

SIMON FRASER UNIVERSITY
Senate Committee on University Priorities
Memorandum

S.10-14

*As amended by
Senate Feb 8/10*

TO: Senate
FROM: Jon Driver
Chair, SCUP and
Vice President, Academic
RE: Department of Philosophy
DATE: January 13, 2010

The Senate Committee on University Priorities (SCUP) has reviewed the External Review Report on the Department of Philosophy, together with responses from the Department, the Dean of Arts & Social Sciences and input from the Associate Vice President, Academic.

Motion :

That Senate approve the recommendation from the Senate Committee on University Priorities to implement the Action Plan for the Department of Philosophy that resulted from its External Review.

Following the review team's site visit the report of the External Review Team* for the Department of Philosophy was submitted in May 2009.

After the Report was received a meeting was held with the Dean of Arts & Social Sciences, the Department of Philosophy and the Director of Academic Planning (VPA) to consider the recommendations. The Department then prepared an Action Plan based on the Report and these discussions and submitted it to the Dean who endorsed the Action Plan on November 30, 2009.

The Review Team members stated that the Department of Philosophy has long been a significant presence on the Canadian philosophical scene with a reputation for its work in philosophy of mind and language, logic, cognitive science and ethics.

SCUP recommends to Senate that Department of Philosophy be advised to pursue the Action Plan.

Attachments:

1. Department of Philosophy External Review - Action Plan
2. Department of Philosophy External Review Report

External Review Team:

Samantha Brennan (Chair) – University of Western Ontario
Mark Rollins – Washington University in St Louis
Bruce Hunter – University of Alberta

CC L Cormack - Dean, Arts & Social Sciences
L Shapiro – Chair, Department of Philosophy.

EXTERNAL REVIEW – ACTION PLAN

Unit under review PHILOSOPHY	Date of Review Site visit 25-27 March 2009	Responsible Unit person, Lisa Shapiro	Faculty Dean Lesley Cormack
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***Note:** It is not expected that every Recommendation made by the Review Team needs to be included here. The major thrusts of the Report should be identified. Some consolidation of the Recommendations may be possible while other Recommendations of lesser importance may be excluded.*

External Review Recommendation	Unit's response notes/Comments (if any)	Action to be taken	Resource implications (if any)	Expected completion date
<p>1 The Department should reconstrue its historic area of strength in cognitive science as 'metaphysics/epistemology plus' -- broadly construed to include philosophy of cognitive science, philosophy of mind, and philosophy of language -- to reflect departmental realities better, and should target it as an area to be solidified and enhanced, which still leaving the Department in a position to provide support to the Cognitive Science programme.</p>	<p>The Department agrees with this recommendation, and indeed already does conceive of itself in this way. The Department takes this recommendation, along with the reviewers' noting two other departmental strengths, to support the articulation of our departmental identity in the Three Year Plan as a tightly knit constellation of three strengths, evidenced in teaching (both undergraduate and graduate) and research: Ethics, History of Philosophy, and what the reviewers term Metaphysics/Epistemology Plus. In our recent three year plan, we articulate our departmental identity in greater detail. Briefly, our research focuses on the central question of how to reconcile key normative dimensions of human life with a scientific understanding of the world.</p>	<p>none</p>	<p>none</p>	

<p>2 Staffing needs</p> <p>(1) University administration should take advantage of the opportunity to secure the promised foreign natural spousal hires ; , in addition to its new hire (Andersen). This will secure the services of three junior scholars, all apparently very impressive on paper, working in areas close to the department's traditional areas of research and collaborative activity, and will bring the overall complement of continuing faculty to 14, thereby allowing it to deal with the main problems in the delivery of its graduate and undergraduate programs.</p> <p>(2) If the services of ' cannot be secured, the Department should be given a position, preferably upgraded, in the area we call 'epistemology/metaphysics plus,' thereby also bringing its complement to 14 continuing faculty.</p> <p>(3) The Department should seek to fill its next position, when</p>	<p>The Department fully endorses this set of recommendations. We very much appreciate the limits of the financial situation of the University, and we have been and continue to be very willing to take advantage of the opportunity to make spousal hires.</p> <p>While the Reviewer's Report is clear that Philosophy should have a continuing faculty complement of 14, considering the recommendations concerning the graduate, and to some extent the undergraduate, programmes helps in understanding why they so forcefully recommend this.</p> <p>It is hard to articulate these reasons in this format, and so we append a larger discussion to this document in Appendix A.</p>	<p>(1) Should the targeted hire of fail, we will ask for an LTA for the 2010-11 academic year, with approval to search for a CFL position to start Fall 2011. [At the time of this writing, the hire of has failed, and we have asked for a position.]</p> <p>(2) While we wait for arrival in Fall 2012, we request an LTD to support programming in the interim.</p>	<p>(1) An LTD or/and CFL</p> <p>(2) LTD, followed by a CFL in 2012 (NOTE: CFL for 2012 has already been approved as a spousal hire of ')</p> <p>(3),(4) Replacement positions for any retirements.</p>	<p>(1) Fall 2010 or Fall 2011</p> <p>(2) Fall 2012</p> <p>(3),(4) Upon any retirements within the department</p>
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<p>available, in the History of Philosophy, preferably in an area, e.g. the history of ethics, which both complements current strength in the history of philosophy and its other strengths, and strengthens its position for collaboration in research and teaching with other programmes in the university.</p> <p>(4) Current faculty members should be replaced, upon retirement, to maintain a continuing faculty complement of 14.</p>				
<p>3 Graduate and Upper Division Course Offerings</p> <p>(5) The Department should restrict the number of graduate student directed readings extra to load, either to one per faculty member per year, or to one per graduate student during the course of his or her programme.</p>	<p>The Department endorses recommendation (5), and will opt to limit the number of directed readings any given student can take. We also endorse recommendation (6). In order for students to complete their degrees in a timely way, if we limit directed readings, we must offer some additional graduate level courses, i.e., 400/800 level courses. Doing so will also serve our undergraduate majors, as they now require a 400-level course to</p>	<p>(5) Implement departmental policy regarding number of directed studies each graduate student is permitted to take to satisfy his or her degree requirements.</p> <p>(6) In order to achieve the additional graduate</p>	<p>See (1)-(4) above. To successfully implement this recommendation the Department requires additional 2 CFL staff to ensure that both Undergraduate and Graduate courses offerings are at a sufficient level to ensure</p>	<p>See (1)-(4) above</p>

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<p>(6) The Department should use some of the additional teaching capacity from its expected new appointments to put on more classes at the 400 and 800 levels.</p>	<p>satisfy the major requirements (while also satisfying their upper division W requirement). It is important to note that these recommendations do not target the overall quality of either the graduate or undergraduate programs, but rather aim to sustain that quality.</p> <p>In Appendix A, we provide additional discussion of the challenges, and indeed impossibility, of meeting these recommendations given our current staff.</p>	<p>courses and 400-level undergraduate courses recommended, the department requires a faculty complement of 14 CFL. At the very least we need support in the form of temporary instruction budget to replace course release and study leaves, and ideally we would be able to hire LTDs until we reach our full faculty complement of 14.</p> <p>The Undergraduate Curriculum Committee will review the curriculum to see if additional efficiencies can be found</p>	<p>timely degree completion.</p>	
<p>4 Research Productivity (7) The Department should undertake a planning process, under the guidance of the Chair, to determine what it wants to be and do in five years. (8) The Department should set itself a target for SSHRC SRGs, e.g., 1/3 of graduate faculty, and the Chair should indicate to incoming junior</p>	<p>(7) As the reviewers note, various departures (Jeff Pelletier, Oliver Schulte) and health issues have compromised the research profile of the department. While some members do have active research programmes, a number of members' research efforts need invigoration. (8) The Department wants to emphasize that holding of research grants is but one of several equally valid measures of research success in our discipline (and</p>	<p>(7) The Department will define its 'identity' in its 3 year plan. The Chair will mentor new faculty, and work with continuing faculty to set targets and develop strategies for achieving them. The Chair will also aim to identify and nurture departmental strengths that emerge</p>		<p>(7) Fall 2009 and Fall 2014 (8) Fall 2014</p>

