

Academic Program Review (APR) Self- Study Report

DEPARTMENT OF HISTORY

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

February 2013

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SECTION 1

Introduction

1.1 Introduction

According to the guidelines provided by the Academic Vice-President, the purposes of the Academic Program Review (APR) at Memorial University are:

- *to evaluate the quality, success, and role of academic units and programs in the fulfillment of their own and the University's mission and strategic goals*
- *to encourage academic planning, innovation and improvement in units and programs*
- *to provide an occasion for units and programs to identify opportunities and find ways to pursue them*
- *to avail of fresh perspectives from colleagues outside Memorial.*¹

These guidelines suggest that the ‘APR should be regarded as formative. That is, it is an opportunity for the unit or program to work collegially to find ways of improving upon what it does.’²

We have developed this self-study to demonstrate how the Department of History currently aligns itself with the priorities and values articulated in the three strategic framework documents—research, teaching and learning, and public engagement—and will work to strengthen our approaches in these areas in the years to come. While a final Capstone document will unify these three separate frameworks, this has only just been released (6 February 2013) in draft form and has yet to be formally approved. Nevertheless, we are conscious of the need to ensure this review is meaningful which requires that we situate our own planning and goals within this larger institutional framework as it will guide university planning through 2020. As Dr. Kachanoski recently said, ‘[The Capstone document] will be an important guide for the university from now until 2020, as we make resource allocation and other decisions. Unit plans will need to align with the goals and objectives of the frameworks and the vision, mission and core values expressed in the Capstone.’³ In assessing our own progress and preparing for the future, we have endeavoured to align our unit’s planning with the priorities and objectives of the university and to demonstrate our commitment to achieving

¹ Procedures for the Review of Units and Programs, http://www.mun.ca/vpacademic/unit_program_review.php.

² Procedures for the Review of Units and Programs, http://www.mun.ca/vpacademic/unit_program_review.php.

³ Quoted in Memorial University, ‘New “Capstone” brings together university frameworks, other plans,’ *MUN Today*, 6 February 2013, http://today.mun.ca/news.php?news_id=8218.

the vision, mission, and core values that are encapsulated by the three frameworks and the university's Capstone document.

The Department of History welcomes the opportunity to evaluate our programs and to reflect on our strengths and contributions to research, teaching and engagement. Most importantly, we have used this as an opportunity to begin to plan anew for the future and to develop a cohesive strategic vision for the department. We look forward to working with the Academic Program Review Panel, availing of fresh perspectives from colleagues outside of the university, and implementing recommendations that will help us succeed as scholars and teachers.

1.2 History Faculty and Department Structure

The Department of History has a full time teaching complement of twenty, including seventeen tenured or tenure-track faculty, two three-year regular term appointments, and an eight-month appointment. This represents an exciting change in the life of our department. In our last APR, the department identified faculty renewal as its primary need. Like much of the University we had seen little growth through the 1990s and were facing the imminent retirements of many senior colleagues. Since that time retirements, departures and one untimely death, coupled with a new commitment to renewal at Memorial, has led to the hiring of ten new faculty members.

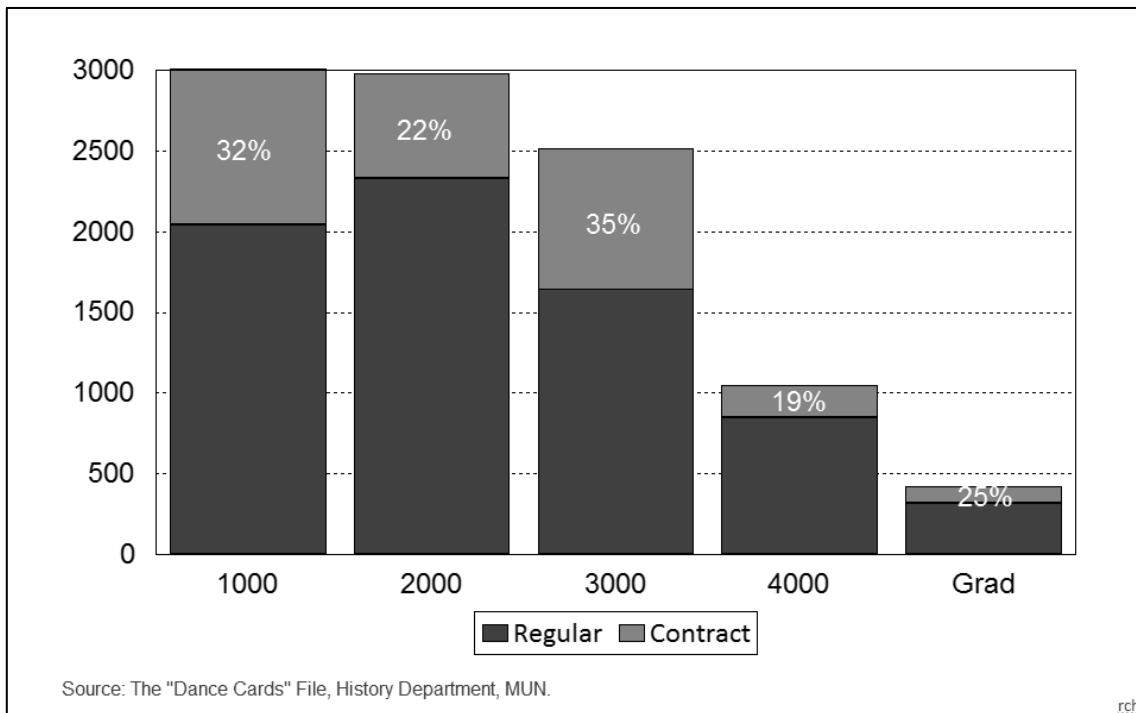
Faculty change and renewal is an ongoing process and even as we welcome new young colleagues we need to plan for future needs. In fall, 2012 all departments in our Faculty were asked to submit a four-year hiring plan. Within the next year History will lose two senior members to retirement, one in medieval history and the other in the global history of imperialism. We have identified these research/teaching areas as important fields which build on our undergraduate teaching strengths and provide for exciting expansion at the graduate level. Additionally our most recent three-year term appointment in aboriginal history not only fills a long-time gap in the department's North American expertise, but also is strategically important given the university's commitment to Aboriginal Studies and research (see Appendix 1).

The department is managed by the head, currently Dr. Sean Cadigan, in accordance with the terms of the collective agreement, university policy, and departmental policies and procedures (see Appendix 3). The head chairs a policy committee, which reports to departmental council. The council is made up of all ASMs as well as graduate and undergraduate representatives in the department. The undergraduate and graduate committees work under the aegis of

departmental council and their chairs sit on policy committee. The committees run the business of the department and submit proposals to policy committee which in turn may submit these for the consideration of council.

The History Department is at an exciting place in its history. This report reflects the department’s consensus that all members make significant contributions to the life of the unit and will continue to do so as we work collectively to meet our goals of achieving excellence in research, teaching and learning, and public engagement.

Chart 1A: Comparison of Full- and Part-Time Instruction by Level



Note: Contractual appointments include PhD candidates teaching in the department as a part of their program.

1.3 Administrative Support

The History Department has two full time office staff: Fran Warren, Administrative Specialist and Renee Clowe, Head’s Secretary. Ms. Warren administers the department’s general budget as well as faculty external grants. She also maintains department teaching records and works closely with the Graduate Coordinator in administering the graduate program. As the senior staff person, she is also Ms. Clowe’s immediate supervisor. Ms. Clowe is the ‘frontline’ welcome for students and other department visitors, administers the day to day business of the

undergraduate program and acts as secretary to the head. In effect, Ms. Clowe serves as the departmental secretary.

Members of the self-study committee met separately with Ms. Warren and Ms. Clowe. Both women expressed general job satisfaction and believed that their workloads were appropriate. Ms. Warren indicated that record-keeping—particularly long-term record management as it intersects with evolving information and privacy legislation—is a growing issue at the University and perhaps requires some clearer policies and training. She also spoke frankly about her plan to retire in approximately two and a half years, a fact which points to the need to plan for a significant personnel change. Ms. Warren has been in the department longer than most faculty members and her vast knowledge of the administrative workings of the department and the university will be hard to replace.

Ms. Clowe is extremely efficient and hard working. She expressed an interest to avail herself of opportunities for further training, particularly on budgetary matters. The committee feels that the department should support this initiative, not only for Ms. Clowe's own professional growth, but as a way to ease the anticipated transition issues which will arise with Ms. Warren's retirement.

1.4 Space

As at most Canadian post-secondary institutions, space at Memorial is at a premium while renewal of infrastructure is an ongoing process. All office space is currently used by full-time faculty. Most offices are on the fourth floor of the Arts and Administration Building, while four faculty members have offices in the basement of the Henrietta Harvey Building. There is no additional space for sessional or per course instructors. MA students share a central office in the Department and a smaller one is used by the PhD students.

The department has one designated teaching space, a seminar room which doubles as our major meeting space. In the past three years, the department has twice successfully applied for funds from the University Classroom Teaching Infrastructure Development Fund (CTIDF) to upgrade our seminar room and library room. The addition of a smart board and projector, together with new seating has greatly improved the functionality of this central department space. The department looks forward to taking advantage of this funding opportunity in future to address concerns related to re-purpose or re-develop existing space for social and networking purposes related to graduate and undergraduate learning.

1.5 Self-Study Preparation and Methodology

This self-study document was produced through a collaborative effort between faculty, students and staff, spearheaded by a five-member committee composed of Terry Bishop Stirling (Assistant Professor), Shannon Conway (Honours BA Student and Undergraduate Representative), Trevor Ford (MA Student and Graduate Representative), Mark Humphries (Assistant Professor), and Robert Sweeny (Professor). The committee also met frequently for advice and consultation with department head Sean Cadigan, although he remained at arm's length from the actual process. It held open consultation sessions for all faculty, students and staff and solicited feedback in writing from all interested parties.

On 4 November 2012, representatives from the Vice President Academic's Office, the Office of the Dean of Arts, and the Centre for Institutional Analysis and Planning (CIAP) met with department ASMs, students, and staff. This meeting laid out the objectives of the APR and explained differences between the process in 2012–13 and the last time a self-study was written in 2002. It was suggested that the self-study produced by the Department of Geography was a good example of the type of document we should look to create within an Arts context. We left the meeting with a two-fold understanding of our task:

- *To use this as an opportunity to reflect on the state of the department in 2012–13 and to examine how the department has evolved and changed since the last APR in 2002*
- *To plan for the future, setting goals and establishing strategies for the department in the context of the finalization of the three strategic framework documents*

The forward-looking nature of this document was emphasized repeatedly as was the premise that this was to be a formative process.

At our first scheduled department meeting following the beginning of the APR process, each ASM was asked to submit a copy of her or his CV to the department and it was explained that the APR self-study committee would also examine current course outlines on file in the department (as well as the most recent copies available for members of the department not teaching this year). The APR committee first met in early November (after electing student representatives) and established a schedule for a series of consultation meetings with the department on research, engagement, and teaching; determined that an undergraduate student survey would have to be conducted; devised a series of questions to submit to both the undergraduate and graduate departmental committees; and developed a second set of questions for the graduate and undergraduate students to be addressed through their elected representatives. The committee also began to examine both departmental CVs and course outlines. These initial steps were taken to allow us to identify departmental strengths as well

as areas that might require further discussion in order to establish a cohesive vision for the future.

We received our reports in a timely fashion from both departmental committees and the student representatives in late November. As classes ended on 30 November, it was determined that it would be impossible to conduct a meaningful student survey in the fall semester of 2012 and this was scheduled for late January 2013 (so as to give students enough time in their winter classes to make their feedback meaningful).

We held our first information session, open to department ASMs, students, and staff, in the second week of December where we presented the preliminary findings of our analysis of departmental CVs. We also laid out a proposed schedule suggesting that we hold two further two-hour consultation sessions in early January (given Christmas break), the first on research and engagement and the second on undergraduate and graduate teaching.

Before each of these consultation sessions, which were advertised as open to all ASMs, students, and staff, we circulated a series of questions and topics for discussion, based on the committee reports, student feedback, and our own analysis of the CVs and course outlines. These sessions were each two hours in length and were collegial in nature. We discussed various issues that had been raised and discussed both the goals we should set as a department and the strategies we could meaningfully adopt (given our existing resources) to achieve our objectives. At the end of each meeting we articulated a set of goals and strategies which now form the basis of the recommendations in this document. All meetings were well attended by a cross-section of ASMs and students at various stages in their careers, given the variable requirements of teaching, learning, and service outside the department.

At each stage of the process, the APR self-study committee also solicited feedback from faculty and staff, offering to meet with ASMs individually if requested and encouraging submissions via email or letter. The committee met with Fran Warren, our Departmental Administrative Specialist, and Renee Clowe, the Departmental Secretary. We also received written or verbal feedback from nearly half the department's members who were not involved directly in the APR committee's work. These have all been considered by the committee and incorporated, where appropriate, into this report.

The head also solicited feedback from department members, verbally and in writing, on suggestions for individuals who might be nominated as internal and external members of the APR review panel. Several suggestions were made and these, along with the head's recommendations, were submitted to the Dean of Arts office.

In late January the undergraduate student survey was conducted in 18 classes, comprising a total of approximately 500 questionnaires. The results (339 responses) were compiled with the assistance of Ms. Renee Clowe and analyzed by the committee. All ASMs teaching a course in winter 2012 participated in the survey which ensured its success. Meanwhile, statistical questions were submitted to both CIAP and Departmental Administrative Specialist Fran Warren. Ms. Warren was especially helpful in providing detailed responses to inquiries and helping committee members find answers to their questions. The CIAP Annual Fact Books were also consulted.

A final consultation session was held in early February to present an eight-page draft outline of the APR requirements as well as the proposed content and structure for this self-study document, detailing the main departmental goals as well as the specific objectives that had arisen from the consultations within the research and teaching sections. At this scheduled two-hour meeting, the committee went through each heading in this document and explained what would be written under that section, pausing for feedback and discussion after each section. This was done to ensure that the committee and the departmental community were agreed on the approach we would take towards drafting this document before the actual process of writing began. At that meeting, several meaningful suggestions for revision were made by ASMs and we left with a consensus that those at the meeting were ready for the committee to begin writing a document, based on the draft outline. Formal approval or rejection of the document would take place at a scheduled department meeting once the entire department had a chance to review the final version of the self-study.

Each faculty member was given the opportunity to participate in the writing of this document by submitting examples that would illustrate our teaching practices and our research productivity, impact, and engagement. The APR committee is thus pleased to present a self-study which was produced through a collaborative, collegial process involving at one stage or another, all ASMs in the department as well as students and staff. We believe that the document produced by the Department of History is reflective, thoughtful and, most importantly, formative. We look forward to listening to and learning from the external review panel and moving onto the next stage in the process.

SECTION 2

Looking to the Future: Aligning the Department with Memorial's Vision and Strategic Frameworks

2.1 Introduction

In 2011–12 three new strategic frameworks were adopted at Memorial University which have guided the preparation of this self-study. This section examines the progress that the department made since its last APR in 2002; the development of this new strategic planning context anchored by the research, teaching and learning, and public engagement frameworks; and the development of the department’s objectives for the future. It lays the basis for subsequent sections which will, in turn, examine how the department is contributing to research, teaching, and public engagement at Memorial. It ends by proposing four key strategic goals that will motivate the life of the department and its members in the years to come.

2.2 Background

The Department of History has gone through two Academic Program Reviews (APRs), the first in 1980 and the second in 2002. The last Program Review Panel determined that the Department of History was then at a crossroads ‘following the loss of an extraordinarily high number of productive and respected faculty members through death, retirement, or departure to other universities, as well as alterations in the shape of the bachelor’s degree.’⁴ The panel’s recommendations are summarized in their conclusion that ‘Long-term planning, the appointment of new faculty and a new head, the allocation of appropriate space, [and] the availability of such resources as computers and research funds for graduate students, and the reorganization and revitalization of studies related to Newfoundland and Labrador will ensure that it flourishes in the decades to come.’⁵

In 2013, the Department of History is, in many ways, a very new department compared to the one that existed in 2002. Since the last APR, the department has hired ten full-time faculty members to support long-standing teaching and research strengths in the department while expanding into new areas. Today our seventeen full time faculty members approach history in diverse ways and we see this as a significant strength. But we also have important clusters of

⁴ Academic Program Review Panel (APRP), *Report of the Academic Review Panel: Department of History, Memorial University* (St. John’s: Memorial University, March 2002), 2.2, accessed at <http://www.mun.ca/vpacademic/histrp.pdf>.

⁵ APRB, *Report*, 6.1.

expertise in Canadian, Atlantic, maritime, global, Newfoundland, environmental, North American, cultural, war and society, medieval and medical history. The strengths of our individual faculty members are complementary and there is remarkably little overlap in our areas of expertise.

This makes it an exciting and vibrant time for the department. Senior faculty members have played—and will continue to do so in future—a vital part in the department’s research, teaching, and service. At the same time, the large number of untenured and newly tenured faculty adds to the energy and potential of the department. We thus look to the future with hope and anticipation. As suggested by the last APR, planning for the future requires that we establish a vision.

2.3 Strategic Context

The development of a new strategic vision for the university has been a long process and the department was reluctant to undertake concrete visioning exercises while the institution’s larger focus was still in flux. But as the university began to finalize its strategic vision for the period 2012–20, the Department of History responded proactively by beginning to plan for the future within the three frameworks adopted by the institution in 2011–12: the Research Strategy Framework, the Teaching and Learning Framework, and the Public Engagement Framework. These three frameworks are now united by the Capstone Document, which has only just been released in draft form.

According to Dr. Kachanoski ‘unit plans will need to align with the goals and objectives of the frameworks and the vision, mission and core values expressed in the Capstone’⁶ as these will provide a guide for decision-making within the institution through 2020. The President’s comments make clear that alignment with the framework and capstone documents will be evaluated in the allocation of resources to departments and other decision-making. Departmental discussions around strategic planning, our goals and specific strategies has thus been framed by the priorities and values articulated in the three strategic framework

⁶ Quoted in Memorial University, ‘New “Capstone” brings together university frameworks, other plans,’ *MUN Today*, 6 February 2013, http://today.mun.ca/news.php?news_id=8218.

documents—research, teaching and learning, and public engagement—and the university’s mission as articulated in the draft Capstone document.

2.3.1 Achieving the University’s Vision and Meeting Our Special Obligation

The draft Capstone document defines our vision for Memorial University over the next seven years (2013–2020) calling on us to become ‘one of the most distinguished public universities in Canada and beyond, and will fulfill [our] special obligation to the people of Newfoundland and Labrador.’ This new vision is an important statement on the university’s place within this province, our country, and the world. It recognizes that ‘the university serves the interests of the people of Newfoundland and Labrador and is intricately woven into the social, economic, cultural and scientific fabric of the province.’ But it also calls on us to expand our definition of ‘place’ as new connections are formed, digitally or physically, with the broader world. Indeed it recognizes our history by pointing out that Newfoundland and Labrador was built not in isolation, but thrived through an intrinsic interconnectedness with global markets, labour pools, and empires. It thus establishes continuity with the past by calling on us as faculty to deploy our expertise to make Memorial a leader in the local, national and international community as we once again ‘launch forth into the deep.’⁷

The Department of History will play an essential role in helping the university to realize this vision. As teachers and scholars, engaged in local, national, and international communities, we enrich the educational opportunities of the people of Newfoundland and Labrador, this country, and the world. We achieve this mission in a variety of ways. Some of us teach about the history of this province specifically, while others situate the history of Newfoundland and Labrador in broader national, transnational (Atlantic and beyond), or global contexts, either implicitly or overtly. Still others achieve this mission by developing knowledge and expertise of the larger world and its shared history which helps foster connections between the local, the national, and the international. The Department of History believes that it is through the diversity of our approaches—and our freedom to explore—that our university will become ‘one of the most distinguished public universities in Canada and beyond’ and fulfill ‘its special obligation to the

⁷ Memorial University, *Capstone Document* (Draft Version), 6 February 2013, <http://www.mun.ca/president/capstone.pdf>.

people of Newfoundland and Labrador.’ Everywhere historians are interested in time, but here this temporal focus is sharpened by our recognition of the importance of place.⁸

2.3.2 Aligning Ourselves with the Research Strategy Framework

The Research Strategy Framework calls on faculty and students to ‘build upon Memorial University’s vibrant culture of creativity, innovation, and research excellence to create, transform, interpret, share, and apply knowledge with integrity, excitement, vigor and purpose.’⁹ While our research activity is fundamental to our teaching and public engagement, it also acknowledges that we have a special obligation to promote the ‘wellbeing of Newfoundland and Labrador, Canada and the world.’¹⁰

The Research Strategy Framework provides four guiding principles that are meant to assist faculty and departments in envisioning and achieving this goal:¹¹

- Valuing and supporting the freedom of researchers to pursue research excellence that is based on their individual and collective intelligence, curiosity, ingenuity and creativity.
- Valuing and supporting all aspects of research including scholarship and creative activities, as well as the translation of knowledge into products, practices and policies, and other forms of community engagement.
- Valuing and supporting Memorial’s special obligation to the people of Newfoundland and Labrador by supporting and building capacity for research excellence that:
 - *Addresses needs and opportunities for our province,*
 - *Engages our researchers on matters of national and international significance,*

⁸ Memorial University, *Capstone Document* (Draft Version), 6 February 2013, <http://www.mun.ca/president/capstone.pdf>.

