COMMITTING TO COMMUNITIES

STRICTIC PLAN 2020-25
VISION
A nimble, dynamic community committed to higher learning and widely-recognized for personalized education, one that embraces diversity, innovation, sustainability, its location within traditional Mi’kma’k territory and its special obligation to the province and its community.

MISSION
To continue to grow a student-focused and community-engaged campus that uses its strengths to innovate, to respond to the needs of its stakeholders and to lead in achieving transformative change for sustainability.

VALUES
Focused, Diversified, Personalized, Caring, Accountable, Transparent, Ethical, Relevant, Contributing, Unique, Respectful, Accessible, Equitable, Collaborative Courageous, Practical, Responsible, Sustainable, Excellent

COMMITTING TO COMMUNITIES

STRATEGIC PLAN 2020-25

KEY OUTCOMES
1. RESPOND to the needs of students, faculty and external communities
2. IDENTIFY and support success in areas of strength and opportunity
3. CHAMPION learning and expanding student pathways
4. DIVERSIFY academic programs and course delivery
5. IMPROVE recruitment, retention and completion through internationalization and indigenization efforts
6. BUILD community and expand partnerships
7. GROW research support and opportunities for faculty
8. ADVANCE sustainability and environmental stewardship
9. STRENGTHEN connections with alumni and retirees fundraising success
10. INCREASE student and employee health and wellness

We are situated on traditional Mi’kma’k territory, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi’kmaq, Innu and Inuit of this province.

www.grenfell.mun.ca/strategicplan
MESSAGE FROM THE VP

This five-year strategic plan will guide Grenfell to its 50th anniversary. Since being established in 1975, Grenfell has experienced remarkable progress, with exceptional faculty, 4 academic schools, 16 undergraduate majors and 3 graduate degrees. Our student population is more than 20 per cent international and 20 per cent indigenous, and we take tremendous pride from our location on traditional Mi’kmaq territory. Our development, strengths, and achievements are built upon an unshakeable commitment to providing every student with a personalized learning experience and, for all those who study and work here, a place where they feel themselves as part of a supportive and caring community. Grenfell’s success has also come from strong bonds it has forged throughout Western Newfoundland. Committing to Communities – both internal and external to the Campus – resulted from the outstanding work of the Strategic Plan Steering Committee, and hundreds of people who participated in consultation sessions, providing invaluable suggestions and feedback. Producing this plan was truly a community effort. It positions Grenfell to build upon well-proven strengths, and to anticipate future opportunities and challenges, so that it becomes an even more exciting and vibrant destination, engine of development, and pinnacle of regional pride. – JEFF KESHEN, vice-president, Memorial University (Grenfell Campus)

NINE THEMES

Nine themes encapsulate the goals of this plan. Within six of the plan being adopted, each school and administrative unit will, through its associate vice-president, dean, or director, develop, pass and present an action plan identifying how and when it will contribute. Annual reports will track progress. At the two-year mark, an assessment will determine if modifications to the plan are necessary.

EXECUTIVE SUMMARY

Grenfell Campus’s current Strategic Plan will expire in 2020. This new plan, entitled Committing to Communities, is the result of extensive internal and external consultation starting in late 2018, a comprehensive contextual scan and Memorial University’s overall strategic objectives.

VISION: A nimble, dynamic community committed to higher learning and widely recognized for personalized education, one that embraces diversity, innovation, sustainability, its location within traditional Mi’kmaq territory, and its special obligation to the province and its communities.

MISSION: To continue to grow as a student-focused and community-engaged campus that utilizes its strengths to innovate, to respond to the needs of its stakeholders, and to lead in achieving transformative change for sustainability.

KEY OUTCOMES The following represent principal goals of the plan:

- Being responsive in meeting the needs of students, faculty, and external communities
- Identifying, better supporting, and growing success in current, unique and emerging areas of strength and opportunity
- Championing personalized learning
- Expanding student pathways
- Strategically diversifying academic programing and course delivery
- Improving recruitment, retention, and time-to-degree completion rates appropriate for the student
- Building community
- Expanding partnerships
- Growing research support and opportunities for all faculty
- Internationalizing
- Indigenizing
- Advancing multiple forms of sustainability and environmental stewardship
- Improving student and employee health and wellness
- Strengthening connections to alumni and retired employees
- Growing success with fundraising
SOMMAIRE

VISION ET MISSION
VISION: Une communauté souple et dynamique, engagée dans l’enseignement supérieur, largement reconnue pour offrir une éducation personnalisée à ses étudiants. Une communauté située sur le territoire traditionnel Mi’kmaw et qui embrasse la diversité, l’innovation, la durabilité, et ses obligations envers la province et ses différentes communautés.
MISSION: Continuer à développer un campus, axé sur ses étudiants et engagé dans sa communauté, qui utilise ses forces pour innover, répondre aux besoins de ses membres et de ses partenaires, et apporter des changements transformateurs permettant la durabilité.

VALEURS:
Concentration, diversité, personnalisation, bienveillance, responsabilité, transparence, éthique, pertinence, contribution, unicité, respect, accessibilité, équité, collaboration, courage, utilité, responsabilité, excellence.

RÉSULTATS CLÉS :
LES ÉLÉMENTS SUIVANTS REPRÉSENTENT LES PRINCIPAUX OBJECTIFS DU PLAN :
- S’assurer de répondre aux besoins des étudiants, des professeurs et des communautés externes
- Identifier, soutenir et augmenter notre succès dans des domaines actuels, uniques et émergents
- Promouvoir l’apprentissage personnalisé
- Diversifier les parcours étudiants
- Diversifier stratégiquement la programmation académique et la prestation des cours
- Améliorer les taux de recrutement, de maintien d’effectif et de finalisation des études appropriés pour les étudiants
- Bâtir une communauté
- Élargir les partenariats
- Accroître le soutien à la recherche et aux opportunités offertes au corps professoral
- Internationaliser
- Indigéniser
- Promouvoir de multiples formes de gérances environnementales durables
- Améliorer la santé et le bien-être des étudiants et des employés
- Renforcer les liens avec les anciens étudiants et les retraités
- Accroître le succès de nos collectes de fonds

Neuf thèmes résument les objectifs de ce plan. Dans les six mois suivant l’adoption de ce plan, chaque école et unité administrative élaborera, adoptera et présentera, par l’intermédiaire de son vice-président associé, doyen ou directeur, un plan d’action précisant comment et quand elle y contribuera. Des rapports annuels suivant les progrès. Au bout de deux ans, une évaluation déterminera si des modifications au plan sont nécessaires.
WISQAKNUTMAQN
Wiksita'qaqnuq weniwetiq qaqaq 2020. Ula pyley kitsite'taqn pootamkaaqip 2018 ek, teluukik Committing to Communities, weijaq tekile'ijdig mawaknutma'ijdig tuwiw app tewa'tumik aqeq wesku'tasik, kaqeq-teqeq wataqne'wasik loqaptasikip aqeq wije'wumukl Memoral University-ei kiisutasil ta'n tel-maliapitasik.

