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REVIEW REPORT

on the

PHILOSOPHY PROGRAM

JUNE 2004

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EXECUTIVE SUMMARY

The Review Committee was very impressed with the accomplishments of the Philosophy faculty and commends them for a number of creative pedagogical initiatives, strong scholarship and excellent student reviews. In spite of limited faculty resources, the Philosophy faculty have been able to respond to requests for service courses in Nursing, Business and the general student population, as well as provide strong institutional leadership in research ethics. However, the Review Committee identified three areas in which improvements could occur.

Room for improvement was noted in the area of faculty resources. In order to be able to continue to be a strong discipline at UCC, the Review Committee strongly recommends the immediate hiring of another faculty member. UCC also needs to ensure that funds are transferred to the Philosophy discipline to compensate them for the service courses they provide to other programs. Improved communications are needed between the Philosophy discipline and the regional campuses, especially concerning hirings. The Philosophy discipline should also have its printing budget augmented to support students and its travel budget enhanced to allow faculty members in the regional campuses to be able to meet with Kamloops faculty.

In the area of curriculum the Review Committee recommends that Philosophy develop a major and strengthen its minor by engaging in a thorough curriculum review. Within this review, the philosophy department needs to establish a strong group of core courses and defined prerequisites that allow for the natural progression to the desired goals for a minor and a major in philosophy.

While the Philosophy discipline has demonstrated excellent management of its program in Kamloops and the region there is a need for greater support to strengthen the discipline. Although this is an item for collective bargaining, the Committee feels there should be a designated coordinator with course release provided. Greater mentorship to new faculty members and faculty members in Williams Lake and Lillooet should take place and senior faculty members are encouraged to seek further academic promotions. Attention to course outline formatting and grade distributions will ensure that the Philosophy discipline is meeting UCC's standards of academic excellence.

The Review Committee applauds the excellent work of the Philosophy faculty and encourages the continued growth of the discipline. This would both respond to student demands for a major and extend Philosophy's ongoing contribution of academic excellence at UCC.

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PHILOSOPHY MINOR REVIEW COMMITTEE MEMBERS

CHAIR	Helen Allen, Dean, School of Social Work, UCC
ASSISTANT CHAIR	Dr. Dennis Acreman, Chairperson, Mathematics & Statistics, UCC
EXTERNAL REPRESENTATIVE	Dr. Anne Leavitt, Professor, Liberal Studies, Malaspina University College
EXTERNAL REPRESENTATIVE	Dr. Andrew Irvine, Professor, Philosophy, University of British Columbia
REVIEW COORDINATOR	Dr. Gordon Tarzwell, Coordinator, Program Evaluation, Institutional Research & Planning, UCC

RESOURCE PERSON	Dr. Bruce Baugh, Associate Professor, Philosophy, UCC
DEPARTMENT CHAIR	Dr. Michael Gorman, Chairperson, Philosophy, History & Politics, UCC
DIVISIONAL DEAN	Dr. Henry Hubert, Dean, Faculty of Arts, UCC
REVIEW SUPPORT	Dorys Crespin-Mueller, Research Analyst Institutional Research & Planning, UCC

CHRONOLOGY OF THE PHILOSOPHY PROGRAM REVIEW

An initial information meeting with Philosophy Faculty and Institutional Research and Planning members was held on, October 24th, 2003 with Bruce Baugh, Associate Professor, Philosophy; Jeff McLaughlin, Assistant Professor, Philosophy, Dan O'Reilly, Assistant Professor, Philosophy, Robin Tapley, Assistant Professor, Philosophy, and Maegan Richards, Instructional Assistant, Philosophy. A further meeting was held on November 21st to discuss questionnaire content and format. Questionnaires were refined and finalized by January 19th, 2004.

Stakeholders in the Philosophy Major Program were surveyed on the following dates:

Former Students (2000-03):	January 21st, 2004
Faculty:	January 21st, 2004
Current Students (Yrs. 2, 3 & 4):	February 23rd , March 3rd and March 5th, 2004

Reminders were mailed to non-responding former students on February 11th. Most faculty members had responded by February 23rd. The Office of Institutional Research attempted to contact non-responding former students by phone on Februrary 26th, February 27th, March 2nd and March 4th.

The cut-off date for all responses was March 24th, 2004. Information binders were sent to members of the Philosophy Program Review Committee on March 26th, 2004, and that committee met to analyze the data and form its recommendations on April 13th and 14th.

PROGRAM BACKGROUND AND CONTEXT

Philosophy was first taught at UCC in 1985 when Dan O'Reilly was hired to teach in the Computer Science department. It was mutually agreed with the then Director of Business, Richard Olesen, and the Director of Arts, Ron Miles, that due to Dan's graduate degree in Philosophy, he would offer two courses of Philosophy as part of his work load. One section of Critical Thinking was taught in the fall of 1985 and one section of Introductory Philosophy was taught in the winter of 1986. Philosophy, as a discipline, was placed in the Social Sciences.

In 1988, his third year at UCC, Dan was elected Chair of Social Sciences. By this time Philosophy student numbers had grown to two sections each term, and consequently Dan gave up his position in Computer Science and his Philosophy position became full time in Social Sciences. With the advent of degree granting status in 1989 and the continued growth in the number of Philosophy students, a second Philosopher, Joan Bryans, was hired. Though Joan's area of expertise was Philosophy of Language, she was hired primarily to fill a need in biomedical ethics, a service course offered in the new Nursing degree program. Shortly after Joan's hiring, the Department of Social Sciences was split into four departments, one of which became Philosophy, History and Politics.

Over the next few years, student numbers in Philosophy continued to grow, so much so that by 1992 the department was able to justify the hiring of a third philosopher, Bruce Baugh. Bruce brought an expertise in Continental Philosophy to the department. Shortly after the hiring of Bruce on a full-time contract, Jeff McLaughlin, with an expertise in biomedical ethics, was hired as a sabbatical replacement for Joan. Upon Joan's return, there were not sufficient numbers in Philosophy to justify keeping Jeff in the discipline full time; however, the numbers were such that Jeff was offered a half-time position in Philosophy and a half-time position in the Distributed Learning Support Group.

In 1998, Joan Bryans decided to take early retirement and Robin Tapley, with her expertise in biomedical ethics, was hired as a replacement. In 2003, Jeff gave up his position in the Distributed Learning Support Group and became a full time member of Philosophy. Consequently, today there are four full-time members in the discipline.

ADMISSIONS REQUIREMENTS

Minor in Philosophy

It is now possible for students in the BA Program, who are registered in a Major program, to complete at the same time a Minor program in Philosophy. Other than generic requirements, Philosophy has no special requirements for a Minor, though it is recommended that students take Introduction to Ethics, PHIL 201, and Elementary Formal Logic, PHIL 222.

- **The Generic Requirements for a Minor**:
    - Students in a Major program may construct their program to include a Minor in a subject (discipline) other than the Major. To complete a Minor a student must include in the 120 credits required for the degree at least 30 credits and no more than 42 credits in a single subject or field of specialization other than that of the Major, including any courses specified as required for a Minor in the discipline or field of specialization. (Again, Philosophy has no special requirements for a Minor, though it is recommended that students take Introduction to Ethics, PHIL 201, and Elementary Formal Logic, PHIL 222). At least 18 of these credits must be in courses numbered 300 or above. Some Interdisciplinary Minors are defined as 18 to 21 credits in specified courses numbered 300 or above, and there prerequisites.
    - At least 24 of the 120 credits required for the degree must be in subjects or fields other than those of the Major and Minor.
    - The general provisions regarding the definition of subjects and cross-listed courses in th Major apply to the Minor. Only courses in subjects offered by UBC's Faculties of Arts and Science can be credited toward the Minor.

Concentration in Philosophy

It is possible for students in the BA Program, who are registered in the General B.A. Program, to do a concentration in Philosophy. Other than the generic requirements, Philosophy has no special requirements for its concentration, though it is recommended that students take Introduction to Ethics, PHIL 201, and Elementary Formal Logic, PHIL 222.

- **The Generic Requirements for a concentration**:
    - **distribution**: At least 30 upper level credits from one of the following categories: Humanities, Social Sciences, Creative and Performing Arts, Science.

      At least 12 upper level credits from a second category.
    - Of the 30 upper level credits in one category, 18 (no more and no less) must be in one discipline (as defined below). This constitutes an "area of concentration." It is possible for a student to take more than one area of concentration.
    - For purposes of the **distribution** and **concentration** requirements, the courses normally available to B.A. students are grouped into four broad categories:
        - **Humanities** (HUM): History, Language, Literature, Philosophy.
        - **Social Science** (SS): Anthropology, Economics, Geography, History, Political Science, Psychology, Statistics.
        - **Creative and Performing Arts** (CPA): Film, Studio Art, Theatre.
        - **Science** (SC): Biology, Chemistry, Computing Science, Math, Physics, Psychology, Statistics.

PHILOSOPHY SEAT UTILIZATION

The seat utilization percentage is a measure of the total number of seats occupied in the courses in the program compared to the total seat capacity. Figures include Williams Lake seat capacity and enrolments.

The following takes into account the stable enrolment and capacity from Fall 1999 to Winter 2004. The first two tables give the fall and winter semester Philosophy figures by year, and the next 10 tables shows the comparison with other similar disciplines (Academic programs only) from Fall 1999 to Winter 2004.

Fall Semester

Year	Lower level enrolment	Lower level capacity (# of seats)	Lower level % utilization	Upper level enrolment	Upper level capacity (# of seats)	Upper level % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
1999	338	340	99.4%	84	95	88.4%	422	435	97.0%
2000	392	395	99.2%	65	60	100.8%	457	455	100.4%
2001	439	435	100.9%	65	55	118.2%	504	490	102.9%
2002	475	488	97.3%	115	120	95.8%	590	608	97.0%
2003	485	503	96.4%	124	121	100.2%	609	624	97.6%

Winter Semester

Year	Lower level enrolment	Lower level capacity (# of seats)	Lower level % utilization	Upper level enrolment	Upper level capacity (# of seats)	Upper level % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
2000	371	378	98.1%	57	60	95.0%	428	438	97.7%
2001	352	358	98.3%	85	90	94.4%	437	448	97.5%
2002	372	346	107.5%	109	85	128.2%	481	431	111.6%
2003	326	338	96.4%	85	87	97.7%	411	425	96.7%
2004	531	595	89.2%	70	90	77.7%	601	685	87.7%

Comparison With Other Arts Disciplines (Academic Programs Only) For The Same Period

Fall 1999

Discipline	Lower level enrolment	Lower level capacity (# of seats)	Lower level % utilization	Upper level enrolment	Upper level capacity (# of seats)	Upper level % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
PHIL	338	340	99%	84	95	88%	422	435	97%
ANTH	262	260	100%	18	43	42%	280	303	69%
ENGL	1430	1462	98%	283	299	95%	1713	1761	97%
HIST	435	450	97%	195	220	89%	630	670	94%
POLI	222	240	93%	27	30	90%	249	270	92%
SOCI	590	588	100%	195	180	108%	785	768	102%

Winter 2000

Discipline	Lower level enrolment	Lower level capacity (# of seats)	Lower level % utilization	Upper level enrolment	Upper level capacity (# of seats)	Upper level % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
PHIL	371	378	98%	57	60	95%	428	438	98%
ANTH	292	265	110%	53	71	75%	345	336	103%
ENGL	1455	1668	87%	337	418	81%	1792	2086	86%
HIST	395	380	104%	221	260	85%	616	640	96%
POLI	205	195	105%	50	60	83%	255	255	100%
SOCI	396	474	84%	281	290	97%	677	764	89%

Fall 2000

Discipline	Lower level enrolment	Lower level capacity (# of seats)	Lower level % utilization	Upper level enrolment	Upper level capacity (# of seats)	Upper level % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
PHIL	392	395	99%	65	60	101%	457	455	100%
ANTH	248	255	97%	65	110	59%	313	365	86%
ENGL	1555	1664	93%	363	426	85%	1918	2090	92%
HIST	419	400	105%	199	230	87%	618	630	98%
POLI	195	240	81%	67	60	112%	262	300	87%
SOCI	598	598	100%	142	130	109%	740	728	102%

Winter 2001

Discipline	Lower level enrolment	Lower level capacity (# of seats)	Lower level % utilization	Upper level enrolment	Upper level capacity (# of seats)	Upper level % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
PHIL	352	358	98%	85	90	94%	437	448	98%
ANTH	222	240	93%	94	106	89%	316	346	91%
ENGL	1348	1496	90%	389	436	89%	1737	1932	90%
HIST	304	320	95%	199	240	83%	503	560	90%
POLI	231	245	94%	63	60	105%	294	305	96%
SOCI	431	487	89%	243	230	106%	674	717	94%

Fall 2001

Discipline	Lower level enrolment	Lower level capacity (# of seats)	Lower level % utilization	Upper level enrolment	Upper level capacity (# of seats)	Upper level % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
PHIL	439	435	101%	65	55	118%	504	490	103%
ANTH	362	350	103%	75	90	83%	437	440	99%
ENGL	1619	1689	96%	367	349	105%	1986	2038	97%
HIST	405	405	100%	215	240	90%	620	645	96%
POLI	249	230	108%	33	25	132%	282	255	111%
SOCI	550	565	97%	219	195	112%	769	760	101%

