



## Philosophy Program Review Quality Assurance Plan

Date Self-Study Report approved by SSCPR: April 24, 2019

Date of External Review: July 4, 2019

Date Quality Assurance Plan submitted to SSCPR: March 30, 2021

### SUMMARY

*Summarize what the program has determined - through evidence - about program quality (e.g. strengths, challenges, opportunities for improvement, potential threats, etc.)*

After careful review of the Philosophy Department's Self-Study Report and External Review Report, and in consultation with the Office of the Dean of Arts, the department has identified three broad goals to improve the quality of our program. First, we are taking steps to encourage greater enrollment in upper-year philosophy courses; by broadening the scope of the upper-year courses offered, we hope to attract a greater number of students to our major or minor program. Second, we are incorporating some changes to in-class instructional design to better address remote and mixed learning as well as to enhance the group collaboration aspect of experiential learning; the department is also seeking to increase links between us and other disciplines at KPU, and with the greater community. Third, the Philosophy Department continues to lobby for a common room, and other resources required for the normal functions of an Arts department to better encourage and foster a sense of community and belonging. In meeting these goals, we intend to capitalize on three of the Philosophy Department's existing strengths.

First, *university interconnections*. We are already well-integrated with the Business, Information Technology, and Brewery programs (which require PHIL 3033: Business Ethics) as well as Nursing (which requires PHIL 3010: Health Care Ethics), and Policy Studies (which requires 6 credits in philosophy, with an option for more). In fact, many of our courses lend themselves to other disciplines (e.g., PHIL 1110 (Introduction to Ethics), PHIL 1112 (Environmental Ethics), PHIL 1145 (Critical Thinking), PHIL 1150 (Introduction to Formal Logic), PHIL 2115 (Asian Philosophy), PHIL 2120 (Philosophy of Religion), PHIL 3040 (Philosophy of Art), PHIL 3118 (Ethics and Public Policy), PHIL 3430 (Philosophy of Mind: Consciousness)). Second, *breadth of expertise*. KPU Philosophy can boast a breadth of expertise covering a wide range of areas in philosophy, from formal logic, to applied and meta-ethics; from philosophy of sport to philosophy of consciousness. Thus, we are uniquely situated to expand our course offerings to meet both the needs of the university and of our students. Third, *research and scholarship*. Closely related to the department's breadth of expertise is its passion for research and scholarship. Almost every member of the department is actively pursuing research, whether it be by presenting papers at conferences and community events or publishing journal articles and monographs. We have an active departmental colloquium series. As well, two members of the department are the primary organizers several of recent "PHILOsurfers Convergence" conferences.<sup>1</sup> We firmly believe that active research adds to the quality of our program and intend to emphasize its importance as we continue to grow and improve.

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<sup>1</sup> <https://www.acpcpa.ca/articles/philosurfer-convergence>

**GOAL 1: Program Currency, Connectivity, and Quality of Curriculum Design:** The department is developing strategies for increasing the currency of the program for KPU students as well as fostering greater connectivity with other KPU programs and the wider KPU community. To achieve this goal, we are encouraging greater enrollment in upper-year philosophy courses, broadening the scope of the upper-year courses offered, with the intention of attracting a greater number of students to our major or minor program.

**RATIONALE FOR THIS GOAL:** Philosophy can be of greatest service when it institutionally allows space for students to discover philosophy and, if they so choose, to pursue it as a minor or major in conjunction with other majors. As is highlighted by the External Reviewer's Report, KPU's Philosophy Department is already well-integrated with Business, Nursing, and other programs via its ethics and logic courses. As well, we believe that increasing the enrollment in, and the scope of, upper-year philosophy courses will contribute to the long-term viability and success of our degree program.

**Towards GOAL 1:**

1.1) *Near-term* (by the end of the 1st year) elements of GOAL 1 for increasing enrolment, majors and minors, and for broadening the scope of upper-year courses:

- i. We are modifying some of the titles of our 1000-level courses, as well as some of our upper-year courses, to provide students with a better sense of the content of the course.

*Led by:* Mazen, Mark, and Liam

- ii. We are presently articulating a new 1<sup>st</sup>-year course in **Philosophy of Technology through Film**.

