

Introduction

On 30 April 2000 Memorial University's Vice-President (Academic) Dr. Evan Simpson, announced the implementation of a policy that would bring periodic and systematic reviews to academic programs across the university for the first time. The purposes of the Academic Program Review (APR) are as follows:

- C 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
- C To encourage academic planning, innovation and improvement in units and programs
- C To provide an occasion for units and programs to identify opportunities and find ways to pursue them
- C To avail of fresh perspectives from colleagues outside Memorial.

The process should be regarded as formative, offering an opportunity for the unit or program to work collegially to find ways of improving upon what it does.

The History department was informed by the APR Coordinator Joan Bessey in July 2001 that the Department was to be reviewed in the academic year 2001/02. This was followed by a general meeting with the faculty of the department on 10 July 2001 when Vice President Simpson outlined the objectives of the review process and the procedures that would be followed. The departmental office began collecting the necessary documentation for the review during August and September including enrolment statistics, faculty cvs., etc., and employed two student assistants in preparing supporting documentation for the review on faculty contributions. The department's Undergraduate and Graduate Committees began the review process in September with a thorough examination of our undergraduate and graduate programs including responses from former students. A third committee began the examination of the statistical data related to faculty attrition, enrolment patterns etc., to complement the program reviews. Subsequently, the department forwarded on to the Interim Dean of Arts its recommendations for members of the review panel.

We identified significant problems resulting from faculty attrition, new Arts Faculty regulations and changing enrolment patterns. While no formal planning document was produced, our self study did indicate specific areas where changes might be made to improve the quality of our existing programs. There was insufficient time - a mere 12 weeks in the midst of a busy semester - to do a thorough job of identifying future directions, new initiatives or to examine possible opportunities for the department. The review and self study process did however encourage the department to look at itself more critically and to assess its current situation and future directions from an informed perspective.

The self study includes:

- C a description and assessment of the unit (teaching, courses, programs, organization, management and resources)
- C a description of plans and proposed innovations for the unit/program for the future
- C an assessment of the contribution of the unit to the academic discipline, the University and its priorities, and the province

The self study is based on reports and supporting documentation prepared by departmental committees, sub-committees, individual faculty members, student assistants and office staff. It also incorporates discussions held within the department on the content of those reports. It addresses issues that have an impact on the department, its mission and its academic programs and offers possible corrective measures to address those concerns. Some important matters, such as a complete review of our undergraduate program, were not possible in the short time allotted for the internal review and self-study. The department has suggested that this is something that should be undertaken at the first opportunity. Faculty attrition appears throughout the documentation as a major factor affecting everything from strategic objectives to program. Financial uncertainties and recent unexpected resignations have also caught the department off guard. In the midst of this review process the department has had to identify its staffing needs. (See appendix L: Future Staffing Needs: Department of History)

Note: This document is organized in accordance with the format suggested in **Procedures for the Review of Units and Programs** but rather than answering each of the questions that appear under the several sub-headings the committees and framers of this report used them as a general guide for the review and self study of the department that this consolidated report represents.

Preamble

Since time immemorial peoples have celebrated the stories of their past. Whether informally around campfires or the kitchen table, ritually in lodges or temples, or formally in classrooms or lecture halls, humans have recollected the events that define them as a family, tribe, community, or nation. For many years, too, schools, colleges, and universities placed the study of local, national, Western, or global history as central to the curriculum. Recently, however, the importance once accorded history in formal, educational settings has slipped. This can be seen in the erosion in the boundaries between disciplines and the proliferation of interdisciplinary courses and programs. In consequence other disciplines feel that they have a right to teach history making it more difficult for history to defend its own turf. With the emphasis now placed on supposedly practical knowledge and experience we see young people routinely guided into other fields. Nevertheless, there is plenty of evidence of the continuing popularity of history, especially in the public domain. The mushrooming interest in genealogy and the popularity of historical fiction, film, and drama, as well as the unprecedented interest in the CBC's *Canada: A People's History* strikingly demonstrates that people are yearning to know about the past - that they want to know about themselves.

Not surprisingly, members of the Department of History are always eager to defend its importance as a core component in a liberal arts education, which in itself has traditionally been the foundation of the university. Generally, in defending the value of their discipline, historians have shied away from using utilitarian terms. They have pointed to a need to fathom what lies behind the phenomena of our modern world and argued that no one can comprehend current events and problems without understanding their historical roots. But they have also recognized that the study of history has benefits beyond this rather obvious one. Not only does History impart the transferable skills of critical reading and clear writing that are of such great value in the market place today, but it teaches students to ask questions not just about *what* happened in the past and also about *how* we understand the past: how information is preserved, interpreted, and manipulated. With proper instruction, students can bring this awareness to the critical evaluation of public debates, especially discussions that make reference to the past and have a vital bearing on their future. In the end, however, History's value is immeasurable. As novelist Iain McEwan recently wrote, "Imagining what it is like to be someone other than yourself is at the core of our humanity. It is the essence of compassion, and it is the beginning of morality." Students of history are invited regularly to exercise their imagination in just this way.

History at Memorial University

Some 30 years ago, within the working experience of many faculty in this department, History claimed to offer a very good undergraduate program, organized largely along traditional lines with national histories being the most prominent and catering to the needs of a student body which came to university with some History background and whose expectations were to obtain a general education in the Humanities with some specialization. Many were intending to take up teaching as a career and saw History as a good teachable subject. Few entertained the idea of furthering their education in the discipline. The honours and graduate programs were in place but not well subscribed. The department offered an MA in History in fields that reflected the

specializations of the faculty. At that time a significant number of our small faculty complement either did not possess a doctorate or were in the process of completing the requirements of the degree. Student enrolments in History were low, reflecting the small size of the university at the time, but class sizes were often large, especially at the first and second year level. The first year course was in a state of constant flux as the department grappled with the issues of content and methodology. Several of the second year courses were team taught which meant shared responsibilities for instruction and marking. As an academic community we were still finding our legs. Most of us were still learning to master our teaching fields because of the emphasis on undergraduate teaching. Few had much experience in university administration. Outreach beyond the university into the community usually meant informal involvement in local organizations.

We have come a long way in those three decades. For one, the university and the faculties and disciplines that comprise it have experienced phenomenal growth since the early 1970s. History is no exception. Our faculty numbers increased in those years from a low of 16 to a high of 28. Admittedly, we are now much older with many nearing retirement but our reputation as a department is well established, both nationally and internationally, a reflection in part of the scholarly and related activity of faculty members but also of the calibre of our graduates. In the past thirty years, our undergraduate, honours and graduate programs have undergone considerable expansion, revision and sophistication in response to intellectual developments within the discipline but also to the changing needs of our students. Overall, our student numbers have increased in all programs, reaching a high of 4362 course students in academic year 1991-92. While enrolment figures have declined steadily since then - reflecting a general decline across the Arts Faculty - the number of graduates who have successfully completed degrees in History now number in the thousands. Our students have gone into the wider community better informed and better educated as a result of their exposure to this university and the intellectual climate it fosters in disciplines like History. In those thirty years we have graduated 99 MA/MPhil students and 14 PhD students. We take pleasure in the fact that an increasing number of our former doctoral students have obtained employment in universities across this country, a testimony to the reputation of our graduate program.

The purpose of this brief commentary on the past thirty years is not to detract from the stated objectives of the review. Rather, it is to point out that the experience of most faculty in this department is a long one. We are therefore conscious of how much has been achieved over time in implementing changes to programs, in responding to the challenges of expanding enrolment, in meeting the changing needs of the university and the academic community. We are also conscious of the fact that nothing stands still: that we are practitioners in a discipline with its own particular dynamic; that academic programs are subject to change; that student needs and interests are not static; and that the university as an institution is subject to its own special pressures, from within and from outside.

The portrait of the department that emerges from the internal reviews and self study reveals that we strive to maintain the intellectual integrity of the discipline in our teaching and research; to be responsive to the needs of our students and the community at large in our academic programs; to play an active role in the administration and governance of the university; to be engaged

appropriately with relevant professional communities locally, regionally and nationally; to be active participants in regional, national and international professional organizations; and to be involved in relationships with business, government, cultural or other relevant communities.

A. Strategic Objectives

Until recently the Department of History did not feel the need to explicitly define its strategic objectives. This did not mean that the department did not have common goals. In fact, most members were committed to the primary mandate of the university - excellence in teaching. Most Academic Staff members of the department (including our most senior scholars) taught introductory courses on a regular basis, a fact that forms an important component in the university rankings now published annually by *Maclean's*. With as many as 28 instructors involved in the first year courses, the pedagogical aims and methods were eclectic but two things dominated: an emphasis on clear communication of ideas and an accent on broad knowledge of the past. Over the years, the practice developed of stressing themes or surveys of Canadian Western European or Global History. When the new regulations of the Faculty of Arts were introduced in September 1998, the department designated a number of first year courses as reading-writing classes. Meanwhile, at the senior undergraduate and graduate level, individuals or small groups of instructors have developed the syllabi for the department's program of courses according to their expertise and predilection. All changes were implemented only after discussion in the department's council. Despite the diversity of interests, as reflected in the variety of offerings, however, the department's instructors were always committed to excellence in teaching and to presenting as broad a coverage of the discipline of History as departmental resources permitted.

In 1994, when university administrators first mandated departments to establish strategic planning with the publication of *Launch Forth*, the Department of History participated in the general discussions and debated these broad principles within its committees and council. Although it did not immediately produce its own strategic goals, it continued revising its offerings, the Honours Program being the prime example. The fairly lengthy process that the Faculty of Arts undertook in the late 1990s to revise its regulations delayed any extensive changes in the department's curriculum. In particular, the possible elimination of the department's special position in the Arts Faculty made a comprehensive evaluation of its offerings impossible. Nevertheless, the imminent decline in the number of faculty and the university's financial exigencies forced the department to streamline its undergraduate and graduate programs. When the Faculty identified the teaching of writing skills as a primary target, the Department of History decided to reiterate its commitment to the first year and to declare most of its offerings at that level to be writing courses. In other words, the pendulum had swung back to an emphasis on writing skills. Meanwhile, the department made revisions in the graduate and undergraduate curriculum within its unstated but consensual objectives.

After considerable discussion, informed in part by a questionnaire, the department tackled the question of a formal statement of future directions. In March 2000 it informed the Dean of Arts that the department had undergone considerable change. Not only had its complement of faculty been reduced recently by four, but many of its classes were no longer filled mainly with Majors

and Minors but with students taking History as an elective. Nevertheless, the department still was committed to increasing the number of Majors and Minors as well as expanding its contribution to the Faculty. In addition, the department determined to further streamline its offerings and concentrate its attention on Modern History but not at the expense of fields in other time periods. Recognizing that third-year classes were often modestly subscribed, it resolved to reduce the number of courses at that level, consolidate others and shift still others to the second year. Once again, the department committed itself and its entire faculty to teach relatively small classes at the introductory level to meet the Faculty of Arts mandate. Moreover, the department promised to maintain its highly successful Honours and Graduate program, while restructuring the MA.

In keeping with another of the university's strategic objectives - taking advantage of our North Atlantic location, the Department of History has retained as its major area of teaching and research (including graduate studies) its North American and North Atlantic concentrations. These two include Canadian, Newfoundland and Labrador, and Maritime History as well as selected areas in the History of the United States, Britain, and Europe. Since the history of Newfoundland and Labrador is an integral part of the identity of most of our students, it is incumbent upon the department to ensure that the very best scholarship in the province's history is available to students and the wider community. Equally important is the study of Canadian History. As Canadian citizens, Memorial's undergraduates should have a good grasp of their country's history. To participate in public debates they need to be familiar with the origin and evolution of current problems.

The Department of History also asserts that other fields of study are important. European and Global History provide an invaluable context for the exploration of the department's primary fields. In the era of globalization, knowledge of the development of other civilizations than one's own is essential. The ability of future leaders to deal with contemporary problems is enhanced by understanding their genesis and development. Indeed, to know oneself is to know the stories of the past.

B. Student Enrolment/Program Outcomes

Note: For this section the committee is directed to the reports which follow prepared by the department's undergraduate, graduate and statistics sub committees. These reports have addressed each of the questions raised in this section of the review and self study. Suffice it to say that we are conscious of the decline in student numbers in our undergraduate program over the five years from 1995-2000 and have attempted to address this in the three reports. We note with some satisfaction that our numbers are picking up in the current year. Our honours and graduate program, on the other hand, have been very well subscribed in recent years. However, the graduate report makes note of the likely impact recent resignations may have on our doctoral program and this will have to be addressed. Throughout this document we have raised issues related to all our programs and intend to address them once the review process is completed and after we received the comments of the review team.

The Undergraduate Program in History at Memorial University of Newfoundland

This report will examine the undergraduate program of Memorial University of Newfoundland's Department of History. It will examine the Department's first year program, its major/ minor program, and its honours program. As well, it will look at how the undergraduate program serves non history majors and how it and the History faculty contribute to the university programs at large, and, briefly, to the wider community. The History Department attempts to present an undergraduate program which has depth and breadth. It believes that it has succeeded and has won student support in this; nevertheless the Department faces serious challenges.

The historic turn in the humanities has meant that at Memorial colleagues in other disciplines increasingly use historical material in their research and teaching. Our responsibility to make clear how historians arrive at their understandings of the world is accordingly greater. Maintaining a full complement of scholars whose disciplinary home is the department of history should thus be taken as seriously outside the department as it is within it.

The discipline of history has been an integral part of a liberal arts education since the inception of Memorial University as a college in 1925. Through the 1970s it grew to become the largest and one of the most significant departments in the Atlantic Provinces with a complement that peaked at 28 members. Memorial's Department of History undergraduate program has been in the forefront with its contribution to the Department as a whole, to the Faculty of Arts, to the University and to the community. Over the last ten years, the History Department has offered an average of approximately forty sections per semester. In Fall 1991, there were 48 sections; in the Fall of 2001 there were 33. During the same period there was a serious decline in numbers of faculty (Appendix G). This decline has led to fewer courses being offered, which has in turn affected student recruitment. A reduced range of courses has resulted in a corresponding decline in enrolments. This has become a vicious circle.

In 2000-2001 the total Department of History course enrolment of 2,645 represented 7.47% of the total Arts Faculty course enrolment of 35,411; History graduates represented 9.52% of total Arts faculty graduates. From 1990-1991 to 2000-2001, with an exception in one year, the percentage of history graduates has always been higher than the percentage of history enrolments. This indicates a higher rate of retention for history majors (Appendix A).

While the undergraduate program of the Department of History has faced declining enrolments over the last few years, this is the result of a general fall in enrolments in the Faculty of Arts in 1995-96 and is especially due to the change in the arts degree regulations in 1998. Before that change, all arts students were required to take two courses in any two of history, mathematics or a second language. The new regulations require that to graduate students must take two courses designated research/writing in *any* subject. The department has suffered from this change. The history department has been very active in offering research/writing courses at the first-year level, but the maximum number of students in these courses is 35 compared to a 60-student maximum under the previous regulation, resulting in a lower course enrolment in first year courses.

