

## Cyclical Program Review of Philosophy One Year Progress Report on Implementation Plan

At the conclusion of the cyclical program review, a final assessment report and implementation plan was agreed by the Vice-Provost (Teaching and Learning), Dean, Faculty of Arts and Science, and Vice-Provost and Dean, School of Graduate Studies. These deans are responsible for monitoring the implementation plan.

Please complete the table below to report on progress made in the past year against the implementation plan. Add further explanation if necessary in the *additional notes* section. The table is to be completed by the program director and reviewed by the relevant deans/associate deans.

Please complete this report and return it to [qugap@queensu.ca](mailto:qugap@queensu.ca) by October 12, 2018. The Vice-Provost (Teaching and Learning) will review this progress report and discuss with the Provost. Please note that monitoring reports will be made available to the public on the Provost's Office web site.

## ONE YEAR FOLLOW UP

Recommendation	Proposed Follow-up	Responsibility for Leading Follow-up	Timeline for Addressing Recommendation	Please indicate whether the implementation is on target and on time, and provide a brief description.
<p>1. Reviewers recommend that graduate students be removed from the unpleasant and unsafe offices in the basement of Watson Hall; instead of trying to improve the basement spaces, the Department should find alternative modern, safe arrangements on campus where the graduate students can all be together.</p>	<p>Meet with Campus Planning to outline needs and identify new space.</p>	<p>Department Head in conjunction with Associate Dean, Arts and Science.</p>	<p>Summer 2018.</p>	<ul style="list-style-type: none"> <li>• Space issues throughout Watson are currently under discussion with Campus Planning and the Faculty Office.</li> <li>• Capital projects include to refurbish lounge, grad student offices pending space investigation.</li> <li>• Graduate students moved out of basement offices in September 2018.</li> <li>• Forum for Philosophy and Public Policy was moved to a smaller room, creating more PhD office space close to the Philosophy lounge and faculty offices in Autumn 2018.</li> <li>• Since Autumn 2017, MA students use the common study space on the fourth floor of Watson.</li> </ul>
<p>2. Reviewers recommend that the Department offer a Professionalization seminar of some kind and that they appoint a placement officer.</p>	<p>In the coming academic year, department to participate in the established Expanding Horizons programs. In addition, partner with cognate units to provide Philosophy students with discipline-specific events. Appointment of a placement officer to be discussed at Board of Graduate Studies.</p>	<p>Department Head in conjunction with Associate Dean, Arts and Science and Associate Dean, School of Graduate Studies.</p>	<p>Winter 2018.</p>	<ul style="list-style-type: none"> <li>• Graduate students are encouraged to participate in the SGS Expanding Horizons programs.</li> <li>• ‘Watson Heads’ (History, English, Classics and Philosophy) are discussing collaboration on a few initiatives.</li> <li>• A Professionalisation seminar has been instituted for 2018.</li> <li>• We expect that our new colleague, Elliot Paul, will take on the role of placement officer when he joins the</li> </ul>

					Board of Graduate Studies in January 2019.
3.	Reviewers recommend that the Department invest in TA training either by holding an orientation at the start of each year concerning things that arise in all courses, by encouraging individual instructors to devote adequate time to training and guiding their TAs, or some other effort(s). Training time should be paid time since it is part of what is involved in doing the job, specific to philosophy.	Department to hold a Philosophy-specific, compulsory training session for all Teaching Assistants. One option is to engage the CTL Educational Development Associates to assist with the training.	Department Head in conjunction with Associate Dean, Arts and Science and Associate Dean School of Graduate Studies.	Implemented for 2017/18 academic year.	<ul style="list-style-type: none"> <li>Implemented since September 2017.</li> </ul>
4.	Reviewers recommend that there be at least some part-time help for the staff to address the “neglected maintenance,” so to speak, in the administration of the department, which has become even more of an issue due to the recent addition of the new MA in PLT.	Continue discussions between Department Head and Administrative Staff to determine the extent of the need for increased support.	Department Head in conjunction with Associate Dean Arts and Science.	Ongoing.	<ul style="list-style-type: none"> <li>Department hired additional administrative support under the work-study programme in the summer of 2018.</li> <li>However, significant turnover in administrative staff since the CPR report has impaired our ability to assess staffing needs.</li> <li>Plan to assess in a few months’ time, so current staff members can help determine workload and work flow and the need for additional support.</li> </ul>