*Led by:* Marc

- iii. To further broaden the scope of upper-year course offerings, we are developing and articulating an outline for a **Philosophy of Science** course. As conspiracy theories swirl during the worst pandemic in a century, the critical thinking and science literacy that a philosophy of science course provides is an invaluable resource for KPU students. It also has the potential to open lines of connectivity with the Faculty of Science (which also goes to **GOAL 2**).

*Led by:* Brian, Melinda, Colin

- iv. We are developing **several Special Topics Courses** to be offered over the next few years designed to raise the profile of the department. The remarkable diversity of talent among faculty suggests a wide range of curriculum opportunities, with topics including: **Justice and Oppression**, **The Ethics of AI**, and **Philosophy of Education**. Such courses have the potential to facilitate **GOAL 2**.

*Led by:* Mark, Christina, and Michaela

1.2) **Near-term** (by the end of the 2<sup>nd</sup> year) elements of GOAL 1 for increasing enrolment, majors and minors, and for broadening the scope of upper-year courses:

- i. We are developing and articulating a course outline for a third-year **Philosophy of Law** course to be **cross-listed** with **CRIM 3351**. As is evidenced by the fact that philosophy majors do better on the LSAT than any other major<sup>2</sup>, Philosophy of Law – in conjunction with courses in Critical Thinking and Ethics – provides an ideal area of study for students aspiring to attend law school. (Meeting this GOAL will also contribute positively to achieving **GOAL 2**)

*Led by:* Doran, Patrick, and Colin

- ii. We will seek to **cross-list** some of our upper-year courses with comparable courses from other departments (which also goes to **GOAL 2**).

*Led by:* Mazen and Melinda

- iii. We are broadening our course offerings in Asian philosophy with two new courses: **Introduction to Zen** and **The Art of War**. Such courses have the potential to facilitate **GOAL 2**.

*Led by:* Puqun and Mark

- iv. We will investigate **decreasing** the **2000** level course **requirements** for 3000 level courses in order to increase enrolment in our upper-year courses. However, such changes will have to ensure that there is no decrease in the learning standards required for 3000 level courses.

*Led by:* Wayne, and Mazen

1.3) **Medium-term** (by the end of 4<sup>th</sup> year) elements of GOAL 1 for increasing enrolment, majors and minors, and for broadening the scope of upper-year courses:

- i. We propose developing a course on **Indigenous Philosophy**; for example, such a course could examine the ethical and metaphysical insights gleaned from Indigenous stories and legends. Or, in keeping with the focus on philosophy of law, such a course could examine the philosophy of restorative justice, reconciliation, and so on. A course of this nature would also allow the department to make meaningful connections with local indigenous groups, including the Kwantlen First Nation (which also goes to **GOAL 2**)

*Led by:* Puqun, Liam, and Christina

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<sup>2</sup><http://dailynous.com/value-of-philosophy/charts-and-graphs/>

- ii. The department will introduce an **Applied Ethics Minor** to attract further students from other programs into upper-level courses. The relevance and importance of sound ethical reasoning is now well understood and appreciated across many employment professions. For those students seeking – or thinking about seeking – a minor in philosophy, an Applied Ethics Minor could serve to enhance their discipline or career major. Given that this is an *applied* ethics minor, it also goes to **GOAL 2**.

*Led by:* Doran, Patrick, Michaela, and Wayne

1.4) **Longer-term** (by the end of 5th year) elements of GOAL 1 for increasing enrolment, majors and minors, and for broadening the scope of upper-year courses:

- i. We propose the development of a **Joint Major with Business**. Such a joint major would make the prospects of a degree in philosophy an attractive option for many KPU students for a couple of reasons: First, some students (and their parents) worry that a degree in philosophy is impractical. While such concerns may be misplaced (as footnote 2 indicates), a joint major with Business alleviates these concerns. Second, this particular joint major would also enable courses within a traditional philosophy curriculum to be better-integrated within an experiential learning context (which also goes to **GOAL 2**).

