

**February 2001**

**DEPARTMENT OF CLASSICS**

**SELF-STUDY**

**Purposes:**

We understand that the purposes of the Self-Study are to provide a description and assessment of the Department, to outline plans for the future, and to assess our contribution to scholarship in our discipline, to the University and to the Province.

This we attempt to offer in the following pages.

**Strategic Objectives:**

Our objectives are to provide instruction in Latin and Greek language and literature, and in all aspects of classical civilization, both to students who study Latin and Greek, and to those who do not. We also strive to contribute to the international world of classical scholarship through research leading to dissemination of its results through publication of articles and books, and presentation of papers at scholarly conferences. The nature of our discipline requires that almost all our source material is in Latin and Greek, and that the texts at our disposal need interpretation that demands special skills in textual criticism, and in palaeological, papyrological and epigraphic techniques. The significant successes of our past majors and honours students and the substantial publication record of our Department, both in print and at national and international conferences, demonstrates our continuing success in meeting our objectives. We believe that these claims will be substantiated by our submission in subsequent sections of this report and in the attachments thereto, particularly in respect of our participation in the world of scholarship.

As regards the mission of the University, as enunciated in its "Strategic Framework", our work falls clearly within the mission to achieve excellence in teaching, supported by our excellent record in research, scholarship and creative activity. We have gained a reputation among our students, present and past, and colleagues in other universities, that our members are among the most accessible, humane and collegial of any department in the University in dealing with students, with other institutions and with the general public.

Especially we endorse the views expressed in the University's statement of Principles and Goals, that academic needs are paramount, that the University exists in the first instance to educate the people of the Province, and that we seek to provide our students with teaching of the highest possible standard, conducted in an environment constructed to enrich students' experience. We further concur with the statement that sound teaching goes hand in hand with original research and scholarship.

We strive to pursue the University's goal of raising graduate enrolments, despite the problems we face, as a small unit, in accommodating all the demands made on us by our wide-ranging and multifaceted undergraduate and graduate programmes. We make every effort to accommodate the needs of individual students in our goal to provide instruction and dialogue in areas of the discipline that interest them. In order to maintain a high standard in our discipline, we believe in providing our graduate students with rigorous training in the languages and in scholarly method. For that reason our programme has demanding standards for admission, and, in terms of content, extensive course work, lengthy reading lists in both Greek and Latin literature, translation examinations and thesis. As a result, although applications and acceptances are not numerous, we can boast students of a high calibre and outstanding dedication to their discipline.

Classics is a universal discipline that covers all aspects of human culture and experience. Although it does not deal with any specific material, social or natural needs of this Province, it nevertheless provides an invaluable humanistic background for and fosters an intellectual acuity in our future leaders. One of the gravest dangers facing the western world today is over-specialization, a neglect of the past and unawareness of the interconnectedness of every aspect of life. An education in classics heightens the sense of connection between man and nature, between the immediate action and the long-term effects.

As for the question of how we focus our work on achieving the level of excellence to which we aspire, we do our research as individuals, publish results in papers delivered on a national, continental and international level, as well as in articles in international journals and in books and monographs which enjoy a world-wide readership. By gaining world-wide recognition as individuals, our affiliation to the University brings recognition to the Province as well as to the Country as a whole. Our teaching programmes, on the other hand, have been constructed through continuous discussion and collaboration among all members of the Department, in which we have always been responsive to suggestions from our students, especially in respect of courses in Greek and Roman Studies, which is to say those courses which require no knowledge of Latin or Greek, and which, inevitably, attract our largest number of students.

### **Student Enrolment/ Programme Outcomes:**

As anyone who has been around for a few years knows, trends do not last very long, and often reverse themselves. They are therefore very unreliable guides to anything other than very short-term planning. Majors in classical languages have never been very numerous, and the graduating class fluctuates from year to year from as many as ten or twelve to only one or two. This is the case with all but the major metropolitan universities. Students who major in one or both of the languages tend to be the most gifted and dedicated, and almost invariably opt for the honours degree. The number of our majors and honours students in classics, as distinct from Greek and Roman Studies, is dependent on the number of first year Latin and Greek students who enrol in any given year. In the case of Latin enrolments, that has often depended on external factors, such as requirements of the Department of French and Spanish or of the Faculty of Arts as a whole. Let us be frank.