KETU'-'TL-LUKUTIMK AQQ TEL-LUKUTIMK
KETU'-'TL-LUKUTIMK: Attikna'tiqi Mawikuayiq ta'n ikana'ujtij espi-kina'masuri aqeq weji-neruujik wijiq tei apoqnu'utiqi e'tasiw wenik kina'masultineq, aqeq keknuita'emtij ta'n tel-istua'ltimk eymu'k, telu-ntawa'qa'taqtimk, telu-siawa'tumk koooy, ta'n telqamtu'utiqi Mifima'ki, aqeq ta'n tektak tla'taqatinew wijiq saqamawawa'ki aqeq wutann.
TEL-LUKUTIMK: Siwaq-milkutasin tel-maliamuj etl-kina'masutijik aqeq tel-wiaqalluj wenik etl-kina'masimik aqeq wetnu'kwatmutumk pyley koqpeeq wela'sik, wije'wumuk nuta'q kisutmi'jik wenik wiapuitijik, aqeq nikanawa'ltimuemk pilu'a'siktin tel-lukutimk.

KIN'AMATNEWEL:
Iloqaptelcemk, Telu-istua'ltimk, Keknuita'telcemk, Telu-Ank'omtumk, Mst Wen Kejitoq Telu-Lukutimk, Tetopa'taqn, Koqajyajak, Apoqntelcemk, Kekeu'k, Kejpidite'taqn, Naqamaste, Nukutey Telu'telcemk, Mawaknutimk, Melkita'luuq, Welapesimk, Nujot'mumk, Maw-Kelu'kewey.

KEKNUE'KL WEJIAQL
ULA EWIKASIQI NA KEKNUE'KL TELA'TEKEMKL WIJATAI ULU KISITE'TAQN:
- Wetnu'kwalsimk telu-apoqnu'muj ekina'masulijik, ekina'mu'atiq aqeq wutann.
- Ewyu'tasiw, weji-apoqnu'mumk, aqeq weji-wla'tumuk keknue'kl tela'sik kiskuk aqeq kooqo1 pem-maliapitasik kulaman aqeq nijakeq aqeq aji-nawa'andaq tekeqen.
- Melkutamkum apoqnu'man e'tasiw wen ta'n tel-kina'masit
- Anku'a'tumk telu-kina'masimik
- Kekekeu'k tel-uistua'tumkl kina'matnewel aqeq telu-kina'muemu.
- Aji-wiaqaluj aqeq tekiyuj ekina'masultijik aqeq tetaputen tel-kaq-jina'masimik
- Melkikewa'tumk mawkquamik
- Anku'a'tumk mawluwakimik
- Apoqnu'mumk anku'kina'masimik aqeq tetapua'taqq wijt ekina'mu'atiq
- Telu-kina'muemuq wiaqallu'tu telo'lti'tij ta'n te'sunemaksulijik
- Telu-kina'muemuq wiaqalullu'tu telo'lti'tij ta'n Lnu'k
- Kina'muaten aqeq ktmqajenten ta'n tel-maliapitasitew weskitaqmuw.
- Apoqnu'mumk telu-mpiisimk aqeq weji'luumuw ekina'masultijik aqeq etl-lukutijik
- Siawa'tumuk telu-mawo'li'tij weji-kina'masulijik aqeq wellukutijik
- Mawo'tumk suliewey kulaman siwa-wl-omawew telo'ltimk

Pesquaputeq telu'k, weskitaqsi kapi-wiapteq teji' tla'telcemk ulu kite'ste'taqq. Ke'ak ku pemianuk asukom tepinussit ulu kite'ste'taqq, sapa'sikek e'tasiw kina'matnewel'kuaqo1 aqeq ta'n wenik nikanu'luwi'tijik nikanusik ll'tutaq, sapa'a'taq aqeq kina'luuqtaqtaq kite'ste'taqq kisa'utuj teiujak ta'nuk aqeq koqpeeq kis-apoqnu'taqq. Telu-apuqeqekewey kina'taqn weskitaqtaq teji' tlini-lukutijik. Tapu'puqeqik ilka'q, ilapitasitew kite'ste'taqq kulaman kijiteq koqpeeq nuta'q sa'ese'wa'asim.
HISTORY

Grenfell Campus traces its roots to a single building constructed in 1975 to serve as a feeder institution into the St. John’s campus of Memorial University of Newfoundland. Initially called West Coast Regional College, in 1979 it was renamed Sir Wilfred Grenfell College to honour a missionary doctor who was instrumental in bringing health care to coastal communities in Newfoundland and Labrador in the late 1800s and early 1900s. Grenfell has since continued to expand its facilities, beginning with the addition of the Fine Arts Building in 1988, the Library and Computing Building in 1993, the GCSU Student Centre in 1997, and the Forest Centre in 1998. More recently the campus has experienced expansions to the Arts and Science Building, residences, and major enterprises that include the Boreal Ecosystem Research Initiative, the Environmental Policy Institute, and the Aging Research Centre – Newfoundland and Labrador (ARC-NL).