⁹ Memorial University Senate, Research Strategy Framework, 13 September 2011, <http://www.mun.ca/research/vp/strategy.php>.

¹⁰ Memorial University Senate, Research Strategy Framework, 13 September 2011, <http://www.mun.ca/research/vp/strategy.php>.

¹¹ These four points are quoted from: Memorial University Senate, Research Strategy Framework, 13 September 2011, <http://www.mun.ca/research/vp/strategy.php>.

- *Contributes to Memorial's teaching and learning environment through academic programs of national and international caliber.*
- Valuing and supporting overarching research themes that cut across academic units and address significant opportunities and challenges for which Memorial is particularly well-positioned to build nationally and internationally recognized research capacity.

The Research Strategy Framework is intended to guide researchers at Memorial in achieving four specific goals under the aegis of this broad vision. Specifically:¹²

1. Attract, retain, support and celebrate people engaged in and supporting research
2. Support an environment of research excellence
3. Engage with community partners and collaborators locally, nationally and internationally to create, share and apply research
4. Support fundamental and applied research excellence in areas of strategic opportunity

2.3.3 Aligning Ourselves with the Teaching and Learning Framework

The Teaching and Learning Framework describes Memorial as ‘an inclusive community dedicated to creativity, innovation and excellence in teaching and learning, research and scholarship, and to public engagement and service.’ The university has expressed its desire to attract ‘21st century explorers’ who are defined as ‘students who are willing to pass by many other institutions on their way to a place that offers unique experiences, opportunities, and challenges.’ Our institutional goal is ‘to help our students find their way to become confident adventurers and independent thinkers, and who are curious and self-directed. We want to inspire them to become leaders who will help push the boundaries of a multitude of disciplines

¹² These four goals are quoted from: Memorial University Senate, Research Strategy Framework, 13 September 2011, <http://www.mun.ca/research/vp/strategy.php>.

and professions. We want undergraduate students who are eager to use their creativity and ingenuity to make a difference.’¹³

Central to this mission, is the uniqueness of Memorial—which is the only university in Newfoundland and Labrador—and its special obligation to provide the people of this province with access to university education. But it also acknowledges the evolving nature of this mission and our concept of ‘place’. In the past, the majority of our students came from Newfoundland and Labrador, but as the secondary school population declines—as it is projected to do—the university has increased efforts to attract both undergraduate and graduate students from other parts of Canada and from around the world. Non-traditional learners, looking to advance specific career goals, obtain professional credentials, or achieve personal educational development later in life, provide new opportunities and challenges for the university community.¹⁴

In this context, Memorial strives to be a place where ‘people become’. Here traditional cultural values that emphasize the importance of community and connectedness will be essential to allowing teachers and students to bring people together in the pursuit of our common educational goals. In this regard, we are called on to strive to ‘build community within the university, the province, the nation and the world.’¹⁵

The framework emphasizes the values of **collegiality, inclusiveness, responsiveness, integrity, respect, and accountability**. As teachers we are called on to **build robust relationships** among educators, students, staff, and the community that will ‘provide a foundation for an engaged teaching and learning community.’ **Engaging people** is essential in everything we do and will be accomplished by building partnerships to achieve shared goals and objectives. These opportunities for **synergy** provide students with a variety of experiences both within traditional classroom settings and in environments that challenge them in informal and practical settings. This approach will help make teaching and learning a **transformative** experience for students and faculty alike and promote **life-long learning**. But it demands a

¹³ Memorial University Senate, A Comprehensive Framework for Teaching and Learning at Memorial University, 10 May 2011, http://www.delts.mun.ca/faculty/teachinglearning/TLF_docFNL_Apr12_updt.pdf.

¹⁴ Memorial University Senate, A Comprehensive Framework for Teaching and Learning at Memorial University, 10 May 2011, http://www.delts.mun.ca/faculty/teachinglearning/TLF_docFNL_Apr12_updt.pdf.

¹⁵ Memorial University Senate, A Comprehensive Framework for Teaching and Learning at Memorial University, 10 May 2011, http://www.delts.mun.ca/faculty/teachinglearning/TLF_docFNL_Apr12_updt.pdf.

focus on the student as a learner, calling on teachers to engage with them in a **high quality** discursive curricula intended to achieve **specific learning outcomes** in a respectful, challenging but inclusive environment. In this regard, **providing support** to our learners and each other is essential. This calls on us to **value contributions** by ‘all individuals who are involved in the teaching and learning enterprise’ and share **responsibility** for ensuring that we are effective teaching who promote active learning.¹⁶

The foundational statement of the Teaching and Learning Framework is thus: ‘teaching and learning at Memorial University connects learners and educators to each other, our community and our world, in the service of knowledge generation and exchange and the advancement of society.’ The Teaching and Learning Framework concludes that this ‘initiative is an ongoing endeavour. It is important that the conversation continues and planning commences. We have a strong foundation but there is much work to be done.’¹⁷

2.3.4 Aligning Ourselves with the Public Engagement Framework

The public engagement framework acknowledges the university’s historic place within Newfoundland and Labrador and supports a continued commitment to the people of this province, this country, and the world. When Memorial was first created as a college in 1925 it was intended to be a living memorial to those who fell in the service of the Dominion of Newfoundland in the First World War where sacrifice would be commemorated through the promotion of education and learning. This created a special role for the institution within the province: it was not only a *place* of formal higher education, but also a *focal point* for informal learning, research, and the dissemination of knowledge within the province. As the university has grown and evolved in the decades since the passage of the *Memorial University Act* (1949), this public engagement mission has remained fundamental to the university and its place within our local and global communities.

¹⁶ Memorial University Senate, A Comprehensive Framework for Teaching and Learning at Memorial University, 10 May 2011, http://www.delts.mun.ca/faculty/teachinglearning/TLF_docFNL_Apr12_updt.pdf.

¹⁷ Memorial University Senate, A Comprehensive Framework for Teaching and Learning at Memorial University, 10 May 2011, http://www.delts.mun.ca/faculty/teachinglearning/TLF_docFNL_Apr12_updt.pdf.

The Public Engagement Framework Document summarizes the importance of this mission saying: ‘with the ongoing support and involvement of every segment of Newfoundland and Labrador society, Memorial University has evolved over the past nine decades to become one of the finest universities in Canada. Its aim is to become one of the finest universities in the world for its size and with its place-based mandate. The people of Newfoundland and Labrador continue to view Memorial as being of strategic importance to the social, economic, cultural and scientific development of Newfoundland and Labrador. As Memorial seeks to fulfill its responsibilities to the people of the province, it continues to ensure that the public is involved in its activities and successes and that its intellectual output delivers a direct benefit to that same public.’¹⁸

To realize this mission, the university has set four goals for faculty and students:¹⁹

1. Make a positive difference in our communities, province, country and world.

[this] is an overarching goal for the framework, speaking to Memorial’s desire to have an impact on the world in a positive way and identifying the priority areas that we will support through mobilization of our knowledge, expertise and resources

2. Mobilize Memorial for public engagement

[this] identifies the work the Memorial needs to do internally to support and encourage students, faculty and staff in public engagement

3. Cultivate the conditions for the public to engage with us

[this] addresses working with our partners to create the conditions outside Memorial that will further enable public engagement

4. Build, strengthen and sustain the bridges for public engagement

¹⁸ Memorial University Senate, Memorial University’s Public Engagement Framework Document, 25 September 2012, http://www.mun.ca/publicengagement/memorial/framework/PEF_descriptive.pdf, 3.

¹⁹ Memorial University Senate, Memorial University’s Public Engagement Framework Document, 25 September 2012, http://www.mun.ca/publicengagement/memorial/framework/PEF_descriptive.pdf, 11-2.

[this] focuses on the bridges that connect Memorial with the public—identifying ways that we can build, sustain and strengthen the mechanisms and supports that enable effective collaborations

These goals are understood to be intended to help units and individuals establish ‘common priorities’ and to ‘co-ordinate activities and inform decisions on the allocation of resources.’²⁰

²⁰ Memorial University Senate, Memorial University’s Public Engagement Framework Document, 25 September 2012, http://www.mun.ca/publicengagement/memorial/framework/PEF_descriptive.pdf, 13.

2.4 Current State of Departmental Strategic Planning

In the Department of History, we see research, teaching at all levels, and public engagement as intimately connected and fundamentally inseparable. Activity in any one of these areas naturally supports, facilitates, and intersects with our activities in the other two. In using these three frameworks to plan for the period 2012–20 we have seen research, teaching and learning, and engagement as synergistic and have established our priorities accordingly.

In the summer of 2012, the department struck a strategic planning committee in anticipation of the need for a strategic plan for the Faculty of Arts as a whole—it should be noted that the Faculty plan has yet to be adopted. Our committee consisted of junior and senior faculty, representative of the diversity of approaches and fields within the unit, to write a mission statement for the academic unit. The department unanimously endorsed the following statement:

The Department of History sees history as a foundational discipline within the liberal arts and social science traditions that is essential to an engaged citizenry. It is committed to helping our students gain a greater appreciation of the past and a fuller understanding of the world in which they live. To this end, the department provides a comprehensive programme of study from first-year to graduate studies that reflects its members' interests and research profiles, and the needs of our students. We are also expanding our presence within the university and the community through inter-departmental collaboration, performing administrative service, and by disseminating our research in academic and public forums.

This mission statement speaks to our commitment to achieving excellence in all three strategic areas: research, teaching and learning, and public engagement.

Accordingly, when our department began to plan for the future, we produced a four-year hiring plan—which assumes a continuity of resources and staffing levels—that is intended to maintain and develop our externally funded research capacity, build graduate enrolments, maintaining undergraduate enrolments, and sustain our undergraduate program's integrity (see Appendix 2).

This plan does not anticipate any new resources, but assumes that staffing and funding levels will remain consistent. With this in mind, in the coming years, as faculty who have currently submitted retirement plans leave the unit, the Department of History sees it as essential that we make appointments that both:

- Support areas of strength in our undergraduate curriculum that have proved popular with students and which have been effective conduits for teaching and learning, specifically in the fields of ancient/medieval history and global and conflict history.
- Support the university's strategic commitment to research and teaching in the area of Aboriginal Studies and maintain our capacity to develop curricula and expertise that situates this field in a global context

As a secondary priority we have proposed a position in either American or Early Modern History to build our capacity in these areas.

The unanimous adoption of this plan established that the Department of History 'is committed to the principle that all good university teaching in our discipline must be provided by people who have active programs of research. We expect that every new appointment will, over time, contribute to the development of externally funded research.' We recognize that maintaining undergraduate enrollments while expanding our capacity in graduate teaching and externally funded research in areas of strategic priority are essential to ensuring the future success of our unit and discipline at Memorial.

The three framework documents also describe the importance of partnerships, collaboration, and collegial support for successful research, teaching, and engagement. This is why we have sought to build on existing strengths when planning for the future direction of the department. In doing so, we are seeking to support the research, teaching, and engagement programs of current faculty members—reinforcing existing strengths and building the clusters of expertise—building the capacity necessary to transpose proven areas of the undergraduate curriculum more fully to the graduate program. This will help continue to build the department's research profile and create new opportunities for collaboration in external granting competitions.

Our vision is thus based on the objectives defined by the three strategic framework documents—described fully in Section 2.3 above. We have crafted them in an effort to build on past success and continue to achieve ever higher levels of excellence in research, teaching and learning, and public engagement as we go forward.

2.5 Strategic Goals

The department proposes four overarching strategic goals:

Goal 1: Achieve Excellence in Research

The Department of History will promote a thriving, explorative research culture that will help the university meet its special obligation to the people of Newfoundland and Labrador by building diverse knowledge capacities. We will mobilize our knowledge via high-quality peer-reviewed, interactive, and publically accessible venues, enriching cultural and public policy discourses for the benefit of the people of this province, this country, and the world.

Goal 2: Make our Graduate Program Thrive

The Department of History will grow its graduate program to provide students from this province, this country, and the world with an opportunity to become engaged explorers committed to life-long learning through a high-quality, challenging program built on collaborative relationships and active, cutting edge research programs.

Goal 3: Continued Excellence in Undergraduate Teaching

The Department of History will build on our proven successes in undergraduate teaching by continuing to focus on students as learners, providing support and fostering an environment that will allow individuals from this province, this country and the world to take risks and experiment; continual curriculum renewal will be vital to achieving this goal.

Goal 4: Become the Consciousness of the Community

The Department of History and its members have historically played a vital role in contributing to the cultural activities of the community (local, national and global), our profession, and our national discourse; we are committed to maintaining and building the important relationships that sustain engagement and ensure that our successes are of direct benefit to the public.

In **Sections 3 and 4**, we examine our current position in relation to achieving these goals and propose specific strategies that we feel will allow the department to build on its past successes and continue to thrive well into the future.

SECTION 3

**Realizing our Vision in Engaged
Research**

3.1 Introduction

Memorial University's Research Strategy Framework asks us to 'build upon Memorial University's vibrant culture of creativity, innovation, and research excellence to create, transform, interpret, share, and apply knowledge with integrity, excitement, vigor and purpose.'²¹ As a department, we share the institution's support for a culture that promotes research freedom. We agree that this includes 'scholarship and creative activities, as well as the translation of knowledge into products, practices and policies, and other forms of community engagement.' As a history department, our role in fulfilling the University's special obligation to the people of Newfoundland and Labrador is clear and we work towards this goal by focusing both on addressing the needs of this province as well as engaging matters of national and international significance. We do so by constructing partnerships and focusing on overarching themes that cross traditional disciplinary boundaries while also engaging in traditional historical scholarship as individual researchers working to improve the cultural and intellectual lives of our communities and disciplines.²²

Our department is **well aligned with institutional strategic research themes**. Indeed, members of our department have active research projects in nine of the ten themes outlined in the Strategic Research Framework. Indeed we would argue that no other department in the university is simultaneously engaged in research in all of the following areas: **Aboriginal Peoples; Arctic and Northern Regions; Culture and Heritage; the Environment and Natural Resources; Governance and Public Policy; Information and Communication Technology; Oceans, Fisheries, and Aquaculture; Social Justice; and Wellbeing and Health**. We feel that this will be an exciting time for the department as we look to expand our work in these and other areas.

In this section, we examine how we fund our research and provide case studies that demonstrate our productivity, as well as the impact, and recognition we receive for our research. Because our engagement is derived from our research activities (as well as being linked to our teaching) we also explore how we engage with other members of our discipline,

²¹ Memorial University Senate, Research Strategy Framework, 13 September 2011, <http://www.mun.ca/research/vp/strategy.php>.

²² These four goals are quoted from: Memorial University Senate, Research Strategy Framework, 13 September 2011, <http://www.mun.ca/research/vp/strategy.php>.

our communities (construed both narrowly and broadly), and the general public. While the Department of History must overcome challenges related to securing more external funding in order to continue to excel, we feel that our department is well positioned to flourish in the years to come.

3.2 Supporting and Funding our Research

Individual grants for research in the Department of History have most commonly come from the Standard Research Grant, Insight Development, and Insight Grant programs of the Social Sciences and Humanities Research Council (SSHRC). But significant funding has also been derived from the Canada Foundation for Innovation (CFI), Fortis Inc., Scripps Institution of Oceanography Ritter Fellowship, the Social Economy Research Network of Canada (SERN), the SSHRC Northern Communities Special Call, the ArcticNet strategic network, the Institute for Socio-Economic Research (ISER), the Harris Centre, and the Smallwood Foundation. Depending on the sub-disciplines in which our ASMs work (and work across), funding needs differ. Some scholars require large grants to conduct field work and archival research in difficult to access locations. Others find themselves surrounded by most of the sources they require right here in St. John's.

As indicated by Table 3A, total funding in the department has clearly declined since the last APR, from a high of \$891,428 in 2003–4 to a low of \$216,677 in 2009–10. This decline has been evident both in terms of the average amount of external dollars per full-time ASM (\$52,437 in 2003-4 to a low of \$12,746 in 2009-10) and the ratio of grants to full time ASMs (53 per cent in 2003-4 to 24 per cent in 2009-10). This decline in funding has been cause for some concern in the department and has been accompanied by a correlative decline in the total number of graduate students enrolled in the department.

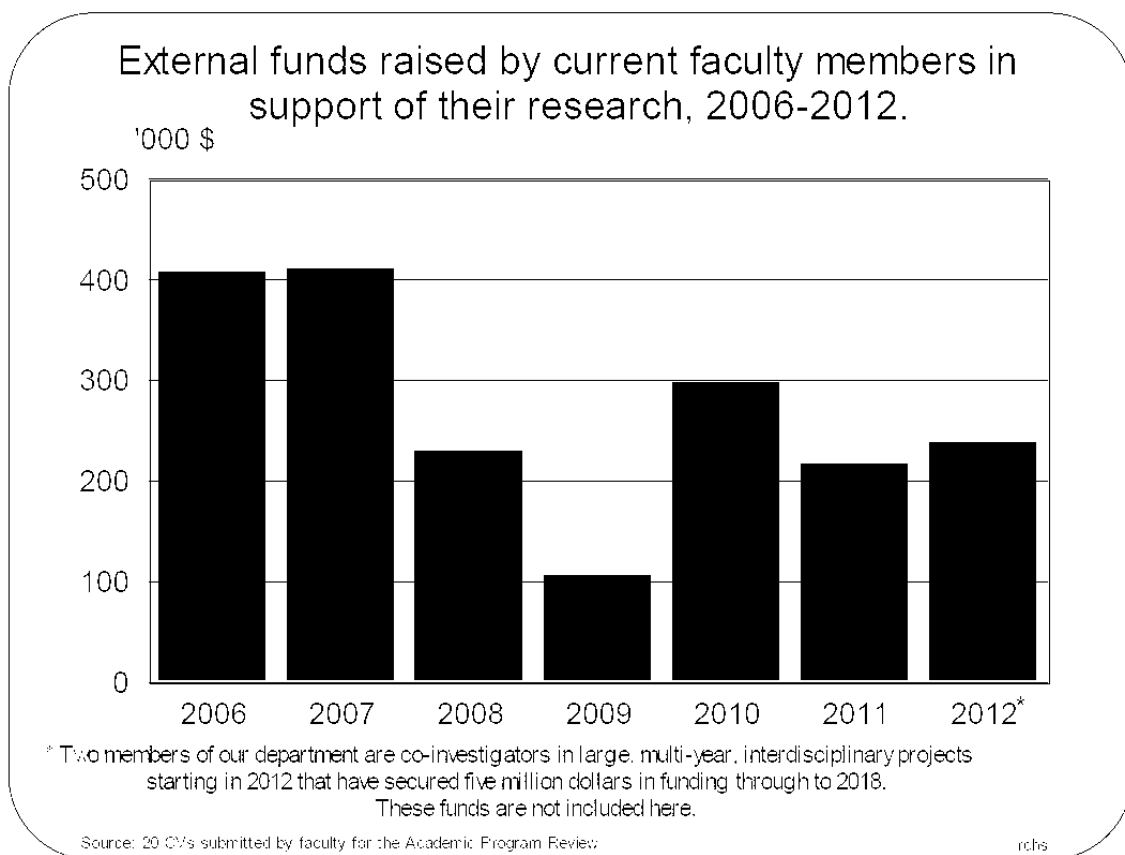
Table 3A: Total External Research Support by Department

	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	2011-12
Dept. Total (\$)	891,428	745,634	719,286	413,934	301,976	251,057	216,677	294,070	-
# Grants	9	7	8	10	7	7	4	6	11
# of ASMs	17	17	17	17	15	16	17	16	18
Avg. per ASM (\$)	52,437	43,861	42,311	24,349	20,132	15,691	12,746	18,379	-
Ratio of Grants to ASMs (in %)	53%	41%	47%	59%	47%	43%	24%	38%	61%

Source: CIAP Fact Books, 2006–2011, http://www.mun.ca/ciap/Analysis/fact_book.php.

Yet the decline is partially explained by the natural cycles which every academic department goes through in the university environment. Between 2003 and 2009 there was an exceptionally large turnover in faculty due to retirements, untimely deaths (including our Canada Research Chair in Irish Studies), and the departure of some prominent researchers who chose to take up administrative positions at other institutions. During this period, a large grant held by one of the members of our department from the Canada Foundation for Innovation (CFI) gradually wound-down and expired. At the end of this period, a number of other senior scholars in the department submitted formal notice that they plan to retire. In essence, this has meant that the department has undergone a rapid and unexpected transition from a unit dominated by senior scholars in the middle or latter stages of their careers a decade ago to one dominated by new scholars pursuing their first external grants. Once the two scheduled retirements take place next year, 59 per cent of the full time ASMs in the department will comprise faculty hired since the last APR—35 per cent will be untenured. This pattern of attrition and renewal has clearly affected total external funding in the department. But it also holds great promise for the future as the department continues to evolve.

