FOR INFORMATION   **PUBLIC**   **OPEN SESSION**

TO: UTSC Academic Affairs Committee

SPONSOR: Prof. William Gough, Vice-Principal Academic and Dean
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PRESENTER: See above.
CONTACT INFO:

DATE: Tuesday, November 22, 2016

AGENDA ITEM: 3c

ITEM IDENTIFICATION:

External Review of the Department of Philosophy

JURISDICTIONAL INFORMATION:

Under section 5.6 of the Terms of Reference of the University of Toronto Scarborough
Academic Affairs Committee (UTSC AAC) provides that the Committee shall receive for
information and discussion reviews of academic programs and units consistent with the
protocol outlined in the University of Toronto Quality Assurance Process. The reviews
are forwarded to the Committee on Academic Policy and Programs for consideration.

GOVERNANCE PATH:

1. Committee on Academic Policy & Programs [For Approval] (March 30, 2016)
2. Agenda Committee of the Academic Board [For Information] (April 21, 2016)
3. **UTSC Academic Affairs Committee [For Information] (November 22, 2016)**
4. Academic Board [For Information] (November 24, 2016)
5. Executive Committee of the Governing Council [For Information] (December 5, 2016)
6. Governing Council [For Information] (December 15, 2016)

PREVIOUS ACTION TAKEN:

The item was presented to the Committee on Academic Policy and Programs on March
30, 2016 for information. The Committee was satisfied with the Dean's Administrative
Response.

HIGHLIGHTS:

The *Cyclical Review Protocol* "is used to ensure University of Toronto programs meet the highest standards of academic excellence" (UTQAP, Section 5.1). The *Protocol* applies to all undergraduate and graduate degree programs offered by the University, and the University's full complement of undergraduate and graduate degree and diploma programs are reviewed on a planned cycle. Reviews are conducted on a regular basis, and the interval between program reviews must not exceed 8 years.

The external review of academic programs requires:
- The establishment of a terms of reference;
- The selection of a review team;
- The preparation of a self study;
- A site visit;
- Receipt of a report from the external review team;
- The preparation of a summary of the review report;
- The Vice-Provost, Academic Programs' formal request for an Administrative Response;
- The Dean and Vice-Principal Academic's formal Administrative Response; and
- Preparation of a Final Assessment Report and Implementation Plan.

In accordance with the *Protocol*, an external review of the Department of Philosophy and its undergraduate programs, was conducted in the 2015-16 academic year:

The review team met with a wide array of stakeholders including UTSC senior academic administrators, the Department Chair, the Graduate Chair, and faculty, staff and students in the Department. The reviewers describe UTSC Philosophy as a strong Department with positive prospects for future growth, an excellent faculty complement with a strong research profile, and an active Departmental Students' Association. The reviewers also identified a number of areas they felt could be addressed, and made a series of recommendations regarding these areas.

The Campus Academic Plan, which was finalized and taken through governance during the 2015-16 academic year, includes initiatives such as strategic enrolment management, curriculum mapping, ensuring students develop strong communication skills, and developing alumni outreach; these initiatives will be central to Philosophy's ongoing activities.

Regarding curriculum and program delivery: the Department is already acting on recommendations to expand PHLB99H3 (Writing for Philosophy) and introduce tutorials to PHLB55H3 (Puzzles and Paradoxes). The Departmental will engage in curriculum mapping so as to make informed decisions around other curriculum related recommendations. The Department is following up on the reviewers' recommendations for enhancing its undergraduate research profile.

Regarding relationships: the Department is reviewing the feasibility of developing multidisciplinary programs with other UTSC academic units.

Regarding faculty: the current campus five-year complement plan includes a tenure stream search in 2017-18. In terms of a perceived reliance on stipendiary instructors to deliver courses, a review of data show Philosophy is slightly below the campus average; nevertheless, UTSC is committed to increasing the overall faculty complement to reduce the faculty/student ratio, and strengthen and expanding our research and teaching expertise. To encourage faculty to apply for SSHRC grants, the Department Chair has instituted an incentive program, which will be double-matched by the Office of the Vice-Principal Research. Finally, the Department Chair is working collaboratively with other Philosophy Department Chairs to develop a document that will detail existing governance and consultation practices at the tri-campus and graduate levels. A separate document will be produced for UTSC, and existing practices related to inviting input into hiring decisions will be reinforced.

Regarding resources and planning: the Dean's Office has asked UTSC HR Services to review the staffing needs of all the academic units with shared staff, and will consider their recommendations. In terms of space, a campus space plan has recently been completed, and permanent space in the new Highland Hall has been allocated to the Department of Philosophy.

FINANCIAL IMPLICATIONS:

There are no net financial implications to the campus' operating budget.

RECOMMENDATION:

Presented for information.

DOCUMENTATION PROVIDED:
1. External Reviewers Report (December 2015)
2. Provostial Summary of the External Review Report (Final)
3. Provostial Request for Administrative Response (February 12, 2016)
4. Dean's Administrative Response (March 2, 2016)

UNIVERSITY OF TORONTO SCARBOROUGH

EXTERNAL REVIEW OF THE UTSC DEPARTMENT OF PHILOSOPHY

REPORT OF THE REVIEW COMMITTEE

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Professor, Women's Studies and Feminist Research
Western University

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December 2015

Report of the Review Committee
Department of Philosophy, UTSC

November 2015

I.   INTRODUCTION AND PROCEDURES

The review committee consists of Paul Bartha (Philosophy, University of British Columbia), Samantha Brennan (Women's Studies and Feminist Research, Western University) and Lisa Shapiro (Philosophy, Simon Fraser University).   The committee wishes to express its gratitude for the helpfulness and hospitality of all faculty, staff, administrators and students at UTSC and UTSG (St. George) with whom we interacted. A special thank-you goes to Annette Knott for co-ordinating the details of our visit.

Prior to the October visit, we received and read the *Terms of Reference for the Cyclical Review*, the Philosophy Department's *Self-Study* and *Academic Plan*, faculty cvs, a variety of documents and data on the Philosophy Department's undergraduate programs, the *UTSC Strategic Plan*, and *UTSC By the Numbers*.   During our visit, we requested and received additional information on the duties of the department administrator as well as comparative data for Philosophy, English and Historical and Cultural Studies.

Our interviews began with a briefing that outlined the objectives for the review (Dean William Gough, Vice-Dean, Undergraduate Mark Schmuckler and Academic Programs Officer Annette Knott).   During the two-day visit, we held meetings with seven out of eight regular faculty members: the Department Chair (Phil Kremer), Jessica Wilson, Benj Hellie, Waheed Hussain, Julia Nefsky, Sonia Sedivy and William Seager. (The remaining faculty member, Karolina Hübner, is currently on sabbatical leave.) We also met with the twelve-month lecturer (Anthony Bruno), the Vice-Principal, Research (Bernie Kraatz), UTSG Philosophy Chair and Philosophy Graduate Chair Martin Pickavé, a group of five undergraduate students, a group of five graduate students, and departmental staff (Business Officer Ashfak Khan and Departmental Administrator Jason Ferreira). At the end of our visit, we met for a second time with the Chair and with the Deans (this time including Assistant Dean Lesley Lewis) to discuss our preliminary findings and additional matters.

II.   GENERAL ASSESSMENT

We are, overall, extremely impressed by the UTSC Philosophy Department and positive about its prospects for continued growth. Although only five years old and still very small, this is a strong, young department of active researchers.   The department has made excellent use of its three recent hiring opportunities, has worked hard to foster solid and mutually beneficial relationships within the tri-campus graduate program, and has made heroic efforts to mount a comprehensive undergraduate program.   The department is rightly ambitious and optimistic about its future, and sees itself as an important locus of expansion within the broader Toronto philosophy community.

This report focuses on four key areas crucial to departmental progress: the undergraduate programs, faculty and research, external relationships to the tri-campus program and to other UTSC units, and

internal matters such as governance and infrastructure. Although we make a number of recommendations, we stress that our overall assessment of the department is favourable.

The department's undergraduate programs aim to provide a well-structured, classic philosophy education. Recent efforts to re-structure the curriculum have provided clarity and variety for majors and specialists. Popular elective courses such as *Introduction to Ethics*, *Biomedical Ethics* and *Puzzles and Paradoxes* serve the broader undergraduate community as well. We commend the department for ensuring the presence of continuing faculty in its gateway (A-level) courses. At the same time, the undergraduate program could benefit from some improvements. Many challenges, especially the heavy dependence on sessional instructors and the need for more variety in upper-level course offerings, relate to the small faculty complement. Other issues also deserve attention: regularization of pre-requisites at the B-level, the development and fostering of links to other undergraduate programs at UTSC, improvements to the web page, and the pursuit of opportunities that promote an undergraduate research culture.

