




TEL +1 778 782 3925
 FAX +1 778 782 5876
 sfu.ca/vpacademic

Simon Fraser University
 Strand Hall 3100
 8888 University Drive
 Burnaby BC
 Canada V5A 1S6

MEMORANDUM

ATTENTION: Senate	TEL
FROM: Peter Keller, Vice-President, Academic and Provost, and Chair, SCUP	
RE: External Review of the Department of Philosophy (SCUP 17-40)	
DATE: November 10, 2017	TIME

At its November 8, 2017 meeting, SCUP reviewed and approved the Action Plan for the Department of Philosophy that resulted from its External Review.

The Educational Goals Assessment Plan was reviewed and is attached for the information of Senate.

Motion:

That Senate approve the Action Plan for the Department of Philosophy that resulted from its External Review.

c: E. Tiffany
 J. Pulkingham




8888 University Drive, Burnaby, BC
Canada V5A 1S6

TEL: 778.782.4636
FAX: 778.782.5876

avpcio@sfu.ca
www.sfu.ca/vpacademic

MEMORANDUM

ATTENTION	Peter Keller, Chair, SCUP	DATE	October 18, 2017
FROM	Wade Parkhouse, Vice-Provost and Associate Vice-President, Academic	PAGES	1/1 
RE:	Faculty of Arts and Social Sciences: External Review of the Department of Philosophy		

Attached are the External Review Report and the Action Plan for the Department of Philosophy. The Educational Goals Assessment Plan is included, for information only, with the Action Plan.

Excerpt from the External Review Report:

"The quality of both the undergraduate and graduate programs is very high, and is kept high through a shared commitment to students, and to scholarly training and effective program delivery ... The Department has both a history of influential research and a faculty complement currently producing impressive scholarship."

Following the site visit, the Report of the External Review Team* for the Department of Philosophy was submitted in May 2017. The Reviewers made a number of recommendations based on the Terms of Reference that were provided to them. Subsequently, a meeting was held with the Dean of the Faculty of Arts and Social Sciences, the Chair of the Department of Philosophy and the Director of Academic Planning and Quality Assurance (VPA) to consider the recommendations. An Action Plan was prepared taking into consideration the discussion at the meeting and the External Review Report. The Action Plan has been endorsed by the Department and the Dean.

Motion:

That SCUP approve and recommend to Senate the Action Plan for the Department of Philosophy that resulted from its external review.

*External Review Team:

- Tim Kenyon, University of Waterloo (Chair of Review Team)
- Cindy Holder, University of Victoria
- Michael Rosenthal, University of Washington
- Alec Dawson (internal), Simon Fraser University

Attachments:

1. External Review Report (May 2017)
2. Department of Philosophy Action Plan
3. Department of Philosophy Educational Goals Assessment Plan

cc Jane Pulkingham, Dean, Faculty of Arts and Social Sciences
Evan Tiffany, Chair, Department of Philosophy

**Report of the External Review Committee
Department of Philosophy, Simon Fraser University**

Committee:

**Professor C. Holder (University of Victoria)
Professor T. Kenyon (University of Waterloo)
Professor M. Rosenthal (University of Washington)**

Internal member: A. Dawson

Report: May 26, 2017; Campus visit: March 29-30, 2017

This report is organized and its sections numbered in accordance with the External Review Committee's Terms of Reference. The Committee's recommendations are presented throughout the document, following the considerations that motivate them; hence, for example, the separate elements of Recommendation 4 are given in the several sections relevant to them. All the recommendations are aggregated in the Summary section that concludes the document.

1. Quality of Programs; see also 6.1 (Graduate training for non-academic careers) and 6.2 (Recruitment appeal and appropriateness of 100-level curriculum)

The quality of both the undergraduate and graduate programs is very high, and is kept high through a shared commitment to students, and to scholarly training and effective program delivery. The Department's identity is to a considerable extent defined by this commitment. In both of these training roles, the Department is a credit to the Faculty and to the University.

a. Undergraduate Programs

The Department's course offerings consistently attract large numbers of undergraduate students, with most courses enrolling at or close to their maximum at both the lower and upper division. Although the Department saw a small decline in enrollments at the 100-level in 2014-2015 and 2015-2016 academic years this appears to reflect a decline in enrollments within the Faculty as a whole rather than to be specific to the Department. Moreover, the trend in the current academic year's enrollments is upward, suggesting a return to previous levels. There has been immediate and enthusiastic response from students to the Department's recent addition of a minor program in Law and Philosophy.

The undergraduate students with whom the reviewers spoke were unanimously positive about the education they have received within the Department and spoke warmly about both their classroom experiences and the support they have received from faculty members. It was clear from the comments the Reviewers gathered and from their observations of the dynamic among the undergraduates that the Department has created an inclusive and supportive learning environment that brings out the best in the students they teach.

Faculty members are justifiably proud of the quality and success of their undergraduate teaching, and of their success in developing and placing talented undergraduate students in top-tier

graduate programs. However, there are a number of strains on the Department's capacity to continue delivering the quality, breadth and number of courses and programs it currently offers. For example, a large proportion of Department's enrollments are in 100-level courses that students can use to fulfill WQB requirements. A common theme heard by the reviewers in their conversations with faculty members was the perceived tension between serving the undergraduate teaching needs of the institution as a whole through offering more and larger sections of WQB courses, and serving the Department's own teaching needs with respect to delivery of its programs. The external review committee noted a very high level of stress among faculty members with respect to their undergraduate teaching, well beyond the usual end-of-term spike.

Some of the strains on the Department's teaching capacity arise from the fact that the Department is currently operating at the upper limit of the number of students it can teach given the existing complement of faculty. This is especially the case given historical and ongoing reductions in and limitations on teaching responsibilities due to health accommodations. The fact that the Department is teaching at maximum capacity means that there is very little buffer in case of unexpected reductions in capacity or unexpected increases in demand. This situation is not sustainable over the long term. An increase in faculty complement for the purpose of creating more breathing room in the maintenance and delivery of the Department's major and minor programs is necessary. Because the Department's Major and Honours programs are closely integrated with its graduate program, this position should be a tenure-track position in, or expanding upon, one of the Department's areas of research strength.

Recommendation 1: that the Department pursue a tenure-track position in, or expanding upon, one of its areas of research strength.

Other limitations on the Department's capacity to deliver new and existing courses reflect features of the Department's organization and delivery of its programs that could be modified without compromising the quality or integrity of its teaching.