FIRST-YEAR HISTORY COURSES

In first-year courses, the department provides entering students with an awareness of history as an academic discipline based on certain ideas and methodologies and presents students with knowledge of specific historical periods and historical debates. Considerable emphasis is put on the development of research and writing skills in these courses, not only to satisfy the faculty requirements, but also to prepare students if they decide to go on in History. In these courses, faculty are often able to draw upon their research interests.

In Fall 2001 the Department offered six courses for the writing/research program. These were History 1010: The North Atlantic in the Age of Expansion, 1492-1776; History 1011: Europe and the Wider World, 1750-1914; History 1012 : The World in the Twentieth Century; History 1013: Issues in Canadian History; History 1014: Issues in United States History; History 1015: Ideas and Society in the West. These involved 12 sections that semester. All these were well subscribed. One course, History 1200, which is not designated as research/writing, is also offered regularly and may have a maximum enrolment of 60 students per section. The History Department uses these courses to interest students in the study of history and as an occasion to recruit Major, Minor, and Honours students.

While the department has recognized the pedagogical merits of having all research/writing courses given by experienced faculty members, the decline in faculty numbers has made this impossible. Therefore, this semester five of the twelve sections were offered by post-doctoral students and a contractual appointment. Two were offered by a faculty member who has done this for a number of years but who will retire at the end of this academic year. In this context, the department has considered at what level it is best for undergraduate students to be taught by graduate students.

The Department of History takes its commitment to the research/writing program very seriously. Very considerable time and energy is invested in devising and offering these courses and in considering the best methods to reach first-year students. Towards this end, extensive use is made of external sources of expertise such as the Writing Centre, the Library's Information Services group, and the Blundon Centre for students with disabilities. Methods of instruction include combined lectures and small group discussions, and some teachers make primary document interpretation a key part of their pedagogy. Two professors have worked closely with the Director of the Writing Centre in designing research/writing materials of a pioneering kind. Other instructors have introduced their students to research in the Maritime History Archive and the Centre for Newfoundland Studies.

At the first-year and more advanced levels, students are introduced to the newer methodologies and means of communication used by historians. Computing methods are taught in some of our courses while listservs have been established to enable discussions amongst students outside class time.

UPPER-LEVEL COURSES

The primary objective of the undergraduate program in the History Department is to provide instruction in a broad range of historical subjects to students who chose to Major and Minor in this discipline. However, a significant number of students who major in other subjects take History courses for their electives. The Department therefore serves the requirements of the entire Faculty of Arts and attracts students from a range of disciplines such as Science, Business, Social Work and Education who enjoy History and want to learn about the past.

The maximum permitted enrolment of first-year courses is 35 students, second year 60, third year 40, and fourth year 15. Each semester, the Department has to provide enough first-year courses to meet its University-related mandate of teaching introductory reading/writing courses, sufficient second- and third-year courses to enable Majors and Minors to fulfil their programs and to service others who seek electives in History and enough seminars to enable graduating students to complete their requirements for the degree.

Students who do a major in History require 36 credit hours (12 semester courses) They are required to do six credit hours at the first year level, at least 12 credit hours at the second year level, at least six credit hours at level three, and at least six credit hours at the fourth year level. Fourth year courses are seminars or honours courses. To do a minor in history students are required to take 24 credit hours in history, six at the first year level, at least nine at the second year level, and at least three at level three. They are encouraged, but not required, to do three credit hours at the fourth year level. Students who wish to take a major or minor in History must take two first year History courses, one of which must be designated as Research/Writing.

The History undergraduate program has only a limited structure, the students being required to do a minimum of courses at one level before taking courses at the next level. However, the department intends the second year courses to provide general and broad background in various areas of history, the third year courses to be more specialized by time period or topic, and the fourth year to provide the experience of a seminar with the production of major paper and discussion. There is on-going discussion about moving to a more structured program. It may be wise formally to encourage students to explore a variety of fields.

The History Department has traditionally offered a broad and comprehensive program to meet the needs and respond to the interests of all its students. The Department is fortunate in that a number of its members have served at Memorial for two or three decades. It has at its command a significant fund of experience and knowledge about Memorial's students and their academic interests and inclinations. This vast knowledge-base enables the Department to foresee and respond positively and productively to students' requirements. The History Department has developed a very unique blend of traditional and innovative subject areas to provide students with a variety of offerings to meet a diverse type of demand. However, this type of program can only be sustained if the Administration commits itself to faculty renewal. Every time a faculty member retires or leaves, the Department suffers a crucial loss of expertise and experience and the over-all program suffers. For example, the departure in 1999 of a specialist in maritime history has made it more difficult to offer courses in that area, and to exploit the special resources available only at Memorial.

Despite a decline in faculty, the Department continues to offer a varied program including Newfoundland and Canadian History, American History, British and European History and Global History, including Asia, Africa and the Middle East. Responding to student demand, the Department has also offered courses in Legal History, Military History, International Terrorism, the History of Human Rights, Women's History, Maritime History, Economic History and Intellectual History. Two courses at the third year level emphasize historical methodology and fourth year seminars provide intensive training in the art of historical research and writing. These offerings allow students to concentrate in a number of areas of their choice.

The medieval courses are popular and the department has recently hired a medievalist who joined the department in July 2001. At present there is no Irish specialist, although this has been a very popular area. The appointment of a Millennium Chair Professor in Irish history will offer some assistance in this field. The department is, however, weak in Early Modern, and the only faculty member who specializes in this area must retire in August 2003. Thus, beyond ancient and medieval history, the department has become one that specializes in modern history.

Members of the department have expressed an interest in expanding the undergraduate program into new areas, for example, environmental studies. There has been informal discussion on the introduction of a cooperative program in public history. It should be noted, however, that instructors interested in offering these programs already have heavy teaching responsibilities and other commitments.

The department must also carefully consider its Calendar offerings and eliminate courses which are not regularly offered. This will allow students to have a realistic idea of what areas and courses they can pursue as undergraduate history students as well as assist the Department to rationalize its program.

The history department also provides attractive options to students from other departments seeking elective courses. In a CIAP survey of students enrolled in Fall 2001, 37.8% of the students in the surveyed courses were classified as service students. Over 51% of these students identified as 'service' students declared an interest in the subject and area and 23.5% to were meeting the need for an elective (Appendix B).

The History Department offers undergraduate courses in the Spring Semester although the number of these has declined. This often provides a service for students with atypical career patterns (such as mature students) as well as for regular students. Because of the decline in faculty numbers, the Department has had to cut back on its commitment to the Spring Semester which it regrets as it formerly provided greater service to students seeking to finish their degree quickly and needing or looking for more variety of courses. This semester also offered an occasion for recruitment by the department (Appendix C).

HONOURS

The Honours Program is a very important part of the Department of History's undergraduate teaching efforts. It has long been considered one of the more rigorous programs of its kind in Canada. The honours courses give students a firm foundation for graduate work or for careers

in the professions as well as enriching their undergraduate experience. It is challenging. The department believes that the honours program is very worthwhile. The anecdotal feedback from graduates is very favourable. They report that the information they acquire and the analytical skills they develop are very valuable in graduate work and professional school (Appendix E).

The number of students enrolled in the honours program varies. From 1991-92 to 1999-2000 the number of history honours students graduating has been as low as eight and as high as seventeen. In 1999-2000, nine history honours students graduated. The number of honours students enrolled in a semester has varied from a high of 42 to a low of 23 (Appendix A).

If they plan carefully, students can fulfill the honours requirement within their 40-course bachelor's degree. Students apply for admission, and, since they must obtain a mark of B70 in 18 history courses (or an average of B75) to obtain the degree, the Department's undergraduate studies committee requires proof in past performance of the applicants' ability to succeed. At the beginning of the process, the students are assigned an instructor in the area of their interest. This instructor guides the students throughout their program, which ends in the production of a major honours paper in a subject of their choice.

The honours component consists of five required honours courses. History 3840 is a course in historical method. It is also recommended for history majors and attracts students beyond the honours program. History 4800 is a seminar in historiography. History 4821 is a general reading course in which students read 11 books taken from a list of works relating to history or the historical process. One instructor teaches these students in very small groups, at times as few as two. The grade is given as the result of an oral examination in which the instructor acts as chair of the examining committee and two other members of the department question the student. History 4822 prepares students to write the honours paper. This involves bibliographical work and position papers in the area in which the student intends to write the honours paper. It is taught as a seminar. In History 4999 the student writes a major paper under the supervision of the honours instructor.

OUTREACH

The History Department makes important contributions to the Arts Faculty in general. Its vital contribution to the writing/research requirement has been noted. Other cooperative ventures are also important to other departments and programs in the university and to the undergraduate students. This is illustrated by examining the Department's cross-listing of courses, the department's contribution to interdisciplinary study programs, distance learning, and the Harlow program.

A large number of History Department members are involved in teaching courses which are cross-listed with offerings from several other departments in the Faculty of Arts. These include Anthropology, Classics, Economics, English, Law and Society, Folklore, Religious Studies and Visual Arts (at Sir Wilfred Grenfell College). Cross-listing is a benefit to the History Department as we share the numbers and it is also valuable for our students as it broadens their choices.

The Department of History has been in the forefront in contributing to the creation of most of the interdisciplinary studies programs offered to undergraduate students in the Faculty of Arts since the inception of such programs a quarter century ago. The department's contribution has continued apace as the number of such programs has expanded almost yearly. However, the ability to sustain this commitment in the future will depend upon the availability of faculty.

Two courses offered by the Department, History 3110, History of Newfoundland to 1815, and History 3870, Introduction to the History of Western Architecture since the Renaissance, are significant electives in the Diploma in Heritage Resources, a cooperative program for Arts graduates seeking to enhance their employment prospects.

One member of the Department of History has taught history and architecture at the university's campus at Harlow in England. Those students who have participated have been very enthusiastic about the way this program has broadened not only their educational experience but also their personal experience as well.

While the number of interdisciplinary programs continues to increase due to student demand and political necessity, declining faculty complements mean that the teaching and administrative load is distributed among fewer and fewer individuals. Moreover, as the needs and interests of specific departments change, the commitments to interdisciplinary programs cannot be met easily, with the result that some, like the Canadian Studies Major Program, must modify their regulations to meet these new realities. Further erosion of program content and rigour will inevitably occur unless greater attention is paid to the requirements of interdisciplinary programs in future hiring. Therefore, the recent addition of a new faculty member to teach Medieval history and to participate in the Medieval Studies Program must be commended.

The Department of History has made important contributions to the field of distance education. Memorial University, by virtue of the unique geography of the province it serves, has provided quality post-secondary education to a small population scattered throughout a vast area. From the beginning, the Department of History has developed courses and delivered them through appropriate media. Moreover, for some time faculty members travelled to various communities within commuting distance to deliver classroom lectures on a weekly basis. In addition, formal correspondence courses, courses using videotape supplemented with local tutorial support, and courses utilizing the telemedicine network pioneered by the Faculty of Medicine performed the same function but on a vast scale by serving hundreds of students in dozens of communities in a given year. Recently the Department has developed a course that is taught through web-based delivery, and further use may be made of the opportunities offered by this technology.

Recently, the desire for scheduling flexibility among undergraduate students who are carrying work and family commitments has led to many students residing near the campus to prefer non-classroom methods of delivery. The department's distance courses have served that demand, but while such courses serve a need, they are problematic. First, while most undergraduate history courses require library research as an important component, those students not living near a research library are not able to avail themselves of that element of historical research. Therefore, the research and writing skills so necessary to pursue more advanced history courses are severely compromised. Moreover, the relationship that exists between the teacher and the student in the

classroom is a pedagogical tool that is difficult to match. In addition, an instructor's ability to recruit new majors and minors through distance courses relying primarily on printed materials is seriously limited. However, on-line discussion is being used in one distance course to create a virtual seminar, and as such media are added to other courses, this may ameliorate the loss of contact that occurs in non-classroom courses. While there are problems inherent in distance courses, they are and will remain an important part of the Department's offerings in order to serve the provincial community. The declining faculty numbers have resulted in these courses being taught by non-regular faculty.

Members of the Department of History's undergraduate program have thus contributed extensively to the creation and operation of a wide variety of programs offered by or associated with Memorial University of Newfoundland. If these contributions are to continue, or indeed to increase, careful replacement of departed members must continue apace, and especially in the near future.

STUDENTS

In the most important way, the History Department's efforts in the undergraduate program have been very successful. Students surveyed declared that they like history and are very satisfied with their experience in the program. These attitudes are very clear in the survey of undergraduate students enrolled in the Fall of 2001 undertaken by the university's Centre for Institutional Analysis (CIAP). In this large sampling, 41.0% of majors and minors declare that they took history because of interest in the subject area, and 15.1 % declared personal fulfilment as a reason. Preparation for a specific job was mentioned by 21.4%.

The summary of the CIAP report on presently enrolled students states:

Overall, the comments and ratings from both students in the History faculty and service students were positive. Most students chose History because of interest, to prepare for a job or to meet educational requirements. There is overall satisfaction with most of the facilities and services, classes and curriculum, and instruction in history. Most students surveyed would recommend the History program or courses to others (Appendix B).

A report from the History Club also expressed satisfaction with the program. While making some suggestions for change, it concluded:

we believe that history is an incredibly important discipline which is not only beneficial for students pursuing graduate studies but also encourages students to criticize and appreciate knowledge and understand world events and history as a whole (Appendix D).

One student stated that students are aware "that in order to understand the world that they live in they must first understand the world that was once was."

However, this report, as well as the survey of enrolled students, noted a lack of community feeling among history students. The department should do something about this; one step towards improving this would be to provide a student room within the department.

While the number of responses of former students was much smaller, it also was very positive. Those who went into the professions were enthusiastic. To the latter, the study of history at Memorial provided skills of analysis, writing and research that helped them in future careers in the law, archival work, and administration. One student wrote that he had been “well served by the History program at Memorial.” Another stated that he had had “a great experience with Memorial’s history program” in which he “had learned to think and not simply regurgitate” in his courses from the late Dr. Pierson, and that Dr. Ralph Pastore had got him started in aboriginal studies in which he continued to work at the graduate level (Appendix E).

History graduates also saw the history program, especially honours, as very important for their future graduate work. A couple of former students who went on to do graduate work made the point that they thought Memorial’s honours program was a better preparation than that which graduate students from other universities had received. A student who is presently doing a PhD. in philosophy wrote: “In many ways I am currently continuing the work that I began as an undergraduate at M.U.N. - where I first learned to think critically” (Appendix E).

Student replies indicate appreciation of the level of teaching in the department. It should be noted that two members of the History Department, one now retired and one still active, have won the Memorial University’s Distinguished Teaching award. We also have a recipient of the Students’ Union Teaching Award.

CONCLUSION

The History Department’s undergraduate program remains strong. It offers students both breadth and depth and the students enjoy and value their studies in the department at all undergraduate levels. However, the History Department faces real problems. Past retirements have and future retirements will negatively affect the department’s undergraduate teaching.