From a research perspective, as noted in the Chair's report, the department has strengths and weaknesses. The integration of the UTSC department within the tri-campus U of T philosophy department is an enormous source of strength. As noted by the Chair, U of T Philosophy ranks first in Canada (by a wide margin) and 11th in the English-speaking world. The UTSC department has significant strength of its own in philosophy of mind and a healthy profile in other areas of analytic philosophy, complementing the strengths of the other two campuses. The department acknowledges weaknesses in history of philosophy (only one faculty member) and value theory (only two faculty). Both of these are areas in high demand among undergraduates and both are potential draws for the department's undergraduate programs. Although the department's three most recent appointments were in history and value theory, both areas rightly remain top priorities. There is unanimous agreement among faculty that Ancient Philosophy is the area of greatest need.

Our general assessment of the UTSC Philosophy Department's external relationships is mixed. The relationship with the tri-campus Philosophy Department is flourishing, mutually beneficial, and in need of only minor tweaks. Relationships to other units (including administration) within UTSC are healthy, but could be enhanced by initiatives that, in our view, would not detract from the department's core missions of research and teaching. We give examples below.

In terms of governance and infrastructure, a number of challenges stem from the youth of the department. While most faculty expressed confidence in the current governance and a preference for handling decisions informally, others expressed dissatisfaction with current practices. We believe that clarification of some key procedures and policies (committee responsibilities, well-publicized agenda for department meetings, etc.) would be helpful, particularly as the department continues to grow. The department is at its best when it works through differences of opinion, as illustrated by the way a clear consensus was recently achieved on top priorities for faculty hiring.

The review committee endorses the Chair's identification of the most important resources necessary to move the department forwards: an increase of two or three positions in the faculty complement, a modest increase in staff support, and prompt relocation of the department to a permanent space that meets department needs.

III.   UNDERGRADUATE PROGRAMS

In this section (the largest of the report), we discuss the structure of the undergraduate programs, the range of course offerings, enrolments, sessional dependence and one or two other matters.   Part A presents our findings in narrative form. Part B addresses the specific questions in the UTSC *Terms of Reference*.

Part A: Review Findings

The *Self-Study* shows that the department has both a good grasp of what is working well and a sense of the major challenges. Recent curricular efforts have created a clear progression of courses and introduced notable innovations, such as the B-level writing course and the C-level proseminar. The department has done an excellent job of engaging a vibrant group of undergraduate students through its support for the APS (Association of Philosophy Students). The department is aware of the most crucial challenges for its undergraduate programs: sessional dependence, the need to enrich offerings in history and value theory, and a chronic shortage of graduate teaching assistants. In this section of the report, we discuss these and some additional challenges.

a)   **Majors and specialist program structure; course offerings.**   The department offers a major, a specialist program, and a minor. Based on our discussions with the students, it appears that the most common combination is a double major (with Philosophy and Psychology as a particularly popular choice). There are relatively few Philosophy specialists. Anecdotally, it appears that Law School is the intended destination for many Philosophy majors.

At the first-year A-level, the department has established two attractive gateway courses that appear to be functioning well, especially since the department wisely ensures that permanent faculty teach these courses.   *Introduction to Ethics* has 500 students and 17 discussion sections. In order to keep this successful course manageable for the instructor, it seems wise to break it into two or more sections. Surprisingly, there are no offerings in logic or critical thinking in the first year at UTSC; such courses tend to be heavily subscribed in most Philosophy departments (and are offered at UTM, though not at UTSG).

At the B-level, the department offers a good range of courses. The B-level courses are the main entry point into the department's major and specialist programs, yet there is a heavy sessional presence at this level. This problem has been partially offset by the establishment of a signature writing course, *Writing Philosophy*, intended for PHIL majors and specialists. Another good feature at the B-level is that the department has established clear "tracks" through the program that begin here (e.g., *Ethics* (B-level), followed by *Ethical Theory* (C-level) and *Advanced Seminar in Ethics* (D-level)).   However, **the department should provide additional structure by clearly identifying two or three core courses at this level as required** for the major and specialist programs, or disjunctions of such courses (e.g., one of *Ethics* or *Introduction to Political Philosophy* plus one of *Belief, Knowledge and Truth* or *Introduction to Metaphysics*). Permanent faculty could then be assigned to these crucial courses, helping to mitigate the problem of sessional dependence.

In the *Self-Study* and the Planning Document, the department proposes two initiatives at the B-level. The first is to expand *Writing Philosophy*, granting sufficient TA support. We endorse this proposal and

suggest that if feasible, the course should ultimately be required for Philosophy majors and specialists. The second proposal is to introduce tutorials for *Puzzles and Paradoxes*, once again contingent on TA support. We endorse this proposal as well and suggest that the department might consider expanding its range of logic and formal methods courses at this level.

C-level "Topics" courses and D-level "Advanced" courses round out the undergraduate program. At this stage, some problems emerge about the variety of offerings. Most D-level courses (apart from Independent Study) are seldom offered. The undergraduate students with whom we conversed spoke highly of the *Proseminar in Philosophy*, but noted that the course is almost always in philosophy of mind, or occasionally ethics. These students also pointed to gaps at the C- and D- levels in departmental offerings in Ancient Philosophy and the history of philosophy more generally; in particular, there is a lack of specialized courses on major figures in the history of philosophy. The students identified several areas where they would like to see more upper-level courses on the books (or more frequently offered courses that are already on the books): Philosophy of Science, Philosophy of Law, Philosophy of Art, Value Theory, Decision Theory, Non-western Philosophy. The students were unanimous, however, in their opinion that the faculty are doing their best to cover the territory with limited resources, and that the department genuinely cares about student needs and preferences. In general, the gaps noted by the students correspond closely to the gaps pointed out by the Chair in the *Self-Study*.

The review committee noticed one puzzling feature about the C-level courses: some are scheduled for 3 lecture hours weekly, while others are scheduled for only 2 or 2.5 hours. There may be a sound rationale for this practice but at UTM and UTSG, without exception, all 300- and 400-level courses provide 3 full contact hours.

One final point: new faculty members expressed concerns about the quality of undergraduate writing and expressed the wish that the Writing Centre had more staff and more time for students. The faculty has to devote time to teaching basic writing skills that could be better spent in teaching their subject area.

b) Enrolment patterns. As noted by the Chair, enrolments in the majors program have grown steadily, up by 67% in the past three years. Overall undergraduate enrolment (FCEs) has risen about 43% in the past five years, by about 350 students. Much of the growth in FCEs has been concentrated in two A-level courses (*Reason and Truth*, *Introduction to Ethics*) and one B-level course (*Biomedical Ethics*). Comparisons show, however, that despite this steady growth, the Philosophy department has not kept pace with other even more rapidly growing departments at UTSC. The department needs to be mindful of this point, since *comparative growth* is a critical factor in administrative decisions about tenure-track appointments.

Depending on objectives, there is significant potential for further growth. Additional courses in value theory are sure to be well-subscribed. Applied ethics courses exist at the B-level (business and professional ethics, environmental ethics) but do not appear to be regularly offered. Another possibility in this area, mentioned by one undergraduate student, is media/communications ethics. Enhancement of the applied ethics curriculum could play the additional role of strengthening ties between the department and other units at UTSC; indeed, the Chair appears to be making efforts to engage with Environmental Studies. Aside from ethics and applied ethics, as already noted, the department could expand its offerings in logic and critical thinking. Courses in this area could fulfill the quantitative reasoning requirement and provide service to other units. Finally, to promote its courses and programs, the department should improve its web page (which is extremely basic) and should consider a social media presence.

The growth of the undergraduate program needs to be part of a comprehensive strategy that includes the faculty complement and the research objectives of the department. We return to this point below (**section IV**).

c) Sessional dependence. As acknowledged by the Chair, out of 30 courses typically offered annually by the department, 18 are taught by permanent faculty and 12 by non-permanent instructors, representing 40% sessional dependence. For the past few years, over 50% of all B-level courses have been taught by non-permanent instructors. This situation is problematic for many reasons. In the first place, although the quality of sessional instructors to date appears reasonably high (as confirmed by the undergraduate students), both the Chair and department staff reported that the sessional applicant pool is alarmingly small. Second, the B-level courses are the main gateway to the department's majors and specialist programs. Finally, sessional dependence creates an upper bound on the size of the program: the department is unwilling to expand its offerings if the net result is to reduce the proportion of courses taught by permanent faculty to 50% or lower.