*Led by:* Mazen, Patrick, Michaela, Christina

- ii. With (1.2.i – **Philosophy of Law**) and (1.4.i – **Joint Major with Business**) in hand, we will look into the viability of a **Joint Business, Law & Philosophy degree** with the School of Business, along with the development of joint certificates, minors, and majors with other departments. The potential for greater connectivity and experiential learning such a degree could provide also goes to **GOAL 2**.

*Led by:* Brian, Marc, Doran, Colin

- iii. **Supporting Upper-Division Curriculum:** Currently, our department offers no more than two to three upper-division courses per semester, because enrolment tends to be low as compared to our lower-division and service courses. As far as we are aware, there is no program in place for supporting new courses until they’ve had a chance to take root. It is recommended that such a program be devised in consultation with the office of the Dean of Arts.

*Led by:* Wayne and Melinda

Recommendation(s) this Goal Addresses	Report (page number)
“To give specific direction to its recommendation in Chapter 3 of the Self-Study Report, and to address the problem of inadequate support or demand for upper-division courses (p. 10), the department might consider developing a joint Business, Law & Philosophy degree with the School of Business.”	Ext Review p.3

**GOAL 2: *Quality of Instructional Design*:** The department will incorporate some changes to in-class instructional design, so as to better address the **group collaboration** aspect of **experiential learning**; as well, the department recommends **increasing links** between the department and **other disciplines** at KPU, and with the **greater community**.

**RATIONALE FOR THIS GOAL:** The current instructional methods of the department appear to be effective and in line with general practices in the discipline. Results from the Philosophy Discipline/Sector Educators Survey indicate that the program’s learning outcomes, both the skills acquired and the knowledge and understanding gained, are relevant to the discipline. As is suggested by the External Reviewer’s Report, however, there may be valuable opportunities to apply these same philosophical skills in community settings where critical thinking, argument analysis and dispassionate discussion are needed (e.g., neutral moderation and deliberation of controversial community issues). The External Reviewer’s Report encourages the department to follow its recommendation to incorporate some changes to in-class instructional design, so as to better address the specifically group-collaboration aspect of experiential learning. This can be achieved through KPU workshops and PD opportunities through the Teaching and Learning Commons that relate to group work, dynamics and assignment design, including the new intercultural teaching workshop, which is especially valuable given the multi-cultural makeup of the KPU student body.

We encourage the university to be aware that a broad understanding of what it means to learn by experience would be beneficial—an understanding that is respectful of the differences, in both content and methodology, of the many disciplines that contribute to a well-rounded undergraduate education. We also recognize the need to increase opportunities for collaborative student work in our programs in order to address a perceived deficiency in developing this particular skill.

#### **Towards GOAL 2:**

2.1) *Near-term* (by the end of the 2nd year) elements of GOAL 2 for fostering greater **experiential learning** and expanding **interdepartmental** and **community connectivity**.

- i. At least 8 of the recommendations for meeting GOAL 1 also contribute positively to meeting **GOAL 2**, especially with respect to interdepartmental and community connectivity.
- ii. For both our **Philosophy of Religion** and **Asian Philosophy** courses, we intend to add greater **experiential learning** and expand **interdepartmental** and **community connectivity** by incorporating the following methods:
  - a) Arrange students to visit local sacred sites (temples, churches, mosques, particularly in Richmond’s famous Highway to Heaven, i.e., No.5 Road) and talk with and learn from religious and spiritual practitioners. Students may have the opportunity to understand (or even try) rituals and practices (for example, Zen meditation). They may see the connections and differences between the doctrines of a religion or culture and their implementations.
  - b) Invite local religious and spiritual leaders to give guest lectures or to organize discussions. Students may be able to see how what they learn about a religion or culture in classroom setting is taught more empirically and practically by a corresponding religious or spiritual leader. (For example, how would a pastor explain to his church people about the “Problem of Evil” without much theoretical argumentation?)

c) In coordination with the **Future Students Office**, we will seek connections with **local secondary schools** in order to promote philosophy at KPU. This could include possible guest lectures by members of the department with the aim of introducing grade 12 students to the nature and value of philosophy through the consideration of philosophical topics and puzzles (e.g., topics like the trolley problem or the inverted spectrum hypothesis).