Winter 2002

Discipline	Lower level enrolment	Lower level capacity (# of seats)	Lower level % utilization	Upper level enrolment	Upper level capacity (# of seats)	Upper level % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
PHIL	372	346	107%	109	85	128%	481	431	112%
ANTH	319	318	100%	91	132	69%	410	450	91%
ENGL	1342	1445	93%	413	437	95%	1755	1882	93%
HIST	433	471	92%	187	240	78%	620	711	87%
POLI	221	245	90%	76	60	127%	297	305	97%
SOCI	474	532	89%	217	235	92%	691	767	90%

Fall 2002

Discipline	Lower level enrolment	Lower level capacity (# of seats)	Lower level % utilization	Upper level enrolment	Upper level capacity (# of seats)	Upper level % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
PHIL	475	488	97%	115	120	95%	590	608	97%
ANTH	267	320	83%	80	120	67%	347	440	79%
ENGL	1549	1605	97%	397	414	96%	1946	2019	96%
HIST	316	320	99%	244	265	92%	560	585	96%
POLI	232	250	93%	76	78	97%	308	328	94%
SOCI	603	609	99%	165	160	103%	768	769	100%

Winter 2003

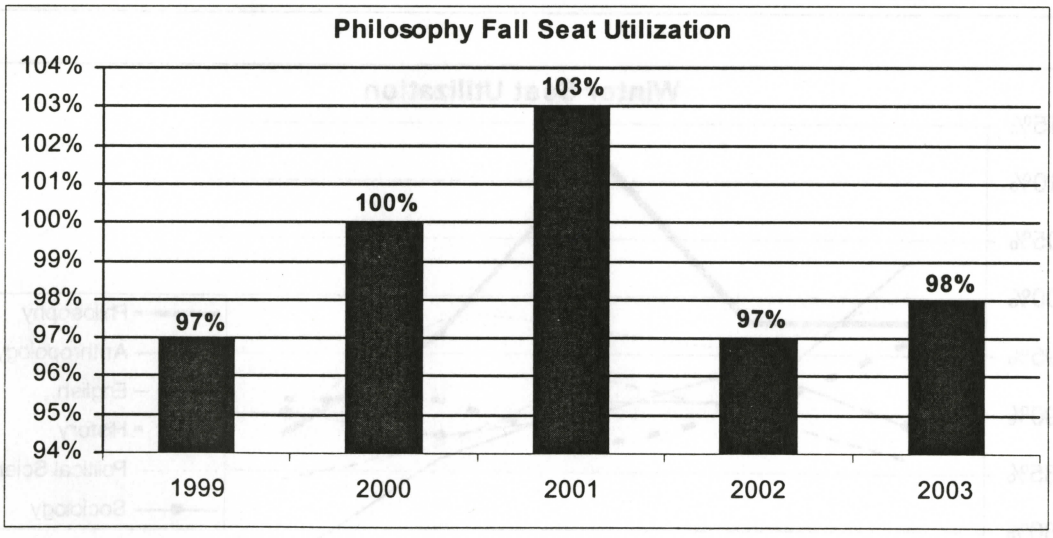
Discipline	Lower level enrolment	Lower level capacity (# of seats)	Lower level % utilization	Upper level enrolment	Upper level capacity (# of seats)	Upper level % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
PHIL	326	338	96%	85	87	98%	411	425	97%
ANTH	367	419	88%	63	80	79%	430	499	86%
ENGL	1409	1585	89%	370	453	82%	1779	2038	87%
HIST	354	366	97%	257	305	84%	611	671	91%
POLI	236	248	95%	67	61	110%	303	309	98%
SOCI	501	603	83%	215	210	102%	716	813	88%

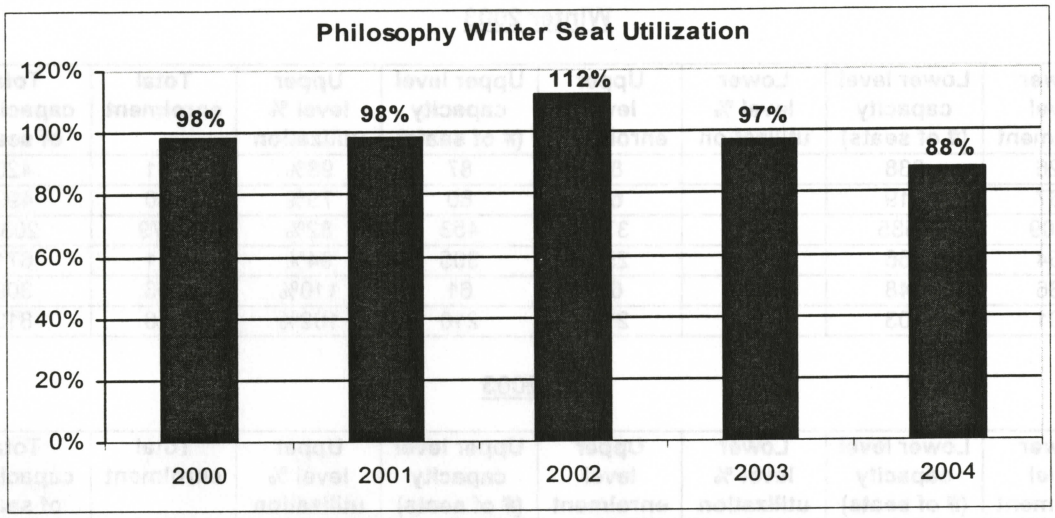
Fall 2003

Discipline	Lower level enrolment	Lower level capacity (# of seats)	Lower level % utilization	Upper level enrolment	Upper level capacity (# of seats)	Upper level % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
PHIL	485	503	96%	124	121	100%	609	624	98%
ANTH	290	437	66%	34	70	49%	324	507	64%
ENGL	1510	1711	88%	382	443	86%	1892	2154	88%
HIST	344	360	96%	234	266	88%	578	626	92%
POLI	271	290	93%	94	120	78%	365	410	89%
SOCI	522	602	87%	175	210	83%	697	812	86%

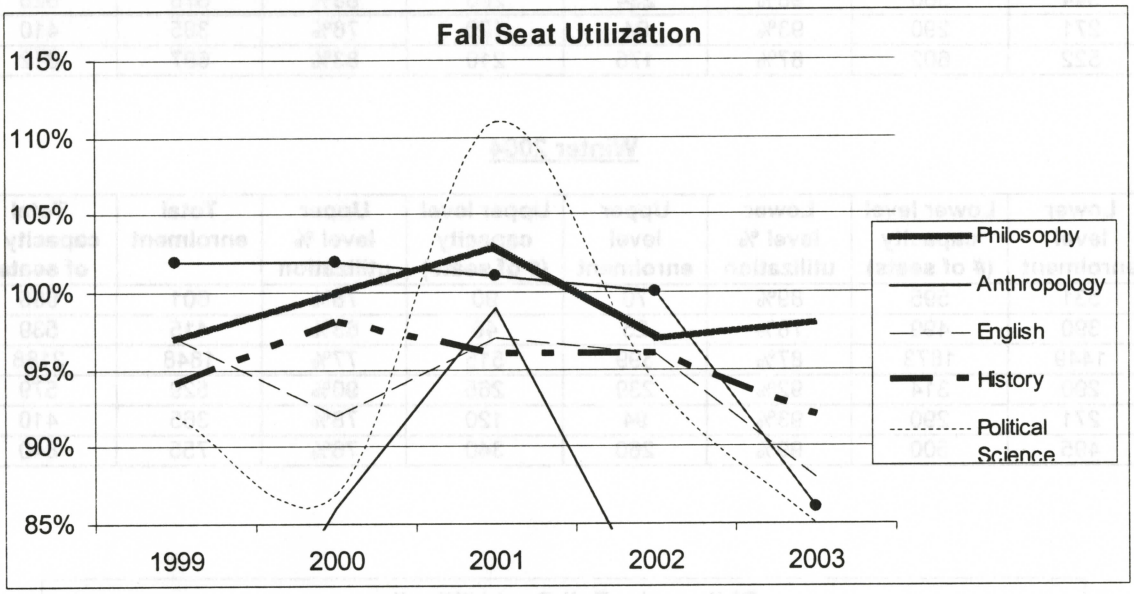
Winter 2004

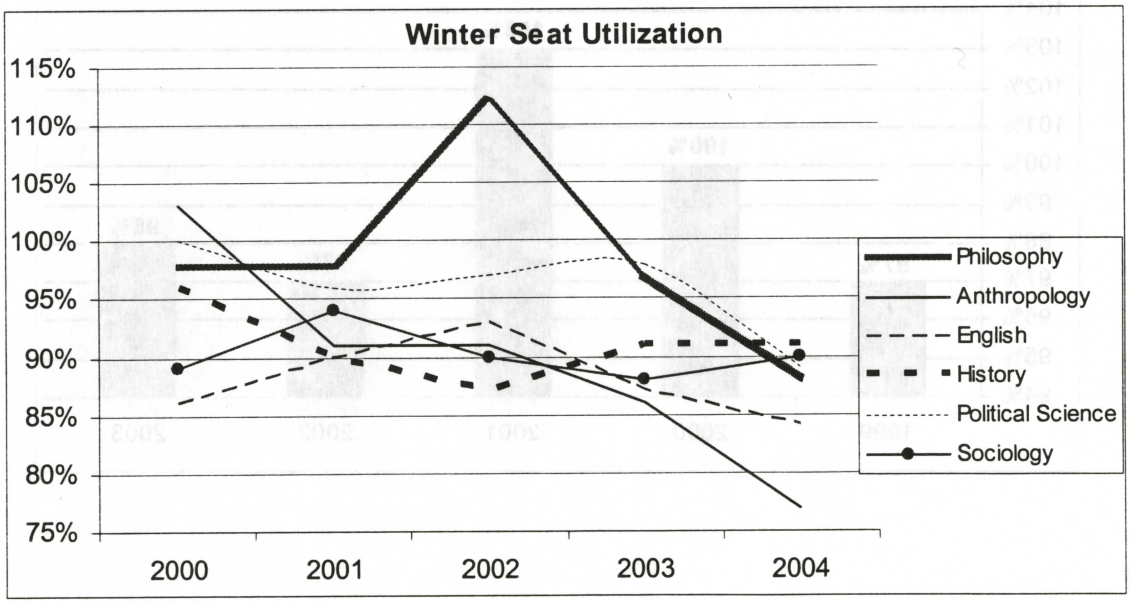
Discipline	Lower level enrolment	Lower level capacity (# of seats)	Lower level % utilization	Upper level enrolment	Upper level capacity (# of seats)	Upper level % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
PHIL	531	595	89%	70	90	78%	601	685	88%
ANTH	390	499	78%	25	40	63%	415	539	77%
ENGL	1449	1673	87%	399	515	77%	1848	2188	84%
HIST	290	314	92%	239	265	90%	529	579	91%
POLI	271	290	93%	94	120	78%	365	410	89%
SOCI	495	500	99%	260	340	76%	755	840	90%





Seat Utilization Comparison With Other Disciplines





PHILOSOPHY COURSE WAITLISTS

(Source: Fall 01, Fall 02, Fall 03 – Stable Enrolment Data)

***Only those courses with waitlist of 14 or greater are included in the comparison figures.**

Comparisons With Other Disciplines – Fall 01

PHILOSOPHY		ANTHROPOLOGY		ENGLISH		HISTORY		POLITICAL SCIENCE		SOCIOLOGY	
231	16	-		ENGL 111	32	HIST 103	17	111	19	SOCI 111	59
-		-		ENGL 201	18	HIST 112	22	301	18	SOCI 201	14
-		-		-		-		-		SOCI 368	17

Comparisons With Other Disciplines – Fall 02

PHILOSOPHY		ANTHROPOLOGY		ENGLISH		HISTORY		POLITICAL SCIENCE		SOCIOLOGY	
-		-		ENGL 110	65	HIST 112	17	-		SOCI 111	49
-		-		ENGL 111	29	-		-		SOCI 470	14
-		-		ENGL 201	23	-		-		SOCI 111	49
-		-		ENGL 318	26	-		-			

Comparisons With Other Disciplines – Fall 03

PHILOSOPHY		ANTHROPOLOGY		ENGLISH		HISTORY		POLITICAL SCIENCE		SOCIOLOGY	
-		-		ENGL 110	16	HIST 103	17	-		SOCI 111	21
-		-						-		SOCI 360	23

TABULAR SUMMARY OF QUESTIONNAIRE RESPONSES
PHILOSOPHY PROGRAM REVIEW

The categories and quantities of responses are tabled below:

Recipient	# Sent	# Completed & Returned	% Returned
Faculty	**7**	**7**	**100%**
Former Students	**81**	**29**	**39%**
Current Students:			
2nd yr.	**144**	**81**	**56%**
3rd & 4th yrs.	**63**	**52**	**83%**
2nd year Williams Lake	**30**	**22**	**77%**
TOTAL	**325**	**191**	**60%**

(Note: The number of returned envelopes is subtracted from the number sent to attain the % returned.)

Returned by Post Office:

Former Students = 7

Total Non-Respondents: = 46

SUMMARY OF SURVEY RESPONSES

Questions pertaining to **Student Skills and Abilities** also utilised a scale from 1 to 5 (1 = "to no extent", 2 = "to a minimal extent", 3 = "to a limited extent, 4 = "to a moderate extent", 5 = "to a great extent"). Questions pertaining to **Program Organization and Delivery** utilised a scale from 1 to 5 (1 = "strongly disagree", 2 = "disagree", 3 = "neutral", 4 = "agree", 5 = "strongly agree"). In analyzing the questionnaire responses, the Committee used the following criteria: ratings of 4.00 or above were considered good to excellent ratings; ratings of 3.50 – 3.99, satisfactory to good; ratings of 3.00 to 3.49 less than satisfactory; and ratings below 3.00 were cause for concern. In the subjective comments summary, we have only identified issues where there were several comments of a common theme.