For example, the Department's Honours program currently requires students to complete two Honours tutorials, delivered to the student in the form of a directed study. Although it is standard within Philosophy departments to require students to complete some form of capstone requirement, such as a seminar or thesis, in addition to meeting a GPA requirement, the norm is to require only one such capstone requirement. The Department's current requirement of two tutorials is thus well beyond the normal requirement. Moreover, that the Department's capstone requirement takes the form of a directed study makes the awarding of Honours degrees extremely resource-intensive. As it now stands each Honours degree awarded by the Department requires the teaching of two courses extra-to load. The fact that this teaching is extra-to-load and not regularly scheduled undoubtedly contributes to the Department's relatively low participation in the Honours program as requiring students to find two faculty members willing to supervise a directed study within the student's timeline for graduation is a significant administrative barrier. Indeed, in the Reviewers' discussions with undergraduate students the logistical difficulties of making arrangements for completion of the tutorial requirement was listed as a problem for students interested in Honours.

Given the Department's already stretched teaching resources, it cannot afford to maintain its current requirement of two Honours tutorials and would be better served by some form of Honours seminar. Such a seminar need not be limited to students already admitted to Honours. It could instead be limited to students with a minimum GPA, either generally or in courses in Philosophy.

Recommendation 2: that the Department revise its requirements for the Honours program to streamline it and improve its deliverability. Specifically, the reviewers recommend that the Department develop a capstone seminar and replace the current requirement that students complete two Honours tutorials with a requirement that students complete the capstone seminar.

One of the most significant strains within the Department is the perceived need to make tradeoffs between serving institutional teaching needs by delivering WQB courses and other courses of wider interest to the undergraduate population at large, and serving the Department's own teaching needs by delivering program requirements and courses of interest to students completing a philosophy program.

The reviewers note that the distinction that many members of the Department make between "core" and "other" ("boutique", "service", "nontraditional") teaching is not intrinsic to philosophical education. The Department's success in attracting students to their WQB courses as opposed to those offered in other units speaks to the complementarity between philosophical education and the competences and knowledge required to succeed in any discipline. The reviewers would thus encourage the Department to rethink the relationship between their large-enrollment WQB offerings in particular and their other course offerings; and to reflect on whether their educational goals (especially Educational Goal 1) are intended to include developing knowledge of highly specific content (i.e., concepts, arguments, or thinkers). If this is the intention, then these specific concepts and content should be clearly articulated and incorporated into the statement of educational goals for each program. If it is not, then the Department should take advantage of the ability to exploit a broader notion of "core content," enabling courses now sometimes characterized within the Department as "nontraditional" to also fulfill core content roles.

It is possible and would almost certainly be in the Department's long-term interests to design and deliver courses that are both attractive to the undergraduate population as a whole and that adequately prepare students to engage with philosophical course materials at the upper-division level. Doing so may require greater coordination regarding the design and delivery of the first-year offerings than currently obtains within the Department. But such coordination may have additional benefits. For example, the reviewers noted that the Department provides very little direction to instructors regarding the thinkers, arguments and concepts that should be included in various first-year offerings. This can make it more challenging for students to use the course description or past readings covered in the course predict the type of material that will be covered. And it can make it challenging for the Department to ensure a good fit between the teaching assistants assigned and the material covered.

Recommendation 3: that the Department revisit the question of alignment between its stated educational goals and its practical approach to philosophical education, with the aim of improving transparency, and perhaps expanding its opportunities and recruitment.

A number of faculty members expressed frustration with the way that existing demands on teaching resources limit opportunities to develop new courses, collaborate with other units, develop teaching partnerships outside of the community, and reflect the full range of topics and questions on which philosophical research bears in their undergraduate teaching. The wide array of potential directions in which the Department could develop its undergraduate offerings and programs is a reflection of the active and growing research programs and networks of its faculty. However, the reality is that even in the most liberal funding environment it is not possible for a Department to do everything. Currently the Department is heavily focused on respects in which the external environment and the resources and support made available by other units limit its opportunities to innovate. In the long term the Department would be well served by developing an internal vision of what it wants to accomplish in its undergraduate teaching and how it sees its goals with respect to undergraduate teaching in relation to its other goals. Such an internal vision is especially important in assisting with decisions about the allocation of resources to and among first-year offerings, and in making decisions about the use of teaching release to serve Departmental goals with respect to retention and administrative service.

Recommendation 4a: that the Department identify and articulate a set of strategic goals with respect to undergraduate education that can be used to inform decision-making about the revision of existing initiatives and offerings and the development and pursuit of new opportunities.

In their meetings with external review committee, faculty members noted a number of institutional barriers to improving teaching and curriculum. For example, faculty members noted that the University's services and supports for enhancing teaching through technological innovation and classroom reconfiguration are not well-suited to the needs of the Department. The reviewers also noted that the Department's understanding that all named courses must be taught at least once every two years in order to remain in the calendar, and that they may not add courses to their offerings without removing an existing offering has had the perverse effect of discouraging systematic review of the curriculum and increasing reliance on special topics courses for the delivery of the Department's upper-division curriculum.

Recommendation 5: that the Department clearly articulate the type of teaching supports that would be useful and effective for its instructional needs and communicate this to the relevant offices.

Recommendation 6: that the Department clarify how rules regarding the frequency with which courses must be taught to remain in the calendar and the addition and deletion of courses would apply were it to undertake a systematic review and update of its course offerings.

Recommendation 7: that the Department review the calendar entries for its courses and identify opportunities to more clearly communicate to students the content that will be delivered in various courses by, for example, revising course titles or by differentiating its selected topics courses by sub-field (i.e. “Selected Topics in Ethics and Political Philosophy” rather than simply “Selected Topics”).

Equity and predictability in the distribution of teaching responsibilities also emerged as a source of strain within the Department’s undergraduate teaching. The Department’s self-study describes teaching responsibilities that are distributed so that faculty members are assigned roughly the same mix of 100-level, 400/800-level and 200/300-level courses. In speaking with faculty members the reviewers came to wonder how uniformly this distribution is implemented. Some characterizations of the distribution suggested that decision-making has sometimes been based on perceptions of aptitude for teaching at various levels rather than equity in distribution. In other instances, the need to change offerings on short notice to ensure students have an opportunity to meet breadth requirements seems to have led to a shuffling of teaching responsibilities. At times the Department appears to have relied on teaching release to address inequities in workload with respect to the composition of teaching load, or to recognize administrative burdens. Although this practice may alleviate pressure on particular faculty members in the short term, the reviewers note that over the long term the use of *ad hoc* teaching release to relieve pressures exacerbates the challenges of balancing competing demands on teaching resources and enabling faculty members to plan for upcoming teaching cycles.