Initially Grenfell provided courses that allowed students to remain in Western Newfoundland for their first two years of university studies. In 1988, Grenfell introduced four-year bachelor degrees; the first, a bachelor of fine arts in theatre or visual arts. Subsequent undergraduate degrees followed in arts, social sciences, and science. Grenfell also provided undergraduate degrees in areas tied directly to improving Newfoundland and Labrador’s economy, such as business administration, tourism, and resource management. More recently, Grenfell has introduced graduate programs to advance environmental sustainability, agricultural development, and visual arts. Currently, Grenfell offers 16 undergraduate majors, 22 minors, three graduate degrees, and several diplomas and certificates. It has been a leader within Memorial University in enhancing student pathways through collaborative programming with the College of the North Atlantic (CNA).

In 2010, Grenfell was renamed as a campus of Memorial University. Grenfell Campus currently enrolls nearly 1,400 students annually and has some 250 full-time academic and administrative staff. Every Grenfell degree, diploma and certificate program is characterized by a student-centred approach and modeled on a commitment to provide personalized learning. Academic breadth and depth, individualized advising, ready access to professors by maintaining small class size and preserving a tight-knit, caring community are all key attributes of the learning environment.
VISION AND MISSION

Grenfell Campus’s current Strategic Plan expires in 2020. This new plan, titled Committing to Communities, is the result of extensive internal and external consultation starting in late 2018, a comprehensive contextual scan and alignment with Memorial University’s overall strategic objectives.

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MISSION: To continue to grow as a student-focused and community-engaged campus that uses its strengths to innovate, to respond to the needs of its stakeholders, and to lead in achieving transformative change for sustainability.

VALUES: WE ARE...

FOCUSED: Building on strengths and pursuing opportunities
DIVERSIFIED: Celebrating and leveraging diversity
PERSONALIZED: Ensuring every student has a rich educational experience
CARING: Prioritizing the well-being of everyone who works or takes classes on campus
ACCOUNTABLE: Being answerable to stakeholders
TRANSPARENT: Clearly communicating reasons for decisions
ETHICAL: Demonstrating integrity in all dealings
RELEVANT: Demonstrating the value of university education to the region and province
CONTRIBUTING: Enhancing Memorial’s overall vision and mission
UNIQUE: Maintaining a distinct identity within the multi-campus system
RESPECTFUL: Providing an environment where different viewpoints and honest, constructive feedback are welcome
ACCESSIBLE: Facilitating the fullest possible participation of all students
EQUITABLE: Promoting opportunities, particularly for those historically disadvantaged
COLLABORATIVE: Building interactions and partnerships internally and externally to become greater than the sum of our parts
COURAGEOUS: Embracing innovation and not fearing failure
PRACTICAL: Producing graduates tuned for success
RESPONSIBLE: Demonstrating responsibility to our students, staff, faculty, communities, and place
SUSTAINABLE: Leading in environmental stewardship
EXCELLENT: Pursuing excellence in all that we do
KEY OUTCOMES

PRINCIPAL GOALS OF THE PLAN

- Being responsive in meeting the needs of students, employees, and external communities
- Identifying, better supporting, and improving current, unique, and emerging areas of strength and opportunity
- Championing personalized learning
- Expanding student pathways
- Strategically diversifying academic programing and course delivery
- Improving recruitment, retention, and time-to-degree completion rates where appropriate
- Building community
- Expanding partnerships
- Increasing research support and opportunities for all faculty
- Internationalizing
- Indigenizing
- Advancing multiple forms of sustainability and environmental stewardship
- Improving student and employee health and wellness
- Strengthening connections to alumni and retirees
- Growing fundraising successes
THEMES AND GOALS

The objectives of this plan are grouped under nine themes that reflect its vision and mission and that leverage institutional strengths, advance core values, address weaknesses, and demonstrate recognition of opportunities and broader trends. Together, they will position Grenfell to become more widely recognized and attractive to students and employees as supportive, student-centred, innovative, sustainability focused, community-engaged, and committed to improving its region, province, and broader locales. Wherever possible, the plan establishes specific success markers projected over a five-year period.
Grenfell is dedicated to personalized education. This is reflected in its commitment to providing small classes, comprehensive advising, and, despite its modest size, an impressive suite of student support services. In 2018, the average undergraduate class size at Grenfell was 13 compared to 33.7 at Memorial University as a whole, 40.5 at all Canadian universities and 29.5 at those classified as “primarily undergraduate.” The accessibility of Grenfell’s professors, librarians, advisors, and staff facilitates strong engagement, a sense of belonging, and a means to respond effectively to student needs. Grenfell professors do not simply deliver content; they are also mentors and role models. Through its program requirements, Grenfell emphasizes the necessity for students to demonstrate both depth and breadth so that they are well equipped to succeed in more advanced study and in adapting to rapidly changing economies, labour markets and myriad other fluid situations. Grenfell strongly supports teaching innovation, such as experiential education, fieldwork, service learning, study abroad, and distance education. Grenfell has established an impressive range of undergraduate majors and minors, in addition to a growing number of graduate programs. However, with a declining population in Western Newfoundland, it is essential that Grenfell strategically expand program options and delivery models in ways that improve its reach, appeal, and sustainability. This will be challenging in the current, and anticipated, tight fiscal environment. Two paths forward are the better alignment of resources with student demand – in the context of protecting personalized learning – and the expansion of appealing and unique interdisciplinary configurations.

Grenfell must use technology more fully to better connect to lifelong learners, those who are working, or those who live in remote locations. Online registrations at Grenfell during the past two academic years have grown from six courses with 119 registrants to 21 courses with 507 registrants, demonstrating tremendous potential in this area. Providing students with, and making them aware of, their marketable skills in all disciplines is also essential. These priorities can be augmented through articulation agreements with CNA and work integrated learning opportunities, including co-operative education work terms, internships, service learning, and other mechanisms.
**GOAL 1**

**IMPROVE PROGRAM EFFICIENCY**

- Establish and maintain a commitment to deliver learning outcomes for each Grenfell major.
- Determine and implement guidelines on what constitutes minimum and maximum class size in the context of retaining a clear commitment to personalized learning as a core characteristic of the Grenfell experience.
- Undertake school-driven succession planning to enhance future program delivery.
- Use the summer session more effectively.

