

S.03-20

SIMON FRASER UNIVERSITY
Senate Committee on University Priorities

Memorandum

TO: Senate

FROM: John Waterhouse
Chair, SCUP
Vice President, Academic

RE: Department of History
External Review

DATE: January 10, 2003

The Senate Committee on University Priorities (SCUP) has reviewed the External Review Report on the Department of History together with the response from the Department and comments from the Acting Dean of Arts.

Motion:

That Senate concurs with the recommendations from the Senate Committee on University Priorities concerning advice to the Department of History on priority items resulting from the external review as outlined in S.03-20

The report of the External Review Committee for the Department of History was submitted on May 8, 2002 following the review site visit March 21-22, 2002. The response of the Department Chair was received on August 9, 2002 followed by that of the Acting Dean of the Faculty of Arts on November 15, 2002.

SCUP recommends to Senate that the Department of History and the Dean of Arts be advised to pursue the following as priority items:

1. Strategic Planning

As a result of the recent self-study and external review processes the Department has had some significant opportunities to review and reflect on issues surrounding its overall vision and strategic directions. In addition, with the number of faculty positions that are currently or about to be vacant, the Department has been provided with a unique opportunity to explore the use of thematic areas across the existing streams and to identify opportunities to do things differently. It is evident that the Department has committed to forging a new and vital pathway for itself and that it has already taken some definitive steps towards regaining and strengthening its sense of collective purpose and direction. Noteworthy among these endeavours are efforts to hold meetings, both informal and formal, to discuss vision, research and programs, ongoing colloquia and a willingness to engage all faculty members in this process. The Department is encouraged to continue to pursue its positive and collective efforts in strategic planning.

2. Communication and Governance Structures

SCUP recognizes and encourages the Department's recent moves to effectively plan and to facilitate its vision and strategic directions. It is hoped that the Department will continue its work to nourish the communication and governance structures that are necessary to accomplish its rejuvenation. Internally, openness, accountability and the inclusion of all faculty members, particularly junior faculty, in discussions and decisions will be key factors in determining the ability of the Department to carry through on its strategic initiatives. Externally, the Department is urged to strengthen communication between itself and the University Administration.

3. Undergraduate and Graduate Programs

Information received from the new Chair suggests that significant work is already underway in the academic programs to address concerns previously raised by the External Review Committee. The Department is encouraged to establish faculty hiring priorities, systematize student recruitment practices, improve its ability to provide flexible and coordinated responses to changing needs and provide better focus for students and the academic programs.

4. Research Resources

A related issue to improving the depth and strength of the undergraduate and graduate programs as well as serving as a recruitment and retention tool for faculty is the research resources. Discussions need to be undertaken with the Library for ways to enrich the print and archival collections for History.

encl.

c: J. Little, Chair, Department of History
J. Pierce, Dean, Faculty of Arts

SIMON FRASER UNIVERSITY
Office of the Dean, Faculty of Arts

M E M O R A N D U M

RECEIVED

NOV 15 2002

Vice President
ACADEMIC**To:** John Waterhouse,
Chair, SCUP**From:** Roger Blackman
Acting Dean of Arts**Subject:** External Review of History
Dean's Report**Date:** November 13, 2002

The external reviewers of the History Department begin their report by acknowledging the impressive record of scholarly accomplishment of SFU's historians. We concur enthusiastically with this judgement. The reviewers gave further accolades to the staff and to relations with the library, both clearly deserved, before devoting much of the remainder of their 28-page report to three broad and interrelated areas of concern: morale, curriculum, and administrative structure.

Morale

The reviewers received input from a number of History faculty that they saw as being reflective of low morale. Taken individually, the reported concerns are recognizable and perhaps even common characteristics of academic life in a period in which we are being asked to do more with less. It is possible that the reviewers' opinions in this regard were shaped by input from a relatively small and unrepresentative group of faculty with negative views. In aggregate, however, these concerns were deemed salient enough to warrant their own substantial section in the reviewers' report. Furthermore, even if it is only a minority problem, low morale can be infectious.

If there is an underlying theme to the concerns, it has to do with some faculty members being disillusioned about identifying and achieving departmental goals. In some cases, the goals seemed so disparate across faculty members as to be apparently irreconcilable. In other cases, it appears that the means for collective goal achievement were not seen to be readily available. The History Department needs to work harder on both these counts. It should create a working environment that is more conducive to problem-solving, one that more effectively encourages, facilitates and rewards representative group efforts directed at identifying and achieving departmental goals.

Such a facilitative environment is necessary but not sufficient. Also needed is a willingness among faculty members, on occasion, to put collectively determined departmental goals ahead of personally favoured ones. This is one way to understand the reported lack of cohesion and of mutual support in History (the reviewers use of the term "anarchy" seems excessive). A weak commitment of members to departmental needs may thwart the accommodations and the compromises usually required to achieve collective goals. This makes change difficult and slows progress. At worst, the ties that bind the department, and faculty members to it, become brittle and may break.

It is encouraging to see that the Department is already taking steps to improve morale by adopting many of the recommendations of the review team. The effectiveness of these and other responses in improving the workplace climate will be monitored to determine whether more vigorous action is warranted.

Curriculum

There is pressure to move away from a stream-based to a theme-based curriculum. This merits serious consideration, for several reasons. It may provide for a better reflection of contemporary approaches to the teaching of history. It may supply linkages between areas that will promote greater interactions between faculty members. It may afford a better framework for a reconsideration of the faculty renewal plan. And it may yield a map of a somewhat smaller domain than the department now attempts to cover, resulting in some deeper and stronger foci of faculty interests. When insufficient resources make it a real stretch to cover all areas, it is sensible to consider plans that would lessen the stretch.

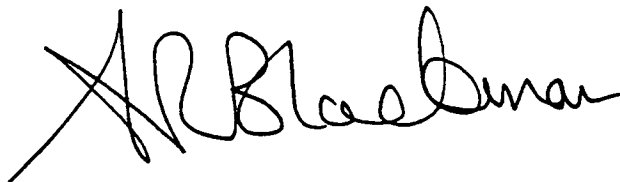
There are other pedagogic and curricular features needing attention. Keeping in mind the mixed model recommended by the external reviewers, the department should move toward an undergraduate curriculum that has more meaningful shape, and to a PhD curriculum that has a stronger focus. Core courses, prerequisites, and varied course structure (lecture/tutorial, seminar) will likely all have a role to play in reshaping the undergraduate curriculum to better fit both student needs and resource limitations. Small enrollments make it difficult to reform the graduate program, but the Deans of Arts and Graduate Studies are very keen to help the department promote and improve the quality of the graduate student experience. For its part, the History Department has indicated a willingness to address most of these curricular issues.

Administrative structure

The strong, confident departments in the Faculty of Arts tend to have committee structures that are based more on election than selection. However, that sometimes makes it difficult to strike a balanced representation. The reviewers feel the History Department is in need of such representation on its key committees, although the Department protests that balance already exists. Whatever revisions to administrative structures are adopted, they should be clearly designed to allow the fullest and broadest faculty involvement in key departmental decisions. This is only process, of course, but process is an important servant of substance. To achieve substantial progress, faculty members will all have to make a conscientious commitment to administrative service, which is a lot to ask when the teaching and research demands are so heavy. But if the product of such efforts is a reinvigorated department pursuing a common purpose with renewed commitment, it will be well worth the price.

Summary

In conclusion, we see the History Department as being at a crossroads. It has the capability to rejuvenate itself and become a more cohesive and innovative unit if it is prepared to commit to hard decisions on morale, curriculum and administrative structure. These decisions will have a discernible and lasting impact as they place the department in a better position to take advantage of emerging university curriculum requirements, opportunities for co-operation with other disciplines, the fostering of collegial responsibility, and the development of a more attractive graduate program.

A handwritten signature in black ink, appearing to read "A. B. Goodman". The signature is fluid and cursive, with a large initial "A" and "B".

SIMON FRASER UNIVERSITY

DEPARTMENT OF HISTORY

MEMORANDUM

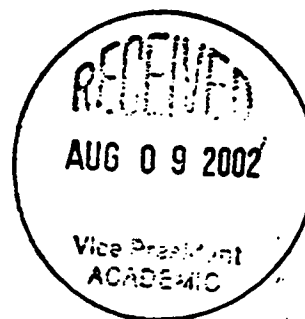
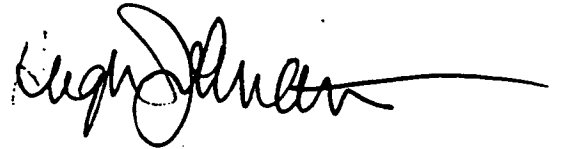
TO: William Krane
Associate Vice-President Academic

FROM: Hugh Johnston
Chair

RE: External Review Report

DATE: 8 August 2002

Attached is the Department of History's response to the report of the External Reviewers, Donna Andrew, Christon Archer and Jim Miller who visited the Department on 21 and 22 March 2002.