5.	<p>Both graduate and undergraduate students raised diversity concerns in several respects: faculty demographics, student demographics, curricular design, and the content of individual course offerings. Reviewers recommend that the Department address these issues by taking steps such as:</p> <ul style="list-style-type: none"> <li>• Conducting an annual inventory of course readings from underrepresented groups;</li> <li>• Conducting an annual “climate” survey of the graduate students;</li> <li>• Clarifying procedures by which equity-addressing proposals coming from graduate students can be taken up by the department;</li> <li>• Reminding course instructors to devote some lecture time at the start of large courses to giving guidance on students’ dealings with the teaching assistants.</li> </ul>	<p>Collate data on course readings with an eye toward diversity; Survey graduate students; continue dialogue between Equity and Women’s Concerns Committee and the Philosophy Grad Student Association; Encourage instructors to include policy on respectful behaviour to appear on all course outlines;</p>	<p>Department Head in conjunction with Associate Dean, Arts and Science and Associate Dean, School of Graduate Studies.</p>	<p>Ongoing.</p>	<ul style="list-style-type: none"> <li>• An inventory of course outlines has been compiled to consider extent of EDI readings in our curriculum.</li> <li>• A bank of EDI resources for teaching and research has been compiled and is available on the website.</li> <li>• The Department’s most recent appointment has improved the diversity of the faculty complement.</li> <li>• 2018-2019 hiring process for a new appointment in Philosophy of Race will enable further diversification of our course offerings and likely improve EDI for our faculty complement.</li> <li>• Phil 276, ‘Critical Perspectives on Social Diversity’ won the Principal’s Dream Course Award and is being developed for teaching in Winter 2019 with a host of EDI visiting speakers.</li> <li>• Plans to expand the activities of the Equity and Women’s Concerns Committee in the coming years; 2018-2019 academic year already has several initiatives in place, including 2 very successful scholarly visits.</li> <li>• Respectful behaviour policy included on course outlines since September 2017.</li> <li>• Efforts to conduct graduate student climate survey last year were hampered by staffing challenges, but is scheduled for this year.</li> </ul>
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					<ul style="list-style-type: none"><li>• Equity brochure that sets out issues, commitments and processes is available in hard copy and on the website; initiated in 2017; revised in 2018.</li><li>• Indian Philosophy course reinstated in 2018-2019.</li><li>• New meeting room is decorated with portraits of women philosophers.</li><li>• Ongoing conversations with graduate students about EDI issues.</li></ul>
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6.	<p>Reviewers recommend that the Department review their undergraduate curriculum and consider some of the following suggestions as reasonable and fairly easy ways to improve the undergraduate program:</p> <ul style="list-style-type: none"> <li>• Improve the process by which course offerings are planned, such as the Department committing itself to a skeleton of scheduled course offerings over a two-year span (e.g., course X is offered every even-numbered Fall).</li> <li>• Split each (or at least two, if some faculty are committed to teach a year-long course on their own) of the year-long first-year courses into two separate half-year courses.</li> <li>• Offer fewer, larger (&gt;200) first-year courses, which will free up faculty resources to enhance course offerings at higher levels.</li> <li>• Shift the Logic course to second year, which would better prepare students for later courses.</li> <li>• Highlight one of the Department's impressive strengths by create a greater presence of Political Philosophy in the department.</li> </ul>	<p>Initiate discussion with Undergraduate Chair and Coordinator of Graduate Studies around system for planning course offerings over both the short-term and long-term.</p>	<p>Department Head in conjunction with Associate Dean Arts and Science.</p>	<p>Ongoing.</p>	<p><i>(See also point 11.)</i></p> <ul style="list-style-type: none"> <li>• Department discussed curriculum issues at our retreat in April 2018.</li> <li>• Bank of course outlines available for colleagues to consult to avoid duplication, draw inspiration, build on strengths, etc.</li> <li>• Head is committed to careful planning of curriculum to ensure vital courses are offered regularly.</li> <li>• Plan to update our website to enhance our profile with undergraduates (and graduates) both current and prospective. Also valuable for relations with alumni.</li> <li>• Autumn 2018: initiating 'Teaching Talks' where individual faculty discuss their teaching experiences with colleagues in a regular slot in department meetings to share ideas, build curriculum synergies, troubleshoot, and attune courses to students' needs.</li> <li>• 3 experiential course innovations since September 2018: <ol style="list-style-type: none"> <li>1. 2018-2019 'Philosophy in the Community' course which involves application of philosophical inquiries to hands-on experience in a range of agencies, from City Hall to Kingston Immigration Partnership to Providence Care.</li> <li>2. 2019-2020 'Philosophical Practice' course which provides intensive training in the reading, writing and teaching of philosophy</li> </ol> </li> </ul>
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					<p>3. 2019-2020 ‘Consciousness’ course that stresses theoretical and practical understanding conducive to wellness and mindfulness as well as scholarly inquiry.</p> <ul style="list-style-type: none"> <li>• Indian Philosophy course `now reinstated.</li> <li>• Logic is being moved to second year as of Fall 2019.</li> <li>• Phil 276, ‘Critical Perspectives on Social Diversity’, won a 2018 Principal’s Dream Course Award and is being developed for teaching in Winter 2019 with a host of EDI visiting speakers.</li> <li>• New PPE programme is highlighting department’s strength in political philosophy.</li> <li>• Political and Legal Thought programme continues to enhance our political philosophy profile.</li> <li>• 2018 Philosophy Department was deemed by the highly influential ‘Philosophical Gourmet Report’ to be in top 10 in the English-speaking world for its strength in Political Philosophy.</li> <li>• Staffing request for a hire in Political Philosophy with Feminism as an area of competence to build on our Political Philosophy strengths and address our decline in capacity in Feminism.</li> </ul>
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7.	<p>They strongly recommend that future hires also help to rebuild the department's range of expertise. The following areas of contemporary research are those in which the department has either no coverage from regular faculty or very little: major areas of the History of Philosophy (e.g., Kant, Plato, Aristotle, 18th and 19th century Philosophy); Philosophy of Mind; Philosophy of Language).</p>	<p>Department Head to work with the Associate Dean Arts and Science towards this goal.</p>	<p>Department Head in conjunction with Associate Dean, Arts and Science.</p>	<p>Ongoing.</p>	<ul style="list-style-type: none"> <li>• Department has made an appointment in Epistemology and History of Philosophy.</li> <li>• Department is making an appointment in Philosophy of Race.</li> <li>• Department is seeking to make an additional appointment in the next hiring cycle.</li> <li>• Department has reinstated the Indian Philosophy seminar course, and the Clinical Ethics Practicum for graduate students.</li> </ul>
8.	<p>Reviewers recommend the following initiatives as means to improve the undergraduate student experience:</p> <ol style="list-style-type: none"> <li>a) Designate a Faculty member to be the Faculty liaison with the Undergraduate Philosophy Club;</li> <li>b) Encourage and facilitate more interaction between undergraduate and graduate students;</li> <li>c) Offer resources to students to improve their Philosophy writing skills;</li> <li>d) Support midterm student evaluations of courses.</li> </ol>	<p>Initiate discussion with Undergraduate Chair and Coordinator of Graduate Studies. For recommendation 8c, contact the Writing Centre to craft in-house training specific for the department.</p>	<p>Department Head.</p>	<p>Completion by Fall 2018.</p>	<ul style="list-style-type: none"> <li>• Department Head has made engagement with Departmental Student Council (DSC) a priority and has had ongoing conversations with the DSC executive about their initiatives.</li> <li>• DSC and Philosophy Graduate Student Association (PGSA) have cooperated on a number of ventures (e.g. department's first 'Philosophy Formal' in Spring 2018 and upcoming 'Philosophy Trivia Night') with Department support.</li> <li>• Writing workshop for undergraduates initiated in Fall 2017.</li> <li>• New 'Philosophical Practice' course designed to give students intensive tutoring with writing skills will be offered for September 2019.</li> <li>• Mid-term evaluations instituted in 2017.</li> </ul>



