

Presidential Address

Philosophy in Canada: Past, Present and Future

Steven Davis

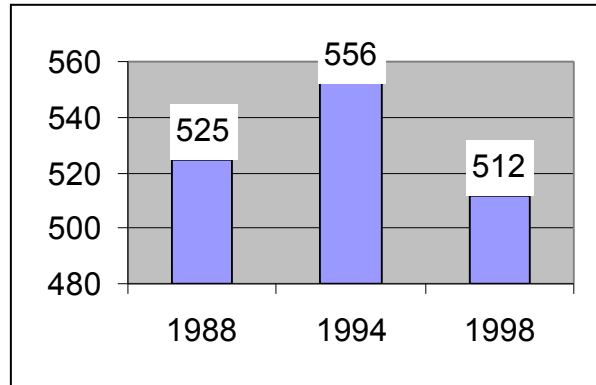
Today, I want to talk to you about the state of philosophy in Canada. My goal is to give you a picture across a ten-year period, from 1989-89 to 1998-99 and to say something about the future of the profession. I am going to present you with a great deal of data that I hope will be of interest to you, but I can well imagine that at some point, your eyes will glaze over. I apologize for this in advance.

Let me give you a preview of some of the topics that I shall cover and the results that I have obtained. First, numbers. The number of philosophy faculty has decreased, the proportion of women in philosophy has increased, and so too has the number of students. Because of the increase in enrollments, the number of philosophy degrees has gone up, especially BA's and Ph.D.'s, and the latter, despite a worsening job market. Second, research interests. There are two among the sixteen categories that are the quite a bit more popular than the others. I describe the most popular research areas, value theory and history of philosophy and the most popular historical philosophers. I leave it to you to try to guess who they are. Third, faculty work loads. There has been an increase across the board, especially in the number of students taught and graduate students supervised. Fourth, funding for philosophy. It has gone down, while university funding has gone up. Fifth, jobs in philosophy in the next ten years. Although quite a few philosophers will retire, Canadian production of Ph.D.'s will outstrip the jobs that will be available. Lastly, some modest suggestions about what to do with the information that I have gathered.

Let me begin by telling you about the sources of my information. First, I sent out three questionnaires, to the secretaries of departments that have CPA representatives, to the chairs of these departments and to about 60 randomly selected faculty members in the same departments. I received 39 responses to the first, 10 to the second and 21 to the third. The departments to which I sent questionnaires account for some 43 out of the 51 departments that offer BA's in philosophy. Second, I obtained data from Statistics Canada broken down into individual files about student enrollments, degrees granted in philosophy, the number of tenured and tenure track faculty and university budgets. Some of the files cover 133 institutions, including some that do not offer degrees in philosophy. Others cover only institutions that offer programmes in philosophy, including BA, M.A. and Ph.D., but also certificate and minor programmes. In what follows, I shall concentrate my attention on departments that have programmes leading to degrees, but I shall also say something about all the institutions in the Statscan data. Lastly, I used information from Archie Bahm's *Directory of Philosophers in North America*. The *Directory*, for short. Here too, I shall concentrate on institutions that give at least a BA in philosophy. A difference between the *Directory* and the Statscan data that complicates matters is that some of the Statscan files do not cover 1998-99, but have data for 1997-98. Hence, for these files I cover nine instead of ten years.

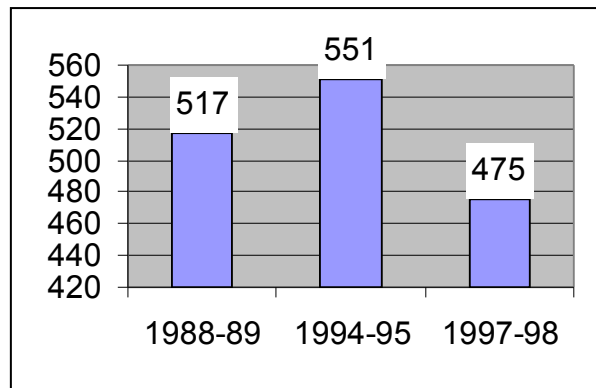
Who are we? Here, I shall draw on both the *Directory* and Statscan data. The reason for doing so is that the two provide different information. The *Directory*, but not Statscan, contains information about the professorial ranks of philosophy faculty, while Statscan has data about humanities and university faculty that the *Directory* lacks. There is, however, overlap. Both contain data about female and male faculty. There is a problem in drawing on both; they don't

agree on the data they provide. Statscan's data is only about tenured or tenure track faculty. The purpose of the *Directory* is to provide the widest information about philosophy faculty. Consequently, it includes limited term, as well as tenure and tenure track faculty.



Total number of philosophy professors
(Directory BA Departments)

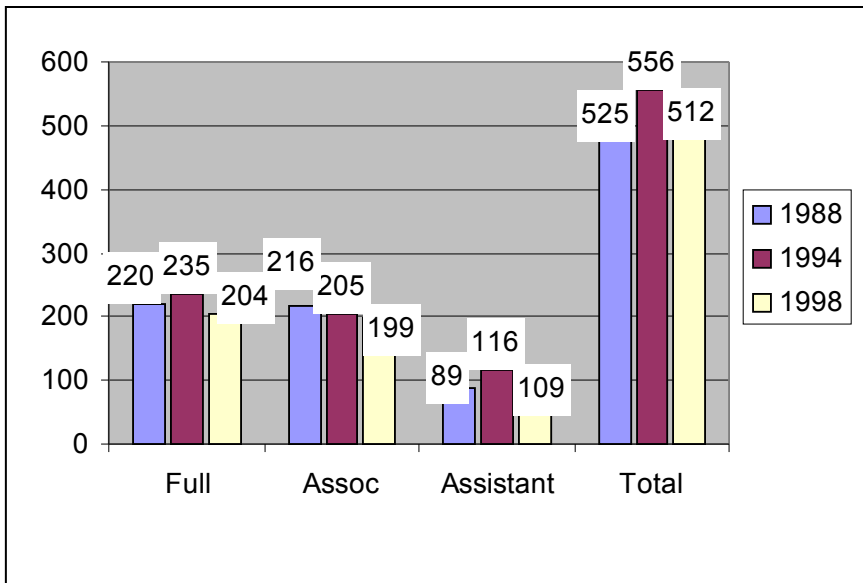
According to the *Directory*, at institutions that grant at least a B.A. in philosophy, we were 525 in 1989, and 512 in 1999.



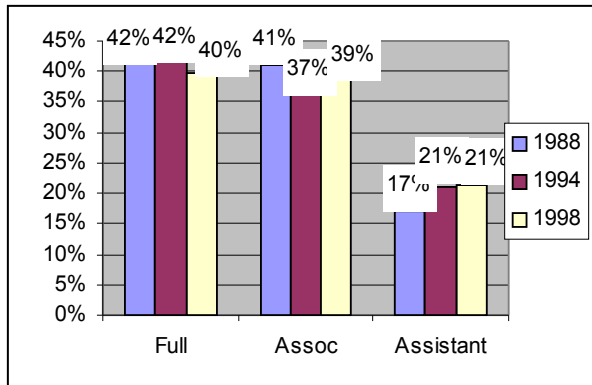
Total number of philosophy professors
(Statscan - 51 BA Departments)

At the same sorts of institutions, Statscan has the number of philosophers decreasing as well, from 517 to 475.