DEPARTMENT OF HISTORY
RESPONSE TO THE EXTERNAL REVIEW
21 AND 22 MARCH 2002

The Department of History has received the report of its external reviewers, Donna Andrew of the University of Guelph, Christon Archer of the University of Calgary, and Jim Miller of the University of Saskatchewan. Every faculty member and every graduate student in the department and the department's undergraduate student representative received copies of the report. The report was discussed at a special meeting of the department on June 5 and at the regular department meetings on June 27 and July 18. It will continue to be discussed as the department moves forward in its planning process. This response was approved at the recent department meeting.

The department has a splendid record of individual accomplishment in research, publishing, teaching, and service. We are proud of this record and pleased that the reviewers have noted it clearly. The first concern of the University should be whether History is delivering high quality research and high quality teaching. Is this a department of which the University can be proud? The answer of the reviewers is brief but definite:

"We were impressed, even before we arrived, by the record of accomplishment of the historians at Simon Fraser. The volume and significance of their research is outstanding and ongoing. Their fellowship award record is also evidence of their national and international achievements."

[Not noted by the reviewers, but appended to this report, is a table indicating that, in Canada other than Quebec and Ontario, SFU has the largest number of students majoring in History.]

Having given that very positive answer, the reviewers devote the bulk of their report to questions concerning the administration of the department's programs and its morale. We share this concern and see most of the specific recommendations of the

review committee as reasonable, constructive and helpful. We shall consider these recommendations below and discuss how we will implement them.

We are committed to regaining and strengthening a sense of collective purpose and direction while retaining our longstanding connections to other programs and departments. These, we believe, are a source of dynamism in our research and teaching, and contribute to Simon Fraser University's identity as an interdisciplinary institution. We have considered, and could continue to consider, how this purpose and direction have become dissipated. Demographics, patterns of hiring, retirements, department culture, all have played a role; doubtless there are other reasons as well. It is, however, more important to work to correct this problem. We propose to do this in the following ways, building on some, though not all, of the recommendations of the external review.

First, we have begun a series of meetings to discuss our future direction and program. These have taken place at a regular department meeting, a brown-bag lunch, and a series of meetings of small groups of faculty members. These meetings will be ongoing, and have already had a positive effect. Some of these meetings will involve the whole department, as per the first item in the external reviewer's recommendations.

Second, we will begin a series of informal gatherings in which faculty members can meet each other without the burden of discussing departmental issues. This will include a launch for new books by members of the department, an ongoing discussion of faculty members' research interests and teaching techniques, a workshop on publishing, and a workshop on oral history. Each of these will be open to graduate and undergraduate students as well. The aim is to foster a cooperative climate and to build social cohesion. This will be in addition to our continuing, and very successful, colloquium, a regularly held forum where students and faculty present work in progress to the department.

Third, the undergraduate studies committee and other interested faculty members will design a course in historical methods. This will be presented to the department, not as a mandatory course for students but as a strongly recommended course. When it is approved by the department and the university, we will monitor the course to determine if it should be made a core or mandatory course, instead of simply introducing a core course, as specified in item number twelve.

Fourth, the department will take the reviewers' advice to review the streams system. We will discuss what it enables us to do and what it prevents us from doing. We will encourage faculty to develop more thematic, cross-stream courses at the graduate and undergraduate levels. At that point, we will be able to assess what changes to the stream system should be made.

Fifth, the department will consider modifying its governance structure by replacing the Omnibus Committee with an Executive Committee consisting of the Chair of the department and the elected Chairs of the Graduate and Undergraduate Studies Committees, and the Chair of the Working Environment Committee. The Executive Committee would act in an advisory capacity, discussing and framing policy changes in a coordinated manner, informed by an understanding of the department as a whole. This recommendation actually came from our department retreat, and we believe it has merit.

Finally, we wish to implement one recommendation that has not been suggested by the external review. At our departmental meeting of 27 June, the Appointments Committee was charged with developing a list of thematic areas of focus to provide cohesion and identity to our departmental program, facilitate strategic planning for appointments, and allow for further definition of our graduate program. It will also allow us to build on the success of our graduate program, already noted by the external review.

Building our graduate program will do several things. It will differentiate the department from other BC history departments and the colleges and university-colleges. It will enable us to involve more members of the department in graduate teaching and supervision. This last will encourage us to think more thematically and bring members of different streams together in joint projects, something that will also speak to some of the issues raised by the reviewers with respect to our graduate and undergraduate course offerings. As well, it will share graduate workloads more equitably and will help us attract more graduate students. As part of this project, the graduate studies committee will draw up proposals to include credit for graduate supervision into normal workload and reward systems, in line with the penultimate point in the external review.

These initiatives may appear modest. Taken together, however, they will address the overriding problem of morale by building links between faculty and building the department as a whole. They directly address points 1, 3, 4, 5, 6, 9, 10, 11, 12, 16, 20,

and 23 of the external review. They will provide the social cohesion we need to address the remaining items in a frank, open, transparent, and collegial fashion.

In response to item 2, we will meet with the dean as a department to discuss the review and our response to it. We will undertake discussions on points 7 and 8, which deal with governance; we are loathe to make quick changes in these areas without consulting all faculty members.

Regarding item 13, we realize we need to make hard decisions about public history, which will require discussion on hiring and planning priorities. We believe the co-op program deserves our support and we will work more closely with it to continue to place our students in appropriate jobs that will give them valuable work experience. In turn, this will demonstrate the utility of a history degree and will help with our undergraduate and graduate enrollments.

We disagree with point 14, the workload question for TAs. Our expectations for TAs fall within the TSSU contract, and as the external review notes, our graduate students have not found this onerous. We believe that experience in the classroom is excellent preparation for their careers and contributes to their teaching, research, time management, and writing skills.

We concur with point 15, and will increase the recruitment of students for the Honours program. We think this will also increase SFU candidates for our MA program. We recognize the need to recruit students from other regions (point 16). The research themes will help us focus our recruiting efforts. We will also take up discussions with the dean of arts and the dean of graduate studies to find ways and means to recruit students. In the meantime, we will poll those students whom we accepted but did not come to SFU over the last three years. Determining why they did not come will help us plan successful recruiting methods.

We enthusiastically endorse item 17, and will expand our departmental session run in conjunction with TA day. Regarding our policy on TAs for Ph.D. students, we have tended to give them fellowships instead in their first year so they can complete their fields and comprehensive examinations more quickly. More recently, however, we have employed them as TAs as well. We also hire them as sessional instructors when they have completed their comprehensive examinations. We also endorse point 19 and will

introduce the necessary changes to have Ph.D. students take a year of coursework. We have already given a department workshop for MA students interested in pursuing the Ph.D., and look forward to continuing this.

We disagree with point 22, the compulsory student oral presentation at the department colloquium. We believe students are better served by being strongly encouraged to give this presentation as well as presentations at the annual Qualicum conference and other venues. At present, virtually all the students give presentations and making this compulsory is unnecessary.

There are, however, two areas in which the reviewers have taken an overly negative view of our department. First, the Review does not accurately capture the wide representation of faculty on our committees. It fails to identify the extent to which our junior faculty are involved in committees. Over the past two years, the heaviest committee loads have been carried by faculty who are ten years or less from their first appointment. Through the work of its committees, the department has been able develop a good deal of consensus in its decision making. A survey of the minutes of department meetings going back several years would show unanimous or near unanimous votes on all major decisions: approval of an updated constitution and subsequent revisions, approval of a mission statement and subsequent amendments, approval of new undergraduate courses, approval of graduate program changes, endorsement of appointments, and approval of a long term strategy for faculty replacement. Our incoming chair, Jack Little, has been elected by acclamation and this reflects the general atmosphere of consensus and agreement.

Second, the reviewers comment negatively on the involvement of many of our faculty in duties outside the department. We believe, to the contrary, that our connections with other programs and departments are a strength. We said this in the self-study provided to the reviewers and we reaffirm it now. We have joint appointments with Humanities and Women's Studies and associations with Labour Studies, Canadian Studies, Latin American Studies, and Graduate Liberal Studies. We are also looking forward to a new relationship with Geography with whom we are making a joint CRC appointment in Environmental History. The individuals who hold joint appointments contribute to interdepartmental exchanges; one has acted as Chair of the Department of

History and Chair of the Undergraduate Studies Committee and both participate strongly in our internal administration.