By September 1, 2003, the department will have lost historians who now offer the following specialities: German history, Greece and Rome, Tudor-Stuart, the Atlantic provinces, military, and women’s history. Recently we have lost a specialist in the history of ideas, a Maritime-American scholar and an Irish specialist. These faculty members, of course, are or were teaching not only various courses related to their special interest, but also other courses, so there will be a real challenge to provide faculty to meet the demands of the undergraduate program.

A reduction in the number of faculty will also make it much harder to maintain our commitment to the university’s first year program. As well, the department’s role in the operation of a wide variety of programs offered by or associated with Memorial University will be threatened. Most importantly, a decline in faculty complement must result in a decline in numbers of undergraduate students taking history as the number of classes declines and the areas which might interest students contract.

The department will continue to use doctoral and post doctoral students in its courses and continue to cross list with other departments, but these are not the solutions which best serve an undergraduate program such as that of the Memorial History Department which has prided itself on faculty/student contact.

The department can take practical steps such as obtaining a student room for undergraduates, and the undergraduate program in the Calendar entry must be reviewed and brought up to date. More importantly, the department can consider new courses and programs and it must carefully analyze its present offerings when it can more clearly see future possibilities. Nevertheless, if the History department cannot make replacements, it will face a major crisis in two years.

T. Evans	W. J. Cherwinski	A Pike (Student Representative)
L. Dawe	L. Bryan	

REPORT OF THE GRADUATE STUDIES COMMITTEE

This report is intended to provide the review panel with an overview of the History Department's graduate program past and present, to identify what the committee perceives as some problem areas, and to suggest possible future directions. The key point is that a program that has grown and done well over the past 20 years now faces the need for fundamental reassessment, given the reduction in the Department's faculty complement, and an unfriendly financial environment. The panel's independent assessment of the situation, and its recommendations on the graduate program's future, will be very useful to the Department in its future decisions.

Background

The Department of History introduced a thesis-based Master's program in the 1950s, and awarded its first MA degrees in 1959. A course-based M.Phil degree was added later, but this was never popular. It was terminated in 1996, to be replaced by a new course-based MA program.

A PhD program was introduced in 1986 after extensive debate. Supporters argued that a relatively large department, with recognized strengths in certain areas of History, should have a doctoral program. This would strengthen the Department as a whole, and reinforce its position as an important centre for teaching and research. Opponents took the position that students would be short-changed by a small doctoral program in a geographically isolated department. Secondly, they argued that it would alter the Department for the worse in two ways. It would deflect resources from the undergraduate program, which was of primary importance, and would necessarily define the Department's academic priorities. If the PhD was restricted to Canadian, maritime and Newfoundland and Labrador history as proposed, then other areas might well be relegated to second-class status. This debate has never completely subsided.

The first doctorate was awarded in 1991, and the degree is restricted to the fields originally proposed. The program requires two courses (7000/7001) involving a bibliographical essay and a thesis proposal, a French language examination, three supervised reading fields leading to the comprehensive examination, and a thesis.

During the last academic year, the Department decided to abolish both the existing MA programs, and to substitute a single, 12-month MA program consisting of five courses (three of them compulsory) and a major paper. All the 12 MA students who began in September 2001 are therefore in the new program. The change in the MA program resulted from a range of factors: dissatisfaction with the structure of the previous course MA program; complications caused by students beginning in January as well as in September; lengthy completion times in the thesis program; problems with organizing a sufficient range of graduate courses; and the financial pressures of the two-year thesis program on both students and the department. The abolition of the thesis MA was a matter of considerable regret, since over the years students in the program produced a series of extensive theses. Those dealing with the history of Newfoundland and Labrador made in aggregate a significant contribution to that historiography.

As of mid-November 2001, a total of 99 students had completed the requirements for Master's degrees, and 14 for the PhD. There were then 42 students at various stages in the

Graduate Degrees Completed, 1959-2001 (November)

MA thesis	83
MA course	13
M Phil	3
PhD	14

graduate program, 29 MAs and 13 PhDs, including two students on leave of absence. This is one of the larger graduate programs in the Faculty of Arts, and the Department is one of only three in Atlantic Canada which offers both MA and PhD degrees in History.¹

Graduate Degrees in Progress, November 2001

Ph D	13
MA (thesis/old program)	14
MA (new program)	15

The following table provides information on the numbers of men and women enrolled in the graduate program, past and present. The figures demonstrate that more women are enrolling in the program than was once the case, and that a better gender balance has emerged.

Graduate Students by Gender, 1959-2001 (November)

	Women	Men
MA thesis (completed)	23	60
MA other (completed)	5	11
PhD (completed)	8	6
MA current	14	15
PhD current	4	9

Ten out of 14 PhD graduates currently hold academic positions, and one is the holder of an SSHRCC postdoctoral fellowship. This is a very creditable success rate. The Department has not tracked MA graduates in any systematic way. However, a substantial minority have gone on to complete PhD degrees elsewhere, some finding academic positions, and others are working as archivists, librarians, teachers, researchers, public servants (federal and provincial), lawyers, web designers, and reporters - one, Bill Gillespie, is currently reporting from Afghanistan for CBC Radio.

¹ The others are at Dalhousie and UNB.

Study Areas and Supervisions

Graduate Thesis Topic Areas, 1959- 2001 (November)

	MA	MA (in progress)	PhD	PhD (in progress)
NF and Labrador	52	12	7	4
Other Canadian	4	1	6	5
Maritime	4			4
European	3			
British	9			
USA	3			
Other	5	1		

While the focus of the PhD is explicitly on North American and North Atlantic history, MA students are able to range more widely. Both thesis and course MA students, however, have overwhelmingly chosen North American areas of specialization, often focusing on Newfoundland and Labrador because of the ready availability of source materials. Maritime history, which is not necessarily North American in focus, has so far drawn relatively few students at the MA level, but now seems to be doing better at the PhD level. There have been very few students recruited for graduate work in other areas. This concentration has meant that graduate teaching and supervision has tended to be dominated by North American specialists, and some colleagues have felt excluded from a perceived “closed shop”. However, courses in historiography and historical method have been and are taught by Europeanists, and British and British Imperial courses and fields are also offered.

The situation is aggravated by the fact that students often specify their wish to study a specific subject with a specific supervisor. MA students usually have reasonably well-defined ideas of what they want to study, and PhD students come with very specific research plans. As a result, students are sometimes reluctant to take graduate courses which are not directly related to their fields of interest. The Department’s reaction has been to try and find suitable courses, even though this can lead to requests for essentially *pro bono* teaching since a minimum of four enrolments is needed if a faculty member is to receive full course credit. The Department so far has resisted the expedient adopted elsewhere in the Faculty of enrolling MA students in 4000-level courses for graduate credit.

If Department members think it necessary to make the graduate program more diverse and inclusive, then serious consideration will have to be given to the structure of the degree programs themselves, to more active recruitment, and to the problem of how to allocate increasingly scarce resources.

An appended table provides details of faculty involvement in graduate studies over the past ten years. Fourteen department members are involved in current (November 2001) supervisions, but the spread is by no means even.

Current Graduate Student Supervisions (November 2001)

	MA	PhD
Burton	2	
Bosak	1	
Cherwinski		1
English	3.5	
Facey-Crowther	2	1
Fischer	1	3.5
Hiller	7.5	1
Kealey, G*	1	4.5
Kealey, L.*	4.5	1
MacLeod	1	
Pope (Anthropology)	1	
Ryan		0.5
Youe	1	
Evans	2	

Bassler	1	
Janzen (SWGC)		0.5
Trnka (Philosophy)	0.5	

**Co-supervisors have been appointed for students under the supervision of G. and L. Kealey, who have moved to the University of New Brunswick: den Otter, Cadigan, Hiller, English, Facey-Crowther.*

Resources

The success of a graduate program depends largely on adequate departmental staffing. The main areas of specialization have to be supported by active, research-oriented faculty members who can attract students, generate grant income, and help create a lively intellectual atmosphere. This was recognized by the external committee which reviewed the Department when the proposed PhD program was under consideration in 1983. It recommended that there should be three additional appointments to strengthen the Department in key areas, and this was accepted by the Senate and the senior administration. By the end of the 2001-2 academic year, these appointees will have left Memorial, as well as a number of other colleagues who played an important role in the department as a whole, as well as in the graduate program. Others will be retiring over the next few years. The implications of this hemorrhage are extremely serious. Unless the university administration

reinvests in the Department and allows it to rebuild, the graduate program will almost certainly contract, particularly at the PhD level. Numbers of graduate students will decline, postdoctoral fellows will disappear, and it will become difficult to find supervisors, instructors, committee members and examiners from among a dwindling band of colleagues.²

It is not always easy now to find colleagues willing to take on graduate responsibilities, and given student specializations, the same group tends to be called on repeatedly. This in turn helps generate a pervasive lack of interest in graduate studies across the Department, expressed in the very low attendance by colleagues at departmental seminars, graduate student presentations, and at social events arranged for graduate students.

The second key factor is money for student support. From its baseline allocation from the School of Graduate Studies, the Department is able to award a number of MA fellowships (currently \$8,500 pa) and some Teaching Assistantships (TAs) valued at \$750 per semester. We guarantee PhD students financial support for three years at a minimum of \$10,000 pa. The baseline is supplemented by *Labour/Le Travail* and maritime history internships, and Teaching Fellowships. All PhD candidates are expected to apply for SSHRCC doctoral fellowships, where the success rate over the years has been good. Students are informed about, and encouraged to apply for other awards both internal and external, and here again many are successful. Some profit from research funds administered by department members, though unlike faculty in the pure and applied sciences, historians do not pull in large external grants on a regular basis, and are in any case used to working individually rather than on a team basis. Some PhD students supplement their incomes by teaching, but the departmental rule is that this can only be done after the completion of comprehensives.³

It is difficult to find out the level of graduate student support provided by other universities. The information is not available from the School of Graduate Studies, and we are told that graduate schools tend to be secretive about such matters. Our impression is that while tuition fees are comparatively low at Memorial, so is the level of financial support. Some MA applicants have been offered fellowships elsewhere which are almost double those offered by the Department, for instance, and MA fellowships of \$12,000 pa are commonplace. We appreciate that the School of Graduate Studies has always done its best for the Department within restraints imposed by the University. However, there can be no doubt that the whole question of graduate funding urgently needs to be opened up, with particular reference to doctoral students. This subject was mentioned by most respondents to the questionnaire sent to graduate students past and present, who felt generally that financial support was inadequate, given what was available elsewhere and the local cost of living.

The University's "Strategic Framework" speaks of the need to "Promote the continued growth of graduate studies" (7), and explicitly links this goal to the University's research mission and to undergraduate programs. In the same paragraph, the document states that 'a policy of faculty

² Recent appointments are discussed elsewhere in the self-study.

³ PhD students are encouraged to take the course on pedagogy which is offered regularly, and normally teach at least one course after comprehensives.

renewal is essential' (5) Thus graduate studies are seen as centrally important to the University's future. If the University administration is indeed serious about the expansion of graduate studies in the Faculty of Arts as a whole, and in the History Department in particular, then it must address the problems of inadequate academic staffing, and inadequate financial support for graduate students. These are matters that the Department cannot resolve on its own.

On a positive note, Memorial does provide first rate resources for History graduate students in the QEII Library, the Centre for Newfoundland Studies, and the Maritime History Archives. Students also have access to the Folklore and Language Archive, and the provincial archives. Nevertheless, many students have of necessity to work in archives elsewhere, and the associated travel costs can be prohibitive. It is also very difficult for graduate students to obtain adequate funding to present their work at academic conferences, though it is essential that they do so. The physical infrastructure provided by the University also leaves something to be desired. The Department allocates a single, small, windowless and seedy office to the MA students. The PhD students currently have the use of a larger and more satisfactory office, but the provision is similarly basic and shabby, both in terms of furniture and equipment. These two offices cannot accommodate all the graduate students, some of whom have to use Feild Hall.⁴ In all, the Department has only 14 spaces available, so that students often have to work at home or in the Library. The contrast with the comfortable and spacious provision for graduate students on the North Campus is striking. Graduate classes take place in a windowless, unpleasant seminar room. Most students who replied to the questionnaire were rightly critical of the facilities provided in the Department.

Conclusion

In summary, the graduate program in History faces some severe challenges. In order to maintain its viability, careful hiring of academic staff and improved funding for students are centrally important factors. Attention should be paid to providing improved office and computer facilities for graduate students, and to promoting collegiality and interchange between faculty members and graduate students.

Though the MA program has only just been revised, the Department should consider whether further changes are needed so as to include more faculty members and encourage a wider range of student specializations. Similarly, the PhD program should also be reconsidered. A requirement for more course work would reduce the relative isolation of PhD students, for instance, and the committee is agreed that the thesis proposal should be placed later in the program.

Such reappraisals should not overlook the necessity for the graduate program to have distinctive elements, and the committee suggests that maritime history should be re-emphasized, perhaps in collaboration with other academic units. In addition, the Department might consider the possibility of a part-time History MA specifically designed for working and retired people, as suggested by one of the respondents to the questionnaire. The Department has always resisted graduate work by distance methods, but the policy might be reconsidered in this context.

⁴Separate or shared office accommodation is normally provided for graduate students teaching a course.

The Graduate Committee hopes that as a result of the review, the University administration will reinvest in the Department, and help ensure that its graduate program flourishes. Most questionnaire respondents were positive about their graduate experience here, and it would be unfortunate if these programs were allowed to atrophy.

J.K. Hiller C.J.B. English

L.R. Fischer C. Youé

S.T. Cadigan W. Miles (graduate student)

C. Curriculum and Teaching

History has traditionally occupied an important place in the Faculty of Arts. Over the past ten years the department has offered on average approximately forty sections in each of the regular semesters and as high as twelve in the spring semester. In 2000-01 History enrolment amounted to 2645 students or 7.47% of the total Arts Faculty course enrolment. History graduates represented 9.52 % of total Arts faculty graduates, a significant figure in its own right. With the exception of one year, in the previous ten years History graduates as a percentage of graduates from the faculty has always been higher than history enrolments as a percentage of faculty enrolments (a lower rate of attrition for History majors). Until the change in arts degree regulations in 1998 the History department benefited from the requirement that all Arts students needed to take two courses in any two of History, Mathematics or a second language. This requirement represented a significant percentage of History's undergraduate teaching. The new regulations while not respecting History's key position nevertheless specified that students take two research/writing courses and four courses in each of the humanities/social science courses as part of the core program for the Arts degree. History qualified under both requirements. First year sections were reduced to 35 maximum. History managed to retain a significant number of first year students (approximately 480 as compared with 600 under the old regulations) as a result of the new requirements for the degree but in the process compromised its traditional role in the humanities. History courses at the first year now emphasize research and writing techniques over content, with the result that students complete the core program with minimal exposure to History as a discipline. Those students who choose to take research/writing courses from other disciplines can leave the core Arts program with no exposure at all to History. History's place within the Humanities and Social Sciences has been marginalized in the interests of expediency. At the same time the high percentage of first year offerings in the normal semester program - sometimes as high as 40% - is a clear indication of increased demands for "service" courses for the Arts faculty but at the expense of our upper level course offerings.