<p>faculty Department expectations of application, assigning them mentors from successful grant applicants in the department to advise them on their applications.</p>	<p>indeed, in many disciplines in Arts and Social Science), and indeed grant holding is not even typically taken to be the principal measure of success. Nonetheless, the Department supports this recommendation as a way of strongly encouraging faculty to apply for SSHRC funding, and notes that preparing a SSHRC application can help in focusing research aims. Additionally, it notes that younger scholars have an advantage in applying for SSHRC funding, and the Chair will both encourage and mentor new faculty on the application process. However, since the results of competitions are not predictable, we want to emphasize that the percentage of faculty holding grants is a <i>target</i>.</p>	<p>or solidify.</p> <p>(8) Faculty will be encourage to apply for SSHRC grants, with a goal of having 1/3 of faculty (currently 4) either hold grants or apply.</p>		
<p>5 5 Senior Lecturer Replacement The Department should consider a regular tenure track replacement for Dr. Horban, when he retires, in order to bring it in line with other research universities and SFU's goal of being a research intensive university.</p>	<p>The Department believes this issue neither has to be nor <i>ought</i> to be addressed now. As our senior lecturers retire, the Department can, <i>at those times</i>, consider what sort of replacement position would best serve the long-term interests of the Department. It should be noted that the department as a whole very much appreciates the choice SFU has made to have teaching appointments. Permanent lecturer positions provide a distinct advantage not only to the lecturers, who have job security and full benefits, but also to departments and students to whom lecturers afford consistency in both course offerings and high quality instruction.</p>		<p>Upon the retirement of Peter Horban, the Philosophy Department will require either an Assistant Professor or a Permanent Lecturer as a replacement position.</p>	<p>Upon the retirement of Peter Horban</p>

<p>6 The reviewers mention a number of issues involving criteria used in salary review (see I(c), II(i), III(i), and IV(b)).</p>		<p>The department will undertake a review of its policies regarding tenure, promotion and salary review in Fall 2009. Any revisions to the expectations will be applied in the biannual review of the cohort in January 2011.</p>		<p>December 2009</p>
<p>7 The reviewers recommend that FASS should establish a number of awards for undergraduate teaching, and the University should consider establishing teaching awards for different kinds of teaching and different categories of teachers.</p>	<p>While not within our purview, the department concurs with this recommendation.</p>			
<p>8 The external reviewers found "the MA programme [proposed for Surrey] in professional and applied ethics innovative and well thought out, and the certificate programme a good idea."</p>	<p>Funding for the proposed Surrey programme was frozen, and so MA programme there has been put on hold. However, we note that the VPA's recently announced strategic plan emphasizes the place of ethics and citizenship, as well as relevance and community involvement, in SFU's educational mission. A programme in Professional Ethics would fit perfectly into this part of the strategic plan. Additionally, this programme, and an associated Centre,</p>	<p>Philosophy will propose an Undergraduate Certificate in Ethics.</p> <p>Philosophy will work with the Dean of FASS to collaborate with other faculties, including Business, FHS and Environment, to conceive and initiate a</p>	<p>Coordination with FASS and other faculties to conceive of and fundraise for a Centre for Ethics.</p>	<p>Certificate Program will be proposed in 2009-10 academic year.</p> <p>Timeframe for Centre for Ethics will depend on</p>

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	would allow for a central core through which applied ethics courses associated with the new Faculties (i.e., Environmental Ethics, Health Care and Biomedical Ethics, and Ethics and Technology) could be taught.	Centre for Ethics.		cooperation of others.
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The above action plan has been considered by the Unit under review and has been discussed and agreed to by the Dean.

Unit Leader (signed) Name <i>[Signature]</i> Title <i>Associate Prof and Chair of Philosophy</i>	Date <i>30 Nov 2009</i>
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Dean's comments and endorsement of the Action Plan :

The external review team assembled to evaluate the Department of Philosophy has done a full and exemplary job of appraising the strengths and weaknesses of the Department, as well as providing thoughtful suggestions for the future. I am in broad agreement, both with the external review and with the Department's response. Let me take the main points in order.

1) I leave it to the Department to decide what areas of strength would best develop their research and teaching programs. The idea of a 'metaphysics/epistemology plus' area fits well within the areas of strength already established in the Department and will provide a good focal point for much of their research. I also agree with the external review team's assessment that history of philosophy is an area of strength for SFU and one where we could make a strong national and international showing.

2)-5) Staffing. I have been delighted to facilitate the hiring of Holly Andersen in the past year. I know her participation will be significant to the Department. I am also pleased to have secured the funding for 2 spousal hires in the next 2 years. I have been working with the Chair and the Department to make these hires happen and I am hopeful that they will be successful. If _____ does not come, we will do our best to provide the position in another form. In the case of _____, however, there is no funding available in advance of his taking up the position and so a Limited Term may not be possible.

6) and 7) Teaching capacity. I am in complete agreement with both the external review and the Department's response. However, FASS has no

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temporary instruction budget and therefore is not able to replace faculty on study leave or administrative duties in any departments. This is also true for replacing a course release for the graduate chair. At the moment, FASS does not have the resources to replace this teaching.

8) Research. The 3-year plan was a good first step in planning for the Department and I encourage them to take up the external review recommendation to think carefully about their 5 year plan especially in research. I also encourage the Department and the Chair to continue to think of ways to reengage faculty members whose research programs have stalled.

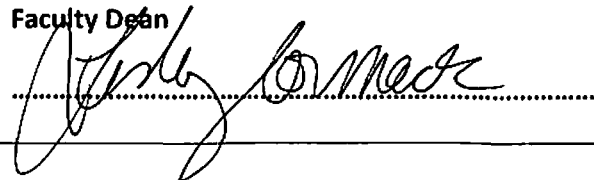
9) Given that SSHRC funding is important not just for the researcher, but for the graduate students who can be funded and for research funding more generally in the Department, I agree with this recommendation. In making this recommendation, I recognize that input measures are only one (and not the best) measure of research productivity and success. FASS will be working with department chairs and directors to develop more robust output measurements in the coming year.

10) Replacement for Dr. Horban. I leave this to the Department, as the time approaches, to consider this recommendation and I neither agree nor disagree. Much will depend upon circumstances at the time of this decision, both in terms of funding and teaching capacity, and research directions and productivity.

There are several recommendations that speak to the need for a robust salary evaluation, taking into account all three areas of teaching, research, and service. While I believe that this is generally the case already, I applaud Philosophy's decision to work on this area, and will work with them to ensure that excellence in all three areas is appropriately rewarded. After some delay, the Faculty of Arts and Social Sciences Teaching awards will be proceeding in Spring, 2010, thereby fulfilling one of the other recommendations of the review.

Finally, I would like to note that, although the funding for a Surrey program in applied ethics has probably disappeared for any foreseeable future, FASS is working with Philosophy to conceptualize a centre for Applied Ethics, or Ethics in the professions. We will be working with the faculties of Business, Health Sciences, and Environment especially in order to make use of synergies in these areas.

Faculty Dean



Date

30 Nov, 2009

APPENDIX A

The External Review recommends strongly that Philosophy have a faculty complement of 14, rather than our current 12. This Appendix aims to explain that recommendation.

As evidenced in the table below In order to mount *simply* a bare bones set of undergraduate courses (i.e., with any general education courses offered only at SFU Vancouver and Surrey where they can still be taught by sessionals), allowing for course releases to the Chair (2) and Grad Chair (1; see IV(a) below), and *not* allowing for any study leaves, we require a faculty complement of 12, two of whom are Senior Lecturers, which is our current size. At this size, *without allowing for study leaves*, we can add two graduate courses.

The problems begin to arise as soon as study leaves are allowed for. Allowing for one study leave a year, we require a complement of 13, and allowing for two study leaves a year (reasonable enough in a department this size), we require a complement of 14. And again, this is teaching only a 12 bare bones undergraduate curriculum and adding only two graduate courses.

The reviewers recommend we add additional graduate and 400-level courses, both to relieve the pressure on faculty of offering multiple directed studies in addition to load and to improve the graduate program. Currently, we do not have the capacity to offer additional graduate level courses. To add an additional 1-2 graduate courses a year, as the reviewers recommend in their more detailed discussion, would require a faculty complement of 15.

9. These data reveal just how thinly stretched the department is: **we are operating at super-maximal efficiency, and have absolutely no room for expansion.** With our current faculty complement it is *unavoidable* that a significant number of graduate students will have to complete directed reading courses simply to complete their degrees in a timely manner while focusing on an area of interest.

We anticipate the loss of budget for temporary instruction to impact us quite hard, in terms of being able to allow both for well-deserved study leaves and regular offerings of undergraduate courses. Indeed, the reviewers note that this is a 'source of stress' and 'seriously jeopardizes the vitality and diversity of the programme.' To try to manage this pressure, and to see if there is a way to offer additional graduate courses with current staff, while allowing for study leaves, the Undergraduate Curriculum Committee will review the curriculum to see if additional efficiencies can be found.

Moreover, it is worth noting that any new course offerings must be viable in terms of enrolments. But to have sufficient students registered in the 3-4 additional graduate courses the reviewers recommend, we would need to increase the number of students in our graduate program, and be able to support them financially. Second, as already noted above, our current faculty complement (even with the arrival of Andersen) is insufficient to our graduate program as it currently stands. In order to mount two additional graduate courses, we would need not only the two additional faculty required to maintain a program of our current size but also at least one more, for a complement of 15. See the table below for further detail.