The next graph, drawn from the *Directory*, gives the number of philosophy faculty by rank.

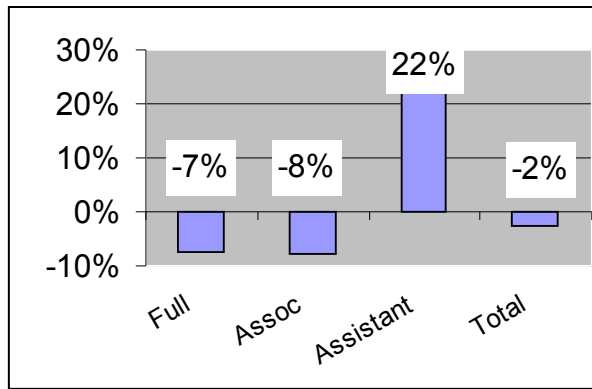


Professor by ranks
(Directory - BA Departments)



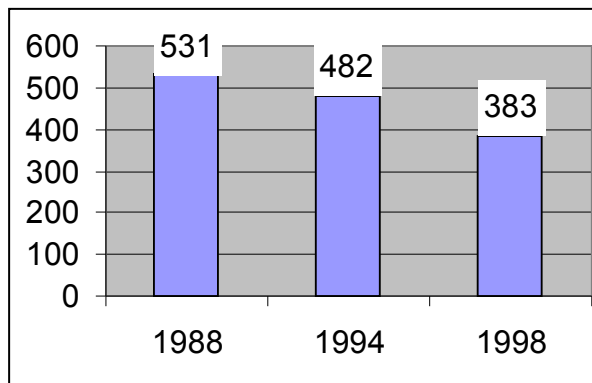
Ranks as percentage of total professors
(Directory - BA Departments)

What has changed over the ten years is the percentage distribution over the rank. There has been a decrease in the number of full and associate professors, but a dramatic increase in the number of assistant professors.



Percentage change 1988 -1998
(Directory - BA Departments)

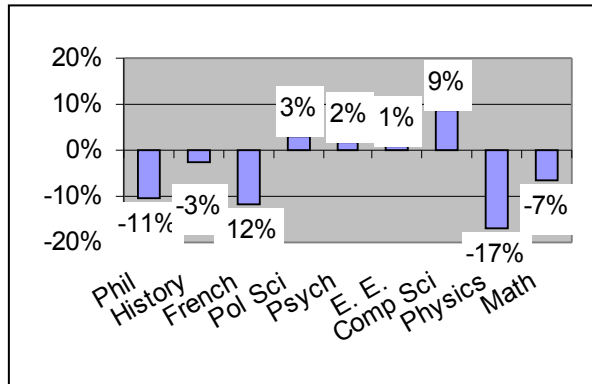
The total number of philosophers at institutions that give at least a B.A. in philosophy, then, has declined over the last ten years by 2%, according to the *Directory* and over the last nine years by 8%, according to Statscan.



Philosophy faculty in non-BA granting institutions (Including Junior Colleges And Cegeps) 1988-1998 (Directory)

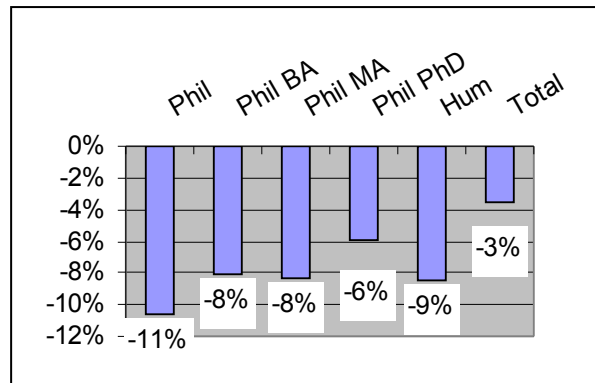
The *Directory* also contains information about BA granting institutions that offer philosophy courses, but not a BA in philosophy, and about some of the junior colleges and Cegeps. The percentage decline in the number of faculty at these institutions is 28%, much greater than the 2% decline in faculty at philosophy BA granting institutions. Because there is some question about the accuracy of the *Directory* in its reporting of the number of faculty at junior colleges and Cegeps, in what follows, I shall concentrate my attention on degree granting institutions, especially those that offer at least a BA in philosophy.

I would now like to turn to the Statscan files. They will enable us to compare the number of philosophy faculty with the number of faculty in other selected disciplines, with the total number of university faculty and with faculty in the humanities. Let us begin with a comparison between philosophy on the one hand and on the other, mathematics and physics (physical sciences), political science and psychology (human science), computer science and electrical engineering (applied science) and French and history (humanities). We see that the decline in the number of philosophy faculty is greater than in the human and applied sciences, but not as great as in



Comparison of the percentage change of selected disciplines 1988-1997 (Statscan 133 Institutions)

French and physics.

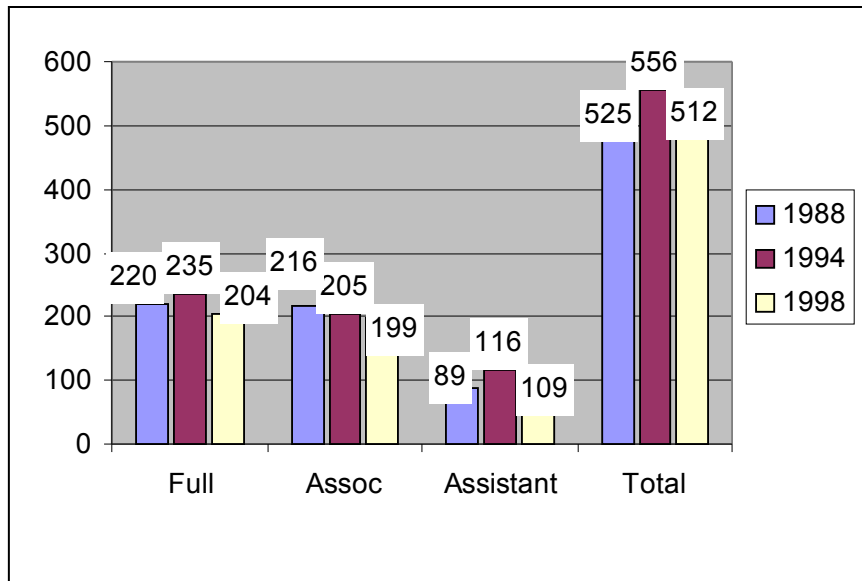


Comparison of percentage change of philosophy with humanities and total number of faculty 1988-1997 (Statscan Philosophy: 133, 51, 30 and 16 Institutions)

Let us turn to a comparison of philosophy faculty with humanities and university faculty.