1. Former Students: (29 respondents)

Responding female former students outnumbered male students approximately 2:1. All former students were less than 30 years old with 62% in the 18-24 age group. Most respondents (62%) had left UCC in the last two years.

In their identification of current activities: 16 (55%) were employed in some capacity; 11 (38%) were pursuing full-time studies; and 2 (7%) were unemployed. Six of the 16 employed reported being in the teaching field and 7 of those 16 reported being in the service industry. Of those engaged in further studies 8 were in Education, 3 in Law, and 3 in Graduate Studies.

In the "Skills Developed" section of the questionnaire, which asked students to rate the emphasis placed on achieving certain outcome skills, critical thinking skills (4.43), a deeper understanding of moral issues (4.38), the ability to construct an argument (4.24), respect for differing viewpoints (4.21) and the ability to understand theories and ideas (4.1) were highest (on a scale of 5 where 5 = "to a great extent" and 1 = "to no extent"). The lowest ratings were for Computer skills (2.25), Documentation skills (2.79), Research and information access skills (2.79) and Quantitative and qualitative data analysis skills (2.92). These lower scores seem to be in categories, which would not be emphasized in a Philosophy program.

In the "Program Evaluation" section all items concerning instructional behaviours and attributes earned uniformly high ratings indicating a strong appreciation of the UCC Philosophy faculty. Library holdings received comparatively low ratings of 3.13 (Books) and 3.19 (Journals).

In the Comments section, respondents were very positive about their experiences in Philosophy classes and, in particular, there was very high praise for the quality of instruction and scholarship within the Philosophy Department. The major weaknesses identified were the lack of a Major in Philosophy and the range of Philosophy courses available. Fifteen students (52%) indicated that they would have considered doing a Philosophy Major had it been available.

2. Current Students—Third and Fourth Year (52 respondents)

The gender breakdown of respondents was 58% female and 42% male. Most students (69%) were in the 18-24 age group.

In the "Skills Development" section, the highest rating categories were a deeper understanding of moral issues (4.23), respect for differing viewpoints (4.22), the ability to understand theories and ideas (4.06), and critical thinking skills (4.02). The lowest ratings were for computer skills (1.98), research and information access skills (2.40), documentation skills (2.53), and presentation skills and communication skills (2.82). These high and low categories were very consistent with the Former Students' ratings.

In the "Program Evaluation" section all items concerning instructor behaviors and attributes earned high ratings, although slightly lower than those from former students. Again, Library holdings scored lower with books rated at 3.12 and journals at 3.25.

In the "Comments" section respondents were again enthusiastic and positive about both Philosophy courses and instructors. Also, the major weaknesses again identified were the lack of a Major and the range of courses available. Twenty-five students (48%) indicated a possible interest in a Philosophy Major.

3. Current Students--Second Year: (103 respondents)

Responding female students outnumbered male students approximately 3:1. The main age range was 18-24 (77%) and 22 of the students were surveyed at the Williams Lake Campus.

In the "Skills" section, the same categories as for former and current upper level students appear for both the highest and lowest scorings. The scores from these groups of students were generally a little lower than for the previous two groups of students and also the Williams Lake students gave scores marginally lower than Kamloops students.

In the "Program Evaluation" section the ratings of courses and instructors were again very high at the Kamloops campus and reasonable, if not quite so strong, at the Williams Lake campus. Library holdings were again the lower scoring categories. (Overall, it is worth noting that there is a remarkable consistency in outcomes from all three categories of students.)

That consistency also extended to the "Comments" section where lower level students also praised Philosophy courses and instructors and identified the lack of a Philosophy Major and range of Philosophy courses available as concerns. Fifty students (48%) indicated a possible interest in a Philosophy Major.

4. Faculty: (7 respondents)

All 4 full-time and 2 part-time Philosophy faculty and the Teaching Assistant completed the questionnaire. Their responses indicated some uncertainty about explicit written goals and objectives (3.75) and the achievement of those goals and objectives (3.25). However, the comments on this section made it clear that this uncertainty was mainly because of the lack of a Philosophy Major. Admission levels (3.16) and first and second year requirements for the BA program (3.40) were concerns for faculty members in terms of students' preparation for Philosophy courses, particularly at the first year level.

Generally, questions concerning curriculum scored highly although a desire for a more traditional "Core" of Philosophy courses was expressed in the comments. Likewise, questions concerning the Learning Process scored well, which is in accord with the high ratings given to faculty by students in related categories.

In the resources section the lowest score (1.0) was given for the adequacy of professional development funds. Other low scores were noted for: facilities for students (2.67), office space is adequate (2.83), and multi-media classrooms are adequate (2.86). In the Faculty Resources section low scores were received for release time for the chair of PHP (1.5), release time for the Philosophy Coordinator (1.25), and the number of full-time faculty (1.6). In the "Comments" section it is pointed out that the Philosophy Coordinator gets no release time.

Scholarly Activity Support was also rated very low with adequate sabbatical release scoring 1 and time to conduct research scoring 1.25. This is probably a systemic UCC problem rather than just a Philosophy program problem.

Questions concerning Program Structure, Organization and Delivery scored well but in the comments the point was made that more prerequisites might increase student success in upper level Philosophy courses. In Liaison and Communication, most ratings were adequate or high with the notable exception of "non-instructional duties are fairly shared among Arts faculty" (1.25) and "among PHP faculty" (1.75). In the comments it was noted that Philosophy faculty have been "exemplary" in committee service.

On the outcomes skills section, there were similar scores from both faculty and students. However, in some categories such as critical thinking, reading, and writing skills faculty provided much higher scores than students. This difference in perception of skills outcomes is worth noting.

In comments, faculty saw supportive and cooperative colleagues as a major strength of the Philosophy program, and the lack of a Major was a universal theme in terms of the main weakness of the program.

STRENGTHS OF THE PROGRAM

The Philosophy Program is to be congratulated for having accomplished a phenomenal growth with very limited resources. Other university colleges could emulate and learn from the way the program has contributed to the institution and managed its development. The Philosophy Program contributes significantly within the Faculty of Arts and various Schools at UCC and is highly valued. The Review Committee identified the following strengths in the Philosophy Program:

1) Quality of Instruction

The Philosophy Program offers high quality instruction demonstrated through the receipt of a Teaching Excellence award by one of the faculty members, the use of creative assignments and evaluation methods, an innovative approach through the mega-classroom, Web CT tools, engagement of an instructional assistant, a strong comfort level amongst faculty for teaching upper level courses and very positive evaluations by students.

2) Utilization

There is a high utilization of Philosophy courses amongst students and they are requesting more courses and make a strong statement for a major in Philosophy.

3) Committee Participation

The Philosophy Program has played a very important role within the institution by having its faculty participating on significant committees. The Research Ethics in Human Subjects Committee has been quite dependent in its development and continuance on the Philosophy faculty. Chairs of this committee have often been Philosophy faculty members.

4) Scholarly Activity

Faculty members have significant scholarly research demonstrated through publications and conference presentations. Curriculum vitae of faculty members reflect depth and breadth in their scholarship profiles. Two faculty members have had their scholarship recognized by successfully converting to twelve-hour scholarly appointments.

5) Popular Curriculum

The Philosophy Program has developed an excellent variety of courses that have a popular appeal amongst students. These unique courses include philosophy of rock music, philosophy of sex and love, cyber-philosophy, and on-line delivery of courses in logic and scientific reasoning. The Philosophy Program has also been very responsive to the growing course needs within the institution providing required health care ethics courses for the Nursing Program and critical thinking courses for the Business Program and other programs throughout the institution.

6) Regional Outreach

Introductory Philosophy courses are also available in Williams Lake and Lillooet, delivered by part-time faculty members.

AREAS OF THE PHILOSOPHY PROGRAM WHICH CAN BE IMPROVED (WITH RECOMMENDATIONS)

The Review Committee identified the following aspects of the Philosophy Program as being in need of improvement.

1. FACULTY RESOURCES

The Philosophy Program has grown significantly by offering courses that are highly subscribed. The Philosophy Program has been responsive to the needs of the School of Business, the School of Nursing, and general programs across campus in offering service courses. While the importance of these service courses cannot be underestimated they have been putting the existing Philosophy Program under mounting stress. For example, with the expansion of the Nursing Program to a tri-semester model additional sections of health care ethics have been required. Philosophy has received no extra resources to enable it to meet these demands and has had to sacrifice the development of other course areas in order to be able to respond to these institutional requests. The Review Committee also noted that there is not a pool of underemployed qualified philosophers in the Kamloops area and as such it is not possible for the discipline to grow incrementally.

Throughout the surveys comments on the lack of a Philosophy Major were strongly noted. Fifty-two percent of former students said they would have considered doing a Philosophy Major had it been available while 48 percent of upper and lower level current students indicated an interest. The external reviewers to the committee noted that with only four faculty members it would not be possible to launch a viable major but that with the careful selection of a fifth faculty member a major would be possible. Eventually this number can be expected to grow further. Faculty also noted in their SWOT analysis the threat from OUC. With the creation of a UBC campus at Kelowna it is feared UCC will lose students to that campus should we not be able to offer competing majors in traditional areas like Philosophy.

Throughout its history the discipline of Philosophy has enjoyed healthy enrolments. This discipline has produced overall utilization rates, over the last three years, of between 97 and 112 percent with only one semester dropping to 88 percent. The average class size, as published in the 2002-03 Fact Book, for Philosophy first year classes is 59 (second highest in the Arts), for second year classes is 29 (sixth in the Arts), and for third and fourth year classes the average is 29 (fourth in the Arts). While one would expect average class sizes to drop as one moves to higher-level classes, the Committee was impressed with Philosophy's retention level considering that they do not have a major.

RECOMMENDATION 1(a):

The Philosophy Program seeks approval for a new faculty position, to be hired through a national search.

ACTION: Philosophy faculty; Chair PHP; Dean of Arts; VP Academic

While the current faculty have been able to teach across a breadth of courses in Philosophy, there is not the full range that are required for a strong core in Philosophy. The main weakness is in the area of traditional core subject areas such as: history of philosophy, epistemology, and metaphysics. Amongst the expertise of the existing faculty, there is a particular lack in the area of ancient and medieval philosophy. The ability of the faculty to teach in the traditional core area has been hampered by both a lack of specialization in this area and by the need to teach service courses, taking faculty away from developing this expertise.

RECOMMENDATION 1(b):

That the next hiring of faculty focus on an expert in the history of philosophy. Possible areas of specialization or competence should include ancient or medieval philosophy.

ACTION: Philosophy faculty; Chair PHP; Dean of Arts

The lack of a formal linkage between service courses and the financial remuneration to the supplying department of these courses has placed Philosophy at a disadvantage. As UCC grows, additional demands are placed on the Philosophy discipline to open new sections and yet transfers of funds to cover these new sections have not been forthcoming to Philosophy, as they have in other disciplines. This has resulted in Philosophy having to curtail their

own offering in order to support other programs. The Program Review Committee sees this lack of compensation for service course provision as untenable as it puts at risk Philosophy's ability to sustain its own programs.

RECOMMENDATION 1(c)

UCC ensure that Philosophy, and other service providing areas, be financially compensated for the service courses they provide to other programs.

ACTION: VP Academic; Dean of Arts

Philosophy courses have been developed and taught in Williams Lake and Lillooet, often without the knowledge of or very little consultation with the Philosophy faculty at Kamloops. This is detrimental to the successful development of the Philosophy discipline in the UCC region and the assurance of a high quality offering of Philosophy courses.

RECOMMENDATION 1(d):

That the hiring of faculty in communities outside of Kamloops be done in consultation, collaboration, and with the participation of the faculty in Kamloops.

ACTION: Dean of Arts; Dean of Williams Lake; Lillooet Training Centre Co-ordinator; Chair PHP.

In discussions with Williams Lake and Lillooet faculty the Review Committee concluded that these members are at a disadvantage in their ability to develop curriculum and lack mentorship by the full-time Kamloops faculty.

RECOMMENDATION 1(e):

Resources be made available for each part-time faculty member teaching in the region to meet with the full-time faculty in Kamloops at least once per semester in order that in depth discussions about curriculum and teaching strategies can take place.

ACTION: Dean of Arts; Dean of Williams Lake; Lillooet Training Centre Co-ordinator.

In the last three Philosophy discipline budgets it was noted that overspending has occurred in the area of Print Shop Services. This discipline's budget of $350 for this area is not only insufficient but also much lower than that received by other disciplines on a per student basis.

RECOMMENDATION 1(f):

To support the existing students, the increasing numbers of students in service courses, and the hiring of new faculty, the current budget for print shop services should be increased by $500.00.

ACTION: VP Academic; Dean of Arts; Chair PHP.

2. CURRICULUM

The Philosophy Program has accomplished a great deal with limited resources and as a result their program is growing and students are demanding ever more courses and a major (see preamble to 1(a) above). The Program Review Committee noted that Canada has a lot of experience with small universities delivering philosophy majors and as such, with the addition of at least one more philosophers (see 1(a) above) UCC will have the required resources in place to offer it own philosophy major. The Program Review Committee feels that this is a critical juncture for Philosophy at UCC, a time to acknowledge work well done and to become a stronger program that will attract and retain excellent faculty members and students.