*Led by:* Puqun, Mark, and Marc

iii. Promoting **Flexible Delivery**, maximizing effective use of **Digital Platforms**, and organizing **Philosophy Student Events**.

- The pandemic has forced every member of the philosophy department to think seriously about the most effective ways to **delivery course materials online**. As we begin to return to the classroom, we remain mindful that some students and faculty wish to retain the flexibility that remote learning provides. To this end we will continue to offer **remote** and **mixed delivery** courses. Indeed, while some instructors wish to return to the classroom as soon as possible, others are happy to continue remote delivery while still others are considering mixed delivery.
- The department will encourage the development of a student **Philosophy Club**, and will promote **Philosophy Student Events** with a greater and more effective use of **Digital Platforms**. Not only will such events and connectivity enhance students' experience at KPU, they will promote a sense of a philosophy community at KPU. This sense of community will, we believe, encourage more students to major or minor in philosophy. Of course, achieving this greater sense of community for students interested in philosophy will be greatly enhanced by a central element of **GOAL 3: a philosophy common space** for informal learning and social interaction, as well as centralized department spaces, as are found at most other institutions.

*Led by:* Marc, Liam, Colin, and Patrick

2.2) **Longer-term** (by the end of the 5th year) elements of GOAL 2 for fostering greater **experiential learning** and expanding **interdepartmental** and **community connectivity**.

- i. We are augmenting the existing **Departmental Speaker Series**: In the spirit of increasing our community outreach, it has been proposed that we make some effort to include in our departmental colloquia qualified presenters who can speak directly of real-world ethical challenges they face in business and health care. We believe that this suggestion has merit and we intend to consider it fully.

*Led by:* Liam, Brian, Puqun, and Doran

- ii. **Program Advisory Committee**. Unlike many other disciplines and programs, philosophy does not train students for specific occupations. In this respect, philosophy is more like math than engineering. Mindful of this, we will investigate how Philosophy can best utilize such an advisory committee by consulting industry standards and looking closely at how other philosophy departments, in the lower mainland and beyond, have done so.

*Led by:* Wayne, Melinda, and Mazen

- iii. Importantly, a number of the suggestions under **GOAL 1** lend themselves to the **ARTS 4800 Practicum**. For example: an aspiring law student who is majoring or minoring in philosophy could, perhaps after completing our third-year course in **Philosophy of Law**, shadow a lawyer, or attend local trials, the Human Rights Tribunal, labour arbitration, and so on; a nursing student who is doing an **Applied Ethics Minor** might do a practicum in an emergency room or an oncology ward where ethical reasoning is routinely employed; a student working on a **Joint Major with Business** might do a practicum working with a corporate ombudsman; a student pursuing a **Joint Business, Law & Philosophy** degree could work with an NGO or an NPO.

*Led by:* see GOAL 1

Recommendation(s) this Goal Addresses	Report (page number)
“The ERT encourages the department to follow its recommendation to incorporate some changes to in-class instructional design, to better address the group collaboration aspect of experiential learning.”	Ext Review pp. 8, 9

**GOAL 3: *Quality of Services, Resources and Facilities*:** The Philosophy department should continue to lobby for a **common room**, and other **resources required** for the normal functions of an Arts department to better encourage and foster a **sense of community** and belonging.

**RATIONALE FOR THIS GOAL:** The challenges articulated by the department relating to the lack of centralized department spaces is real and it is clear that the program would benefit by being able to have students identify with a space and utilize a common room for informal learning.

**Towards GOAL 3:**

3.1) **Near-term** (by the end of the 1<sup>st</sup> year) elements of **GOAL 3** for increasing and fostering a greater sense of community through common spaces and other means.

i. **Marketing** Philosophy:

- a) We are producing a **video** for students showcasing the value of philosophy and highlighting how it is different from other university disciplines.
- b) We intend to work with Academic Advising to ensure Philosophy is included on the **web page** showcasing **KPU Pathways** and to make information about its **honours program** more accessible to students. One way to do so is advertise upcoming upper-division courses so that students can plan their schedules in advance.
- c) We are considering **advertising** in KPU’s own student newspaper, *The Runner*, to draw especially new students’ attention to what Philosophy has to offer. (a), (b), and (c) also go to **GOAL 1** and **GOAL2**.