Bare Bones Course Offerings with Assessment of Staffing Requirements

Total number of courses at Burnaby	47.5		
Total number of tt faculty and no admin release		11.875	
Adjustment for senior lecturers (2 Senior Lecturers = 3.25 tt faculty)		10.625	(10.625 tt faculty plus 2 SR Lec)
Total number of faculty and admin release (Chair 2, Grad Chair 1)		11.375	(11.375 tt faculty plus 2 SR Lec)
Addition of 2 Graduate courses	49.5	11.875	(11.875 tt faculty plus 2 SR Lec)
Allowance for 1 faculty study leave per year		12.875	(12.875 tt faculty plus 2 SR Lec)
Allowance for 2 faculty study leaves per year		13.875	(13.875 tt faculty plus 2 SR Lec)
Addition of 1 Graduate courses,bringing total to 3		14.125	(14.125 tt faculty plus 2 SR Lec)
Adding yet another Graduate course, bring total to 4		14.375	(14.375 tt faculty plus 2 SR Lec)

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	frequ ency	enrol/yr	tt faculty
001 Critical Thinking Q	3	900	0.75
100 Knowledge & Reality W	3	725	0.75

110 Intro to Logic & Reasoning Q	3	425	0.75
120 Facts and Values W	3	525	0.75
144 Intro Phil of Natural & Soc. Sci B	2	150	0.5
150 Hist of Philosophy I B	2	90	0.5
151 Hist of Philosophy II B	1	35	0.25
201 Epistemology	2	70	0.5
203 Metaphysics	2	70	0.5
210 Natural Deductive Logic Q	2	85	0.5
214 Axiomatic Logic	1	10	0.25
220 State and the Citizen			
231 Selected Topics			
240 Philosophy of Religion	0.5	35	0.125
241 Philosophy in Literature	1	35	0.25
242 Philosophy of Art			
280 Intro to Existentialism	1	35	0.25
300 Intro to Philosophy			

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lower division totals	26.5	3190	6.625
302 Topics in Epistem and Meta	1	35	0.25
314 Topics in Logic I	1	5	0.25
320 Social & Political Philosophy	1	35	0.25
321 Moral Issues and Theories	1	35	0.25
322 History of Ethics	0.5	17.5	0.125
331 Selected Topics	1	35	0.25
332 Selected Topics	1	35	0.25
333 Selected Topics	1	35	0.25
341 Philosophy of Science	1	35	0.25
343 Philosophy of Mind	1	35	0.25
344 Philosophy of Language I	1	35	0.25
350 Ancient Philosophy	1	35	0.25
352 17 th Century Philosophy	1	35	0.25
356 18 th Century Philosophy	1	35	0.25
357 Topics in History of Philosophy	0.5	17.5	0.125

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300 level totals	14	460	3.5
421 Ethical Theories	0.5	10	0.125
435 Selected Topics	1	15	0.25
444 Philosophy of Language II	0.5	7.5	0.125
451 Kant	0.5	7.5	0.125
455 Contemp Issues in Epist & Meta	0.5	7.5	0.125
467 Seminar II	2	30	0.5
477 Honours Tutorial			
478 Honours Tutorial II I			
8XX	2	25	0.5
400 plus grad totals	7	102.5	1.75
	47.5	3752.5	11.875

Report of The External Review Team

Department of Philosophy

Simon Fraser University

I. EXECUTIVE SUMMARY:

We, the members of the External Review Team, visited Simon Fraser University from March 25-27, 2009, and, together with Gordon Myers, Chair of the Department of Economics at Simon Fraser University, met each member of the academic and non-academic staff individually, as well as groups (self-selected) of undergraduate students and graduate students. In addition, we met the Chair of the Department of Philosophy at the University of British Columbia, the Director of the Cognitive Science Programme, SFU library representatives, and senior administrative staff at Simon Fraser. We very much appreciated the friendliness and cooperation we received from everyone we met, as well as the help we received from Dr. Myers and Bal Basi throughout our visit.

The Philosophy Department at Simon Fraser has long been a significant presence on the Canadian philosophical scene, relative to its small size, with a reputation for its work in philosophy of mind and language, logic, cognitive science, and ethics. More recently, it has acquired distinction in the history of philosophy. It has also been a leader within Simon Fraser University itself, e.g. in developing the programme in cognitive science, and in stepping up to develop courses satisfying university breadth, quantitative, and, especially, writing, requirements. Creating and fine-tuning courses satisfying these requirements have clearly been a major focus of department efforts in recent years, along with more than doubling the size of the graduate programme. Thriving enrolment in both its undergraduate and graduate programmes testifies to its success in these endeavours and to the overall quality of its teaching

However, recent retirements and health issues have seriously affected its research, teaching, and service capacities and performance. In addition, although we recognize that there will always be differences in research productivity among faculty members, there has been a recent tailing off in research performance by too many mid-level faculty due to a multitude of factors, some of which may be solved by modest increased faculty numbers, some changes to department and institutional procedures and practices, and a more explicit overall department plan with reference to which individual department members reinvigorate careers. Although we don't see the department as "at risk" at this point, it has the potential to be "at risk" if its position were to further deteriorate. At the same time, we think that very little, beyond what seems to be already in the works or promised, may be needed, to restore its historical prominence, and, indeed, bring it to even greater institutional, national, and international prominence.

We have ten main prioritized recommendations, together with a number of specific prioritized recommendations under each area on which we were asked to comment, all of which we discuss in context in the main body of the report.

- (1) The Department should reconstrue its historic area of strength in cognitive science as 'metaphysics/epistemology plus'----broadly construed to include philosophy of cognitive science, philosophy of science, philosophy of mind, and philosophy of language---to reflect departmental realities better, and should target it as an area to be solidified and enhanced, while still leaving the Department in a position to provide support to the Cognitive Science programme.
- (2) University administration should take advantage of the opportunity to secure two promised foreign national spousal hires (Begby and Nanay), in addition to its new hire (Anderson). This will secure the services of three junior scholars, all apparently very impressive on paper, working in areas close to the department's traditional areas of research and collaborative activity, and will bring the overall complement of continuing faculty to 14, thereby allowing it to deal with the main problems in the delivery of its graduate and majors programme.
- (3) If the services of Nanay can't be secured, the Department should be given a position, preferably upgraded, in the area we call "epistemology/metaphysics plus", thereby also bringing its complement to 14 continuing faculty.
- (4) The Department should seek to fill its next position, when available, in the History of Philosophy, preferably in an area, e.g. the history of ethics, which both complements its current research strength in History and its other research strengths, and strengthens its position for collaboration in research and teaching with other programmes in the university.
- (5) Current faculty members should be replaced, upon retirement, to maintain a continuing faculty complement of 14.
- (6) The Department should restrict the number of graduate student directed readings extra to load, either to one per faculty member per year, or to one per graduate student during the course of his or her programme.
- (7) The Department should use some of the additional teaching capacity from its expected new appointments to put on more classes at the 400 and 800 levels.
- (8) The Department should undertake a planning process, under the guidance of its Chair, to determine what it wants to do and be in five years.
- (9) The Department should set itself a target for SSHRC SRGs, 'e.g. 1/3 of graduate faculty, and the Chair should indicate to incoming junior faculty Department expectations of application, assigning them mentors from successful grant applicants in the department to advise them on their applications.
- (10) The Department should consider a regular tenure track replacement for Dr. Horban, when he retires, in order to bring it in line with other research universities and SFU's goal of being a research intensive university.

II. SPECIFIC RECOMMENDATIONS IN ORDER OF PRIORITY WITHIN TOPIC:

Undergraduate Programme and Teaching

- (a) The Department should agree on rough expectations for normal 2-2 teaching with respect to numbers of students (within a range) and kind of classes, including equivalences when some teaching is large class lecture/tutorial instruction.
- (b) In the absence of any agreement on the latter, department expectation should be that every regular faculty member will be rotated over time through some large 100 level class or other, in the absence of volunteers.
- (c) Receipt of a major teaching award should be a ground, *ceteris paribus*, for extra incrementation, and, even in the absence of an award, outstanding teaching over an extended period of time should be rewarded with extra incrementation, even if not on a biannual basis.
- (d) FASS should establish a number of awards for undergraduate teaching, and the University should consider establishing teaching awards for different kinds of teaching and different categories of teachers.
- (e) The department should seek to ensure that some additional capacity that expected new faculty members bring is devoted to the 400 level, with at least one 400 level class per year that isn't cross listed, and 3-4 400/800 cross listed classes each term.
- (f) The department should seek to retain the services of a Lecturer with at least part time responsibilities for mentoring and supervising tutors.
- (g) Instructors in 100 level classes should forward the names of their best students (perhaps B+ and above) to the Undergraduate Advisor, and signed letters should be sent to these students by the Advisor, inviting them to consider a major in Philosophy, and to consult with him or her (if this is not already done).
- (h) Academic departmental undergraduate advisors should have ready access to the files of students whom they are advising.
- (i) The department should consider reducing and streamlining its logic offerings, department and university constraints permitting, with content adjusted (moved up or down), and an appropriate requirement for majors found in the streamlined sequence.
- (j) The department should discuss the pros and cons of moving its History of Philosophy I and II to the 200 level.
- (k) The department should consider the possibility of encouraging current or new faculty members to develop courses in Feminist Philosophy and Environmental Philosophy, perhaps to be taught alternatively with other non-core courses.