Very few high school graduates intend to get a degree in classics, and those who are interested in the ancient world are more likely to end up in departments of archaeology, English, history or philosophy.

In the 1960s, the Department, which had hitherto taught Latin and Greek languages, began to offer courses in Greek and Roman history, and literature in translation, to students who were not required to know any Latin or Greek. These courses instantly became very popular, in part because the Departments of History and English respectively recognized them for credit in their disciplines. More recently we have established first a minor programme in such (non-language) "classical studies", and then, about a decade ago, a major programme. In so doing, we have greatly increased the number of course offerings in these fields, and these courses, not unnaturally, account for by far the greater part of our student enrolment.

We would, of course, like to have many more majors, but the present numbers (some 24 majors and 35 minors) are not unsatisfactory, given the modest resources committed to the programme (six and one half faculty members, some one of whom is always on sabbatical leave, one administrative secretary, and the smallest operating budget in the University) and the fact that by far the greater number of our students are taking classics courses as electives towards other programmes.

A sizeable proportion of the students who declare majors in classics (Latin and Greek) or Greek and Roman Studies (formerly Classical Studies), and also some students in the Faculty of Science who have taken most of their elective courses in our Department, have appeared on the Dean's Lists of their respective Faculties, and all have, in every case that we can think of, proceeded to graduation, frequently with first-class standing, especially in the case of those who opt for the honours programme.

The overwhelming majority of our majors and honours students have expressed their satisfaction with the courses and programmes offered by our Department. Their main complaint is that the wide variety of courses listed in the Calendar are not taught often enough. It was mainly owing to pressure from students that in 1999 we reviewed and expanded our list of offerings, and revised our programmes.

Those of our graduates who have wished to proceed to graduate or professional studies seem to have had a 100% record of success. Most such students have taken our honours programme in classics. They have entered M.A. or M.Phil. programmes in classics at Toronto, Oxford, Western, McGill, Georgia, Calgary, Ottawa, Queen's and McMaster, and four at Memorial. Some have taken master's degrees in other subjects (history at McMaster, English at Memorial, M.Phil. in Humanities at Memorial, classical archaeology at UBC and art history at Toronto). Two took Ph.D.s at Alberta and Edinburgh and two others are embarking on Ph.D.s, one at Bristol and one, we hope, at Oxford or Michigan or Toronto. At least three are now successful lawyers, graduating from Toronto, UNB and Dalhousie. Several have taken master's degrees in library science from McGill, Dalhousie, Western, and Toronto, and two have completed MD degrees. Those of a more technical bent have found a classical training valuable in the

business world. One of our successful majors recently pursued her studies in IT and presently occupies a responsible position in the Bank of Ireland. Another applied his language skills, learned in part in our Department, to Russian, and is employed in St. Petersburg. Others have proceeded to undergraduate degrees in science and education, and to training for the Anglican ministry.

We have regularly had a good number of "non-traditional" students, both taking our courses as electives and actually completing honours degrees. These have included women who have started, or returned to, University after raising families, retired professional people including a surgeon, a science professor, and a career scientist with the Federal Government, and, occasionally, professors from other departments of the University.

We cannot claim that programme outcomes are made known to students in any formal way, but since our student body is relatively small, this information rapidly spreads by word of mouth, since contemporaries know each other and those of a year or two earlier are known by reputation. Since we have come to take for granted the success rate of our small cadre of committed classics students, the outcomes of the programme which their successes represent have never consciously been used when we have revised our requirements and course offerings.