The impact of external activities is exaggerated because they have been counted along with study leaves, SSHRC buy-outs, medical leaves, retirements and resignations, and administrative responsibilities. While the reviewers have calculated that two-thirds of the department was on reduced teaching during the past academic year the actual proportion is about one-third. This is higher than normal as a consequence of medical leaves and new appointments. At the same time, our commitments to programs such as Labour Studies, Canadian Studies and Graduate Liberal Studies and our two joint appointments, as well the reduced teaching loads of an endowed Chair do mean that we have fewer faculty hours available for teaching History than a simple headcount shows. The reviewers have made this last point, and we agree with it, even if we disagree with their broader statement about the impact of external activities. The reviewers do not note the effect of a small cohort of faculty at the middle level, which can make it difficult for the department chair to find colleagues to take on the more onerous administrative responsibilities.

The past few years have been difficult ones for the department. We have lost colleagues and friends to retirement, death, and other universities. Our strategic plans have often been disrupted by unforeseen circumstances. In that environment, it is not surprising that we have tended to turn inward to pursue our teaching and research as individuals. Added to that is the fact that history tends to be more of an individual pursuit than other disciplines. However, we recognize, and the external review makes plain, that we need to work as a community of scholars as well. We need to function as a department, as a collective as well as a collection of individuals. We believe the changes we are making and will discuss over the next year will do much to rectify the situation. Given the support of the administration, we are confident that we will continue to renew and rebuild.

List of External Reviewers' Recommendations

- 1. The Department must meet as a whole to discuss its future direction and to establish a program for the Department's rejuvenation.*
- 2 It would be essential for the Dean to meet with the Department to go over some of the issues and to rebuild solid bridges based upon understanding rather than rumour.*
- 3. We suggest that the Department consider some modification to its mentoring system in the direction of institutionalizing practices and expectations with a view to ensuring more certain outcomes.*
- 4. We suggest as an antidote to the problems that can arise between various units of the University the use of as much openness and accountability as is consistent with Department culture and tradition.*
- 5. We suggest that the Department arrange for regular lunch-time meetings either for faculty or for faculty and graduate students at which people could give brief outlines of their current research or some other academic activity in which they are heavily engaged.*
- 6. We suggest that the Department replace its Omnibus Committee with a body that is avowedly advisory in character, and both elected and appointed in nature.*
- 7. We recommend a number of changes to what we consider the structure of senior committees in the Department. In general, we propose that their numbers be expanded to involve all faculty, probationary and tenured, in the administration of the Department.*
- 8. We recommend that the faculty members on the Graduate program Committee and the Undergraduate Studies Committee for the most part be nominated by the advisory/executive committee, with provision made, should the Department think it desirable, for additional members nominated and elected at large by the Department in regular meeting.*
- 9. We urge a Departmental study designed either to revalidate and update the "three streams" or to decide on a different or modified form of organization. We strongly recommend quick implementation of whatever changes the Department agrees to.*
- 10. The reviewers recommend that the Department prepare and regularly update a comprehensive strategic plan designed to reexamine the streams, to establish hiring priorities, and to offer a series of flexible responses.*
- 11. We think, in terms of the desirability of prerequisites, that a mixed approach might work best here: some courses, especially on the first or second year level, might have no prerequisites, and appeal to broad University-wide constituencies, other on the third, and especially fourth year, might have some course prerequisites.*

12. *There is also the question, still unresolved, of the desirability of core courses for History majors. Though the Department currently does not have any such required courses, we believe that one or more of these would be desirable.*

13. *We recommend that the Department discuss and reconsider the future, goals and shape of both the Public History and the Co-op Program.*

14. *We encourage the Department to consider other methods of running tutorials for first year courses that involve more faculty supervision and marking. we strongly recommend that the Department consider making teaching assistants responsible only for marking essays and tutorial performance, subject to the instructor's oversight of course, and have instructors mark examinations and tests. While the graduate students we met did not complain about this workload, we think this exceeds normal practice at other universities, and we strongly urge the Department to investigate this question and make appropriate changes.*

15. *We recommend the Department to reconsider the scope and details of its fine Honours Program, so that more students could benefit from its exceptional quality.*

16. *We recommend that the Department, in conjunction with the University, engage in more systematic and energetic recruitment of graduate students, in order to increase the geographic intake and improve the quality of its postgraduates.*

17. *We urge the Department to create and operate regularly a one-day workshop for teaching assistants.*

18. *We suggest that the Department consider making more TA money available for doctoral students, and that doctoral students are more frequently employed as teaching assistants.*

19. *We recommend that the Ph.D. program requirements be modified to include a year of course work, involving two one semester seminars.*

20. *We also suggest the creation of a department workshop or workshops for MA students who are interested in advancing to Ph.D. work.*

21. *We urge the Department to consider seriously the creation of thematic courses at the graduate level that would be open to all graduate students regardless of which degree they are seeking or geographical area in which their scholarly interest lies.*

22. *We also suggest that each graduate student be required to make a brief (twenty minute) oral presentation at a meeting of a faculty-graduate student lunchtime colloquium at some point in his or her graduate career.*

23. *Based on our experience and observations elsewhere, we believe that credit for graduate student supervision should be built into normal workload and reward systems.*

Appendix: Registered History Majors across Canada from
The Directory of History Departments, USA and Canada
2001-02

All the figures are from 2000-2001

SFU	360 Majors
Guelph	250 Majors
Saskatchewan	160 Majors
Calgary	208 Majors
Alberta	150 Majors
UBC	300 Majors
U Victoria	205 Majors

York	787 Majors
Toronto	741 Majors
Queens	649 Majors
McGill	562 Majors
Ottawa	523 Majors
Trent	500 Majors
Concordia	400 Majors

SFU	360 Majors
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Outside Quebec and Ontario, SFU has the largest number of
students majoring in History in the rest of Canada.

**Department of History
Simon Fraser University
Report of the External Review Committee
March 21 – 22, 2002**



Prepared by:

Dr. Donna Andrew (University of Guelph), Chair
Dr. Chris Archer (University of Calgary)
Dr. Jim Miller (University of Saskatchewan)

Submitted: May 8, 2002

REVIEW OF SIMON FRASER HISTORY DEPARTMENT Recommendations

The Department must meet as a whole, to discuss its future direction and to establish a program for Departmental rejuvenation.

It would be essential for the Dean to meet with the Department go over some of the issues and to rebuild solid bridges based upon understanding rather than rumor.

We suggest that the Department consider some modifications to its mentoring system in the direction of institutionalizing practices and expectations with a view to ensuring more certain outcomes.

We suggest as an antidote to the problems that can arise between various units of the University, the use of as much openness and accountability as is consistent with Departmental culture and tradition.

We suggest that the Department arrange for regular lunch-time gatherings either for faculty or for faculty and graduate students at which people could give brief outlines of their current research or some other academic activity in which they are heavily engaged.

We suggest that the Department replace its Omnibus Committee with a body that is avowedly advisory in character, and both elected and appointed in nature

We recommend a number of changes to what we consider the structure of senior committees in the Department. In general, we propose that their numbers be expanded to involve all faculty, probationary and tenured, in the administration of the Department.

We recommend that the faculty members on the Graduate Program Committee and Undergraduate Studies Committee for the most part be nominated by the advisory/executive committee, with provision made, should the Department think it desirable, for additional members nominated and elected at large by the Department in regular meeting.

We urge a Departmental study designed either to revalidate and update the "three streams" or to decide on a different or modified form of organization. We strongly recommend quick implementation of whatever changes the Department agrees to.

The reviewers recommend that the Department prepare and regularly update a comprehensive strategic plan designed to reexamine the streams, to establish hiring priorities, and to offer a series of flexible responses.

We think, in terms of the desirability of prerequisites, that a mixed approach might work best

here; some courses, especially on the first or second year level, might have no prerequisites, and appeal to broad, University-wide constituencies, others on the third, and especially fourth year level, might have some course prerequisites.

There is also the question, still unresolved, of the desirability of core courses for History majors. Though the Department currently does not have any such required courses, we believe that one or more of these would be desirable.

We recommend that the Department discuss and reconsider the future, goals and shape of both the Public History and the Co-op Programs.

We encourage the Department to consider other methods of running tutorials for first year courses that involve more faculty supervision and marking. We strongly recommend that the Department consider making teaching assistants responsible only for marking essays and tutorial performance, subject to the instructor's oversight of course, and have instructors mark examinations and tests.

We recommend the Department to reconsider the scope and details of its very fine Honours Programme, so that more students could benefit from its exceptional quality.

We recommend that the Department, in conjunction with the University, engage in more systematic and energetic recruiting of graduate students, in order to increase the geographic intact and improve the quality of its postgraduates.

We urge the Department to create and operate regularly a one-day workshop for teaching assistants.