- (l) The SFU undergraduate student association should be encouraged to stage an undergraduate conference with UBC students, or to participate in the Prairie Undergraduate Student Association conferences.

Graduate programme and teaching:

- (a) So long as the graduate programme remains at its current size, the department should maintain its planned continuing faculty complement of 14, with current members replaced, upon retirement, to maintain that number.
- (b) The department should institute one of the following rules: (1) a faculty member may offer only one extra to load directed reading course for graduate students per year, OR (2) a graduate student may take no more than one directed reading during his or her programme.
- (c) The department should ensure that some of the additional teaching capacity its expected new faculty bring is devoted to graduate level seminars, so that each major term 3-4 cross listed 400/800 level seminars are offered, and two in the summer term, in addition to the pro-seminar and two pure graduate joint seminars with UBC.
- (d) The department should set a target for students supported by SSHRC research assistantships, e.g. 3-4, and seek to direct RA funding to students over the summer when possible, depending on researcher needs.
- (e) The department (especially its Graduate Chair) should monitor graduate student programmes, and mentor students appropriately, to ensure that M.A. students take no more than 2 years to complete their programmes.
- (f) The department should ensure that graduate student programmes contain a research component that satisfies university expectations for significant research project, whether that be a MA Project, or in some cases, a Thesis project, while still ensuring that students have a polished writing sample for application to Ph.D. programmes.
- (g) On an annual or bi-annual basis, the Chair should formally solicit suggestions from graduate faculty for graduate (and senior undergraduate) seminars, and make decisions in consultation with the Graduate and Undergraduate Chairs, with input from the Department Manager concerning scheduling and time tabling issues.
- (h) The Graduate Chair should advise students about possibilities of supervision for their research project, while recognizing that (normally) students (and supervisors) must be free to make these decisions.
- (i) The Department Chair should recognize extraordinary supervisory duties or other teaching duties over time, *ceteris paribus*, in increment recommendations or occasional adjustments to teaching load.

- (j) Graduate students must log the hours they work as a TA to determine whether they are working more than the 210 hours in order to allow instructors, and the Graduate Chair, to monitor their workload

Research:

- (a) The Department should reconstrue its historic area of strength in cognitive science as 'metaphysics/epistemology plus' so as to reflect departmental realities better, and should target it as an area to be solidified and enhanced, while still leaving the Department in a position to provide support to the Cognitive Science programme.
- (b) The department and university should capitalize on the opportunity to secure the spousal recruitment of _____, in the thought that severe constraints on university resources make it important to act strategically, as long as the candidate has a strong research profile and fits well, as _____ appears to do, and the department should be granted a position, preferably upgraded, in 'metaphysics/epistemology+' if the targeted hire of _____ fails.
- (c) The department and university should capitalize on the opportunity to secure the spousal recruitment of _____, and consider ways of developing its strength in ethics further, partly for the sake of university wide interdisciplinary initiatives, but also as a way of developing an area which is underrepresented in UBCs philosophy department.
- (d) The department should capitalize on its research strength in the history of philosophy by adding a position in this area, e.g. perhaps a position in the history of ethics, when retirements permit, that complements current strength in the history of philosophy as well as other strengths in the department,.
- (e) The Department should undertake to form a plan, under the guidance of its Chair, laying out what it wants to do and be in five years, with reference to which individual faculty members may reinvigorate their careers.
- (f) The Department should set itself a *target* for SSHRC Standard Research Grants held in the department at any given time, e.g. 1/3 of graduate faculty, indicate expectations of SSHRC application to incoming faculty, and use successful departmental applicants to mentor new applicants.
- (g) The Chair should make clear to new faculty members expectations of research in a research intensive university, and mentor---or appoint mentors---appropriately.
- (h) The Chair, with the Dean's support, should use the increment system to reward research that exceeds expectations, and indicate with increment recommendations less than 1 where research over a period of time doesn't meet expectations, even when overall performance in other areas is clearly satisfactory or better.
- (i) In cases where research seems permanently stalled, the Chair, with the Dean's support, might suggest that a faculty member consider a more teaching intensive workload.

Administration:

- (a) The Graduate Chair should be given course release of one semester course per year (for a 2-1 load).
- (b) Just as outstanding teaching demonstrated over a substantial period of time, even in the absence of teaching awards, should be recognized cumulatively in increment recommendations, so should administrative service that is well over and beyond the norm, when it isn't otherwise compensated for.
- (c) Responsibility for student advising and course offerings ought to be made clear to students and faculty members.
- (d) The Department should undertake to revise its webpage and keep it up to date, under the direction of the department manager.

Environment and atmosphere:

- (a). Although the Senior Lecturers are doing an excellent job currently, the Department should consider replacing them, as they retire, with regular tenure track faculty members for whom research is an expectation
- (b) The Chair should seek to make clear to department members the principles at work in decisions at the departmental level, routine and otherwise, and, when possible, in decisions at the higher levels of administration, that affect all members of the department.

III. RATIONALE FOR RECOMMENDATIONS:

UNDERGRADUATE PROGRAMME AND TEACHING

The overall quality of undergraduate education is clearly high, and the department has been active in extending its undergraduate teaching reach beyond the SFU campus to Fraser International and plans for the Surrey campus.

Enrolments at the 100-300 level are clearly thriving, a testament to the overall quality of teaching. A great deal of care has gone into the construction of its 100 level classes, including those that meet university writing, breadth, and quantitative requirements.

Philosophy develops, in part, by responding to and critically reflecting on developments in the sciences and other areas of culture and society, and this allows it to be a bridge between Arts departments and between the Arts and Sciences. However, philosophy is also a Humanities discipline that is defined, in part, by critical reflection on a very long, constantly renegotiated history of texts, and that accordingly prizes and cultivates especially rigorous forms of critical reading, analysis, and written and oral expression. All philosophy classes, apart from Logic classes, therefore involve writing argumentative essays and essay exams. This is a key element of Philosophy's teaching mission and is intrinsic to the discipline, not just a desirable "add-on".

The problem is how to satisfy student demand, given these requirements and the constraint of limited faculty numbers. The department has chosen to combine intermediate sized classes, mostly at the 200-300 level, taught and graded entirely by their instructor, with large classes, mostly at the 100 level, with an instructor taught lecture component and a tutorial component, taught and graded by teaching assistants who are mentored and supervised by course instructors and by a Lecturer shared with FASS who specializes in tutorial instruction.

This is a reasonable solution, with the work of the tutorial specialist Lecturer position especially noteworthy in comparison with other universities. Philosophy 100 level classes are among the toughest in FASS, but this is typical in other universities as well, and probably shouldn't be an excessive concern. Somewhat surprisingly, none of the majors we interviewed complained about the size of the 100 level classes. Although future majors hardly form a representative sample of these classes, this is still some testament to the quality of the teaching in these classes, and to the care which is put into their design and delivery.

RECOMMENDATION: The department should seek to retain the services of a Lecturer with at least part time responsibilities for mentoring and supervising tutors

The requirements for a major in philosophy are demanding, with respect to both number and breadth of courses required. That clearly prepares students well for placement in graduate school. Yet, overall majors numbers are very solid, more than some even larger philosophy departments, but smaller than others.

(i) Mentoring

Students also seemed a bright, reasonably content group, who felt that their teachers were approachable and cared about them. There is merit in having majors' programmes reviewed by continuing non-academic personnel who often understand the requirements for a major, and overall degree requirements, better than frequently changing academic advisors, and can advise students appropriately, and this was appreciated by undergraduates. However, there is also an important place for regular academic advising by academic staff, as part of overall academic mentoring for undergraduates. Certainly, academic advisors need to have ready access to undergraduate records to do so.

RECOMMENDATION: Instructors in 100 level classes should forward the names of their best students (perhaps B+ and above) to the Undergraduate Advisor, and signed letters sent to them from the Advisor inviting them to consider a major in Philosophy and to consult with him or her (if this is not already done).

RECOMMENDATION: Academic departmental undergraduate advisors should have ready access to the files of students whom they are advising.

(ii) Curriculum

Majors students did express some concerns about the number and variety of 400 level classes available and expressed some desire for 400 level classes of their own that weren't cross listed. Cross listed classes are inevitable in a programme of SFU's size, but new faculty members might help the Department address both these concerns.

RECOMMENDATION: The department should seek to ensure that some of the additional capacity new faculty members bring is devoted to the 400 level, with perhaps one or even two pure 400 level classes per year that are not cross listed, and 3-4 cross listed classes each term.