Nevertheless, it should be noted that the department takes its commitment to the research/writing program very seriously and very considerable time and energy is invested in devising and offering these courses and in considering the best methods to reach first year students. In addition to the research/writing courses the department also offers a first year course that is thematic in content and with a maximum enrolment of 60 students. This course was intended primarily to provide teaching experience for our doctoral students and post-doctoral fellows although it has been taught by regular faculty on three occasions since its inception in the fall of 1998. There has been some discussion in the department about whether we should assign first year teaching to graduate students. As a matter of policy the department has insisted that first year teaching must be done by faculty members, to provide experienced instruction to entrance level students and also to encourage recruitment into upper level courses taught by regular faculty. Nevertheless, this has not always been possible to implement.

Our undergraduate offerings at the 2000-4000 level have been and must remain the centerpiece of our academic curriculum. It where most of our resources are committed and also where the bulk of the demand for our courses exists. In the academic year 1994-95, for example, some 2364 course students were enrolled in courses at the 2000-4000 level (honours excluded). In the academic year 2000-2001, in spite of significant attrition across the Arts faculty and a reduction

in our faculty complement, that number was 1882. The demand for History courses still remains strong and the level of satisfaction with our courses is generally very high as shown by the CIAP evaluation conducted in October 2001.

The department offers a broad range of upper level courses, in both traditional and less traditional fields represented within the discipline and reflecting the particular specialties and research interests of faculty members. The department has also branched out from time to time with innovative course offerings and methodologies including courses of contemporary interest to students as well as those integrating new technologies with historical research and analysis. Faculty attrition has affected the range, variety and regularity of course offerings and substantially reduced overall course enrolments as a consequence. It has also obliged faculty to move into secondary fields or develop new fields in order to maintain the integrity of the program. In other words, faculty have had to show a remarkable flexibility in keeping our undergraduate and graduate programs viable at a time of unprecedented change and challenge.

Servicing the third and fourth years courses is a constant problem. Apart from the difficulties of predicting numbers the Dean of Arts also imposes strict minimum enrolment levels that determine viability. When a course is cancelled not only is the faculty member assigned to the course inconvenienced but so too are the students who have enrolled in it. It is sometimes difficult for a faculty member to be reassigned especially to a course for which there has been no preparation. Students also complain that when a class is cancelled they will not be able to get into another course of choice because registration may have closed. In some cases faculty have not been able to maintain regular offerings in their specialist fields and there is evidence that student interest declines accordingly.

The department has been innovative in preparing and offering courses for distance education taking advantage of the new technology - web based courses and teleconferencing - as a way of reaching a wider clientele. The department offers, on average, two to three courses in distance education in each semester. These courses, taught by non-faculty contractuales, are always well subscribed which points to an increasing need to develop such courses. There are, however, a number of problems that arise out of this situation. First of all, these courses are also taken by on-campus students and this has an impact on enrolment in campus-based courses. Second, some question the academic merits of increasing the number of courses in which there is little or no interaction between students or between the instructor and students. A final point is that the department has not been successful in persuading its faculty either to teach distance courses as part of load or to develop new courses for distance education. Nevertheless, the need is there and will probably have to be exploited as a way of opening up our program to off campus students. With the closing of the regional campuses several years ago distance education offers the most convenient way for the rural population to access university courses.

The department has been active in collaborative efforts with other departments in cross listed courses and in interdisciplinary programs. In fact, the department has played a leading role in the creation of many of these programs. Three faculty members are currently program co-ordinators. The interdisciplinary programs include the Canadian Studies Major, the Medieval Studies Major and Minor and Minor programs in Newfoundland Studies, Law and Society, Aboriginal Studies Minor, Russian Studies, German Studies, and Women's Studies. Several new programs are soon

to be added to that list including the European Studies Minor and an Irish Studies Minor. The department is open to working with other departments in the faculty in cross-listing courses or in other forms of co-operation. Two faculty members in the department also have cross appointments: Dr. Iain Bruce with Classics and Dr. Peter Pope with Anthropology. While History welcomes these collaborative efforts and continues to encourage such arrangements where it is to mutual advantage it rejects the notion that other departments have a right to offer courses which are in essence history courses. This is not pettiness on our part but an assertion that history should be taught by those trained in the discipline.

In some cases History courses are offered as part of the core of the interdisciplinary program and are required for students completing the requirements; in other cases History courses are significant electives essential to the program. This is the case in the Diploma of Heritage Resources. History has contributed to the Masters in Philosophy (Humanities) program and may also be actively involved in providing teaching staff in the Masters in Employment Relations.

The Honours program is a very important part of the department's undergraduate efforts and has long been considered one of the more rigorous programs of its kind in Canada. The program gives students a firm foundation for graduate work or for post-graduate education in law, journalism and other professions. The number of graduates in this program has varied from a low of eight to a high of 17 in any one year. Feedback from former students is very favourable. They point to its high standards and intellectual rigour as key benefits for those pursuing further studies at the graduate level in history or other fields such as law or journalism. Because of the small numbers involved in the honours program at the present it represents an expensive but necessary commitment for the department. The program involves only a small number of faculty in the department as students tend to choose from a narrow range of fields. Students should be encouraged to broaden their interest and faculty should make an effort to recruit the bright students in their fields. It should be noted that the program absorbs considerable unrewarded time by department members who are called upon to serve as examiners for reading courses and honours essays. As the department shrinks the load will be distributed among fewer and fewer faculty members to the point that even retired faculty will have to be called upon to serve.

The department's graduate program has been remarkably successful in recent years in recruiting good students to both the MA and PhD. The department awarded its first MA degrees in 1959 in what was then a thesis-based program. A course-based M.Phil was added later but was never popular and it was terminated in 1996 and replaced by a new course-based MA program. The department decided in 2000 to abolish both the existing MA programs and to substitute a single, 12-month MA program consisting of five courses (three of them compulsory) and a major paper. The PhD program was introduced in 1986 and is restricted to Canadian, maritime and Newfoundland and Labrador history. The program requires two courses, involving a bibliographical essay and a thesis proposal, a French language examination, three supervised reading fields leading to the comprehensive examination, and a thesis. A total of 14 students have completed the degree as of November 2001. Several other students are expected to defend successfully by the time this report is reviewed. This is one of the larger graduate programs in the Faculty of Arts, and the Department is only one of three in Atlantic Canada which offers both MA and PhD degrees in History.

In general the graduate program has engaged a small number of faculty in the department which reflects both student interests and recruiting efforts by faculty members. Several faculty members have been particularly successful in recruiting students from elsewhere into the graduate program, especially at the doctoral level.

We need to consider the integration of more faculty members into our graduate program, either by offering our graduates a greater variety of courses or by opening up the fields at the doctoral level. No faculty member should feel excluded from teaching in the graduate program. Nevertheless, it must be recognized that graduate students do exercise a choice in the courses they take and this does have a bearing on course offerings at that level.

Faculty members need to play a more active role in recruiting graduate students to our program either through personal contact with other institutions or by encouraging our top students to consider graduate work here rather than elsewhere which has been the tendency in the past.

We have had very little faculty renewal in recent years in spite of a dramatic drop in our faculty numbers over the course of the past decade. We secured a Medieval historian this past year and have pressed for several new positions for 2002/03. Two recent appointments, the Academic Director of Public Policy and the Irish Chair, have been made to this department because the incumbents are historians but both have program responsibilities outside the department and so their commitment with History is only part time. It is therefore difficult to integrate either individual fully into our academic program although both have expressed a willingness and have contractual obligations to teach in the department wherever needed.

D. Faculty Contributions

Our faculty are well known across the region, if not across the country. Many have links outside Canada through scholarly conferences or membership in international scholarly associations and organizations. Most of our faculty are also active in community-based organizations that represent an important link between this university and the community outside the campus.

The faculty of this department are first and foremost teachers whose object, through their own reading and research, is to enrich the education of the students in their classes and to provide direction for the graduate students they supervise. We also have a strong research profile, generally well funded, that reflects the specialties and strengths of individual faculty members. While there have been and continue to be well funded collaborative projects that engage more than one faculty member - something which the university clearly favours - this has not been the norm for this department. Rather, our strength comes from the diversity of our research interests which first and foremost serve the needs of our academic programs.

The History Department takes pride in its reputation of dedication to its students. Faculty members have for years placed a priority on providing them with a solid, comprehensive grasp of the discipline and have encouraged them to undertake Honours and graduate programs, here or elsewhere, with confidence that they can succeed in such endeavors. A large number of History students go on to further studies in law school and graduate school. Students who have taken

History courses have acquitted themselves well in a variety of fields including the Parliament of Canada, the Newfoundland and Labrador House of Assembly, the federal and provincial Government, other universities, leading national law firms, the United Nations, international corporations, the media and public education throughout the world. Our alumni from History are now living all over the planet, engaged in a variety of interesting occupations. They have frequently and generously credited their History professors with opening their minds, making them more aware of the world outside and giving them the self-confidence and the will to succeed in their own endeavours. Our object has been and will continue to be the creation of well informed and well educated citizenry.

Our faculty are active in professional organizations locally, regionally and nationally. Many serve on executive positions. Others have been involved in committee work and program development. As a department we are well represented at conferences related to individual faculty research interests. This department has also hosted or co-hosted a number of academic conferences, congresses and organized or participated in public commemorations of local interest. Faculty involvement with government, heritage organizations and local businesses is extensive and shows our commitment to this community in general.

The primary objective of the undergraduate program in the History Department is to provide instruction in a broad range of historical subjects to students who choose to Major and Minor in this discipline. A significant number of students who major in other subjects take History courses for their electives. The Department therefore serves the requirements of the entire Faculty of Arts and attracts students from a range of disciplines such as Science, Business, Social Work, Engineering and Education who enjoy and are enriched by the study of History and want to learn about the past. Additionally, faculty must supervise and teach Graduate students at both the M.A. and Ph.D. level.

With the present membership of 23 and with several expected retirements in the near future, the program is bound to become more restricted and this cannot but have a detrimental impact on History students and on those from other Faculties who enjoy our courses as electives. Because of the particular needs of this University and because of years-long budget constraints and cut-backs, the members of the History Department have perforce taught subject areas beyond the parameters of their masters and doctoral theses in order to meet the varied objectives of the Department. As student interests have changed over the years, the Department has done its utmost to adjust its offerings so that a rigorous academic training can be offered in the context of subjects which are relevant and meaningful for students. Student demand has driven the trend toward a variety of areas and the Department generally encourages new initiatives on the part of faculty members.

The Department also provides detailed and useful instruction in the art of writing term papers, including the principles of research, historiography and the appropriate methodology to follow in citation. The aim of this aspect of our program is to ensure that students can write lucidly and coherently and embark with confidence on graduate programs, law school or employment opportunities where such skills are essential. The instruction in writing and research skills is provided both at the introductory level and in fourth year seminars. Students have frequently

commented that they first learned how to express themselves verbally and in writing when they took History courses. At senior undergraduate levels instructors provide guidance on the complexity involved in interpreting the past. Emphasis is laid on the relationship of past and present, change and continuity, the interaction of political, social and economic issues in shaping History and significant influences which shape the mind of the historian.

The type of academic environment which exists at Memorial requires a considerable amount of flexibility on the part of faculty to meet a variety of requirements and to respond productively to student demand. These positive aspects of the History program will be severely jeopardized when several faculty members retire in the next few years. Without faculty renewal, it is unlikely that the Department will continue to be as vibrant as it has been.

The History Department is fortunate in that a number of its faculty have taught here for many years, some having more than three decades of service at Memorial. During their long tenure, they have gained considerable knowledge about students and their academic interests and inclinations. This vast knowledge-base enables the Department to anticipate and respond positively and productively to student requirements and needs. Recruitment of new faculty might redress a need for diversity of intellectual, pedagogic and administrative experience. While providing a rigorous and thorough academic background, the Department has always been pragmatic in recognizing that student interests change and that the Department must adapt to this reality. The History Department has developed a unique blend of traditional and innovative subject areas to provide students with a variety of offerings to meet a diverse type of demand.

The following comments highlight for the Panel only a few of the contributions made by members of the Department. The aim is to provide an indication of the diversity of academic interests and the vitality of our program. Space constraints dictate that only a few contributions are emphasized. The Panel is requested to read the individual c.v.'s to note the strength of the Department in teaching, research, university and community service.

The History of Newfoundland and Labrador is a vibrant and thriving part of our program and continues to be well-subscribed and very popular with students. Professors Shannon Ryan, Malcolm Macleod, Chris English, James Hiller, Sean Cadigan, Peter Pope, Bill Reeves and Terry Bishop-Stirling have conducted extensive research in the History of this province and have taught students at the undergraduate and graduate level. Students have gained the benefit of expertise in a variety of fields ranging from the cod fishery and sealing to public health, legal history, and the history of women in Newfoundland. Countless numbers of young people in this province have gained an insight into their own past and an appreciation of their own heritage because of the Department's extensive commitment to this field of study.

The History Department has also emphasized the significance of Canadian History and a number of professors have specialized in aspects of the history of this country. Professors Andy den Otter and Joe Cherwinski have taught Canadian history from first year to graduate level, incorporating their own research interests in economic and business history and the study of the railways in Canada. Professor Cherwinski was awarded the President's award for Distinguished Teaching in 1997-1998. Both these professors have introduced students to the history of the Canadian West. French Canadian History has been offered by Professor Robert Sweeny and Atlantic History has

been taught by a variety of instructors including Professors James Hiller and Malcolm MacLeod. Professor Sweeny has offered a computer-based course in his field. There is a possibility that environmental aspects of Canadian History may become a viable offering in the future. Professor Gregory Kealey's contribution in the realm of graduate teaching of Canadian History has been extensive. In December 2001, he leaves the position of Dean of Graduate Studies at Memorial University to become Vice-President at the University of New Brunswick.

Memorial University has a unique and extensive archive on Maritime History and has encouraged researchers from around the world to utilize this valuable resource. At Memorial, the archive has been regularly used in methodology courses. Third and fourth year level undergraduate courses in Maritime History have been offered by Professors Skip Fischer and Valerie Burton. Professor Fischer is presently supervising three doctoral level students in Maritime History. Professor Burton has supervised Honours and Graduate students in this area. Both are productive scholars in this field. Given the extent of budgetary cutbacks and non-renewal of faculty, the History Department's Maritime specialists have had to offer a variety of different subjects including Economic History, American History, British History and Historical Methodology..

American History has been taught by Professors Bill Reeves, Skip Fischer and Ralph Pastore at both the undergraduate and graduate level. The role of the United States, particularly its foreign policy, is also emphasized in a variety of Global History courses.

Students at Memorial have frequently expressed a preference for a non-structured undergraduate program in History which provides them with maximum opportunity to explore a variety of fields, acquire a range of knowledge and appreciate the past from many perspectives. The effectiveness of the faculty as teachers can be gauged by the positive feedback the Department continues to receive. Students have lauded both the rigor of the research requirements (an important preparation for future studies in law school and graduate school) and the variety of course offerings. Their continuing demand is for more courses at every level, a richer program. The History Department has done its utmost with shrinking resources to cater to these needs. Whether or not it can continue to do so effectively will depend very largely on the willingness of the University Administration to authorize new appointments. As the faculty complement shrinks through retirements, the benefit of a flexible non-structured program becomes obvious. It enables the Department to offer a variety of courses to allow Majors and Minors to fulfil their requirements. Such a program also continues to attract students from all over the campus who want interesting electives. The latter category forms a significant part of the History student body.