### **Curriculum and Teaching:**

We believe that our curriculum, as delivered, is consistent with our stated objectives, Calendar descriptions, course requirements and the Faculty degree requirements. We couch our statement in these terms only because that is what is asked of us in the formal guidelines for this review. As for the other question relating to standards for admission, it only has application in our case in the context of graduate studies, and here the only question which has ever been raised is whether our standards, both for admission and in terms of content, are too high relative to most M.A. programmes in classics in North America.

In recent years we have been very active in revising and strengthening our teaching programmes. In September 1995, we introduced an M.A. programme, after a review of our proposal which included external expertise. The requirements for admission include at least 45 credit hours of study in Latin and Greek, at least 27 of which must have been in one of the languages. A minimum average of 75% is required in these courses. The programme itself involves four courses, a thesis, translation examinations on two long reading lists in Latin and Greek literature, and a modern language examination. In 1995 we admitted two students (both our own graduates), in 1996 one (from Quebec), in 1997 one (from Newfoundland), in 1998 none, in 1999 one (from Ontario), and in 2000 three, one each from Ontario, New Brunswick and Newfoundland.

In September 1999 we introduced a complete revision of our undergraduate course offerings, especially in Greek and Roman Studies, including advanced seminar courses on various aspects of ancient history, society and literature, and at the same time we

introduced an Honours programme in Greek and Roman Studies. We also attempted to strengthen our Latin programme, to better serve our students, by moving the first-year courses from three hours per week to four hours per week, a practice which we had adopted many years before for the teaching of first-year Greek.

In September 2000 we introduced the option of an Honours Essay as an alternative to the required comprehensive examination for Honours students, in our Honours programmes both in classics and in Greek and Roman Studies. Two students have already chosen this option.

In September 2000 we also introduced a new first-year course in Greek and Roman mythology, thinking that it would have the effect of attracting larger numbers of new students to the study of the classics. In the Fall of 2000 the course attracted an enrolment of 110 students, at which point registration had to be cut off for reasons of classroom size and the instructor's other commitments, and in the Winter of 2001 the course, this time with a different instructor, has an enrolment of 103. These figures must be viewed in the context of general practice in this University which sets 60 as the enrolment (and classroom size) limit for most course sections.

Since September 1999 six members of the Department have modified the content and the teaching methodology of Classics 1100 and 1200 so that these courses conform to the newly introduced Faculty of Arts requirement for a certain number of courses to be designated as "Research and Writing" courses, two of which (at a junior level) are now required of all Arts students. While this change represents, we believe, a significant contribution to the needs of the Faculty of Arts, it has had a concomitant disadvantage to the Department from the point of view of total student enrolments, since the Faculty has recommended an enrolment limit of 30 students in Research and Writing courses (and we have placed a limit of 35, or even 40 if the instructor so wishes), whereas in previous years Classics 1100 and 1200 regularly had enrolment limits of 60 students.

The question of overlap between departments can be viewed in two ways. On the one hand, we have concerns from time to time when the Department of English teaches courses including classical Greek drama, or the Department of Philosophy teaches courses on Plato and Aristotle, when we know that the instructors are generally incapable of reading these authors in the original language. On balance, most of us think that any introduction of students to classical literature is probably desirable, although it is to be regretted that some of our courses can no longer count towards degrees in other departments, even when the study of classical works is seen by those departments as important or necessary. On the other hand we have a very long-standing record of cross-listing appropriate courses with other departments. Our courses in Greek history and Roman history have been recognized for credit by the History Department since 1963, and currently our course in Christianity and the Roman Empire is recognized for credit both by History and by Religious Studies, the third-year course in mythology is cross-listed by the Department of Folklore, our courses in Greek and Roman religion are granted credit by the Department of Religious Studies, as is the course in Early Christian Thought which is usually taught by a University Research Professor in that Department.

A course in the history of Greek philosophy is cross-listed with Philosophy, and although it has usually been taught by that Department (often by a senior member who is in fact an Honours graduate of this Department and a Ph.D. in classics!) it is in the winter of 2001 being taught by a member of our Department. One of our members has also served as Acting Co-ordinator of the Faculty's Medieval Studies programme.