**GOAL 2**

**INCREASE PROGRAM OPTIONS AND PATHWAYS**

- Create five new articulations with CNA and other post-secondary institutions.
- Upgrade classroom technology and infrastructure to better support student learning and different teaching styles.
- Enhance interactions with and support from the Centre for Innovation in Teaching and Learning (CITL), including through the provision of more onsite service, online workshops, webinars, and events that provide faculty with support.
- Explore blended learning, flipped classrooms, intensive block courses, and other innovative teaching and learning options, such as virtual laboratories.
- Properly resource and increase the number of students enrolled at Grenfell through online courses by 20 per cent.
GOAL 3

CONTINUE TO
EXPAND PROGRAM CHOICE

that connects to student and labour force demand; however, in the case of the latter also recognizing that links may not be obvious, such as the transferable skills learned in the arts and humanities

- Encourage programming that reflects Grenfell’s mission and vision
- Establish two PhD programs and a minimum of two new master’s programs
- Establish two new interdisciplinary undergraduate degrees
- Establish clearer guidelines to ensure that new programs are distinct and relevant
- Integrate more diploma and certificate options within existing offerings

GOAL 4

UNDERTAKE INFRASTRUCTURAL RENEWAL TO BETTER SUPPORT TEACHING & LEARNING

- Renovate the theatre in line with future needs
- Develop a plan to physically relocate the nursing school to Grenfell Campus
- Pursue transformation of the former RecPlex to support teaching and research needs
- Complete renovations of laboratory space to meet the needs of academic schools
For Grenfell, the challenge of Western Newfoundland's declining and aging population is compounded by the fact that some 70 per cent of its enrolment currently comes from its local catchment area. Knowledge of Grenfell is poor in Central and Eastern Newfoundland, regions from where there is potential to increase enrolment. Admissions from parts of Canada outside Newfoundland and Labrador have declined with recent Memorial tuition increases and the greater availability of financial support in other provinces to attend post-secondary institutions. International admissions have grown with intensified recruitment abroad, program development and enhanced support for international students at Grenfell. The number of Indigenous students has also risen and enriched the campus, a pattern that must persist, as must the increased recruitment of part-time and mature students. More action is required to retain students and to improve the average time-to-degree completion for full-time students. In 2018 Memorial ranked 36th among universities in Canada with a seven-year graduation rate of 66.9 per cent.
GOAL 1
ENHANCE DIVERSITY OF THE STUDENT POPULATION

- Improve services and academic support for Indigenous, mature, rural, and international students
- Double the number of mature students through mechanisms such as offering credit for work experience through the use of Prior Learning Assessment and Recognition

GOAL 2
INCREASE AND MAINTAIN ENROLMENT OF PROVINCIAL STUDENTS

- Establish mechanisms enabling the province's high school students to transition into university more smoothly, such as through dual credit programming
- Intensify recruitment in Central and Eastern Newfoundland and Labrador
GOAL 3
INCREASE GRENFELL'S STUDENT RETENTION AND GRADUATION RATES BY 15 PER CENT

- Implement technology and process improvements to help students navigate more effectively from admission to graduation
- Increase Supplemental Instruction (or similar support) for courses with a 20 per cent or greater drop/ fail/ withdrawal rate
- Enhance academic peer (or other) mentorship programs

GOAL 4
INCREASE RECRUITMENT ACTIVITIES FOR BOTH GRADUATE AND UNDERGRADUATE PROGRAMS

- Closely align Marketing and Recruitment efforts
- Involve more professors, students, and university administrators in recruitment
- Improve admission timelines
GOAL 5
ENHANCE STUDENT EMPLOYMENT OPPORTUNITIES

- Develop a well-functioning careers team that links students to employment related to their studies
- Incorporate applied components into existing and new programs
- Incorporate experiential learning options in each major
- Provide graduate and post-doctoral students with teaching opportunities
As a student-centred campus, and a community that values mutual support, Grenfell, despite its modest size and limited resources, has established comprehensive services in areas that include psychological support, wellness, learning support, services for victims of assault, and sport and recreational programs. Still, these services are significantly strained, and the campus lacks some key areas, such as career counselling. With respect to mental health and psychological counselling, some 14 per cent of Grenfell students used psychological services during the 2017-18 academic year, and wait times for an appointment can reach three weeks. A sharply increasing percentage of students require academic accommodation, including extra time for assignments, a secluded place to write tests and exams, and the use of assistive technologies. At Grenfell, this figure grew from 55 students during the 2013-14 academic year to 135 in 2017-18.

A healthy community also requires a commitment to employee wellness. Grenfell must foster a work environment encouraging faculty and staff engagement, optimism, and success. As such, it must ensure a respectful workplace, opportunities for professional and personal development, and activities to encourage positive social interaction among employees. This reflects Memorial’s commitment to embrace the 2015 Okanagan Charter of Health Promoting Universities and Colleges to “create campus cultures of compassion, well-being, equity and social justice.”
GOAL 1
ENHANCE HEALTH AND WELLNESS SUPPORTS FOR THE CAMPUS COMMUNITY

- Hire a second full-time counsellor in Psychological Services
- Implement broad education on detecting and properly responding to signs of psychological stress in students, staff, and faculty
- Develop strategies to address bullying and racism and to encourage respectful behaviour
- Ensure all students, staff, and faculty are educated on the prevention of sexual harassment and sexual assault
- Provide more healthy and diverse food choices on campus

GOAL 2
IMPROVE RECREATIONAL INFRASTRUCTURE

- Expand recreational programming and services, including more robust intra-mural sports
- Establish an Aquatic and Recreational Centre in partnership with municipal governments
GOAL 3

FOSTER A HEALTHY WORK ENVIRONMENT

◆ Provide support mechanisms to promote continuous learning and professional development
◆ Recognize, reward, and promote the accomplishments of faculty and staff in support of the campus mission
◆ Show improving results on the annual employee engagement survey

GOAL 4

ENSURE CAMPUS SPACES ARE WELCOMING AND INCLUSIVE

◆ Ensure that every campus building is accessible to everyone
◆ Become more LGBTQ+ supportive, such as by establishing a gender-neutral washroom in every campus building
◆ Ensure classroom desks are safe and suitable for all students
◆ Improve wayfinding signage
Grenfell’s successes with respect to research and creative works have grown significantly. The results of these activities strengthen the economy, spark and support innovation, generate knowledge, address social needs, enrich culture, protect natural environments, and provide invaluable opportunities for students to deepen their learning, hone their skills, and become better equipped to achieve success. In March 2019 nearly one quarter of Grenfell’s tenured and tenure-track faculty held external research grants; currently, 16 faculty members hold tri-council grants. More than $2 million in funding was awarded to Grenfell researchers in 2018-19, an increase from $1.5 million in 2017-18. As a result, Grenfell’s research outputs also increased, with faculty presenting their creative and scholarly activity around the globe. During the last three years, our researchers shared their work from across Canada and the U.S. to places that include Iceland, Japan and Australia. They produced almost 700 papers, posters, exhibitions and performances and more than 200 peer-reviewed publications. The offices of Research and Engagement have supported this growth, working with the schools and faculty to foster partnerships; to secure government and industry funding; to establish initiatives that address local, national, and international needs; and to provide support to all researchers. Collectively, Grenfell researchers contribute to an impressive range of scholarly domains.