The teaching of European (including British) History from first year to fourth year has been an important part of the Department's program. The newest member of the Department, Professor Lindsay Bryan is a specialist in Medieval Studies, an area which retains a significant number of students every year. At the second year level, survey courses in ancient, medieval, early modern and modern European History have been taught by a number of faculty members. The Europeanists include Professors Edita Bosak, Iain Bruce, Gerhard Bassler, Lindsay Bryan, Valerie Burton, Christopher English, Tom Evans and Jim Hiller.. Additionally, Professors Louise Dawe and Ranee Panjabi have offered European History courses, although their main teaching areas are in Global History. Professor David Facey-Crowther at one time also taught several of the European surveys. Although the second year European courses are offered regularly, there is a

looming danger that retirements of a number of Europeanists will deprive the students of an adequate breadth of courses at the third and fourth year levels. At the present time, the complement of faculty covers a range of subjects from Ancient Greece and Rome to Twentieth Century Eastern Europe. Courses in Early Modern European History, British History, German History and French History may not be available unless the Department can hire new faculty. Some European seminars such as Professor Bassler's course on the Holocaust have attracted a large number of students each year. After Professor Bassler retires in the near future, that course will lapse. Some Europeanists have also been active in the Graduate Program.

Students at Memorial University have shown considerable interest in Global History which is taught by Professors Malcolm MacLeod, Louise Dawe, Christopher English, Ranee Panjabi and Christopher Youé. Professor Youé received the CSU (Memorial Students' Union) Teaching Award in 1998. The dominant time frame of Global History courses is Twentieth Century History which is introduced as a sequence of two second year surveys. Some professors teach Global History at the first year level. Professor Panjabi teaches a second year course in Ancient Asian History. At the third and fourth year level, the faculty members cover the Middle East, Africa and India, China and Japan in lecture courses and seminars. Because of the interest in world events and the need felt by Memorial's students for exposure to the world at large, Global History has become a popular aspect of the Department's offerings. The student constituency interested in this area consists of History Majors and Minors and a large number of other students seeking electives.

Although much of the undergraduate program appears to be entered on standard surveys and on national courses, in recent years, the Department has offered more thematic courses and these have attracted large enrolments. Professor David Facey-Crowther's courses in Military History have been very popular with students. Similarly, new courses prepared and taught by Professor Ranee Panjabi in the History of Human Rights, International Terrorism, Revolutions in the Developing World and, most recently, the History of Espionage have also drawn large enrolments. In 1998-99, the History Department anticipated the world-wide interest in international terrorism by offering a third year course and later a fourth year Seminar in that subject. The Department has played a significant role in the creation of the Women's Studies program at Memorial University. Professor Linda Kealey taught third year courses in this field and participated extensively in the Graduate Program. She will be leaving Memorial in the near future to join the History Department at U.N.B.

In 1997, Professor Christopher English created and now serves as Coordinator of the very successful Interdisciplinary Minor Program in Law and Society. Two of the LWSO courses are cross-listed with History. Professor Joe Cherwinski has similarly created and supervised the Canadian Studies Major Program. Professor Shannon Ryan is Coordinator of the Minor Program in Newfoundland Studies.

The History Department lost one of its finest scholars and academic colleagues with the death of Professor Stuart Pierson. His contribution was in the History of Ideas and he made the area uniquely his and it was always very popular with students. Another colleague and one of the world's leading Maritime Historians, Professor Danny Vickers recently took up an academic position in San Diego.

Considering the factor of effectiveness in teaching, there can be little doubt that the History Department has managed very competently despite diminishing resources, budgetary cuts, and non-renewal of faculty who retire and leave. The Department has offered a program which introduces a complex discipline, teaches students how to be articulate and to write coherently and lucidly, encourages them to explore a variety of subject areas and prepares them for further studies. Students from other faculties who take History courses as electives frequently explain that they find this subject very interesting and mentally exciting. They enjoy learning about the past and they take great delight in the exploration process developed by this very diverse and dedicated faculty. If the Department is allowed to hire new faculty, it can continue to provide a meaningful program. Absent any new hirings, the vitality of the Department's program will be adversely affected. This cannot but have a detrimental impact on our students.

Faculty members in History have as wide a range of research interests as they have teaching specialties. Several members of the History Department have published books and articles in their particular research areas. A number of them have acquired grants to fund their research activities. The Department encourages faculty to share the benefits of their research by formulating new course initiatives or renewing their lectures in existing courses. Hence research in History enhances the discipline through the traditional route of publication and conference presentation. However it also assists students who gain the benefit of the most recent perspectives on a variety of subjects. The fact that students can take courses with faculty who have often been at the cutting-edge of their fields is one of the important benefits of our flexible but rigorous undergraduate program. The undergraduate, Honours and graduate programs in History have sought to make the most effective use of faculty for the benefit of our students.

The diverse talents of the History Department faculty are reflected in the variety of areas they have selected for their research. The range of interests extends from provincial to national to international issues. In terms of thematic coverage, History Department members have delved into numerous aspects of the past from political and economic history to archaeology to cultural development to environmental law and terrorism. The efforts of Memorial's historians to bring Newfoundland's colourful past alive have evoked an interest in this subject across the province.

A perusal of the individual faculty c.v.'s will provide ample evidence of the number of books, articles, review articles, course manuals, book reviews and other materials published by members of the Department. The aim here is only to emphasize the scope of this productive output and its ultimate significance to the University. Memorial's historians have over the years contributed in a meaningful and relevant manner to popularizing the history of this province, of Canada and of the world to our large numbers of undergraduate and graduate students. The linkage of research and teaching has always been stressed in the Department. The published output of the History Department has been awarded prizes, lauded in reviews and regarded as highly significant in terms of its contribution to specific areas of historical research. Unfortunately, because of budgetary constraints, some Department members have borne the costs of research from their own funds. The publication of their work by prestigious publishing firms has provided a measure of intellectual satisfaction but it would be encouraging to know that more funding could be made available for a wide spectrum of historical research in future.

During the period under review, members of our department have played prominent roles in a number of major initiatives at Memorial. Professor Ommer was the lead researcher in the first Tri-council strategic grant obtained by the University. A number of our graduate students and post-doctoral fellows worked on this \$1.4 million interdisciplinary collaborative project on *Sustainability in a Changing Cold Ocean Environment*. This strategic collaborative work has continued in Professor Ommer's current, five year, \$6.2 million SSHRC/NSERC funded project on *Coasts Under Stress*. Currently Professor Greg Kealey is co-investigator on two large scale projects, the Maritime Occupational Health and Safety Initiative, with funding by CIHR of \$2.1 million over five years and a \$495,000 project through the Federal Strategic Challenges and Opportunities of a Knowledge Based Economy program. Professor Pastore was the principal researcher in the Boyd's Cove Archaeological investigation, which enabled Parks Canada to create the country's largest interpretive centre on Beothuk culture. His work on aboriginal culture has contributed significantly to the revision of the prehistory of Newfoundland and Labrador. Professor Lewis Fischer, in collaboration with the Norwegian School of Economics and Business Administration, is co-investigator on a \$100,000 grant to study Norwegian shipping after the Second World War. Professor Robert Sweeny is co-investigator on a \$110,000 historical GIS project *Montréal l'Avenir du Passé*, funded by GEOIDE at Laval University. Professors Greg and Linda Kealey are jointly responsible for a \$40,000 component of a SSHRC funded project on health in Newfoundland.

In addition to these major inter-disciplinary initiatives, members of this department raise \$80-90,000 a year in support of their historical research. SSHRC grants have been awarded to Professors Burton, den Otter, Gyug, G. Kealey, Ommer, Ryan, Sweeny and Vickers.

Thanks to these inter-disciplinary and historical projects the funded research profile of our department has surpassed the heights achieved in the hey-day of the Atlantic Canada Shipping Project. This exceptional performance is perhaps most visible in the remarkable growth in the number of port-doctoral fellows. Sadly, without immediate and substantial faculty renewal, this singular achievement cannot be sustained. The department has lost six of our most active researchers in mid-career, one to long-term disability, but five have chosen to leave Memorial and to continue their research at other universities in Canada and the United States. Choice of this nature are, of course, complex, but neither the increased teaching and administrative loads that have resulted from failure to renew faculty, nor the lack of institutional support for research in the humanities, encouraged these widely respected colleagues to remain.

Several faculty members have published and/or edited Books and Course Manuals. To mention only a few of these achievements is not to denigrate others but simply to highlight the effectiveness of Departmental productivity in research. A former member of this department and a former Dean of Graduate Studies at this university, Professor Gregory Kealey won two national awards. Specializing in Labour History, he authored individually or jointly four books and edited or co-edited twenty-five others. Professor Linda Kealey has published a monograph on Women, Labour and the Left in Canada and co-edited a collection on Newfoundland's women's history. Professor Shannon Ryan's monographs on the saltfish trade and on sealing have explained these significant aspects of Newfoundland's past for the benefit of scholars and students. Professor David Facey-Crowther (also Head of History) has written a monograph on the New Brunswick

Militia and contributed several articles on Canadian military history. One of Professor Andy den Otter's monographs has explored the idea of a transcontinental railway in British North America. His book won the Innis in 1999, awarded annually to the best Federation funded work in the Social Sciences. Professor Malcolm MacLeod has written extensively on Newfoundland's pre-confederation links with Canada, and wrote the definitive study on Memorial's early years, A Bridge Built Halfway (1925-50). Professor Joe Cherwinski has contributed course manuals for the University and co-edited a book of lectures on Labour History. Professor Ralph Pastore has published a book on the archaeology of the Beothuks. Professor James Hiller's recent co-authored work on Atlantic Canada (now in a second printing) has evoked considerable public interest and media attention in Newfoundland. It has been adopted as a course text book in various Canadian universities. Professor Gerhard Bassler has published monographs on the German experience in Canada. In November 2001, his study of the career of Alfred Valdmanis was short listed for the Kiblansky Prize. One might also note the prolific publications in Maritime History of Professor Lewis Fischer. Professor Christopher English has participated extensively in conferences covering legal issues. A former member of this department, Dr. Danny Vickers, a former member of this department, received two prizes in 1995, one from the American Historical Association and another from the American Society for Eighteenth Century Studies for his monograph on Farmers and Fishermen in Massachusetts.

Professor Peter Pope's monographs include a study of the landfalls of John Cabot and most recently, an analysis of the Newfoundland Plantation in the seventeenth century. He has been awarded the Clio Award (1997), the John Layman Award (1997) and the President's Award for Outstanding Research. Professor Sean Cadigan has written a monograph on merchant-settler relations in Newfoundland and has a work in progress on the History of Newfoundland and Labrador. In 1992, he won the Gold Medal of the Governor General of Canada for Graduate Research. Professor Robert Sweeny publishes widely on pre-industrial Canada and on problems in historical theory and method. His pedagogical software is currently in use at MUN, Laval and McGill. The web-site on Old Montreal he designed won this year's Stockholm challenge for innovative solutions to the digital divide. He co-compiles the bibliographies of *Labour/Le Travail* and the *Revue d'histoire de l'Ameriquefrancaise*. Professor Edita Bosak has written significant articles in Eastern European History, specifically focussing on relations between Czechs and Slovaks and is working on a monograph. Professor Valerie Burton has made productive use of Memorial's world-famous Maritime History Archive in the publication of a number of articles and the preparation of two monographs, (one potentially titled, S{2anning Sea and Shore}) in an innovative approach to research generally termed 'the new economic criticism.' The newest and very welcome addition to the Department, Professor Lindsay Bryan specializes in Medieval Studies, specifically, the history of the sin of scandal in that era. Her ongoing projects include an electronic publication of Thomas of Ireland's Mani{2ulus Florum}. Time constraints allow only brief mention of Professor Louise Dawe's work in progress on the Atlantic Charter, Professor Tom Evans' work on Church History and Legal History, Professor Terry Bishop-Stirling's thesis on Public Health and Welfare in Newfoundland and Professor Bill Reeves' ongoing project concerning Newfoundland-United States relations.

Further afield from Canada, Professor Christopher Youé has written a monograph on imperialism in Southern and Eastern Africa. Professor Iain Bruce has written a commentary on the Hellenica Oxyrhynchia. Professor Ranee Panjabi's human rights legal monograph on the Earth Summit at Rio included prefaces by Maurice Strong (Secretary-General of the Summit) and Arthur Campeau (Ambassador and the Canadian Prime Minister's Special Representative to the Earth Summit). Her book has been added to reading lists of courses in environmental law and history, human rights and international relations in universities in the United States.

The members of the History Department have also been active in sharing their expertise at other Universities and as participants in academic and scholarly associations, both on a national and international level. Professor G. Kealey was President of the Canadian Historical Association between 1998 and 1999 and is a fellow of the Royal Historical Society. Some faculty members have served as Editors and Board Members for scholarly journals. Professor James Hiller has worked with the Newfoundland Historical Society and frequently offers courses at the Harlow (England) campus of Memorial University. Professor Christopher Youé became President of the Canadian Association of African Studies in 2001. Professor Facey-Crowther is President of the Military History Group of the Canadian Historical Association and also President of the Atlantic Association of Historians. Professor English was Vice-President (four years) and President (four years) of the Association for the Advancement of Scandinavian Studies in Canada. Members of the History Department have reviewed manuscripts for publishers, assessed grant applications for external agencies such as the SSHRCC and served as External Examiners. Some members have taught by invitation at other universities. Professor Skip Fischer has lectured at various universities in Canada, Europe, Australia and New Zealand. Professor Ranee Panjabi taught summer sessions at Carleton University and U.N.B. Professor Thomas Evans for years taught courses for Queens Theological College. The departmental record of service and membership of numerous professional associations is extensive and the range of such activities is vast.

In the immediate community of this province, the History Department plays a role that is both meaningful to the discipline and significant in terms of impact. Professor Iain Bruce served as a Labour Relations Arbitrator between 1977 and 1998. Two members of the History Department (Professors Christopher English and Ranee Panjabi) hold law degrees in addition to the Ph.D. Professor English is a member of the Law Society of Newfoundland. Professor Panjabi has worked as a Labour Relations Arbitrator and a Labour Standards Adjudicator since 1993 and is also a member of the Newfoundland Panel of Mediators. Professor David Facey-Crowther served for twenty years as Chairman of the provincial Classification Appeals Board and is presently a member of the Advisory Committee of the National War Museum. Professors Christopher Youé and James Hiller have worked on the review of the World History and Newfoundland History curriculum for the Newfoundland and Labrador Department of Education. Professor Shannon Ryan for years was President of the Newfoundland Historical Society. Professor Peter Pope has directed the St. John's Waterfront Archaeology Project since 1993. Professors Ryan, Hiller and Facey-Crowther are on the advisory committee for the "Rooms" project. Professor Hiller currently serves on the Advisory Committee on the Grade VIII Curriculum. Members of this department have played an active part in the Memorial University Faculty Association and in the Canadian Association of University Teachers.

