committee
- Step 4. College Academic Council Final Approval
- Step 5. Principal's Approval of Resources

Stage III – University Approval

- Step 1. Senate Committee on Undergraduate Studies
- Step 2. Senate Executive
- Step 3. Senate
- Step 4. Board of Regents (where required)

Stage IV – Implementation of Programme

Recommendation 11. *The Academic Planning Steering Committee develop guidelines for programme proposal development (Stage I, Step 1) and play an advisory role for proposals (Stage I, Step 2).*

New Programming Initiatives

The Committee has examined a number of ideas for new programming initiatives and outlines below the current Stage of development of each.

Stage I

1. Film and Video Production

This programme has been discussed and appears to have promise, but will require considerable planning and resources. Discussions at various levels have already taken place about the feasibility and desirability of such a programme for Grenfell and, in fact, the President has addressed this publicly. This programme would take advantage of our current expertise, programming and facilities in Fine Arts, the magnificent natural environment of the West Coast, proposed new facilities at the Canada Games Centre, and the developing film industry in Newfoundland and Labrador. While this appears to be a desirable area for development, it is no doubt extremely resource intensive and would require considerable ongoing external support.

Recommendation 12. *The Division of Fine Arts strike a committee (to include at least one member of the Grenfell community from outside Fine Arts) to consider opportunities in the area of Film and Video Production and report to College Academic Council.*

2. Tourism (including ecotourism and cultural tourism)

With Grenfell's programmes in the Arts, Fine Arts, Humanities and Environmental Studies, and CONA's programming in the area of Tourism, collaboration in this area would seem a natural fit. This programme would answer the need for trained personnel in this Province to lead the already growing tourism industry. Furthermore, there appears to

be considerable support within both the University and the Provincial Government for such programming.

Recommendation 13. *The Division of Social Science develop a proposal for a Bachelor of Arts in Tourism.*

3. Bachelor of Education

Given the shortage of teachers in this Province, particularly in Mathematics and Science, a B.Ed. (as a post-baccalaureate degree) focussing on teaching these areas should be very popular. This could very nicely complement the Bachelor of Science (General Science) Programme which is currently at Stage III of development. Preliminary discussions have already taken place with the Dean of Education by whom the idea has been warmly received. Such a programme could draw on the expertise of Grenfell faculty with doctoral-level training in Education, as well as similarly trained persons in the community. However, additional hiring would be required. A B.Ed. programme on this campus would likely increase student retention, particularly if we could tailor undergraduate offerings in such a fashion that they lead naturally to the Bachelor of Education. An additional possibility would be to offer only one semester of the B.Ed. here at Grenfell and have the students finish the remaining semester in St. John's. This would require less new hiring. We could coordinate the internship supervision with St. John's, and Grenfell students could do their internships in this area.

Recommendation 14. *The Vice-Principal form a committee to explore programme and curriculum development in the area of education and report to College Academic Council.*

4. Bachelor of Sustainable Resource Management

Our two-year Forestry Programme has not been successful in attracting and keeping students. Apparently, the enrolments in Forestry programmes across Canada have shown a downward trend. We currently offer only one year of Forestry and in the 2002-2003 academic year we had no students in this programme. A committee is currently exploring the feasibility of having a degree programme at Grenfell in Sustainable Resource Management. This would supplant the current two-year Forestry Programme and help to address what appears to be a growing need in Canada and abroad for managers of natural resources. This programme could draw on our current offerings in Environmental Science and Environmental Studies, our current connections with the Canadian Forest Service and CONA, and new resources in the area of Biodiversity.

Recommendation 15. *A proposal for a programme in Sustainable Resource Management be developed.*

Bachelor of Business Administration

There have already been discussions about the possibility of having a B.B.A. programme at Grenfell. In fact, the former Dean of Business suggested that we consider such a programme. The B.B.A., which would likely be very attractive to students, could be offered with the hiring of one additional full-time faculty person, some per-course and extra teaching appointments, and some distance education courses.

Recommendation 16. *The Division of Social Science develop a proposal for a Bachelor of*

6. Co-op/Internship Programme

A detailed plan for a Co-op/Internship Programme has been developed by a committee at the College and this will likely move to Stage II, if resources become available.

Stage II

1. Bachelor of Arts in Global Studies.

This programme has been approved in principle by the College Academic Council and sent to the Academic Studies Committee for consideration. In general, the Programme is deemed worthwhile but it does require an additional faculty hire. We see four possible courses of action for this programme: 1) implement as designed; 2) redesign so as to require different resources; 3) table until the required resources become available; and 4) reject.

Stage III

There is currently no programme in Stage III

Stage IV

1. Bachelor of Science (General Science).

- The programme has been approved by the Senate.

SUMMARY OF RECOMMENDATIONS

Recommendation 1. Form an Academic Planning Steering Committee comprising the Academic Planning Committee and Academic Administrators to coordinate the implementation of the academic plan. This committee will meet at least twice a year to consider the progress of the recommendations in this plan and to encourage their development.

Recommendation 2. Academic Planning Committee and the Budget advisory Committee meet to work out a process of formalized consultation.

Recommendation 3. The Academic Planning Committee, in consultation with appropriate bodies undertake the development of general guidelines for faculty hiring and the Academic Planning Steering Committee and other appropriate entities meet in spring of each year to exchange information regarding faculty hiring.

Recommendation 4. Division Heads develop a mentorship programme for new faculty and report on such to College Academic Council.

Recommendation 5. Action plans developed out of programme reviews reflect the goals of this Academic Plan.

Recommendation 6. Division Heads and Programme Chairs meet collectively to consider programme efficiency and report on such to College Academic Council.

Recommendation 7. Academic Divisions meet to identify issues around single member disciplines and make a joint report to the Academic Planning Committee.

Recommendation 8. Academic Administrators examine Grenfell's role in preparing students for transfer to other campuses or institutions and report on such to College Academic Council.

Recommendation 9. Academic Administrators examine ways to increase the accessibility of

course offerings and report on such to College Academic Council.

Recommendation 10. Division Heads and Programme Chairs investigate ways to enhance and broaden course offerings and report their findings to College Academic Council.

Recommendation 11. The group comprising the Academic Planning Committee and academic administrators develop a detailed set of processes for programme development paralleling the Stages outlined.

Recommendation 11. Academic Planning Steering Committee develop guidelines for programme proposal development (Stage I, Step 1) and play an advisory role for proposals (Stage I, Step 2).

Recommendation 12. The Division of Fine Arts strike a committee (to include at least one member of the Grenfell community from outside Fine Arts) to consider opportunities in the area of Film and Video Production and report to College Academic Council.

Recommendation 13. The Division of Social Science develop a proposal for a Bachelor of Arts in Tourism.

Recommendation 14. The Vice-Principal form a committee to explore programme and curriculum development in the area of education and report to College Academic Council.

Recommendation 15. A proposal for Sustainable Resource management be developed.