Faculty supports, such as appropriate equipment and facilities, as well as student research training and mentorship, are key to our success in research and creative activities. Continued growth in research funding will also be needed to support expanded graduate student programming, to provide student research opportunities, and to achieve goals related to research and creative activity.
GOAL 1

INCREASE RESEARCH ACTIVITY WITHIN GRENFELL AND IN COLLABORATION WITH EXTERNAL PARTNERS

- Promote community awareness of research capacity at Grenfell and the potential for research collaborations
- Promote and facilitate research collaboration with Indigenous Peoples
- Increase the total value of external research funding awarded by 50 per cent compared to 2019-20

GOAL 2

INCREASE UNDERGRADUATE AND GRADUATE RESEARCH OPPORTUNITIES

- Provide programming that develops student research skills and enhances research opportunities from first year undergraduate through to graduate levels
- Develop criteria to allow research experience to be added to a co-curricular record
- Increase funding support for student research
- Provide further professional development opportunities for those supervising student research
GOAL 3

ENHANCE INCENTIVES AND SUPPORT FOR FACULTY RESEARCH AND ITS IMPACT

♦ Improve the management of infrastructure and services to establish, sustain, and grow research space and equipment

♦ Provide faculty with enhanced grant-writing assistance and professional development opportunities

♦ Provide more tools and information to assist faculty members to identify and to communicate the impact of their research and creative work

♦ Better promote and celebrate research and creative works
By committing to communities, Grenfell will more fully realize its potential as an academic institution and engine of regional development. Grenfell is an invaluable community resource. In 2018 nearly $80 million of the province’s GDP was linked to activities at Grenfell. Drawing on the knowledge and resources brought by all participants, public engagement involves mutual respect, mutual contributions, and mutual benefits. Grenfell must pursue public engagement in several ways: by embracing efforts to collaborate with others to enhance the economic, social, and cultural vibrancy of its region; by helping to protect the province’s environment; and by ensuring responsible use of its natural resources to maintain a sustainable future. Fundamental to this vision must be an intense commitment to prepare students to become engaged citizens, dedicated to strengthening their communities economically, socially, and culturally.
GOAL 1

DEVELOP A STRATEGY TO CONNECT, EMBED, AND COMMUNICATE ENGAGEMENT EFFORTS

- Produce an annual community report to highlight engagement activities
- Develop regular events to connect students, researchers, professors, and other staff to potential community partners

GOAL 2

IMPLEMENT STRATEGIES TO BETTER CONNECT STUDENTS WITH LOCAL AND REGIONAL COMMUNITIES

- Increase total student involvement in experiential learning by 20 per cent
- Establish a co-curricular record to encourage volunteerism and other extra-curricular activities
- Enhance support for matching students’ skills and employment needs with local and regional employers
GOAL 3

SUPPORT REGIONAL DEVELOPMENT AND SUSTAINABILITY THROUGH RECIPROCAL ENGAGEMENT INITIATIVES

- Develop and improve processes to identify regional needs, opportunities, and priorities
- Expand entrepreneurial activities and supports such as the Navigate Entrepreneurship Centre, MakerSpace and Incubator
- Create a faculty “toolkit” to facilitate and support community-engaged scholarship
THEME 6
INTERNATIONALIZATION

Despite intensified competition from universities worldwide, the number of international students studying in Canada is projected to increase as the country offers competitive tuition, excellent programs, political stability, and relatively easy access to work visas. However, currently more than half of international students attend universities in Canada’s largest cities. While Newfoundland and Labrador hosted only one per cent of international students studying in Canada in 2017, results have improved, especially at the graduate level, with Memorial’s research progress, growing program reputation and diversification, low tuition for international students, and intensified global recruitment. This is also the case at Grenfell where, over the past decade, the number of international students has grown more than four-fold to exceed 200, including 34 graduate students (currently 58 per cent of Grenfell’s total registered graduate students).

Continuing success here is of utmost importance to sustain overall enrolment, to enhance diversity, and to help attract and produce highly educated and skilled newcomers to Newfoundland and Labrador.

According to the 2017 edition of World Education News and Reviews, program excellence is among the top considerations for international students in selecting where to study abroad. It is therefore essential that Grenfell offers outstanding and distinctive degrees, for which it can become widely known. Grenfell must also enrich its celebration of diversity and increase the assistance it provides to international students, facilitating their adaptation, integration, and academic success. This includes enhancing learning support, providing on-site help to navigate government regulations, holding more social activities, improving the means to connect with domestic students and with the local labour market, and recognizing that some international students are also Indigenous Peoples. A recent study concluded that 82 per cent of Memorial University’s international students would stay in the province if they had an attractive job offer. However, in 2013 Newfoundland and Labrador retained only 11 per cent of international student graduates. Domestic students also benefit from exposure to diverse international perspectives. Grenfell must enhance its students’ development as global citizens through curriculum and by encouraging their involvement in study abroad and other multicultural opportunities.
GOAL 1
INCREASE INTERNATIONAL ENROLMENT TO REACH 300 STUDENTS

◆ Establish a funding mechanism to funnel a portion of international student tuition into enhancing international student support and recruitment