The record of the History Department with respect to departmental and University service is impressive. Many members have willingly held two and more committee positions and the fact that the present Self-Study is a collaborative effort of virtually the entire Department speaks volumes to the degree of dedication demonstrated whenever a job has to be done. Professor Iain Bruce served as Dean of Arts between 1974 and 1983. Professor Gregory Kealey was appointed Dean of Graduate Studies in 1997. Four members of the Department have served as its Head, Professors Andy den Otter, James Hiller, Linda Kealey and presently, David Facey-Crowther. Professor Malcolm MacLeod served as Deputy Director of the Office of Research at Memorial University between 1979 and 1993. All members have been actively involved in numerous appointed and elected committee positions. Professor Louise Dawe has served the University as Senior Faculty Adviser (Arts) since 1994. Professor Tom Evans has spent a number of years as Chair of the Faculty of Arts Undergraduate Studies Committee. Professor Gerhard Bassler has been an elected member of the Senate since 1993. Professor Burton was appointed to the Women's Studies Council in 2001. As the contingent of faculty continues to shrink, the responsibilities of committee work at the Departmental and University will inevitably require more time from those that remain at Memorial.

To continue to serve so many roles requires a sufficiency of personnel so that the job can be performed effectively. Should the History Department not be allowed to renew its faculty component, the negative impact will be felt by our students. As their welfare and benefit have to be the most important factor in all our considerations, it is imperative that the University do all in its power to make the learning experience at Memorial as pleasant as it has been in the past.

Ranee K. Panjabi
Professor,
History Department,
Memorial University of Newfoundland

**Changing circumstances:
A statistical analysis of our undergraduate teaching, 1990-2001.**

The number and variety of courses we offer depends on our resources and on our obligations to students, to other departments and under the degree requirements of the Faculty. Over the past ten years there has been a serious decline in the resources allocated by the University to the History Department and our obligations have undergone significant change. This report provides a broad overview of these changing circumstances and provides some of the necessary material to gauge the department's responses.

The general pattern of undergraduate enrolments on Chart 1 highlights the first problem that needs to be explained. After a number of years when the Department accounted for a tenth of the Faculty's enrolments, in 1995 and 1997 enrolments in History declined more quickly than did those of the Faculty and, most importantly, in 1998 our enrolments continued to decline while those in the Faculty as a whole had begun a slow recovery. Why did we diverge from the general pattern and what happened in 1998?

A partial answer is supplied by Chart 2. The first collective agreement came into affect in 1990. It substantially improved salaries, sabbatical conditions and began the process of standardisation of the workload. In the years immediately following, a number of faculty members used their "banked" time or these improved sabbatical conditions. Initially the Faculty allocated substantial resources to the Department to allow it to maintain its course offerings despite these changed circumstances: three year-long contracts in 1991 and five in 1992. In 1993, the situation began to change. Limited contracts on a per course basis were offered to two retiring faculty members and only two year-long contracts were allocated to the department. Over the following three years, despite a regular teaching complement similar to that of 1991 and 1992, our share of the available funds for on-campus teaching dropped significantly. Of a Faculty fund that had been cut by a third, from 1992 to 1995, our share had been halved.

The disposition of these funds reflected a larger budgetary re-allocation process within the University, that was having a dramatic effect on the Faculty of Arts. Between 1992 and 1994 the share of the Provincial government grant to the University allocated by the Senior Administration to the Faculty of Arts was cut by 25%. In its place, a funding formula based on tuition was instituted. This tied Faculty revenues to enrolments just at the moment that those enrolments were about to enter a serious decline. As the Dean of Arts observed in his letter to the Vice-President (Academic), on December 21 1994, downsizing merely exacerbated already existing inequities. Of the 55 new appointments between September 1992 and September 1994 Arts received only three. During this period, the Department of History lost three positions through retirements and none were replaced.

In 1995, the Provincial government eliminated the regional first year University courses that had been offered in Burin, Grand Falls, Gander and Labrador. History had played an active role in these regional programmes, both through per-course appointments in Central Newfoundland and through distance education by a combination of regular load teaching and per-course appointments on the main campus. The immediate impact on our programme can be seen on Chart 3, where the 1995 drop in enrolments at the first year level was precipitous. It is much more difficult to judge

the long-term implications of this particular cut-back. Clearly the University's lower recruitment rates off the Avalon, where depending on the region MAN attracts up to 20% fewer of the eligible students, are a part of that legacy. While it is not unreasonable to assume that since we are no longer introducing an average of 220 students in rural Newfoundland every year to history as an academic discipline, this has had a greater impact on our recruitment rates than on those departments which never offered courses outside of St John's.

In 1997, History had a greater relative decline in enrolments than did the Faculty as a whole. This was the first year we failed to secure any year-long replacement positions. As Chart 2 makes clear, this was not a short-term problem. In retrospect, our failure marked a policy change stemming from a profound shift in how the Senior Administration viewed Memorial's future. They believed that the University would soon become a much smaller institution and that only research and graduate studies, particularly in the professional schools, offered any hope of growth. In the spring of 1997 CIAP had produced an analysis entitled *Enrollment [sic] Outlook Memorial University 1997-2006* which projected a decline in the number of full-time-equivalent undergraduates from a peak of 13,174 in 1994 to a low of 7,960 by 2006. The decline was to be unremitting and it was fully expected by the Senior Administration to be greatest in Arts. It was not a propitious atmosphere for the continued support of history .

Indeed, it was not a good time for history, for 1997 was also the year that saw the elimination of the first year history courses as normal degree requirements in the Faculty. In their place, we now have designated research and writing courses. So graduating students in Arts are no longer required or even expected to know any history at all. Since any department in the Faculty could develop one of these new courses and it was increasingly clear that resource allocation was to be based on enrolments rather than academic merit, quite the scramble for first year students ensued. Our department scrapped the survey courses of the 19th and 20th centuries and replaced them with problem oriented research and writing courses. Despite our best efforts, the Fall of 1998 saw the greatest decline in first year enrolments in the history of the department. This fundamental change has had serious ramifications for our entire undergraduate programme. Appropriately, research and writing courses are capped at 35 students, whereas the former survey courses had 60 students each. So the impact on enrolments is twofold. We now devote substantially greater amounts of our declining teaching resources to first year courses than was the case prior to 1998 and these additional first year courses are offered at the expense of our second and third year level offerings.

In these changed circumstances, the loss has been greatest among History Majors. As Chart 4 graphically shows, in the crucial second and third year courses, we now have only a third of the Majors of 1994 and a half of the Minors. If our overall enrolments are not down by like numbers, it is because History is being transformed into a service department.

This is an unintended consequence of our changed circumstances. As the detailed breakdown of 2000 and 3000 level enrolments by subject area shows, the loss is most telling in Modern European history. This is a fundamental area for any programme, but it is not one which can be staffed in Newfoundland by per-course appointments. We have already lost our European intellectual historian and we are about to lose our German historian, our French historian, our military historian and our early modern English historian.

The enrolment pattern in Medieval history is particularly eloquent of the dangers our programme now faces. When our tenure-track medievalist was hired away in 1994, there was a dramatic reduction in the number of students in medieval courses majoring in history. This decline highlights the problem which occurs when there is no faculty renewal.

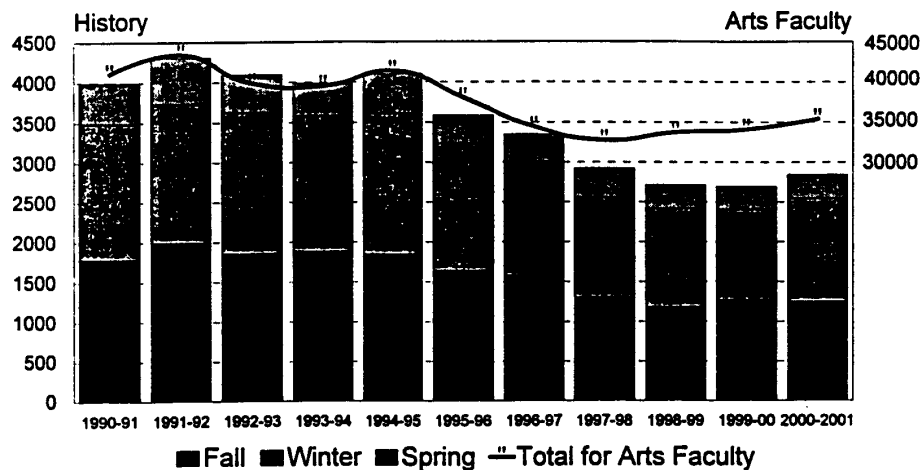
In 1990 we had 28 full time faculty members. A decade later we were down to 21.5. Within the next two years we will lose an additional eight people. Admittedly this year we finally got a replacement in Medieval history and the Director of the new Public Policy Centre is an historian, so too will be the Chair of Irish Studies. These latter two appointments, however, are more likely to be of aid to the graduate and research profiles of the department than to our undergraduate programme.

The past decade has seen significant changes to our department. Most visible is the decline in enrolments. Visibility is not, however, causality. Fewer students did not cause us to have fewer resources, but rather a combination of cut-backs in funding and calculated policy decisions have resulted in us having fewer students. In our weakened state, we have not been able to sustain student interest levels in history as a discipline. With substantial losses looming, we face an unprecedented crisis that threatens the very viability of our programme.

Robert C.H. Sweeny,
Associate Professor,
History Department,
Memorial University of Newfoundland.

Chart 1

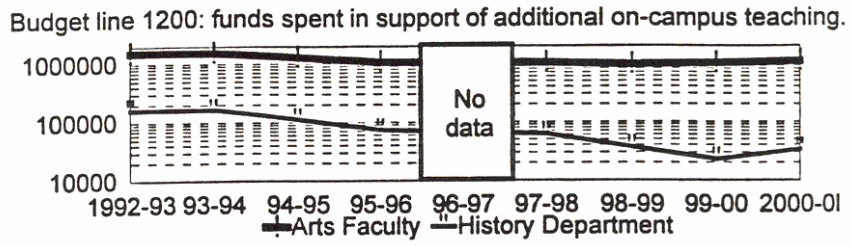
The patterns of undergraduate enrolments in History & in Arts: they share a high plateau in the early 1990s, then a steeper decline in History from 1995 to 1998, most marked in the Fall term, with only limited recoveries since.



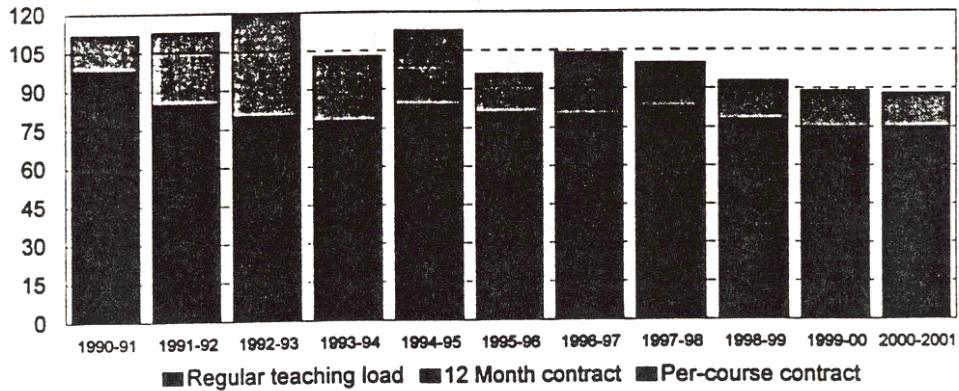
Source: History Department files

rhs

Chart 2
Budget cuts, policy changes and course offerings, 1990-2001.



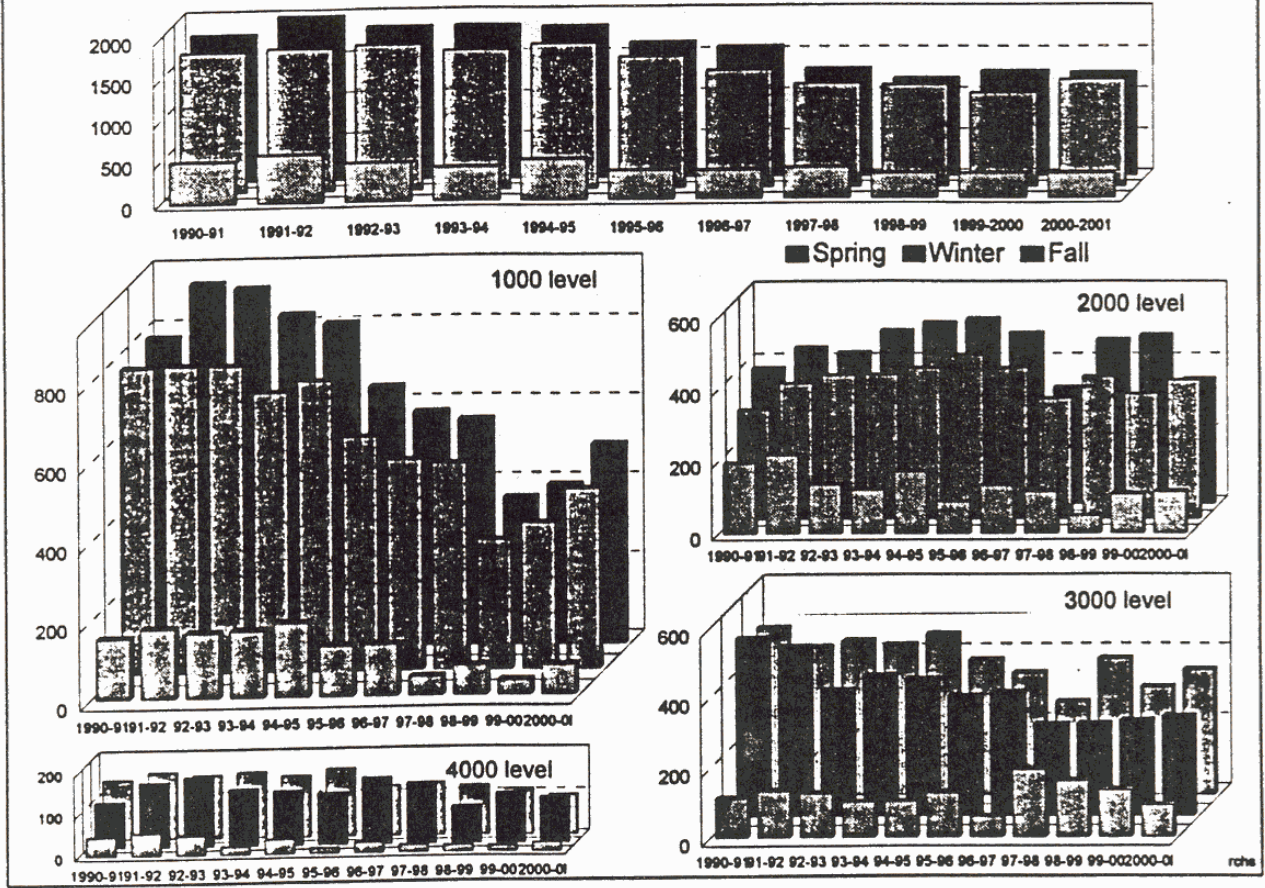
Number of history undergraduate courses taught by each category of teacher.