RECOMMENDATION 2(a):

That all Philosophy faculty set aside some time as soon as is practical to:

1. **review and clarify the purposes and goals of the Philosophy Minor.**
2. **create purposes and goals for a Philosophy Major**
3. **conduct a curriculum analysis for both the proposed Major and existing Minor by:**
   - i) **identifying the desired outcomes required to meet the purposes and goals of the Philosophy Major and Minor and determine at what level a student would be expected to master each outcome and which outcomes build upon previously learned outcomes.**
   - ii) **mapping these outcomes to specific courses within the program.**
   - iii) **where outcomes are not mappable to existing courses, or where the outcome is mappable to an inappropriate year in the program, design new courses or redesign existing ones.**

The Committee would like to stress that the issue of prerequisites must be addressed in item 3.i) above to ensure that a natural progression through the programs occurs.

ACTION: Philosophy faculty

With every major at UCC offered by a small department the need to rotate courses occurs. Given the proposed size of the Philosophy discipline, five with the new hire, course rotation will be critical to ensure a viable major.

RECOMMENDATION 2(b):

The curriculum review should examine every course and review courses for whether they would be taught every year or be cycled for teaching every second year.

ACTION: Philosophy faculty

3. PROGRAM MANAGEMENT

While the Philosophy faculty have informally selected a coordinator for their program this individual does not receive any release time. This has resulted in the Philosophy faculty members managing a number of administrative demands individually and in a somewhat ad hoc fashion. If attention to some of these administrative aspects could be more coherently addressed the Philosophy faculty could provide appropriate attention to collective needs such as: speakers series, strengthening of the library collection as noted in the student surveys, working with the library to receive donated collections, support to newer faculty members developing their teaching and research profiles, etc.

RECOMMENDATION 3(a):

While it recognizes that this is a collective bargaining issue, the Review Committee feels that a Philosophy coordinator position should be formally created and release time should be provided to this coordinator in order that appropriate attention could be given to the collective needs of the discipline.

ACTION: VP Academic; Dean of Arts

While reviewing course outlines, the Committee noted some variation in both style and method of evaluation. Course outlines set the tone for a course, and consistency across the discipline, and institution, creates a sense of unity in offerings.

RECOMMENDATION 3(b):

Course outlines should follow UCC's course outline policy ED (24) 8-3.

ACTION: Philosophy faculty; Chair PHP

RECOMMENDATION 3(c):

Philosophy faculty teaching different sections of the same course should discuss, amongst themselves, the types of evaluation tools they are using. Wherever feasible, similar evaluation tools should be used across all sections of the same courses.

ACTION: Philosophy faculty

In reviewing grade distributions , the Committee noted that PHIL 339, PHIL 340, PHIL 416, PHIL 435, and PHIL 439 had grades that were skewed to the high end.

RECOMMENDATION 3(d):

Course grade distribution should be reviewed each semester to ensure consistency and to avoid any hint of grade inflation.

ACTION: Philosophy faculty; Chair PHP

It was noted that some faculty members have an academic designation that does not accurately represent their research output.

RECOMMENDATION 3(e):

The senior faculty members should be encouraged to seek further academic promotion.

ACTION: Dean of Arts

APPENDIX A
METHODOLOGY

The data were collected in the following ways:

1) Survey instruments were designed and developed by Philosophy faculty and the Department of Institutional Research and Planning, and administered to former students (2000-03), current students (2004) and faculty. All data were processed using SPSS to achieve frequency rates and mean responses. Subjective comments for each group were recorded separately and anonymously.

2) The Philosophy faculty supplied their course outlines and a copy of their resumés.

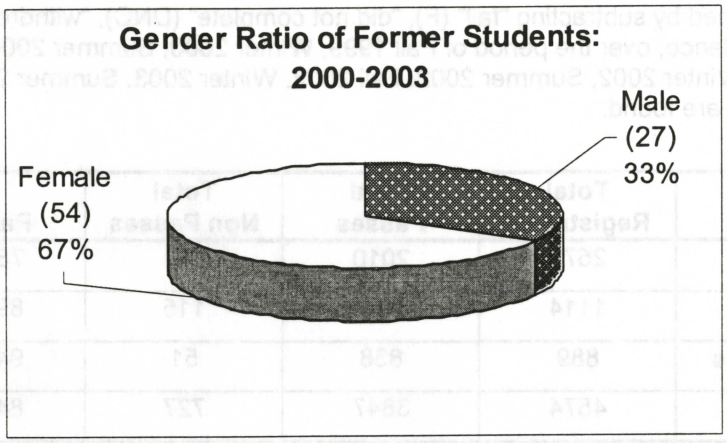
3) Data on seat utilization, graduation rates, gender and grade distributions, etc, were provided by the Office of Institutional Research and Planning.

4) The following people associated with the program participated in the review process or were interviewed:

- Jeff McLaughlin, Philosophy Faculty
- Bruce Baugh, Philosophy Faculty
- Michael Gorman (PHP Chair)
- Robin Tapley, Philosophy Faculty
- Dan O'Reilly, Philosophy Faculty
- Meagan Richards, Philosophy Instructional Assistant
- Richard Donaldson, Williams Lake Philosophy faculty
- Charles Newman, Lilloett Philosophy faculty
- Penny Heaslip , Nursing Faculty
- One Philosophy current student

APPENDIX B

GENDER RATIO OF PHILOSOPHY FORMER STUDENTS



APPENDIX C

GRADUATION RATES

(Source: Colleague)

The following table reflects numbers of graduating students with minors in each discipline since 2001:

	2001	2002	2003	Total
Philosophy	1	4	1	**6**
Political Studies	2	2	5	**9**

APPENDIX D
COURSE PASS RATES

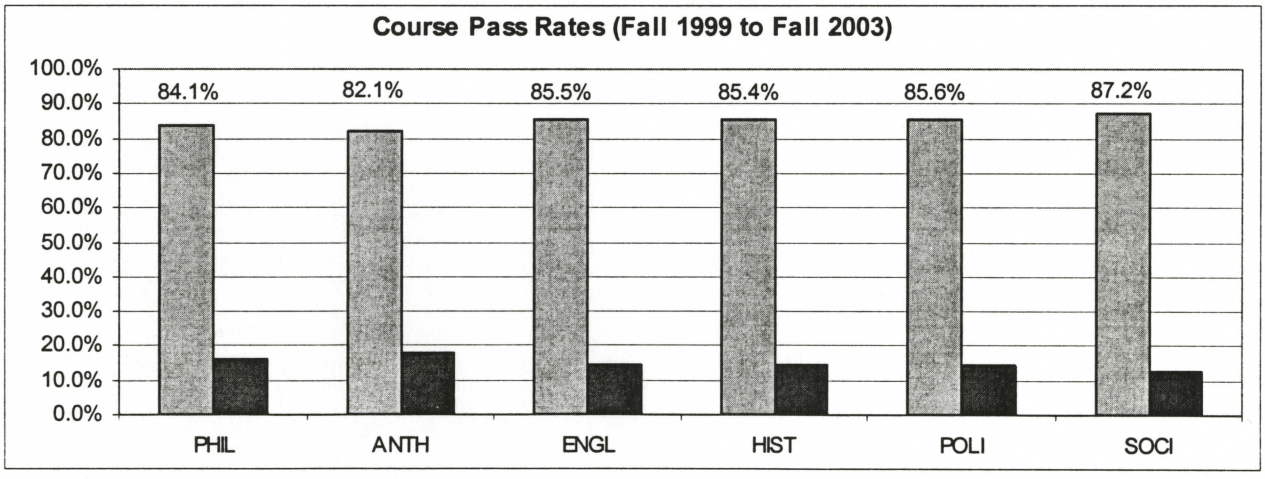
(Source: Colleague)

Pass rates may be determined by subtracting "fail" (F), "did not complete" (DNC), "withdrew" (W), and "audit" (AUD) from enrolment numbers. Hence, over the period of Fall 1999, Winter 2000, Summer 2000, Fall 2000, Winter 2001, Summer 2001, Fall 2001, Winter 2002, Summer 2002, Fall 2002, Winter 2003, Summer 2003, and Fall 2003 the following course pass rates are found:

	Total Registrants	Total Passes	Total Non Passes	% Passes	% Non Passes
1ST year courses	2571	2010	561	78.2%	21.8%
2nd year courses	1114	999	115	89.7%	10.3%
3rd/4th year courses	889	838	51	94.3%	5.7%
Total	4574	3847	727	84.1%	15.9%

Comparison with other Arts disciplines (academic programs only) for the same period.

Discipline	Total Registrants	Total Passes	Total Non Passes	% Passes	% Non Passes
PHIL	4574	3847	727	84.1%	15.9%
ANTH	3570	2932	638	82.1%	17.9%
ENGL (academic only)	17749	15174	2575	85.5%	14.5%
HIST	5190	4434	756	85.4%	14.6%
POLI	2647	2266	381	85.6%	14.4%
SOCI	6407	5587	820	87.2%	12.8%



APPENDIX E
EMPLOYMENT PROSPECTS[1]

Philosophy Pays Off

Philosophy pays off psychologically, morally, and financially. The abstract reasoning skills you gain by studying philosophy are more and more valuable in today's high-tech, information-based economy. Philosophical careers naturally include teaching philosophy, but today more than ever there are many rewarding employment and professional opportunities for philosophers.

The Information Age versus the Industrial Age

The Industrial Age is over. The computer -- not the engine -- is the dominant machine in today's business world. Today's economy is based on information, and nothing is more rich in information than abstract concepts. *Thinking* is the most valuable skill in a post-industrial economy. No wonder philosophers are doing better and better.

Recent News about the Advantages of Philosophy

- "To Beat the Market, Hire a Philosopher" -- that's the striking headline of a recent article in *The New York Times* Mutual Funds Report. Bill Miller, the manager of one of the most successful mutual funds in the country, was a philosophy graduate student at Johns Hopkins University before turning to investing. He uses his philosophical studies in his investment work, applying the ideas of the American thinker William James, examining the value of companies using philosophical thought experiments. Miller's success shows how a philosophical approach pays off finanically to beat the market. *The New York Times*, 10 January 1999, BU 35.

- "For all the jokes about them, philosophy majors appear to do remarkably well" -- so says C. M. Cropper, in a *New York Times* article that explains that philosophy majors are increasingly successful in a world in which business and government depend more and more on abstract reasoning abilities. See C. M. Cropper, "Philosophers Find the Degree Pays off in Life and in Work", *The New York Times*, 26 December 1997, D1.

- The *New York Times Career Planner* reports that "Philosophy is one fundamental area of study that has found a new role in the high-tech world." In an information-based economy, people who can think conceptually are more and more valuable. See E. Fowler, *The New York Times Career Planner* (New York: Random House, 1987).

Employment Opportunities for Philosophers

- Teaching and education
- Management & decision-making
- Software development and design
- Computer programming
- Technical writing
- Information science (librarians & archivists)
- Analysis and research
- Law and politics
- Policy analysis & activism
- Business and medical ethics
- Philosophical counseling

The Professional Importance of Skills

Many people fail to understand that the skills they are able to put into practice often matter more than the particular content they know. Particular concrete techical training quickly becomes outdated; but abstract reasoning skills having enduring value. A student who focuses on a particular technique may find employment more easily if that technique happens to be in demand -- but things change quickly, and the student who knows how to learn new techniques will benefit in the long run.

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[1] Source: "How Philosophy Pays Off" webpage (http://www.wpunj.edu/cohss/philosophy/PAYOFF.HTM)

Philosophical Skills with Professional Value

As everyday life becomes more complex, the skills you gain trying to answer the "Big Questions" become more and more practically valuable.

- **Interpretation & Analysis**
  - The ability to factor complex problems into solvable pieces
  - The ability to analyze purposes and plans, to see beyond superficial categorizations to see the deeper principles: the ability to "see outside of the box"
  - The ability to evaluate plans and projects for their coherence and relevance
  - The ability to discern hidden relationships and connections
  - The ability to evaluate correspondence of concrete products to abstract functional specifications and technical standards
  - The ability to evaluate the functionality and utility of products
- **Abstract Reasoning**
  - The ability to think clearly and logically
  - The ability to find creative solutions to hard problems
  - The ability to objectively evaluate counterintuitive strategies
  - The ability to draw accurate conclusions from confusing data
  - The ability to clarify purposes, principles, and general objectives
  - The ability to formulate an organization's mission and vision
- **Research & Synthesis**
  - The ability to locate information in many electronic and paper media
  - The ability to use creative insight to guide information searches
  - The ability to abstract concepts and summarize information
  - The ability to focus on the big picture, to see the forest and the trees
  - The ability to discern what is valuable from what is irrelevant
- **Communications**
  - The ability to express difficult ideas in clear prose
  - The ability to organize complex information into simple and immediately intelligible structures
  - The ability to use many strategies and tools to convey information

The Uses of Philosophy in the Information Economy

Many erroneously think that bit twisting -- the detailed technical practice of coding up computer programs -- is the only skill needed in today's high-tech world. Nothing could be further from the truth. What is most needed are people who can work with abstract concepts. Some high-tech job descriptions for philosophers are listed below.