Recommendation 8: that the Department plan its offerings, including its upper-level offerings and topics courses, on a two-year cycle.

b. Graduate Program

In the period since the last external review, the SFU MA program has become a mainstay of the Department. As the self-study observes, the program aims to attract “non-traditional” students who are considering an academic career in philosophy.” After extensive conversations with faculty, students, and administrators, we agree with the internal assessment that this is a successful and thriving program that reflects very well on the institution. The reviewers also found issues and opportunities for improvement in the administration of the program worth addressing promptly in order to avoid undermining the hard work that has been devoted to building it.

i. Faculty perspectives

There is little question that faculty care deeply about the graduate program and that it is an important part of the department. Philosophy faculty work hard so that the program benefits both the department and the students. The program was the product of a thoughtful assessment of the state of graduate education in philosophy both at SFU and in North America more generally: because of the proliferation of PhDs in philosophy and the ever-worsening job market for academics it makes perfect sense for the SFU department to focus on MA students. The program

gives a chance to students interested in philosophy but without an undergraduate degree in the subject to continue their studies and deepen their knowledge. It also serves those who excel and want to go onto an established PhD program. The acceptance rate of graduating students into strong and established PhD programs with low acceptance rates is impressively high. It is a sign that the program, as an economist might put it, “adds value” to the student. Many faculty members particularly pointed to the positive aspects of having international students in the program.

Not all faculty in the department are equally engaged with the graduate program, with some making particular contributions to undergraduate education instead. Still, every faculty member emphasized that the graduate program was successful, and a distinctive contribution to the university’s mission in graduate education. The Department chair spoke of it as “the feather in our cap,” and this assessment was echoed in other terms by many others. Similar assessments came from the students themselves and from academic leaders who consulted with the review committee.

Faculty members also expressed general approval of the ways in which the department uses funds from Fraser International College to support graduate education. They noted that it is used to help supplement funding, both for international students who do not receive SSHRC funds and to help defray the very high cost of living in Vancouver. The Chair noted that some of the funds had been used to renovate the common areas in the department and that this had raised morale, especially for the graduate students. Several other faculty members mentioned this positively as well.

Faculty members also have some concerns about aspects of the program. The availability of adequate funding for graduate students is a major concern that emerged in various ways. The Graduate Director reported that, while the Department had 4 slots for SSHRC awards available for MA students, for many years they had not had four eligible Canadian students who could use these nominations. Faculty members also expressed concern about the high cost of living in Vancouver, which could be a disincentive to live there. There is a strong perception that higher offers from other universities, combined with higher expenses at SFU, place the MA program at a disadvantage for recruitment. The reviewers heard that other programs at SFU use fundraising to support graduate students, particularly international students, and believe that the Department may benefit from this approach as well.

Recommendation 4b: that the Department work with University Recruitment, Advancement, and Graduate Offices to investigate the effectiveness of its domestic recruitment efforts, with the aim of continuing to improve its recruitment of high-quality Canadian and international graduate applicants.

Faculty members also remarked on the curriculum and implementation of the program. On the one hand, the program is advertised as focused on breadth of learning, at least within a certain type of analytic philosophy. On the other hand, many of the faculty describe the goals of the program as developing “core” knowledge in the discipline. The pro-seminar, required for graduate students, covers both skills, like philosophical writing, and content, with “key” or

“core” readings as the focus. Both the breadth and the core terminology seem ways of flagging the same thing, Educational Goal 1, as referenced in the self-study, while the emphases on reasoning and writing skills appropriately address Goals 2-6. With respect to implementation, the review committee heard about the need to provide better program planning for the students and assistance in the courses, part of the suggestion that completion times in the program could be improved if graduate students received more guidance with their writing.

Finally, the reviewers heard the concern that the MA program is fragile in spite of its great success, in the sense that the perception and culture of the program is a small community vulnerable to sudden change.

ii. Student perspectives

Philosophy graduate students shared many of the perceptions of the program with the faculty, but had a distinct perspective.

Students were for the most part very positive about their experiences in the department. They like their classes, the work that they are doing, and the conversations with each other and the faculty. Students find that their supervisors are very supportive and serve as good advocates for their needs. (This is particularly important, as mentioned below, due to some inefficiencies in the administration of the program.) They like the structure of the program, and in particular, the fact that they are not required to produce a traditional master’s thesis but instead write a “professional” paper, which they can use for admission to a PhD. program. The graduate student community seems deeply engaged with philosophical questions and research, suggesting strong mentorship and a scholarly atmosphere in the program.

Graduate students also emphasized some opportunities to improve the program, from their point of view. The program would benefit from far greater clarity about course requirements and processes. A handbook for the graduate program was described as out of date and unreliable; and students are not always sure what courses they are required to take and under what deadlines. Given the students’ non-traditional scholarly backgrounds, these program requirements can vary considerably between them, so detailed individual plans are necessary. After the initial orientation, there was little regular communication, satisfactory record-keeping, or administrative follow-up about these plans – putting great pressure on communications with the graduate program chair to obtain this information, often at short notice. At the same time, students could not confidently identify which person in the department is ultimately responsible for graduate program paperwork. All this contributes to the worry that decisions about program requirements and their satisfaction may be made in an ad hoc or arbitrary manner.

Application forms and detailed information regarding research and travel funding were described as somewhat unclear. While students strongly praised the support they receive for SSHRC MA funding, there is less sense of support for SSHRC PhD funding among those who applying to more advanced programs.

Support for teaching assistants is another area in which the program can benefit graduate students. In part this is related to the fact that some students are put in the position of teaching

without great confidence in the adequacy of their training. This is a common experience in graduate programs, especially among first and second year students, but is perhaps exacerbated by the particularities of this program, with lots of students who do not have much undergraduate background in philosophy and who stay in the program for a shorter period than they would in a PhD program. More students reported awareness of the existence of university-level instructional training for TAs than reported attending it. The department also offers some training, but this may not be enough to inspire confidence in graduate students that they are prepared.

When students had worries about courses in which they were assistants they seemed unsure about how to handle them. Some faculty were thought to micromanage their TAs, while others gave too little guidance. This unevenness in the TA experience extended to the way that first year courses were designed and taught, which varied considerably among faculty, leading to variable and unpredictable amounts of work for the TAs. The reviewers heard some suggestion that when teaching assistants had to work beyond their contractual hours, they were left with the feeling that they were at fault for taking too much time.

Students felt a moderate concern about taking these and similar issues to departmental officers through the usual line management chain, perhaps due to personal relationships among the officers. This touches on a larger issue about the department, considered in more detail in Section 3, concerning faculty members who are married to each other.