9.	<p>Reviewers recommend that the University fund the first-rate international applicants that the program attracts. This will benefit not only those international students, but also the students already in the department's programs through exposure to and dialogue with students from other countries. Moreover it would contribute to building the international reputation of the department and the University.</p>	<p>Develop action plan with School of Graduate Studies.</p>	<p>Department Head in conjunction with Associate Dean, Arts and Science and Associate Dean, School of Graduate Studies.</p>	<p>Ongoing.</p>	<ul style="list-style-type: none"> <li>• This is a systemic issue in the funding structure which is repeatedly addressed with the School of Graduate Studies.</li> <li>• Funding for international graduate students is a key advancement goal.</li> </ul>
10.	<p>Reviewers recommend that the department implement one or both of the following initiatives to improve graduate student funding:</p> <ul style="list-style-type: none"> <li>• Offer more support to students traveling to conferences to give talks;</li> <li>• Encourage Faculty to apply for more grants (including by providing them incentives in terms of seed funds and funds for proposals that were classified as "4A" by SSHRC) and create a culture in which Faculty routinely use a significant portion of their grants to support graduate students.</li> </ul>	<p>Initiate discussions between Department and School of Graduate Studies.</p>	<p>Department Head in conjunction with Associate Dean, School of Graduate Studies.</p>	<p>Ongoing.</p>	<ul style="list-style-type: none"> <li>• Conference funding for graduate students is being supplemented by departmental funds drawn from donations.</li> <li>• Colleagues have been encouraged to apply for grants and to include research assistants in their grant applications.</li> </ul>