In the short term, the department can address this problem by seeking more funds for part-time (twelve-month) lecturers. The high enrolment figures provide a plausible justification for this request. In the longer term, the department correctly maintains that the appropriate remedy must include the expansion of its research faculty complement. The department may wish to develop a long-term plan that includes both new research faculty and some teaching-stream faculty (i.e., a permanent lecturer). To date, however, the department has strongly opposed the appointment of faculty in the teaching stream, and this view appears to be shared by the Philosophy departments at UTSG and UTM. We return to this point in our discussion of the faculty complement (**IV 20**).

d)   TA and graduate student issues. The department relies on TA's to conduct its numerous discussion sections (in large A- and B-level courses) and for grading. TA shortages are chronic (as confirmed by both the UTSC and UTSG Chairs), which constitutes another constraint on the size of the UTSC undergraduate program. There is an additional difficulty: because of reluctance to make the long commute, graduate TAs, in practice, do not attend more than one lecture per week at UTSC (and frequently none at all). The graduate students to whom we spoke were a little unclear on policies for lecture attendance at UTSC. The Chair characterized the above cluster of issues as an "unsolvable structural problem."

Despite the structural problem, graduate students do play a distinctive and positive role in the UTSC Philosophy Department. In our discussions with them, we noted that morale was high. They like the UTSC undergraduate students ("less sense of entitlement than at UTSG") and are keen to engage them. During our visit, a few ideas emerged for enhancing the department's "undergraduate research profile" in ways that involve the graduate students:

- The department runs an annual, and highly successful, undergraduate conference. With adequate funding, this could be expanded to a modest colloquium series that could be organized and run by graduate students together with the undergraduate society (APS). (The department should seek further advice from VP Research.)

- Either as part of the above colloquium series or independently, graduate students could be invited or encouraged to deliver undergraduate talks.

- Graduate students could participate in professional development events (e.g., "Applying to graduate school") for UTSC Philosophy undergraduates.

In terms of addressing the TA shortage, there are a few possibilities. One is to make use of upper-level undergraduates, either as paid graders or (if feasible) by extending the "Socrates project" concept that was pioneered at the St. George campus (as discussed in both the *Self-Study* and the Planning Document). Either way, graduate students might be engaged to help provide training. A second option is to explore the use by TA's of on-line resources, not as a replacement for face-to-face contact but to allow for better communication on days when they are not on campus.

e) **Links to other units.** Philosophy is naturally an interdisciplinary subject. We can do no better here than point to the opening paragraph of the *Self-Study*, which draws attention to strong ties between Philosophy and the Humanities, Social Sciences, Physical Sciences, Mathematics and Computer Science. In this regard, it is surprising that the department, so far, participates robustly in only one interdisciplinary program: Health Studies. Here, Philosophy provides substantial service, and the *Biomedical Ethics* course has seen explosive growth. The Chair is to be commended for working to foster links with Environmental Studies.

In broadest terms, we encourage the department to develop additional connections to units at UTSC. There may be other programs besides Health Studies and Environmental Studies in which a philosophy course could serve as a requirement or elective. Given research and teaching strengths in Mind and Cognitive Science and the fact that so many students opt for Psychology as a second major, during our visit we floated the idea of a Cognitive Systems program involving Philosophy, Psychology, Computer Science and perhaps other units. Faculty and students alike appeared sceptical about such a program, noting that the idea had been tried and abandoned some years ago. Perhaps circumstances have now changed or could change in the near future (we note that a recent event, *Mind Night*, was sponsored jointly by Philosophy and Psychology). Another possibility is some type of PPE (Philosophy, Political Science and Economics) program, even if this begins modestly with some type of first-year program. Granted, any commitment of core faculty to interdisciplinary initiatives places strains on the department's ability to deliver its own programs. In the long run, however, participation of this type should be an important component of the department's plan for long-term growth.

Part B: *Terms of Reference for the Cyclical Review*

1. Consistency of the program with the University's mission, the UTSC Strategic Plan and the Department's academic plans. The department's main objective is to provide a rigorous, classic education in Philosophy. The current program is solidly in line with the fundamental elements of all plans at the department, UTSC and University levels. As noted above, the department acknowledges serious gaps in its faculty complement and current course offerings. Its primary goal for the future is to achieve a "critical mass" of faculty in terms of area coverage, which explains its hiring priorities (Ancient Philosophy and Value Theory). In terms of the UTSC Strategic Plan, the department's programs align well with the focus on critical thinking and engagement with students (notably, through departmental support of the APS). Given adequate resources, the department could better promote other objectives identified in the Strategic Plan (experiential learning, outreach to other units or the broader community).

2. Appropriateness of admission requirements in relation to learning outcomes. Not applicable; the undergraduate program has no separate admission requirements.

3. How the curriculum reflects the current state of the discipline or area of study. The curriculum is up-to-date and representative of North American programs oriented towards analytic philosophy. Some aspects of the program are especially innovative: courses such as *Writing Philosophy* and *Proseminar in Philosophy*, and the remarkable level of faculty engagement with the APS including regular discussion nights and an annual undergraduate conference. In terms of actual offerings, the program has gaps as noted in **III A a)** above, including the absence of courses outside traditional areas of analytic philosophy.

4. Appropriateness of program structure, curriculum and length to its learning outcomes and degree level expectations. As explained in the *Self-Study*, Philosophy courses foster analytical and argumentative skills involving both conceptual and technical tools; they emphasize clear and focused essay-writing; they encourage students to raise, and seek answers to, insightful questions; they promote critical self-assessment and awareness of the limits of knowledge. The program structure and curriculum are entirely appropriate relative to these objectives. In **III A a)** we suggest some structural changes (such as the establishment of core courses at the B-level) and ways in which the department might diversify its offerings.

5. Evidence of innovation or creativity in the content and/or delivery of the program relative to other such programs. We have noted the value of *Writing Philosophy* and the *Proseminar in Philosophy*. *Puzzles and Paradoxes* strikes us as another creative (and successful) course, an interesting alternative to traditional second-year logic. The sequence of courses on the books in each area of philosophy (B-level "Introduction", C-level "Topics" and D-level "Advanced Seminar") compares favourably to undergraduate programs in top departments, though in practice, the D-level courses are not regularly offered.

6, 7. Opportunities for student learning beyond the classroom and for student research experience. By the nature of the discipline, the department does not participate in co-op programs or have corporate partners. However, the department has been very successful in engaging its students in extra-curricular activities (discussion nights, the undergraduate conference, informal get-togethers) and in building a sense of community. Providing a meeting space for the APS and appointing a faculty liaison appear to be crucial elements of this success. We suggest some additional measures above, in **III A d)**.

8. Appropriateness and effectiveness of methods used for evaluation of student achievement of the defined learning outcomes and degree level expectations. Students are evaluated mainly through traditional methods: papers and examinations. Objectives related to writing are fostered through *Writing Philosophy*. Independent study courses allow students to have close contact with, and to be assessed by, individual faculty. The students to whom we spoke testified to the department's commitment to support students in achieving the broad objectives outlined above under item 4.

9. Assessment of the programs against international comparators. In terms of overall structure and courses on the books, the program compares well to that of other major North American Philosophy departments with an analytic orientation. In terms of actual course offerings, the department is skewed

towards philosophy of mind and away from history of philosophy, value theory and certain other areas (such as logic, epistemology and philosophy of science). This is consistent with the faculty research profile. The most glaring lacunae are in the history of philosophy, as the department is well aware. Students at UTSC have limited exposure to non-analytic philosophy (e.g., continental and eastern philosophy), which is prominent in some North American departments. In blunt terms, however, most analytic departments seek to establish core coverage of analytic philosophy and history of philosophy before expanding to these other areas, so UTSC priorities are consistent with norms in the discipline.

10. Quality of applicants and admitted students. Not applicable.

11. Student completion rates and time to completion. Not applicable.

12. Quality of the educational experience and teaching. Based on the summary data for student evaluations of teaching provided to the review committee, mean scores in Philosophy are on par with UTSC. Scores for C-level courses tended to be higher than for B-level courses, perhaps reflecting the preponderance of permanent faculty in C-level courses and the heavy presence of sessional instructors in B-level courses. Additional evidence for the overall high quality of the educational experience came from testimony: the undergraduate students who met with the review committee stressed the value of extra-curricular events and regular contact with faculty. **III A** above provides further details about the quality of teaching and some suggestions for improvement of the overall educational experience.