Chart 3A: External Funds Raised by Current Faculty Members, 2006–2012



At the same time, ‘official’ numbers contained in the annual CIAP Factbook do not tell the whole story. In our evaluation of the CVs submitted by department members (and attached as Appendix 9), it is important to point out that two of our department members are now part of multi-year, major interdisciplinary projects that will bring in a total of \$5,000,000 in funding between 2012 and 2018. There are also discrepancies between how faculty members report their funding (often by calendar year on the CV) rather than by fiscal or academic years. As illustrated by Chart 3B, faculty have been raising considerable new funds each year.

We thus hold that the future looks bright. Since the lowest point in the cycle in 2009-10, total funding, the number of grants, funding per ASM, and the ratio of grants to full-time ASMs have all begun to climb, reflecting the development of the research programs of both new scholars beginning their careers and senior scholars continuing to pursue their research as they had for the past decade. Junior scholars typically begin by applying for smaller grants such as the new Insight Development Grant (maximum value of \$75,000) or as co-applicants and collaborators. For example, this past year one tenure-track faculty member was a co-applicant on a successful SSHRC partnership grant valued at \$2,498,985 and involving at least 50 scholars at a variety of academic institutions, not-for-profit groups, and public policy centres in this country and around the world. Encouraging and securing partnership grants such as these will clearly be key to increasing research funding within the department in future.

There is good reason to believe that the upward trend which began in 2010-11 will continue well into the near and long-term future. While official monetary figures are not yet available for 2011-12, as of the end of this April 2012, there were eleven external grants held by ASMs in the department—an increase of 83 per cent year over year and the highest number since the last APR. This past fall, eight full time ASMs (42 per cent) also applied for new SSHRC grants as primary investigators or co-applicants. This is a very positive sign and we are proud of our accomplishments in this area, although we understand that we must continue to build on this momentum.

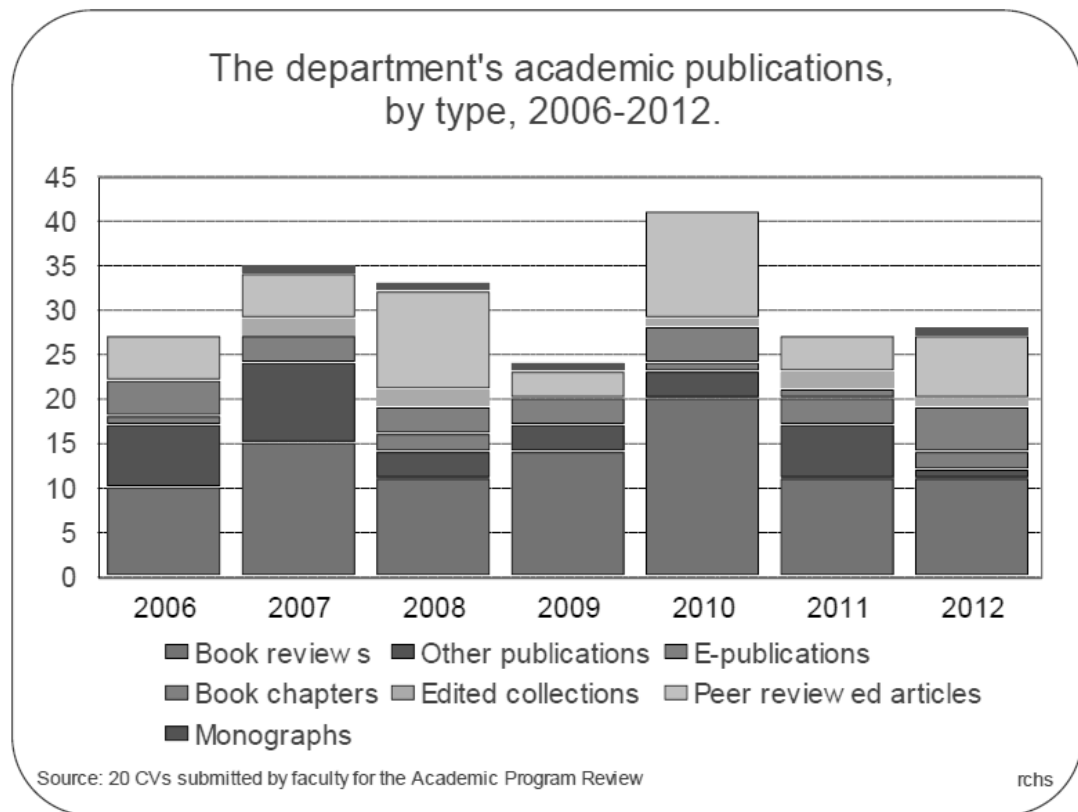
Recognizing that future success will depend on establishing partnerships between ASMs within the department, this past fall the department used funding provided via the Vice-President Academic’s Scholarship in the Arts envelope to encourage the development of new grant applications by a combination of researchers in the department. A total of eleven applications were submitted and ten were approved by policy committee. Each of these represents a partnership between faculty members who are beginning to explore new avenues for potential research with a plan to apply for external funding.

Moving forward, the department will focus on building on this momentum to increase our success in external granting competitions. As discussed below, we will establish a research committee that will be tasked with co-ordinating the research activities of ASMs and promoting a culture focused on research excellence in the department. This committee may choose to organize seminars on grant writing, distribute any available additional internal funding (such as the Scholarship in the Arts fund) so as to encourage grant applications, and to work with ASMs to overcome any administrative or logistical obstacles that might exist in their path. We understand, though, that success will depend on the hardwork and co-operation of both junior and senior scholars. All will play a vital role in the success of this process.

3.3 Our Research Programs

While it is easy to quantify the external and internal funding that supports our research, it is more difficult to capture the diversity of our output as scholars in the social sciences and humanities. In our discipline, scholars communicate and disseminate the results of their research in a variety of ways—not just through peer-reviewed journals. We write monographs, textbooks, popular histories, and edit collections of essays or primary sources. Like other scholars we publish in peer-reviewed journals but we also contribute essays to edited books from scholarly presses. We give oral presentations at conferences, workshops, and seminars and are often asked to deliver invited lectures to groups from our profession and the general public. In recent years, members of our field have begun to develop websites, blogs, and contribute to media via podcasts and webcasts. Some of us collaborate actively with communities, non-profit groups, or government organizations and are sometimes asked to assist them in solving specific problems related to public policy, heritage and culture.

Chart 3B: The Department’s Academic Publications by Type, 2006-2012



To obtain external funding, recruit graduate students and remain at the forefront of our fields, we must disseminate our work in the venues and the forms that are consistent with the expectations and norms of our discipline. A review of our CVs shows that our department routinely publishes in the top national and international journals in our fields and that our faculty write books for major university and popular presses. But if we are to realize the goals described in the Research Strategy and Public Engagement Frameworks, it is imperative that we also continue to contribute in the other ways described above; to be productive means to accept that methods of dissemination will vary from project to project and evolve over time.

In sections 3.3.1 and 3.3.2 we examine our productivity as researchers as well as the impact of and recognition for our contributions. We have chosen to do so from a qualitative perspective because this emphasizes the diversity of approaches and methodologies employed by department members. While we see this diversity as a key strength of our research programs, it is also clear that active collaboration between department members and external scholars is becoming more common (as it is in the discipline of history in general) and we expect this trend to continue into the future.

3.3.1 Our Explorations and Successes

The following examples are given to illustrate the productivity of department members, their contributions to their own sub-disciplines, and the types of activities in which we engage.

Dr. Edita Bosák is a historian specializing in Central Europe, particularly the Austro-Hungarian Empire from the eighteenth to the twentieth centuries. Her particular interests and areas of publication include nationalism and the Czech and Slovak nationalities, the Slovak women's movement, and Slovak student organizations. She is internationally recognized as the expert on Slovak student organizations in the nineteenth and twentieth centuries. More recently her research has expanded into the area of Roma studies in East Central Europe, and she has given papers and public lectures on the Roma of the Czech and Slovak Republics. She has published on the problems of education for the Roma in the Czech Republic. More recently, as a result of her activities as a federal government translator she has furthered her research interests in the Roma to include their immigration into Canada and other parts of the European Union. In recent years the exodus of Roma from the former Iron Block countries has increased considerably and Canada has experienced an influx of thousands of Roma seeking refugee status. This brings with it considerable problems with regard to culture, education, integration and employment issues to name but a few.

Dominique Brégent-Heald has developed a significant research profile in the **cultural productions of the North American borderlands**, specifically in the realm of **cinematic representations and tourist discourses**. Her research revolves around comparing and analyzing cultural representations of the **U.S.-Mexican and U.S.-Canadian border regions** between the late-nineteenth century and the mid-twentieth century, and her published journal articles have generated interest among scholars and students of borderlands studies, film studies, tourism studies, and North American cultural history. Brégent-Heald's two major research projects are a book-length manuscript entitled *Reel Borderlands: The U.S. Film Industry, Canada, and Mexico, 1908-1919* (under contract at University of Toronto Press) and the SSHRC-funded *The Northern Getaway: Film, Tourism, and Selling Canada*.

Dr. Lindsay Bryan was until the arrival of Dr. Marica Cassis in 2008 the department's only medievalist. She is known for her work on the **sin of scandal**, both as a theological concept and as a prominent feature in the pastoral work of medieval English bishops. She was invited to be the leading speaker on a panel on scandal at the International Medieval Congress in Kalamazoo in 2008, which led to a special edition of *Medium Aevum Quotidianum*, in which her paper was the lead article. She is also the author of a well-received article on Hamo de Hethe, a fourteenth-century bishop of Rochester, which appeared in the *English Historical Review*, and is currently finishing a book on the sin of scandal in medieval England.

In both research and teaching *Valerie Burton* has consistently promoted new ways of thinking about the past and has encouraged others to do the same. At Memorial, by way of advancing discussions within and beyond the department, she has let no teaching semester pass for the last twelve years without organizing a seminar series. Latterly these were under the auspices of the Maritime Studies Research Unit [MSRU], and previously under Women's Studies [WS] where she was Graduate Coordinator. These forums are distinctive for the involvement of outside speakers, and for their public appeal, as well as for pan-university involvement. A recent example of the MSRU's activities is the four presentations marking the centenary of the loss of the *Titanic* ("World's Largest Metaphor Sinks Iceberg") <http://www.mun.ca/msru/about/>. The WS Speakers' Series proved to be the genesis of a collection of multi-author essays, *Changing Places*, co-edited and with a critical introduction by Valerie. It will appear under the York University imprint later this year. Now that Valerie occupies an office just a few steps away from the **Maritime History Archive** [MHA], her reason for coming to Memorial is reinforced every day. Over three decades she has developed a vital and challenging understanding of the potential of its rich and extensive source materials: the nineteenth and twentieth century contracts of British empire merchant seafarers. Her project "More than A List of Crew" [MTLOC] was chosen for SSHRC funding in the inaugural outreach grants competition (<http://www.mun.ca/mha/mlc/>). Arts recognized it as

the first peer-reviewed e-work to be created within the Faculty at the 2012 “Author!Author!” event. In successive publications she has sought to identify the difference that gender makes in **maritime history** while articulating the reasons why historians in general should be aware of “working men [and *women*] who got wet”. Her reading of the literature created over this period by feminist scholars in particular has transformed the ways that she interprets the documents in the MHA. Introducing the symposium “**Fish/Wives**” recently in one of North America’s leading journals of society and culture, she encouraged its multi-disciplinary audience to be aware of the world’s oceans as places where the denaturalization of political and epistemological hierarchies might have particularly useful results, materially, intellectually, and ethically.

Dr. Marica Cassis’s research revolves around the question of **cultural interaction** in the Near East in the Byzantine period. She is currently the director of Byzantine **excavations** at the site of Çadır Höyük, a multi-period excavation project in central Turkey. The site is significant on many levels, since it is one of the only small-scale settlements excavated in rural Turkey. Central Turkey was among the first areas where Muslim and Christian populations interacted in the medieval period, but little is really understood about what this meant for local populations. By comparing the written sources and the excavated material, Dr. Cassis and her students are changing the knowledge of what rural Anatolia looked like in the period when Turkey transitioned from a Byzantine Christian empire to a Seljuk Islamic one. The significance of this work has resulted in one major publication so far (“Çadır Höyük: A Rural Settlement in Byzantine Anatolia.” In *Archaeology of the Countryside in Medieval Anatolia*. Eds. T. Vorderstrasse and J. Roodenberg. NINO: Leiden, 2009. 1-24), as well as several invitations to speak on this material in international forums.

Professor Fischer’s current research is part of a multi-scholar research project based at the University of Oslo and builds upon work he has done over the past quarter century on the history of Canadian, Norwegian and **international merchant shipping**. It is supported by a grant from the Norwegian Shipowners’ Association. The first part of his commitment to the larger project is to write a single-author history of the evolution of the Norwegian merchant marine between 1750 and 1914; six of the eight chapters are now complete. The second part reflects the relatively unique nature of his work and involves writing the first comparative history of international commercial shipping since 1850. This work has required him to acquire a considerable range of language skills in order to conduct research in archives in a number of countries. As part of this project, he also has had to learn and understand the different traditions in a variety of national historiographies.

Mark Humphries recently published (winter 2013) his first monograph for UTP titled *The Last Plague: Spanish Influenza and the Politics of Public Health in Canada* which examines how the federal government responded to a major historical **public health threat** which has **public policy** implications today. This project is the culmination of roughly seven years of research which was supported by a SSHRC Canada Graduate Scholarship (Doctoral). The book is being well received and has already been reviewed in the *Literary Review of Canada*. He is also the co-editor and co-ordinator of a multi-volume series of annotated translations titled *Germany's Western Front: Translations from the German Official History of the First World War* (WLU Press), which features forewords written by Hew Strachan. The first volume of this series appeared in print in 2010. In a review published this past summer in the *English Historical Review*, Gary Sheffield wrote: 'The appearance of this volume, the first in a series, represents a very significant moment in the evolving Anglophone historiography of the Great War.' The second volume in the series is now being indexed and will be printed this summer.

Darren Hynes is an interdisciplinary cultural historian who specializes in the intellectual history of early-modern Europe. He is broadly interested in how Christianity, science, and politics intersect in North American and Western European society, particularly through the concept of body. His research over the past eight years has focused on how the idea of body relates to issues of epistemology and cultural/religious justification: Why is knowing about body so important? Is our bodily understanding of the world adequate for all our explanatory needs? Understanding the current philosophical and cultural focus on body -- and the body -- requires a familiarity with the long religious and philosophical history of this complex concept. Research has correspondingly concentrated on areas where the ideas of religion and the body are central: Cartesian Studies, the debate over human nature, the history of persecution, and idealism. Most of his recent publications have focused on the question of the relationship between Christianity, science, and society.

Lianne Leddy's research interests are related to Indigenous history in Canada, and her current SSHRC-supported project, "Indigenous Women and Nation-Building in Ontario: The Postwar Experience" was inspired by her previous examination of the uranium industry's health and environmental effects on **First Nations people**. The postwar period is often seen as a time of decolonization in Canada and internationally, but the top-down approach of many scholars has often excluded the experiences of Aboriginal peoples, and the responses of First Nations women in particular. Leddy argues that the story of politicization on the national scale needs to start at the community level, where many Aboriginal women were and are politically and socially active. An example of such community involvement is the Indian Homemakers' Club, an organization encouraged by the Department of **Citizenship** and Immigration (which,

at the time, was responsible for Aboriginal affairs). First Nations women were encouraged to participate and to exhibit 1950s ideals of charity and domesticity. It is unclear how these women responded to such encouragement. It is apparent, however, that **Aboriginal women** used it for their own purposes such as infrastructure, protection and enhancement of community property, employment opportunities, and recreational activities to keep their children active. Leddy seeks to address the following questions: did Aboriginal women, who could not vote in community elections until 1951 and in Canada until 1960, develop their own sense of feminist activism? Did they see their actions in political terms? Were their actions political in nature? How can we define political action when colonial experiences and responses are gendered? Did Aboriginal women use the Homemakers' Club as a way to subvert colonial presence and policies, and/or as a way to strengthen traditional kinship and social welfare practices? This project examines the Homemakers' Club as a case study of Aboriginal womanhood and feminism and seeks to understand the club's ties to community- (and thus nation-) building in the postwar era.

Mike O'Brien is currently pursuing research on the recruiting and training of military personnel in the British Empire in the years between 1902 and 1914. His project attempts to bring together aspects of **social, cultural and military history**, looking in particular at the impact of contemporary ideas about gender and ethnicity on British imperial practices with regard to military manpower between the Anglo-Boer War and the First World War. Given the approaching centenary of the latter conflict, this research has a timely significance, providing an understanding of the background of the British, Canadian and other imperial forces that went to war in 1914. At present, Mike is in the midst of preparing an article on the British campaign for compulsory military training, which should be ready for publication soon.

Dr. Raneé Panjabi's research has focused on various facets of international law, including environmental law. She holds a law degree with Honours from the University of London (England) and has applied this knowledge to both her research and her teaching at Memorial University. Her book, *The Earth Summit at Rio: Politics, Economics and the Environment* was published by Northeastern University Press. This book explored various aspects of environment concern including biodiversity and climate change and has been excerpted in a prestigious anthology of classic works on environmental issues. It has also been extensively cited by scholars based in many countries and incorporated in course reading lists taught by professors in other universities.

Her current research also utilizes her legal background and explores various facets of the contemporary nexus between human rights and globalization, in an effort to gauge the success

of otherwise of national sovereignty and the present United Nations system to copy with human rights violations that occur internationally. This on-going research has resulted in publication of a number of articles in international law and environmental law journals on subjects like slavery and child labour in the twenty-first century. She has also written lengthy articles on organ trafficking and on Somali piracy tracing the links between globalization and international criminal activity. These subjects provide valuable insights that are relevant in her contemporary history courses.

John Sandlos has collaborated closely with Arn Keeling (Geography) since 2007 to conduct research on the historical impacts of mining on **Aboriginal communities** in northern Canada, with funding from SSHRC Research Development Initiatives (Sandlos PI), the Social Economy Research Network of Canada (SERN – Keeling PI), the SSHRC Northern Communities Special Call (Sandlos PI) and ArcticNet (Keeling PI, a Network of Centres of Excellence). Their work has focused on archival research, oral history research, academic publication and public communication. Sandlos and Keeling have published 3 refereed articles in this area: a conceptual piece on the application of environmental justice to northern mining issues in the journal *Environmental Justice*, an article on collaborative digital archival research methods developed during the Northern Communities project in *History Compass*, and a major archival study of the Pine Point Mine, NWT in *Environment and History*. From this work, Keeling and Sandlos also co-authored 4 additional articles that are under review for book projects: a comparative oral history study of the economic impact of **mining at Pine Point, Rankin Inlet, and Schefferville** (co-authored with MA student Jean Sébastien Boutet); a broad survey of Canadian mining history; an archival study of the impact of Giant Mine on the Yellowknives Dene; and an oral history and archival study of mine remediation and redevelopment controversies at Giant Mine and Pine Point mine. In addition, the University of Calgary Press has accepted a prospectus for the volume, *Mining and Communities in Northern Canada: History, Politics, and Memory*, edited by Sandlos and Keeling. If accepted after peer review, this book would be featured as part of the press' open access series, Canadian History and the Environment. Currently, 12 of the 16 proposed chapters of the book will be co-authored by co-investigators or graduate students who conducted research for Keeling and Sandlos' SSHRC-funded and/or ArcticNet abandoned mines research project. Since 2007, Sandlos has also published numerous additional articles on the history of wildlife conservation and parks and protected areas in Canada.

For the past 35 years **Dr Robert Sweeny** has been trying to answer a simple enough question: Why did we choose to **industrialise**? By highlighting that it was a choice, Dr Sweeny's formulation stresses the importance of **human agency**. Indeed, he conceives history as a dialectic between agency and constraint, wherein the choices we make both contest and

conform to existing constraints, thereby creating new possibilities, while frequently constituting new constraints for ourselves and others. Wrestling with why we chose to industrialise forced Dr Sweeny to rethink key components of historical materialism, most notably what is a mode of production, to recognize the **centrality of gender** and thereby to challenge the significance accorded to class formation and productive forces in our understanding of this momentous change in human history. The resultant manuscript, currently under consideration by University of Toronto Press, was written in the form of a journal of discovery that retraces the search in Dr Sweeny's research and so is a critical reflection on the epistemological and historiographical transformations within our discipline, as much as it is an innovative answer to a major historical question.

3.3.2 Impact and Recognition of our Research

In this section we present examples of the ways in which the research activities of various members of the department have made an impact on communities (scholarly and public); culture and heritage; the intellectual life of this province, our country, and the world; and public policy discourses. It also highlights the ways in which the value and importance of our accomplishments have been recognized by our peers.