We suggest that the Department consider making more TA money available for doctoral students, and that doctoral students are more frequently employed as teaching assistants.

We recommend that the Ph.D. program requirements be modified to include a year of course work, involving two one-semester seminars.

We also suggest the creation of a Departmental workshop or workshops for doctoral students and M.A. students who are interested in advancing to Ph.D. work.

We urge the Department to consider seriously the creation of thematic courses at the graduate level that would be open to all graduate students regardless of which degree they are seeking or the geographical area in which their scholarly interest lies.

We also suggest that each graduate student be required to make a brief (twenty minutes) oral presentation at a meeting of a faculty-graduate student lunchtime colloquium at some point in his or her graduate career.

Based on our experience and observations elsewhere, we believe that credit for graduate

supervision should be built into the normal workload and reward systems.

While the graduate students we met did not complain about this workload, we think this exceeds normal practice at other Canadian universities, and we strongly urge the Department to investigate this question and make appropriate changes.

REVIEW OF SIMON FRASER HISTORY DEPARTMENT

D. Andrew
C. Archer
J. R. Miller

INTRODUCTION

Coming from different provinces and departments of different sizes, the three reviewers found this visit stimulating and rewarding. We were impressed, even before we arrived, by the record of accomplishments of the historians at Simon Fraser. The volume and significance of their research is outstanding and ongoing. Their fellowship award record is also evidence of their national and international achievements. Once we arrived at Simon Fraser we noted two significant and positive features in the workings of the History Department. First was the job satisfaction and integration of the Department's hard-working and involved staff. Their contribution is often neglected, but they are central to the smooth workings of a Department, and we found unanimous mutual praise of the staff for the faculty and visa versa. The second area in which things seem to be going quite well, and which has demonstrated an improvement since the last review, is in the relations between the Library and the Department. Especially useful in this regard has been the creation of a Liaison librarian, not only to help the Department build web-sites and other technical tools, but to represent the needs of the Department to the Library.

Having noted these Departmental strengths, much of the rest of this report will be taken up with analyzing and making suggestions for the Department's improvement. We hope that this report will examine all the major areas we were told to consider, though not necessarily in the order given. That is the job that we have been asked to do, and we do it knowing full well that neither our own departments, nor any department in any university anywhere in the world is without room for improvement. We do not mean to suggest, however, that the History Department does not deserve, or should not receive, the fullest economic and moral support from the University, or that anyone outside the Department itself can or should provide it with a foolproof "roadmap" or set of instructions for its future. What we urge on both the Department and the University is that, in recognition of its fine history, its strengths in research and funding,

and its ongoing commitment to excellence in teaching, the History Department be encouraged to reinvigorate itself through a process of open and free-ranging discussion. Only through such a process, unimpeded by covert dealings or mutual suspicion, can the History Department continue the fine work that it has accomplished to date.

CONTEXT

In its September, 1996, "Special Planning Committee Report" the Department correctly represented the previous thirty years as an epoch of effective teaching and distinguished productivity in every area of its mission. At the same time, the writers of 1996 were prescient in their recognition that cutbacks, changing tastes within the discipline of History, and new currents would have to be addressed. Well before some other departments got around to studying their internal demography, the Department was cognizant that in just over ten years, sixteen faculty members would retire. This picture—daunting though it was for Departmental planners—did not take into account the unexpected departures of dynamic younger faculty members to other universities, and the interdisciplinary administrative responsibilities placed upon a significant number of Department members. Moreover, earlier planners could not have foreseen the unplanned arrivals of a university chair and professorship held by former senior administrators David Gagan and John Stubbs, or of the prestigious Farley and Pan Hellenic endowed Chairs held by Joy Parr and André Gerolymatos.

The losses of junior professors and the valuable additions of three senior chairs and a professorship that were extra to Departmental planning produced some understandable friction that even in the best of circumstances might have been difficult to avoid. The prestige of having the chairs in the Department of History may have led to confusions and misunderstandings. Although members of the Senior Administration recognize that the chairs were unplanned windfall additions, the existence of these scholars within the Department may have reinforced impressions that from a purely statistical or numbers point of view, History is not pulling its weight. This misapprehension arose in part because it was not understood that though such positions enhanced the Department's and University's prestige, they did not add significantly to

its teaching complement. Moreover, the heavy interdisciplinary commitments of many historians to other sectors of the University, that will be discussed elsewhere in this report (See **External Ties**) have reduced available teaching strength and perhaps withdrawing primary loyalty and identification from the Department or possibly provided alternate avenues for some who feel uncomfortable within today's Departmental environment. Clearly, some historians are convinced that their contributions have not been adequately recognized. Although the situation is complex, effective leadership, open decision-making, and enhanced communications with the senior administration will allay many of these concerns.

During the period of transition since 1997, the Department has made six new appointments of young scholars who, as one senior historian observed, "will re-stimulate a Departmental culture." These young scholars are a precious resource that must be developed and nurtured. Recently trained and the products of major Graduate programs, the majority within this cadre views the Department of History differently than their more senior predecessors. From their point of view, Departmental structures, committees, and attitudes sometimes appear cliquish, antiquated, and difficult to penetrate. Rather than viewing History from the perspective of national experiences and chronological development, and the traditional streams used in the Department to approach global history (See **Streams and Bridges**), some of these new scholars prefer thematic approaches that do not fit conveniently into existing models. As a result, they reported their anxieties concerning the period of transition that sees them "chaffing at the bit" for change on the one hand and on the other fearful that they may have to take on significant administrative workload that will detract from their research and writing. There was also concern reported to the reviewers that the senior generation of historians appears to be defensive about considering innovations and determined to maintain their legacy. A collective document submitted to the reviewers by the new faculty members called for greater efforts to integrate them into the Department, to retain faculty members who receive offers from elsewhere, and to rethink the "three streams" curriculum that they consider outmoded and limiting.

Many of the above concerns might be described as general griping among any new faculty members, but at Simon Fraser University the problems are a little deeper. Some of the young faculty members expressed shock at the loss of other younger faculty members with a little more

seniority who were hired away to the University of British Columbia or the University of Toronto. The combination of these factors appears to have created a kind of group anxiety among the new faculty members who share their thoughts with each other and often meet socially. They seem to have the impression that they are in a buyer's market and that movement from university to university is the norm rather than the exception. Some of these faculty members have one eye on developments at Simon Fraser University and the other on the job market. This is quite unusual among such junior scholars and although they are probably correct about the employment picture over a longer term, some of the new faculty members are not as positive about developing their careers in the Department as might be anticipated. It is clear that the Department and the Faculty must work hard to nurture these young scholars who possess the high talent and skills needed to maintain excellence in teaching and research. They need both to be made to feel an integral part of the Department, and to feel that their teaching/Departmental contributions will be recognized at promotion and tenure granting meetings.

Another matter noted by the reviewers concerned changes in the discipline of History that younger faculty members felt were difficult to introduce into the culture of the Department. Although the curriculum streams will be discussed elsewhere in this report, it is important that the Department find ways to introduce thematic courses such as World History, War and Society, and other courses that do not fit well into the traditional three-streams system of curriculum organization. Such courses would not only revitalize and renew the course offerings, but could be expected to increase enrollments, not only by attracting history specialists, but by appealing to a wider University constituency.

The review committee proposes several recommendations designed to smooth transitions and to improve the work environment in the Department. First the Department must meet as a whole, to discuss its future direction and to establish a program for Departmental rejuvenation. In this, the senior faculty members and the Chair need to offer more effective leadership internally and externally. Equally, it would be essential for the Dean to meet with the Department to go over some of the issues and to rebuild solid bridges based upon understanding rather than rumor. One of the most divisive problems the Department now faces is the suspicion, held by some, that certain faculty members can make personal arrangements with the Dean, while others can not.

Second, efforts should be made to enhance the integration of the new faculty members to allow them a greater voice, to welcome them as professional scholars, and to stimulate the development of a dynamic collaborative environment. In this regard, regular visiting speakers and a program of research colloquia, most likely at lunchtime, would assist social and intellectual intercourse. Third, for the sake of the Department, the Chair and senior professors should meet with the endowed chairs with the goal of creating a positive working relationship and working environment. The suggested transfer of the endowed chairs from the Department to other university units might inflict a major blow to morale as well as to the longer-term scholarly strength of the unit. Based upon conversations with the reviewers, both of the endowed chair holders appeared to be very willing contributors, though each holds an individual vision of their role in the Department. Everyone in the Department should recognize that the presence of the endowed chairs brings special reputation and recognition. In return, the Chairs should be leaders in the Department, not outsiders, part-time members or privileged and voluntary contributors.