13. Implications of data concerning post-graduation employability. We did not receive data about this and we are unsure whether there is any tracking of such matters. Anecdotal evidence suggests that few Philosophy majors at UTSC go on to graduate school. Students told us that Law School is a popular destination. It may be that the program is too young at this point to draw reliable inferences about career tracks, but within the next few years, the department might wish to conduct an alumni survey. This would have the added benefit of putting the department in touch with alumni who might become a resource for the program (e.g., for careers sessions).

14. Availability of student funding. As most student funding is provincial, we limit our attention to student awards. The Appendix lists four philosophy-specific awards and several awards available to all UTSC students. The review committee was not provided with data on these awards, but we encourage the Philosophy Department to ensure that students are nominated annually at least for the philosophy-specific awards.

15. Provision of student support through orientation, advising/mentoring, student services. The Philosophy Department is blessed with a highly competent (and philosophically trained) Departmental Administrator, Jason Ferreira. Our understanding is that Mr. Ferreira performs most of the department's student advising, and in discussion the students confirmed that he does an excellent job. Informal mentoring by some of the permanent faculty occurs through regular (weekly) extracurricular interactions with students (e.g., coffee and discussion at campus cafes). Finally, Anthony Bruno serves as the faculty liaison for the APS, as the service component for his 12-month lecturer position. Advising and mentoring appear to be fully adequate.

16. Program outreach and promotion. The department has not been aggressive about outreach and promotion. As noted in **Part A**, the department might promote itself better with an improved web page (in line with other UTSC departments). The web page should include photographs and information about the faculty; generally, there should be more colour! The department should also consider a social media presence. An expanded colloquium series (as suggested in **III A d)**) would provide further outreach opportunities. Visiting speakers could be publicized on the department web page and in appropriate university forums.

IV. FACULTY AND RESEARCH

17. Productivity: scope, quality and relevance of faculty research activities. Relative to its very small size, UTSC Philosophy is a strong department with upward momentum. The demographic profile of the department is excellent: two full professors, four associate professors and two assistant professors, with a healthy age and gender distribution. All faculty are active researchers, publishing articles in top journals. Both the rate and quality of production (as evidenced by articles placed in good journals) are generally high; several monographs are in progress. Most faculty have significant professional responsibilities, both internal and external to the university: leadership roles in professional organizations, editorial assignments, conference organization, reviewing. In general, the research profile of the department is congruent with that of the full tri-campus Philosophy department, which is widely recognized as the strongest in Canada.

As noted in the *Self-Study*, the department has particular research strength in Philosophy of Mind. Unsurprisingly given its small size, the department has gaps in a number of areas, most notably in the history of philosophy. We address these matters further in our discussion of the faculty complement.

18. Level of research activity: national and international comparators. In terms of quality and rate of publication in top journals, UTSC Philosophy faculty are generally on par with other leading North American departments. It is impossible to assess the overall standing of the UTSC department relative to that of other departments in Canada and the U.S. because of its participation in the tri-campus Philosophy department. UTSC Philosophy does not appear in the *Philosophical Gourmet Report* overall and area rankings, even though the tri-campus U of T Philosophy department is ranked 11th worldwide. If forced to compare the UTSC department, taken by itself, to similarly sized departments, UTSC would fare well. The department is competitive in one area (Philosophy of Mind) and competent in several others.

Research support and awards, particularly SSHRC grants, represent a different way to measure research activity. U of T Philosophy, as a leading department, clearly expects its faculty to compete and be successful in SSHRC competitions. No UTSC faculty members currently hold SSHRC Grants, although three of eight faculty (Kremer, Hellie, Wilson) have held major SSRHC grants in the past five years and one (Wilson) received a significant international prize in 2014. The important point here is to ensure that faculty continue to apply. On the positive side, we learned that four faculty have applied for tricouncil grants (3 SSHRC, 1 NSERC) in the current round, and that the Chair has requested, and received, internal competitiveness funding to provide incentives for future applications. It seems to the review committee that there could be better communication and collaboration between the department and UTSC Research. When we spoke to the VP Research, he identified numerous funding opportunities: fellowships for junior faculty, MITACS, a research competitiveness fund to support SSHRC partnership grants, funding for

workshops and conferences, and even modest funding to help support a departmental colloquium series. When we spoke to the faculty about research support, they seemed unaware of these opportunities, although they did suggest that UTSC should appoint more than one grants facilitator. It also appears that UTSC Philosophy has not put forward any recent nominations for internal faculty research awards. Here too, better communication with UTSC Research could lead to a successful bid and an enhanced research profile for the department.

19. Appropriateness of research activities for undergraduate and graduate students in the department. The department has made significant efforts to engage its undergraduates at an appropriate level. In terms of formal coursework, the C-level *Proseminar* and D-level seminars qualify as research courses. The department also engages the students through extracurricular activities such as discussion nights, interdisciplinary events, and an annual international undergraduate conference organized by the APS (Association of Philosophy Students).

At the graduate level, most of the faculty supervise and serve on several dissertation committees. Some (Wilson, Seager) have a heavy supervisory load, but on average the amount of supervision is consistent with professional norms. The graduate program *per se* did not fall within the mandate of the review committee, but in our Skyped conversation with the graduate students, we found them to be satisfied with research supervision from UTSC faculty.

Throughout our visit, we received the clear and univocal message—from faculty, graduate students and the UTSG Graduate Chair—that graduate research is and should remain firmly based on the St. George campus. Still, there are a number of ways in which this orientation may be reconciled with the UTSC mandate to create centres of research excellence on the Scarborough campus. Specifically, the department could take additional measures to enhance and promote a vigorous *undergraduate* research culture: extending its annual undergraduate conference to a modest speaker series, bringing in graduate students for talks and professional development, and other measures noted earlier in **III A d)**. To repeat an earlier observation, the graduate students appear keen to help with initiatives involving the undergraduate program.

20. Faculty Complement Plan. UTSC is in hiring mode and the Philosophy department should grow along with the rest of the campus. Bringing together a number of points about teaching made earlier in this report and also in the *Self-Study*: enrolments in both the majors and overall (FCE's) have been rising rapidly; sessional dependence is already massive even with the current offering of 30 courses per year; Philosophy should offer more than 30 courses per year, including extra sections of heavily subscribed lower-level courses and more variety at the upper levels. From a research perspective, the department needs to fill gaps in history and value theory. The review committee absolutely concurs with the *Self-Study* that the complement of research faculty should increase by two or three positions in the next few years. The committee stresses that any departures or resignations by research faculty must be replaced. The committee also endorses the department's unanimously adopted priorities of appointing in history of philosophy (specifically, Ancient Philosophy but probably also in 19th or even 20th century philosophy) and Value Theory.

In order to make the case for further hiring beyond these three positions, the department should link future priorities not just to teaching needs but to a comprehensive long-term strategy. Where does the

department want to be in five or ten years? Does the department want to build to existing strengths or to create new strengths? How would future appointments serve both the tri-campus Philosophy department and build relationships within UTSC? Hiring in the areas identified in the *Self-Study* (Metaphysics, Non-western Philosophy, Philosophy of Science) would certainly benefit the department, but the argument for such appointments would be greatly strengthened by outlining broader benefits as part of a coherent strategy. As a separate point, the review committee also urges the department to consider, in future hires, finding people who can teach philosophy of race and feminist philosophy alongside their main areas.

In addressing long-term strategy, one important issue is whether to include teaching-stream faculty, i.e., a permanent lecturer. The department is solidly opposed to this for a variety of good reasons. The department does not want a large proportion of its teaching to be handled by a permanent lecturer. Those competing for the Lecturer position would likely be good researchers (since there are so many in the job market) whose work would be under-valued in the teaching stream. Teaching and research are strongly linked in most areas of Philosophy and it makes little sense to hire an instructor with no interest in research. The review committee believes that the will of the department on this issue should be respected. Nevertheless, the committee encourages the department to consider whether in certain areas, such as applied ethics or introductory logic and critical thinking, the appointment of a permanent lecturer might make sense. As part of a comprehensive plan that includes ways in which the Philosophy department can build bridges to other UTSC units and interdisciplinary programs, the appointment of a permanent lecturer might be a reasonable step.