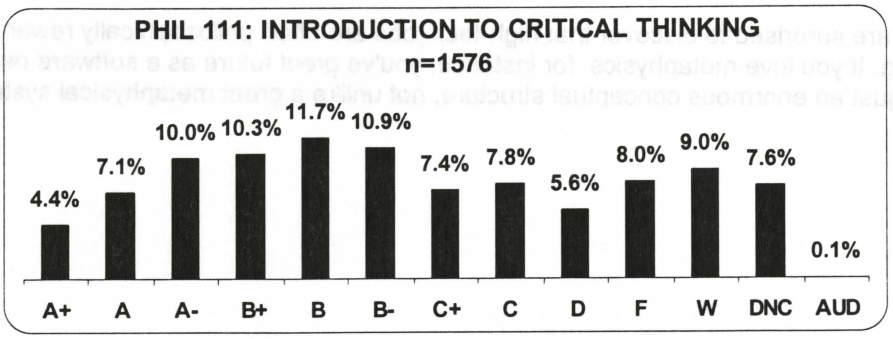
- Product conceptualization and visualization
- Software design and architecture
- Analysis of product purpose, functionality, and utility
- Human-computer interface design
- Product positioning and marketing
- Training and technical education
- Web site design & development
- Librarians and archivists
- Computer ethics

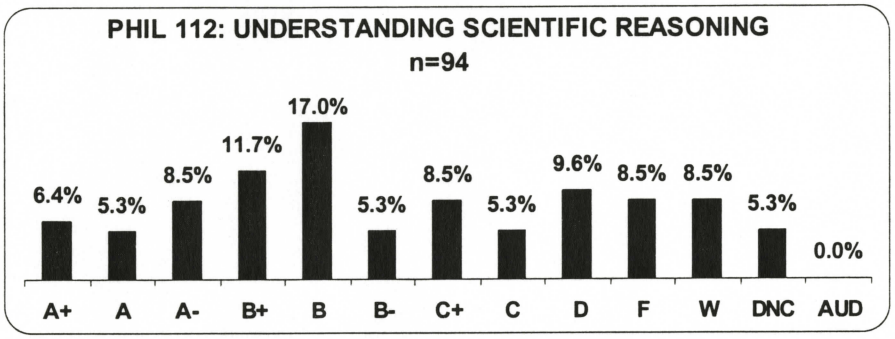
Make no mistake: many of these jobs require additional training in mathematical and technical skills. But those are easily gained by most philosophy majors.

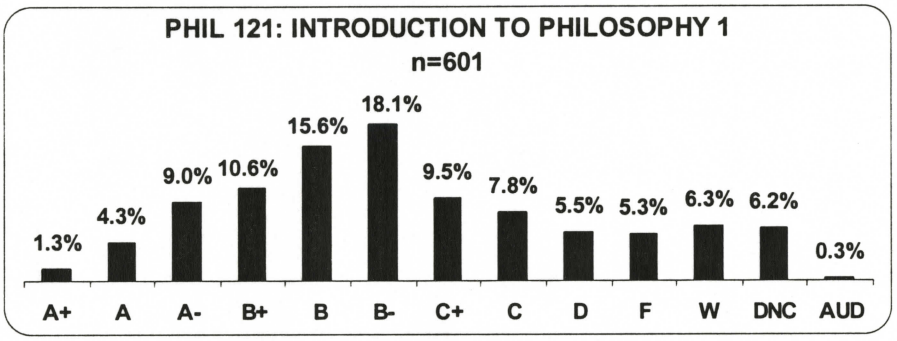
For instance, object-oriented programming is the leading software development technique today -- but the logic of object-oriented programmign was developed by philosophers like Plato, Aristotle and Porphyry! If you can master the concepts, you can master the details.

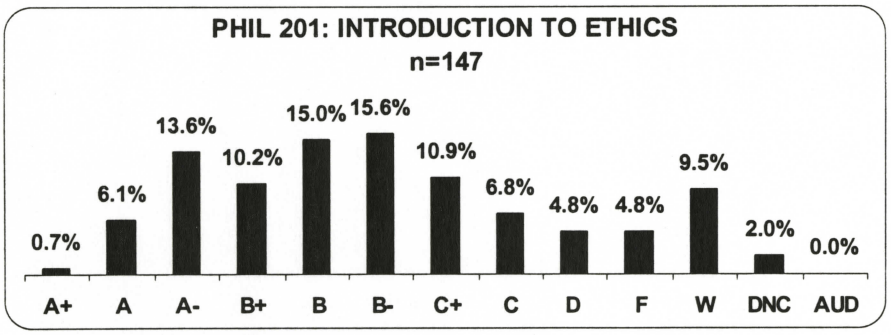
Many philosophers are surprised to discover that high-tech jobs are often philosophically rewarding as well as financially rewarding. If you love metaphysics, for instance, you've great future as a software designer: a large software system is just an enormous conceptual structure, not unlike a great metaphysical system.

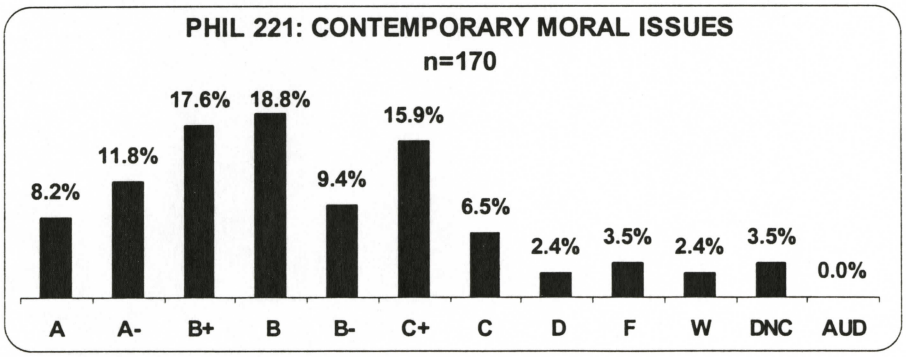
APPENDIX F
LOWER LEVEL GRADE DISTRIBUTIONS: 98/FA -02/WI BY COURSE











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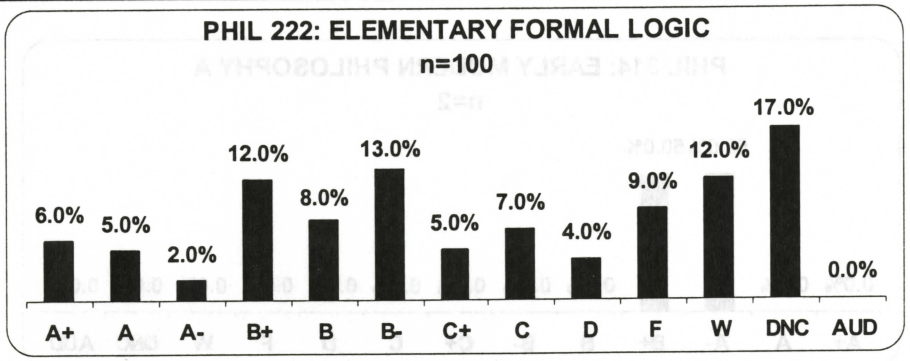

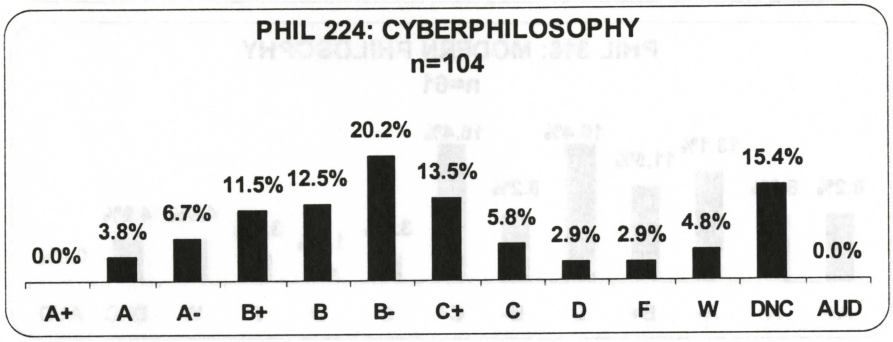

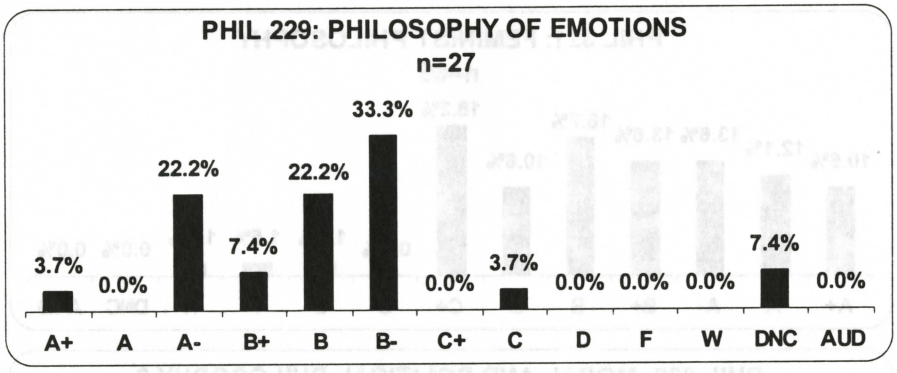

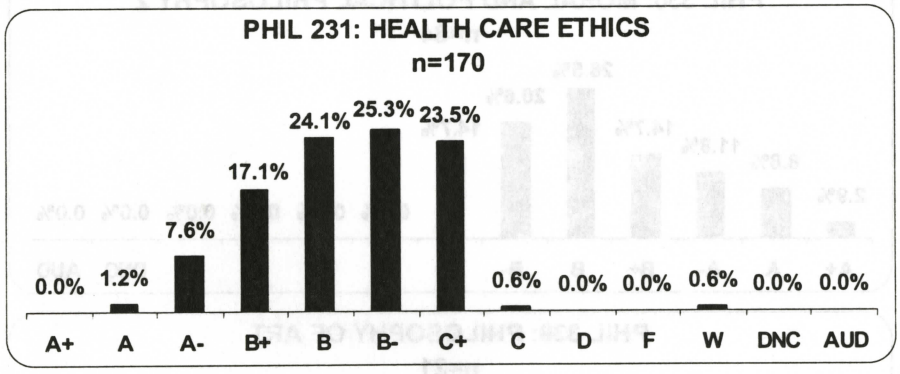

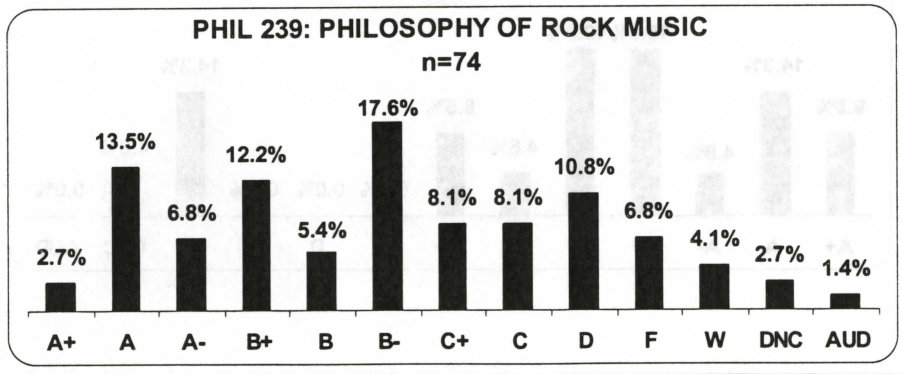

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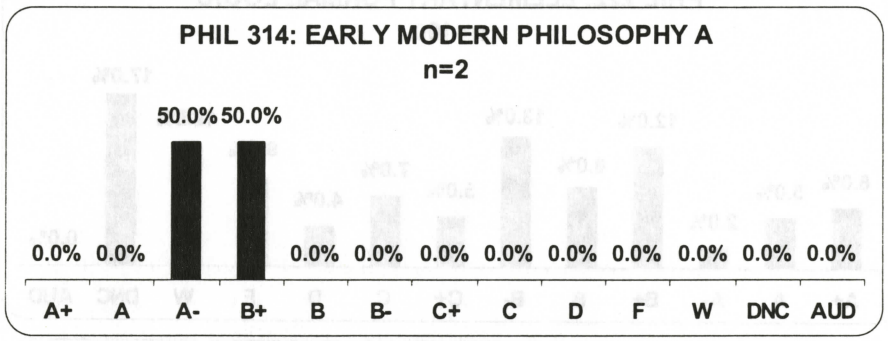