There has been a considerable decrease in the number of philosophy faculty in the 133 institutions in the Statscan file, almost 11% over the nine years, but the decrease is not as great in

departments that offer a BA, an MA and or Ph.D., about 8%. The decrease in the number of philosophers in these departments is lower than the decrease in the number of faculty in humanities, but higher than the decline in the total number of university faculty.



Professor by ranks
(Directory - BA Departments)

I now want to turn to a consideration of the movement of philosophy faculty through the ranks and the effect that this has had on jobs in philosophy over the last ten years.

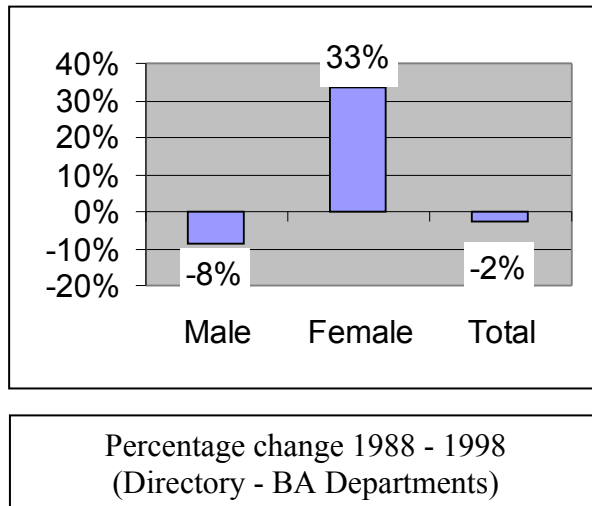
Movement Through the Rank								
FULL PROFESSORS								
FULL PROFESSORS								
220	-	(80	+	5	+	5)	=	130
FP in 1989		Emeritus 1999		Moved		Died		FP in 1999
204	-	90			=	74		
FP in 1999						Hired or Promoted 1989 - 1999		
74	-	6			=	68		
Hired or Promoted		Hired Externally				Promoted		
ASSOCIATE PROFESSORS								
216	-	68			=	148		
AP in 1989		Promoted				AP in 1999		
199	-	148			=	51		
AP in 1999						Hired or Promoted 1989 - 1999		
51	-	10			=	41		
Hired or Promoted		Hired Externally				Promoted		
ASSISTANT PROFESSORS								
109	-	89			=	20		
ATP 1999		ATP 1989				Increase 1989 - 1999		
41	+	20			=	61		
Promoted		Increase				Hired		
TOTAL HIRED								
5	+	10		61	=	76		
FP		AP		ATP		Total hired 1989-1999		

About 80 faculty members who were listed in the *Directory* as full professors in 1989 are listed as having emeritus status by 1999.

Let us suppose that in addition to these, 5 people left to take positions outside the country and 5 died either before receiving emeritus status or after receiving it, but before 1999. This yields 90 faculty members who left the rank of full professor from 1989 to 1999. This leaves 130 in the rank. (220-90=130) Since the number of full professors has declined by 16 over the last ten years, this means that in this period, 74 people either were promoted from within or hired from outside Canada to the rank of full professor (204-130=74). Because of budgetary constraints over the last ten years, it is a safe assumption that most of the 74 who became full professor did so by being promoted. Let us suppose that 6 were hired from outside the country. This means, then, that 68 Canadian associate professors were promoted to full professor. This leaves 148 in the associate professor rank (216-68=148). The number of associate professors has declined by 17 over the last ten years. Hence, 51 faculty were added to the associate professor rank (199-148=51). Again, because of budgetary constraints, the same assumption can be made about

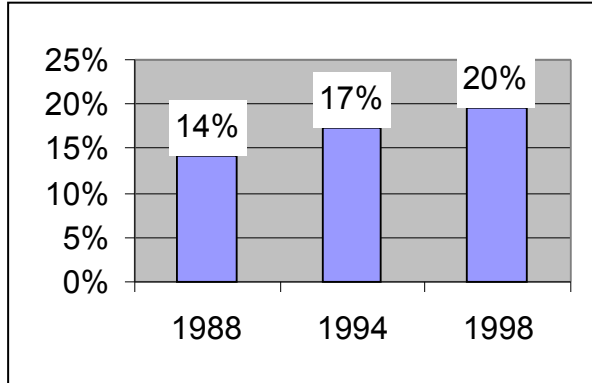
the source of faculty into this rank; most were promoted from the rank of assistant professor. Let us suppose that 10 were hired from outside the country. That leaves 41 who were added to the rank by being promoted. Since there were 89 assistant professors in 1989 and 109 in 1999, an increase of 20, this means that there were 61 appointments of assistant professors over the last ten years. There is no telling how many of these were tenure track and how many limited term appointments, since the *Directory* lists both. But I shall not try to adjust the figures to account for this. In conclusion, 5 full professors, 10 associate professors and 61 assistant professors for a total of 76 new appointments were made from 1989 to 1999 in universities that give at least a BA in philosophy. This does not take into account appointments in institutions that do not offer a BA in philosophy, including junior colleges or Cegeps or jobs in hospitals and other institutions.

How many women have been added to the philosophy professorate? How does this compare with their increase in the humanities, in universities and in other disciplines? I shall begin with the *Directory* that contains information about women in the different ranks and then turn to the Statscan data that enables us to make the comparisons. The number of male philosophers has

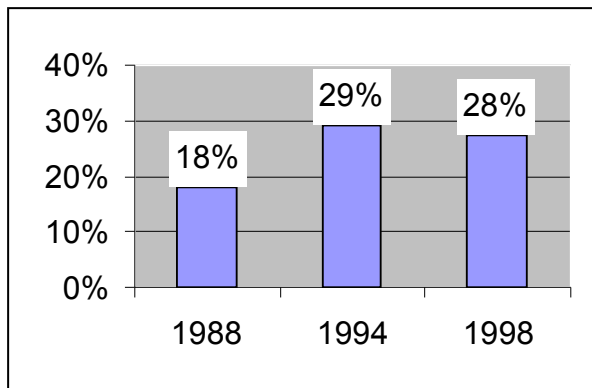


declined over the last ten years, 8%, while the number of female philosophers has increased, 33%.

The number of females as a percentage of the philosophy faculty has gone up from 14% to 20%.