*Led by:* Marc, Michaela, Melinda

3.2) **Longer-term** (by the end of the 5<sup>th</sup> year) elements of **GOAL 3** for increasing and fostering a greater sense of community through common spaces and other means.

- i. The onsite visit by the External Reviewers revealed a lack of common space that is neither consistent with industry standards nor conducive to fostering a sense of community. More generally, the Philosophy Department would greatly benefit from a discernible presence at KPU: a departmental office, private office spaces for faculty, and **a departmental lounge or meeting room** in which we can schedule regular colloquia and conduct our ongoing business.

*Led by:* Brian and Wayne

Other medium and long-term issues which would benefit the department but which lies largely in the hands of the administration:

- ii. The department is reconsidering how philosophy enrolment is handled: Students tend to discover philosophy after they have arrived at KPU. Consequently, they tend to take philosophy courses only when they have space in their schedule to experiment, and this is relevant to how enrolment in philosophy (especially at the upper-division) should be handled. The recommendation is to consider each upper-division course that is offered in light of forward-looking factors, including, but not limited to, serving students whose goal is to complete a philosophy credential.
- iii. **PD Support and faculty currency:** Almost every member of our faculty is engaged in a research project. As a relatively new university, it is imperative that KPU support and encourage research, particularly for disciplines such as philosophy for which teaching, learning and research are so intimately tied. We look forward to the university rewarding those who do research with paid time to develop new projects at a level that goes beyond the currently limited opportunities.

Recommendation(s) this Goal Addresses	Report (page number)
“The Philosophy department and Dean’s office should continue to lobby for a common room, and other resources required for the normal functions of an Arts department.”	Ext Review p. 10

### **QUALITY ASSURANCE FIVE-YEAR ACTION PLAN**

*Describe the Quality Assurance Strategies (specific plans of action) the program must achieve to attain its Goal over the next five year. Detail the **steps** the program will take to achieve each Strategy. Add or remove Strategies and tables as necessary.*



**MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: 06, 2021**

STRATEGY 1: The department is developing strategies for increasing the currency of the program for KPU students as well as fostering greater connectivity with other KPU programs and the wider KPU community. To achieve this goal, we are encouraging greater enrollment in upper-year philosophy courses, broadening the scope of the upper-year courses offered, with the attention of attracting a greater number of students to our major or minor program.

GOAL(S) THIS STRATEGY SUPPORTS: GOAL 1: *Program Currency, Connectivity, and Quality of Curriculum Design:*

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
1.1.i) We are modifying some of the titles of our 1000-level courses, as well as some of our upper-year courses, to provide students with a better sense of the content of the course.	Mazen, Mark, and Liam	09/21	09/22	
1.1.ii) We are presently articulating a new 1 <sup>st</sup> -year course in <b>Philosophy of Technology through Film</b>	Marc	09/21	09/22	
1.1.iii) To further broaden the scope of upper-year course offerings, we are developing and articulating an outline for a <b>Philosophy of Science</b> course. As conspiracy theories swirl during the worst pandemic in a century, the critical thinking and science literacy that a philosophy of science course provides is an invaluable resource for KPU students. It also has the potential to open lines of connectivity with the Faculty of Science (which also goes to <b>GOAL 2</b> ).	Brian, Melinda, Colin	09/21	09/22	
1.1.iv) We are developing <b>several Special Topics Courses</b> over the next five years designed to raise the profile of the department. The remarkable diversity of talent among faculty suggests a wide range of curriculum opportunities, including: <b>Justice and Oppression, The Ethics of AI, and Philosophy of Education</b> . Such courses have the potential to facilitate <b>GOAL 2</b> .	Mark, Christina, and Michaela	09/21	09/22	
1.2.i) We are developing and articulating a course outline for a third-year <b>Philosophy of Law</b> course to be <b>cross-listed</b> with <b>CRIM 3351</b> . As is evidenced by the fact that philosophy majors do better on the LSAT than any other major, Philosophy of Law – in conjunction with courses in	Doran, Patrick, and Colin	09/21	09/23	