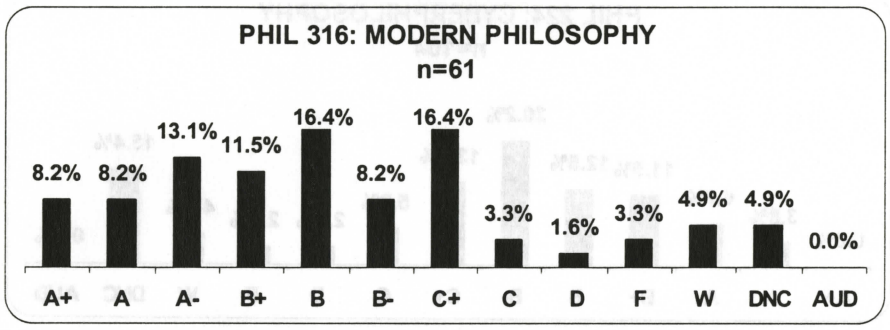

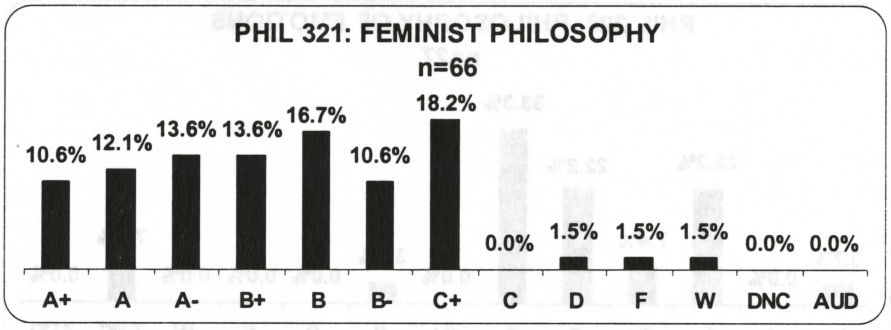

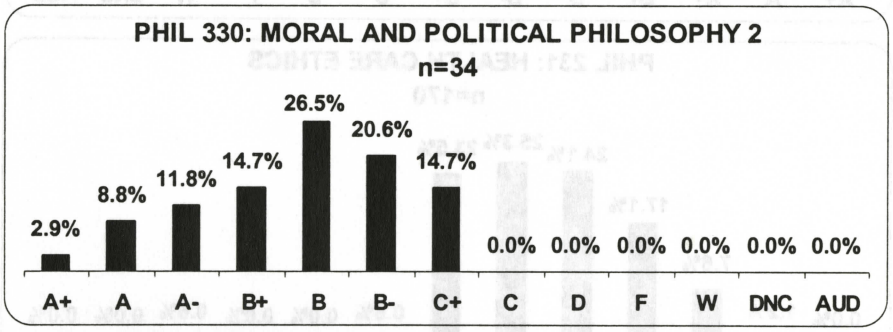

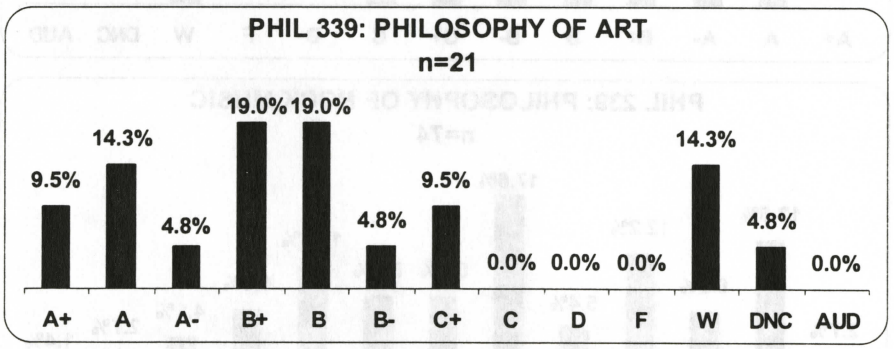

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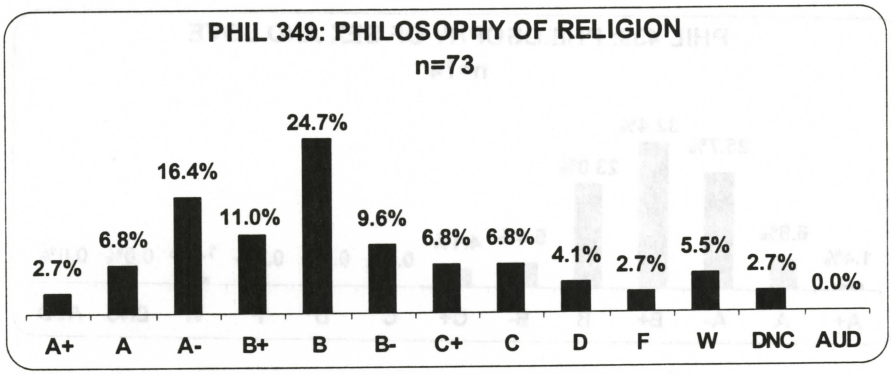

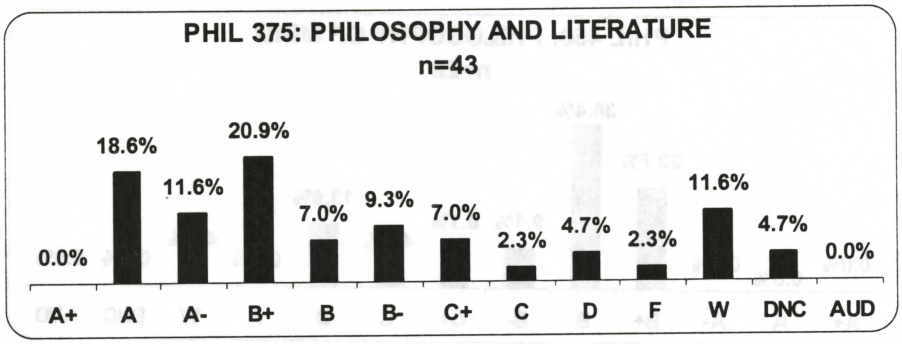

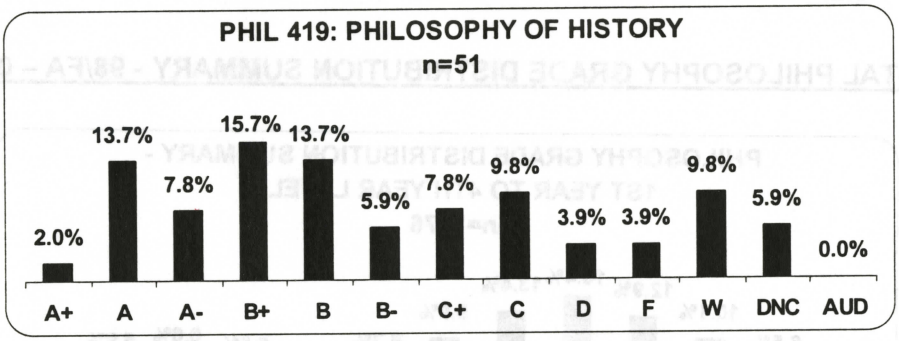

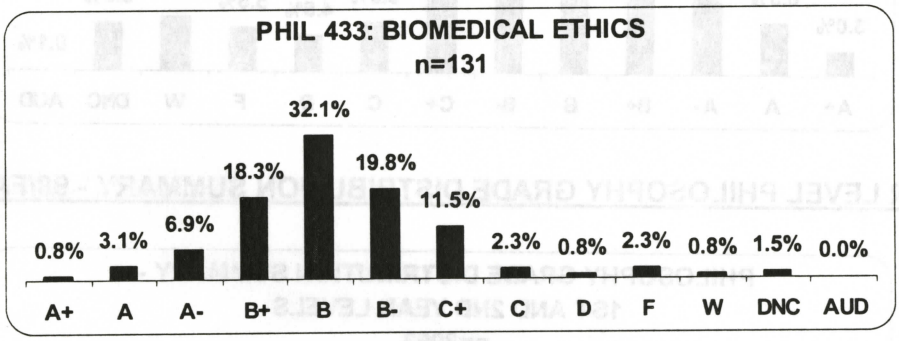

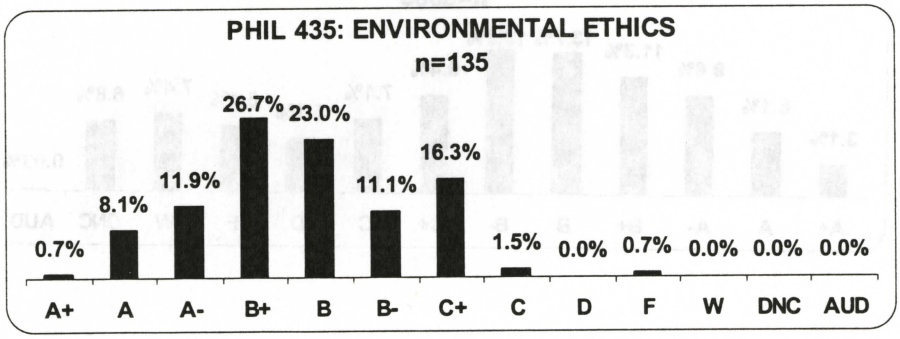

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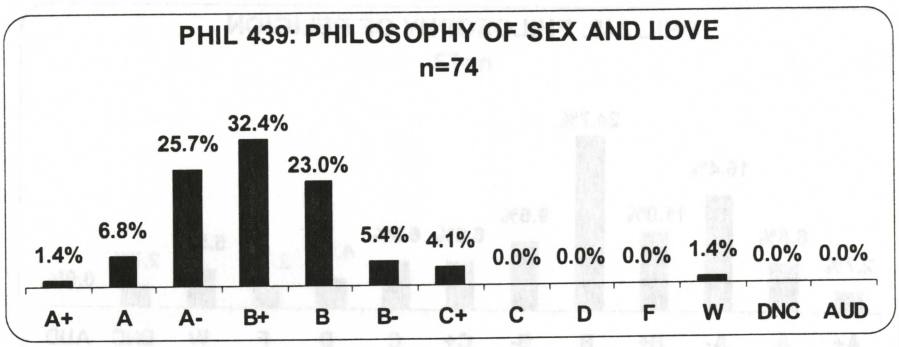
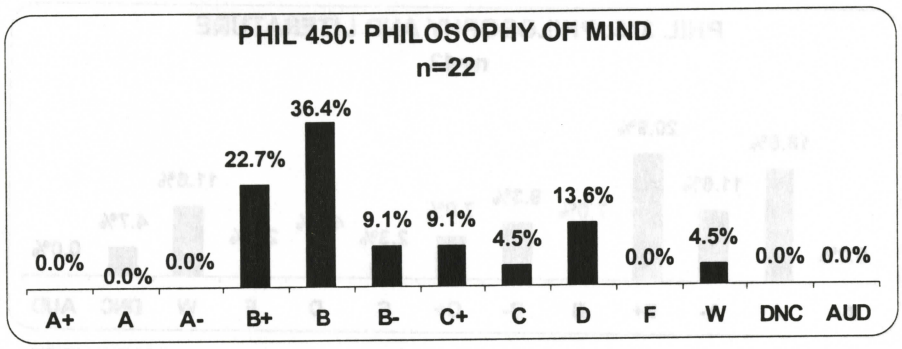
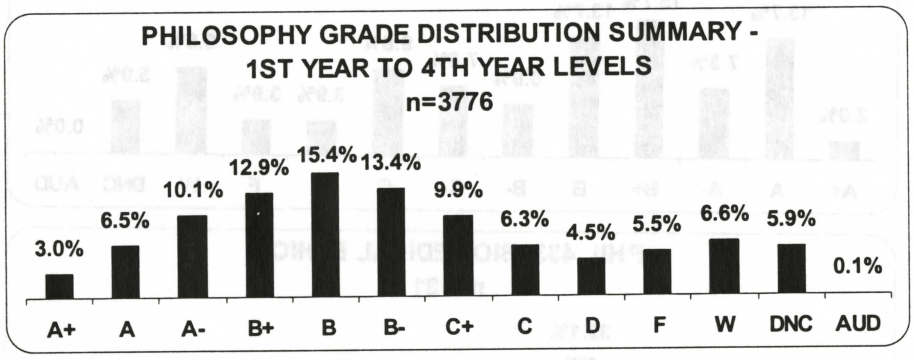
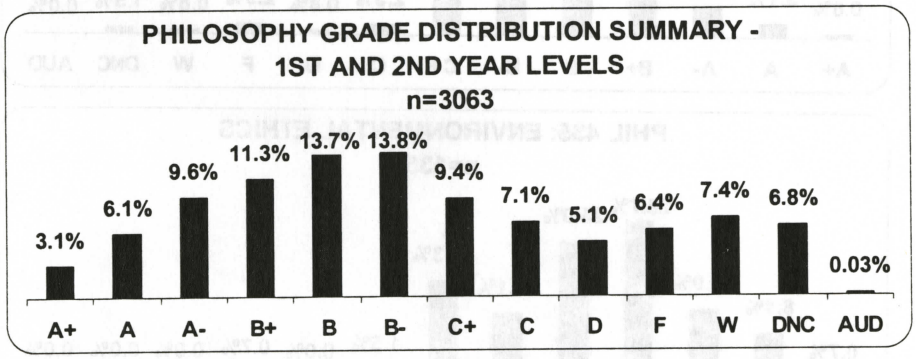




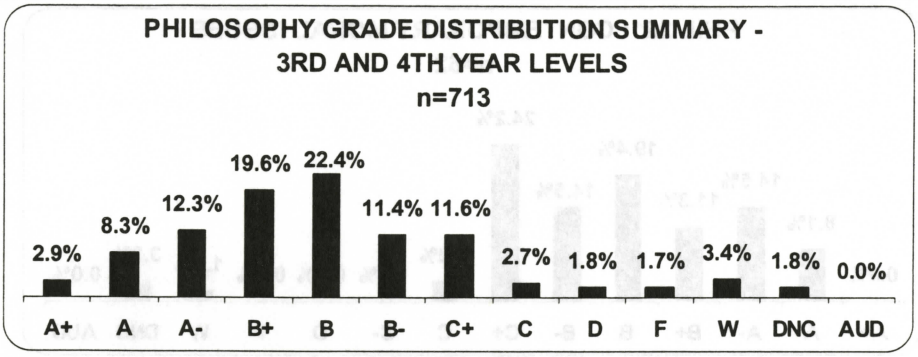
TOTAL PHILOSOPHY GRADE DISTRIBUTION SUMMARY - 98/FA – 02/WI