Sean Cadigan's research has emphasized interdisciplinary and collaborative research with local and national partners in four of the thematic areas identified by Memorial University's strategic research framework: **environment, energy and natural resources; oceans, fisheries and aquaculture; Arctic and northern regions; and social justice**. Since 1992, Cadigan has been engaged in research on the social and **ecological history of fishers and fishing communities**, the expansion of the Labrador fishery; the development of fisheries science, and management and development policies in cold-ocean coastal areas, often in collaboration with major Tri-Council funded projects such as the Eco-Research Program and Coasts Under Stress. His experience with such collaborative projects led Cadigan to become the Memorial University co-investigator for a major Canada Foundation for Innovation initiative from 2002 to 2008: the Canadian Census Research Infrastructure (CCRI). The CCRI partnered Memorial University with York University, the University of Ottawa, University of Victoria, University of Toronto, Université Laval and Université du Québec à Trois-Rivières. Cadigan further negotiated a research partnership locally with the Newfoundland and Labrador Statistics Agency. Cadigan has also worked closely with colleagues from other departments, most notably with Peter Sinclair, Sociology, on SSHRC-funded studies of labour relations in and the socio-economic impacts of the Newfoundland and Labrador offshore oil and gas industry.

Stephan Curtis is currently pursuing two avenues of research. The first examines **mortality patterns**, and particularly the role that midwives may have played in reducing infant and maternal deaths, in an industrialising region of Sweden during the latter half of the nineteenth century. This study involves using quantitative data to establish the spatial and familial relationship between women who had their infants delivered by midwives and those that did not. The assumption is that one's neighbours' or kin's experience would either enhance or decrease the level of trust the attending midwife could expect from a patient in the immediate surroundings. The assumption is that the gradual acceptance of academic medicine was more dependent upon the creation of a sense of trust between midwives and their patients than simply the efforts of state officials to marginalise non-licensed practitioners. The second, and more recent research project, examines the dissemination of **medical knowledge** from

19th-century continental Europe to Sweden. By analysing more than 100 unpublished and a similar number of published travel reports that Swedish and Finnish doctors submitted after travelling to the continent, it is possible not only to identify their dominant concerns, but also their perceptions of continental institutions and leading medical figures. Moreover, it also enables one to recreate, at least partially, the personal and professional webs and networks necessary for the creation of an international medical dialogue. As such, this research explores both the spatial patterns of knowledge transfer and the creation of that knowledge. These are questions with which historians of science and technology continue to be engaged. This project has been supported by a SSHRC Standard Research Grant.

Mark Humphries is interested in studying how war has affected the lives of soldiers and their families long after the guns fall silent and veterans return home. Humphries's SSHRC funded research project, *War's Lingering Touch: Shell Shocked Veterans and their Families, 1914–1970* produced two important works that have had a significant impact on scholarship and public policy. In 2011, the article 'War's Long Shadow: Masculinity, Medicine, and the Gendered Politics of Trauma, 1914–1939' won the *Canadian Historical Review's* annual prize for the best essay published in the 2010 volume of that journal, recognizing the impact which the article had on the discipline of Canadian history. Since that time, it has been adopted for use in several junior and senior history courses across the country. The project also produced a book written for the Canadian Forces with Terry Copp titled *Combat Stress in the 20th Century: the Commonwealth Experience* (2010) which is meant to provide a historical basis for discussions of **public policy and the treatment of current veterans** suffering from the psychological trauma of war. Humphries is currently working on his second monograph for UTP titled *War's Lingering Touch: Shell Shocked Soldiers in the CEF, 1914-1920* and applied as the primary investigator for a SSHRC Insight Grant in the 2012 competition with a research team from Wilfrid Laurier to expand and develop the findings of this project.

Neil Kennedy's new research examines the intersection of private and public histories of slavery and emancipation in the 19th-century Atlantic in order to contribute to an emerging new understanding of place and contingency in the Abolitionist Atlantic. Relating to a young Bermudian slave mariner kidnapped to Louisiana, the surviving documentation engages with current debates about the changing activism and identity of abolition in the immediate pre-Civil War period, the limits of British citizenship and humanitarianism, and the influence on racial slavery in the southern United States of a post-1833 Abolitionist **Atlantic**. The rediscovery of an enslaved subject confronted white Bermudians with the supposed benevolence of Bermuda's immediate emancipation of the colony's slaves in 1834 while confronting black Bermudians with the complex and contingent history of their own freedom. Abolition of the slave trade and emancipation of British slaves were held as proof of Britain's

emergence as a modern nation and as evidence of a benevolent empire charged with a commitment to free labour and the rule of law. Yet the significance of Atlantic slavery, and particularly the persistence of stark degrees of unfreedom, to the construction of a modern imperial British **identity** embedded in principles of liberty and freedom bears continued investigation. The ultimate failure of diplomacy, prevarication in Bermuda and London over the expense of repatriation, and the troubling inability to ensure the safety of black witnesses who could identify Williams, threatened to collapse the imagined distance between Bermuda's post-emancipation modernity and the racial codification of American slavery. Investigating core issues of **identity and race**, the book-length result will contribute to our evolving understanding of the changing relationship between law and slavery at a time modern states attempted to reconcile twin commitments to humanity and property. This research will help fix the forms and parameters of the internal slave trade in America and address current interest in the racial categorization inherent in legitimizing the illegal slave trade into Louisiana after 1808. Black freedom was not readily surrendered by white Southerners, but this case challenged the artificial boundary erected between America's "domestic" slavery and the global economy in humans. The research will include archives in Bermuda, London, New York and Louisiana, and has incorporated undergraduate and graduate research assistantships. An international conference panel Kennedy recently organized on this theme has led to an initiative to establish a multinational centre for the study of the illegal transatlantic slave trade.

Kurt Korneski's research is wide ranging. His early work focused mainly on the bourgeoisie, colonialism, and settler identity in western Canada. His current research combines elements of environmental/ecological history, the history of colonialism, and social history to provide fresh insight into the **history of business**, policy, politics, and diplomacy in northeastern North America. He has been centrally involved in a number of large, multi-disciplinary research efforts. He was a collaborator on the Community University Research for Recovery Alliance (headed by Dr. Barb Neis, Sociology, MUN), and is a co-applicant on the recently funded Too Big to Ignore: **Global Partnerships on Small Scale Fisheries**, a six-year project funded through SSHRC's Partnership Grant program and led by Dr. Ratana Chuenpagdee.

John Sandlos and Arn Keeling (Geography) developed several knowledge mobilization strategies. Using their website (www.abandonedminesnc.com), they continue to communicate research results and link their audience to resources on abandoned mines, and their creation of a YouTube documentary on the history of Pine Point Mine sparked their current interest in using film to communicate the impacts of abandoned mines (<http://tinyurl.com/pine-point-mine>). Sandlos, Keeling, and their team have previously conducted the knowledge and results sharing workshops that will be used in all case study communities. Keeling and Sandlos are also co-investigators on the SSHRC MCRI project Resources and **Sustainable Development**

in the Arctic (ReSDA); the resources and outreach networks developed as part of the MCRI will extend the reach and impact of our project's research output.

Jeff Webb has established himself as a leading historian of radio broadcasting and is engaged in a research project that gets at the heart of the role that scholarship plays in shaping our knowledge of the society in which we live. An interdisciplinary inquiry that combines the history of lexicography, history, folklore, anthropology, sociology and geography, Webb's current project uses archival research, oral history, and a re-examination of field notes to contextualize the foundational scholarship about **Newfoundland Society and Culture**. Historiography, biographical accounts of important scholars, and discussions of the evolution of academic fields, are all common – but Webb is using several sorts of sources to understand the network which produces knowledge.

3.3.3 Integrating Teaching and Research

In the Department of History, we see teaching and research as being fundamentally interconnected. Our expertise derived from our research provides the basis for both our undergraduate and graduate teaching. By the same token, teaching reinvigorates us, calls on us to be reflective, and often pushes our research in different directions. Undergraduate and graduate students push our research in new directions and, in some fields, may actually contribute directly to the success of our scholarship programs. In this section, we present specific examples to illustrate how faculty members link their teaching and research at the undergraduate and graduate levels of the curriculum.

While imaginative curricular innovation is apparent in *Valerie Burton's* History department teaching profile, and her success as an educator is evinced in two teaching awards, Valerie's most interesting pedagogic challenge started only this Fall when she was seconded to the flagship program of Memorial's Teaching/Learning Framework. As Academic Director of the pilot First Year Success Program she is responsible for a team initiative aimed at improving the learning experience of students who enter Memorial with the lowest GPAs (<http://www.mun.ca/success/>). She identifies two key influences on her decision to take this position: the first, the experience of working in a department that has long embraced a philosophical commitment to senior instructors teaching first year classes, and the second, her own commitment to open-access education.

Mark Humphries has become interested in the history of war and society in Newfoundland and Labrador since coming to Memorial in 2012. As a First World War historian, he was excited to discover that many aspects of that conflict have yet to be examined by

Newfoundland historians in any detail, providing an exciting opportunity to look at the comparative experience of the several British Dominions at war. As a result of his preliminary research into the topic (which is also the subject of a Scholarship in the Arts grant with Sean Cadigan), Humphries designed a fourth year seminar that would call on students to begin to fill these gaps in the literature. Using a model proposed by John Lutz of the University of Victoria (in the Bulletin of the Canadian Historical Association) and similar courses in the United States, he told students that they would be collectively writing a book that would be published and ‘have a life beyond the classroom.’ In the fall of 2012, sixteen senior undergraduates wrote papers based almost solely on primary documents collected at the Rooms on topics such as political leadership during the war, the wartime economy, the position of women, music and propaganda, the military history of the Royal Newfoundland Regiment, and the treatment of enemy aliens in the Dominion. Most of these topics had never before been examined in detail and students produced excellent research. Class time was devoted to methodology, discussion of historiography, and peer-review. The result is a 400 page manuscript with sixteen high quality essays that will be published by LCMSDS Press of Wilfrid Laurier University in both paper and electronic form, using funding derived from Dr. Humphries’s current research grant and the Department of History.

Kurt Korneski views teaching as inseparable from research and his own continuing engagement with theoretical, methodological, and epistemological aspects of history. He designs all lectures, assignments, and discussions to encourage students to grapple with some or all of these aspects of the discipline. In upper level courses he encourages students to be historians by using seminar discussions to explore the historiography of a particular topic and by requiring students to engage with that literature through research papers based on primary research. In part this approach is possible because most students who enter upper level courses are majors or already have some grasp of historiographical analysis and source criticism. In other words, they can engage in historical analysis as developing historians. Korneski sees his primary role in lower level courses as assisting students to develop the skills that will allow them to excel as junior historians in later years. One particularly effective example of this approach is an assignment on the history of the “new” imperialism (c. 1875-1915) for a second-year world history course he regularly teaches (History 2500). Here Korneski has students read three main sources (Chinua Achebe’s *Things Fall Apart*, George Orwell’s “Shooting an Elephant,” a selection from Richard Meinertzhagen’s *Kenya Diary*) and a variety of other materials that provide information useful in understanding the authors and contexts that produced these works. Each document provides insight into the history of imperialism in a different British-controlled locale (roughly Nigeria, Burma, and Kenya respectively). Each also is the product of a differently situated historical actor or actors (the colonized population, a lower-level administrator/police officer, and a district commissioner).

Finally, each presents a different set of challenges (Achebe's historical fiction depends on oral tradition, Orwell's account is an explicitly politically motivated reminiscence, and large parts of Meinertzhagen's diary may have been entirely made up). Students are asked to write an essay on what we can tell about the history of British imperialism by examining these sources. Korneski's point is to get students thinking about the diversity of perspectives and arrangements that figured into imperial history. It is also to encourage them to wrestle with the fact that history has produced the materials through which we understand the past and that understanding the history of the documents themselves is vital in determining what we can learn by analyzing them. Meinertzhagen's diary, for instance, is probably more "fictional" than Achebe's historical novel. Nevertheless, it was a fiction that a fairly high-ranking imperial official created in the early twentieth century in the expectation that it would find a warm response in Britain. Korneski not only encourages students to think about these sorts of questions. He also organizes a mini-seminar series during the semester in which they discuss what they have concluded and why.

Ranee Panjabi has for some years been studying various facets of globalization to understand both its positive and negative consequences. Her focus has been primarily on whether or not globalization has facilitated or thwarted the implementation of human rights. Her research in this field has led her to create and teach a number of courses that have garnered considerable student interest. These courses include History of Human Rights, History of Terrorism, Dictatorship in the Developing World, History of Espionage, History of Genocide since 1945, History of Revolutions in the Developing World and others that enable students to undertake an international study of the basic theme via exploration of specific case studies.

Following Marc Bloch, **Dr Robert Sweeny** conceives of undergraduate history courses as part of an apprenticeship in the craft and mystery of making history. Sources are for the historian, what wood is to the cabinet maker. To facilitate the integration of historical sources into the class room, Dr Sweeny has, since the mid-1990s, designed 27 pedagogical software applications. Sixteen are digitalized editions of historical sources that Dr Sweeny has worked for his own research; they range from census returns and city directories to a variety of notarial deeds. Each of these stand-alone applications includes indexes, search capabilities, a built-in query package and a user's guide. These applications are more fully discussed on the Canadian Historical Association's [website](#). Eleven of the applications link time and space, by "peopling" historical maps with information drawn from a rich variety of sources worked by the historical GIS [project](#) *Montréal, l'avenir du passé* that Dr Sweeny co-directs. A compact disc of eight of these applications, in both official languages, and for both Mac and Dos-based computers, was released in 2010 and they are now used in upper level courses across the country.

3.3.4 Achieving Excellence in Public and Professional Engagement

Memorial's Public Engagement Framework acknowledges the university's historic place within Newfoundland and Labrador and supports a continued commitment to the people of this province, this country, and the world. The aim of our university is 'to become one of the finest universities in the world for its size and with its place-based mandate. The people of Newfoundland and Labrador continue to view Memorial as being of strategic importance to the social, economic, cultural and scientific development of Newfoundland and Labrador. As Memorial seeks to fulfill its responsibilities to the people of the province, it continues to ensure that the public is involved in its activities and successes and that its intellectual output delivers a direct benefit to that same public.'²³

Members of the Department of History have always worked to ensure that we involve the public in our activities and to deliver a direct benefit to the public. We have and will continue to work to achieve this goal through a variety of means. The public benefits when we deploy our knowledge to public policy debates; when we engage in activities that enrich the cultural life of this province, country and world; when we build meaningful relationships between this university and community entities; and when we contribute to the life of the historical profession in this country and abroad.

The Department of History thus sees engagement as being intimately tied to our research and teaching. We also see engagement as an aspect of community teaching. Although it is often difficult to separate engagement activities related to research from those related to teaching, in this section we present examples derived from the research and academic service activities of various members of the department—as well as one of our cross-appointments in Medicine—to illustrate the diverse and important ways we engage with the university, our profession, and the public.

Terry Bishop Stirling has been an active public historian in the province throughout her career. She is currently vice chair of the Provincial Historic Commemoration Board and serves on the executive of the Historic Sites Association and the Newfoundland Historical Society (NHS). She regularly acts as a judge in local heritage fairs and speaks to public groups

²³ Memorial University Senate, Memorial University's Public Engagement Framework Document, 25 September 2012, http://www.mun.ca/publicengagement/memorial/framework/PEF_descriptive.pdf, 3.

in the St. John's region. As an executive member, program chair and past president of the NHS, Bishop Stirling has made many public presentations, and has published works for Society publications, including a chapter in its bestselling *Short History of Newfoundland and Labrador* (co-authored with Jeff Webb). For three years she edited 'Aspects' the Society's popular contribution to the *Newfoundland Quarterly*. These history articles are meant to bring well-researched and original scholarship to the general public. During her time as editor Bishop Stirling encouraged and aided five of our graduate students in publishing articles based on their MA papers. As part of the Society's programme committee for over twenty years she has helped organize the regular monthly lecture series as well as over twenty public symposia. These well attended conferences have brought together amateur and professional historians to debate a wide range of topics. In 2006, for example, she co-chaired a symposium on "War and Remembrance," which focussed on the commemoration of Newfoundland's role in World War One. Through extensive grant submissions she helped to coordinate support from the provincial government, the Office of the President at Memorial, Veterans Affairs Canada, the British High Commissioners Office and the French Ambassador's Office. These partnerships and support allowed the committee to supplement local presentations with an international perspective provided by prominent scholars such as William Philpott and Jay Winter. While much of Bishop Stirling's public engagement is necessarily carried out in the St. John's area, she has played a significant role in expanding the reach of the NHS beyond the city, organizing conferences in places as distant as Corner Brook, Grand Bank and Trinity.

As an historian practising her craft, **Valerie Burton** "goes to the sources" in the knowledge that archival evidence matters to how historical arguments are made and received. In presentations, articles, and classroom sessions she profiles meta-level considerations, increasingly taking care to explain how we might answer the question "what is history for?" Her initiative in democratizing the archive has become all the better known through public lectures and contacts abroad. She is, for example, the formal academic mentor to the specialist in military and merchant marine records at The National Archives (TNA) of England and Wales. In a further collaboration with the promoters of the Canadian Genealogical Survey at Carleton University she will be commenting on the popular audience for MTLOC at the forthcoming meeting of the National Council on Public History. Meanwhile MTLOC's most innovative pedagogic feature, an agreement annotated to encourage user-initiated investigation of primary sources, is the basis of an investigation of student reading of primary documents online. This research is supported from a Vice President's Instructional Development Research Grant. It has also generated a new seed project with Robert Sweeny that will see us collaborating with European and North American scholars to investigate digital media and historical literacy amongst undergraduates.

Dr Jim Connor, John Clinch Professor of Medical Humanities and History of Medicine, is appointed to the Discipline of Psychiatry, Faculty of Medicine; he is also cross-appointed to the Department of History, Faculty of (Arts) and to the Department of Biology (Science). Previously, he taught medical history at the University of Western Ontario and the University of Toronto and was also appointed Executive Director of the Hannah Institute of the History of Medicine; prior to his appointment at Memorial he was Assistant Director of the National Museum of Health and Medicine located at Walter Reed Army Medical Center, Washington, DC. He was senior editor for many years of the Canadian Bulletin of Medical History and is currently co-editor of the McGill-Queen's University Press Studies in the History of Health, Medicine and Society series, which has published 39 volumes to date. He has written widely on the history of medicine in 19th- and 20th-century North America and other topics that were published in journals as varied as the Bulletin of the History of Medicine; Journal of History of Medicine and Allied Sciences; Canadian Bulletin of Medical History; Medical Humanities; Canadian Medical Association Journal; Journal of Medical Humanities; Science; Papers of the Bibliographical Society of Canada; Invisible Culture: An Electronic Journal for Visual Culture; and the International Journal of Comic Art. His books include *Doing Good: The Life of Toronto's General Hospital* (University of Toronto Press, 2000 which won the J.J. Talman Award for Best Book, Ontario Historical Society; Floyd Chalmers Prize for Best Book on Ontario History, Champlain Society; Runner up, Best Book in History of Medicine, Royal Society of Canada; and Certificate of Commendation, Heritage Toronto) and most recently the co-edited collection of essays (with History department colleague Dr Stephan Curtis) entitled *Medicine in the Remote and Rural North, 1800-2000* in the Society for the Social History of Medicine Series published by Pickering and Chatto (2011). His various programmes of research and scholarship embrace the history of medicine and health care delivery in pre-Confederation Newfoundland (CIHR grant # HOM-98740); rural medicine in the United States and its early influence of the Saskatchewan health care plan of Tommy Douglas; the role of rhetoric and narrative within Listerism and also graphic medicine; and medical curricular development and the teaching of professionalism.

Lianne Leddy is currently co-ordinating the development of an Aboriginal Studies major. While still at its proposal stage, this interdisciplinary program will mark an important step forward for enhancing Memorial's Aboriginal initiatives, as outlined in *A Special Obligation: A Report of the Presidential Task Force on Aboriginal Initiatives*. This work has entailed liaising with individual instructors and units, an interdisciplinary curriculum committee, and continuous engagement with Aboriginal community representatives. In addition to these co-ordination duties, Leddy has developed six Aboriginal Studies courses, which, once approved, will be developed through Distance Education, Learning, and Teaching Support (DELTS). With the adoption of a distance and on-campus hybrid format for the program, these

individual courses will enable students to continue learning in their own communities, or to enhance their on-campus schedule in a flexible, self-directed environment.

Ranee Panjabi has served the community from many years in her capacity as a Labour Standards Adjudicator (appointed by the provincial Cabinet), a Labour Relations Arbitrator and a Mediator. She has been able to utilize her law degree in this work and has over the years developed considerable expertise in employment law through hearing cases and writing awards on a variety of labour law issues.