V.   RELATIONSHIPS

21.   Morale of faculty, students and staff. Within the undergraduate community, student morale is high. Students reported that the Philosophy department provides an appropriate level of outreach, and they expressed appreciation for the department's support of APS events and activities. Graduate student morale is also very good, as noted in **III A d)**.

Staff morale is excellent. Both staff members whom we interviewed expressed dedication to the department and indicated that they have good relationships with faculty and students. Staff face pressures related to scheduling, sessional hiring and space issues (see below), but none of these appears to have any adverse impact on morale.

Faculty were uniformly positive about the undergraduate program and mostly positive about the relationship with the tri-campus Philosophy department. In terms of the climate and governance structure of the department, all junior faculty and most tenured faculty are extremely satisfied. The faculty members who did express concerns focused on three areas: departmental effectiveness in obtaining resources (specifically, faculty positions), certain governance issues, and procedures for decision-making at the tri-campus level (specifically, hiring and dissertation committee membership). Issues of climate and governance are discussed below in **VI**.

22. Scope and nature of relationships with cognate academic units.

a)   Tri-campus relationship. The department strongly identifies itself with the collective Philosophy department. The UTSC department benefits from attracting strong faculty, strong graduate students and internal research clusters. Only minor problems emerged during our visit, relating to tri-

campus procedures for hiring and policy decisions. Some faculty raised concerns about being excluded from these processes. We have two suggestions here: better dissemination and clarification of the decision-making procedures (perhaps the relevant policies can be grouped in one section of the web page), and encouragement to faculty to attend plenary meetings where major policy changes are announced.

b)   Other departments at UTSC. UTSC Philosophy does not currently participate in any interdisciplinary programs, apart from offering the *Biomedical Ethics* as an option for Health Studies. Our impression is that the department is somewhat isolated on campus. The department has had limited success in its efforts to integrate its *Environmental Ethics* course into the Environmental Studies program, and in similar efforts to put its *Business Ethics* course on the radar for UTSC Management.

We encourage the department to pursue these and other efforts vigorously. Many Philosophy departments develop undergraduate programs in Intellectual History (together with English and History), PPE (with Political Science and Economics), or Cognitive Systems (with Psychology and Computer Science). Such programs could be as simple as creating 1st-year cohorts of students who take a set of already existing courses together. Participation in one or more such programs could be beneficial to students and to the department, and it would strengthen the position of the department within UTSC. The department's strategic plan could incorporate interdisciplinary initiatives into its plans for growth. Some suggestions were discussed earlier, in **III A e)**.

23. Partnerships with other universities and organizations. We are not aware of any such partnerships. In light of the fact that the department has only existed for five years, this type of relationship is not to be expected. Rather than develop formal partnerships of this sort, the department should remain focused on maintaining a solid relationship with the tri-campus department and building links with cognate departments at UTSC.

24. Relationship with external government, academic and professional organizations. We are not aware of any such relationships at the departmental level. Individual faculty members serve in professional organizations such as the Canadian Philosophical Association (CPA) and various editorial boards; one faculty member (Sedivy) has served with the OGS Selection Board.

25. Social impact of the department in terms of outreach and impact locally and nationally. This issue was not raised either in the *Self-Study* or in any of our interviews, but there may be relevant material of which we were not made aware. One junior faculty member (Hussain) has contributed articles in *The New York Times* and other popular media and has given talks to a wide variety of audiences.

VI.   ORGANIZATIONAL AND FINANCIAL STRUCTURE

26. Appropriateness and effectiveness of the Department's organizational and financial structure.

a)   Governance and Administration. Many decisions affecting the department are handled by tri-campus committees: graduate program policies, graduate admissions, awards, promotion and tenure cases. Other decisions are joint responsibilities: PTR (decided by a tri-campus committee and fine-tuned at the department level) and tenure-track hiring (decided by the campus departments in coordination with

the tri-campus department). Finally, day-to-day decisions, workload and curriculum matters are the responsibility of the campus department. Our impression is that governance procedures are fair and reasonable, but that there could be improvements in communication.

The first category was discussed in **V 22 a)**. Our impression is that faculty are content with governance procedures at the tri-campus level, but that more could be done to explain how decisions are made and how faculty not on governing committees can provide input. A summary document would be useful (if one already exists, it should be widely distributed). Plenary meetings should be well publicized and a clear agenda circulated well in advance.

In the second category, we saw no evidence of discontentment about procedures for allocating PTR. In the case of hiring, faculty appear satisfied with the procedure but some expressed concerns about the UTSC department's effectiveness in getting new positions, about how hiring priorities are established, and about having input into specific hiring decisions. Differences of opinion about hiring objectives are to be expected. As the *Self-Study* indicates, the department managed to achieve consensus on its top hiring priorities and to express this consensus in its strategic plan. There is no better way to resolve such issues than to hold department meetings, debate the alternatives respectfully, and then move on. One important issue that does not appear to have been resolved, however, is how to give faculty not on a hiring committee more input. All faculty should be encouraged to provide written feedback to the hiring committee on public events (job talks) and interactions with job candidates.

Finally, when it comes to purely internal decisions, most faculty seem content with an informal style of governance. Meetings are held for important decisions about curriculum and workload. Nobody expressed any criticism of department-level policies, but some concerns were expressed about implementation (e.g., publicizing a clear agenda well in advance of a department meeting). In light of such concerns, we recommend that the department provide, in one place, explicit articulation of its most important existing policies and practices (e.g., the procedures for department meetings).

The review committee would like to add one additional suggestion about internal governance. The pairing of junior faculty with a senior mentor to advise about promotion and tenure is an excellent measure, but some junior faculty still appeared somewhat hazy on the procedures and requirements for promotion. Our suggestion is that the Chair should hold an annual meeting (probably in May) with each pre-tenure faculty member to review university procedures and the cv, and to provide advice. This meeting should be followed by a short memorandum summarizing the substance of the discussion.

b) Financial structure. The review committee discussed budget issues with the Business Officer and the Departmental Administrator. The financial structure of the department appears to be sound: the budget is adequate and the department has allocated funds to cover future needs, such as the impending move to a permanent physical location. The *Self-Study* makes a number of modest proposals for enhancing the curriculum (discussed above in **III A a)**) and requests an increase of 10% staff support. These requests appear amply justified.

27. Appropriateness with which resource allocation, including administrative and technical staff, space and infrastructure support, has been managed. Based on the information provided to the review committee, resources are well managed. Both staff members assigned to the department are hard-working and efficient. In fact, the review committee suggests that the department and university

administration consider a review of staff workload to determine whether an increase in support (beyond the 10% requested) is warranted.

Finding an appropriate space that meets departmental needs should be a high priority. Although the department appears to be fond of its Portable, the Administrator reports problems with leaks, humidity, and falling tiles. These are a concern not just for health reasons but also because of the need to protect data and equipment. The Portable was aptly described as "intellectually isolated". In deciding on an appropriate home for the department, the administration should be mindful of the priorities outlined on page 26 of the department's *Self-Study*.

28. Opportunities for new revenue generation. We do not have exact information on the budgeting model at UTSC, but the largest source of new revenue for the department is presumably the introduction of new high-enrolling A- and B-level courses, extra sections of presently high-enrolling courses, or the creation of appealing interdisciplinary programs. We have suggested options along these lines: courses in applied ethics, the expansion of course offerings in logic and critical thinking, and the development of interdisciplinary initiatives such as a PPE or Cognitive Systems program.

The department may also wish to consider developing web-based courses, or blended courses that combine face-to-face lectures with on-line support. One effective model for developing and delivering such courses might be to pair an interested instructor with a faculty mentor, under the auspices of the Centre for Teaching and Learning. Our impression is that UTSC Philosophy has not developed such courses because it has not felt enrolment pressure. In the case of *Biomedical Ethics*, however, the demand might warrant the development of a web-based version. If successful, this would allow the department to shift TA resources from *Biomedical Ethics* to other A- and B-level courses. Keeping in mind our earlier observation that Philosophy needs to keep up with the pace of growth on the UTSC campus, the option of developing web-based courses in this area or others (e.g., Logic) bears close examination.

VII. LONG-RANGE PLANNING CHALLENGES

This section repeats and summarizes the major planning challenges identified in the foregoing discussion, with a focus on items specified in the *Cyclical Review Terms of Reference*. Detailed discussion is provided in earlier sections of this report.

i. UTSC strategic plan. As noted in **III B 1**, departmental objectives align well with the UTSC Plan's focus on critical thinking and student engagement. In particular, the department has an admirable record of engaging undergraduate students in a research culture. The department's major challenge is the following:

- **Attainment of critical mass.** Attain the "critical mass" of permanent faculty necessary to provide a classic education in Philosophy while eliminating the current heavy dependence on sessional instructors.