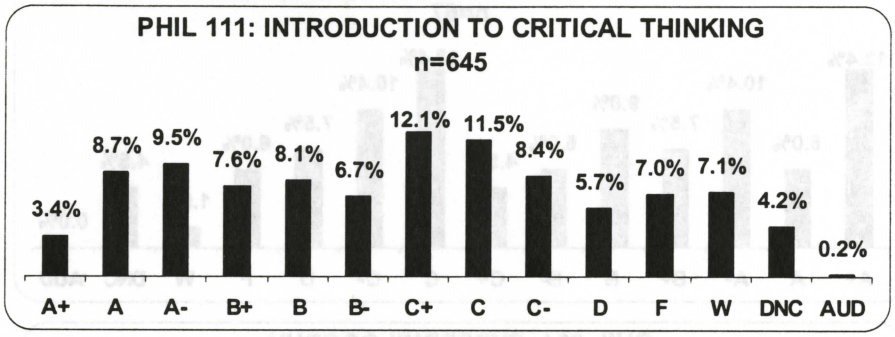
LOWER LEVEL PHILOSOPHY GRADE DISTRIBUTION SUMMARY - 98/FA – 02/WI

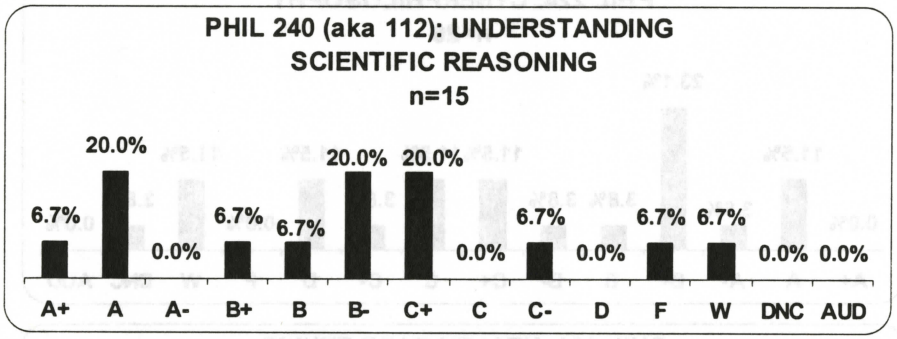


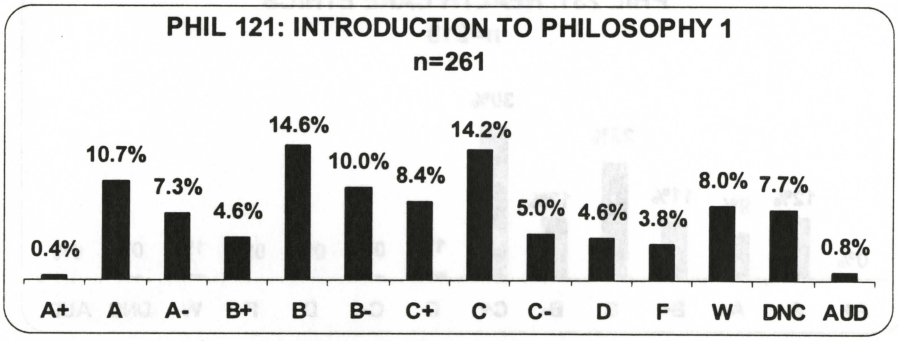
UPPER LEVEL PHILOSOPHY GRADE DISTRIBUTION SUMMARY - 98/FA – 02/WI

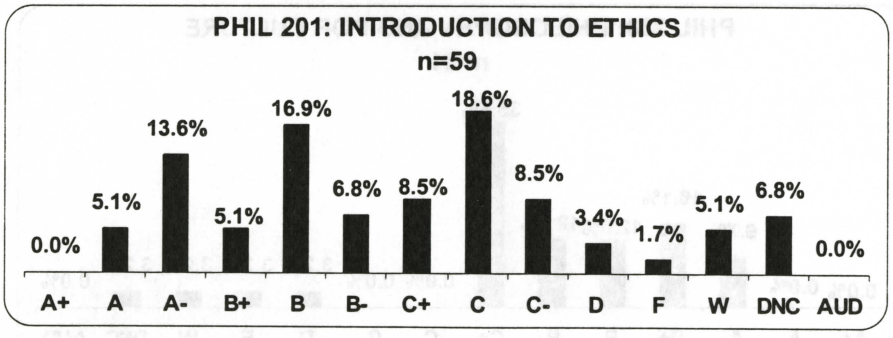


LOWER LEVEL GRADE DISTRIBUTIONS: 02/SU - 03/FA BY COURSE

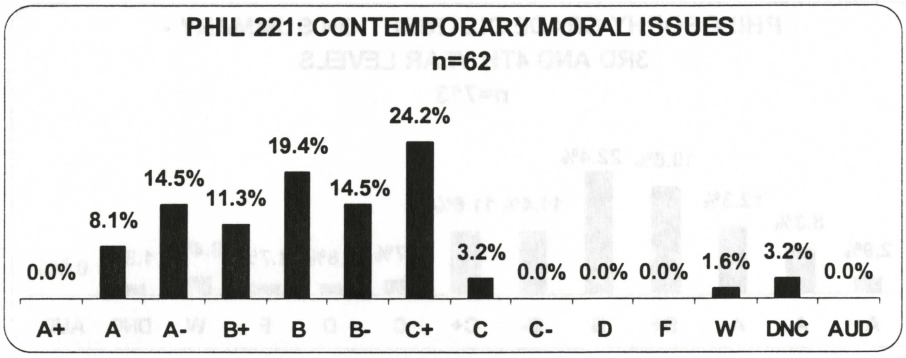


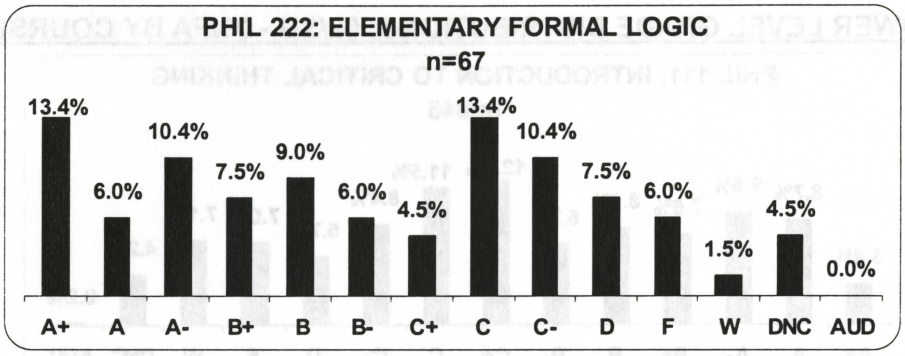


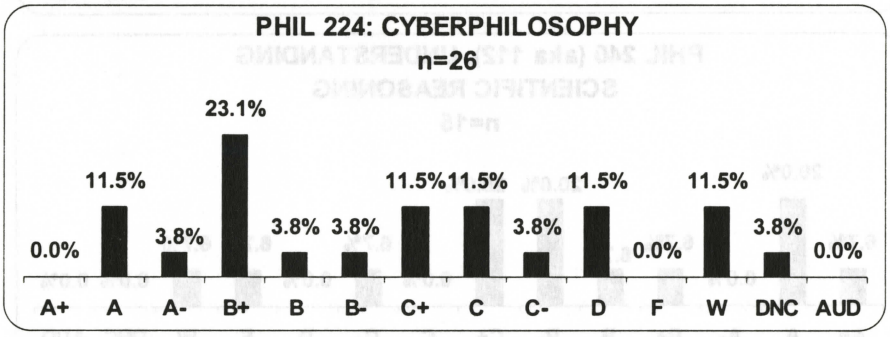


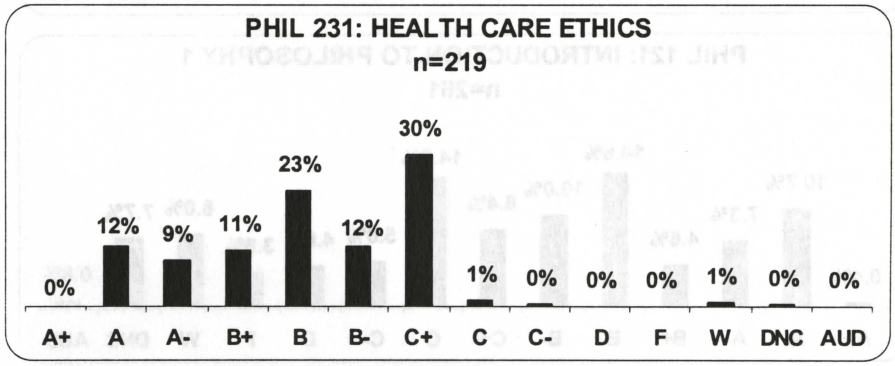


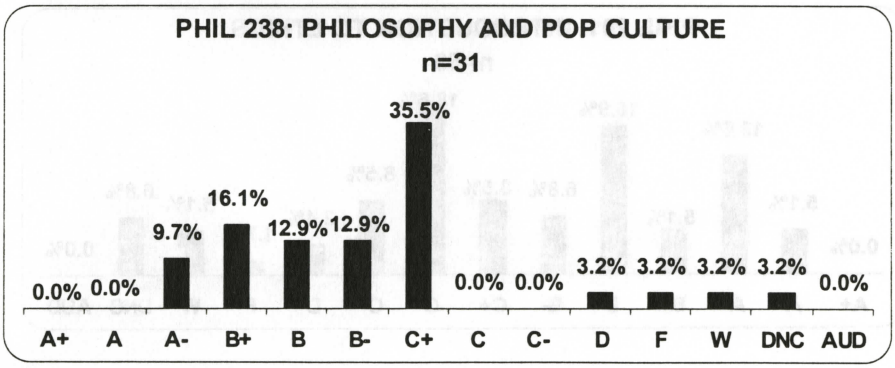
LOWER LEVEL GRADE DISTRIBUTIONS: 02/SU - 03/FA BY COURSE