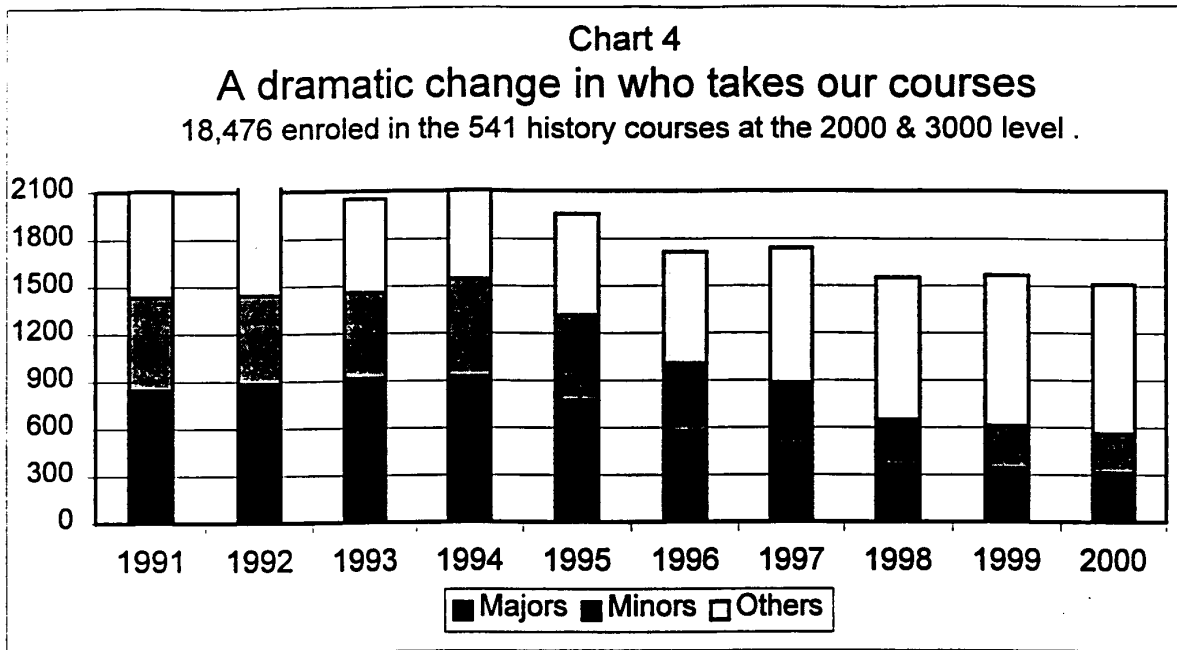


Sources: History Department files & CIAP report of 10/12/01

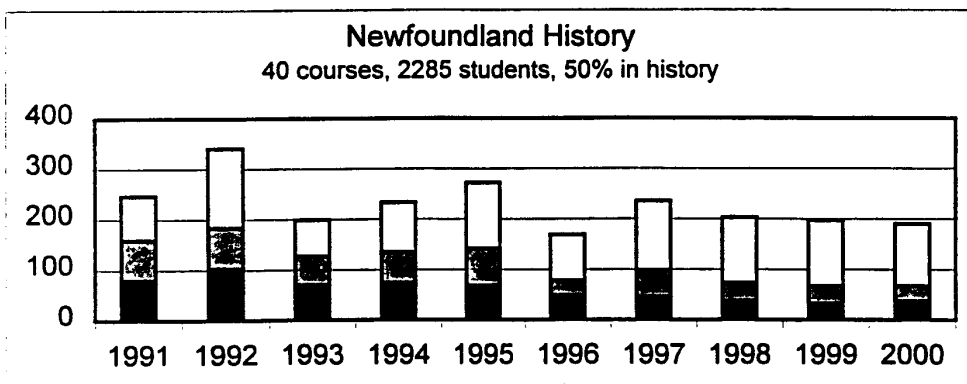
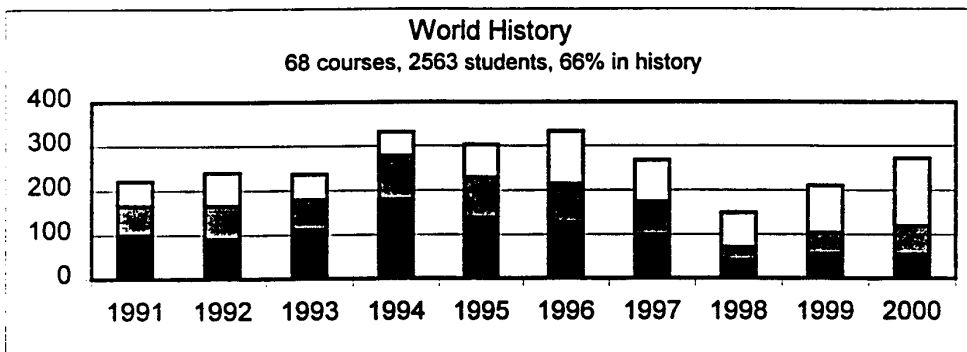
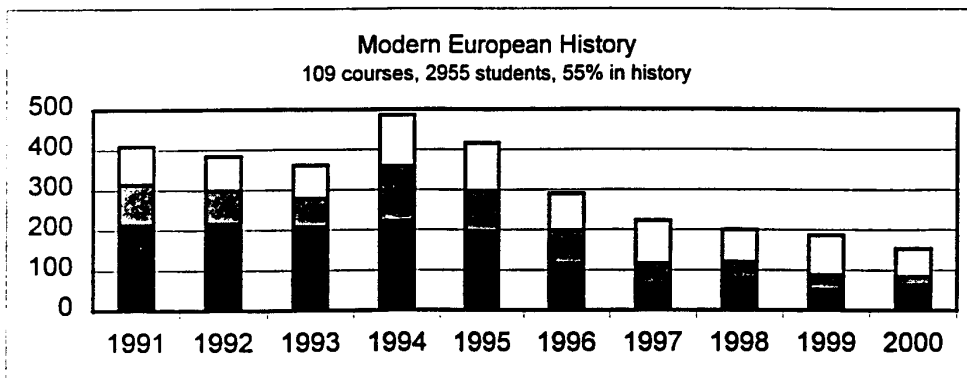
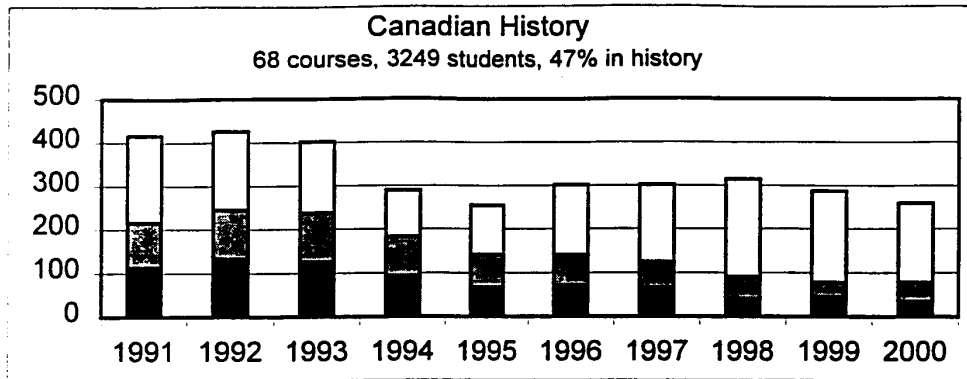
rchs

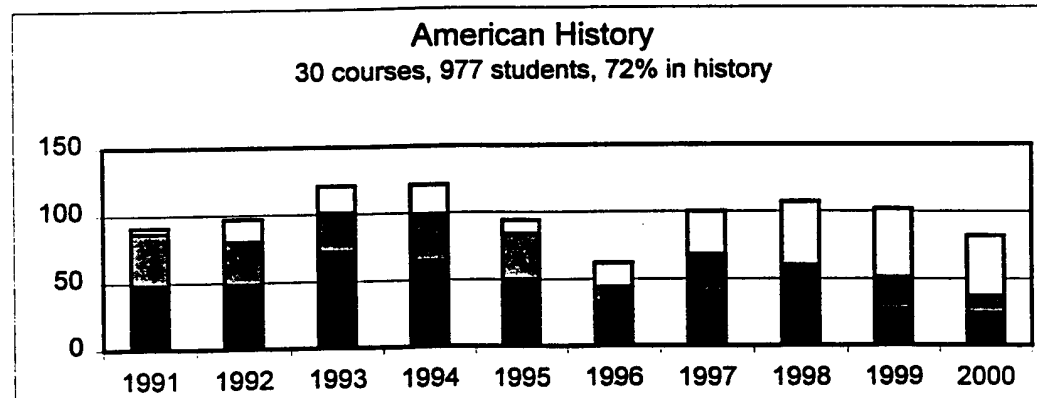
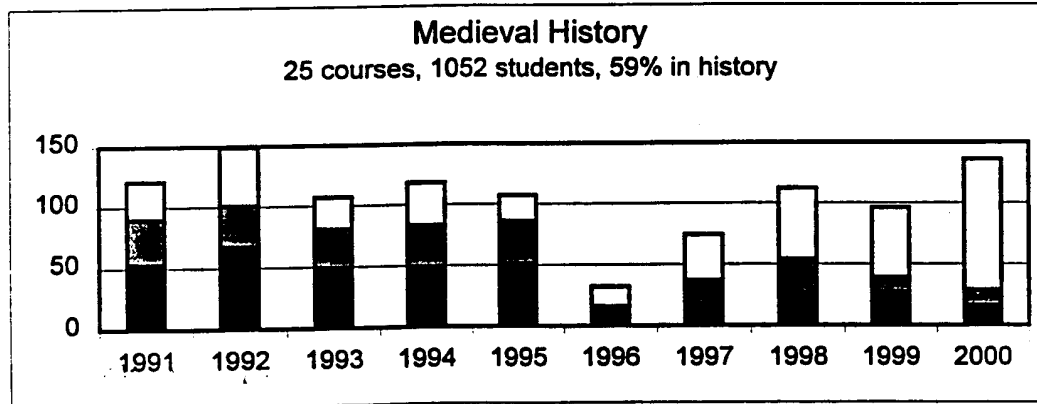
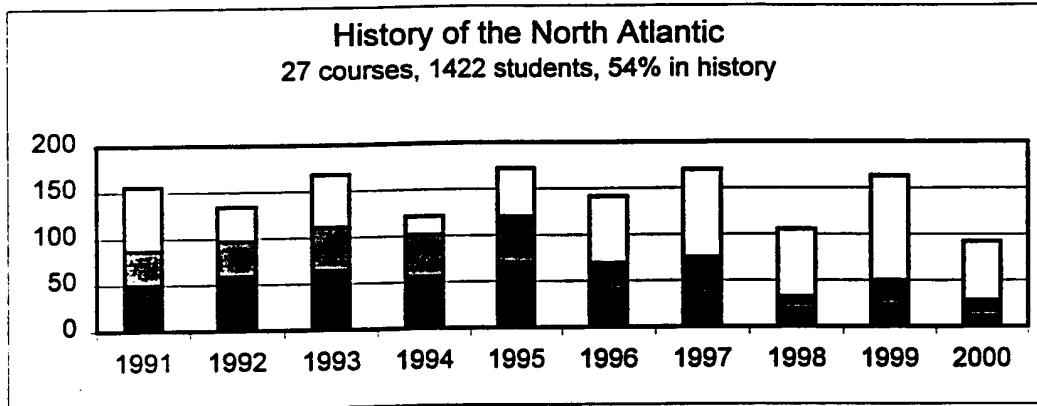
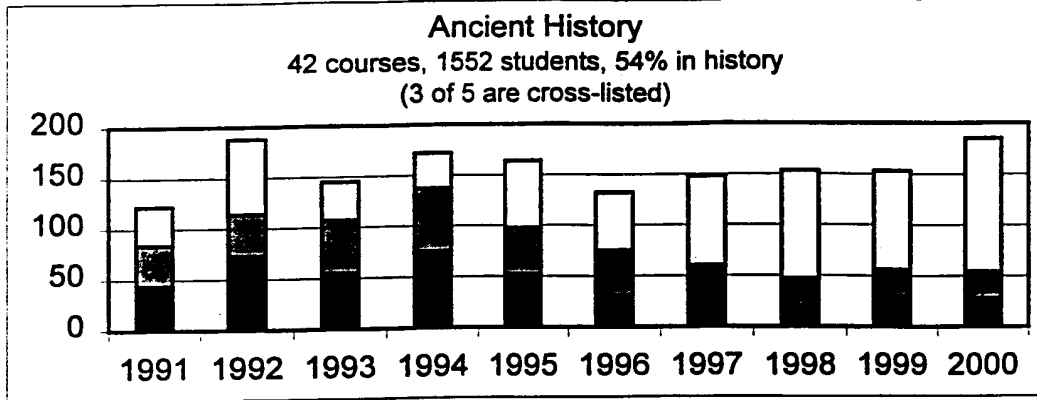
Chart 3
Undergraduate enrolments based on History Department data, 1990-2001.