MORALE

It is not surprising that the Department is experiencing strains in its morale and *esprit de corps* as a consequence of the challenges of transition and renewal (previous section). Such a changeover in a unit that has enjoyed a distinguished history in its relatively brief existence creates anxieties and stresses as a cadre of senior professors departs and is replaced by much younger, more professionally junior academics. This normal process at Simon Fraser is complicated or intensified by the fact that the senior professors who are now departing were the founding generation: they laid the foundations, established the patterns, set the course in curriculum, governance, and Departmental structure. Such changes can cause stresses for several elements in the Department's complement: retiring senior faculty who are concerned about the fate of what they created; junior faculty who are simultaneously intimidated by the prospect of taking over the operation and eager to make changes that reflect their own sense of the discipline; and a middle, or 'sandwich' generation who will carry much of the administrative burden during the period of transition.

These strains in the Department fabric seemed to the reviewers to manifest themselves in several ways. A couple of very senior faculty whom we had both expected and hoped to talk with did not meet with us. Similarly, we did not have a chance to converse with all those in the middle level of experience. From more junior faculty we heard repeatedly that they are both worried about having to step in and run the program soon and also that they have ideas, especially ideas concerning curriculum, that they would like to see adopted and implemented more quickly than is occurring. We reviewers did not know what to make of the apprentice generation – doctoral candidates who serve as sessional lecturers – as we met nary a one of them during our visit. A final factor to keep in mind so far as the morale issue is concerned is that recruitment for at least the next few years will be a seller's market in which Simon Fraser will, as will all Canadian institutions, have to convince new faculty why they should decline other opportunities to come and stay in the Department of History of Simon Fraser University.

What might be done to ease these strains? It seems to us that the Department as a whole might consider a number of modifications or amplifications of existing practices to integrate new faculty more effectively, ensure that the Department's response to problems of retention does not exacerbate the tensions, and promote more internal cohesion on both intellectual and social planes. We address each of those topics in turn, leaving for a subsequent section the matter of Departmental governance, an area that has the potential to contribute to or detract from a climate of cohesion and harmony.

The orientation and integration of new faculty to an academic unit are tasks that are universally viewed as important. The existing faculty are desirous of ensuring that their new colleagues are made to feel at home and provided with the knowledge that they need to tackle their demanding jobs effectively and enjoyably. The Department of History at Simon Fraser has a program that addresses these goals now. (See Appendix 4.4 [H].) The Chair informs new faculty prior to their arrival on campus by letter of the name of the faculty member who has been assigned to serve as their mentor. It is expected that the mentor and new faculty member will meet, chat, and become familiar with each other soon after the new colleague arrives. What we reviewers were told, however, was that the initial contacts, and certainly any ongoing communication between new faculty and senior member, was somewhat hit-or-miss. We suggest

that the Department consider some modifications to its mentoring system in the direction of institutionalizing practice and expectation with a view to ensuring more certain outcomes. More specifically, we suggest that the Chair's letter to both the new appointee and mentor refer to the necessity of the two meeting within a week or ten days of the arrival of the new faculty member. For those pairs of mentor and newcomer that find it congenial, a firm arrangement to meet for lunch once or twice, or even more frequently during the initial semester, would be desirable. The Chair should instruct his secretary to place reminders in the Chair's calendar to inquire of both mentor and new faculty colleague if the initial meeting(s) occurred early in the new semester. Even better would be a system by which the Chair brought the two together, although this might not always be feasible. Finally, we suggest that the Chair inquire of both new appointee and mentor in mid-semester and at the end of the appointee's first semester as to the progress and fruitfulness of the individual mentoring arrangement. Such steps, should they commend themselves to the Department, would amount only to a formalization of existing expectations for the treatment of new faculty. We will have an additional suggestion concerning integration of new faculty in the Governance section (below).

We heard from faculty members at all levels of experience that the Department has recently had to deal with problems of retention, or 'poaching' as it was somewhat pejoratively described by a few informants. Recently the Department has lost relatively new faculty members to the University of British Columbia and the University of Toronto, and it stands in imminent danger of seeing the departure of a middle-rank colleague who has contributed a great deal to Departmental administration (to say nothing of impressive contributions in teaching and research as well) thanks to the Canada Research Chairs program. Moreover, at least two new faculty had either received offers from other institutions or been short-listed in job searches at other places. That the pulls away from the Department were not all the result of the activities of nefarious poachers was made clear to us; applications for academic positions elsewhere are either contemplated or matters of record among some junior faculty in the Department. Such a situation can be both symptomatic of internal strains and/or a contributor to tensions. If newer faculty are not fully comfortable in their Simon Fraser home, they will be more susceptible to offers from other places, whether those offers were generated by the competitor institution or the faculty

member's application for a job elsewhere. Finally, the seller's market referred to earlier in this section increases the likelihood of such worrisome developments.

Clearly the Department of History should consider pre-emptive action to guard against such an exodus, and undertake measures to counteract competing offers when they develop. Many of the suggestions in this report are intended to help the Department foster a climate in which there will be sufficient consensus on and enthusiasm about a collective project of teaching and research that faculty at all levels will not want to depart. Nevertheless, no matter how well such a prophylactic atmosphere is developed and maintained, there will still inevitably be cases when other institutions, perhaps unsolicited, attempt to lure Simon Fraser History faculty away. In such situations the Department, acting through the Chair, and senior administration at the decanal and vice-presidential levels must react. How they respond can contribute a great deal to maintaining a harmonious climate in the Department. What we heard several times – and we cannot vouch for the complete accuracy of what we heard – was that 'deals' were made to fend off external recruiters, sometimes leaving a legacy of dissatisfaction. Such situations arise inevitably in academic units, especially in the present market for proven or promising academic staff. What we suggest as an antidote to the problems that can arise is the use of as much openness and accountability as is consistent with Departmental culture and tradition. For example, with the consent of the faculty member who is being recruited, the Chair might discuss the situation and what administration proposes to do to counter an offer with as many faculty members as possible. A committee of the tenured members of the Department is one possible venue; a representative senior committee is another. The Chair need not lay out for whatever group is consulted all the details of any counter-offer, but its broad outline might be explained. In such a transparent and accountable system there would be a greater sense of 'ownership' of any resulting solution to a problem of external recruitment than is now the case. We suggest that the Department consider such an approach to responding to offers to faculty members.

There are less formal steps than institutionalized mentoring and transparent retention practices that would also contribute to improved morale in the Department. We heard from many informants that there was very little academic or social interchange among faculty, or among faculty and graduate students, owing in large part, it was explained, to the 'commuter university'

nature of Simon Fraser University. No doubt the explanation goes far to explain this unfortunate phenomenon. It is probably equally beyond doubt that a greater sense of cohesion and common purpose would encourage more faculty, if not to come to the Burnaby campus more often, at least to stay longer when they do come and to interact more with colleagues and graduate students. While there are many innovations that might be suggested to foster more involvement on campus, we propose only a modest initiative that is both intellectual and social in nature. We suggest that the Department arrange for regular lunch-time gatherings either for faculty or for faculty and graduate students at which people could give brief outlines of their current research or some other academic activity in which they are heavily engaged. (We recognize that there is a colloquium, recently reinvigorated we were told, on the books, but we are proposing a more regular, quasi-social occasion here.) Perhaps such a regular gathering might evolve in two different, but not unrelated, directions: towards a formal, regular faculty (or faculty-graduate student) colloquium, and in the direction of less formal, but one hopes equally regular, social gatherings for conviviality and conversation after daytime working hours. We earnestly urge the Department to consider undertaking some common activity that will bring the Departmental community together frequently for both academic and social purposes.

GOVERNANCE

The Department has developed a system of governance that has served it well during its formative decades. (See Appendix 4.4.) Aspects of it struck us as perhaps conforming more to Walter Bagehot's classification of 'dignified' elements of the constitution, rather than the 'efficient' portion. The exhortations about Mentors in Appendix 4.4 (H) comes to mind in this respect. Other organs of the Department constitution are obviously active and efficient. It seemed to us that the Committees on Salary, Tenure and Promotion, on Appointments, on the Graduate Program, on Undergraduate Studies, and Omnibus responsibilities (especially nominations) were the most vital elements. The Department has an elaborate system for nominating and electing members to these and other committees. Both the self-study document (p. 16) and the Chair informed us that twenty members served on Department committees.

Nonetheless, there are some aspects of governance that give pause. When we reviewers asked "Why only twenty?" serve in a Department with many more faculty, we did not receive a convincing reply. Moreover, for reasons that will be developed in the section on **STREAMS** (below) the method of recruiting members of committees preserves and intensifies boundaries that probably are not serving the Department as well now as they once did. Finally, a number of newly appointed faculty expressed concern either about not having much opportunity to serve in the governance structure of the Department and/or not knowing what was expected of them when they were elected to some of the more onerous committee responsibilities. For these reasons we make bold to invite the Department to consider the following modifications of its system of governance.