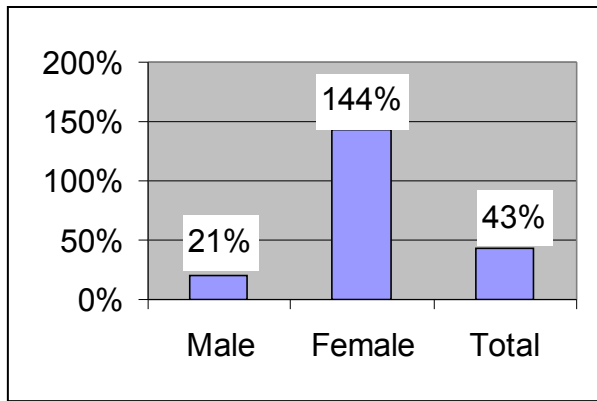


Female faculty as a percentage of total philosophy faculty
(Directory - BA Departments)



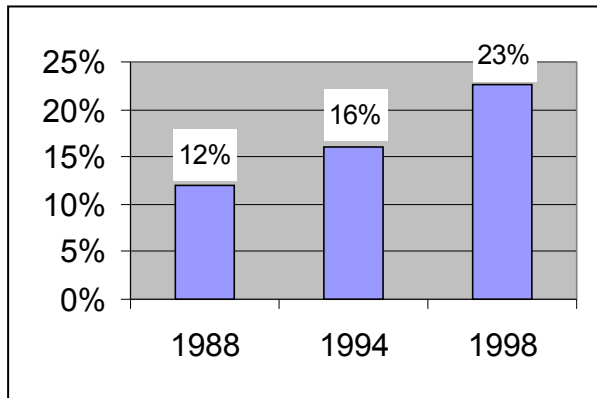
Females as percentage of assistant professors
(Directory - BA Departments)

As one would expect, this increase has occurred primarily in the assistant professor rank. The percentage of females in this rank has gone from 18% to 28%. The increase in the number of assistant professors was 43%, the increase in males 21% and in females 144%.



Percentage increase male - female assistant professors 1988-1998 (Directory BA Departments)

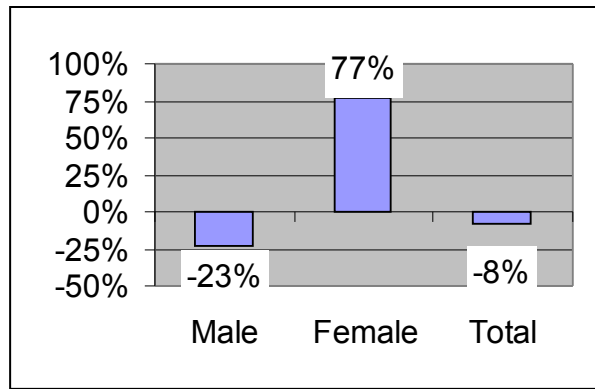
There has been a decrease in the number of associate professors, from 216 to 199, but the



Females as percentage of associate professors (Directory - BA Departments)

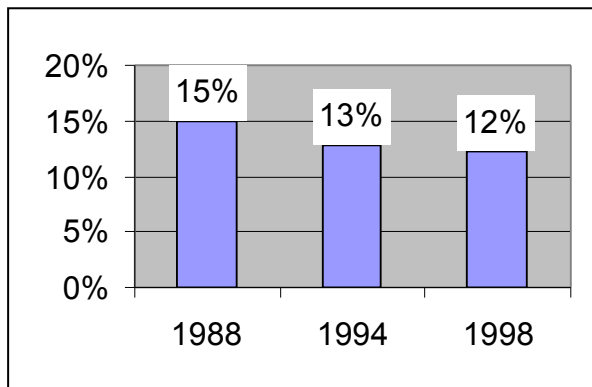
number of females in the rank has increased from 26 to 45. Females as a percentage of the rank have gone from 12% to 23%.

There has been a decrease in the number of male associate professors, 23%, but a 77% increase in the number of female associate professors.



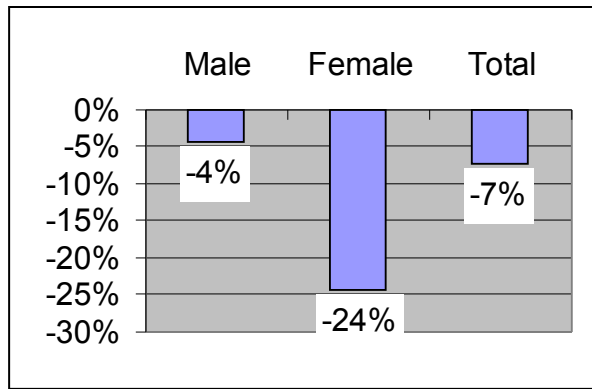
Percentage change male - female associate professors 1988-1998 (Directory BA Departments)

Among the full professors, the situation is somewhat different. Their number has declined from



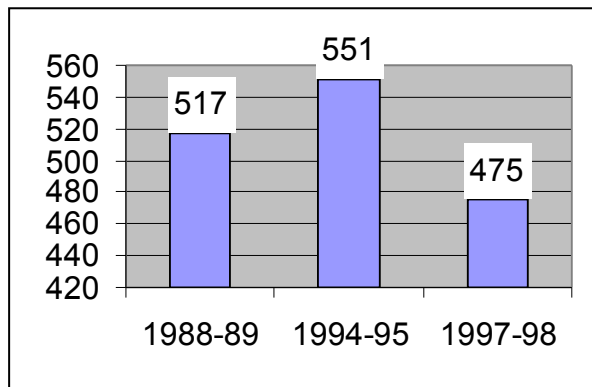
Females as a percentage of full professors (Directory - BA Departments)

220 to 204; the women in the rank have gone from 33 to 25 and the men from 187 to 179. As a percentage of the rank, women have declined from 15% to 12%. There has been a percentage decrease in both the number of men, 4% and women, 24%, for an over all decrease in the rank of 7%.



Percentage change male-female full professors 1988-1998 (Directory BA Departments)

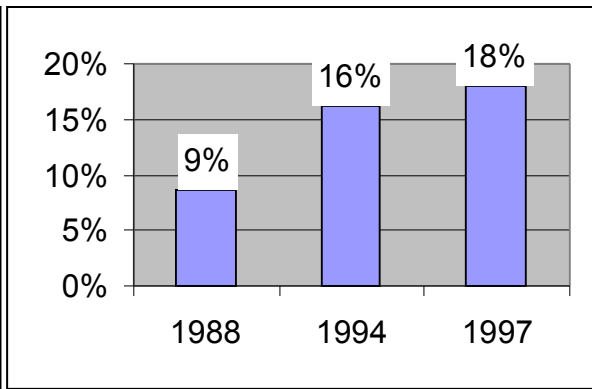
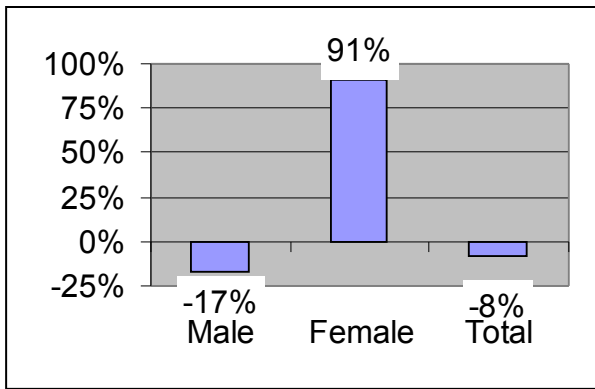
Let us consider the Statscan data about the number of women in philosophy that will enable us to make comparisons with the number of women in the humanities and in the universities. To



Total number of philosophy professors (Statscan - 51 BA Departments)

remind you, the number of philosophers in the Statscan data is different from the number in the *Directory*.