John Sandlos and Arn Keeling (Geography) have developed informal partnerships with the Goyatiko Language Society (a Yellowknife non-profit dedicated to the preservation of the Weledeh language) and Alternatives North (a Yellowknife social justice and environment coalition). With Goyatiko, Keeling and Sandlos conducted twelve oral history interviews, though funding limitations did not permit them to move beyond the transcription and translation stage of this work. Sandlos and Keeling have applied to a SSHRC Partnership Development Grant to continue and extend this work, with plans to produce a published oral history, a film, and public workshops on the issues surrounding long term underground arsenic storage at the abandoned Giant Mine in Yellowknife. At the request of Yellowknife's Dene First Nation and Alternatives North, Keeling and Sandlos produced a detailed historical summary of arsenic pollution in Yellowknife for [the Giant Mine Remediation Project Environmental Assessment](#), which has been posted on the Mackenzie Valley Review Board public registry.

Jeff Webb is a historian of Newfoundland and has therefore had many opportunities to engage in bringing the best of scholarship on the province to the public. A frequent commentator in the electronic and print media, he also works with the Newfoundland Historical Society to promote knowledge dissemination through lectures, publications and interactive events. He is also currently a member of the advisory board for the Provincial Museum Division of The Rooms, and helping to shape the permanent exhibitions which will open this spring.

Chris Youe has been the Coordinating Editor (there are five other editors on the team) of the *Canadian Journal of African Studies* for the past three years. He is also the Book Review Editor (since 1997). The journal, now in its 47th year, is marketed by Taylor and Francis, U.K. It is one of two multidisciplinary bilingual journals in African studies in the world (the other is *Cahiers d'etudes africaines*), and contributors are from all parts of the globe. Of the eight articles/review articles in the first issue of 2012, two were Canadian, the others were African, German, American and English. For the past twenty years or so he has coordinated two prizes for the Canadian Association of African Studies (CAAS); one for the best graduate

paper presented at the annual conference, and one for the best book on African studies written by a Canadian or someone who has studied in Canada (awarded every two years). In 2007 he received recognition of his outstanding contribution to African Studies in Canada. His recent publications (over the last 5 years) have been on comparative methodology (an article) and the academic critique of apartheid in Britain (an article which is under consideration), review articles on the Hottentot Venus, and Mining Capitalism and Colonialism, as well as sixteen book reviews. He is currently working on a book titled Essays on Comparative Segregation in Rhodesia, Kenya and South Africa and in 2012 he successfully obtained, as Principal Applicant, a SSHRC grant of \$63,000 for three years to fund the journal.

3.4 Planning for the Future: Our Goals and Strategies for Achieving Excellence in Research

There is no academic unit at Memorial better situated to achieve research excellence in the ten areas defined as the university's Strategic Research Themes. To this end, the Department of history is committed to building on our past successes and promoting a research environment where both senior and junior colleagues will thrive. Indeed, we share Memorial's goal of becoming one of the top universities in Canada and in the world for its size.

Therefore, as outlined in section 2.5, **our main strategic goal related to research** is to achieve excellence by promoting a thriving, explorative research culture that will help the university meet its special obligation to the people of Newfoundland and Labrador by building diverse knowledge capacities. We will continue to mobilize our knowledge via high-quality peer-reviewed, interactive, and publically accessible venues, enriching cultural and public policy discourses for the benefit of the people of this province, this country, and the world.

Achieving this goal **will support our second main goal**, which is to **grow our graduate program** in order to provide students from this province, this country, and the world with an opportunity to become engaged explorers committed to life-long learning through a high-quality, challenging program built on collaborative relationships and active, cutting edge research programs.

It will also support our progress towards achieving **our third goal** of continuing to develop an engaged curriculum based on active learning. Success in research is, of course, fundamental to our **fourth goal** of becoming 'the consciousness of the community' which means contributing to the cultural activities of this province, country, and world while ensuring that our successes are of direct benefit to the public.

We thus propose three strategies to help build on prior success and continue to develop the type of supportive, collaborative, research environment in which excellence is celebrated:

Strategy 1:

Establish a research committee that will co-ordinate and promote research within the department, including encouraging members of the department to work together and apply for external funding

Strategy 2:

Establish a regular departmental seminar series that will involve faculty from history and other disciplines, graduate students and undergraduate students, promoting research in the department and linking teaching and scholarship

Strategy 3:

Create a departmental website featuring a number of live interactive elements that can be used to communicate our accomplishments and to promote connections between scholars within the department, university, and world

SECTION 4

Realizing our Vision in Engaged Teaching and Learning

4.1 Introduction

The foundational statement of Memorial's Teaching and Learning Framework is 'teaching and learning at Memorial University connects learners and educators to each other, our community and our world, in the service of knowledge generation and exchange and the advancement of society.'

The Department of History has a long and storied history within this institution and province as a place of teaching and learning at the undergraduate and graduate levels. As our conception of 'place' evolves to include not only the people of Newfoundland and Labrador, but increasingly students from the rest of the country and world, we will build upon our historic commitment to excellent teaching.

In the years ahead, the Department of History will continue to achieve excellence and success in our undergraduate teaching through a variety of traditional and innovative strategies. We are also determined to grow our graduate program in order to promote an environment where research and learners will continue to thrive. This will require us to begin to re-envision the program's organization (both administrative and curricular) and work towards building the type of funding base necessary to recruit the best students in our discipline.

In this section we reflect on the organization of our programs, examine student views, and look at examples of both innovative and traditional pedagogies employed by ASMs in the department. We conclude by setting four strategies, two related to the undergraduate program and two to the graduate program, for achieving our overarching goals in teaching.

4.2 The Undergraduate Program

4.2.1 Administration and Organization of the Undergraduate Teaching Program

The department head plans the teaching load for each academic year and assigns teaching in consultation with ASMs according to the relevant provisions of the MUNFA collective agreement. Instructors with more than two years' service typically teach a 'five course load' (known colloquially as three and two), although it is common for some faculty to teach less if they use 'banked time' accumulated by teaching overloads, graduate students, or supervising honours, MA, or PhD theses. Faculty with external research grants are sometimes given additional releases. New faculty now typically teach a 'two and two' load (four courses) until the third year of their employment.

The Undergraduate Studies Committee takes major responsibility for longer term planning and ongoing administrative tasks such as review of honours applicants and initial vetting of new courses. This committee consists of five faculty members, three elected and two appointed by the head, and one undergraduate student representative. The committee coordinates and distributes material at the request of the department. The chair of the committee coordinates responses from the committee, either in relation to material sent to the department for consultation or in relation to material being sent from the department to the Faculty (such as course proposals). Any changes to the UGS program begin with discussion at this committee, and, on being passed, move to either the Policy committee (and eventually to Departmental council) or to Departmental council. Different members of the committee take on different as necessary. While the Committee sometimes bring its own recommendations to department council or policy committee, more often it shapes proposals based on initial recommendations coming from the council. The department secretary manages the day-to-day administration of the undergraduate program.

4.2.2 Structure of the Undergraduate Program

History majors must take twelve courses: one 1000 level; four 2000 level, including a Canadian history course; three 3000 level courses, including 3840 (methodology); two 4000 level seminars; and two electives at the 2000 level or above.

Minors must take eight courses: one 1000 level; three 2000 level; two 3000 level; one 4000 level seminar; and one elective at 2000 level or above.

Honours students must take twenty courses: twelve in accordance with regulations for majors; 4801, 4821, 4822 and 4999; four more electives at 2000 level or above.

The Honours program is available to exceptional students and has been a popular and successful part of our program. Students who complete the Honours degree complete advanced courses in methodology and historiography and write an undergraduate thesis based on significant original research. Our Honours graduates have a strong completion rate and have had a high level of success in their applications to graduate and professional schools. The honours program is one of our greatest successes and we look forward to building on this record of excellence in the years to come.

4.2.3 Undergraduate Enrollment Trends

A full discussion of trends in enrollments in courses offered by the Department of History can be found in Appendix 2. This includes charts illustrating enrollment by area, field, and topic as well as a full discussion of how we anticipate those trends evolving over the coming years.

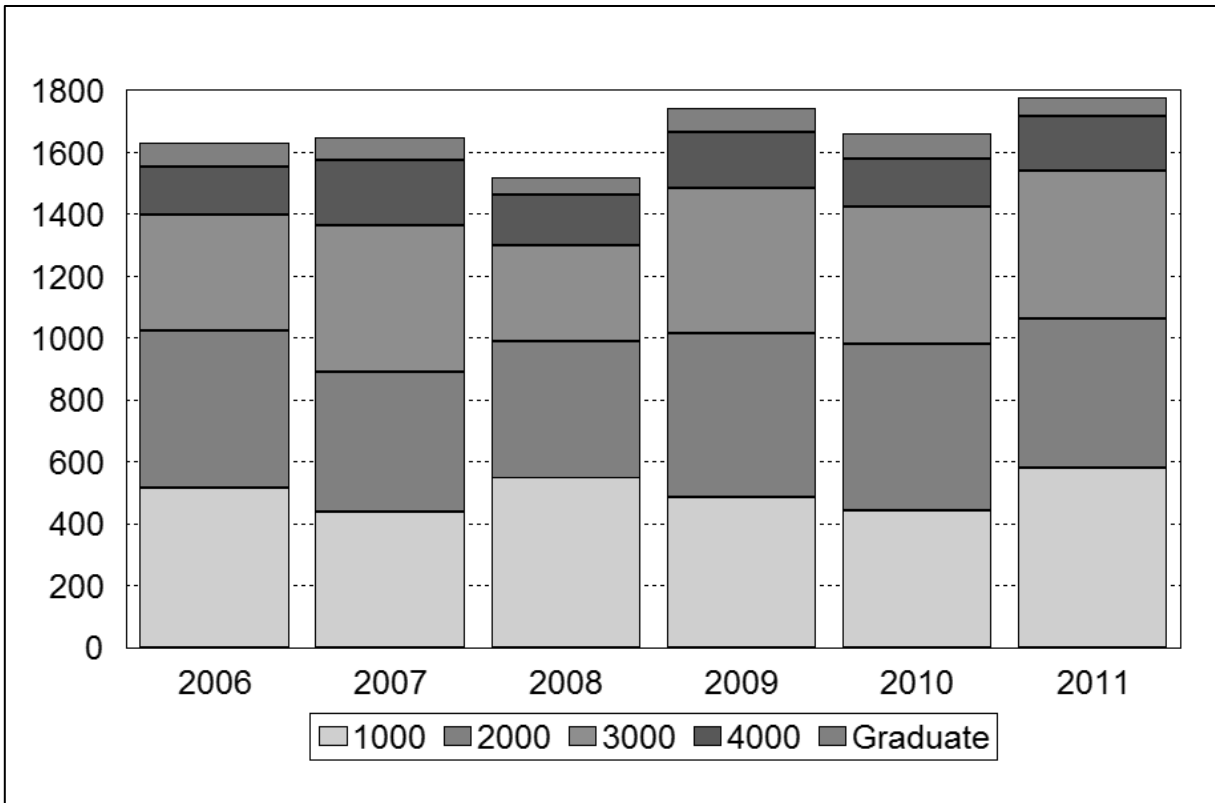
Table 4A: Enrollments and Graduations, Bachelor of Arts, History, 2006-2011

	2006	2007	2008	2009	2010	2011	2012
Majors Enrolled	219	209	219	212	190	207	233
Graduations	72	65	62	42	55	43	-

Source: Memorial University, CIAP Handbooks, 2006-2011.

In summary, though, enrollments in the history major have remained consistent. As illustrated by Table 4A and Chart 4A, they have varied very little in the past six years—although they are currently at their highest level in the past six years. Currently there are 233 majors enrolled in the history degree. The decline in the number of graduations (compared with a stable level of enrollment) is probably indicative of a larger trend within the undergraduate population to less than a full course load (10) per year which elongates the degree process. Conversely, the number of enrollments in the department has remained relatively stable or risen over the past couple of years while those in the faculty of Arts have declined slightly.

Chart 4A: Total Enrollments in History Courses by Level of Curriculum, 2006–2011



Source: Department of History 'Dance Card' File.

4.2.4 Undergraduate Student Opinion Results

The APR self-study committee examined undergraduate student opinion in two ways. A focus group with targeted history honours, majors, minors was conducted by our undergraduate representative on the committee in November. In February a comprehensive survey of 18 of our undergraduate classes was conducted which elicited 339 responses from our students. Both results were generally highly positive and spoke to the strengths of our undergraduate program as measured by student satisfaction.

4.2.4.1 Student Focus Group

In November 2012, Ms. Shannon Conway, the undergraduate representative on the self-study committee, conducted a focus-group with students using a network of Honours students and

students involved in the History Society. This group was composed of particularly motivated history majors, minors and honours students who are already actively involved in departmental activities. Ms. Conway discussed various aspects of the program with these students asking for their feedback into the APR self-study process. Some voiced their support for expanded course offerings in specific areas while others expressed satisfaction with our current offering. They expressed a preference for evaluation schemes and rubrics that are fair and transparent. Most commended the program's flexibility.

4.2.4.2 Comprehensive Undergraduate Student Survey

In preparation for the Academic Program Review the Department of History conducted a much broader survey to represent the view of all its undergraduate—honours, majors, minors and elective—students between 29 January and 4 February. The purpose of the survey was to answer specific questions related to why they enrolled in our history courses, how they chose those courses, and whether they planned to take more courses in future from our department (and why). We also asked questions that were meant to gauge the degree to which our current course offerings, approaches to curriculum design/organization, and presentation of materials meet our students' evolving needs.

We planned to survey students at all levels of the curriculum and from all disciplinary backgrounds. In the winter of 2013, we had 846 students registered in our courses which included 284 at the first year level (33.6 per cent of total enrollments), 221 at the second year level (26.1 per cent of total enrollments), 240 at the third year level (28.4 per cent of total enrollments), and 101 at the fourth year level (12 per cent of total enrollments). We thus selected five first year courses (total enrollment of 156), three second year courses (total enrollment of 131), six third year courses (168), and three fourth year courses (total enrollment of 47). We tried to insert a degree of randomness by selecting every third class at a given level from the top of the master list of winter courses (arranged in numerical order by course number) and then moving back through the top of the list until a total number of students proportional to their share of the whole were selected for the sample. To ensure that it was representative, we modified the above method by ensuring that once a particular faculty member had one course selected for evaluation, they were excluded from further participation until each member of the department had at least one class included in the sample. We then started again from the top of the list. While this generated a semi-random sample, it is nevertheless representative of the whole department and roughly proportional to the number of students enrolled at all levels. The committee feels that it should be sufficiently accurate to provide an indication of student view and preferences.

The surveys (attached as Appendix 2) were administered in class by a student chosen by the professor. When the professor left the room, a student read a prepared script which guaranteed anonymity and explained that the results would be used in the preparation of this self-study. The results from these individual sheets were then compiled by Departmental Secretary Renee Clowe, graduate student Trevor Ford, and Assistant Professor Mark Humphries. In total, 339 students chose to complete the survey—a completion rate of 68 per cent—including: 99 first years, 89 second years, 125 third years, and 26 fourth years.

Table 4B: Number of Credits Completed by Students in Our History Classes

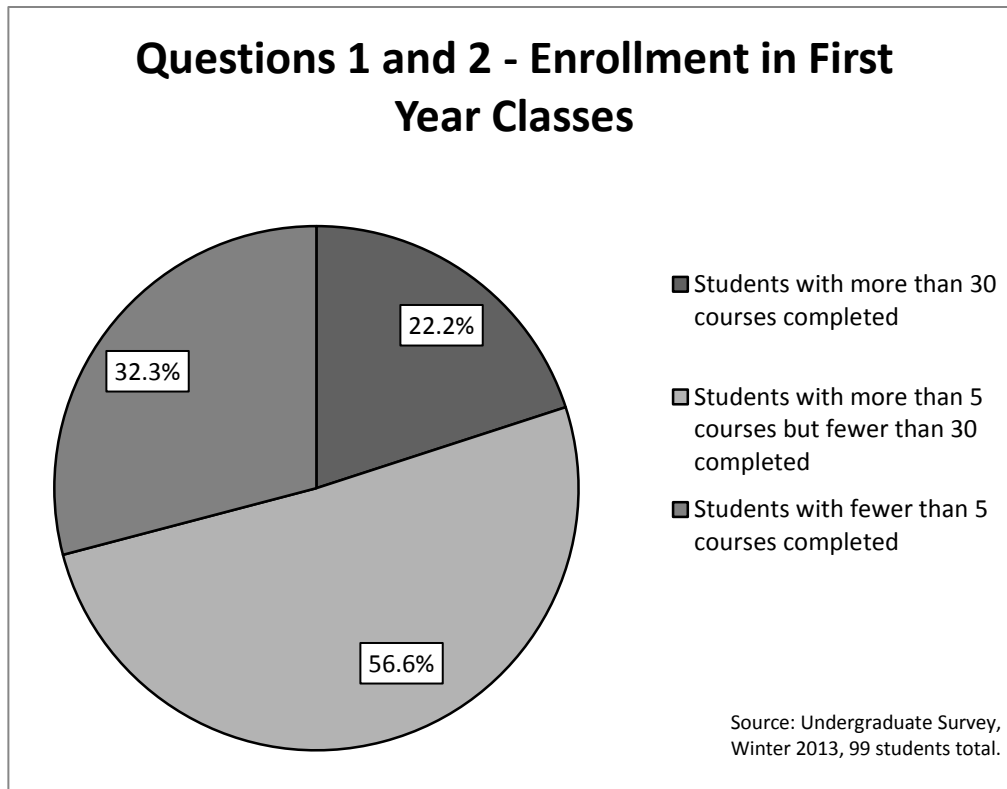
	Average Credits (Courses) Completed (Total)	Average Completed Credits (Courses) in History
First Year	44 (15)	3 (1)
Second Year	69 (23)	17 (6)
Third Year	74 (24)	21 (7)
Fourth Year	91 (30)	42 (14)

Source: Department of History, Undergraduate Student Survey, January-February 2013.

4.2.4.3 Enrollments in First Year Courses

The survey revealed what many ASMs had long suspected, that a large proportion of the students enrolled in our first year research and writing courses were not, in fact, in the ‘first year’ of their degree. The ‘average’ student in our first year courses had in fact completed 15 courses, which would situate them in the middle of the second year of their degree (median was 12, standard deviation was also 12). As indicated by Chart 4A, the majority of the students in our first year courses this semester (56.6 per cent) were in the equivalent of the second or third year of their programs. In comparison, 32.3 per cent were technically in their first year, having completed five or fewer courses and in the winter semester of their first year. A further 22 per cent were in the fourth year of their program. This would suggest that 79 per cent of those students in attendance when the survey was conducted were senior students. This will have implications as we begin to work with other departments in the Faculty of Arts and around the university to consider how best to move forward with our first year research and writing courses.

Chart 4B: Questions 1 and 2 – Enrollment in First Year Classes

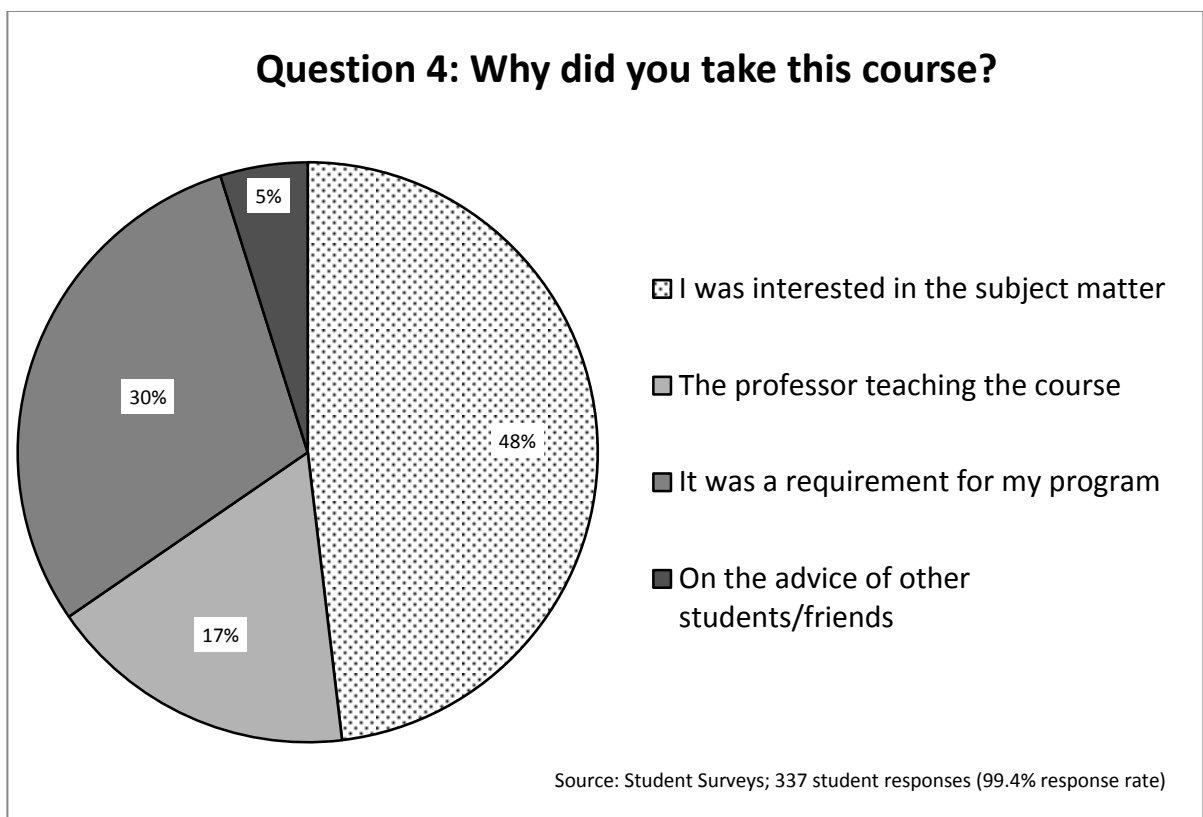


At the same time, only 10 per cent of the students in our first year courses were history majors and only 62 per cent indicated they were majoring in Arts, indicating the **important service roll** which these courses play within the larger university community. At the same time, these courses appear to be **effective recruiting tools**. Of the 99 first students who completed the survey in first year classes, 53 per cent said they plan to take another history course while 3 per cent said ‘Maybe’. Of the remaining students, 16 per cent said they could not take a history course because of restrictions in their degree programs while just over 9 per cent said they could not take another history course because they were graduating. In other words, only 17 per cent said that would definitely not take another history course for other reasons (such as they did not enjoy the curriculum). These are positive results, given that 90 per cent of the students are not in history and roughly one third are not in Arts. Indeed several students indicated that these courses had convinced them to switch to become history majors.