Students suggested that 400 level course descriptions were publicized late, but that was contradicted by department administrators. We were also given the impression that, on rare occasions, what was being taught under a course title in a class bore little relation to what was normally thought to be the subject matter of the course and to what students might reasonably expect to be taught. If so, this needs to be looked into and corrected. In addition, some students complained about the logic requirement. This isn't an unusual complaint in other universities as well. Nonetheless, there did seem to be some peculiarities about the SFU logic offerings. There are two courses at the 100 level or below (Critical Thinking, Introduction to Logic) that seem to be non-formal or mostly non-formal, and so below the level typically required for a major. However, the two classes at the 200 level (210, 214) seem more advanced at this level, at least in the way they are often delivered, e.g. 210 often including meta-logic, than those typically required for majors in other universities, but one of which (210) is required by SFU.

We also were somewhat surprised by dedicated History of Philosophy classes at the 100 level that were also required for the major. We can understand the rationale of background in the history of philosophy for other 200 and 300 level courses, but the

relative difficulty of dedicated history of philosophy classes in comparison to other introductory classes might make them better placed at the 200 level, while being retained as majors requirements. Finally, although we were impressed by the broad and interesting variety of courses at the 200 and 300 level, and recognize the limitations faculty numbers put on department offerings, we noted two omissions of courses that are common nowadays in other universities and that might help to broaden Philosophy's role in the university: feminist philosophy and philosophy of the environment.

RECOMMENDATION: The department should consider reducing and streamlining its undergraduate logic offerings, department and university constraints permitting, with content adjusted (moved up or down), and an appropriate requirement for majors found in the streamlined sequence.

RECOMMENDATION: The department should discuss the pros and cons of moving its History of Philosophy I and II to the 200 level.

RECOMMENDATION: With additional faculty numbers, the department should consider the possibility of encouraging current or new faculty members to develop courses in Feminist Philosophy and Environmental Philosophy, perhaps to be taught in alternative years.

One source of stress for the undergraduate programme, due to the current financial situation at SFU and universities more generally, is the decision to cut temporary instructor budgets, even, it seems, when these funds are simply replacing regular faculty members on leave. This is certainly unfortunate. In the short run, it can be coped with by teaching non-core courses at the 200-300 level less frequently. However, in the long run, this seriously jeopardizes the vitality and diversity of the programme. It eliminates classes that often appeal to seniors from other disciplines. Thus, it eliminates courses that allow students from those disciplines to engage in philosophical reflection on issues that bear on their disciplines and that foster intellectual interaction between philosophy students and students in other disciplines in ways that can impact eventually on ways that philosophy students, instructors, and researchers conceive of their own discipline.

(iii) Student Activities

Students expressed considerable appreciation for Professor Jennings' assistance in staging undergraduate student colloquia at SFU. However, they also expressed some desire for the opportunity to present in a wider forum to undergraduates from other universities. Student conferences can be both educational and fun for undergraduates.

RECOMMENDATION: The SFU undergraduate student association should be encouraged to stage an undergraduate conference with UBC students, with support from SFU and the Department, or contact philosophy undergraduate groups in the Prairies to arrange participation in the Prairie Undergraduate Student Association conferences.

(iv) Workload and Reward

Concerns about equity in teaching responsibilities were raised by the Self-Study and in our interviews. These can seriously affect department morale. There are several issues here, some of which are addressed in our discussion of graduate programmes and teaching, and in our discussion of administration and environment.

However, an issue that directly concerns undergraduate teaching are variations in the number of undergraduate students taught and the kinds of classes taught. To address these, the Department needs to reach some agreement, with Chair advice, about what constitutes the normal expectations for those on a 2-2 load teaching classes they themselves grade entirely, with respect to student numbers (within a broad but acceptable range) and kinds of classes. Then it should determine rough equivalents---again within a range---for those whose teaching includes some large lecture/tutorial classes, with responsibility for mentoring tutors. If an agreement proves impossible, then department expectations for teaching need to include the expectation that each faculty member will be rotated over time through the large 100 level classes in the absence of volunteers.

RECOMMENDATION: The Department should agree about what constitutes normal but rough expectations of teaching with respect to numbers and kind of classes for 2-2 faculty teaching classes they alone grade, and then determine rough equivalences when some teaching is large class lecture/tutorial instruction.

RECOMMENDATION: In the absence of any agreement about the latter, department expectation should be that every regular faculty member will be rotated over time through some large 100 level class or other, in the absence of volunteers.

In addition, several faculty members indicated that teaching didn't really matter in faculty evaluation or factor into incrementation awards, but others denied this claim or expressed skepticism about it. This is something that needs to be made clear to faculty members by the Chair (and Dean). In any case, it is clear to us that outstanding teaching, all other things being equal, needs to be recognized.

RECOMMENDATION: Receipt of a major teaching award should be grounds, all other things being equal, for some extra incrementation, and, even in the absence of an award, outstanding teaching over an extended period of time should be recognized with extra incrementation, even if not on a biannual basis.

Finally, we noted with some dismay the absence of teaching awards at the Faculty level. These can be a valuable source of recognition for teaching. Even if they carry no monetary stipend themselves, they can be a basis for recognizing outstanding teaching in incrementation decisions, and serve as steps in identifying candidates for university and eventually national awards. As well, it might be useful for the university to consider a variety of awards at the university level that recognize different kinds of teaching.

RECOMMENDATION: FASS should establish a number of teaching awards, perhaps recognizing differences between regular tenure track faculty, permanent lecturers, and temporary instructors, and the University should consider establishing teaching awards

different kinds of teaching in addition to regular tenure track faculty, e.g. large class teachers or lecturers or graduate student tutors.

GRADUATE PROGRAMME AND TEACHING

The graduate programme has grown dramatically in recent years in overall numbers, with the main growth at the M.A. level, through a conscious department decision to concentrate its efforts at that level rather than on the Ph.D. The department is right to keep its Ph.D. programme for the reasons it indicates, but, so long as graduate faculty numbers remain below 13-14, it is probably wise to concentrate on the M.A.

The M.A. programme is well designed, with strong area requirements that prepare students well for further Ph.D. studies. The quality of the students is high, as evidenced by several external indicators. Application numbers are excellent, especially for a small programme. Professor Margaret Schabas, Chair of Philosophy at UBC, praised the quality of SGU graduate students and their performance in joint SFU/UBC seminars, comparing them well with UBC students, as did Professor Jeff Pelletier, former CRC at SFU, in informal comments to a member of the Review Team. Their views certainly fit the impression we gathered from our own conversations with SFU graduate students. Finally, the record of placement of M.A. graduates in leading Ph.D. programmes is very strong, as is the record for Ph.D. and M.A. SSHRC fellowships.

Nonetheless, there are some serious problems with the delivery of the programme, as noted in the Self-Study and conversations with the Review Team.

(i) Graduate Seminars and Directed Readings

The chief problem is the shortage of graduate seminars, in particular the shortage of cross-listed 400/800 seminars in a suitably wide range of areas, in addition to the two pure graduate seminars taught with UBC, and the pro-seminar.

The other side of the problem is the number of graduate course credits given through Directed Readings. (We do not know the extent to which graduate student culture at SFU might bear partial responsibility for this side of the problem, in addition to the shortage of seminars.) Graduate students do need to have the option to do some independent study in directed readings that allow them to pursue special research interests, but within limits, and without allowing graduate students to have “tailor-made” programmes. UWO and U of A, for example, normally restrict the number of permitted directed readings to one during the course of the programme. What is clear is that in a research intensive university, it is simply unacceptable that one third of graduate course credits is granted through directed readings, whether one-on-one, undergraduate lectures with extensive additional meetings with instructors, or small *pro bono* mini-seminars, all of which is extra to load for faculty members and takes away from their time for their own research.

Fortunately, a new hire and two planned spousal hires should put the department in a position to address these problems easily, so long as the new complement of 14 continuing faculty (12 graduate faculty plus 2 senior lecturers) isn't reduced by

retirements. Meanwhile, the department should consider putting on more graduate seminars even at the short term cost of putting on some 200-300 level classes less frequently.

RECOMMENDATION: So long as the graduate programme remains at its current size, current faculty members should be replaced, upon retirement, to maintain a continuing faculty complement of 14.

RECOMMENDATION: The department should ensure that some of the additional capacity its expected new faculty members bring is devoted to graduate level seminars, so that each major term 3-4 cross listed 400/800 level seminars are offered, and 2 in the summer term, in addition to the proseminar and 2 pure graduate joint seminars with UBC.

RECOMMENDATION: The department should institute one or other rule: (1) a faculty member may offer only one graduate student directed reading per year OR (2) a graduate student may take no more than one directed reading in the course of his or her programme.

We recognize how last minute contingencies can affect graduate offerings and thus think it appropriate for exceptions to be made occasionally to these last two recommendations.

Graduate instruction also serves a valuable role in fostering faculty research projects, and the assignment of graduate courses should be made with this in mind, as well as helping graduate and senior undergraduates satisfy their requirements.