We believe that our curriculum is relevant to the needs of students and is sufficiently rigorous and cohesive. For justification of this belief we simply refer you to our University Calendar regulations and list of courses.

As for the effective delivery of our curriculum, we wish to make clear what the current situation is, and what difficulties it presents. We have the needs of many different types of students and several programmes to accommodate with very meagre teaching resources. Our Honours students in classics (and indeed our graduate students) have required courses every semester in which the enrolment may be as low as one and only as high as five or six. At the same time we have relatively high enrolment courses in Greek and Roman Studies to provide, and sometimes even there we must offer some courses at the third and fourth year level which have enrolments that some units would not regard as being viable. We meet these obligations at present in the following ways: first, under the collective agreement between the University and the Faculty Association we have a six course per year teaching load, whereas the norm for the Faculty of Arts is five courses; second, most, but not all, of our members, are consistently willing to offer additional courses pro bono, both in the Fall and Winter semesters and in the summer, when serious senior undergraduate students need them to satisfy their degree requirements. It is true that often such courses involve only one or two students, but a three-credit-hour course requires of the instructor at an absolute minimum three hours per week for a whole semester. Most of us are willing to commit this time to our major and honours students. We have also on occasion, although we try to avoid it, had recourse to the practice, not unknown in other departments, of combining a graduate course with a senior undergraduate course and requiring extra work of the graduate students.

We have always tried, by means including the strategies noted in the previous paragraph, to be responsive to the needs of our students. As for the part of the question relating to the needs of employers, we note that a few of our students over the years have become academics or, now in graduate programmes, aspire to do so, and that one or two current students have the same aspirations. Otherwise, we do not consider that to be our concern in this discipline, beyond the training of students who can think for themselves, communicate clearly in English, and know how to find out information which may be required of them in any situation. We do note, however, that some of the duties for which we hire student assistants have workplace applications; these include tutoring, cataloguing and indexing, and clerical and editorial work.

Two of our members have developed and administered six correspondence courses which are regularly offered through the Division of Continuing Education. These courses make classics accessible to students who might not otherwise have the opportunity to be

introduced to the discipline, and two of our current Honours students in fact started their classical studies through these distance courses.

A further element in responsiveness to student needs are what are sometimes called "retention initiatives". We maintain a resource library in the Department, available to all our students, which, in addition to a good collection of books, contains a computer with appropriate software and internet access, and a printer. We hire two senior undergraduate students every semester under the University's MUCEP initiative to provide free tutoring (of six hours per week in total) to junior students in Latin and Greek languages, and we provide a loose-leaf brochure for undergraduate students, which not only outlines our programmes and list of courses, but includes an update sheet describing the courses actually being offered each semester. The Department also maintains a very large collection of slides which are used as visual aids in many courses, especially those in Greek and Roman art and architecture and Greek and Roman civilization.

### **Faculty Contributions:**

Individual effectiveness in teaching is almost impossible to determine as attempts by University administrations and faculty associations have amply demonstrated, but how one can assess the aggregate teaching effectiveness of a department, even a small one of seven members, is an even more difficult proposition. Student evaluations often mean little more than whether students like the instructor and whether the instructor is fair and treats the students with some respect. Students' successes are, of course, primarily attributable to their own merits, and do not necessarily reflect upon the quality of their teaching. Most members of this Department have regularly had independent student evaluations of their teaching administered, in part because all applications for tenure and promotion are now expected to contain such documentation, but the more senior members do not do so, since there is, as yet, no University requirement that they do. However, since all the members of this Department have had the opportunity to observe their colleagues lecturing, either to student audiences or to more general audiences, we have no fear that any impartial judge would find that we are deficient.