Other challenges related to the UTSC Strategic Plan include the following:

- **Program growth.** More regular offering of listed courses; expansion of curriculum (continental philosophy, Non-western philosophy); establishment and fostering of links to other units and programs within UTSC.

- **Non-academic outreach.** Engagement with alumni.

- **Development of web-based resources.** These include web-based and blended courses.

ii. Complement plan. The department has 8 permanent faculty who teach roughly 60% of the 30 courses offered annually. Sessional instructors and temporary lecturers teach the remaining courses. As explained in the *Self-Study* and in this report (**III A c; IV 20**), there are cogent arguments, based on research and teaching objectives, for an additional 2 or 3 research faculty in specified areas. Even with these additions, it will remain a challenge to provide the undergraduate program and to undertake the kinds of initiatives mentioned in the previous point. Some options and possible strategic directions are identified in **IV 20**.

iii. Enrolment strategy. Enrolments in the majors program are increasing at a healthy rate; enrolments in the A-level courses and certain B-level courses are skyrocketing. Summarizing our earlier discussion, the department faces several challenges here:

- **Ensuring quality.** It may be necessary to create additional sections of high-enrolling courses.

- **Identifying areas for expansion.** This includes applied ethics courses that are on the books and possibly some new courses in logic and/or critical thinking. It also includes initiatives involving partnerships with other units. See **III A a)**, **III A b)**, **III A e)** and **V 22 b)** for details.

- **Avoiding heavy sessional dependence.** Given the commitment to reduced sessional dependence, initiatives aimed at higher enrolment must be linked to a long-term hiring strategy.

iv. Student financial aid. Not applicable.

v. Development/fundraising initiatives. Our principal suggestion here is to engage with alumni. An alumni survey is a start. Another idea is to have an annual newsletter about the department sent out by email. As the department is so young, this may be a suggestion for the future.

vi. Management and leadership. The main challenges at present, as detailed in **VI 26**, have to do with ensuring clear understanding of current policies and practices, and with putting mechanisms in place to ensure that all faculty have input into important decisions, both in the campus department and at the tri-campus level.

VIII. International Comparators

Assessment of the UTSC Philosophy undergraduate program against international comparators is provided in **III 9**, while comparative assessment of the department's research profile is provided in **IV 18**.

IX. Concluding Remarks

We found UTSC Philosophy to be a strong research department with a significant profile in one area (philosophy of mind) and emerging strengths in other areas. The department is on an excellent upward trajectory and has a highly productive relationship to the tri-campus Philosophy department. UTSC Philosophy has made excellent recent appointments and can be trusted to make excellent appointments in future. To take the department to a new level of excellence, two things should happen. First, the

university should support the department's request for two or three additional positions in key areas (history of philosophy and value theory) to bring it up to the level where it can sustain its programs. Second and beyond this point, the department needs to articulate and agree upon a plan that clearly explains its long-term hiring priorities and shows how they contribute both to the strength of the tri-campus department and the strength of UTSC's programs.

We found that the department has done an excellent job of restructuring its undergraduate program, and we commend a number of particularly innovative ideas: the creation of *Writing Philosophy* and the *Proseminar*, the establishment of clear research tracks, and the remarkable level of engagement with undergraduate students through the APS and special events. We stressed the need for more variety in actual course offerings at the upper level and the need to foster more links to other units and programs at UTSC. While an increase in the faculty complement would obviously make things easier, modest initiatives could be undertaken without compromising the department's ability to maintain a strong program. More ambitious expansion, such as building a major new area of research strength or introducing a broad selection of courses in Non-western philosophy, would require significant growth in the faculty complement.

X.   Summary of Major Recommendations

Undergraduate Programs

- *Reduce sessional dependence in the short term by requesting funding to hire multi-year twelve-month lecturers, and in the long term by increasing the faculty complement by two or three new positions to achieve a "critical mass".* (**III A c**)

- *Identify core B-level courses as requirements for majors and specialists, and ensure permanent faculty presence in at least some of these courses.* (**III A a**)

- *Enrich offerings in logic and critical thinking at the A and B levels.* (**III A a**)

- *Support the department's proposals to expand Writing Philosophy and to introduce tutorials for Puzzles and Paradoxes.* (**III A a**)

- *Strive for greater variety in actual course offerings in C- and D-level courses.* (**III A a**)

- *Promote programs and courses by enhancing the UTSC Philosophy web page and by using social media* (**III A b, III B 16**).

- *Explore options for enhancing the department's undergraduate research profile: an expanded colloquium series, graduate student talks, and more professional development events.* (**III A d**)

- *Build connections with other units and programs at UTSC. Possibilities include: Cognitive Systems* (*Psychology and Computer Science*)*; PPE (Political Science and Economics)*; *Intellectual History* (*History and English*). (**III A e**, **V 22 b**)

- *Engage alumni as a resource for undergraduate programs and as a source of information on career options.* (**III B 13**)

- *Explore additional opportunities for increasing enrolment, such as developing on-line resources and blended courses.* (**III A d**)

Faculty and Research

- *Support department priorities by making appointments in History of Philosophy (specifically, Ancient Philosophy) and Value Theory.* (**IV 20**)

- *Promote greater participation by faculty in SSHRC grant competitions through better cooperation with UTSC VP Research.* (**IV 18**)

- *Promote greater awareness of funding for support of workshops and conferences.* (**IV 18**)

- *Nominate faculty for external and internal awards, perhaps through a departmental Awards Committee.* (**IV 19**)

- *Create a comprehensive strategic plan that clarifies long-term hiring priorities.* (**IV 20**)

Relationships and Governance Issues

- *Vigorously pursue links to cognate departments at UTSC (same recommendation as listed for Undergraduate Programs).*

- *Clearly articulate in one place existing policies and procedures at the tri-campus level and at the department level.* (**VI 26**)

- *Strive to encourage broader faculty input into hiring decisions.* (**VI 26**)

- *Establish annual meetings between Chair and pre-tenure faculty regarding progress towards tenure.* (**VI 26**)

Infrastructure and Staff

- *Facilitate a prompt move to a permanent home that meets departmental needs.* (**VI 27**)

- *Support the department's request for an additional 10% business officer, and consider a general review of staff workload.* (**VI 27**).

UTQAP Review Summary

Program Reviewed:	Philosophy, B.A.: Specialist, Major, Minor
Division/Unit Reviewed:	Department of Philosophy, University of Toronto Scarborough (UTSC)
Commissioning Officer:	Dean and Vice-Principal (Academic), UTSC
Reviewers (Name, Affiliation):	1. Paul Bartha, Professor and Acting Head, Philosophy, University of British Columbia 2. Samantha Brennan, Professor, Women's Studies and Feminist Research, Western University 3. Lisa Shapiro, Professor, Philosophy and Associate Dean, Faculty of Arts and Social Sciences, Simon Fraser University
Date of Review Visit:	October 26 – 27, 2015

Previous Review

Date: April 10, 2011 (review of program only)

Summary of Findings and Recommendations

1. Undergraduate Programs (Philosophy, BA: Spec, Maj, Min)

The reviewers observed the following strengths:
- Excellent undergraduate philosophy program that meets its goals and objectives
- Good overall structure with coverage of the major areas in contemporary departments of philosophy
- Graduates of the highest quality with impressive placements in top graduate programs

The reviewers identified the following areas of concern:
- Not enough D-level offerings; too many B-level offerings
- Large enrolments in some C-level courses
- Highest student-faculty ratio of the tri-campus philosophy programs

The reviewers made the following recommendations:
- Increase D-level offerings

2. Graduate Programs (n/a)

3. Faculty/Research

The reviewers observed the following strengths:
- Committed, impressive group of contemporary academic philosophers, actively engaged in cutting-edge scholarship
- Effective mentoring of students

The reviewers identified the following areas of concern:
- Complement is too small, preventing program growth, and is lacking in some key areas

The reviewers made the following recommendations:
- Increase complement to offer more courses, especially at the D-level, and fill gaps in coverage

Last OCGS review(s) date(s):   n/a

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

- Documentation about the university: UTSC Strategic Plan, 2014-15 to 2018-19; UTSC by the Numbers; UTSC Admissions Viewbook, 2016-16; UTSC Academic Handbook, October 2012
- Documents about the review process: Terms of Reference; Site Visit Schedule
- Documents about the department: Unit Academic Plan, April 2015; Unit Self Study, October, 2015; Registrarial Data Sets for the Departments of Philosophy, English, HCS, and UTSC Campus
- Documents about programs and courses: Description of Programs, 2015-16 UTSC Academic Calendar; Description of Courses, 2015-16 UTSC Academic Calendar; Course Enrolments, 20017-15; Course Syllabi
- Faculty CVs

Consultation Process

The reviewers met with the Vice-Principal Academic and Dean, Vice-Dean, Undergraduate, Assistant Dean, Academic Programs Officer, Vice-Principal, Research, the Graduate Chair of the Department of Philosophy, and the UTSC Department Chair, junior and senior members of the faculty, graduate and undergraduate students and administrative staff.