RECOMMENDATION: On an annual or bi-annual basis, the Chair should formally solicit suggestions from graduate faculty for 800 and 400/800 level assignments, and make decisions in consultation with the Graduate and Undergraduate Chairs, with input from the Department Manager concerning scheduling and time tabling issues.

We also think that these recommendations should make it unnecessary for graduate students to take more than the one 300 level class they are currently permitted, unless they are clearly "qualifying" students needing extra course work for their M.A, and think that these classes shouldn't be turned into "directed readings" courses.

These recommendations would go far to resolve what we see as the main issue concerning faculty teaching workload and equity in the department.

(ii) Supervisory Load and Reward

A less important issue, but a more difficult one to solve, concerns extra to load supervisions and differences in the numbers of supervisions. Sometimes, students may be unaware of supervisory possibilities in the department, and here the Graduate Chair may advise students. However, there will always be differences in supervision in universities--reflecting a number of factors, such as research prominence, charisma, the variable interest and trendiness of research areas, etc.---and students, ultimately, must be free to choose their supervisor. In universities with more than a 2-2 load, some of this extra work can be recognized with formalized procedures for course reduction, but part of the

justification for a 2-2 load is the recognition that graduate supervision is part of the normal responsibility of graduate faculty in research intensive universities.

Nonetheless, differences in supervisory load can and should be recognized over time by the Chair, *ceteris paribus*, in cumulative increment recommendations or adjustments to teaching, looking back at the record of a few years, but without formal rules.

RECOMMENDATION: The Graduate Chair should advise students about possibilities of supervision for their research project, while recognizing that (normally) students (and supervisors) must be free to make these decisions

RECOMMENDATION: The Department Chair should undertake to recognize extraordinary supervisory duties or other teaching duties over time, all other things being equal, in increment recommendations or occasional adjustments to teaching load.

(iii) Graduate Student Funding and Workload

Concerns were raised in the Self-Study and by graduate students about graduate student funding, and teaching assistants expressed concern to us about their tutor workload. However, we note that the per term rates cited by graduate students (roughly \$3000 plus tuition) seemed roughly equivalent to that provided by UWO and U of A and other Canadian universities to their M.A. students---but not to their Ph.D. students. (Moreover, M.A. students in some Canadian universities with large Ph.D. programmes receive limited funding.) However, cost of living in Vancouver may make the rates inadequate in ways we are not able to judge.

The more striking concern for graduate students thus was tutor workload, especially for writing intensive, W, courses. The number of tutorial students whom teaching assistants were responsible for marking per term seemed to be in the range of 50-60 students, which is higher than that for section leaders at UWO or U of A. However, it does seem SFU students are contractually required to work 15 hours per week as opposed to the 9-10 hours at UWO or U of A. We take this to be an issue for contractual negotiations between the SFU graduate student association and SFU administration and thus beyond our purview.

Students seemed unclear how many hours they were supposed to be working. They were convinced they were working many more hours than the 210 per semester for which they were paid. They also said they were afraid to formally complain since they'd be complaining to the people who would decide whether they got a TA-ship the next semester. Obviously this is not a happy situation. However, faculty members teaching the W courses were not convinced that TAs worked more than 210 hours a semester. Faculty told us that TAs were given log books in which to record their hours and that they expected students to let them know when they were close to running out of hours. Yet, none of the students we talked to actually kept track of their hours.

RECOMMENDATION: Graduate students must be required to log the hours they work as a TA to see whether or not they are working more than the 210 hours so that instructors and the Graduate Chair may monitor workload.

(iv) Times to Completion, Programmes, and Funding Mix

What is clear is that teaching assistant duties lead students to take 2 courses per term typically, rather than three, as a result of which their M.A. degree takes more than a year, even when they are not in the thesis stream, and in some cases cases, more than two. At first, this struck us as defeating the point of a non-thesis M.A. stream. However, we were convinced by faculty members and officers of the reasonableness of taking a second year for a M.A., even without a thesis, as a way of putting students in a strong position for further Ph.D. studies in other departments. Moreover, if students usually take only two courses per term, the department needs to offer fewer graduate seminars each term to provide students with adequate choice. (Three to four cross listed seminars together with one or two pure grad seminars, plus the pro-seminar, should be plenty.)

Yet, we do think the department should perhaps recognize more strongly that the M.A. in Canada often plays an important role in professional education as a stepping stone to careers outside academe. (Of course, the proposed Surrey M.A. programmes in professional ethics clearly recognize this role.) Moreover, for these students, among others, a thesis might be desirable as an indication of the ability to carry out research in public service or government, for example.

The problem of students taking more than two years to complete a M.A. is aggravated by the limited availability of teaching assistantships over the summer. The department needs to find a better mix of support from teaching assistantships, scholarships, and, especially research assistantships, while recognizing that teaching assistantships will remain the chief source of support, given the limitations of SSHRC funding for Philosophy

According to senior administration, the awarding of university fellowships to departments takes into account a number of factors: (a) total enrolment (b) the degree to which student programmes contain a significant research component, as part of the SFU goal of being a research intensive university (c) times to completion, and (d) meeting modest enrolment increase targets. It is important that the department takes these considerations into account in its graduate programmes, but we also think it feasible for it to do so while maintaining the overall character and vitality of its programmes.

RECOMMENDATION: The department (especially its Graduate Chair) should monitor graduate student programmes, and mentor students appropriately, to ensure that M.A. students take no more than 2 years to complete their programmes

RECOMMENDATION: The department should set a target for students supported by SSHRC research assistantships, e.g. 3-4, depending on the number of graduate faculty, recognizing that this figure is subject to fluctuation, and seek to direct RA funding and scholarships to students over the summer when possible.

RECOMMENDATION: The department should ensure that graduate student programmes contain a research component that satisfies university expectations for significant research project, whether a Thesis stream or a M.A. Project stream..

Finally, the Ph.D. programme is well thought out and allows for considerable individual attention, appropriate to a small programme. However, it does strike us that it could be streamlined in ways that hastened times to completion. For example, the department might consider requiring only six courses (rather than seven) beyond graduate courses previously taken for graduate credit at the M.A. level or equivalent. In addition, two attempts at each of three comprehensive examinations, and four for the Dissertation Prospectus, seems to allow for a very long programme. (This concern may be more potential than actual, and the Department may have a better sense of this than we do.)

RESEARCH

(i) Research Areas, Strengths, and Potential Directions

The department identifies three areas in which research is concentrated currently: (a) cognitive science related; (b) history; and (c) value theory. It should be noted that there are existing and potential connections across these areas that enhance them as defining *foci* for this department, for instance, in moral psychology and topics in the history and philosophy of science. In addition, history and value theory are generally recognized as essential areas of teaching and research in good philosophy departments. History figures less often than value theory as an area of particular strength. However, the solid research of faculty here make it a genuine pillar of the department and puts SFU in a position to achieve some distinction in this regard.

Philosophy at SFU also has an important history of work in cognitive science. Among other things, the Cognitive Science programme was founded by a member of the department, and Akins' expertise and potential was acknowledged by the substantial McDonnell Centennial award that has benefited SFU enormously in terms of graduate student support, visiting speakers, visiting professorships, and research connections with other universities.

However, various factors have conspired to weaken the connections to Cognitive Science, including departures and health problems. In addition, faculty on the ground in this area have not been very active in research in recent years. As a consequence, the department is not now in a position to provide leadership in the area, and the description of it as an area of current research strength is no longer as valid as it once was. We believe that, as Philosophy moves forward, this area should be redefined as "metaphysics/epistemology plus"---- broadly construed to include the philosophy of cognitive science, philosophy of science, philosophy of language, and philosophy of mind-- and it should be targeted as an area to be solidified and enhanced.

RECOMMENDATION: The Department should reconstrue its historic area of strength as 'metaphysics/epistemology plus' and target it as an area to be solidified and enhanced.

There are three reasons for this recommendation. (1) With this reconstrual, the department's profile becomes more consonant with the view held by many philosophers that strong departments are those with active faculty in Metaphysics and Epistemology. (2) At the same time, however, with cognitive science as a prominent aspect of the area,

the department remains in a position to provide substantial support to Cognitive Science now and to reclaim its leadership role in cognitive science in future years. Finally, (3) the recent appointment of Holly Anderson, who works on the causal structure of conscious agency, and the possible appointment of Bence Nanay, whose research is on perception, opens the door to developing a cohort of faculty whose work on certain aspects of knowledge, action, and mind overlaps, extends to other areas of strength in the department, and gives SFU a distinctive identity. In particular, the importance of questions about the foundations and methodology of cognitive science link it to philosophy of science in profitable ways, and, in addition to the fact that Nanay's interests in perception could complement that of Akins and Hahn, Nanay applies his research on this topic to issues in aesthetics, giving the department a resource that it does not presently have.

RECOMMENDATION: We thus encourage the department to capitalize on the opportunity to recruit Nanay, without wishing to specify how this area be built, in the thought that severe constraints on university resources make it important to act strategically, as long as the candidate has a strong research profile and fits well, as Nanay appears to do, and encourage the university to grant the department a position, preferably upgraded, in 'epistemology/metaphysics+' if the targeted hire of Nanay fails.