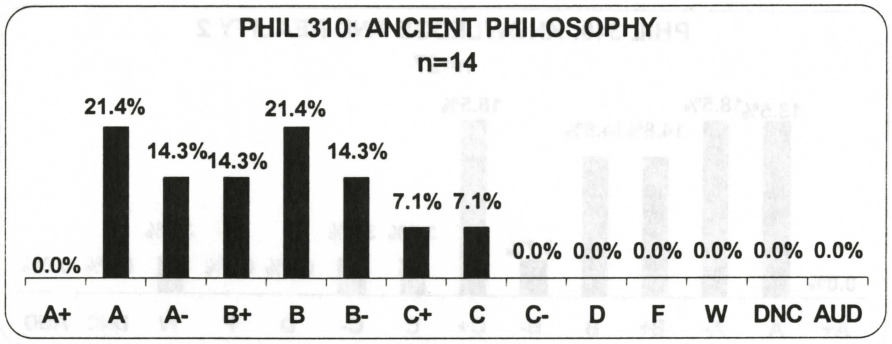


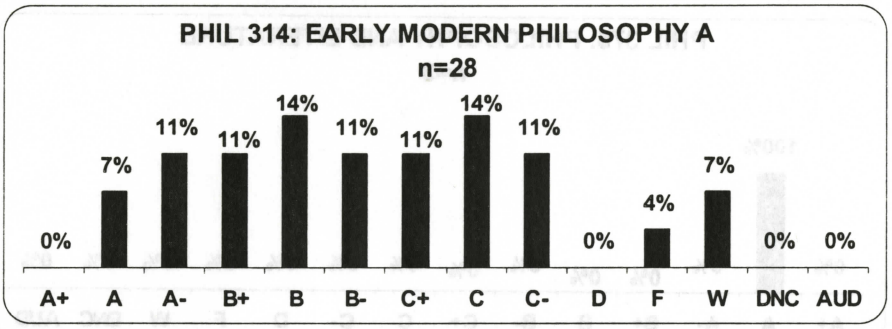


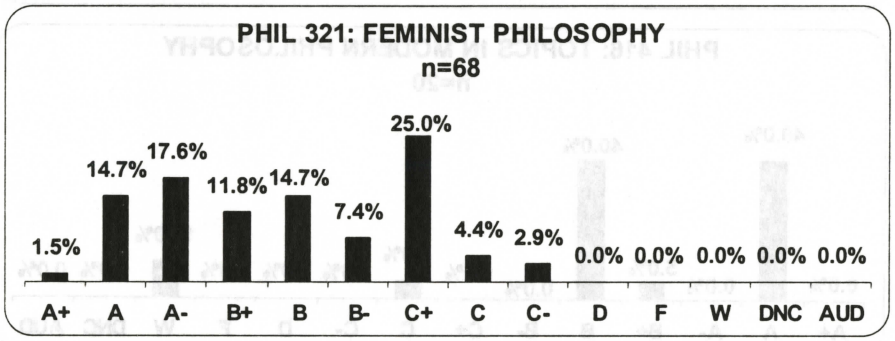


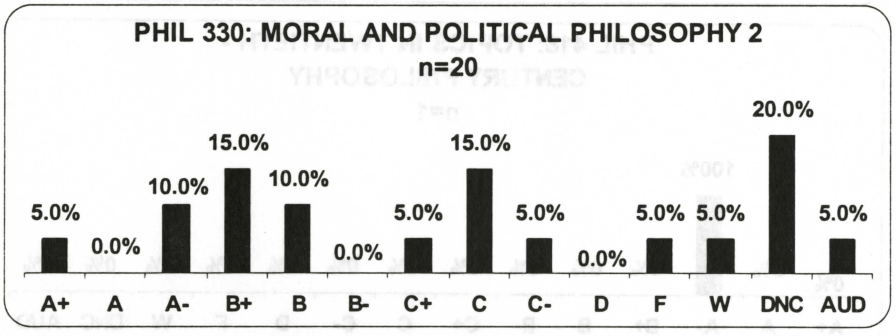


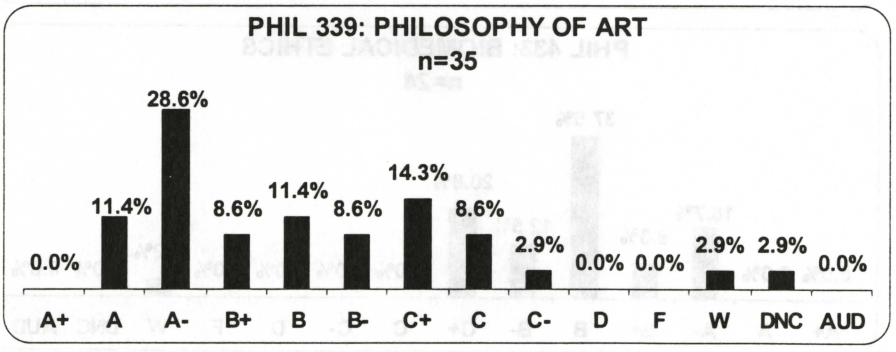
UPPER LEVEL GRADE DISTRIBUTIONS: 02/SU - 03/FA BY COURSE



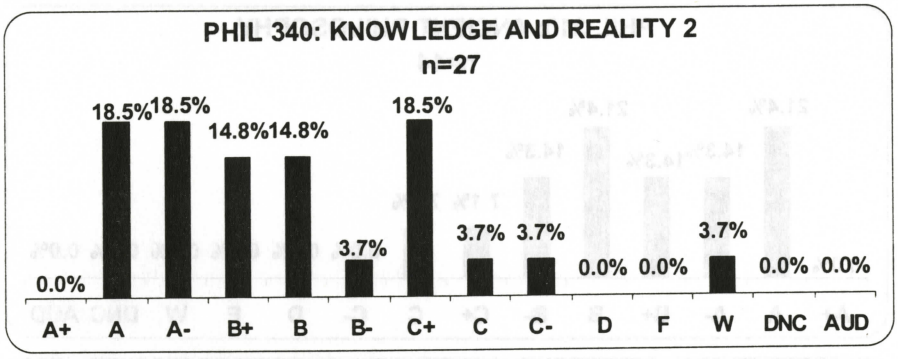


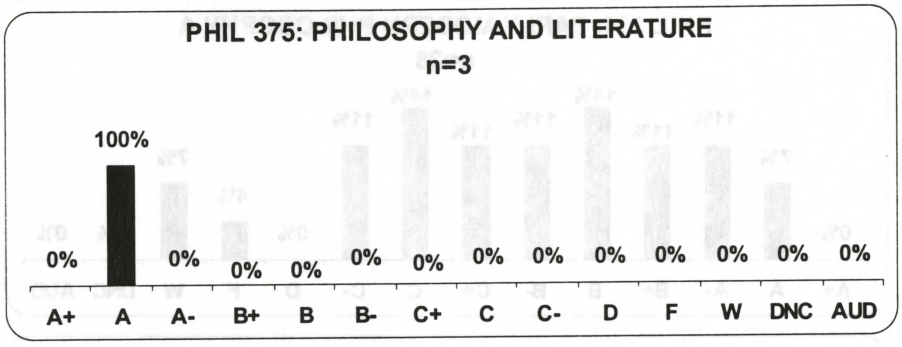


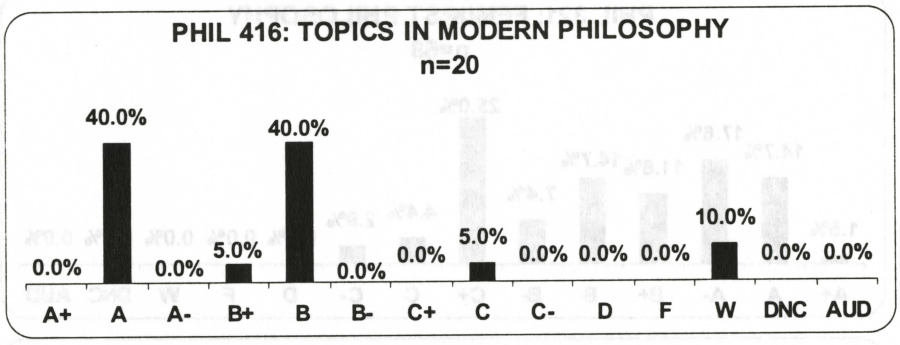


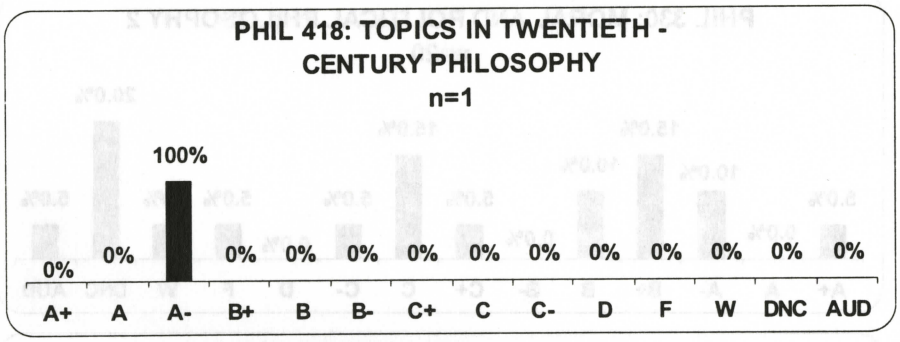


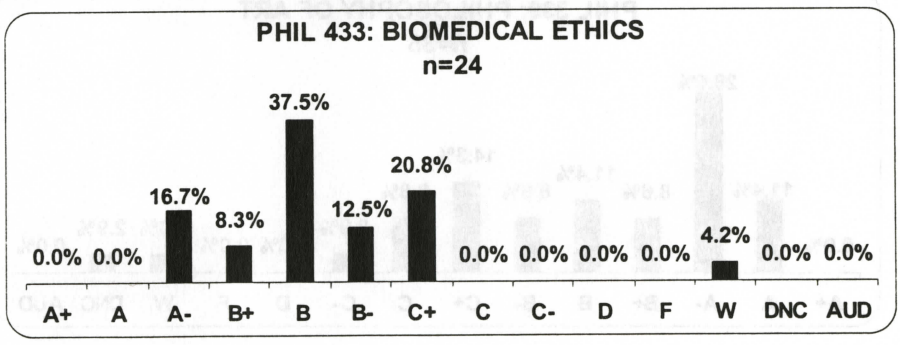
UPPER LEVEL GRADE DISTRIBUTIONS: 02/SU - 03/FA BY COURSE



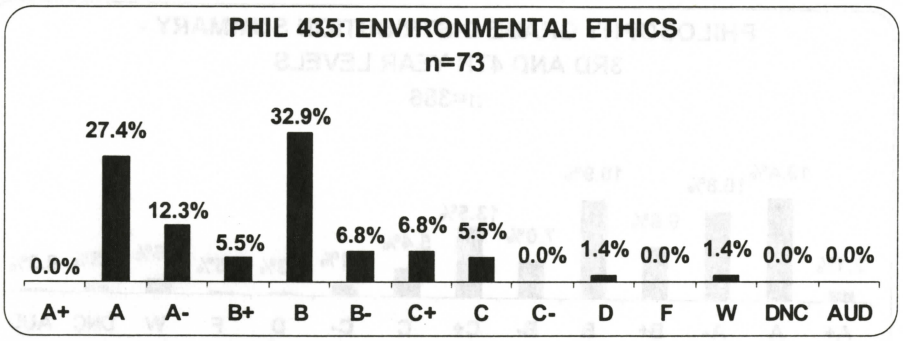


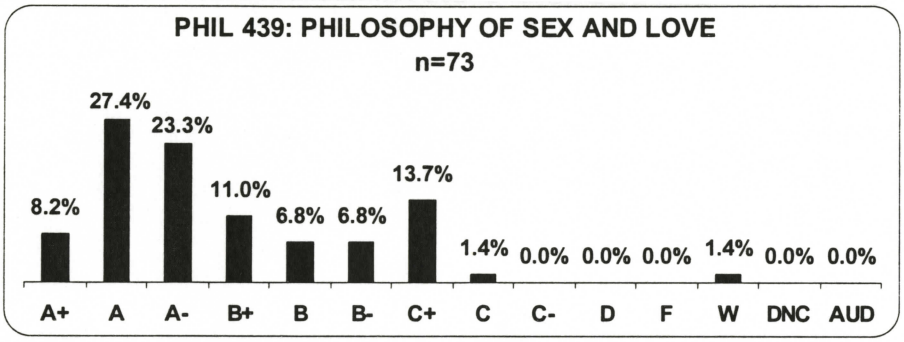




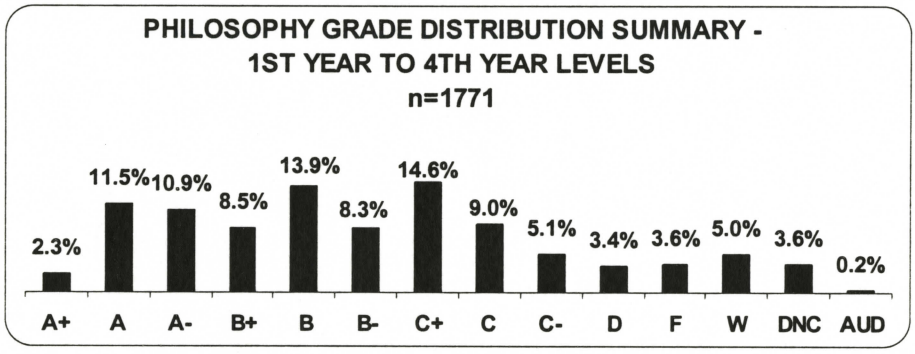


UPPER LEVEL GRADE DISTRIBUTIONS: 02/SU - 03/FA BY COURSE

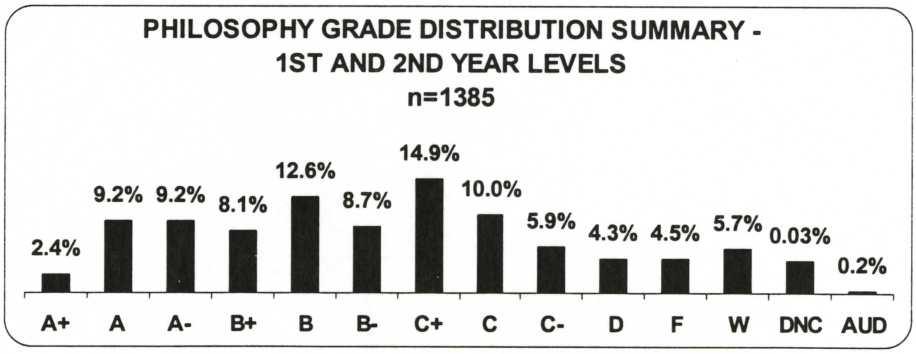




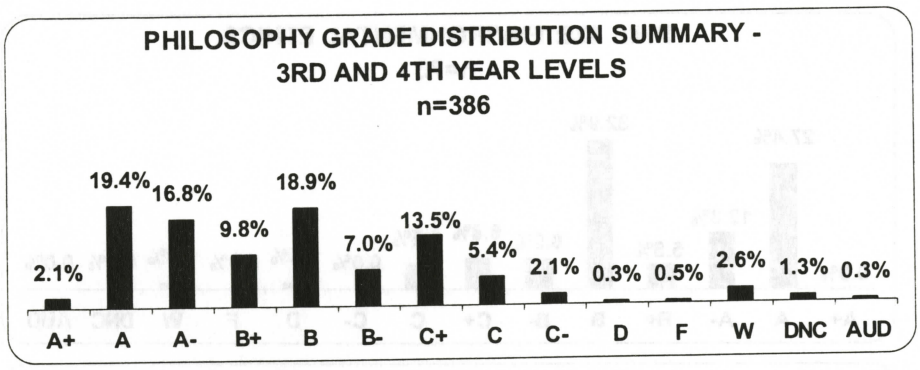
TOTAL PHILOSOPHY GRADE DISTRIBUTION SUMMARY - 02/SU – 03/FA\



LOWER LEVEL PHILOSOPHY GRADE DISTRIBUTION SUMMARY - 02/SU – 03/FA



UPPER LEVEL PHILOSOPHY GRADE DISTRIBUTION SUMMARY - 02/SU – 03/FA



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