Current Review: Findings and Recommendations

1. Undergraduate Program

The reviewers observed the following strengths:

- Overall quality
    - Extremely impressive department
    - Positive prospects for continued growth
- Objectives
    - Well-structured, classic philosophy education; curriculum is appropriate to objectives
- Curriculum and program delivery
    - Restructuring of the undergraduate program to establish clear research tracks has provided clarity and variety for majors and specialists
    - Commendable presence of continuing faculty teaching A-level courses
        - Gateway courses are attractive and functioning well
    - Curriculum is up-to-date and representative of North American programs oriented towards analytic philosophy
    - Innovative offerings include PHLB99H3 Writing for Philosophy and PHLC99H3 Proseminar in Philosophy
- Enrolment
    - Strong growth in the Major program, along with overall undergraduate FCE enrolments
- Students
    - Excellent departmental engagement of a vibrant group of undergraduate students through its support for the Association of Philosophy Students (APS) and extra-curricular activities
    - Students acknowledge limited resources and feel that the department genuinely cares about student needs and preferences
    - High student morale
- Support
    - Fully adequate mentoring and advising

The reviewers identified the following areas of concern:

- Curriculum and program delivery
    - Heavy dependence on sessional instructors
    - Lacking variety in upper-level course offerings
    - Weak offerings in History of Philosophy and Value Theory
    - Very large enrolment in PHLA11H3 Introduction to Ethics (500 students, 17 sections)
    - No offerings in Logic or Critical Thinking in the first year, courses usually heavily subscribed to in Philosophy departments

- Enrolment
    - Despite growth, department has not kept pace with other departments at UTSC
- Students
    - Department has registered a concern about the quality of undergraduate writing
- Outreach/promotion
    - Department is not taking full advantage of its website or exploring the opportunities for outreach provided by social media

The reviewers made the following recommendations:

- Curriculum and program delivery
    - Identify two to three core B-level courses as requirements for majors and specialists, and ensure permanent faculty presence in at least some of these courses
    - Enrich offerings in Logic and Critical thinking at the A and B levels to attract more students to the department
    - Support the department's proposals to expand PHLB99H3 Writing for Philosophy and to introduce tutorials for PHLB55H3 Puzzles and Paradoxes
    - Strive for greater variety in actual course offerings in C- and D-level courses
    - Consider breaking PHLA11H3 Introduction to Ethics into two or more sections
- Enrolment
    - Explore additional opportunities for increasing enrolment, such as developing on-line resources and blended courses
- Outreach/promotion
    - Promote programs and courses by enhancing the UTSC Philosophy web page and by using social media

2. Graduate Program
n/a

3. Faculty/Research
The reviewers observed the following strengths:

- Overall quality
    - Strong, young department of active researchers, publishing in top journals
- Research
    - Highly successful annual undergraduate research conference

- Faculty
  - Excellent recent hires
  - Most faculty have significant professional responsibilities
  - Positive role of graduate students in the department

The reviewers identified the following areas of concern:

- Research
  - No current SSHRC grant holders, though three of eight faculty have held such grants within the past five year
- Faculty
  - Shortage of graduate teaching assistants; unclear policies for graduate student attendance at lectures
  - Small faculty complement with limited coverage impacting the department's ability to deliver a classical philosophy education and offer variety in upper level courses
  - High dependence on sessional instructors to deliver curriculum, limiting program growth

The reviewers made the following recommendations:

- Research
  - Explore options for expanding the department's undergraduate research opportunities: an expanded colloquium series, graduate student talks, and more professional development events
  - Promote greater participation by faculty in SSHRC grant competitions through better cooperation with UTSC VP Research office
  - Promote greater awareness of funding for support of workshops and conferences
  - Nominate faculty for external and internal awards, perhaps through a departmental Awards Committee
- Faculty
  - Create a comprehensive strategic plan that clarifies long-term hiring priorities
  - Reduce sessional dependence in the short term by requesting funding for part-time 12-month lecturers, and in the long term by increasing the faculty complement by two or three new positions
    - Support department priorities by making appointments in History of Philosophy (specifically, Ancient Philosophy) and Value Theory
  - Strive to encourage broader faculty input into hiring decisions
  - Establish annual meetings between Chair and pre-tenure faculty regarding progress towards tenure
  - Consider ways to address the shortage of TAs

4. Administration

The reviewers observed the following strengths:

- Relationships
    - Mutually-beneficial tri-campus relationships; UTSC department has strengths in Philosophy of Mind and Analytic Philosophy
    - Overall positive morale (students, faculty, staff)
- Organizational and financial structure
    - Most faculty are extremely satisfied with the climate and governance structure of the department
    - Hard-working, efficient staff
    - Adequate budget
- Department/unit/programs relative to the best in Canada/North America and internationally
    - Program compares well to that of other major North American Philosophy departments with an analytic orientation

The reviewers identified the following areas of concern:

- Relationships
    - Relationships with UTSC cognate departments are healthy but could be enhanced
- Organizational and financial structure
    - Some faculty unclear about tri-campus procedures for hiring and policy decisions
    - Some junior faculty need more clarification on procedures and requirements for promotion
    - Issues related to the current portable space used for the department

The reviewers made the following recommendations:

- Relationships
    - Build connections with other units and programs at UTSC. Possibilities include: Cognitive Systems (Psychology and Computer Science); PPE (Political Science and Economics); Intellectual History (History and English)
    - Engage alumni as a resource for undergraduate programs and as a source of information on career options
- Organizational and financial structure
    - Clearly articulate in one place existing policies and procedures at the tri-campus level and at the department level

- o Facilitate a prompt move to a permanent home that meets departmental needs
- o Support the department's request for an additional 10% business officer, and consider a general review of staff workload

Administrative response—appended

February 12, 2016

Professor Bill Gough
Interim Vice-Principal (Academic) & Dean
University of Toronto Scarborough (UTSC)

Dear Professor Gough,

Thank you for forwarding the report of the October 2015 External Review the Department of Philosophy and its program (B.A. (Hons.): Spec, Maj, Min).

As indicated in our Statement of Institutional Purpose, the University of Toronto is committed "to being an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality." This quality is assessed through the periodic appraisal of programs and units, which considers how our research scholarship and programs compare to those of our international peer institutions and assesses the alignment of our programs with established Degree Level Expectations. The University views the reports and recommendations made by external reviewers as opportunities to celebrate successes and identify areas for quality improvement.

The reviewers praised the Department as extremely impressive with positive prospects for continued growth. They noted the excellent recent additions to the faculty complement, citing the Department's strong research profile in philosophy of mind and analytic philosophy. They found the tri-campus relationship to be highly productive. They also highlighted the positive, active Association for Philosophy Students (APS) and its benefits for student life.

I am writing at this time to request your administrative response to this report and your thoughts on a timeline for implementing recommendations. At the same time, I am forwarding you a summary of the review report for comment.

Specifically, I would ask you to address the following areas raised by the reviewers and their impact on academic programs, along with any additional areas you would like to prioritize:

Curriculum and program delivery
- The reviewers made a number of observations regarding curricular improvements and coverage, including the frequency, variety and availability of offerings, especially at the upper levels.
- The reviewers stated that students would benefit from more research opportunities.

Relationships
- In order to better serve student needs and enhance interdisciplinary offerings, the reviewers emphasized the need for the department build stronger links with cognate departments and alumni.

Faculty
- The reviewers encouraged reflection on the faculty complement and the types of appointments in the department, given the tri-campus context and the need to clearly articulate priorities for UTSC.
- The reviewed expressed concern about the department's reliance on sessional faculty.
- The reviewers encouraged the Department to seek greater participation in SSHRC grant competitions through better cooperation with the UTSC VP Research.
- The reviewers also recommended ways in which faculty could be better supported, including through the clarification of policies and procedures for tenure, promotion, hiring, and funding.