GOAL 2
INCREASE EXPOSURE TO GLOBAL AFFAIRS AND INTERNATIONAL EXPERIENCES FOR ALL STUDENTS

◆ Increase participation in international field schools
◆ Establish scholarships for outbound exchange students
◆ Increase student participation in international exchanges by 20 per cent
◆ Strengthen opportunities to study at Harlow Campus
GOAL 3
ENHANCE UNDERSTANDING, INTERACTION AND INTEGRATION BETWEEN INTERNATIONAL STUDENTS, DOMESTIC STUDENTS AND THE BROADER COMMUNITY

- Increase opportunities for interaction between international students and external communities
- Promote multiculturalism both on and off campus
- Develop and implement cultural sensitivity initiatives
- Where appropriate, use multilingual signage

GOAL 4
IMPROVE INTERNATIONAL STUDENT EXPERIENCES AND SUPPORTS

- Enhance assistance to transition to employment and remain in the province after graduation
- Establish a peer mentorship program for international students
- Enhance campus space dedicated to international students
In a post-secondary context, Indigenization refers to a set of processes that seek to integrate Indigenous ways of knowing, being, and doing throughout a university. It moves beyond a paradigm focused primarily on offering support services to Indigenous students, to one that acknowledges the value of Indigenization at all levels as a positive pathway forward for the institution and a way to participate meaningfully and actively in reconciliation. It also recognizes the importance of place. How Indigenization unfolds at Grenfell Campus may be different from how it occurs at another university. Basic to Indigenization is the importance of how something is done, often referred to in Indigenous terms as doing things “in a good way.” This means doing things in new and different ways, and requires guidance from Indigenous Peoples.

Memorial University is completing a Strategic Indigenization Plan to provide guidance and to set goals in light of the 2015 Truth and Reconciliation Commission of Canada Report’s 94 calls to action. With guidance from Indigenous Affairs staff, Grenfell Campus must actively participate in Indigenization and continually seek to establish, maintain, and nurture good relations with Innu, Inuit, and Mi’kmaq communities across the province. Grenfell must also expand efforts to listen to and better serve its current and increasing numbers of Indigenous students. These efforts must extend to staffing, curriculum development, professional development, cultural gatherings, campus aesthetics, community engagement, marketing materials, and online presence. The goals identified below may expand based on recommendations in the Indigenization plan currently being developed for Memorial University.
GOAL 1

INCREASE THE ENROLMENT AND RETENTION OF INDIGENOUS STUDENTS

- Increase the number of Indigenous students by 10 per cent
- Increase Indigenous enrolment from Labrador by 10 per cent
- Increase enrolment of Indigenous graduate students by five per cent

GOAL 2

INCREASE INDIGENOUS PROGRAMMING

- Work towards developing an Indigenous course requirement in undergraduate studies
- Establish an Indigenous studies minor
- Enhance Indigenous mentorship programs
- Increase knowledge and understanding of Indigenous Peoples through training for students, staff, and faculty
GOAL 3
INCREASE HUMAN RESOURCES AND EXPERTISE ON CAMPUS TO FACILITATE INDIGENIZATION

- Hire a second full-time staff member for the Indigenous Resource Office
- Use targeted hiring to increase the number of Indigenous professors
- Work in partnership with Indigenous communities to create an elder-in-residence and an elders’ council
- Increase reciprocal and respectful research partnerships

GOAL 4
INCREASE THE PRESENCE OF INDIGENOUS AESTHETICS ON CAMPUS

- Design signage in Indigenous languages
- Place Indigenous artwork around campus
- Develop a plan for an Indigenous House on campus
While sustainability is a complex issue, Grenfell has particularly strong potential as it relates to the environment. People are attracted to Western Newfoundland for its spectacular natural setting. Tourism is a major revenue source that the provincial government identifies as having tremendous economic potential, particularly in areas like Gros Morne, a UNESCO world heritage site located an hour’s drive from Grenfell Campus. The extensive natural beauty of the province demands environmental awareness, stewardship, and sustainability. These have become strong themes at universities worldwide, reflecting growing awareness of global challenges like climate change and the problem of non-recyclable waste. However, the province lags behind when it comes to environmental protection, partly because its difficult financial state makes the cost of introducing new services prohibitive. Grenfell Campus, in distinguishing itself academically in environmental science and environmental policy, can help change this situation. It must embrace the commitment to become a green campus and to collaborate in the broader community to protect and promote the region’s natural beauty and to ensure sustainability.
GOAL 1

INCREASE THE ENVIRONMENTAL SUSTAINABILITY OF CAMPUS OPERATIONS

- Reduce litter, increase waste diversion, and encourage recycling on campus
- Establish extensive organic composting on campus
- Abolish plastic bottles and other non-biodegradable eating utensils and plastic bags
- Increase the capacity of outdoor garbage and recycling bins in strategic areas
- Reduce energy consumption and greenhouse gas emissions on campus

GOAL 2

INCREASE FOOD PRODUCTION AND SUSTAINABLE FOOD INITIATIVES ON CAMPUS

- Expand and better use community gardens
- Establish and use a year-round greenhouse on campus
GOAL 3

ENHANCE AWARENESS AND RECOGNITION OF, AND CONTRIBUTIONS TO, ENVIRONMENTAL SUSTAINABILITY

- Maintain and grow mechanisms for sustaining environmentalism, such as the Green Revolving Fund and the Sustainability Award
- Demonstrate ongoing commitment to the operations of the Grenfell Campus Sustainability Committee, with direct reporting to the vice-president (Grenfell Campus) via Campus Council, and liaising with the St. John’s campus’s University Sustainability Committee
- Leverage faculty, staff, and student expertise in greening the campus
Alumni and retired employees are part of Grenfell’s extended family. Yet, communications with them has been sporadic. Both groups are outstanding campus ambassadors and potential mentors for current students, and they can help with recruitment and fundraising. With the establishment of undergraduate and graduate degrees, the number of Memorial alumni who identify with Grenfell has grown rapidly and substantially. Many harbour a strong attachment to Grenfell because of the exceptional quality and pronounced sense of community that characterized their university experience. This is especially marked among graduates of cohort programs, namely fine arts and nursing, where students spend a great deal of time together. Attachment to Grenfell should be actively cultivated among all graduates. Similar effort must be made with retirees, who, often for decades, demonstrate tremendous dedication and make invaluable contributions to Grenfell’s development and success.
GOAL 1
INCREASE ENGAGEMENT WITH GRENFELL ALUMNI AND RETIREES