Recommendation 9: that the Department review the administrative and organizational features of the MA program to ensure:

- a. regular updates of the graduate program handbook;**
- b. effective record-keeping that facilitates both staff assistance and student navigation through the program;**
- c. a regularized process for developing student plans, in conjunction with Graduate Studies and the Office of the Registrar, to enable clear and consistent individualized student program requirements;**
- d. effective communications with the Graduate Director, including planned alternates or redundancies in situations when the Director is unavailable for deadline decisions; and**
- e. clear directions to students about where to bring concerns regarding TA duties, supervisory relationships, program plans, financial support and other issues that they may face over the course of their studies.**

Recommendation 10: that the Department review its graduate student instructional training and teaching assistant expectations, to ensure that students are appropriately trained and supported for course teaching, to promote a clear understanding of teaching assistantship practices among both students and faculty members, and to develop a pedagogical ethos among faculty and students as part of the identity of the graduate program.

iii. Staff and administration perspectives

The department staff (among whom are included 0.8 of a full administrative position devoted to graduate administration) confirmed much of the perspective already provided by faculty and students. They noted that a new computerized system was about to be put into effect that would greatly help with the administration of program requirements. Staff members are committed to the success of the students and the program as a whole, and professionally well-aware of their roles, relative to the Graduate Director.

Senior administrators endorsed the view expressed in the self-study regarding the fundamental strength of the MA program in Philosophy. The Department has solved many of the problems that plague graduate programs in small departments. The reviewers heard that funding per student was relatively low in Philosophy because the Department does not have a PhD program, which usually would bring in more funds, including from SSHRC; yet the Department has effectively and strategically used FIC funds to supplement stipends. The institutional view expressed to the reviewers is that, while the department might think that their students are underfunded, Philosophy compares favorably with other programs with respect to providing for students. The reviewers noted that 51% of funding overall was used to fund foreign students, even while they are only 29% of all students. The reviewers heard the suggestion that a possible new strategic direction for the department might involve new credentialing opportunities, although this was not linked to the graduate program.

iv. External review committee perspectives

Most of the observations and concerns we have noted come from or were also found in conversations with SFU students, faculty, and administrators. However, we noted at least one concern from the report itself that did not elicit much comment from those with whom we talked. This stemmed from an observation about how support to graduate students is allocated through research grants supported by funds from Fraser International College. The reviewers observed that using FIC research grants as a mechanism for graduate support may be leading to situations in which a faculty member is awarded a research grant, but because of who they are supervising or will hire and not due to their research need or the potential of their project. This is not an ideal way of distributing research funding to faculty. In particular the reviewers question the appropriateness and transparency of funding a faculty member on the perhaps unspoken understanding that they will use it for a particular student.

Recommendation 11: that the Department develop guidelines for how FIC funds will be used for graduate student support, preferably distinguishing between dedicated graduate student support and faculty research funding.

2. Quality of Faculty Research

The Department has both a history of influential research and a faculty complement currently producing impressive scholarship. With respect to the volume and calibre of published research, the Department compares favourably to many prominent departments housing well-established PhD programs.

It may be useful to preface these remarks by noting, first, that the Philosophy self-study is right to make no allusion to metrics such as *h-index* in sketching its research profile. In some academic fields, citation indices are used as useful proxies for research quality. However, in disciplines characterized by some combination of a less citation-heavy research culture, having book or conference proceedings prominent among publication venues, and with a joint higher bar for publication and lower absolute numbers of publications, citation indices convey far more noise than signal, and are an unreliable basis for comparisons. Disciplines in this latter camp includes some social sciences, certain sub-fields of Computer Science and Engineering, and many humanities – Philosophy among them. Accordingly, research quality within Philosophy is more commonly assessed on the basis of the venue and publication criteria, via the peer-review standards built into the process. Moreover, Philosophy as a discipline is distinguished by a publication culture in which most journals have low acceptance rates relative to other fields, linked with a low absolute number of publications by most researchers (though this can vary greatly between sub-fields). The first and second sets of journals noted below, for example, will all or mostly have acceptance rates below 10%, and often below 5%. Even journals described as “third-tier” in common philosophical parlance – not a term of denigration – are apt to have acceptance rates between 10% and 15%.

To have even one paper in an entire career published in one of the most highly selective philosophy journals is a genuine mark of accomplishment for an academic philosopher. Philosophy at SFU houses a collection of researchers, including junior and mid-career professors, who publish in these journals *consistently*.

There is no definitive ranking of top journals in a field as interdisciplinary and as characterized by highly distinct sub-fields as Philosophy. Yet for the broadly analytic and substantially problems-oriented approach to the discipline taken by the Department at SFU, there are journals characterized as most influential by virtually *every* extant Philosophy journal ranking: for example, *The Journal of Philosophy*, *Synthese*, *Philosophy and Phenomenological Research*, *Australasian Journal of Philosophy*, *Philosophical Review*, and *Philosophical Studies*. Department members have published in all of these venues, multiple times in some cases. They also actively publish in journals founded more recently, hence not as likely to tick all the boxes on ranking methods, but which are already highly prestigious for their selectivity and their institutional affiliations: *Thought*, *Philosophy Compass*, *Philosophers' Imprint*, and *The Journal of the American Philosophical Association*, for example. Within faculty members' specialized subfields, moreover, they are publishing in the most influential and competitive journals: *British Journal for the Philosophy of Science*, *Mind and Language*, *Brain and Behavioural Sciences*, *Philosophy of Science*, and a wide range of specialized international journals in mathematics, physics, cognitive science, and the history of philosophy and of ideas.

Faculty members also publish monographs, edited collections, and book chapters with the most respected publishers in academic English-language philosophy: Oxford, Routledge, and Cambridge, to name a few.

Department faculty hold various research grants, including both individual and collaborative Tri-Agency grants. These grants, and especially those involving partnerships, locate the Department at the centre of scholarly networks on various research questions. The Department's track record

in securing external research funding is nevertheless not at the level of its established research excellence. FIC funds could be useful in this regard as matching funding, as seed funding to promote individual grant applications, and as strategic longer-term support for research partnerships that may then be parleyed into major partnership grants.

Recommendation 12: that the Department making grant-writing and grant-facilitation part of a strong internal research culture, through mentorship, collaboration, and aspirational targets for the proportion of the department to be externally funded over some time frame.

Knowing the work and scholarly reputations of SFU Philosophy faculty, the reviewers were not surprised by the research intensity and calibre revealed in the self-study, but were somewhat surprised by the relative lack of emphasis placed on research in the self-study and in conversations with faculty members. Perhaps believing that the Faculty's or University's institutional imperatives chiefly involve teaching and enrolment issues, or perhaps assuming that strong research tends automatically to be recognized for what it is, the Department has kept its candle under a bushel. Yet research norms and standards are often opaque from discipline to discipline, even within a Faculty, and the Department has considerable opportunity to explain and contextualize its success as a research unit and its areas of interdisciplinary strength to colleagues in the wider institution. This is not simply a matter of self-promotion, but is a service to institutional leaders, who wish both to make evidence-based decisions about research support, and to promote and celebrate excellence when it is brought to their attention.

Recommendation 4c: that the Department discuss and commit to a formal strategy for building on its research strengths, and for communicating the academic quality and impact of its scholarship within SFU and more widely.