First, we suggest that the Department replace its Omnibus Committee with a body that is avowedly advisory in character. In some institutions such a committee is termed an Advisory Committee or an Executive Committee. We recommend such a body to serve as advisory to the Chair, to act as a nominating committee, to deal with specific issues that arise unexpectedly, and to provide political representation for the Department as a whole. We propose that this advisory or executive body be partially appointed and partly elected. The Chair would chair this committee, and the chairs of the undergraduate and graduate committees would be appointed members, serving on the committee as long as their administrative appointments lasted. In addition, at least two (four might be better in the interest of representativeness) other members of the Department would be chosen at large by election, with one-year terms of office. It would be desirable to have the Department's constitution state that nomination and election to this advisory/executive committee should be done with an eye to rounding out representation of rank, area, and thematic interest. (So, for example, if both the Chair and the Graduate Chair come from one geographic or thematic part of the Department, the elected members should be sought elsewhere in the unit's complement.) We believe that such a senior committee would serve the Department well, both by providing representation for a diversity of viewpoints and interest and by giving the Chair a formal sounding board and advisory body.

Second, we suggest a number of changes to what we consider the structure of senior committees in the Department. In general, we propose that their numbers be expanded to involve

all faculty, probationary and tenured, in the administration of the Department. For those committees, such as the Committee on Salary, Tenure and Promotion, whose composition and powers are mandated by institutional policy we make no suggestions. The Chair of the Department, we think, should be *ex officio* a member of all other committees in the Department. We made no recommendation as to which chairs of committees should have reductions in their teaching assignment or the magnitude of such reductions. Nor do we comment on the Department's plan to make the Chair of the Undergraduate Studies Committee the Associate Chair of the Department. We recognize that the faculty of the Department are the best judges of such questions.

However, we do have some suggestions about some of the other committees. We recommend that the faculty members on the Graduate Program Committee and Undergraduate Studies Committee for the most part be nominated by the advisory/executive committee, with provision made, should the Department think it desirable, for additional members nominated and elected at large by the Department in regular meeting. If the faculty of the Department could find it in their hearts to place less emphasis on the streams as a recruitment ground for those members of committees that are elected, we think the results might be good. Finally, we propose that responsibility for the direction of the Honours program be transferred to the Undergraduate Studies Committee.

The logic and intent of our suggestions on governance are probably obvious to all readers. We think that the Department, especially the Chair, will be better served by a more formal advisory body. It would also serve well, we believe, as a nominating body, replacing the quaintly titled Omnibus Committee in this regard. More generally, expansion of the committees and their composition by a combination of nomination and at-large election are suggested with an eye to involving all faculty in governance and ensuring, so far as informal arrangements and constitutional exhortations can, that the most senior committees doing the weightiest work are representative of ranks, areas, and thematic interests. We urge the Department to give these proposals on governance careful and sympathetic consideration.

EXTERNAL TIES

At first glance, the Department of History appears to be a sizable unit quite capable of offering the Undergraduate and Graduate curriculum listed in the University Calendar. The 2001 Self-Study reports thirty continuing appointments with twenty-five located in History, three joint appointments, two prestigious endowed chairs, a university chair and special full-time position that will be retained until the incumbent retires. However, a significant number of Department members maintain external linkages with interdisciplinary programs and departments such as Liberal Studies, Women's Studies, Humanities, Canadian Studies, Labor Studies, and in the recent past Public History and Latin American Studies. Several historians who were a bit critical of the existing Departmental environment informed the reviewers that they found happier homes in their other interdisciplinary programs and departments. Other historians occupy release time administrative posts as major committee chairs within the Department that grant them needed teaching load reductions. Some interdisciplinary responsibilities originated from split appointments dating from the time when they joined the University. Although solutions are difficult to conceive, the reviewers became aware that the proliferation of duties external to the Department may have served to erode the general cohesion of the Department and affected its working environment. In 2001, thirteen members of the Department received teaching remissions for interdisciplinary, research, administrative, medical, and duties related to chairs; two had SSHRC buy-outs; two had study leaves; and two left campus permanently owing to a resignation and a retirement. Thus in 2001, almost two thirds of the Department was either absent or on reduced teaching loads. For those remaining in the Department, the element of dilution and external duties might have contributed to lower morale, misunderstandings, and the view expressed strongly by some new faculty members that they are not adequately consulted about Departmental administrative and teaching matters.

In many respects, the external ties and commitments represent strong interdisciplinary orientation that forms part of the tradition of Simon Fraser University. However, these external connections and obligations combined with retirements, study leaves, and course releases could pose internal difficulties for the Department that requires more effective management, leadership,

and collegiality. Many of the historians noted that their colleagues were not on campus as often as they had been in the past (possibly owing to their use of e-mail communications) and that most left Burnaby Mountain about 3:30 in the afternoon. The reviewers propose that faculty members and especially the newer appointees be given as much information as possible regarding the interdisciplinary roles of colleagues and the benefits that accrue to the Department. Regular informal colloquia, research lectures, and occasional social events (perhaps surrounding a visiting speaker) could help to bridge possible misunderstandings and to strengthen Departmental culture.

STREAMS AND BRIDGES

Since the foundation of the Department, the “three streams” curriculum, Europe, the Americas, and Africa, the Middle East, and Asia (AMA) has been an important feature of historical studies at Simon Fraser University. Recently, however, a combination of factors including changes in the broad discipline of History, divisions between the culture of senior professors and junior faculty members, retirements that did not yield replacements, and other strains challenged this approach and strongly suggest that reforms should be considered. One professor spoke of the “stranglehold of streams,” that could be exacerbated by a “chasm between older and younger” faculty members. The supporters of each stream presented their own cogent arguments for replacements—pointing out that their areas would or already had suffered losses through retirements, illnesses, or resignations that made it difficult for them to offer their existing curriculum. For example, both Africa and Latin America are reduced to one-professor areas and with the impending retirement of Professor Richard Boyer, without a new appointment this latter field—a major area of the Americas in terms of history and geography—could be wiped out entirely. The retirement of Professor William Cleveland has reduced the Middle East field, until recently an area of three specialists, to one and a half. Students complained to the reviewers that they were unable to round out their majors because the Middle Eastern courses are no longer offered on a regular rotation. The reviewers noted that part of this difficulty may have resulted from time-tabling problems. Other students stated that courses in the Latin American field soon

might cease to be offered at all. Even the European stream and the Canadian and American sections of the Americas stream that are in better shape at present reported that resignations and retirements could leave them without adequate strength. Several professors spoke of "turf wars" within the Department and noted that there is little cooperation to offer thematic courses across existing streams. Indeed, the reviewers heard such a broad variety of opinions from different historians that we recommend a Departmental study designed either to revalidate and update the "three streams" or to decide on a different or modified form of organization.

Although the streams approach is in some respects similar to the organization of fields in other university History Departments, there appears to be a certain level of inflexibility caused by the competition for resources (new replacement appointments) and defense of area integrity. Faculty members who support themes and bridging courses that might join two separate streams—a course on the Atlantic Slave Trade for example—felt frustration at the lack of interest from the other stream. Those who support the addition of courses on World History, War and Society, and other broad thematic courses that are popular elsewhere with students, were of the view that such initiatives are difficult to effect within the existing system. Moreover, the Department's Omnibus Committee that consists of three faculty members, one from each stream plus an at-large member, carries the streams approach into other areas of Departmental governance. As a nominating committee and sometimes as a general advisory committee, one perception is that the Omnibus Committee is wedded to the existing system and a barrier to innovative planning and curriculum reform. Since some faculty members are of the view that a small group or clique runs the Department, and others feel that election to the committee is not democratic, the Department might look at replacing the Omnibus Committee (**See Governance**). A revised system of committee selection might involve a combination of general elections and appointments by the Chair so as to guarantee that all members of the Department are able to fulfill service roles. Such an innovation would help to remove the focus of faculty members in defense of their own streams and also contribute to general innovative thinking.

Complicating the issues surrounding replacements for retirements within the streams, the Department has lost some key younger faculty members who accepted posts at other universities. With university budgets in British Columbia expected to be tight for the next several years, it is

quite possible that replacements for past, current, and future retirements and departures may not be made immediately by the Faculty. Until 2010, the pace of retirement replacement will require annual searches for at least two replacements. Some senior administrators argue that to meet student demand generated by the large Asian communities settled in the Lower Mainland, greater attention must be given to Asian History. Although this does not take into account the fact that the nearby University of British Columbia is extremely strong in Asian fields, the argument is compelling. Nevertheless, growing interest in Africa, the Middle East, and Latin America—areas that are not as thoroughly covered by the cross-town competition validates special attention to those areas. Until recently, Simon Fraser University was a center for Latin American Studies and in this field the Department of History was one of the strongest in Western Canada.