- Encourage development of alumni groups
- Increase involvement of retirees in campus events
- Leverage alumni and retirees to help with recruitment
- Involve alumni and retirees as student and career mentors
- Encourage alumni and retiree participation in teaching and learning
- Hire one full-time staff member dedicated to alumni and development and establish an operational budget for this portfolio
- Develop an alumni and development action plan
- Build a comprehensive database of Grenfell alumni

GOAL 2
INCREASE DONATIONS AND FINANCIAL SUPPORT FOR GRENFELL PROGRAMS, FACILITIES AND INITIATIVES

- Increase the monetary value of donations by 20 per cent
- Build a comprehensive list of funding prospects
- Prioritize and pursue fundraising initiatives
Keeping in mind that the Strategic Plan is an aspirational document rather than a binding and contractual one, each school and administrative unit will – through its associate vice-president, dean, or director – develop, pass, and present an action plan identifying how it will contribute and when those contributions will take effect. This will occur within six months of this plan being adopted. Annual reports will track progress. At the two-year mark, an assessment will determine if modifications to the plan are necessary.
CONSULTATION

Development of this new plan began in late 2018 with aims to develop new ideas and approaches, to build on strengths, to address challenges and to respond to new realities and trends. A Strategic Plan Steering Committee (Appendix A) initially solicited feedback from a broad selection of stakeholders to produce a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis. Consultations on drafts of the plan followed with faculty, staff, students, administrators, other Memorial University campuses, communities throughout Western Newfoundland and Labrador, alumni, and retirees, including those living throughout Canada and internationally (Appendix B).

A sense of community and feeling of “home” resonated strongly; respondents emphasized their personal engagement with and connection to Grenfell. The following themes were also prominent: Grenfell’s embracing of diversity; its excellent reputation in the fine arts; its increasing success in internationalization; its need to Indigenize; its strong connection to surrounding locales; and its expertise and tremendous potential to become a regional leader in environmental programs, agriculture, forestry, entrepreneurship, and innovation. Linking these themes is a deep commitment to contribute to internal and external communities, and particularly within Newfoundland and Labrador, as well as the determination to harness Grenfell’s capacity to do so.

Consultation also identified challenges. Among these are a declining and aging population in Western Newfoundland; program capacity that, in several areas, is misaligned with demand; and significant and rising infrastructure challenges caused by both the deterioration of existing facilities and the need for new space.
Data helped identify important trends and relevant best practices. Globally, technology increasingly shapes daily life through multiple electronic means. Internet-based education is expected to exceed $70 billion in revenue by 2020. The number of online courses offered through Canadian universities increased by 11 per cent from 2011 to 2016, accounting for 16 per cent of all Canadian university course registrants.

An aging population, with a greater life expectancy, is resulting in more people returning to school for upgrading, retraining, and the pursuit of lifelong learning. This population will require a diversity of learning options, including a broad suite of online courses leading to diplomas, certificates and degrees. With an aging regional population, Grenfell is well positioned to address lifelong learning needs among older adults and to conduct aging-related research through ARC-NL.

Globalization requires graduates with broad knowledge, particular skills, and keen cultural awareness. Global economic trends point to newly rising areas, particularly the Indo-Pacific region, from where more international students are coming. The total number of international students worldwide continues to increase – from 2.1 million in 2001 to 4.6 million in 2017 – and Canada is the fourth-ranked study destination in the world for these students. As of 2018 there were 572,000 international students studying in the country (up 73 per cent from 2014). However, there is also growing competition to attract these students, including from universities in formerly non-traditional destinations. Juxtaposed to globalization is increased attention on improving the local environment, which has implications for personal lifestyles and well-being. This set of concerns is reflected in a growing commitment to environmentalism and sustainability, the use of organics, and the expansion of social enterprises. According to a 2015 survey, 66 per cent of global consumers were willing to pay more for sustainable brands, up from 50 per cent in 2010.

The university’s role in contributing to community well-being must include care for the welfare of students and its employees. According to a 2018 report in the Canadian Higher Education in Review, student wellness ranked as the third most important issue facing Canadian universities. The 2018 National College Health Assessment Survey reported that over a one-year-long period, 18.7 per cent of university students experienced depression and 33.2 per cent said they had dealt with debilitating stress. Well-being is often tied to attaining meaningful employment; not surprisingly, students and governments are looking to universities to provide programs that assist graduates to move more readily into the labour market. In 2019, 1,082 Canadian employers collaborated with post-secondary institutions to offer work placements, and the 2019 federal budget pledged $600 million over five years to create an additional 20,000 student work placements.

Of both national and local importance is the 2015 Truth and Reconciliation Commission’s (TRC) calls to action. As the TRC emphasizes, universities across the country have an obligation and a key part to play in helping to redress historic wrongs. Its lead commissioner, Justice Murray Sinclair, famously stated, “Education has gotten us into this mess, and education will get us out.” Universities also have an obligation to support the Indigenous population in accessing post-secondary opportunities. Currently, approximately 12 per cent of Indigenous Canadians have university education or a post-secondary degree, compared to 31 per cent of non-Indigenous Canadians. The Indigenous population in Canada is growing, expected to reach 5.3 per cent of the country’s population by 2030, and, with 39 per cent being under 25 years old, is younger than the national norm. According to the 2016 census, the district in which Grenfell is located is home to 31,290 people, 7,935 of whom (about 25 per cent) are Indigenous, a concentration three times higher than the provincial average. Grenfell is located in close proximity to the province’s French Shore and its largest concentration of Indigenous peoples whose interests and needs it must help to advance.

Western Newfoundland experienced more than a 15 per cent population decline over the past decade. Furthermore, in the decade to come, the percentage of residents aged 15-24 years is projected to shrink by 0.4 per cent and those aged 60-74 years to increase by 2.4 per cent. Western Newfoundland’s immigration rate is low; from 2011-16, a mere 185 people came to Corner Brook from another
country. Moreover, only 1,540 people moved here from another province. While Statistics Canada classified only 1.5 per cent of Corner Brook’s population as “visible minorities” in 2016, about 30 per cent of Canadians will fall into this category by 2030. Grenfell has demonstrated its ability to attract immigrants and international students to the region. Its commitment to celebrate diversity and multiculturalism is underlined by the fact that WelcomeNL’s western office is located on the campus. This affiliation positions Grenfell as an obvious choice for these newcomers, whom we can educate and prepare to make meaningful local, provincial and national contributions.