4.2.4.4 How Students Choose Courses

As indicated by Chart 4B, **course subject matter and the teaching styles of our professors play key roles in how students choose their courses**. Fully 70 per cent of students said that the subject matter (48 per cent) the professor (17 per cent), or the advice of friends (5 per cent) convinced them to take a course. Only 30 per cent suggested that they had to take a course because it was a requirement for their degree. This indicates that the subject matter of our courses is of interest to our student audience and that they find it relevant. At the same time, it speaks to the **important role which personality and teaching style play** in encouraging students to enrol in specific courses. In other words, enrollments in our department are primarily driven by the subject matter of our courses and the expertise of our ASMs; very few of our enrollments appear to be dependent on external mechanisms. This is encouraging and is **indicative of the success of our undergraduate teaching program**.

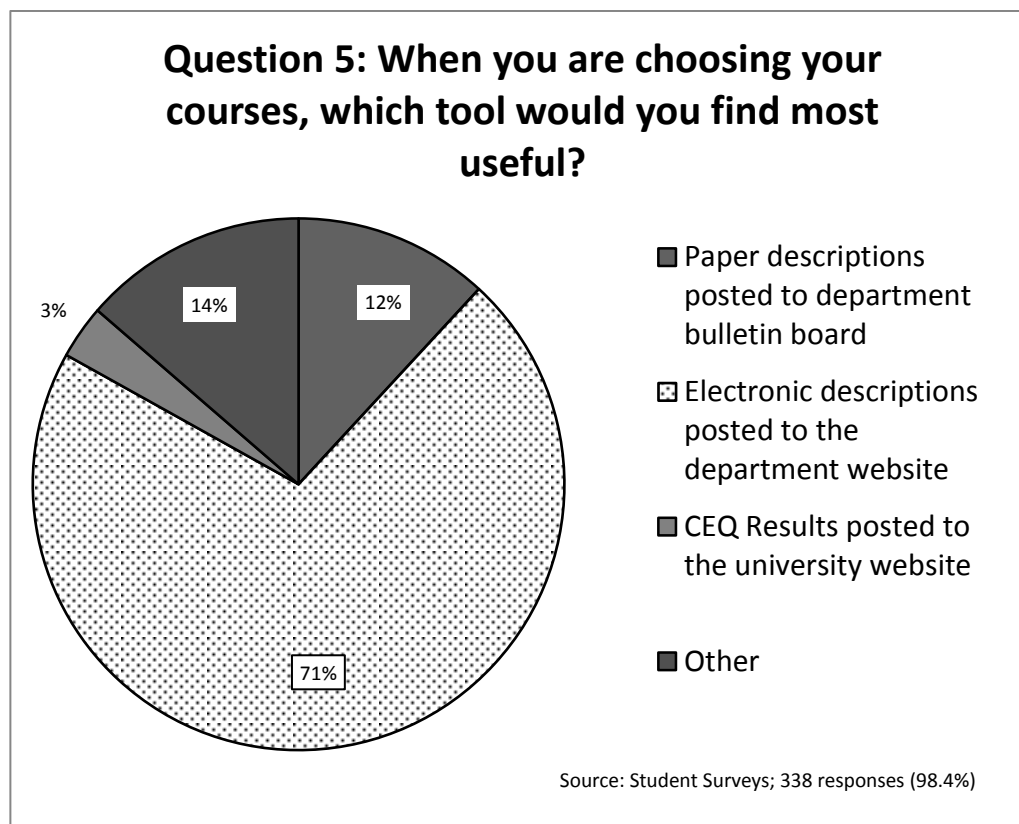
Chart 4C: Question 4 – Why did you take this course?



Our survey also determined that when students are choosing their courses, 71 per cent would find it **useful to have information about our prospective courses posted to the department website**. Traditionally, the Department of History has posted paper copies of our ‘course brochures’ on the department’s bulletin board several months before classes are scheduled to

begin. The survey suggests that only 12 per cent of students prefer this method. Surprisingly, only 3 per cent say they use the portion of the university’s website which posts CEQ results. That said, 5 per cent of students selected ‘other’ and wrote in that they use the public website ‘ratemyprofessor.com’ in choosing their courses which suggests that results posted to that website may actually be more significant for our prospective students than our CEQ results.

Chart 4D: Question 5 – When you are choosing your courses, which tool would you find most useful?



4.2.4.5 Course Organization and Delivery

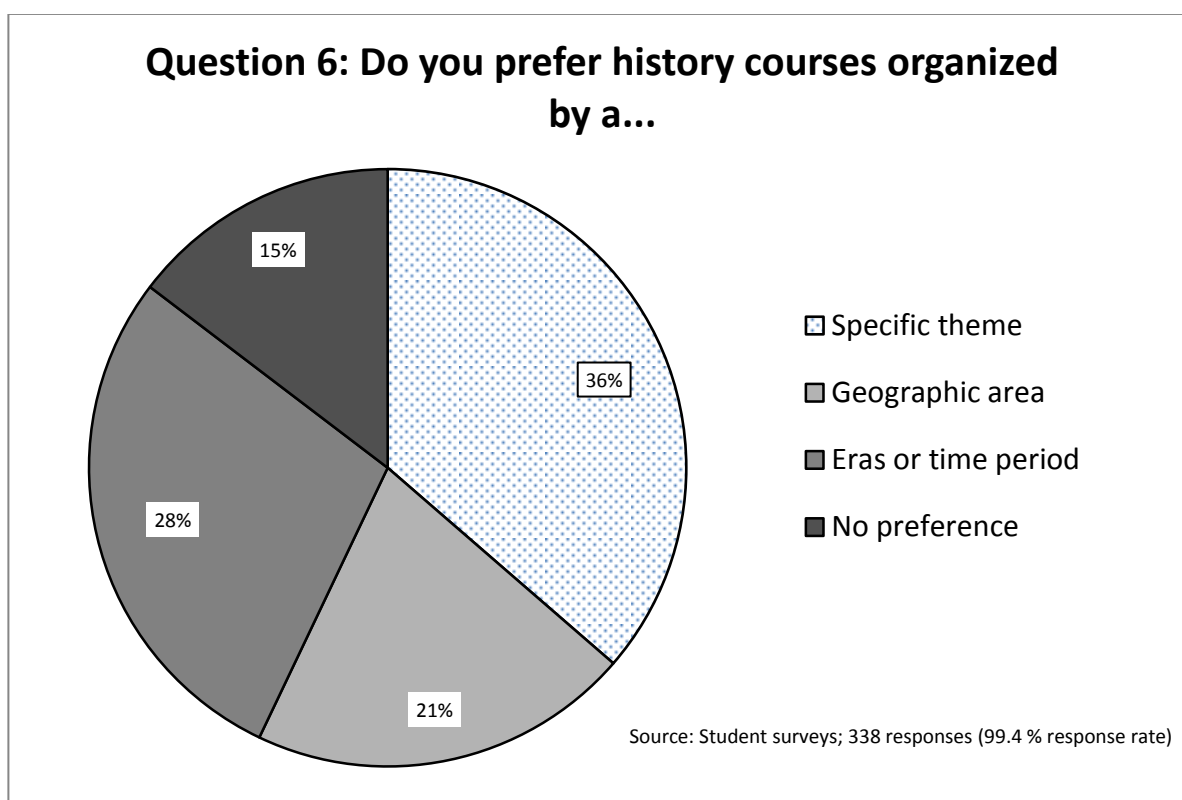
The Department of History, and specifically the undergraduate studies committee, has long debated the best way to organize, describe, and categorize our courses. Some ASMs have emphasized that thematic courses are more popular with students, while others have suggested that those organized around specific geographic areas are more effective. Still others have emphasized the importance (or perils) of organizing courses by eras or time-periods.

Our survey suggests that students are actually fairly evenly divided in terms of how they prefer the subject matter of their courses to be organized. Students were given the option of

choice of specific themes, geographic areas, eras or time-periods, no preference or ‘other’. Of the 338 students surveyed, 225 had a clear preference for one of the three types of organization specified (30 per cent for thematic, 13 per cent for geographic, and 23 per cent for eras or time-periods), while 57 preferred a combination (i.e. thematic courses within a geographic area); 56 had no preference. When hybrid answers were combined into the relevant categories, it revealed that 36 per cent enjoyed thematic courses, 28 per cent eras or time periods, 21 percent geographic areas, and 15 per cent had no preference.

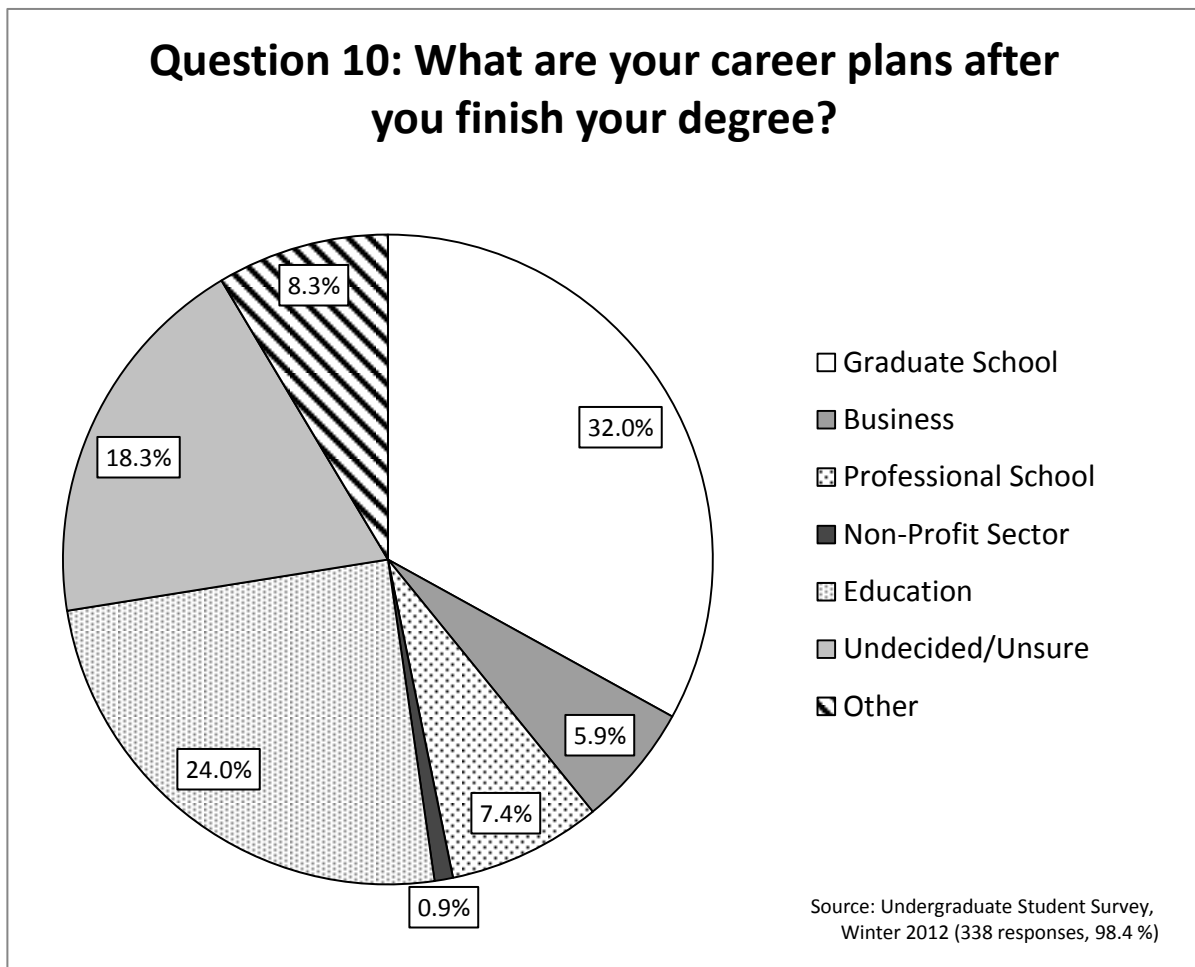
While students do have a preference for thematic courses, it is not overwhelming. This result would suggest that students have a variety of preferences and minimizes the importance of emphasizing one type of organization over another for enrollments when proposing new courses or designing course titles. In other words, faculty should feel safe in designing and proposing courses organized thematically, by era, or geographically according to the needs of the curriculum and subject matter. When the ‘no preference’ students are added into the mix, each type of organization would meet the preferences of between a third and half of our students.

Chart 4E: Question 6 – Do you prefer history courses organized by a...



The survey also reveals the changing preferences amongst our students for the delivery of course materials. Of the 339 who filled out the survey, 49 per cent preferred ‘reading material to be provided online via D2L, electronic sources at the library, or websites’; 24 per cent preferred paper course packs or textbooks sold at the bookstore; 2 per cent preferred readings on paper reserve at the library. A further 7 percent chose more than one option while 15 per cent had no preference. When those with multiple preferences are added to the mix, the preference for online readings only increases. This indicates that, like many of the ASMs in the department, students are in transition. While the largest preference is for online readings, it is still less than half of students. Monitoring this trend over the coming years will be important as it is likely that the preference for online readings will only grow over time. Nevertheless, there is still clearly a place for paper textbooks and readings placed on reserve at the library.

Chart 4F: Question 10 – What are your career plans after you finish your degree?



4.2.4.6 Our Students' Goals and Career Trajectories

The majority of our students (63.4 per cent) plan to continue their education by going on to graduate or professional school. The largest segment of our students, 32 per cent, plan to go on to graduate school. This suggests that education, which was one of the traditional pathways for graduating history students, is declining in importance and being replaced by graduate school. This presents the history department with an opportunity to recruit senior undergraduate students from a potential pool of several hundred students per year.

4.2.4.7 Student Comments

Student comments were, as expected, quite variable. In general, students made constructive suggestions, but there were few patterns in the answers. Some wanted a more structured program, while others desired less structure. A few requested more courses in specific areas (for example, ancient history, Aboriginal history, women's history, Russian history, warfare, etc.) while others said simply "You're doing a good job!"

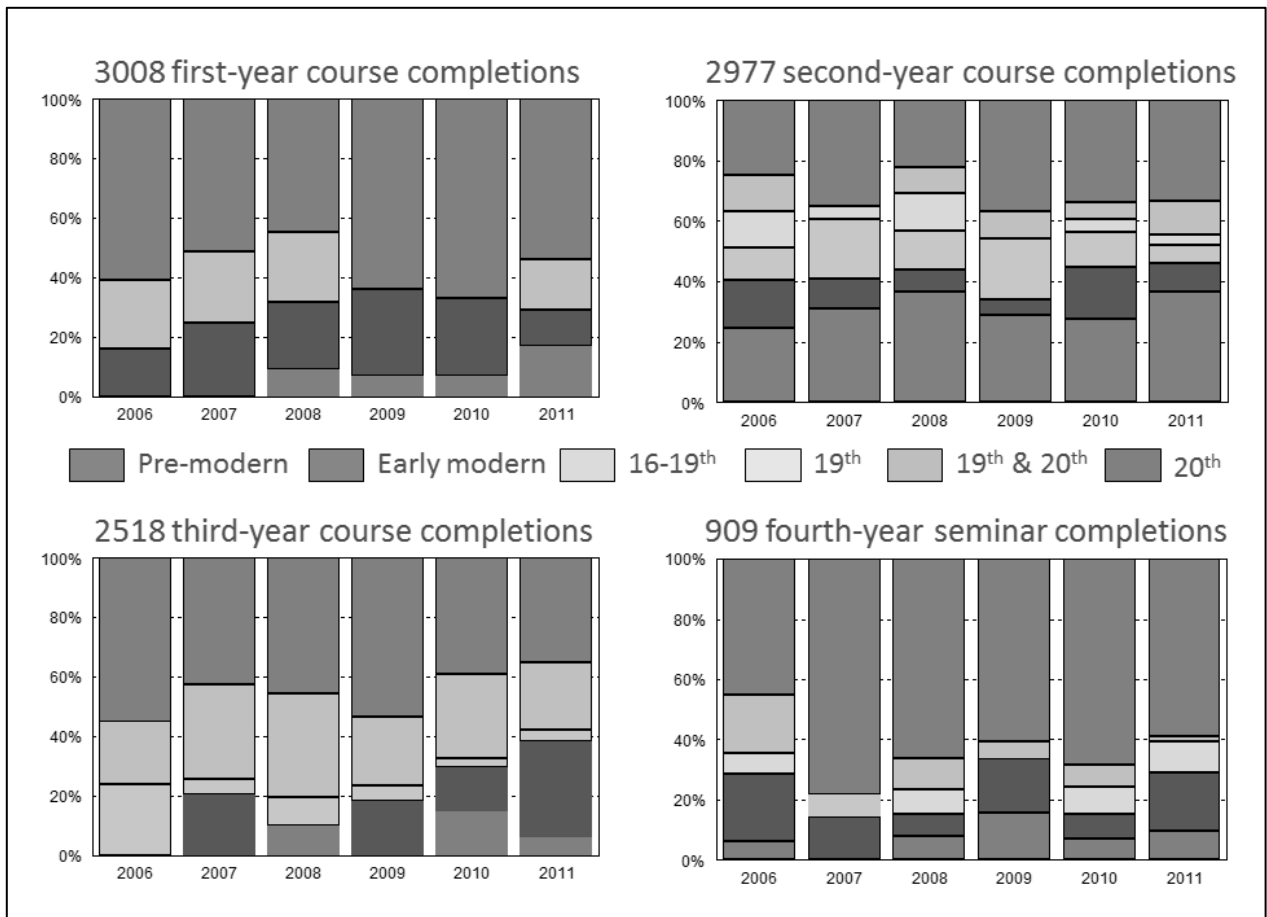
4.2.4.8 Conclusions

The general remarks made in the focus group were consistent with those arising from the broader student survey conducted in early February. While there are suggestions here that can be used as the undergraduate studies committee continues to plan for the future, both results generally speak to a high level of student satisfaction with our program. In the coming years, it may be a good practice to conduct annual or bi-annual surveys to keep 'in touch' with our students evolving preferences and concerns.