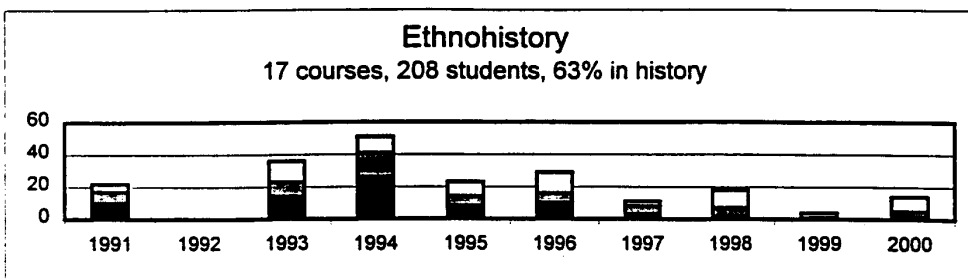
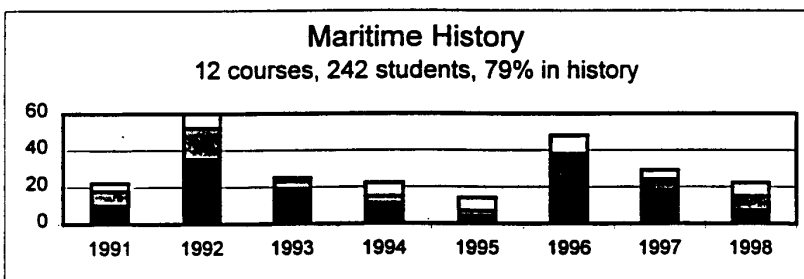
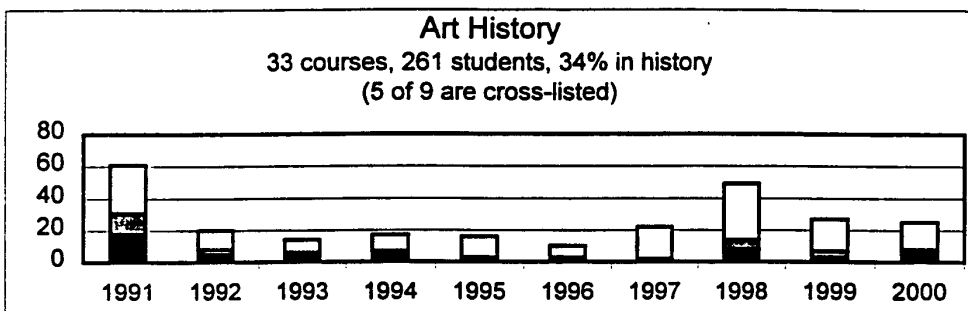
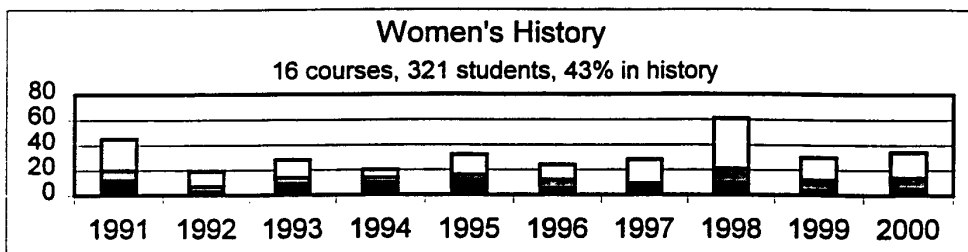
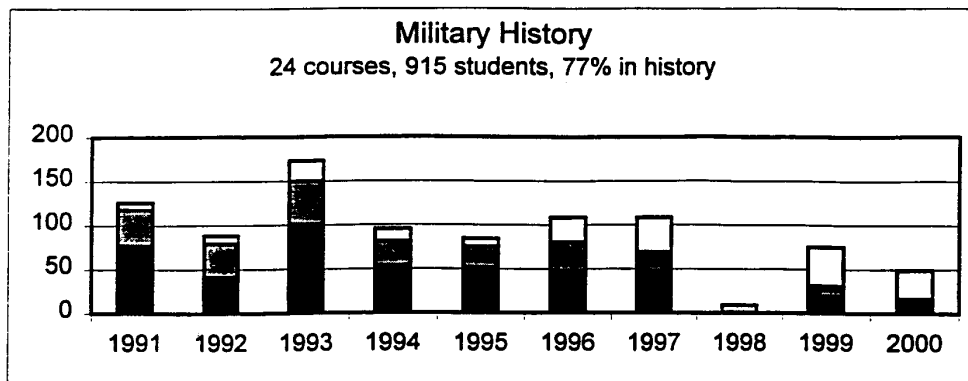


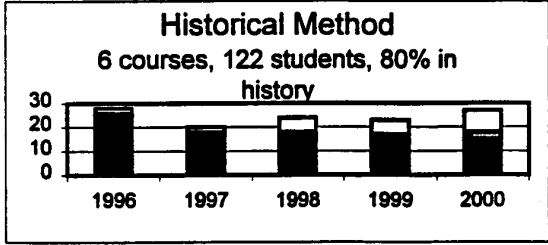
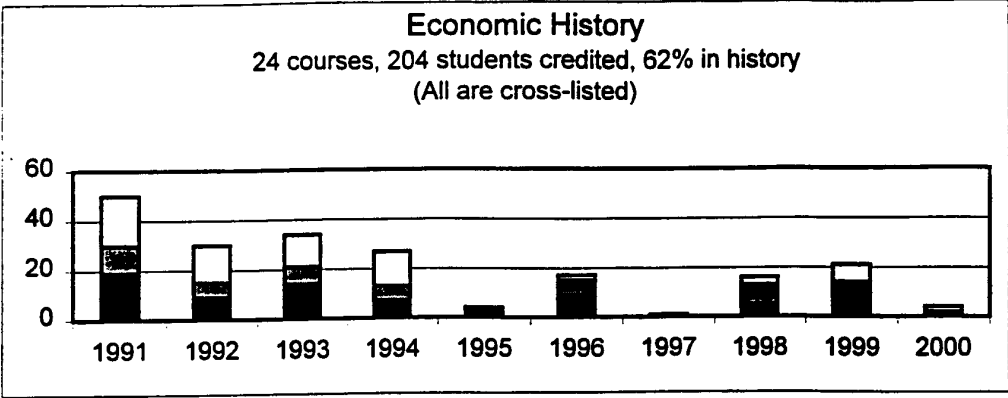


A note on sources: These figures are based on data generated for this study by CIAP using the University's Banner system. They reflect enrolments at the end of the term, whereas the departmental data used in Chart 1 & 3 are based on enrolments at the end of the first week of term. Students who declare a major or minor in history only after having completed the course are still considered as "others" for the purpose of this study. This data includes all history courses, not just those taught by members of the History department, so cross-listed courses taught by other departments are included here. They were not included in the departmental data used in Charts 1 & 3. The classification and preliminary analysis of this data was carried out by Ron Kelland.









E. Administrative Support/Efficiency

This report makes clear that faculty attrition threatens the viability of our programs and affects our commitments to the university and the wider community in a very profound sense. But there are other problem areas, most notably an overworked administrative staff, an inadequate budget and major accommodation issues.

In the current fiscal year, up to the time this report was being prepared (December 2001) there was no budget for the university. Until recently our operating funds have been stable. With no increase in operating budgets for many years departmental needs, especially for new computers, printers and equipment, are increasing at a time when our financial resources are being cut back.

Throughout the 1990s the CIAP Academic Unit Profile credited us with an administrative staff of six. Their most recent report lists it as four. Both are incorrect. Three of the original positions belong with Arts Publications and not with this department. One is a faculty position with an attachment to the Advisory Centre. We have two overworked staff members employed by this department, an Administrative Staff Specialist II and an Intermediate Secretary. The Staff Specialist is responsible for budget and related items, human resources, grants, travel, statistics, academic program, graduate student administration, to mention only the most significant. This individual also functions as the major resource person for the faculty, handling enquiries and providing information and details related to the entire academic program. There is enough work generated in this position to employ one other part time.

The responsibility of the Intermediate Secretary is to serve as Secretary to the Head and as Departmental Secretary. Duties include the running of the General Office, dealing with student and faculty inquiries, reception and other related duties which place major demands on her time. This position is also responsible for arranging all departmental meetings; making travel arrangements, hosting arrangements for visitors, organizing Promotion and Tenure files, and Search files for new faculty and sessionals. The undergraduate and honours programme is also the responsibility of the Secretary along with keeping the departmental web page up to date, course administration, supervision of MUCEP students and or student internees, to mention only the most pressing demands on this individual's time.

Occasionally an 'on-the-job training' student is placed in the office which can free up some of the time of the Intermediate Secretary and allows her to catch up on the normal work of the office. This situation clearly indicates that these two administrative positions are over-extended in the work assigned and could benefit greatly from a third position. It would make the office run more efficiently, and allow the staff more time to deal with more important matters pertaining to faculty, student and administrative queries and requests.

The office space for faculty in the top floor of the Arts Administration building is sub-standard. Office space is cramped, poorly ventilated in one of the corridors and badly furnished. Most offices have minimal furniture - a few book cases and one of more filing cabinets. There is no carpeting on the floor. As a work space these offices are barely adequate. They are too small to be used by faculty members for meetings with more than two students at a time. When an office is temporarily vacated, an effort is made to repaint and refurbish, to carpet the floor, to upgrade

furniture, providing, of course, that funds are available at the time from the budget.

Many of the computers purchased for faculty over the years are now seriously outdated and need to be replaced. Many offices have printers purchased by faculty members personally or out of research funds. Those faculty members without printers use the general office printer. All faculty are now on e-mail which means that most communications are handled in this manner.

Office accommodation for post-doctoral students has been pathetic. The department simply does not have office space to allow for adequate accommodation for post -doctoral students. When these individuals are also teaching we have not been able to provide anything better than shared office space.

The situation for the graduates is even worse. PhD students have one of the largest offices, its four desks currently allotted to six or seven students. This office has one printer and computer, both of which are out-of-date and extremely slow. The MA room is a disgrace. Aside from having no ventilation 12 students are currently assigned to six desks, three computers and one printer. This office is available to all graduate students in the department, of which 30 approximately of the 42 are presently on campus. As a result, the printer in this office is the only one available to all students. Office space, suitable for a maximum of four students, is available in Feild Hall, although it is too far away for students who need regular contact with supervisors or the library. Space in this office is limited. It has one computer and no printer, adding to its unattractiveness for students. Clearly the department needs better space for its graduate students.

The increase in the number of graduate students has placed greater demands on the budget for financial support and resources, a point made in the graduate report. With the current budget only a portion of our graduate students at the MA level can be funded. At the PhD level our funding is too low to be competitive in a market in which the best students are drawn to universities that offer more financial assistance.

In a recent course evaluation conducted by CIAP the department learned that students feel that the department does little to create a sense of community among its undergraduates. The History Society is active but has no accommodation within the department that might encourage greater mingling and especially opportunities for meeting faculty on a more informal basis. The department simply does not have the space to assign a room to its students.

The university library and archives provide excellent service to faculty and students. Additions are made on a regular basis to the university's collections in areas that reflect the teaching and research needs of the faculty. The Centre for Newfoundland Studies, both Collections and Archives, represent a rich resource for those working in that field. The Maritime History Archive represents an incomparable source for the study of the movements and manning of British Empire vessels throughout the world. Combined with collections relating to fisheries, commerce and other sea-based activities, the crew agreements have made the Maritime History Archive an internationally known resource centre for the study of maritime history.

The History Department in recent years has provided an opportunity for a small number of students to be placed in work situations in the heritage sector. Through community based joint

funded projects - matching MUCEP grants with an equal amount from the host agency - we have placed students in useful work situations where they can apply research skills in the completion of projects for a variety of government departments and agencies. This means that a student can earn \$1000 a semester for 160 hours of work. In general, host agencies have been prepared to be flexible in how the hours will be completed which means that in some cases much of the work is done at the end of the semester. To date, students have been employed by Parks Canada, Tourism, Provincial Archives of Newfoundland and Labrador, the Signal Hill Tattoo, the Royal Newfoundland Constabulary. On average, the department has placed five students in the two main semesters and one or two in the spring semester. The difficulty at the moment is that while demand is there from prospective host agencies, the administration has had to be handled by the department and initial payment of students taken from the department's budget. Nevertheless, this offers an excellent opportunity for History students to develop valuable work skills while still in university.

The Newfoundland and Labrador Heritage Web Site (www.heritage.nf.ca) represents an important initiative undertaken by the Faculty of Arts but is one in which this department has had significant input. Started in 1997, the Newfoundland and Labrador Heritage Web Site is a project of the Faculty of Arts, and interdisciplinary in scope. However, it has been associated with the History Department from the beginning. The academic coordinator (with the exception of one year) has been (and remains) Dr. J.K. Hiller. One of the department's MA graduates, Duleepa Wijewardhana, played a centrally important role in the design and creation of the Site during the first few years, and a number of other graduate students, graduates, post-doctoral fellows and department members have made significant contributions. Professor English contributed a large pamphlet on the web site on Newfoundland legal history. Particularly noteworthy has been Dr. Ralph Pastore's work on the Aboriginal Peoples thread, which has been widely praised and heavily used. Colleagues at Grenfell College have also made contributions.

The aim of the Site is to make readily accessible a wide range of information on the province's heritage (broadly defined). Care is taken to ensure that the text is accurate, up-to-date, concise and readable. The Site is an important part of the University's outreach program, and Guest Book comments indicate that it is consulted frequently by university and grade school students across North America, potential and actual visitors to the province, and the general public. As of September 2001, the Site had received approximately 3.5 million hits.

The Site has cost about \$650,000 to date, of which the University has provided roughly 17 percent, the balance coming from external agencies, both private and public. Unless core funding can be found from the University and the provincial government over the next few months, however, the expansion of the Site will end, and it will simply be maintained. The prospects for such funding are not encouraging. It seems unfortunate that this initiative will not be continued, particularly since the history of Newfoundland and Labrador is being reintroduced to the provincial school curriculum at the Grade 8 level.

Several years ago two faculty from this department proposed the development of an Associate

of Arts Certificate for seniors, retirees and other interested people who could pursue a program of study which was less rigorous than that offered by the BA program. This proposal was misunderstood by Continuing Education at the time but might be a worthwhile venture for expanding History beyond the university classroom.

The department is certainly not averse to exploring new ventures nor to developing new courses that reflect changing student interests. These are matters which will certainly engage us as a department in the near future. For the moment, uncertainties about future staffing have postponed any thought of new enterprises.

F. Cost Effectiveness

A proper cost benefit analysis requires reliable quantifiable inputs of both costs and benefits. Neither are available for any department in the University. CIAP does produce an Academic Unit Profile, but this is a seriously flawed, because it represents an excessively reductionist, exercise. For the Arts Faculty it amounts to little more than comparing the salaries by department with the tuition revenue generated or the number of majors graduating.

In the mid 1990s, the statistical committee of the History Department did attempt a more realistic assessment of the costs of the various university programs. Physical plant, classroom and office space, library acquisitions, computing and communications and administrative costs were all factored into the equation. The results showed that Arts and Business were by a very wide margin the most cost efficient Faculties and that History placed in the middle rank within the Arts Faculty. Since that study was carried out, the public reporting of university costs has been rendered substantially less transparent and it is no longer possible to estimate the real costs of a program at Memorial.

Our statistical study stimulated an interesting debate in Departmental Council. For if costs can be reliably quantified, the same can not be said of benefits. How do you measure the value of a university education? What are the benefits to having courses taught by regular faculty? Can you quantify the benefits of having small classes, or a good library, or an accessible faculty? Clearly much, if not most of what is valuable about a university education in history, or in any other field, cannot be easily reduced to quantifiable data. Nor perhaps should we, for it suggests that the quality of our students educational experience is somehow of lesser importance.

The History Department believes in the proper stewardship of public resources. We think it would be appropriate for the University to render as transparent as possible its reporting of all the costs of this public institution. We are confident that if the University were to do so, the reasonable nature of the costs incurred by our department would be confirmed. We also believe, however, that the imposition of standardized cost benefit accounting procedures to be an inappropriate way to assess contributions to University life.

Index of Review Reports submitted by Undergraduate Studies Committee

- A. General Statistics
- B. CIAP Reports
- C. Letter, Dr. V. Burton
- D. Input...submitted by the Undergraduate History Society
- E. Student Evaluations and Letters
- F. Faculty of Arts Statistics
- G. History Department Members, 2002
- H. Retirements and Resignations, 1990-2002
- I. History Department Grants (Office of Research)
- J. Appendix to the Statistics Report
- K. Interim Report on Graduate Studies and Research, October 2001
- L. Future Staffing Needs: Department of History