Grenfell, like Memorial University and universities across Canada, has been operating in a challenging fiscal environment. The past three years have brought significant reductions to its provincial grant. These cuts have hit particularly hard because, with its low tuition, Memorial University derives almost 85 per cent of its funding from the provincial government, whereas in many parts of Canada the provincial grant accounts for less than half of university revenue. Future government funding will likely remain tight, and the province will continue to face a large deficit. Annual growth in the provincial gross domestic product (GDP) from 2007 to 2019 was only 1.88 per cent. In 2018, Newfoundland and Labrador was the only Canadian province to record a negative GDP. The province’s unemployment rate is predicted to remain high, likely the highest in the country. Grenfell has responded to these challenges by pursuing efficiencies and alternative sources of external support. Continuing fiscal and economic challenges must be considered as Grenfell assesses program and course delivery, teaching and research, student services, deferred maintenance needs, and new projects. Grenfell must also address its special obligation to the people of the province through teaching and research that helps to foster innovation, economic development, and social and cultural enhancement.

As part of a multi-campus system, Grenfell must also align its aims to the broad priorities of Memorial University as a whole. The 1989 Staveley Report, endorsed by Memorial University’s Senate and Board of Regents, mandated the then Sir Wilfred Grenfell College to “develop undergraduate programs and pedagogical approaches that would complement and support the overall aims of Memorial.” Currently, those aims are articulated in Memorial University’s frameworks on teaching and learning, research, and public engagement, and in Memorial’s upcoming Indigenization Strategy. In line with the longstanding commitment of “valuing and supporting Memorial’s special obligation to the people of Newfoundland and Labrador,” these documents stress the need for...

**TEACHING AND LEARNING THAT IS:**

- Student-centered
- Engaging and transformative
- Advancing Indigenization
- Facilitating ownership of learning
- Responding to the diversity of learning styles
- Improving retention and time-to-degree completion appropriate for different students
- Better preparing learners for post-graduation success
- Augmenting teaching-related professional development
RESEARCH THAT:

- Addresses provincial needs and opportunities
- Emphasizes institutional strengths and areas of strategic opportunity
- Engages in matters of national and international significance
- Contributes to teaching and learning
- Links the university to community partners and collaborators locally, nationally and internationally
- Supports pure and applied scholarship
- Contributes to an understanding of the human experience

AND PUBLIC ENGAGEMENT THAT:

- Seeks to make a positive difference, mobilizing knowledge, expertise, and resources in support of the public good
- Builds greater capacity for partnerships and collaborations with the public
- Cultivates the conditions for the public to engage with Memorial

SOURCES


Memorial University of Newfoundland, Frameworks on Teaching and Learning, Research and Engagement. www.mun.ca/president/initiatives/frameworks.php

National College Health Assessment Survey. www.aca.org/ncha


Okanagan Charter of Health Promoting Universities and Colleges. www.healthpromotingcampuses.ca/okanagancharter
APPENDIX A
STRATEGIC PLAN STEERING COMMITTEE

Anthony Adey – Former International Student Recruitment Officer
Mary Andersen – Indigenous Student Representative
Sylvia Bennett – School of Science and the Environment
Kelly Anne Butler – Indigenous Resource Officer
Stephen Decker – Environmental Studies
Jason Dicker – Student Representative
Mary Feltham – Student Representative
Robert Gallant* – Computational Mathematics
Pamela Gill – Communications Manager
Shanice Guy – International Student Representative
Melissa Halford – ESL Co-ordinator
Todd Hennessey – Dean, School of Fine Arts
Jeff Keshen – Vice-President
Madonna Manuel – Former Director, Western Regional School of Nursing
Louise McGillis – Associate University Librarian
Nicole Miller – Co-ordinator International Programming
Kryston Munnings – Student Union Representative
Michele Piercey-Normore* – Dean, School of Science and the Environment
Newton Pritchett – Director, Information Technology Services
Andrew Testa – Visual Arts
Jacqueline Walsh – Business
Clarisse Uwamahoro – Graduate Student Representative
Note-taker: Victor Vaidex – Graduate Student

*Co-chairs
APPENDIX B
LIST OF CONSULTATIONS

In October 2018 the Grenfell Campus Strategic Plan Steering Committee was formed. As detailed below, during the following year, it facilitated numerous consultation sessions with internal and external stakeholders, first to generate a SWOT analysis, and then to provide feedback on draft versions of the plan.

COMMUNITY CONSULTATION SESSIONS

- April 26: Corner Brook
- March 12: Stephenville
- March 14: Port aux Basques
- March 19: Happy Valley-Goose Bay
- March 20: Labrador City-Wabush
- March 26: Norris Point
- March 27: St. Anthony

GRENFELL CAMPUS CONSULTATIONS

FEBRUARY: Bookstore, Bursar’s Office, Human Resources, Conference Services, Custodial and Maintenance units, Campus Enforcement, Housing, Information Technology Services, Administration and Finance, Registrar’s Office, Student Services, Recruitment, Marketing and Communications, Research Office, Graduate Studies, Engagement, Library, School of Science and the Environment, School of Fine Arts, School of Arts and Social Sciences, Western Regional School of Nursing, Canadian Forest Service

MARCH: Grenfell Campus Leadership Group, Grenfell Campus Community Advisory Board

MAY: Electronic survey circulated to the Memorial University multi-campus system, to Grenfell Campus students and to Grenfell Alumni

OCTOBER: Student body representatives at Grenfell (Grenfell Campus Student Union, Grenfell Campus Graduate Students Society, Indigenous Students Caucus, International Students Caucus)

NOVEMBER: Full day of open drop-in sessions, Vice-President’s Council, School of Science and the Environment, School of Fine Arts, School of Arts and Social Sciences, Western Regional School of Nursing, Grenfell Campus Leadership Group, Grenfell Campus Community Advisory Board

MONTHLY DURING WINTER 2019 AND FALL 2019 ACADEMIC TERMS:
Grenfell Campus Council