Moral philosophy is an area of considerable research strength at Simon Fraser University, with three philosophers working in his area. Zimmerman is a senior scholar with a solid and steady record of publication over a long period who works centrally in meta-ethics and theories of free will and moral responsibility and whose work is well known to other scholars in ethics. SFU also has two mid career scholars. Black works in social and political philosophy, and the history of ethics and political philosophy, as well as in ethics, and has a book length project on reasons to be moral. Tiffany works on human agency and reasons to be moral and a book length project in that area. With the publication of both books, SFU will establish itself as an important centre of research in ethics. Given the overlapping areas of research interest by these mid career scholars, they might consider submitting a joint application to SSHRC for research funding.

The overlap of the work of all three ethics researchers with the work of colleagues in philosophy of mind and moral psychology is a real strength of the department. As well, Shapiro's interests in feminist philosophy connects her teaching and research interests to the ethics stream. The links here might be developed further, should retirements occur, with an appointment in the history of ethics. In addition, an already slotted spousal hire in three years (Begby) works in the field of communicative ethics and draws on philosophy of mind and language to connect to traditions in continental ethics and political philosophy tradition. This will broaden further the department's research (and teaching strengths) in the area of ethics broadly construed, as well as adding to its strength in moral psychology. These are potentially exciting developments.

One area in which the department lacks strength in ethics is in normative ethics proper. However, the university recently hired an ethicist (Snyder) in the faculty of health sciences with a Ph.D. in Philosophy and publications in leading applied ethics journals---Black from Philosophy was on the hiring committee. Snyder's research on the nature of

ethical obligations to vulnerable populations broadens SFU's expertise in ethics considerably, and his connections with Philosophy should be strengthened for both his benefit and that of the Department.

RECOMMENDATION: The Department should seek to have Snyder cross appointed to Philosophy so as to be available to work with Philosophy graduate students, and explore the possibility of having Snyder teach a cross listed graduate seminar to enhance offerings for philosophy graduate students at SFU and UBC.

This strength in ethics allows SFU to bring something of considerable value to graduate level cooperation with the philosophy department of UBC. Ethics is central to a graduate level education in our discipline, and currently UBC is not in a position to offer ethics courses, or supervision in ethics, to its doctoral students. Moreover, it puts Philosophy in a strong position to contribute to research and teaching initiatives across campus that involve normative ethical and political issues.

RECOMMENDATION: The department should consider ways to develop its strength in ethics further, both for its ability to contribute to university wide teaching and interdisciplinary research initiatives, and as a way of developing an area which is underrepresented in UBC's philosophy department, as the UBC Chair independently confirms.

Black, we note, put considerable effort in developing a plan for developing applied ethics at the Surrey campus of SFU, including novel M. A. programmes in professional ethics. We applaud his work in this area and were sorry to hear that those plans have been shelved in the current financial climate. Should funding re-emerge for this plan, we encourage the department to follow through.

The department has recently gained considerable research strength and profile in the History of Philosophy, in particular ancient philosophy and early modern philosophy, with two scholars (Macpherran, Shapiro) who have very strong records of well placed publication and international conference participation. Although the history of philosophy may never be an area where most graduate students will be doing their primary research, SFU's profile in this area should over time increase the number of applicants wanting to work in this area. Moreover, instruction in the history of philosophy is widely regarded as essential for a strong undergraduate and graduate education. In addition, strength in the history of philosophy will put Philosophy in a position to engage with other units in the university concerned with cultural history, including the history of science, and issues about cross-cultural understanding.

RECOMMENDATION: The department should capitalize on its research strength in the history of philosophy by adding a position in this area, when retirements permit, that complements current strength in the history of philosophy, as well as other strengths in the department, e.g. a position in the history of ethics perhaps.

Finally, we applaud the Chair's efforts to secure funding for a Chair in Asian Philosophy, and hope the department and university continue to pursue possibilities here in the future.

(ii) Research Grants and Funding

Research in philosophy centres largely on the individual researcher and single authorship, albeit in conversation with colleagues inside and outside one's department and university, and in critically testing one's ideas at colloquia and conferences, and will continue to do so. Nonetheless, SFU has a striking history of co-publication and joint research with departmental colleagues and with colleagues elsewhere, as well as collaborative research grants (e.g. Jennings, Akins). With respect to interdisciplinary research, the philosophy department has genuine ambitions and potential in this area but given how thin the current faculty, are spread, it may be difficult for the department to make good on all its ambition and potential.

Akins' McDonnell Fellowship is especially striking for its size and its ability to enhance the research environment at SFU, despite a rather small official departmental visiting speaker budget.

RECOMMENDATION: The university and department should seek to boost the Visiting Speaker budget at SFU to \$6000 per year, when finances permit.

Nonetheless, the McDonnell was not only unusually lucrative grant for a philosopher, it is winding down, and SSHRC will have to become the main source of external funding for conferences, individual research, and interaction with colleagues from other universities, as well as graduate research assistants. The Department's record with SSHRC Standard Research grants is good by national standards, with two of 9 or 10 eligible graduate faculty holding SSHRCs, with a further application pending. This is a sign of the regard with which these faculty member's research is held outside the university, but nonetheless, given SFU's reputation, SFU's record could reasonably be better. What matters here isn't the value of awards---the character of most philosophical research means that it rarely requires expensive equipment or teams of research assistants, and granting agencies can hardly be expected to be fooled by "padded" requests ---but what does matter is the *number* of such awards held in the department.

RECOMMENDATION: The Department should set itself a target for SSHRC Standard Research Grants at any given time, e.g. 1/3 of graduate faculty, recognizing the contingencies of success.

RECOMMENDATION: The Chair should clearly indicate to new faculty members departmental expectations that they apply for SSHRC grants, including funds, where feasible, for graduate research assistants, workshops, etc., as well as grant holder travel and research costs.

RECOMMENDATION: The Chair should ask successful applicants to mentor new applicants.

(iii) Research Productivity and Reward

Finally, we note that though some researchers have continued to be highly productive, the overall levels of publication and international conference participation seem to have

tailed off somewhat over the past four or five years. Doubtless, there are complicated reasons for this, some of which were relayed to us. Nonetheless, it is a disturbing development, especially in the case of mid career faculty whose earlier records were quite impressive, and was raised as an issue with us by many faculty members, including ones who were critical of their own efforts. There are no easy answers here, and restored faculty numbers with promised hires over the next few years, the end of the time consuming process of first year curriculum development, and some of the workload recommendations made above, may help. Nonetheless, we make a number of further suggestions.

RECOMMENDATION: The Department should undertake to form a plan, under the guidance of its Chair, laying out what it want to do and be in five years, with reference to which individual faculty members may reinvigorate their careers.

RECOMMENDATION: The Chair should make clear to new faculty members expectations of research in a research intensive university, and mentor---or appoint mentors---appropriately.

RECOMMENDATION: The Chair, with the support of the Dean, should use the increment system, if this isn't already done, to reward research that exceeds expectations, as well as indicating with increment recommendations less than 1 where research over a period of time doesn't meet expectations, even when the overall performance in other areas is clearly satisfactory or better; and, in the case of some department members, if research activity has been lacking for a considerable period of time, the Chair should consider suggesting a change to a more teaching intensive workload.

ADMINISTRATION

The Department has two non-academic staff ---a department secretary and a department manager --both of whom are busy but neither of whom complained of being overworked or in need of assistance---except perhaps for some temporary help during the first week of term. Faculty members and students seemed satisfied with computing and library resources. Discussion with SFU Library staff confirmed that library support for research and teaching in Philosophy was strong.

Students and faculty praised the department manager for his efficiency, his knowledge of department and university rules and regulations, and his ability to answer administrative questions promptly and correctly.

However, there seemed to be some misunderstanding about the role of the department manager. For example, some faculty members seemed to think that only the department manager, not faculty student advisors, had access to student files, and others seemed to think that the department manager was in charge of determining course offerings. On examination, it was determined that faculty advisors had the primary responsibility for academic advising, and the Chair determines course offerings. We were also struck by the students' perception of the extent to which the department manager has responsibility for scheduling classes, advising, and other aspects of the life of the department that affect

them. They seem to accept this as a matter of course, although there also seemed to be some discomfort here. Again, other evidence indicated that the students' view should be qualified. Nonetheless, it is clear that the department manager identifies with the department and expresses views about its academic directions that are ordinarily outside the scope of a manager's responsibilities, and this may have encouraged students' view that the manager's role in the department is atypically large, and created some discomfort.

RECOMMENDATION: Responsibility for student advising and course offerings ought to be made clear to students and faculty members.