In addition, the number of women in philosophy and as a result, their percentages in philosophy and in comparable disciplines are different.



Percentage change 1988-1997
(Statscan 51 BA Departments)

Female faculty as a percentage of total
philosophy faculty
(Statscan 51 BA Departments)

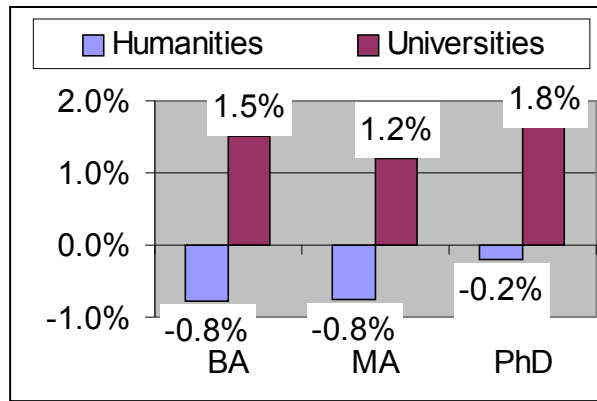
They both agree, however, that over the period, there has been an increase in the number of female philosophers and that females as a percentage of philosophy professorate has increased. There has also been an increase in the number of women in the humanities and the universities. Has the increase in female philosophy faculty tracked their increase in the humanities and in the universities?

The comparisons have been obtained in the following way.

**CALCULATION OF THE COMPARISON OF THE PERCENTAGE INCREASE
PHILOSOPHY/HUMANITIES
1988 - 1997**

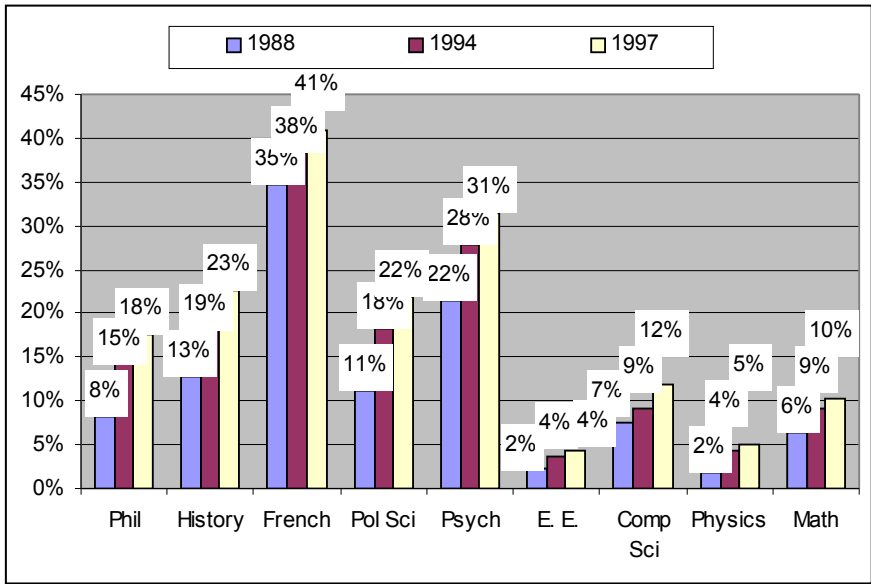
1988		=	
	<u>THE NUMBER OF FEMALE FACULTY IN PHILOSOPHY</u>		S%
	THE NUMBER OF FACULTY IN PHILOSOPHY		
1997			
	<u>THE NUMBER OF FEMALE FACULTY IN PHILOSOPHY</u>		T%
	THE NUMBER OF FACULTY IN PHILOSOPHY		
1988			
	<u>THE NUMBER OF FEMALE FACULTY IN HUMANITIES</u>		W%
	THE NUMBER OF FACULTY IN HUMANITIES		
1997			
	<u>THE NUMBER OF FEMALE FACULTY IN THE HUMANITIES</u>		X%
	THE NUMBER OF FACULTY IN THE HUMANITIES		
	T% - S% = U%		
	= Z%	X% - W% = Y%	U% - Y%

First, the ratio of female philosophy faculty to total philosophy faculty was computed for 1989; the same computation was repeated for 1997 and then the former percentage was subtracted from the latter to yield a percentage increase for female philosophy faculty from 1989 to 1997. Second, the same computation was carried out for female humanities faculty and female faculty across the universities, yielding, respectively, the percentage increase for female humanities and university faculty for the same period. Finally, the percentage increase for female humanities and university faculty was subtracted from the percentage increase for female philosophy faculty. If the remainder is positive/negative, then the number of female philosophy faculty has had a larger/smaller increase than their increase in the humanities or in the universities.



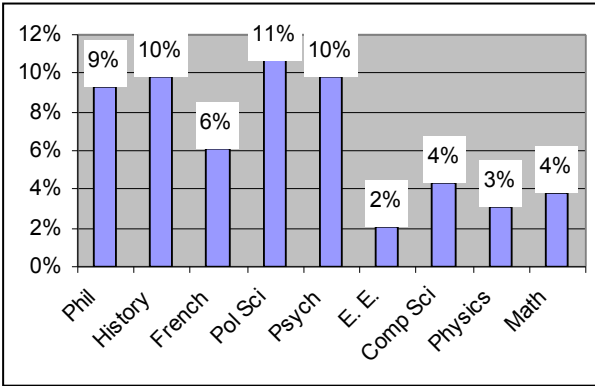
Comparison of the percentage increase in women in philosophy, humanities & university faculty 1988 –1997 (Statscan)

We see that the difference between the percentage increase for female philosophy faculty and for female humanities faculty is about 1% in favour of the humanities and the difference in percentage with respect to total university female faculty is 1% to 2% in favour of philosophy. Hence, philosophy is roughly keeping track with humanities and the universities in the increase in female faculty.



Female faculty as a percentage of the total faculty in selected disciplines (Statscan 133 Institutions)

How does the increase in the number of women in philosophy compare with their increase in other disciplines? I have chosen the same disciplines as above to make the comparison.



Percentage increase in female faculty 1988-1998 (Statscan 133 Institutions)

The percentage of women in philosophy has increased by 9% from 1989 to 1997, an increase that is comparable with those in history, political science and psychology, but quite a bit higher than in the other disciplines. Thus, women are an increasing percentage of the total faculty in our discipline and their rate of increase in philosophy is comparable with their rate of increase in

other parts of the university. Moreover, if the percentage of women hired is kept constant, their percentage of the total philosophical profession will increase more 9% in the next ten years. The reason is that the number of male full and associate professors is far greater than the number of females in these ranks. Since those who will be retiring come from these ranks, a much higher number of males than females will be retiring.