4.2.5 How We Achieve Excellence in the Undergraduate Classroom

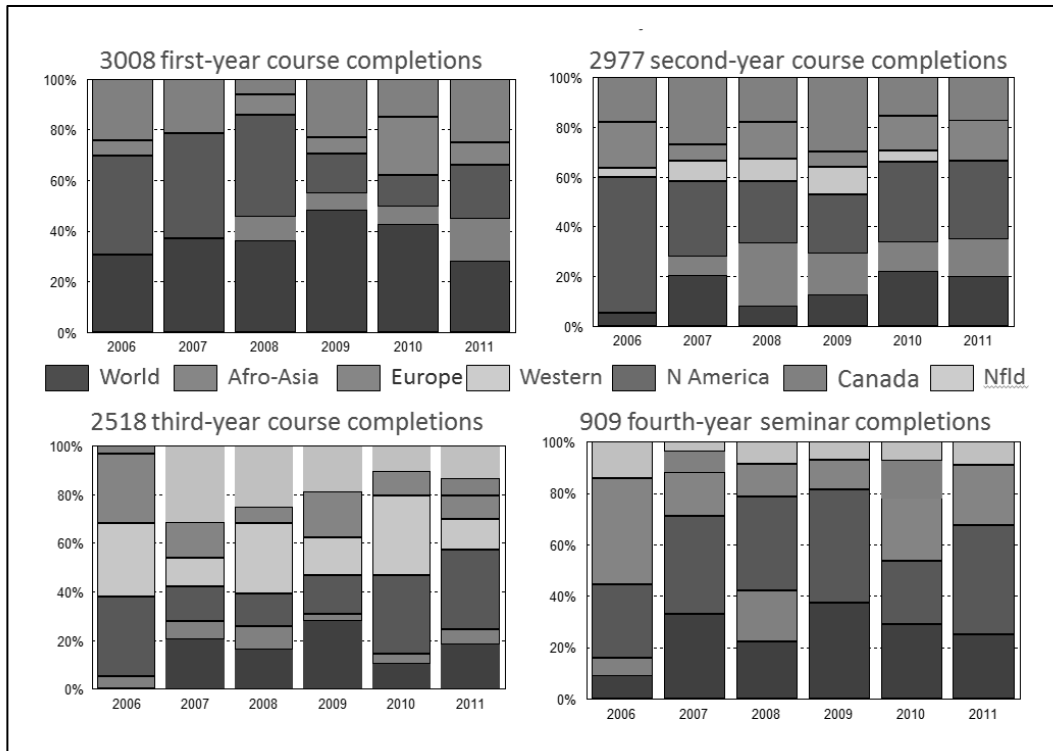
As illustrated by the attached course outlines and Charts 4G, H, and I, our Department takes a variety of approaches to the undergraduate classroom. Some emphasize digital or problem-based learning while others employ a more traditional lecture and discussion format. As indicated by our aggregate CEQ scores and the results of our undergraduate student survey, this diversity is valued by our students. We must emphasize that while the department is committed to examining best practices, examining the desirability of setting specific objectives at each level of the curriculum, and constant renewal, we value most of all the freedom to employ different pedagogies while remaining responsive to student needs.

Chart 4G: Enrollment in Courses by Time Period Emphasized



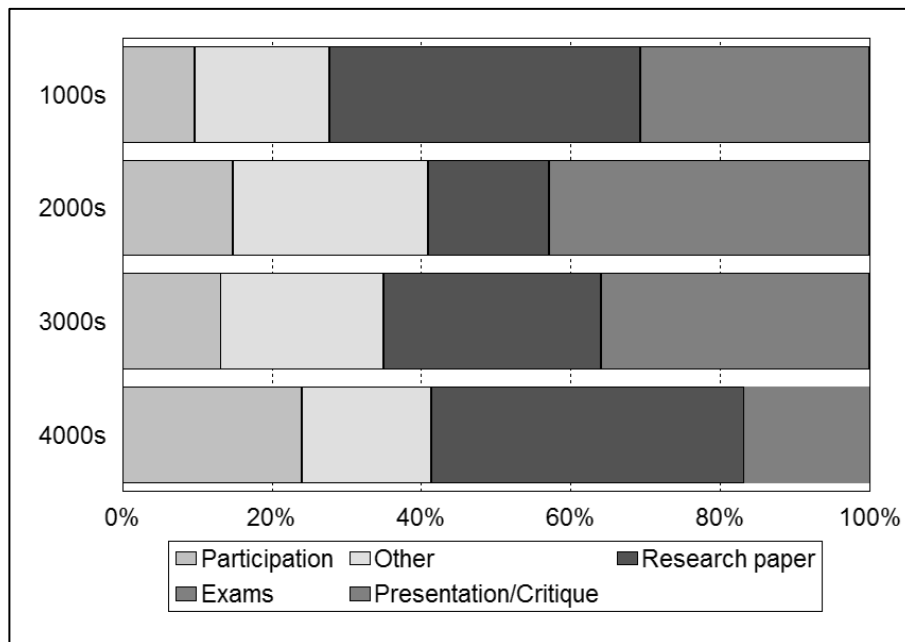
Source: Department of History, 'Dance Card' File.

Chart 4H: Enrollment in Courses by Geographic Area of Emphasis



Source: Department of History, 'Dance Card' File.

Chart 4I: Types of Evaluation Employed by Level of Curriculum, 2011-12



Source: Syllabi submitted to APR Self Study Committee for 2011-12.

In this section of the self-study, we use examples to illustrate the various teaching philosophies, pedagogies, assignments, and classroom successes which highlights the teaching and learning achievements of the ASMs within the department.

Terry Bishop Stirling teaches first year courses in Canadian History and upper year courses on the history of Newfoundland and Labrador. Her courses combine lectures, class discussions and workshops on reading, research and writing processes geared to the level and needs of her students. She tries to excite her students about learning and to help them develop skills which will help them continue learning long after they have left her classroom. In first year classes she uses short primary documents to capture student interest and employs various techniques to help students learn to read beyond the facts. She takes class time to lead them through their first research papers, keeping assignments short so that they are not overwhelmed. Bishop Stirling's third year course on the history of women in Newfoundland and Labrador includes a major primary source assignment. Students are given an introduction to primary source collections available on campus and are asked to consider their value to historians. What areas of the past do they illuminate? How do they support or challenge the conclusions in the secondary readings covered in the course or through their wider reading? What are the biases and other weaknesses in the source? Students always find the assignment challenging but consistently cite it as one of the high points of the course. Bishop Stirling believes that while senior students still need guidance and support, they should be encouraged to find their own topics and formulate questions which interest them. Three of Bishop Stirling's students have been awarded the pro Vice Chancellor's Prize for outstanding undergraduate essay and one of her Honors students was awarded the Rhodes Scholarship.

In her fourth year seminar on the Holocaust, **Dr. Edita Bosák** has chosen books, readings and interpretations where the major topics to the teaching of the Holocaust are most readily identified. Students come from a fairly diverse background to the seminar and most have no background in German history. Thus the professor has provided them with a list of topics to choose from for their first presentation which will enable them to acquaint themselves with late nineteenth and early twentieth century German history and also with the history of the Jews in Europe. Discussions on readings from the textbooks: David Engel, *The Holocaust. The Third Reich and the Jews*, Larry Stillman, *A Match Made in Hell* and Peter Longerich, *Holocaust. The Nazi Persecution and Murder of the Jews*, are carried out with sensitivity and reverence for the subject matter.

Moreover, Dr. Bosák includes a primary source document, hitherto unpublished, referring to a Czech Jewish child placed on the *Kindertransport* going to England, and films documenting the escape of two Slovak Jewish young men from Auschwitz to Slovakia announcing the imminent deportation and certain death of Hungarian Jews, Paragraph 175, the fate of homosexuals and lesbians in the death camps, and documentary film material on the infamous Auschwitz camp. When words fail, sometimes images have a greater impact. Dr. Bosák also introduces the students to the child of Jewish survivors of the Holocaust who gives an accounting and presents documents on the fate of the paternal family members in Auschwitz. There is no better way to teach something like this than through the eyes of a survivor or the child of a survivor. Questions and discussion always follow.

The second presentation and critique is always based on primary as well as secondary bibliographic material of which there is abundance. Students are encouraged to seek material from the United States Holocaust Memorial Museum in Washington, DC, the Simon Wiesenthal Center in Los Angeles, the Jewish archives in Jerusalem and Jewish Films, a website which has one of the most complete listings of films related to the Holocaust.

Finally, the question of responsibility, Nuremburg trials and Holocaust consciousness in the post-World War II era are also discussed. The professor sheds some light on the Nazis who escaped Europe and were admitted to western countries, inadvertently at times. Her own meeting of one such individual always sparks a good deal of discussion.

Dominique Brégent-Heald offers courses in the history of film as a medium, an art form, and commodity in the United States from its beginnings to present. Of all the twentieth-century advances in mass media, none can match the impact of the emergence of moving pictures and the U.S. film industry. As cultural artifacts with mass appeal, motion pictures provide a lens through which to observe the shifting concerns, attitudes, and beliefs of American culture and society. Courses such as “America on Film” (HIST 1014), “Reel American History, 1896-1945” (HIST 3790), and “Reel American History since 1946” (HIST 3795) expose students to the study of motion pictures as primary sources and encourages historical methods. Visual culture broadens students’ approach to the discipline of history by introducing them to alternative documentary evidence. Through her teaching, Brégent-Heald endeavours to give students the tools necessary for them to expand their knowledge of American history by evaluating the relationships between the American cinema and the changing historical contexts in which Americans produced and consumed particular films.

Dr. Lindsay Bryan was honoured to be nominated by students for the MUNSU Award for Excellence in Teaching in 2012. She is firmly committed to the notion of participatory

learning, having been trained as a mature student at a university where weekly small-group discussion was the norm for all Arts students. She adapts that seminar model for large first- and second-year classes by dividing them up into small groups each provided with a worksheet on which a “scribe” records the group’s answers to questions on primary texts. It gets noisy, but this does not matter! On CEQs students have consistently cited these weekly discussion classes as the best part of Dr. Bryan’s courses, because they work through complex and difficult materials with their colleagues, and come to a greater understanding quite painlessly. They also learn to be comfortable early on in their academic careers taking part in the kind of discussions that take place in our upper-level seminars. In her current (Winter 2013) fourth-year seminar on “The Middle Ages on Film”, students are so engaged that they do not want to leave the classroom, and they have even started a Facebook page to carry on their discussions. The medieval courses have always been popular, and the addition of Dr. Cassis to the department in 2008 made this even more true. Dr. Bryan feels that especially good students are attracted to the field, and that she has had some excellent students over her twelve years at Memorial. This is borne out by the fact that since 2006 the Pro-Vice-Chancellor’s Essay Prize has been awarded no fewer than four times to her students for papers written in her courses.

Sean Cadigan’s teaching reflects two basic principles. The first is that, as a historian, he is concerned primarily with teaching the research and critical analysis skills that are fundamental to the discipline of history. Students practice these skills through the development of research papers. Consequently, Cadigan emphasizes the importance of the research paper at every level of course he teaches, from first-year to graduate. The second is that Cadigan is committed to creating a responsive and open teaching environment in which students feel free to express themselves and to feel that they are part of a collaborative process of discovery. To achieve this, Cadigan emphasizes the importance of student contributions to class discussion, using means that are appropriate to different class sizes, giving back written assignments in person so that he has a conversation with every student to complement written feedback, and using mid-term feedback instruments to allow students to indicate anonymously their feelings about their classes with him . Above all else, Cadigan believes in treating every student with the respect they deserve as human beings.

The main idea that informs *Dr. Marica Cassis’s* approach to the classroom is critical engagement. Students often come to medieval and Near Eastern history with no background and some trepidation. While some students will go on to study these things at higher levels, the majority will not – and she consistently make the point to them that what they are doing is learning to take unfamiliar things and environments and think critically about them. In order to do this, she incorporates a large discussion element (usually based around primary sources)

in all of her classes - even large surveys – so that students learn, through practice and through example, to engage with the world around them. It is her belief that in doing so they also learn respect – for their own abilities, for the learning environment, and for one another.

Dr. Stephan Curtis envisions each class as an opportunity to encourage dialogue between himself and his students but, and perhaps more importantly, to encourage students to learn from one another. He envisions this free exchange of ideas and this common experience to be integral to what a university education should be. For this reason he incorporates into all his classes a weekly seminar which requires students to read materials in advance and come prepared to discuss them. This enables students to take an active role in their own education. Even though this requires much more work than sitting passively to lectures, feedback from students shows that they almost universally feel that the seminar discussions are the best part of his courses and that they learn the most from them. He does not believe that the use of more and more technology inevitably leads to a better education. That said, he has introduced students in some of his upper level courses to a database of parish records that provides a variety of information about approximately 300,000 individuals living in and around the Swedish city of Sundsvall during the 19th century. The purpose was to have them investigate patterns of mortality, migration, marriage, family size, occupation etc. while simultaneously learning to do some very basic statistical analysis.

In the classroom *Darren Hynes* follows active learning strategies centred on multimedia technologies that make the student part of the production of knowledge. Classes are based on Socratic discussion, which sometimes kindles into real dialogue. He continuously stresses the importance of cultural justification in the understanding of a subject, so the issue of relevance is always to the fore; the focus throughout is on the logic of question and answer: on paying attention to how and why questions are formulated. Most of Hynes' history courses are in the intellectual and social history of Europe from the tenth to the eighteenth centuries. First year courses focus on how to read historical documents and images as evidence of the past -- the use of images and their documentation is a significant area of research for him. He tries to get students to see the various ways in which ideas are related to society during this time. This is mainly achieved by concentrating on the materiality of the text, where "text" is taken in a wide sense so as to possibly include not only artefacts, but people (as the nineteenth-century example of Sara Bartmann shows). The main area of concentration is thus on power and persecution, which brings the documentary texts together under the Marxist and Foucauldian themes of body and control. Hynes places strong emphasis on historiographical background as necessary to any good historical research, and historiographical essays are an important part of senior level work, as are seminar presentations of papers in progress. Assignments are frequently designed to develop research skills, such as note taking and primary document

analysis; readings are designed to give the students a sense of the political tropes (Whig, Tory, Republican, Marxist) that are used throughout the writing of European history, from paleo-anthropology to the North Atlantic Paradigm. The focus throughout these senior courses is on developing a sense of history as a discipline.

Lianne Leddy specializes in teaching Indigenous history. Her students have responded positively to her hybrid lecture and discussion format. Discussions range from examinations of secondary sources, primary documents, and film clips. As a feature of her courses in Indigenous history, Leddy emphasizes ethnohistorical methods, and thus encourages discussions based on speeches, oral history, winter counts, pictographs, and other Indigenous source materials, as well as archival sources. In addition to her work in the classroom, Leddy has developed or redesigned five courses in both Aboriginal and Canadian history over the past eighteen months.

Neil Kennedy believes that while innovations in technology and pedagogy have been embraced at Memorial, more traditional archival traditions still have their place in the classroom as a means to engage and excite students in critical inquiry. In order to introduce undergraduates to primary materials, Professor Kennedy takes students to the Maritime History Archive on campus to introduce undergraduates to the nature of document creation and archival collecting and to the basic materials of social history. Every year students remark on the excitement of the experience and the importance of a tactile encounter with historic materials and past lives. In a senior seminar recently, Kennedy had students examine unpublished letters from 1860 exchanged between a woman enslaved in Louisiana and her former owner, T.D. Jones in Maryland, concerning Eliza's request that Jones sell her daughter to Louisiana that they might be closer. Students carefully peeled away the historical significance of such moments: the importance of the particular language, the subtle evasions and circumlocutions, what is revealed by the latter having kept the correspondence and so the contingent nature of archives. In this way, by examining slavery in an expected form and context, students discover for themselves the social relations existing between the prices, as it were, and the assertions hidden by the hollow language of planter paternalism. More broadly, by directly engaging in the puzzle of a correspondence between slave and slaveholder, the discussion led students to consider the tensions between imperatives of exclusion and inclusion in all systems of dominance.

Ranee Ranjabi has found a way of integrating media and teaching that has received high praise from students in many of her courses. Responding to the reality of a very visually-oriented generation of students, her courses provide a learning experience that combines film clips and other visual aids with lecture/discussion sessions. This provides her students with

the ability to actually see the events being explained by the instructor and to acquire a visual view of life in many parts of the world. This type of teaching requires considerable preparation by the instructor as normally no scripted lecture is used. The University's commitment to providing multi-media classrooms has been very important for this type of teaching. Students have commented that this method of learning enables them to remember the subjects easily as they actually see the persons and incidents being discussed. Additionally, the professor's guidance on the significance and relevance of the content helps them to appreciate how contemporary events are shaped by the past. Explaining how situations in different countries can be compared and contrasted provides students with additional ways of understanding the world from a variety of perspectives and viewpoints.

This system that integrates visual material into the course content has also been very successfully used by Raneer Panjabi in her teaching of ancient history courses that cover China, India and Egypt. The focus on cultural development and civilization, taught through this visual method, enables students to gain insight and appreciation of the rich heritage of these ancient countries and of their significant contribution to human history.

Raneer Panjabi has created and taught a number of fourth year seminars on subjects such as Human Rights, International Terrorism, Revolutions, Assassinations and Genocide. While the main purpose of these Seminars is the preparation of a substantial research paper, students are provided with guidance on the arts of writing for publication, editing, and critiquing by actual practice of these methods. Each student chooses a specific topic within the theme of the course. The students work both individually and in teams, enabling them to acquire these skills while simultaneously learning about the historical content of the subject by study of each other's papers. Students are also expected to share some of their research in a formal oral presentation and are encouraged to use the multi-media resources provided by the University for this assignment. These seminars have enabled students to gain a global perspective on relevant issues of law and justice.

John Sandlos has taught a broad array of courses in the fields of Canadian history and environmental history (see CV). Based on CEQ results, his courses have been well received, and he has actively sought to improve his teaching methods through training sessions offered by the Instructional Development Office and through published literature such as Ken Bain's *What the Best College Teachers Do*. Since 2006, Sandlos has supervised three undergraduate honours theses to successful completion.

One of the department's longest running courses is **Robert Sweeny's** Inequality in Canada, a first-year research and writing course. In the fifteen years it has been offered a variety of

differing evaluation methods have been used. Currently, students start by comparing the image of their hometown available through Statistics Canada's census-based, Community Profiles, with their own lived experience. Seeing how quantitative and qualitative evidence can be contradictory and yet still true prepares students for their midterm assignment of critically reviewing an academic article. Since 2011, the capstone project has them contributing to the Students Exploring Inequality [webpage](#). Initially created by a fourth year seminar on post-war Canada, this site explores the tensions between inequality and equality in Canada. First year students craft "First Takes", which are 500 word essays on a topic of their choosing. First, working in thematic groups, they prepare annotated lists of resources, then they each submit a draft text and after editing by Dr Sweeny, they post their corrected, illustrated final versions to the site. Over the past year, the site has averaged 28 visits a day from a total of 76 different countries.

Jeff Webb teaches a broad range of courses on campus and was a pioneer in teaching history by distance in our department. His course on the history of Newfoundland before 1815 though the web offers students the opportunity to discuss the weekly readings in an asynchronous discussion forum. Students bring their own interests and backgrounds to the topic at hand, and Webb both monitors the conversations among students and shapes the discussion in productive directions. The flexibility allows students living in different time zones the opportunity to engage in a seminar-like situation at a time of their choosing.

4.2.6 Approaching the Future of the Undergraduate Program

Over the past two and a half years, the department has begun a process of review and reform of our undergraduate program. This has involved several phases including the elimination of courses no longer taught; changing some course titles to better reflect a new focus; regularizing successful ‘special topics’ courses; and introducing new courses to the curriculum. This has been a necessary and dynamic function of the change in faculty and the changing needs and preferences of our students.

These reforms have been highly successful in rejuvenating our curriculum. They have also been praised at Faculty Council as they anticipated wider initiatives that have now been initiated by the Associate Dean of Undergraduate Studies in an attempt to rationalize and update the curriculum.

The Undergraduate Studies Committee has now started to look forward to other possible ways of improving the quality of our program. Some faculty favour introducing firmer standards, specific goals, and developing learning outcomes for each level of the curriculum; others are skeptical that such efforts risk homogenizing a diverse and vibrant curriculum. At the same time, the introduction of formal or informal ‘paths’ within the program, to help guide students in making course selections, has also been proposed. Again, though, not everyone is in agreement as many students suggest they prefer the freedom currently offered in the program. As the university turns its attention to serving the needs of non-traditional students, the department must decide whether it wishes to expand its involvement in distance education and its offerings of a full slate of courses in the spring or summer semesters. These ongoing debates are a healthy part of the renewal and self-reflection process and we look forward to moving forward in this next phase of our curriculum reforms in the months and years to come.

As we do so, the department is in agreement on two principal points:

- We must improve our website to better communicate with our undergraduate (and graduate) students and to promote a better understanding of what we do as teachers and scholars.
- We should continue to discuss issues of pedagogy and provide a specific forum/space in which to do so; this might involve professional development sessions specifically aimed at historians while members of the department should be encouraged to share successful teaching techniques as part of a regularized departmental seminar series.

The self-study process has created an exciting opportunity for department members to reflect on our teaching methods, philosophy and goals—both individually and collectively. We have

always placed great value on our role as teachers and will continue to do so as we continue to strive for excellence in teaching and learning.

4.3 The Graduate Program

4.3.1 Administration of the Graduate Program

Currently, the Graduate Co-ordinator is appointed by the head and works with the Administrative Assistant, Fran Warren, as well as a graduate committee composed of two elected members, a head's appointee, and a graduate student representative. It has traditionally been 'arm's length' from council in that the co-ordinator (and committee) controls its own budget, determines admissions, recommends teaching areas, assigns grades, and administers the day to day functioning of the program.

The co-ordinator currently bears the largest burden of responsibility for the administration of the program, working closely with Ms. Warren. The co-ordinator also works with the School of Graduate Studies to ensure that regulations are followed and that faculty and students are aware of the opportunities and requirements of the program. Much of the business of the program is thus handled by the co-coordinator and the administrative staff outside of the formal committee. Historically, the committee has served several more limited purposes. It aids the students who prepare SSHRC applications and ranks them. It reads all of the applications of prospective students and makes decisions regarding admissions and sometimes funding (which take the form of recommendations to SGS). It also makes recommendations to Department Council on changes to the program. In the past the graduate committee actually graded MA students' historiographical essays, but more recently the practice has been for the supervisor and a second reader to make recommendations on the grade to the co-ordinator who makes the final determination on the grade.