During the course of our review, we spent a lot of time using the department's website. While generally attractive and easy to use, some aspects of the website need revision. The department's status as a research intensive department, competing for the best MA students, would be enhanced by keeping its website up to date. For example, the website, under "Employment", lists a faculty position with an application deadline of November 2008 that has since been filled, and the link to research papers by faculty members includes only papers by Swartz and Bradley, two long retired faculty members. Finally, most faculty members don't seem to have their own websites, on-line CVs, or links to papers and publications. This might make it difficult for potential grad students to find out more about the people they will be working with or taking classes from.

RECOMMENDATION: The Department should revise its webpage and keep it up to date, under the direction of the department manager.

The department has a large number of committees, though no more than most philosophy departments, and a large number of administrative tasks to be performed by faculty members within the department. The most onerous departmental administrative task after department Chair is that of Graduate Chair, and we were surprised that there is no course reduction for that job, especially in the light of the substantial increase, and current size, of the programme.

RECOMMENDATION: The Graduate Chair should be given course release of one semester course per year (for a 2-1 load).

In addition, some department members have been active in administrative work for the university as a whole, e.g. in planning for the Surrey campus. In the past few years, thanks to sick leaves and other absences, administrative responsibilities have likely been onerous on remaining faculty. There seemed to be some feeling that administrative duties weren't recognized in faculty evaluation, as there seemed to be some feeling that teaching wasn't recognized.

RECOMMENDATION: Just as outstanding teaching demonstrated over a substantial period of time (e.g. three to four years), even in the absence of teaching awards, should be recognized cumulatively in increment recommendations, so administrative service that is well over and beyond the norm should be recognized cumulatively, when it isn't otherwise compensated for.

There also seemed to be some frustration expressed at the time spent in committee meetings, even in the normal course of affairs. This is common in small and medium sized departments. However, to some degree, the problem at SFU seems to be somewhat self-imposed, the result of a longstanding departmental culture at SFU, indeed an institutional culture across SFU, emphasizing a highly democratized, bottom-up, decision making process, and the need for consensus, that isn't content to trust the Chair and other administrative officers with most decision making.

ENVIRONMENT AND ATMOSPHERE

Faculty members seem to feel themselves under considerable stress. Some faculty members even give the impression that they have lost confidence in their ability to solve their problems as a department, even if they haven't lost confidence in themselves. Part of the problem seems to be a lack of transparency about procedures and decision making, e.g. concerning course scheduling, who has access to files, whether teaching and administrative service are taken into account in incrementation, or even whether research is. Even if in some cases this is simply inexplicable ignorance of longstanding practice, there is a problem here for the Chair to address.

RECOMMENDATION: The Chair should seek to make clear to department members the principles at work in decisions at the departmental level, routine and otherwise, that affect all members of the department.

Faculty members also seem to feel squeezed between two conflicting demands from senior administration: an apparent need to increase the size of the graduate programme and the need to increase the amount of service teaching they do to support graduate students with teaching assistantships, despite cutbacks that limit growth in faculty numbers and growth in funds for tutors. We aren't convinced that senior administration in fact expects a department like Philosophy, which is highly efficient in its undergraduate teaching and has grown its graduate programme considerably in recent years, to continue to grow significantly. Moreover, we have made some suggestions, e.g. about SSHRC supported research assistantships, that would increase its graduate student support without increasing its undergraduate numbers and allow some modest growth in the graduate programme. In any case, it would be good for the morale of the department for senior administrators to make their expectations clear to ordinary faculty members, either directly or through department administrators.

Although faculty all feel overburdened due to colleagues on sick leave and parental leave, as well as diminished faculty numbers, we note that, for the most part, the actual individual faculty work load is well within the normal range for Canadian research universities. A 2-2 teaching load, consisting of large classes in which all the marking is done by TAs and of classes marked by the instructor that are in the 20-40 student range, should be manageable, and is comparable to that in many other large public institutions.

What is important for department morale, however, is that faculty members feel that there is relative equity in the distribution of course assignments, and that outstanding service in teaching or administration over the long run, all other things being equal, is recognized

eventually in incrementation, even if not on a biannual basis. What is crucial here is arriving at some idea of normal expectations of teaching for faculty in terms of numbers of students and kinds of classes, and equivalences when varied, in terms of which the Chair can make clear to faculty members that course assignments are being made on an equitable basis. We have made some recommendations above in discussing undergraduate teaching.

Nonetheless, what is clear is that many faculty members are burdened with directed study courses and extra to load seminars to an extent that is unacceptable in a research intensive university. These courses currently play an important role in the graduate programme, but they are an unsustainable relic of a much smaller graduate programme, and faculty members need to rethink how many they teach and how many students can take. We have made some suggestions to that effect above in discussing graduate teaching.

On one matter, the department was unanimously positive, the senior lecturers. They do much of the department's undergrad teaching and are much respected by students and faculty members. Both of them are skilled and enthusiastic teachers, and valuable contributors to department administration, and, indeed, to university wide administration. Nonetheless, senior lecturers are not the norm in research intensive philosophy departments with graduate programmes. The more people who are around not doing research, the harder it can be to handle graduate level teaching and maintain a research intensive atmosphere. As well, lecturers themselves are often people who want to be doing research, or who are doing research, and take these teaching-only positions because they are all that is available. This can lead to resentment as well. Neither of the current senior lecturers feel this way, but with different personnel the situation might change.

RECOMMENDATION: As Senior Lecturers retire, the Department should consider replacing them with regular tenure track faculty members.

We heard the phrase "disrespect" many times, more than a dozen, in our interviews about departmental atmosphere. Tension between senior colleagues has affected the interactions between all of the colleagues in philosophy. For example, many people seem not to work in the department, arrive only to teach and then leave, or work with their doors closed. We understand there might be reasons, sometimes longstanding, for conflicts in the department, and clearly these conflicts haven't undermined the department's ability altogether to engage in joint research, administrative tasks, and new departmental initiatives in teaching. However, managing them, if not dissolving them, and securing the department's confidence in its ability to solve issues it faces will be a major task for the incoming Chair.

Nonetheless, it should be noted that, during the course of our visit, we encountered no concerns about discrimination or disrespect toward women in the department from faculty or students, despite our raising the issue on several occasions. The ratio of women among undergraduates is about average for Canadian departments, and that among graduate students a bit below average, although it has been higher in the past and is highly subject to annual variations in the acceptance of offers. The department should consider ways to increase further its numbers for female students, although it should be

recognized, in the light of the national patterns, this is easier said than done. What bears emphasis, however, is that the department has a ratio of women among continuing faculty (4 of 12) that, while subject to improvement, exceeds the Canadian average for philosophy departments (22.6%, according to CAUT figures), and provides enough critical mass to help create a good climate for women around the department.

IV PARTICULAR ISSUES WE WERE ASKED TO COMMENT ON:

A: An evaluation of faculty teaching loads in relation to the Department's expanding undergraduate and graduate programs; advice on how to maintain equity in the areas of TA supervision, thesis supervision, directed studies, committee work, and manage stress in the face of constrained resources:

We have addressed these issues, sometimes at length, in the sections on Undergraduate Programmes and Teaching, Graduate Programme and Teaching, and Environment and Atmosphere, with recommendations.

B. An evaluation of the undergraduate programme, particular with respect to future recruitment and retention of majors/minors, and the feasibility of using a mentorship programme for majors, using faculty and alumni.

We addressed the undergraduate programme, including issues of recruitment and retention in the section on Undergraduate Programmes and Teaching, and made some suggestions concerning invitations to outstanding students and academic faculty advising. No one discussed the mentorship programme with us, although faculty mentoring (seven students per faculty member, roughly) is an idea worth thinking about. We suspect it might be much appreciated by undergraduates, so long as it is well understood that the mentoring is strictly academic. (Faculty members lack qualifications in broader counseling, and engaging in such counselling could get them and the university into legal problems.) Even so, faculty members sometimes get confused about exact degree requirements, so that the mentoring system would still require majors to check with department and university administrators. We suspect that alumni mentoring is impractical.

C. An evaluation of the graduate programme, particularly with respect to maintaining and improving quality, the numbers and kinds of course offerings, and the assignment of supervisors.

We addressed these issues in the section on Graduate Programme and Teaching.

D. An assessment of the research strengths of the Department and suggestions regarding possible new strategies or initiatives for the future.

We addressed these issues in the section on Research.

E. Advice on how to maintain and strength ties with SFU's Cognitive Science programme.

We addressed this issue in the section on Research.

F. An Evaluation of the Planned SFU Surrey Programmes

There was little discussion of the Surrey Philosophy programme, chiefly because it has been put on hold indefinitely. We find the M.A. programme in professional and applied ethics innovative and well thought out, and the certificate programme a good idea. The Surrey programme is a unique opportunity to add substantially to the SFU Philosophy faculty complement, which the Department was correct to seize on. The Department should ensure that, if Surrey goes ahead, that Surrey faculty are integrated with Burnaby faculty, and participate in the graduate programme. With the added faculty members Surrey would bring, the Department might wish to consider increasing its Ph.D. enrolment again.

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