As regards research and scholarship, we are exceptionally confident that our record is outstanding. For evidence we point to our publication records documented in attachments to this report. All members have published extensively in international, refereed journals, and most have published books with prestigious scholarly presses, specifically, Cambridge University Press, University of Toronto Press, University of North Carolina Press, University of Michigan Press, Franz Steiner of Stuttgart, and B.R. Gruner of Amsterdam. In addition, our members have in their resumes a very large number of papers delivered at scholarly conferences all over the world. In addition, over the past year, two of our members have been invited to give lecture tours, one in Canada, and one overseas. The quality and impact of these contributions to scholarship can perhaps best be judged statistically (since that is what seems to be done these days) by the number of times our publications are cited with approval in subsequent scholarly literature. While individuals may have a good idea of how often their own works are cited, there is no easy way, in our discipline, as compared, for example, with the natural sciences, to provide

these statistics, since no such data bases exist. In the alternative, all we can suggest is that these questions can only be answered by seeking the opinion of external experts in our fields. In such event, we are again convinced that we have nothing to fear. We observe that formal external appraisals of scholarly work are required for promotion to the rank of Professor (which two of our members have achieved in the past three years) and are required for SSHRCC research grants, and for major internal research awards.

Some members of the Department have also produced translations of classical works for important series, including the Collected Works of Erasmus in progress at the University of Toronto Press.

We are very much engaged in relationships with national and international professional organizations. Five of us have served for one or more three-year terms on the Council of the Classical Association of Canada, two have served for one term as a Vice-President of that Association, and three of us have served for one or more terms on the editorial board of Phoenix, the senior journal of that Association. Two of our members have been for several years the editors of the other journal of the Association, Echos du Monde Classique/Classical Views, and a third was for some years a co-editor. One member served for three years as editor of Vergilius, the journal of the Vergilian Society of America, of which he continues to be a director. One member lectured at universities in Ontario and Quebec in 2000 as the Classical Association of Canada appointee for the central Canada tour, and also received election to a learned society in Italy in his field. Finally, one member served for three years on the programme committee of the Canadian Archaeological Institute in Athens and is at present the Institute's Interim Director.

At least two members have served on SSHRCC selection committees and several have evaluated manuscripts for SSHRCC, CFH, their predecessor agencies, or university presses. Most, and perhaps all, of us have acted as readers for learned journals in several countries.

At least three of us are active members of the American Philological Association and regularly attend, and give papers at, the annual meetings of that Association. Others have long-standing memberships in other classical associations in the U.K. and South Africa.

Two of us have received the President's award for outstanding research at this University.

On the subject of external grants, this Department has a particularly good record when compared with the Faculty of Arts in general. In the humanities, external research grants mean, essentially, grants from SSHRCC. This year one of us was one of six recipients in this Faculty for a project on Comic Stagecraft and Troupe Dynamics in the Roman Republic valued at over \$50,000 for a three-year term. Three other current members of the Department and one recently deceased member have all had grants of similar magnitude for projects on critical editions of some Platonic dialogues, Greek public education, Roman balneological treatises of the 14<sup>th</sup> and 15<sup>th</sup> centuries, and a critical edition of the Greek text of Philoponus. At least three current members have been recipients of subventions for the publication of scholarly books, both from Canadian and



foreign agencies. Echos du Monde Classique/Classical Views also receives a grant in aid of publication from SSHRCC, and a grant through the Andrew Mellon Foundation for the production of an electronic supplement to the journal.

As for balance of teaching and research, in this Department teaching comes first, and research is done as time is available, and, of course, in the non-teaching semester and during sabbatical leaves as these become due. Service to the University is, naturally, an ongoing obligation, but does not detract from appropriate devotion of time to teaching and research.