3. Administration and Governance; see also 6.3 (Administrative challenges specific to smaller departments)

The administration of the Department is distributed among faculty members to a considerable degree, indicating a solid basis for collegial governance. For any relatively small department with the administrative burdens of an active graduate program and large undergraduate program, it is important that all faculty members carry their share of this load – including by taking on those necessary administrative duties that require extensive time and close attention, but do not tend to promote individual research or career ambitions. The Department has been quite successful in this respect, but may still benefit from a periodic internal conversation about the efficient and fair distribution of administrative labour.

Departmental administrative staff members are professional, organized, and manifestly committed to the Department, faculty and students alike. They serve as key points of first contact and problem-solvers for both undergraduate and graduate students, and are important contributors to the success of both programs.

As noted in Section 1.b., not all members of the Departmental community seem fully aware of who is currently serving in the various administrative officerships. Some moreover report finding

it difficult to get a clear idea of which matters are the responsibilities of the various officers and staff. This suggests a lack of definition in those roles, as understood in the Department, or perhaps an opportunity to be more explicit and frequent in the communication of this information.

The reviewers heard both that a disproportionate committee-work burden can fall on tenured women faculty, in order to promote gender diversity on key committees, and that there is no firm requirement of gender diversity for many committees. Whether or not it is strictly required, diversity in decision-making and governance is a critically important end. Its administrative costs may be mitigated through general efficiency measures, such as reducing the number of ad hoc committees, and routing the work flow through standing committees.

Another issue is the administrative effect of having so many faculty members who are married (or are life partners; the reviewers did not seek formal details of the relationships). In the self-study, the Department flags this as a question for the external reviewers' attention, and takes the view that spousal appointments are a practical necessity to promote diversity in hiring and retention. The reviewers agree that this can be part of a hiring strategy, especially in a setting with the extraordinary living expenses that have come to characterize the greater Vancouver area. But the reviewers also look to Philosophy departments in Canada that have enhanced their diversity without hiring many (or any) spouses into tenure-stream positions, and note the respects in which a large proportion of partnered faculty members raises governance difficulties.

For a spouse to be in a formal position to assess, evaluate, reward, celebrate, nominate, discipline, or set working conditions for their partner is by definition for them to stand in a formal conflict of interest, given the material benefit conferred on both by beneficial outcomes experienced by either. The existence of such a conflict of interest is distinct from the further question of whether decisions are made partially or impartially; part of the general concern associated with conflicts of interest in such situations is their potential to undermine wider confidence in the fairness of processes, quite apart from whether the processes are in fact conducted impartially. The Department seems to have managed its majority proportion of married faculty members successfully and collegially, largely through informal measures and open discussion – in the absence of a university policy encompassing such a situation.

The reviewers note, however, that this large proportion of spouses within the department has effects worth considering. These include:

- that faculty members concerned about the proliferation of formal conflicts of interest may feel reluctant to raise this concern;
- that the hiring of tenure-stream faculty, even outstanding ones, outside of formal appointment processes has the potential to reduce the perceived fairness or quality of outcomes of appointments (simply on the assumption that the features of normal appointment processes serve genuine regulative purposes);
- that confidentiality, always hard to keep, is especially difficult to keep with such a proliferation of the most intimate personal relations overlaid on professional relations;
- that staff, students, or junior faculty members with concerns about a faculty member's conduct or performance will find it harder than usual to raise concerns to the relevant

departmental officer, if that officer is the faculty member's spouse, or if the issue will foreseeably come to the attention of their spouse; and

- that since the usual mitigation of conflict of interest is declaration and recusal from the process at hand, the Department may find difficulties in staffing committees effectively, and in finding secondary actors or decision-makers who are not in turn bound by their own conflicts of interest – especially in zero-sum decision processes. This may gradually or subtly place an additional administrative burden on non-Departmentally-partnered faculty members to serve in such roles.

The Department appears to have done an admirable job of minimizing these and similar problems over the years. Yet developing policies and practices to ensure that these possibilities do not become actualities in the future should not primarily fall on the Department. The University requires an institutional conflict of interest policy sufficient to provide guidelines and processes for all such cases, as a matter of some urgency. In the meantime, it is important that Department students, staff, and faculty understand how to access the University's Ombudsperson, should they perceive conflicts of interest not easily managed through informal collegial means.

Recommendation 13: that the Department be supported with an institution-level conflict of interest policy sufficient to its governance needs.

Finally, the reviewers observed that there was, both in the self-study and in some conversations, considerable certainty regarding the identity next Chair of Philosophy despite the fact that no formal process has yet occurred to settle this matter. The assertion in the self-study that only one faculty member could succeed to this position seemed to rest on an imprecise mix of considerations that were presented as constraints, although some are more accurately characterized as preferences or choices. While the next Chair may well be a respected and admired consensus choice within the Department, as a governance matter the reviewers noted that this messaging of informal certainty could make it difficult for the eventual formal consultation to work optimally.

Recommendation 14: that the Department exploit opportunities for more effective and efficient governance and administration. These opportunities include:

- a. clarifying and sharpening the division of duties between departmental officers;**
- b. making more frequent use of standing committees rather than striking ad hoc committees;**
- c. sharing clear, detailed, and updated information about the mandates and duties of Departmental officers, staff, and committees within the SFU Philosophy community – including among graduate and undergraduate students; and**
- d. working more mindfully and explicitly to avoid conflicts of interest arising from the Department's large proportion of married/partnered faculty members.**

4. Workplace Environment

The Department functions in a spirit of mutual professional respect and collegiality. This is noteworthy and commendable. In conversation, faculty members single out colleagues for praise rather than themselves, and the general assumption is that colleagues act in good faith, in the interests of students and of the discipline. Staff, students, instructors and tenure-stream faculty members overwhelmingly report an atmosphere of mutual professional support.

The successful interdisciplinary undergraduate programs in which the Department is involved (noted also in Section 1) indicate that it interacts effectively with other units and is seen as a good academic partner within FASS and within the University. In conversation regarding these programs, and other potential programs, Department members are clearly thinking collaboratively about other units, and with a commitment to mutual benefit in all such dealings.

The self-study alludes to alumni relations primarily with respect to graduates working as academics. Relations with this group appear to be strong and are thoughtfully curated. The reviewers are not aware of the Department's relations with non-professorial alumni. Given the warm and positive connection that Philosophy undergraduates seem to have with the Department, the reviewers believe that there could be strong long-term benefits to a deliberate, thoughtful alumni relations strategy.

Recommendation 4d: that the Department work with the Alumni Relations Office to develop strategies for maintaining strong connections with its alumni, with provisions for the incremental workflow that may be associated with this.

5. Achievement of Future Plans; see also 6.4 (Viability of proposed initiatives and resources needed for them)

The Department has a keen and entrepreneurial interest in future activities, and in building on the success of its current activities through effective communication. An important element of its outreach success recently has been the availability of a dedicated part-time communications staff person. The reviewers believe strongly that a continued position for communications staff, perhaps shared between departments, effectively builds capacity for the Departments current work and future plans alike. This position would be well-suited to address Departmental alumni relations as well, in keeping with Recommendation 4.d.