Critical Thinking and Ethics – provides an ideal area of study for students aspiring to attend law school. (Meeting this GOAL will also contribute positively to achieving GOAL 2)				
1.2.ii) We will seek to <b>cross-list</b> some of our upper-year courses with comparable courses from other departments (which also goes to <b>GOAL 2</b> ).	Mazen and Melinda	09/21	09/23	
1.2.iii) We are broadening our course offerings in Asian philosophy with two new courses: <b>Introduction to Zen</b> and <b>The Art of War</b> . Such courses have the potential to facilitate <b>GOAL 2</b> .	Puqun and Mark	09/21	09/23	
1.2.iv) We will investigate decreasing the 2000 level course requirements for 3000 level courses in order to increase enrolment in our upper-year courses. However, such changes would have to ensure that there is no decrease in the learning standards required for 3000 level courses.	Wayne, and Mazen	09/21	09/23	
1.3.i) We propose developing a course on <b>Indigenous Philosophy</b> ; for example, such a course could examine the ethical and metaphysical insights gleaned from Indigenous stories and legends. Or, in keeping with the focus on philosophy of law, such a course could examine the philosophy of restorative justice, reconciliation, and so on. A course of this nature would also allow the department to make meaningful connections with local indigenous groups, including the Kwantlen First Nation (which also goes to <b>GOAL 2</b> )	Puqun, Liam, and Christina	09/22	09/25	
1.3.ii) The department will introduce an <b>Applied Ethics Minor</b> to attract further students from other programs into upper-level courses. The relevance and importance of sound ethical reasoning is now well understood and appreciated across many employment professions. For those students seeking – or thinking about seeking – a minor in philosophy, an Applied Ethics Minor could serve to enhance their discipline or career major. Given that this is an applied ethics minor, it also goes to <b>GOAL 2</b> .	Doran, Patrick, Michaela, and Wayne	09/22	09/25	
1.4.i) With (1.2.i – Philosophy of Law) and (1.4.i – Joint Major with Business) in hand, we will look into the viability of a Joint Business, Law & Philosophy degree with the School of Business, along with the development of joint certificates, minors, and majors with other departments. The potential for greater connectivity and experiential learning such a degree could provide also goes to GOAL 2.	Mazen, Patrick, Michaela, and Christina	09/24	09/26	

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1.4.ii) With (1.2.i – <b>Philosophy of Law</b> ) and (1.4.i – <b>Joint Major with Business</b> ) in hand, we will look into the viability of a <b>Joint Business, Law &amp; Philosophy degree</b> with the School of Business, along with the development of joint certificates, minors, and majors with other departments. The potential for greater connectivity and experiential learning such a degree could provide also goes to <b>GOAL 2</b> .	Brian, Marc, Doran, and Colin	09/24	09/26	
1.4.iii) <b>Supporting Upper-Division Curriculum:</b> Currently, our department offers no more than two to three upper-division courses per semester, because enrolment tends to be low as compared to our lower-division and service courses. As far as we are aware, there is no program in place for supporting new courses until they’ve had a chance to take root. It is recommended that such a program be devised in consultation with the office of the Dean of Arts.	Wayne and Melinda	09/24	09/26	

<b>Resource Implications (if applicable)</b>
What are the resources required to achieve this Strategy? A common room and centralized departmental space.
When are these resources required? As soon as possible.
What Faculty and/or Institutional support is required? Decanal support and coordination with space management.

STRATEGY 2: We recommend that the department attempt to incorporate some changes to in-class instructional design, so as to better address the group collaboration aspect of experiential learning; as well, the department recommends increasing links between the department and other disciplines at KPU and with the greater community.