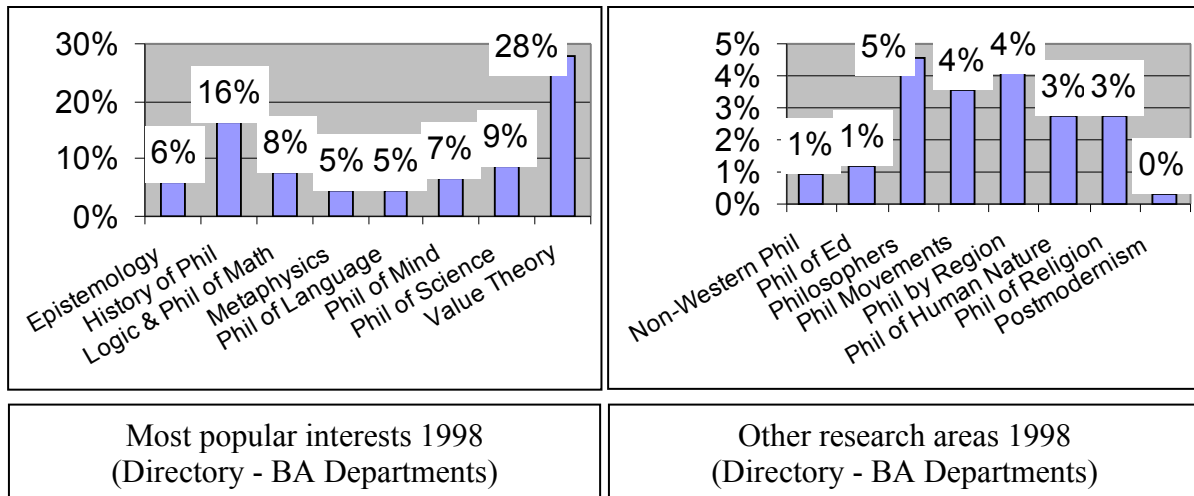
What are the research interests of Canadian philosophers? To answer this question, I have drawn on information contained in the *Directory* for 1988-89, 1994-95 and 1998-99. There are three interests listed for most of the Canadian philosophers in the *Directory*. The interests have been aggregated, yielding 1263, roughly three times the number of Canadian philosophers in the

Research Areas	1998
Epistemology	5.9%
History of Philosophy	11.8%
Logic and Philosophy of Mathematics	7.6%
Miscellaneous	7.6%
Metaphysics	4.5%
Non-Western Philosophy	1.0%
Philosophy of Education	1.2%
Philosophers	4.6%
Philosophy Movements	3.6%
Philosophy by Region	4.1%
Philosophy of Human Nature	2.8%
Philosophy of Language	4.6%
Philosophy of Mind	6.7%
Philosophy of Religion	2.8%
Philosophy of Science	8.6%
Postmodernism	0.3%
Value Theory	27.9%

sample set. An interest tick next to a research interest indicates that one philosopher has that interest. The research interests have been divided into 16 different categories.

In some cases, it was difficult to decide into which category a particular research interest should fall. Where for example should the philosophy of history fall? It was placed in philosophy of science. In other cases, it was impossible to categorize a research interest. Where are applied philosophy and philosophy of sport to be placed? They ended up in miscellaneous. How to categorize philosophical interests is, of course, itself a philosophical question, the answer to which differs between our two linguistic communities and among different ways of doing philosophy.

In categorizing the interests, I have used the standard divisions within analytical philosophy. Where that wasn't much of a guide, I decided arbitrarily where a research area should be placed. The percentages to the right of the research areas indicate the degree of interest. The percentage

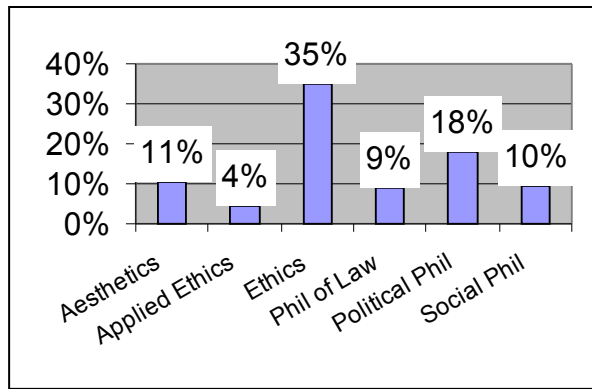


is the ratio of the number of ticks for a given research area relative to the total number of interest ticks. The next two charts indicate more graphically the degree of interest in different areas. The area with the most interest is value theory, 28%, followed by the history of philosophy 16%. The history of philosophy on the graph combines the history of philosophy and the philosophers' categories on the table. The percentages do not perhaps indicate the full range of interest in a subject. For example, there might be additional interest in the history of philosophy lurking within other categories, for instance, in pragmatism, that was slotted under philosophical movements and in British philosophy and American philosophy both of which were placed in philosophy by region

Value Theory Sub-Fields	1998
Aesthetics	10.5%
Applied Ethics	4.3%
Axiology	0.0%
Bioethics	2.6%
Business Ethics	2.0%
Environmental Ethics	1.1%
Ethics	34.9%
Marxism	1.7%
Medical Ethics	2.8%
Metaethics	0.0%
Normative Ethics	0.0%
Peace Studies	0.3%
Philosophy of Law	8.8%
Philosophy of Music	0.0%
Philosophy of Art	0.0%
Political Philosophy	17.9%
Professional Ethics	0.6%
Rational Choice	0.3%
Social Philosophy	9.7%
Social-Political Philosophy	2.0%
Utilitarianism	0.0%
Value Theory	0.6%

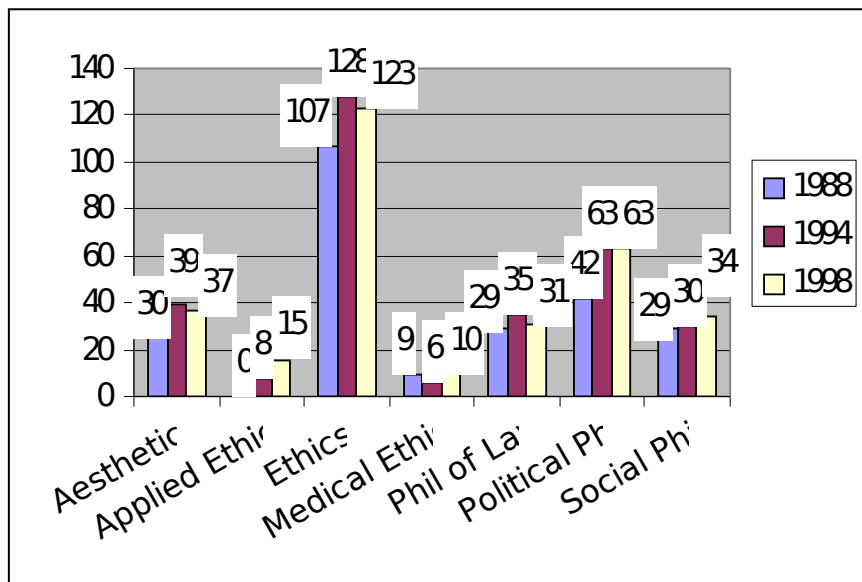
Let us look more closely at some of the categories, beginning with the most popular, value theory. Value theory includes a wide range of interests.