### **Administrative Support/Efficiency:**

We are satisfied that our unit receives appropriate resources and support from the University, relative to the generally modest means available to our University by comparison with national standards. We append a statement of the Departmental Budget for the 2000-2001 fiscal year. Many infrastructural resources are, in fact, very good indeed. In particular we find the support of the University Library to be exceptionally good, relative to the resources of other university libraries in the Atlantic provinces. We append a statement from the University Librarian on current holdings of books and periodicals in our discipline. We do not find questions about support for promotion and recruitment, and media, to be of much relevance to our operations, but we do note that the School of Graduate Studies has been very supportive of any efforts to promote our graduate programme and the Dean of Arts has provided funding and technical support on an occasional basis for brochures and posters for our undergraduates. In the matter of space, always a contentious issue in Universities, we are really doing rather well. We have a dedicated seminar room, used almost fully for instruction in our smaller enrolment courses, and for tutoring of junior students in Latin and Greek under the MUCEP programme, referred to earlier in this report. We have a Departmental Library, with its collection of books and computer facilities, which is available during normal business hours to any graduate and undergraduate students who wish to study there (and at other times to graduate students who are given keys). It has a capacity for about 10 students to work there. We have a small resource room (shared with the Department of Religious Studies) in which to house our slide collection, slide projectors and related equipment, and equipped with a computer on which software including the Pandora programme for using the Thesaurus Linguae Graecae is available, and we also have the PHI disk for student use. It also contains audio tapes, maps, a television and VCR. We also have Perseus software (purchased by the Dean of Arts) in the Multi-Media Language Laboratory. The journal edited in the Department has since 1994 been provided with an office. All faculty offices are provided with computer facilities funded by the University, although some of the machines are (inevitably) becoming a little out of date; however, we cannot at all complain of the level of support given by the University in this regard, and we have been able this year to provide upgrades to three of them. If we have a problem in the matter of space, it is the lack of an office for our Adjunct Professor, and the need for adequate study space for graduate students in the Department. We have one study carrel adjacent to the Department, and another one on the floor below ours. We have, at present, access to one graduate study room in the Graduate Students' Union Building, which is a

very long way from our Department's accommodations, and, of course, graduate students can apply for locked study carrels in the main University Library.

In so small a unit, it is relatively easy to communicate, either in meetings or electronically, or even very informally, to ensure that all members participate in planning and decision making, although, as would be expected in any department, decisions are not always unanimous. On the subject of collegial spirit, we might draw to your attention that a collection of scholarly essays contributed by a very large number of former and present members of this Department is shortly going to press under the title In Altum: Seventy-five Years of Classical Studies in Newfoundland.

In the matter of community involvement, we can make special note of the production by one of our members of a performance of Plautus' Miles Gloriosus for a week in the Fall of 1999, outside the front entrance to the Queen Elizabeth II Library, and his professional assistance to Bishop's College High School in their production of a play of Aristophanes. He has also given talks on ancient theatre production to English and drama classes in schools in St. John's and Mount Pearl, and in schools in South Africa on a recent lecture tour funded by several South African universities. Another member has in the past taught Greek voluntarily to high school students, has served as a director of the Newfoundland Symphony Youth Orchestra, and has lectured on classics to Rotary Clubs both locally and elsewhere.

Since we have in recent years made major innovations, and sweeping changes, in our programmes and courses, to which we have already alluded, we do not find that any major initiatives should be taken in the immediate future to enhance our operations. There is, however, a major concern in the short term, in that the current Head of the Department will be subject to mandatory retirement at the end of the 2001-2002 academic year. It is vital that an early decision be taken to replace him with a new tenure-track appointment if our current programmes are all to remain viable at a minimal level. There is also the possibility, which should at least be considered, that this might be an opportune time to recruit a new senior member who could for an initial term serve as Head of the Department. A further, and important, consideration is that the current Head has for over 30 years been a joint appointee with the Department of History, devoting (officially) half his teaching time to that Department. In addition to the cross-listed courses in ancient history, which this Department has already the capacity to teach, there will also be the courses in ancient history, which have hitherto been exclusively History courses, which ought by some means to be maintained. The Department of History, which after losing many members through retirement, resignation or death, is only now being authorized to seek its first new appointment in over ten years, and whose list of half a dozen priorities (beginning now with medieval history) does not include ancient history, is unlikely to be able to maintain any teaching capacity in that area. History 2020 ("An Introduction to Ancient History"), which has for two decades been a course on the ancient Near East and Egypt, has annually been fully subscribed every Fall Semester with an enrolment of 60 students. That is a field which might well be taken over by Classics (with cross-listing with History) if this Department continues to have the teaching

strength to do so. We might well, as a first step, propose in the near future the cross-listing of that course.