11.	<p>The SCPRC recommends that the department complete a curriculum review of all its undergraduate and graduate programs in consultation with the Center for Teaching and Learning. The aim of the review should be clearly articulate learning outcomes and create a comprehensive and cohesive curriculum plan that ensures all decisions made about the course offerings are grounded in best practices in teaching and learning.</p>	<p>Initiate discussions between Department and Centre for Teaching and Learning.</p>	<p>Department Head in conjunction with Associate Dean, Arts and Science and Associate Dean, Scholl of Graduate Studies.</p>	<p>Completion by Fall 2018.</p>	<ul style="list-style-type: none"> <li>• Discussion with Centre for Teaching and Learning initiated in Autumn 2017.</li> <li>• Strategic Plan adopted in Spring 2018.</li> <li>• Department reviewed curriculum at our retreat in Spring 2018.</li> <li>• Phil 276, ‘Critical Perspectives on Social Diversity’, won a 2018 Principal’s Dream Course Award and is being developed for teaching in Winter 2019 with a host of EDI visiting speakers.</li> <li>• Bank of course outlines available for colleagues to consult to avoid duplication, draw inspiration, build on strengths, etc.</li> <li>• Bank of EDI readings now available on our website.</li> <li>• Autumn 2018: initiating ‘Teaching Talks’ where individual faculty discuss their teaching experiences with colleagues in a regular slot in department meetings to share ideas, build curriculum synergies, troubleshoot, and attune courses to students’ needs.</li> <li>• 3 Experiential course innovations since September 2018:             <ol style="list-style-type: none"> <li>1. 2018-2019 ‘Philosophy in the Community’ course which involves application of philosophical inquiries to hands-on experience in a range of agencies, from City Hall to Kingston Immigration Partnership to Providence Care.</li> </ol> </li> </ul>
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**Additional Notes:**

Please note any additional issues affecting progress, if necessary.