Recommendation 15: that provision be made for the continued appointment of a dedicated communications staff member to work with the Department.

The self-study makes the case that the most serious constraint on the Department's ability to bring its future plans to fruition is its faculty strength. Philosophy at SFU has a strong argument that it is understaffed: one key measure of this is its teaching efficiency. The Department has for years been the fourth most teaching-efficient unit in FASS with respect to undergraduate instruction, with only the far larger social science units of Criminology, Psychology, and Economics ahead of it. To a much greater extent than any of these programs, however, Philosophy's course delivery revolves around time-intensive essay writing and grading. For a small humanities unit to deliver this sort of efficiency is remarkable, but it may indicate an *over*-efficiency, with teaching staff operating at the limits of sustainable effort and focus. This may in

turn mean a reduced capacity to forge new connections, exploit new opportunities, or implement programming innovations.

The self-study emphasizes that there are many things the Department could do, if it had greater faculty strength: an Applied Ethics program at the Surrey campus, the “Solid Pathways” project for critical thinking in schools, and a wide range of possible programming collaborations with Economics, Business, Hellenic Studies, Environment, Mathematics and other units. These prospects surfaced also in discussions with the reviewers. These various possibilities are quite diverse, almost to the point of being diffuse. It is not always very clear what mechanisms would achieve them, nor in what respects each proposal would serve the larger strategic aims of the Department.

For example, the standing proposal for an Applied Ethics program affiliated with SFU’s Surrey campus, which dates to before the Department’s previous external review, does not have a particularly organic fit with the Department’s existing strengths. Department faculty members as a group have both outstanding research strengths and demonstrated teaching interests bearing on many applied questions. These include issues related to language, logic, knowledge, science, policy, and history; but applied ethics is not a key area of strength. Perhaps, then, the applied component of this proposal could be combined with the critical thinking element of the Solid Pathways proposal, under the auspices of a big tent project relating to something that implicates research strength in some of those areas of strength: public reasoning, for example, or policy and decision-marking.

These are just suggestions, and not a formal recommendation. But whatever the future plans, an effective case for the personnel and resources to support them will involve the clear articulation, through a Departmental consensus, of a commitment to a more restricted set of projects or programs, building towards independently determined Departmental goals. These goals should span research, teaching, governance/service, advancement, outreach (both within the university and beyond it), and student recruitment, and should be framed in terms of FASS and University strategic goals where possible; this is among the general motivations for the various specific elements of Recommendation 4.

External Review Committee Recommendations Summary

1. That the Department pursue a tenure-track position in, or expanding upon, one of its areas of research strength.
2. That the Department revise its requirements for the Honours program to streamline it and improve its deliverability. Specifically, the reviewers recommend that the Department develop a capstone seminar and replace the current requirement that students complete two Honours tutorials with a requirement that students complete the capstone seminar.
3. That the Department revisit the question of alignment between its stated educational goals and its practical approach to philosophical education, with the aim of improving transparency, and perhaps expanding its opportunities and recruitment.
4. That the Department undertake an internal consultation and produce a strategic plan setting out its multi-year aims regarding research, teaching, programming, governance/service, advancement, outreach, and student recruitment. This includes but is not limited to:
 - a. identifying and articulating a set of strategic goals with respect to undergraduate education that can be used to inform decision-making about the revision of existing initiatives and offerings and the development and pursuit of new opportunities;
 - b. working with University recruitment and Graduate offices to investigate the effectiveness of its domestic recruitment efforts, with the aim of improving its success in attracting high-quality Canadian graduate applicants; and
 - c. developing a formal strategy for building on its research strengths, and for communicating the academic quality and impact of its scholarship within SFU and more widely.
 - d. working with the Alumni Relations Office to develop strategies for maintaining strong connections with alumni.
5. That the Department clearly articulate the type of teaching supports that would be useful and effective for its instructional needs and communicate this to the relevant offices.
6. That the Department clarify how rules regarding the frequency with which courses must be taught to remain in the calendar and the addition and deletion of courses would apply were it to undertake a systematic review and update of its course offerings.
7. That the Department review the calendar entries for its courses and identify opportunities to more clearly communicate to students the content that will be delivered in various courses by, for example, revising course titles or by differentiating its selected topics courses by sub-field (i.e. “Selected Topics in Ethics and Political Philosophy” rather than simply “Selected Topics”).
8. That the Department plan its offerings, including its upper-level offerings and topics courses, on a two-year cycle.
9. Recommendation 9: that the Department review the administrative and organizational features of the MA program to ensure:

- a. regular updates of the graduate program handbook;
- b. effective record-keeping that facilitates both staff assistance and student navigation through the program;
- c. a regularized process for developing student plans, in conjunction with Graduate Studies and the Office of the Registrar, to enable clear and consistent individualized student program requirements;
- d. effective communications with the Graduate Director, including planned alternates or redundancies in situations when the Director is unavailable for deadline decisions; and
- e. clear directions to students about where to bring concerns regarding TA duties, supervisory relationships, program plans, financial support and other issues that they may face over the course of their studies.

10. That the Department review its graduate student instructional training and teaching assistant expectations, to ensure that students are appropriately trained and supported for course teaching, to promote a clear understanding of teaching assistantship practices among both students and faculty members, and to develop a pedagogical ethos among faculty and students as part of the identity of the graduate program.

11. That the Department collegially determine guidelines for the consistent use of FIC funds for graduate student support, preferably distinguishing between dedicated graduate student support and faculty research funding.

12. That the Department making grant-writing and grant-facilitation part of a strong internal research culture, through mentorship, collaboration, and aspirational targets for the proportion of the department to be externally funded over some time frame.

13. That the Department be supported with an institution-level conflict of interest policy sufficient to its governance needs.

14. That the Department exploit opportunities for more effective and efficient governance and administration. These opportunities include:

- a. clarifying and sharpening the division of duties between departmental officers;
- b. making more frequent use of standing committees rather than striking ad hoc committees;
- c. sharing clear, detailed, and updated information about the mandates and duties of Departmental officers, staff, and committees within the SFU Philosophy community – including among graduate and undergraduate students; and
- d. working more mindfully and explicitly to avoid conflicts of interest arising from the Department's large proportion of married/partnered faculty members.

15. That provision be made for the continued appointment of a dedicated communications staff member to work with the Department.