In his presentation, the Associate Dean of Arts informed the reviewers about the pressures for new positions driven by enrollments within faster growing disciplines in the Faculty of Arts and he illustrated his points with a table. At present, History does not have the growing enrollment pressures of some other departments. He made one suggestion that to cover some positions opened by retirements, the Department might consider a cost-effective interim or bridging measure of hiring senior lecturers in lieu of expensive tenure track appointments. The reviewers pointed out that in areas such as Latin American History or in other small fields, this would have a disastrous impact similar to eliminating the area entirely. The other, major effect of such a short-term hiring solution would be to further degrade and reduce Departmental morale and sense of the importance of teaching undergraduates, which is surely the primary goal of the Department of History.

The “three streams” approach embracing most major world areas faces criticism by new faculty members who want courses on “themes as well as streams.” In order to confront a potential problem with replacements that could be compounded as the upcoming annual rounds of retirements take hold, members of the Department should establish careful priorities. Can Africa, Latin America, the Middle East, and all of Asia be maintained as effective areas within the existing streams? Should some areas be restricted to Undergraduate Studies and forego Graduate Studies? In many respects, the “three streams” curriculum demands a commitment to global geographic regions that are viewed individually as separate segments rather than through

the thematic lenses of world historians.

Looking toward the future, the European Stream appears to be relatively healthy with four replacements planned in the 2001-2004 Ten Year Plan for Retirement Replacements. Potential losses through forthcoming retirements in Russian History, History of Science, Social and Cultural History, and History of Medicine are areas for concern. Although the European Stream meets for the purpose of future planning, some faculty members mentioned that there is insufficient rotation of large courses, little discussion of possible innovation, and limited strategic planning. Asked by the reviewers why there had been little movement on the idea of a course on War and Society, one senior historian answered, "inertia." One special advantage for the Europeanists is the presence of Professor André Gerolymatos, Chair of Hellenic Studies, who offers a Mediterranean perspective and linkages to the Middle East. More might be done in integrating his expertise with the work of the European stream as a whole. For the European Stream, the Department recently has hired excellent young scholars to replace retirements.

The Americas Stream that represents Canadian, United States, and Latin American History faces combined challenges of retirement replacements and the retention of younger scholars who may be attracted to better situations elsewhere. The area of Canadian History, certainly the core of the Americas Stream in a Canadian university, could be threatened by a combination of retirements and raiding as the seller's market for scholarly talent becomes evident. For example, Professor David Gagan who holds a university chair, at retirement his post will revert to the central administration. United States History has undergone some renewal. Professor Michael Fellman, internationally respected as an historian of the American Civil War, has centered part of his teaching and administrative roles in the Master of Arts in Liberal Studies at the Harbor Center. As noted previously, the weakness in the Americas Stream concerns Latin American History that until recently was a major source of Departmental strength. If History plans to maintain this specialization that is backed by solid Library holdings, a replacement should be made when Professor Richard Boyer retires in 2002 and one other Latin American historian should be added so that the range of Undergraduate and Graduate courses can be maintained.

For a variety of reasons, the Africa, Middle East, and Asia (AMA) stream may be the

most difficult to maintain. In some respects, this stream is a kind of catchall that embraces the history of much of the world's surface, truly enormous populations, and great and complex civilizations. As has been noted, the senior administration and some within the Department wish to promote Asia so as to offer adequate coverage for the large Asian community of the Vancouver area. In the best of worlds, typically this would mean a minimum of five historians—for China, Japan, South and Southeast Asia, and perhaps even one to cover the Philippines as part of the Pacific Rim. A few years ago, the Department of History at the University of California, Irvine, followed this sort of initiative. However, it is important to note that UC-Irvine received extra budgetary funding and also committed positions from other fields to this new direction. The Middle East area requires at least one additional position to maintain its viability. It would be useful to have Arabic, Turkish, and Hebrew language training available. For Africa, a continent that has not received sufficient attention in Canadian History programs, Simon Fraser University was an important exception. However, a one-professor program simply cannot maintain the range of courses needed by students. Here again, at least one additional appointment is needed to regain viability and depth.

Already, the plan for Faculty Renewal has fallen behind immediate requirements for automatic replacements. If in the future the Department cannot obtain the return of positions opened by retirements one for one, it might be necessary to establish new priorities and to think about reducing the number of areas of strength. Although shared programs offered at Harbor Center that involve faculty and students from both Simon Fraser University and the University of British Columbia might allow for resource sharing, except in special circumstances the past record is not cause for much optimism. Recognizing the historical commitments of the Department to the use of tutorials, it might be necessary to pose questions related to pedagogy concerning this particular approach. Tutorials are most certainly beneficial to student development. Nevertheless, to free teaching resources for the different streams, the broad application of tutorials in smaller intermediate-level and senior-level courses may have to be reexamined or some other larger formats tried in conjunction with tutorial classes. All of these complex issues require thought, flexibility and good strategic planning supported by the Department. The reviewers recommend that the Department prepare and regularly update a

comprehensive strategic plan designed to reexamine the streams, to establish hiring priorities, and to offer a series of flexible responses. All members of the Department should be involved in its creation and adoption. It would be a good idea to invite the Dean, Associate Dean, and the History Librarian to participate directly at a planning session so as to obtain their views regarding future budgets and faculty directions.

UNDERGRADUATE PROGRAMS

One of the brightest moments in our visit to the History Department was when we spoke to some of the undergraduates currently enrolled in its Honours Program. Clearly, we all thought (and continue to think) any department that can produce such students, so verbal, so intelligent, so self-possessed and reflective, is doing many things right. Having said this, however, we think we have identified some areas in which undergraduate programs might still be improved.

One of the unresolved issues in the Department concerns the need or desirability for undergraduate course prerequisites. While some historians favour these in the upper year courses, others fear that the imposition of such prerequisites might unduly depress student enrollment and thus have a deleterious effect on future staffing. We think a mixed approach might work best here; some courses, especially on the first or second year level, might have no prerequisites, and appeal to broad, University-wide constituencies; others on the third, and especially fourth year level, might have some course prerequisites. It is not necessary to have a single prerequisite for an upper year course, and this may indeed limit the numbers who would qualify, but asking the student to have taken one of several possible prerequisites is surely not a severe hinderance. This, of course, would entail levels of Departmental management and planning sometimes not visible now. We have already noted local but severe scheduling difficulties which we hope advanced planning and coordination could preclude.

There is also the question, still unresolved, of the desirability of core courses for History majors. Though the Department currently does not have any such required courses, we believe that one or more of these would be desirable. In a University like Simon Fraser, which draws significant numbers of its students from junior colleges, it is important that all students majoring

in history have some shared methodological and historiographical training. Such a course or courses would establish a common level of expertise to which all undergraduates could work. It might also create in some undergraduates a clearer understanding of what history as a profession, rather than as a common practice or hobby, requires. This might have some positive spillover effects into recruitment for graduate programs.

The future of the Co-op and Public History programs is still not clear. The reviewers think that while both are deserving of continued support and funding, they need to be re-invigorated and perhaps combined. We see in the combination of these two programs not only a critical size necessary for their continued support, but that this strengthened program could have a significant outreach potential into the community, enmeshing the University even more closely into the life of the area which supports it. We recommend that the Department discuss and reconsider the future, goals and shape of both the Public History and the Co-op Programs.

In addition to reiterating here our view that all large courses should rotate among several professors, ideally that all faculty members should teach at least one large course every year, we also wish to repeat our shared concern about the lack of ongoing tutorial supervision in such courses. Excellence in their teaching and grading establish these sorts of courses as nurseries for higher level courses. Commitment to a dynamically taught and administered first and second year set of History courses will result in a higher student enrollment in the upper years, not only among those already interested in History, but also in attracting and retaining others who take such courses initially only for interest or as a University requirement. We encourage the Department to consider other methods of running the tutorials for first year courses that involve more direct faculty supervision and marking.

While our admiration for the work of the Honours program and its students has already been noted, we think the addition of an extra semester and the limitation of its students to about ten a year is unduly restrictive. There is no reason why this excellent program could not be slotted into a normal four year course, with entry in the first or second semester of the final year or even earlier. There is no reason why up to thirty qualified students should not be admitted annually. There is also no reason why the Department does not publicize this option widely in first and second year courses, with perhaps an evening organized by current Honours students, to

give details of the Program to possible future students. Lastly, there is no reason why students accepted to this Program can not be given the positive news much earlier in the previous semester. We recommend the Department to reconsider the scope and details of the very fine Honours Programme, so that more students could benefit from its exceptional quality.