Resources and planning
- The reviewers noted that additional shared staff may be beneficial to program functioning, as would a move to permanent physical space.

In terms of next steps, reviews of academic programs and units are presented to University governance as a matter of University policy. Under the *University of Toronto Quality Assurance Process* (UTQAP), it is the responsibility of the Vice-Provost, Academic Programs to prepare a Report on all program and unit reviews and submit these biannually to the Committee on Academic Policy and Programs (AP&P). The summary of the external review of the Department of Philosophy and its undergraduate program will be considered by the AP&P at its meeting on March 30, 2016. Your presence at this meeting is important and will allow you to respond to any questions the Committee may have regarding the report and your administrative response and plan for implementing recommendations. The implementation plan should identify changes to be accomplished in the immediate (6 months), medium (1-2 years) and longer (3-5 years) terms, and who (Department, Dean) will take the lead in each area. The AP&P may either conclude that there are no substantive issues that need to be dealt with or recommend that the Vice-Provost, Academic Programs bring forward a follow-up report in a year.

I would appreciate receiving your completed administrative response and plan for implementing recommendations, as well as any comments on the summary by March 2, 2016. This will allow my office sufficient time to prepare materials for the AP&P meeting. At the same time, we will work closely with you to develop a summary of the review's outcomes, including plans for implementing recommendations, appropriate for posting on the University's Quality Assurance website as required by the UTQAP.

Please feel free to contact me or Justine Garrett, Coordinator, Academic Planning and Reviews, should you have any questions.

Sincerely,

Sioban Nelson
Vice-Provost, Academic Programs

cc: Daniella Mallinick, Director, Academic Programs, Planning and Quality Assurance
        Justine Garrett, Coordinator, Academic Planning and Reviews
        Mark A. Schmuckler, Vice-Dean, Undergraduate, UTSC
        Lesley Lewis, Assistant Dean, Academic, UTSC
        Annette Knott, Academic Programs Officer, UTSC

2 March 2016

Professor Sioban Nelson
Vice-Provost, Academic Programs
Office of the Vice-President and Provost
Simcoe Hall
University of Toronto

Dear Sioban,

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Administrative Response:
External Review of the Department of Philosophy and its Programs

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Thank you for your letter of February 12, 2016 requesting my administrative response to
the external review of the Department of Philosophy and its programs [B.A. (Honours):
Specialist, Major, Minor]. I appreciate the seriousness with which the reviewers
approached the external review process, and am grateful for the careful consideration
they have given to the unit and the programs. I note with pleasure that the reviewers
characterize UTSC Philosophy as "a strong department with upward momentum," and
acknowledge the Department's ambition to become "an important locus of expansion
within the broader Toronto philosophy community."

The external review report was sent to the Chair of the Department to be shared widely
within the academic unit. The decanal group, including myself, the Vice-Dean,
Undergraduate, and Assistant Dean, Academic, met with the Department on February 29,
2016 to discuss the external review, and the recommendations from the review report. I
am pleased with the depth of the discussion that has taken place. We are taking the
recommendations of the reviewers seriously and already have begun to act upon them.

As you may know, the UTSC campus has been actively engaged in an academic planning
process. As part of this process, all of the academic units, the Centre for Teaching and
Learning, and the Library submitted departmental academic plans, and the Campus
Academic Plan is close to completion. Many of the initiatives included in the campus
plan – strategic enrolment management, curriculum mapping, ensuring students develop
strong communication skills, and developing alumni outreach – speak directly to the
recommendations made by the external reviewers.

Let me address now the specific points raised in your letter:

Curriculum and Program Delivery:
- The reviewers made a number of observations regarding curricular improvements and coverage, including the frequency, variety and availability of offerings, especially at the upper levels.

The Department has embraced the reviewers' recommendations to expand PHLB99H3 (Writing for Philosophy), and introduce tutorials to PHLB55H3 (Puzzles and Paradoxes). The Dean's Office will work with the Department to carry out these recommendations.

The reviewers recommended the Department expand its offerings in logic, critical thinking, formal methods, ethics, and value theory, and pointed to perceived gaps in the Department's offerings, including history of philosophy – particularly ancient philosophy, and non-analytic philosophy. They also recommended the Department provide additional structure in the program by clearly identifying two or three B-level core courses that all students must take, and consider developing web-based or blended courses that combine face-to-face lectures with online support. The Department is currently reviewing these recommendations, and their Curriculum Committee will discuss them further in the next term. We believe that curriculum mapping will enable the Department to make informed decisions about next steps regarding these, and other, reviewer recommendations.

- The reviewers stated that students would benefit from more research opportunities.

The reviewers recommended several ways to enhance the Department's undergraduate research profile in ways that involve the graduate students, including: expanding a successful undergraduate conference into a modest colloquium series run by the graduate students and the Departmental Student Association; inviting graduate students to give talks; and inviting graduate students to participate in professional development events for undergraduates. The Department has embraced the reviewers' recommendations, and will follow up on them.

Relationships:
- In order to better serve student needs and enhance interdisciplinary offerings, the reviewers emphasized the need for the Department of Philosophy to build stronger links with cognate departments and alumni.

The Department is in the early stages of reviewing the feasibility of developing multi-disciplinary programs with other departments at UTSC, including programs in Cognitive Systems and in Philosophy, Political Science and Economics. Another possibility is Philosophy and Law. They will consult with potential partner units, including Computer and Mathematical Sciences, Political Science, Psychology, and Management in due course.

Faculty:
- The reviewers encouraged reflection on the faculty complement and the types of appointments in the Department, given the tri-campus context and the need to clearly articulate priorities for UTSC.
- The reviewers expressed concern about the Department's reliance on sessional faculty.

The reviewers' recommendations include that the Department develop a comprehensive long-term strategy for hiring. This strategy would consider questions like: where does the Department want to be in five years; does the Department want to build to existing strengths or create new strengths; and how would future appointments serve both the tri-campus department of Philosophy and build relationships within UTSC? The Department's academic plan does address the need for new faculty complement, based on the department's priorities in undergraduate teaching, and on its contribution to the tri-campus graduate program. They have requested two additional tenure stream positions, one in Ancient Philosophy and another in Value Theory. The current campus five-year complement plan includes a tenure stream search for the former in 2017-18.

With regard to the reliance on stipendiary instructors, a review of the data shows that the proportion of Philosophy courses taught by stipendiary instructors is slightly below the campus average. The campus is committed to increasing the overall faculty complement not only in order to reduce the faculty to student ratio, but also to strengthen and expand our research and teaching expertise.

- The reviewers encouraged the Department to seek greater participation in SSHRC grant competitions through better cooperation with the UTSC VP Research.

To encourage faculty to apply for SSHRC grants, the Chair has instituted a SSHRC incentive program under which research funds would be provided to any unsuccessful applicant for a SSHRC grant, subject to certain stipulations. The Vice-Principal, Research has agreed to a double-match of the Department's contribution. The Department also has begun, and plans to continue, expanding its efforts to nominate faculty for awards.

- The reviewers recommended ways in which faculty could be better supported, including through the clarification of policies and procedures for tenure, promotion, hiring, and funding.

The Chairs of the three University of Toronto Philosophy departments are working together to develop a document that will detail existing governance and consultation practices at the tri-campus and graduate levels. The Chair of the UTSC Department will produce a separate document for this campus. The Chair notes that there are already practices in place to encourage faculty to provide input into hiring decisions, including: inviting faculty to review CVs and written work of candidates, encouraging faculty to attend job talks and to read any publically available work, and inviting faculty to address search committees. These practices can be reinforced.

Regarding the recommendation that the Chair meet with all pre-tenure faculty: the Chair is strongly in favour, and has moved to implement this recommendation at the end of this term.

Resources and Planning:
* The reviewers noted that additional shared staff may be beneficial to program functioning, as would a move to a permanent physical space.

The Department of Philosophy shares staff with two other academic units, and all three unit heads have expressed the need for additional staff. The Dean will ask UTSC HR Services to review the staffing needs of these units and will consider their recommendations.

Space remains a serious challenge at UTSC; however, we are very pleased with the recent completion of a campus space plan, which was developed by the Campus Architect after extensive consultation with all units on campus about their current and future space needs. Permanent space will be found for the Department of Philosophy upon completion of Highland Hall in 2017-18.

Regards,

Professor William Gough
Vice-Principal Academic and Dean (Interim)