The percentages in the table indicate the interest in a sub-field with respect to total interest in value theory. One objection to the sub-fields on the list is that some of them, Marxism and philosophy of art, for example, are research areas in which not all the research falls within value theory. This problem arises not only for the sub-fields within value theory, but for sub-fields in other categories. Such are the difficulties of categorization. In the next graph, I have selected the sub-fields in value theory that evinced the greatest interest.



Main areas of research in value theory
(Directory - BA Departments)

Ethics, of course, tops the list with the second place going to political philosophy, two areas in

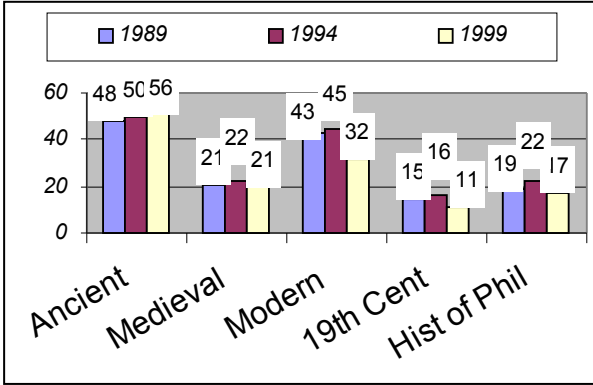
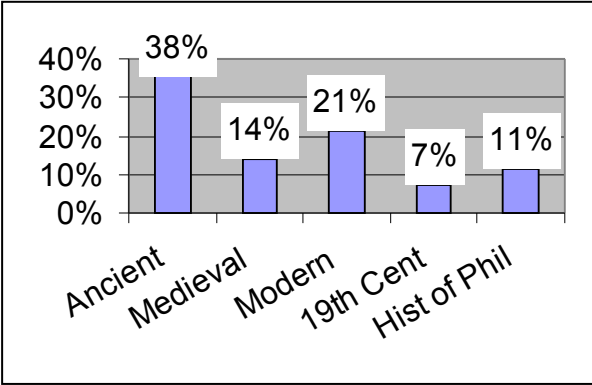


Value theory
(Directory - BA Departments)

which Canada is particularly strong. The last graph gives the numbers of philosophers who have expressed an interest in these value sub-fields.

The second most popular research area is the history of philosophy with ancient philosophy followed by modern philosophy as the most popular sub-fields.

History of Philosophy	1998
19th Cent Philosophy	7.4%
20th Cent Philosophy	0.7%
Ancient Philosophy	37.6%
Contemporary European	3.4%
Contemporary Philosophy	2.0%
History of Ideas	1.3%
History of Knowledge	0.0%
History of Logic	0.0%
History of Philosophy	11.4%
Medieval Philosophy	14.1%
Modern Philosophy	21.5%
Renaissance Philosophy	0.7%



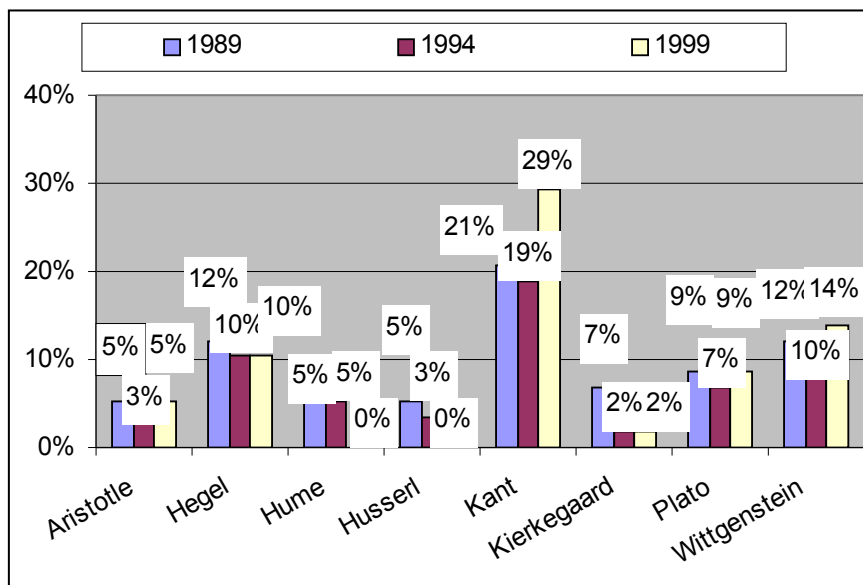
History of philosophy
(Directory - BA Departments)

History of philosophy
(Directory - BA Departments)

Let us look at the list of individual historical figures.

PHILOSOPHERS 1989-1999			
Aristotle	Galen	Locke	Peirce
Augustine	Hegel	Lonegan	Plato
Blondel	Heidegger	Marx	Reid
Bradley	Hume	Merleau-Ponty	Russell
Carnap	Husserl	Mill	Spinoza
Descartes	James	Nietzche	Teilhard de Chardin
Foucault	Kant	Ortega y Gasset	Whitehead
Frege	Kierkegaard	Pascal	Wittgenstein

Philosophers on this list have registered at least one indication of interest during 1988-1998. There are some notable philosophers missing from the list, Berkeley and Liebnez, for example. In addition, there are no medieval philosophers. In 1998, the most popular historical figure is Kant with 29.3% of those interested in particular historical figures, followed by Wittgenstein, at

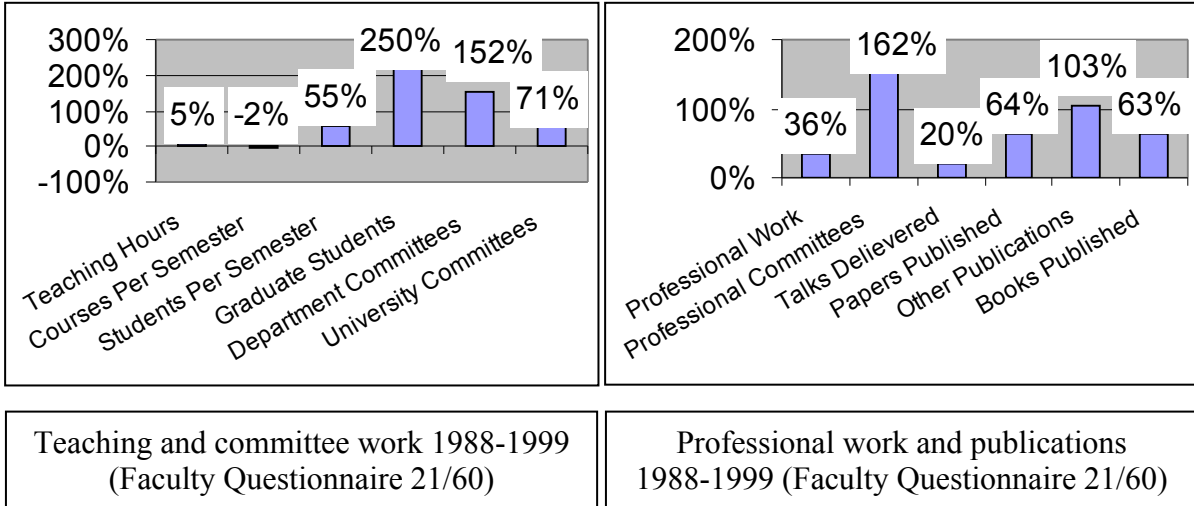


Most popular historical figures
(Directory - BA Departments)

13.8%.