4.3.2 Organization and Structure of the MA Program

In 2008, the graduate committee undertook consultations with alumni, then current students, and ASMs which indicated a need for renewal. In response, it made several significant changes to the MA program which brought its format and organization more in-line with similar programs offered at other universities in Canada. Specifically, the committee re-introduced a thesis option to provide students and faculty with a more research intensive option. This had formerly been offered but had been discontinued, a decision that proved unpopular and too restrictive. The student course load was reduced from six courses to five which was accomplished through the integration of the individual methods and historiography courses into one Theory and Method course. As discussed more fully below, an MA conference format was introduced for the presentation and discussion of HIST 6200 papers.

Finally, to support more in-depth research and analysis at the MA level in the course option, the length of the major research paper was increased from 30-40 pages to 50-60 pages.

Students entering the MA program choose either a thesis option or a non-thesis option (known as the 'course' option colloquially in the department). Both options are to be completed in one year, although students in the thesis option sometimes take an extra semester to finish. The transition to a one-year MA program was made several years ago so as to bring the program more in-line with those offered at other Canadian universities and has generally been seen as a positive change within the department. The re-introduction of the thesis option is also seen as a positive change that allows students to complete a more detailed original research study, while still completing their program in a timely fashion.

Regardless of the option chosen by the student, students are asked to complete 24 credit hours including HIST 6190 (Theory and Method), HIST 6200 (Masters Seminar I) and, in the case of course students, HIST 6999 (Masters Research Paper or MRP). This emphasis on both historiography and methodology is seen as an important strength of the program.

Significant changes have been introduced to the format of HIST 6200 in particular during the past four years. In this course, students prepare a historiography paper (in consultation with their supervisors) that can form the basis of the introduction to the MRP. In the past, these papers were examined by the entire department in a seminar format. Students are now asked to present their papers in panels of two or three, often assisted by technology, while a faculty-member acts as chair, providing commentary and moderating questions from both students and faculty. This 'conference' atmosphere provides students with an opportunity to develop their oral presentation skills and gain experience in delivering papers to an audience. Students and faculty have generally responded positively to this change.

Students then produce a thesis of approximately 120 pages or an MRP of approximately 50 pages based largely in primary research. Theses are graded by a combination of external and internal examiners, in consultation with the supervisor and graduate chair; there is no 'defence'. MRPs are graded by the supervisor in consultation with the graduate chair.

Student funding is provided through a combination of internal fellowships (known as the baseline allocation), teaching assistantships, external faculty awards, and external scholarships. MA students generate a baseline payment of \$6,700 from SGS which goes into the graduate budget in the year after they begin in the program; the student often receives this amount in funding but this is at the discretion of the graduate co-ordinator and committee. A limited number of Teaching Assistantships are awarded each year, valued at approximately \$1,184.40 each (56 hours of work). Supervisors may provide additional funds from their own

internal or external research grants; there are no limits on this funding. This past year, the typical package offered to an incoming student was between \$8,000 and \$11,000.

Most MA students have historically finished in a timely fashion and the enrollment has been relatively stable at 8-12 students per year. The best of the MA major research papers are close to publishable quality, and indeed some of our students in recent years have published these either as peer-reviewed or non-peer-reviewed articles. A significant number of our MA students have also gone on to doctoral programs and have done well.

Both the graduate committee and most members of the department are generally satisfied with the organization and format of the MA program and feel that it strikes an appropriate balance between providing students with a number of options for completion while retaining its traditional emphasis on historiography, methodology, and original research. The program has been a great success for this department in the past and it is anticipated that it will continue to be successful in future. Going forward, few major revisions to the structure or format of the MA program are anticipated. However, the graduate committee feels that additional opportunities for professional development could be developed outside the classroom setting while questions related to funding will need to be addressed in order to continue to attract and retain top graduate students.

4.3.3 Organization and Structure of the PhD Program

Students are admitted to the program usually in the fall semester, but occasionally in the winter semester. MA students also have the ability to transition into the PhD without finishing their Masters degree and while this has been used historically, it is generally a rare occurrence. PhD students are required to take HIST 7000, usually in their first semester and in which they are asked to write a research paper. They then complete HIST 7001 which requires the production of a historiographical paper.

Students then begin work on three comprehensive fields, one major and two minor. According to our graduate handbook, the major field is set at a maximum of 50 books and the minor fields at 40 each. It is important to note that the Department of History currently offers major fields in only three broad areas: Maritime history, Newfoundland history, and Canadian history. Historically, while students have worked in all three areas, in recent years they have more often completed fields in the latter two areas. Expanding the number of fields we offer has often been discussed in the department and graduate committee and would allow more members of the department to participate in the graduate program. Minor fields can be

completed in any number of areas and are sometimes run by supervisors from other departments in the university.

Before the student is examined on her or his comprehensive fields, she or he completes the second language requirement (usually French but, depending on the topic, sometimes another language). They are then asked to submit a thesis proposal outlining the proposed program of study for the dissertation. Once this has been submitted and approved, the student sits an oral examination on all three comprehensive fields. There is no written component of the exam.

Once students pass their comprehensive examinations, they begin work on the dissertation. Supervisory committees are required to meet each year with doctoral students to ensure that satisfactory progress is being made. The graduate committee has determined that more of an effort must be made to ensure that these meetings do not become ‘formalities’ but are used to accurately gauge student progress.

Once a student has passed his or her comprehensive exams, the Department provides those interested with the opportunity to teach a course, providing valuable professional work experience.

Funding for PhD students is allocated by the graduate committee from a combination of internal SGS fellowships (known as the ‘baseline allocation’), teaching assistantships, internal and external faculty awards, and scholarships. PhD students generate a baseline payment of \$11,000 from SGS which goes into the graduate budget in the year after the student begins the program; the student often receives this amount in funding but this is at the discretion of the graduate co-ordinator and committee. A limited number of Teaching Assistantships are awarded each year, valued at approximately \$1,184.40 each (56 hours of work). Compiling competitive offers (of \$17,500 to \$25,000) thus requires either an additional input from faculty research grants or an award such as the Dean of Graduate Studies Award (\$5,000) which is available to a limited number of students with averages above 85%. Students who secure major external awards, such as a SSHRC doctoral fellowship, do not receive baseline funding and this can be redistributed to other students in an effort to create more competitive packages. They do, however, receive a top-up of \$3,000 from the Dean of Graduate Studies.

4.3.4 Enrollments in the Graduate Program

A full discussion of graduate student enrollments can be found in Appendix 2, including charts and graphs illustrating how those trends have evolved over time. In summary, enrollments have remained relatively stable since 2008 at between 9 and 10 Phd students and

10 to 15 MA students. This past year, there was a slight decline to 8 students. These fluctuations likely reflect the availability of faculty research grants, sabbaticals and secondments, as well as the departure and hiring of new faculty.

4.3.5 Graduate Student Opinion

A survey of all graduate students living in St. John's during the fall of 2012 was undertaken by the graduate student representative of the committee, MA student Trevor Ford. This survey revealed both areas of success and progress as well as several challenges which provide an opportunity for renewal.

On the whole, most students said they felt both challenged and intellectually satisfied with the level of instruction they were receiving in their programs. In particular, the organization and structure of the courses which were offered in the fall of 2012 was singled out and many students expressed satisfaction with the opportunities provided by the program and/or their supervisors. At the same time, they felt that their workload was manageable while still academically rigorous. The administrative staff of the department were said to be particularly helpful while students were pleased with the level of access they had been given to departmental resources such as computers, the department library and photocopiers.

As might be expected, opinions also diverged on some aspects of the program. Some students felt that the small nature of the program was a strength while others would have preferred to be part of a larger program; the merits of the thesis and course options were debated as were levels of funding. Some students felt supervisors could be more 'hands on' while others, as mentioned above, were happy with the supervisory relationship. It is understood that such debates are common amongst graduate students in Canada.

Graduate students also pointed out several areas where department members could work to make positive improvements to the program as a whole. First, they felt that a more inclusive, collaborative, and supportive research environment would help integrate students into both the research and dissemination aspects of faculty scholarship as well as the teaching life of ASMs. This would, it was said, help create a sense of community, a shared feeling of belonging, and connectedness between faculty and students. Second, some graduate students felt that expectations, roles, and responsibilities could be more effectively communicated at the beginning of the semester. Finally, there was a desire amongst some students for more professional development opportunities within the compass of their coursework or as an ancillary aspect of the program.

Many of these concerns are again representative of larger trends within the graduate student population in Canada, although they were expressed in the specific context of the experience at Memorial. As a [recent article in University Affairs](#) suggests, students are often anxious about funding, feel isolated within their graduate studies, question the efficacy of the supervisory relationship, and express a desire for a more ‘skills based’ approach.²⁴ Like other academic units in the Social Sciences and Humanities across Canada, the Department of History is working to address these issues while preserving the integrity of its programs and the strengths of a traditional approach to graduate studies in history.

The graduate student survey thus presents several areas where the department is meeting or exceeding the expectations of students but has also helped us to identify other aspects of the program which should be renewed or redeveloped. It is taken as a positive sign that the ‘problems’ identified by students aligned with those areas of the program which the graduate committee and members of the department had already begun to discuss. It is anticipated that the recommendations which we make below will help us address any student concerns while preserving the aspects of the program that have historically made it one of the most vibrant and important programs in Atlantic Canada.

4.3.6 How We Achieve Excellence in Graduate Teaching

Our department members value graduate teaching and over the past thirty years have built a solid foundation upon which to develop the future successes of faculty and students. This section of the document presents examples of how faculty members contribute to the success of the graduate program in various ways, taking diverse approaches to graduate teaching.

Professor Skip Fischer’s graduate teaching (and supervision) in recent years has concentrated primarily on maritime and United States history, while his undergraduate teaching has focused mainly on the history of the US. He believes that the best results in the classroom occur when both the instructor and students are genuinely excited about (and committed to) a truly collaborative learning experience. A good example is History 3742, the Social History of Popular Music since 1950, which uses popular music to illuminate broad social trends in the

²⁴ Rosanna Tamburri, ‘The PhD is in Need of Revision,’ *University Affairs* (6 February 2013): <http://www.universityaffairs.ca/the-phd-is-in-need-of-revision.aspx>.

United States between 1950 and 1980. Among other outcomes, this course reinforces the notion introduced in our first-year offerings that historical research need not be based solely on traditional written sources but rather that an understanding of the past can be gleaned in many different ways.

Mike O'Brien has been teaching Advanced Studies in Labour and Working Class History (History 6075) since 2008, which is a required course in the interdisciplinary Master of Employment Relations program as well as an elective course for graduate students in history. The course is designed to engage students in an examination of the historical experiences of work and workers in Canada since the early 19th century, focusing in particular on changes in the nature of labour and of industrial relations and the active roles which working people played in these changes. Mike encourages students to undertake research projects that examine historical aspects of issues that are of interest to the individual student (examples including occupational health and safety, gender relations in the workplace, collective bargaining and so forth) in order that they might both gain insight into the richness of experience in the past and be able to frame current work-related issues within a historical context. Feedback from students in the MER program to this approach has been consistently positive, as the course affords them opportunities to delve into areas not generally covered in other parts of the program.

John Sandlos has supervised or co-supervised seven MA students in history to completion and co-supervised one MA to completion in Geography. One additional MA thesis in history is currently undergoing examination. In addition, Sandlos has served on the supervisory committees of one MA student in Geography who has completed, and currently sits on the supervisory committees of two other MAs who are in program. Of the history MA students, Sandlos directly recruited four of the completions and the one near-completion to funded positions using SSHRC or ArcticNet funding (advertised through national and international research networks). Active recruitment has brought high caliber students to Memorial, and several have won SSHRC and/or university fellowships and academic awards. Sandlos and Keeling are planning an edited collection through University of Calgary Press featuring contributions from many of these students. Of the completed MA students, two have proceeded to doctoral programs (at Western and the University of Alberta), three have gone on to secondary school teaching careers, one works for *The Rooms* provincial museum in St. John's, one is currently applying to law school, and the final in-program MA student is conducting contract work in the field of oil sands policy and resource development (directly related to the submitted thesis topic). The co-supervised Geography MA student is currently working on mine issues and impacts for the Newfoundland and Labrador government in Nain, Labrador. Since 2007, Sandlos has worked closely with Professor Arn Keeling in Geography

to facilitate the Mining History Research Group at Memorial, a bi-weekly colloquium of faculty and students that meets to discuss papers, plan research logistics, and workshop written submissions and public presentations.

Chris Youé received the CSU (then MUNSU) award for Distinguished Teaching in 1998. In 2010 he taught a new course in Graduate Studies (6190) called Theory and Method. Youé felt that his success was limited in the first year because the course was pitched at a level of abstraction that History students are not familiar with. So in Fall 2011 he revamped the course so that each unit had a reading on theory, a reading on method, and an article or piece of writing that exemplified that theory and method. Sometimes he added a critique into the mix. The integration of the three levels in the process of particular types of historical writing made for easier understanding of approaches and shortcomings. At the undergraduate level he does not believe in straight lecturing. Youé finds time for document analysis, workshops on argument and research, discussion groups and role playing. Students generally appreciate such involvement.

4.3.7 Approaching the Future of the MA Program

The MA program has traditionally been—and continues to be today—an important part of the department's intellectual life. While there are challenges that must be overcome, we are confident as a department that the future is bright. The graduate committee has been working with students and faculty to identify difficulties and to devise proactive strategies to solve problems and unlock potential for growth.

Funding is understood to be one of the major obstacles facing the growth of the MA program. While we will continue to attract students from Newfoundland and Labrador, fulfilling our special obligation to the people of this province, the department has had difficulty competing with the financial offers made by other universities (often between \$15,000 and \$22,000). This has made it more difficult to attract students from other parts of Canada as matching such offers requires an additional input, usually from faculty research grants, of between \$8,000 and \$15,000. This has proven difficult, due to practical limitations on the size of typical external research grants held by historians—which will be most practically solved by seeking the larger grants. Nevertheless, increasing the size of the department's 'catchment area' is essential to achieving significant enrollment growth, especially given the demographic challenges faced by the province as a whole. Working to attract students from non-traditional cohorts will also be essential.

We understand that these problems can be addressed both by increasing faculty success in external granting competitions and by working to build a more collaborative, inclusive graduate program. We have every confidence that this will be possible and that the future of the MA program is bright. It is promising that the department has been able to build a strong cohort of students, even within the confines of a moderate funding model, and maintain enrollments of eight to twelve students per year. This speaks to both the reputation of our program and the faculty working in the department. It bodes well for the growth of the program in the future and speaks to our potential as a department.

4.3.8 Approaching the Future of the PhD Program

The PhD program has, historically, been a great success for the department. A large portion of its graduates have traditionally attained academic jobs, had books published based on their theses, and won major awards. This is important for the department as attracting, retaining, and graduating PhD students is now the major priority of the School of Graduate Studies. We are confident of its continued success and look forward to proactively tackling several challenges related to funding and growth.

The department head and graduate committee recently requested a meeting with the Dean of Graduate Studies, Dr. Noreen Golfman, to discuss strategies for renewing our commitment to the PhD program and encouraging future growth. The Dean shares our optimism for the future and describes the department as ‘one of the university’s great success stories in graduate teaching.’ While there is no desire to alter the basic components of the program (seminars, second language requirements, comprehensive examinations, thesis proposal, and dissertation) the graduate committee has discussed ways of streamlining the process to bring it more in line with requirements at other universities. This might include a number of strategies such as combining PhD seminar courses with field requirements, changing the format of the comprehensive examinations, or combining the thesis proposal with either seminars or the examination steps. It may also involve reordering the way in which these requirements are met.

The graduate committee has also discussed broadening the major fields available to incoming PhD students. On this point, the committee has achieved more unanimity, agreeing that the expertise available in the department should be the sole determinant of the fields available for supervision. This would help increase faculty participation in the program while increasing our potential for intake of students. This would, though, require an accreditation process and approval by the university Senate.

As with the MA program, providing students with competitive funding packages is understood to be one of the most significant obstacles to achieving rapid growth in our program. Again, achieving success in this realm is understood to be intimately connected to faculty success in external funding. At the same time, there are several programs offered by SGS which provide matching funds specifically for PhD students which are new and may be utilized by faculty applying to external competitions. Working with our students to develop successful SSHRC Doctoral Fellowship applications will also be essential to the long-term success of the program as such students will ‘free up’ the base-line funding offers to new students. It is hoped that if our proposed graduate taskforce (see below) is created, it will work effectively with our newly proposed research committee (see below) to help faculty negotiate these funding issues and work collaboratively to increase the success of our PhD program.

Given the breadth of expertise in the department, as well as specific thematic and geographic concentrations in a number of related and distinct areas, the future holds much possibility. The graduate committee and department feel that the future of the PhD program is bright and is excited that the university and SGS are committed to helping us continue to achieve our historic levels of success in graduate teaching.

4.4 Planning for the Future: Our Goals

Memorial's Teaching and Learning Framework says that 'teaching and learning at Memorial University connects learners and educators to each other, our community and our world, in the service of knowledge generation and exchange and the advancement of society.' To this end we have set several goals which the department will work towards over the coming years.

First, we **will work to make our Graduate program thrive** which means **growing our graduate program** to provide students from this province, this country, and the world with an opportunity to become engaged explorers committed to life-long learning through a high-quality, challenging program built on collaborative relationships and active, cutting-edge research programs. To be clear, though, **growth for the sake of growth is not our objective**. Successful graduate programs are vibrant places of formal and informal learning and teaching. Creating an exciting research and learning oriented environment requires a critical mass of students. This critical mass provides students with the opportunity to collaborate and work in partnership with each other and faculty. It minimizes isolation and encourages timely completion of the degree program. **Growing both our MA and PhD programs will help develop this critical mass** while helping us to achieve our related goals in **research**. Like any aspect of teaching, these two areas are inseparable.

Second, we plan to continue to achieve **Excellence in Undergraduate Teaching** which will require us to build on our proven successes in undergraduate teaching by continuing to focus on students as learners, providing support and fostering an environment that will allow individuals from this province, this country and the world to take risks and experiment; continual curriculum renewal will be vital to achieving this goal.

Third, we wish to work towards becoming **the Consciousness of the Community** which means that not only will our members continue in the vital roles that they have historically played in contributing to the cultural activities of the community (local, national and global), our profession, and our national discourse, but also recommit to maintaining and building the important relationships that sustain engagement and ensure that our successes are of direct benefit to the public.

To achieve these goals we propose four strategies:

Strategy 1:

We propose to establish a task force to re-examine our graduate program, the regulations governing the graduate committee and its relationship to council, and our

internal funding model; the committee will be tasked with developing strategies to encourage and allow all ASMs to participate fully in the graduate program, to find ways of rationalizing compensation for graduate teaching given the new emphasis on PhD supervision, and to address concerns raised by graduate students.

Strategy 2:

Establish a professional development mechanism that will facilitate discussion of teaching and learning, which might include the development of an informal space within the department for faculty, or perhaps PD sessions specifically aimed at historians; this will also serve to provide learning opportunities for graduate students interested in developing specific skill sets.

Strategy 3:

Task the undergraduate committee to begin the next phase of the curriculum renewal process by beginning discussions on the desirability of establishing standards at each level of the curriculum as well as learning objectives and outcomes; course offerings and teaching within new formats (distance, online, experiential, etc), and begin a general discussion of program requirements.

Strategy 4:

Develop a more effective working relationship with the undergraduate history society to support its effort and recruit senior students to the graduate program.

SECTION 5

Conclusion

5.1 Conclusion

The members of the Department of History are excited to take this opportunity to reflect on our programs, our strengths and weaknesses in research, teaching and engagement, and to evaluate how we align with the university's strategic goals. This has been a truly formative process and we have used it as an opportunity to reflect on our strategic planning and to set new goals for the future.

Our first goal is to **develop our capacity to achieve excellence in research as a department**, specifically working towards increasing the success of ASMs in external grant competitions and developing an environment where success is celebrated and collaboration is encouraged. This will help us achieve our second goal of **helping our graduate program to thrive**. We understand that this will take work and re-visioning, but we are committed to developing a program and recruitment strategies that will allow us to attract and retain the best graduate students. At the same time, traditionally **one of the greatest strengths of the department has been its focus on undergraduate teaching**. We do not wish to lose sight of this important part of our life as teachers and scholars and we are committed to continuing to renew our undergraduate program. This department has always been **an engaged part of the community** and has historically played an important role the life of Newfoundlanders and Labradorians. As we go forward, we remain committed to maintaining and building the important relationships that sustain engagement and ensure that our successes are of direct benefit to the public.

As a department, our members look forward to working with the Academic Program Review Panel, and using their fresh perspectives to help us in the reflective process. We look forward to their feedback on how they think we can best achieve these goals as well as the specific strategies which we have articulated in this document.