On the subject of administrative and support staff, this Department has one administrative secretary. She has been with the Department for many years, is thoroughly familiar with all our operations, is very efficient, and maintains an excellent relationship with all our faculty and students. We are fortunate to have her services, and it would be very difficult to replace her were she to leave.

### **Cost Effectiveness:**

Cost Effectiveness is a concept applicable only to private sector business. Nothing in the public sector of Canada, including universities, is cost effective. The only question to be addressed is whether the meeting of institutional or unit objectives is, in someone's judgment, worth the expenditure of taxation revenues devoted to it.

If we wish to apply the concept to a university, and more particularly to an academic unit of a university, it makes no sense to determine whether the tuition fees paid by students equal the salary costs of instructional staff. By such a standard none of the administrative departments of the University are cost effective. For this reason we do not accept the view that the question can be answered by looking at student/faculty ratios. Instead, we must weigh the costs against the institutional and unit objectives. If the University thinks it is a worthy objective to allow students to take Honours degrees in classics, then it will be "cost-effective" to teach advanced courses in Greek to one or two or six students. We try to mitigate the actual costs, as has been noted earlier, by willingly assuming a greater course load than most departments, and by accommodating individual students by pro bono teaching. In any event, our courses in Greek and Roman Studies attract very respectable numbers of students, and, given our small number of faculty and our heavier than normal teaching load, not to mention the problem that we must teach sequential introductory courses in two languages rather than one, our student/faculty ratios always seem to be in the middle of the range for the Faculty of Arts whenever such figures are circulated by the Centre for Institutional Analysis and Planning, or by the Dean of Arts.

We are in no position to assess the appropriateness of our student/faculty ratios in comparison to those in similar programmes elsewhere, since no national clearing house to our knowledge provides such statistics. As regards the relationship between our costs and ratios to other comparable programmes at this University, we are not the people to judge, and, indeed, we do not believe that we have the information to answer the question. We shall append to this report such statistical information as we have about course enrolment, class sizes, major and minor students, and a copy of the Departmental budget for 2000-2001, broken down by salaries, academic and non-academic, and by operating costs under specific headings. It is our intention that the review panel should have at its disposal all the information necessary to reach an informed judgment about the cost effectiveness of our operation.

The unit generates, for our size, a substantial amount of external funding for research and publication. Since the research is all conducted by individuals, its funding is for travel, supplies and student assistance. Within these parameters, the funding provides an appropriate share of indirect cost recovery. In the nature of our discipline, however, it is obvious that we do not generate external funds for regular salary and operating costs.

It is our belief that we deploy our resources effectively, and in fact frugally, in order to meet the institutional objectives of this University. Ultimately, of course, that is for the review panel to determine, and to make its conclusions known to the senior administration.

**Additional Documentation Appended to this Report:**

We submit the following as appendices:

- The curriculum vitae of each member of the Department.
- The description of our undergraduate programmes, and course offerings, as published in the University Calendar.
- The description of our graduate programme, and course offerings, as published in the University Calendar.
- A copy of the Statement of University Principles and Goals, embodied in the Strategic Framework for Memorial University.
- Statistical data on course enrolments, class size, and numbers of majors and minors.
- Breakdown of full-time faculty and salaried staff by rank, function, workload, and gender. We were asked to provide this breakdown by age also, but are of the opinion that this question is probably illegal under the laws of Canada.
- Information about our use in recent years of non-faculty instructors.
- A statement from the University Librarian on current holdings of books, journals and periodicals for the discipline.
- A copy of the Department's budget for the fiscal year 2000-2001.
- Samples of our teaching materials (course outlines, examinations, assignments and manuals).
- The other questions under this head (accreditation reports, assessment surveys by students and alumni, and reports of previous reviews) we find to be not applicable to this Department.