EXTERNAL REVIEW – ACTION PLAN

Section 1 – To be completed by the Responsible Unit Person e.g. Chair or Director

Unit under review Philosophy	Date of Review Site visit 29&30/3/2017	Responsible Unit person Martin Hahn, current Chair Evan Tiffany, Chair as of 1/9/17	Faculty Dean Jane Pulkingham
---------------------------------	---	---	---------------------------------

Notes

1. It is **not** expected that every recommendation made by the Review Team be covered by this Action Plan. The major thrusts of the Report should be identified and some consolidation of the recommendations may be possible while other recommendations of lesser importance may be excluded.
2. Attach the required plan to assess the success of the **Educational Goals** as a separate document (Senate 2013).
3. Should any additional response be warranted, it should be attached as a separate document.

1. PROGRAMMING

1.1 Action/s (description what is going to be done):

1.1.1 Undergraduate:

Recommendation 2: The Department’s Undergraduate Curriculum Committee (UCC) is reviewing the honours program with an aim to implement both the recommendation to reduce the number of honours tutorials from two to one and the recommendation to consolidate its offering into an honours seminar replacing individual reading courses.

Recommendation 3: The Department will continue the process of articulating its educational goals with an eye to ensuring a fit between the stated goals and its approach to curriculum design. The Department will also review all its calendar descriptions and endeavour to make them as specific as possible given the aims of the course.

Recommendation 4a. The Department will continue to develop a Strategic Plan in order to: (i) articulate a sense of how Philosophy conceives of itself, its strengths, and its role in the broader context of FASS and SFU, and (ii) identify concrete goals and develop strategies for achieving those goals.

Recommendation 5. The Department will work to identify the teaching support it requires and to communicate its needs to IT Service, TLC, the Library, and other units as needed.

Recommendations 6 and 7: Philosophy’s UCC will review all of its calendar descriptions in order to make them as specific as possible, given the aims of the course.

Recommendation 8: Philosophy aims to regularize its course offerings on a two-year cycle, to the extent that is possible. While difficult to do on a trimester system in which faculty are on different teaching schedules, we are aware that having this kind of predictability is essential for students to be able to plan their course of study so as to complete their degrees in a timely manner.

1.1.2 Graduate:

Recommendation 4b. (Part of the strategic plan) The Department will continue to develop ways to recruit and support our Graduate Students, particularly Canadian ones. We will enlist the services of our new Communications Officer (see below)

Recommendation 9: The Graduate Committee, with the help of the new Communications Officer, will work to make the necessary improvements to the clarity and transparency of our Graduate policies and procedures.

Recommendation 10: The Department currently conducts a TA orientation at the beginning of every Fall term and hosts a series of W-training workshops every year, conducted by the Writing Services Coordinator from the Student Learning Commons. The Department will continue to work on improving the TA portal on our website and plans to institute a head-TA position which would serve as both a resource and an informal evaluator.

Recommendation 11: New Research Assistantship and other FIC fund guidelines are being developed.

1.2 Resource implications (if any):

The external review notes that, "the Department is currently operating at the upper limit of the number of students it can teach given the existing complement of faculty," noting that the current strain on the Department "is not sustainable over the long term." It thus recommends that Philosophy pursue a tenure-track position. The Department agrees wholeheartedly with this recommendation, but believes it does not account for the recent loss of one faculty member to Toronto and the upcoming retirement of another. We have thus requested three faculty positions: one to fill the lost capacity to deliver the ethics curriculum at the core of the Law and Philosophy concentration, and two more to relieve the strains mentioned in the Report.

1.3 Expected completion date/s:

April 30, 2017 and ongoing

2. RESEARCH

2.1 Action/s (what is going to be done):

Recommendation 12: The Report recognizes that “the Department has both a history of influential research and a faculty complement currently producing impressive scholarship” and that “Department faculty hold various research grants...[which] locate the Department at the centre of scholarly networks on various research questions,” but notes that the Department’s success at securing funding falls short of “its established research excellence.” Departmental grant applications have been going up in recent years and we expect the trend to continue. While we recognize the importance of grants for the University’s reputation and for the additional support they provide for graduate students, quality philosophical research is not primarily grant-dependent. Philosophy is seriously invested in having top researchers and, while grant applications are strongly encouraged, they do not form part of the fabric of our work the way they do in other units.

Recommendation 4c (Part of strategic plan). The Department will develop a formal strategy for building on its research strengths, both in terms of (i) encouraging and facilitating the research of its current faculty, and (ii) planning for future hiring. Philosophy will seek ways to better promote its research success, with the help of a Communications Officer, through changes to our website and other communications strategies. As well, the Department plans to create greater efficiency with respect to administrative work (see part 3), thereby allowing faculty more time to focus on research.

2.2 Resource implications (if any):

Philosophy will be hiring a Communications Officer to work 2/days per week for the upcoming academic year. The initial contract is for August to December 22, 2017 at a cost of approximately \$1,000 per pay period (or about \$10,000 for the contract). We hope this will be converted to a continuing position at approximately \$22,000 per annum.

2.3 Expected completion date/s:

ongoing

3. ADMINISTRATION

3.1 Action/s (what is going to be done):

Recommendation 13: The External Review is pleased with the way the Department has managed to deal with the conflict of interest problems inherent in having several couples in a small department and recommends that the University work to articulate a more explicit conflict of interest policy, especially as regards faculty members who have personal relationships with one another. Should the University be unable to articulate one in a timely manner, the Department would like to have the opportunity of working out the details of such a policy in our Department, but this will require some outside expert assistance.

Recommendation 14: The Department plans to increase the responsibilities of the two major sub-chairs, graduate and undergraduate, while associating the course releases with the two positions. This will result in fewer *ad hoc* committees and an increase in administrative efficiency. In addition, the Department plans to increase efficiency by relying less on the committee-of-the-whole and more on the relevant standing committees to draft specific policy proposals. As a small Department, Philosophy takes pride in the democratic nature of its self-governance, but it agrees that more work could be done more efficiently at the committee-level before an issue is brought to the floor for a vote by the entire Department.

The outgoing major committee chairs will draft a description of the duties that they carry out, to be revised regularly by standing committee chairs and made available on our website.

A new faculty portal is being created, awaiting the arrival of the Communications Officer, where complete committee lists will be available, as well as descriptions of the committees' duties, department minutes, a departmental policy gazette, and other administrative information.

3.2 Resource implications (if any):

Communications Officer (see 2.2)

3.3 Expected completion date/s:

Recommendation 13 is up to the University. Recommendation 14 is already being implemented and will be an ongoing project.

4. WORKING ENVIRONMENT

4.1 Action/s (what is going to be done):

Recommendation 4d: The Department would very much like to develop and maintain relations with our alumni and has made efforts in this direction in the past. With the help of the Communications Officer, plans include: publishing an annual newsletter to be sent to Philosophy alumni that will not only communicate what is happening at SFU Philosophy but highlight the achievements of alumni, having an "Alumni News" section prominent on the website, and hosting alumni events to facilitate the interaction among alumni and between alumni and current students.