Finally, we think that much more could be done to help interested students think about and plan for application to graduate programs. Many students (including, in the past, one of the reviewers) never consider the possibility of graduate study unless some knowledgeable teacher suggests it to them. Help and encouragement in choosing graduate programs and in applying for scholarships and admission should be the centerpiece of an annual event, perhaps accompanied by food and drink, and aimed at upper year students.

GRADUATE PROGRAMS

As the Department's self-study document makes clear, the graduate program in History at Simon Fraser is really two programs, the M.A. and the Ph.D. being distinct. The M.A. candidate is offered a choice between the degree by thesis or the degree by project, the latter option requiring more course work. Most M.A. candidates opt for meeting the degree requirements by completion of a thesis. The Ph.D. program at the moment caters primarily to candidates in European history, Canadianists having fallen off of late for reasons that are not clear. All those involved with the graduate programs point to inadequate funding as a source of many challenges, an assessment with which the reviewers agree. The Department's completion rates for graduate students are respectable, and the average length of time to completion, while somewhat above University norms, is not seriously out of line with experience elsewhere. In general, the M.A. student body is heavily domestic or internal; the Ph.D. cohort heavily European and rather avocational in purpose. In general, as informants told us and the self-study document implies, the graduate programs, while performing respectably, are not achieving the results that the Department would wish.

One area that should be addressed is the recruitment and orientation of new students, particularly from other institutions. In this regard, an institutional commitment to better funding

of graduate students generally would be helpful, as universities across the country are stepping up their scholarship and teaching assistantship support in a growing competition to boost graduate enrolments. Other steps that might help include more energetic advertising beyond British Columbia, the Qualicum Conference apparently being the principal locus of effort at the moment. We also suggest that the Department devote more attention to apprising senior undergraduate students of opportunities to do graduate work, whether at Simon Fraser or elsewhere, by providing information systematically, holding information sessions for potential students, and creating an orientation meeting for new graduate students each semester (as necessary). We recommend that the Department, in conjunction with the University, engage in more systematic, energetic recruiting of graduate students. In the same vein, we urge the Department to create and operate regularly a one-day workshop for teaching assistants. We are aware that there is a University workshop to which teaching assistants go, but we believe that another preparatory session more focused on the Department's expectations, goals, and policies would be helpful. Such a Departmental workshop might bring together experienced teaching assistants with appropriate faculty and those newly appointed.

We were struck by several aspects of the teaching assistant program. First, it is reserved almost exclusively for M.A. students for reasons that are not clear to us. We suggest that the Department consider making more TA money available for doctoral students. Second, teaching assistants seemed to us to be required to do a great deal of work – 210 hours – per semester for their stipend. While the graduate students we met did not complain about this workload, we think this exceeds normal practice at other Canadian universities, and we urge the Department to investigate the question. Finally, we reviewers were greatly surprised to see the degree of marking responsibility that teaching assistants have. Although many faculty take some discussion groups themselves and mark all the work for them, it appears that a majority of students in lecture-tutorial courses have their tests and examinations marked by teaching assistants. We question whether this practice is appropriate. We suggest that the Department consider making teaching assistants responsible only for marking essays and tutorial performance, subject to the instructor's oversight of course, and have instructors mark examinations and tests.

Had we not been invited to examine the question of structure in the graduate programs we

would have done so in any event, because this struck us as a matter that deserves review. The structure of course work and project/thesis at the M.A. is standard and seems to work satisfactorily. On the other hand, the absence of required course work in the doctoral program seemed to us unfortunate, principally for reasons the Department flagged in the self-study report (pp. 37-8). The absence of course work inhibits the development of intellectual ties between doctoral and M.A. students, as well as between the Ph.D. candidates and a sampling of Department faculty. As the self-study report says, the absence of course work means 'they have very few opportunities to meet other graduate students and faculty and to be trained in the practice of scholarly engagement.' It also means, as the report continues, that faculty who write letters of reference for doctoral students do not have course grades to provide partial documentation for their evaluations. This lack might work against doctoral candidates' chances for scholarships and fellowships.

We suggest that the Ph.D. program requirements be modified to include a year of course work, involving two one-semester seminars. For those doctoral students who have not completed a course on Historical Methods, completion of HIST 814 should be required. For those who have completed a methods course, an advanced Historiography seminar and/or a seminar on professional issues might be offered. For those doctoral students who would be still in search of a seminar to complete their degree requirements, enrolment in one of the seminars catering principally to M.A. candidates would be appropriate. Whatever the precise arrangements, addition of a requirement of a year of minimal course work is desirable to provide a better formation, including professional formation, for doctoral students and to encourage the development of more of an intellectual community among the graduate student body as a whole. This would perhaps also allow for graduate student mentoring; i.e. the Phds advising the MAs on graduate school and fellowship applications and procedures. It would create a collegiality that would make graduate education much more attractive.

We would also suggest the creation of a Departmental workshop or workshops for doctoral students and M.A. students who are interested in advancing to Ph.D. work. Such workshops could provide advice and hands-on practice in applying for entrance to doctoral studies, for SSHRC doctoral and post-doctoral fellowships (the new offerings of the Trudeau

Foundation come to mind, too), and for job searches for doctoral students approaching completion of their dissertations. We suggest practical advice, including simulated applications and interviews, with critiques, constitute the substance of these workshops.

Our final recommendations are intended for all graduate students. We urge the Department to consider seriously the creation of thematic courses at the graduate level that would be open to all graduate students regardless of which degree they are seeking or the geographical area in which their scholarly interest lies. Such an approach would both reflect the emphases that have developed in the discipline of History in the last decade or two and foster the development of a greater sense of cohesion and community among graduate students as a whole. We also suggest that each graduate student be required to make a brief (approximately twenty minutes) oral presentation at a meeting of a faculty-graduate student lunchtime colloquium at some point in his or her graduate career. Such a presentation would be a requirement of both the graduate programs with a course number analogous to that for thesis research, but without credit units (and fees) attached to it. To participate would be to pass, but not to participate would be to fall short of meeting the degree requirements.

In closing this section on the graduate program we comment on those of the questions that were posed in the self-study document (pp. 37-8) that we have not already addressed. In our opinion the doctorate is primarily a professional degree, and academic preparation for it, if a choice must be made between satisfying vocationally-oriented students and the avocational student, should emphasise professional aspects of the program. It seems to us that the desirable goal of providing more doctoral opportunities in the Latin American, Middle Eastern/Islamic, and Far Eastern areas can only be met by policies of recruitment and renewal that we have addressed elsewhere in this report. The issue of attracting more external students into the M.A. program and more Canadianist candidates into the Ph.D. program, we suggest, can be tackled in part by improvements to student funding levels and more aggressive advertising and recruiting efforts. Based on our experience and observations elsewhere, we believe that credit for graduate supervision should be built into the normal workload and reward systems. To do otherwise is to discourage faculty participation in graduate supervision or create resentments based on inequities, or both.

CONCLUSION

Thus, though we have made several recommendations that the Department may wish to explore, we end, as we began, with a note of caution. The central and primary requirement for Departmental rebuilding will not come through externally imposed mandates, from special deals struck with individuals, or even from the well-meaning suggestions of external reviewers. In the end the department must come together to examine the shape and nature of its future. It must collectively decide on its direction, and make the very hard choices of priorities that all University Departments everywhere have and are making in times of financial retrenchment.

When we listened to various individuals and groups trying to describe to us what, in their view, was not working in their department, we were struck by the ubiquity, the widespread explanatory usage of the "myth of the generations"; that is, that the department was at a critical turning point as a result of the incompatibility/impossibility of communication between the older and the younger faculty. Like all myths, we found there were major elements of truth in this belief, which we have discussed throughout the report. However, coming "from away," we feel that perhaps we have attained some critical distance on this myth, and can see a more complex picture of the department's needs and problems. The "myth of the generations" complains of a splintering; we feel that the Department has splintered in a larger, and more complex, number of ways. We were told that the Department was very proud of its decentralized democracy; we wonder whether that very thin line between democracy and anarchy has not been crossed. Indeed we feel that the Department sorely needs to regain some sense of internal cohesion, of joint Departmental planning and collective responsibility. It also needs a closer and more transparent relationship with its University administrators, and we most strongly advise this larger rebuilding process to begin immediately. Only through renewed discussion can both the University and the Department come to understand the particular strengths, and needs, of the other. Only through renewed discussion can the Department find that kernel of purpose which will allow it to remake itself to face the next decade, while maintaining its energy and productive output.