GOAL(S) THIS STRATEGY SUPPORTS: GOAL 2: *Quality of Instructional Design:*

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
2.1.i) At least 8 of the recommendations for meeting GOAL 1 also contribute positively to meeting <b>GOAL 2</b> , especially with respect to interdepartmental and community connectivity.				
<p>2.1.ii) For both our <b>Philosophy of Religion</b> and <b>Asian Philosophy</b> courses, we intend to add greater <b>experiential learning</b> and expand <b>interdepartmental</b> and <b>community connectivity</b> by incorporating the following methods:</p> <p>a) Arrange students to visit local sacred sites (temples, churches, mosques, particularly in Richmond’s famous Highway to Heaven, i.e., No.5 Road) and talk with and learn from religious and spiritual practitioners. Students may have the opportunity to understand (or even try) rituals and practices (for example, Zen meditation). They may see the connections and differences between the doctrines of a religion or culture and their implementations.</p> <p>b) Invite local religious and spiritual leaders to give guest lectures or to organize discussions. Students may be able to see how what they learn about a religion or culture in classroom setting is taught more empirically and practically by a corresponding religious or spiritual leader. (For example, how would a pastor explain to his church people about the “Problem of Evil” without much theoretical argumentation?)</p> <p>c) In coordination with the <b>Future Students Office</b>, we will seek connections with <b>local secondary schools</b> in order to promote philosophy at KPU. This could include possible guest lectures by members of the department with the aim of introducing grade 12 students to the nature and value of philosophy through the consideration of philosophical topics and puzzles (e.g., topics like the trolley problem or the inverted spectrum hypothesis).</p>	Puqun, Mark, and Marc	09/21	09/23	
<p>2.1.iii) Promoting <b>Flexible Delivery</b>, maximizing effective use of <b>Digital Platforms</b>, and organizing <b>Philosophy Student Events</b>.</p> <ul style="list-style-type: none"> <li>The pandemic has forced every member of the philosophy department to think seriously about the most effective ways to <b>delivery course materials online</b>. As we begin to return to the classroom, we remain mindful that some students and faculty wish to retain some of the flexibility that remote learning provides. To this end we will continue to offer <b>remote</b> and <b>mixed delivery</b> courses. Indeed,</li> </ul>	Marc, Liam, Colin, and Patrick	09/21	09/23	

<p>while some instructors wish to return to the classroom as soon as possible, others are happy to continue remote delivery while still others are considering mixed delivery.</p> <ul style="list-style-type: none"> <li>The department will encourage the development of a student <b>Philosophy Club</b>, and will promote <b>Philosophy Student Events</b> with a greater and more effective use of <b>Digital Platforms</b>. Not only will such events and connectivity enhance students' experience at KPU, they will promote a sense of a philosophy community at KPU. This sense of community will, we believe, encourage more students to major or minor in philosophy. Of course, achieving this greater sense of community for students interested in philosophy will be greatly enhanced by a central element of <b>GOAL 3: a philosophy common space</b> for informal learning and social interaction, as well as centralized department spaces, as are found at most other institutions.</li> </ul>				
<p>2.2.i) We are augmenting the existing <b>Departmental Speaker Series</b>: In the spirit of increasing our community outreach, it has been proposed that we make some effort to include in our departmental colloquia qualified presenters who can speak directly of real-world ethical challenges they face in business and health care. We believe that this suggestion has merit and we intend to consider it fully.</p>	Liam, Brian, Puqun, and Doran	09/21	09/26	
<p>2.2.ii) <b>Program Advisory Committee</b>. Unlike many other disciplines and programs, philosophy does not train students for specific occupations. In this respect, philosophy is more like math than engineering. Mindful of this, we will investigate how Philosophy can best utilize such an advisory committee by consulting industry standards and looking closely at how other philosophy departments, in the lower mainland and beyond, have done so.</p>	Wayne, Melinda, and Mazen	09/21	09/26	
<p>2.2.iii) Importantly, a number of the suggestions under <b>GOAL 1</b> lend themselves to the <b>ARTS 4800 Practicum</b>. For example: an aspiring law student who is majoring or minoring in philosophy could, perhaps after completing our third-year course in <b>Philosophy of Law</b>, shadow a lawyer, or attend local trials, the Human Rights Tribunal, labour arbitration, and so on; a nursing student who is doing an <b>Applied Ethics Minor</b> might do a practicum in an emergency room or an oncology ward where ethical reasoning is routinely employed; a student working on a <b>Joint Major with Business</b> might do a practicum working with a corporate ombudsman; a student pursuing a <b>Joint Business, Law &amp; Philosophy</b> degree could work with an NGO or an NPO.</p>	Liam and Marc	09/23	09/26	We will check for progress periodically with an overall assessment of its success by 09/26.