Recommendation 15: The posting for a part time (two days per week) Communications Officer is being created as this report is written. We have many plans for using this new resource, some of which have been detailed above.

4.2 Resource implications (if any):

Communications Officer (see 2.2).

4.3 Expected completion date/s:


5. (OTHER)

5.1 Action/s:

5.2 Resource implications (if any):

5.3 Expected completion date/s:

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)	Date
Name: Evan Tiffany Oct. 12, 2017.....
Title... Associate Professor and Chair.....	

I met with Dr. Evan Tiffany and Dr. Martin Hahn (incoming and outgoing Chairs of the Department of Philosophy) July 20 2017 to discuss the external review prepared by Professor C. Holder (University of Victoria), Professor T. Kenyon (University of Waterloo), and Professor M. Rosenthal (University of Washington).

Our office has given close consideration to the external review and to the detailed response from the Department of Philosophy. The external reviewers have produced a very thoughtful assessment, capturing the strengths found in the Department, identifying opportunities for new initiatives building on the department's strengths, as well as some challenges.

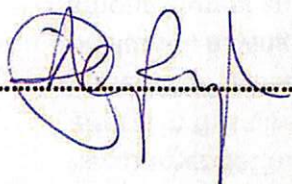
As the attached Action Plan outlines, the Department plans to pursue a number of important recommendations. At the undergraduate level, these include restructuring the honours program, refining introductory courses to focus on the introduction of core theory and/or method through a range of topics, building the concentration in Law and Philosophy including joint programming with Business, and regularizing course offerings on a two-year cycle. At the graduate level, the department will focus on improving web-based program information, TA support and recruitment communications for prospective and current graduate students.

The external reviewers recognize the unit's impressive scholarship and influential research, but challenge the unit to develop a strategy to increase the number of faculty seeking funded research. The department plans to seek to do this in two ways: by facilitating faculty research, including support for seeking funded research; and through faculty renewal to hire academics with a strong track record in obtaining funded research (or clear potential for doing so).

The external reviewers identify a number of administrative issues that affect the efficient operation of the unit, impacting the working environment. These include the unit operating as a committee-of-the-whole with numerous ad hoc committees rather than delegating authority to standing sub-committees, and the need better address conflict of interest issues associated with the prevalence of academic couples in the unit. The unit requests assistance from the Office of the Dean and the reviewers call on the university to establish more robust and clear conflict of interest policies. Our office will assist the unit and will take the matter forward to the VPA.

The unit is requesting faculty renewal (three continuing faculty appointments) as well as an additional staff appointment (communications officer) to enable it to continue to mount and improve its programming, as well as to undertake the planned improvements to internal and external communications. The office of the Dean will endeavour to support future faculty hiring in the unit as identified above, while balancing renewal needs in FASS as a whole over the next three to five-year period. Progress on the latter front is underway with the approval of one continuing research faculty appointment commencing autumn 2018.

Faculty Dean



Date

October 11 2017

Department of Philosophy: Educational Goals and Assessment Plan

As part of its external review process, the Department of Philosophy is in the process of articulating program-level Educational Goals and developing a plan for assessing how well those goals are being achieved. This remains an on-going process.

In articulating the program-level goals – as distinct from course-level goals – we took our task to be to come up with a concise set of skills or abilities that all students graduating with the relevant degree will possess. And we took this to involve a distillation, rather than amalgamation, of the different course-level goals. Thus, we used a two-step process for coming up with our Educational Goals. First, we asked faculty who teach certain courses to form small groups and to come up with a set of Educational Goals for those courses. Then we looked for commonalities across the various course-level goals. This revealed two fundamental goals: the acquisition of a certain body of knowledge (goal 1) and the acquisition of certain skills (goals 2-6).

For the Philosophy Major:

Educational Goal: Upon completing a Philosophy Major, students should be able to:	Courses: the following courses contribute to the acquisition of the ability identified by the EG.	Data Sources: how well one has achieved the desired ability can be potentially assessed by:
1. Clearly explain the philosophical concepts and theories central to logic, ethics, metaphysics, epistemology and the history of philosophy.	Logic: 110, 210, 310, 314 Ethics: 120W, 121, 221, 320, 321, 322, 329, 421W Metaphysics and Epistemology: 100W, 201, 203, 302, 455W History of Philosophy: 150, 151, 350, 352, 356, 357, 358, 451W	Exams, homework Exams, written assignments Exams, written assignments Exams, written assignments
2. Write a substantial essay in which a philosophical argument is used to defend a particular conclusion	302, 320, 321, 322, 329, 341, 343, 344, 350, 352, 356, 357, 358, 421W, 451W, 455W, 467W	Written assignments
3. Defend an original argument, both verbally and in writing, against philosophical objections.	302, 320, 321, 322, 329, 341, 343, 344, 350, 352, 356, 357, 358, 421W, 451W, 455W, 467W	Written assignments and classroom participation
4. Perform independent philosophical research, which includes finding relevant primary and secondary sources, expositing the philosophical positions found in them, and philosophically assessing them	421W, 451W, 455W, 467W	Research paper
5. Employ core critical reasoning skills, including the ability to understand and identify the foundational concepts of critical reasoning, including truth, rationality, deduction and induction	105, 110	Exams, problem-sets (homework)

6. Assess the quality of an argument using formal methods.	105, 110, 210, 310	Exams, problem-sets (homework), papers.
--	--------------------	---

The Philosophy Minor has the same educational goals as the major, although goal 4 does not apply to them.

For the Philosophy MA Degree:

Educational Goal	Courses	Data Sources
1. Clearly explain the philosophical concepts and theories central to logic, ethics, metaphysics, epistemology and the history of philosophy.	Logic: 210, 310, 314, 812, 813, 815 Ethics: 822, 823, 824, 825 Metaphysics and Epistemology: 802, 803, 804, 805, 806 History of Philosophy: 852, 853, 854	Exams, problem-sets (homework) Written assignments Written assignments Written assignments
2. Defend an original argument, both verbally and in writing, against philosophical objections.	802, 803, 804, 805, 806, 822, 823, 824, 825, 852, 853, 854	Written assignments, class presentations, class participation.
3. Write, with multiple revisions, a substantial paper that approaches in format and quality work that could be submitted to a professional journal, or a thesis parts of which satisfy this goal.	899; most graduate seminars require a substantial research paper written in at least two-drafts which aims to approach professional quality.	Professional paper (capstone project for MA degree) Research papers.
4. Demonstrate an ability to engage in sustained research in a focused area of philosophy. This includes constructing a bibliography, charting a landscape of philosophical views, evaluating these diverse views and placing one's own theory within that context.	899	Professional paper (capstone project for MA degree)
5. Assess the quality of an argument using formal methods.	812, 813, 815	Exams, problem-sets (homework)