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<b>Resource Implications (if applicable)</b>
What are the resources required to achieve this Strategy? A common room and centralized departmental space.
When are these resources required? As soon as possible.
What Faculty and/or Institutional support is required? Decanal support and coordination with space management.

STRATEGY 3: The Philosophy department should continue to lobby for a **common room**, and other **resources required** for the normal functions of an Arts department to better encourage and foster a **sense of community** and belonging.

GOAL(S) THIS STRATEGY SUPPORTS: GOAL 3: *Quality of Services, Resources and Facilities*

<b>Step(s) Required to Achieve this Strategy</b>	<b>To be Led by</b>	<b>To Begin on (M/YY)</b>	<b>To be Completed By (M/YY)</b>	<b>Notes</b>
<p>3.1.i) <b>Marketing</b> Philosophy:</p> <p>a) We are producing a <b>video</b> for students showcasing the value of philosophy and highlighting how it is different from other university disciplines.</p> <p>b) We intend to work with Academic Advising to ensure Philosophy is included on the <b>web page</b> showcasing <b>KPU Pathways</b> and to make information about its <b>honours program</b> more accessible to students. One way to do so is advertise upcoming upper-division courses so that students can plan their schedules in advance.</p> <p>c) We are considering <b>advertising</b> in KPU’s own student newspaper, The Runner, to draw new students’ attention to what Philosophy has to offer. (a), (b), and (c) also go to <b>GOAL 1</b> and <b>GOAL2</b>.</p>	<p>Marc, Michaela, and Melinda</p>	<p>09/21</p>	<p>09/23</p>	
<p>3.2.i) The onsite visit by the External Reviewers revealed a lack of common space that is neither consistent with industry standards nor conducive to fostering a sense of community. More generally, the Philosophy Department would greatly benefit from a discernible presence at KPU: a departmental office, private office spaces for faculty, and a <b>departmental lounge or meeting room</b> in which we can schedule regular colloquia and conduct our ongoing business.</p>	<p>Brian and Wayne</p>	<p>09/21</p>	<p>09/26</p>	

<p>Other medium and long-term issues which would benefit the department but which lies largely in the hands of the administration:</p> <p>i. The department is reconsidering how philosophy enrolment is handled: Students tend to discover philosophy after they have arrived at KPU. Consequently, they tend to take philosophy courses only when they have space in their schedule to experiment, and this is relevant to how enrolment in philosophy (especially at the upper-division) should be handled. The recommendation is to consider each upper-division course that is offered in light of forward-looking factors, including, but not limited to, serving students whose goal is to complete a philosophy credential.</p> <p>ii. <b>PD Support and faculty currency:</b> Almost every member of our faculty is engaged in a research project. As a relatively new university, it is imperative that KPU support and encourage research, particularly for disciplines such as philosophy for which teaching, learning and research are so intimately tied. We look forward to the university rewarding those who do research with paid time to develop new projects at a level that goes beyond the currently limited opportunities.</p>	Liam and Colin	09/23	09/26	We will meet with the Dean's office, the PD committee, and other relevant parties by 09/26.
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<b>Resource Implications (if applicable)</b>
What are the resources required to achieve this Strategy? A common room and centralized departmental space.
When are these resources required? As soon as possible.
What Faculty and/or Institutional support is required? Decanal support and coordination with space management.

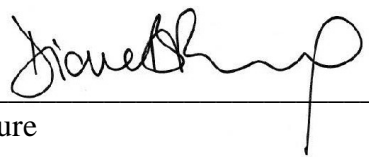
PLAN SUPPORTED BY:

Sandy Vanderburgh  
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 Provost's Name

\_\_\_\_\_  
 Provost's Signature

May 10, 2021  
 \_\_\_\_\_  
 Date

Diane Purvey  
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 Dean's Name

  
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 Dean's Signature

May 7, 2021  
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 Date