History of philosophy and value theory constitute 44% of the research interests. If epistemology, logic and philosophy of mathematics, metaphysics, philosophy of language, philosophy of mind and philosophy of science are added to them, the total represents 82% of the research interests in our philosophical community. The other 18% covers a very wide range of areas. Clearly, the interests that have been recorded do not give a complete picture of the research interests in Canada. Much is hidden in the various categories and sub-fields, but it would be impossible to list individual research projects of all those doing research in Canada. What the data reveals, however, is that we are a diverse group with wide ranging interests that cover almost all the research areas in philosophy.

How do individual faculty members think that they are doing? I sent out a questionnaire to 60 randomly selected faculty, 21 of whom responded and who have been teaching an average of 23 years. The longest serving faculty member, who replied, has been at it 45 years and the most

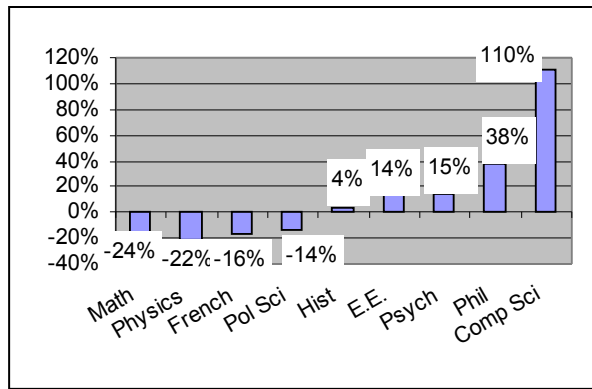


recent 9 years. The first graph is about teaching and department and university activities, the second about professional activities and publications.

It is interesting to note that the number of students taught has gone up by 55% and the number of graduate students supervised by 250%. As we shall see, several other data sources indicate substantial increases in enrollment and in the number of graduate students, although not as high as the percentages from the questionnaire. Although the number of students has increased, the number of hours and courses taught has not changed significantly. This must mean that there are more students per course. The overall picture is that of a professorate whose workload has increased substantially.

What about our students? Data about student enrollments falls into four categories: the number of students taking philosophy courses, the number in programmes that are designated as philosophy, including BA, MA and Ph.D. programmes, as well as qualifying years, certificate programs, etc., the number in B.A. M.A. and Ph.D. programmes and the number obtaining degrees in philosophy. I have fairly complete data about the three last categories, but only some partial data about the first. In the 44 returned questionnaires sent to departmental secretaries, 15 provided somewhat useable information about total student enrollments. If these are accurate, there has been a 33% increase in the number of students taking philosophy courses.

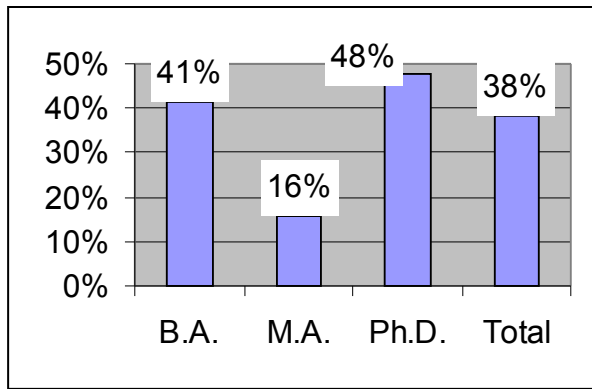
There is more accurate data from Statscan that allows us to draw a number of conclusions about the other categories. Let us begin with enrollments in programmes, qualifying years, post bacheloreate studies, etc. Philosophy has done very well compared with a number of other disciplines.



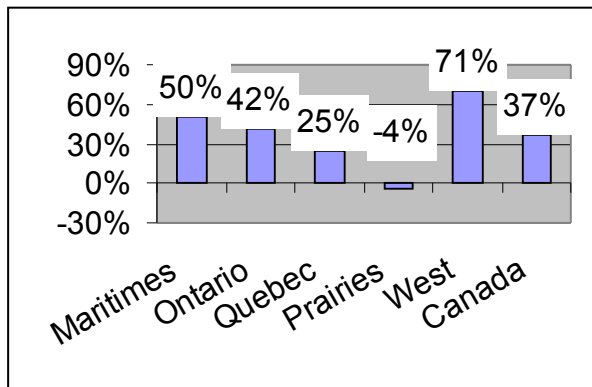
Percentage change in full time enrollments
1988-1998 (Statscan 133 Institutions)

The number of institutions from which this data is drawn varies according to discipline, from 78 for psychology and 30 for electrical engineering in 1988 and for philosophy from 61 in 1988 to 68 in 1998. Some of the results here are not very surprising. It is to be expected that computer science had a large increase in enrollments, but the philosophy increase is surprising. 38% is a very large increase, larger even than psychology or history. It might be thought that the high percentage increase could be accounted for by the fact that 68 institutions reported philosophy enrollments in 1998, but only 61 in 1988. If the additional institutions are discounted, the percentage increase in enrollments is still 37.9%.

The percentage increase in enrollments is equally impressive when only philosophy BA, MA and Ph.D. programmes are considered, 38%. There is not, however, a uniform increase across degrees; enrollments in BA and Ph.D. degree programmes have increased more than in MA programmes.

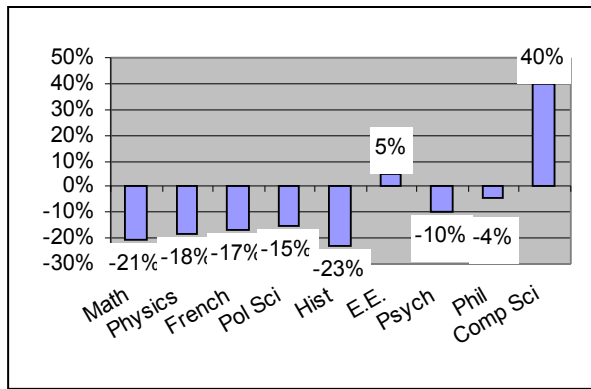


Percentage change in full time enrollments
 1988-1998 (Statscan: 1988 - 60, 29, 17;
 1994 - 65, 32, 18; 1998 - 68, 32, 19)



Percentage change in full time philosophy
 enrollment 1988-1998
 (Statscan)

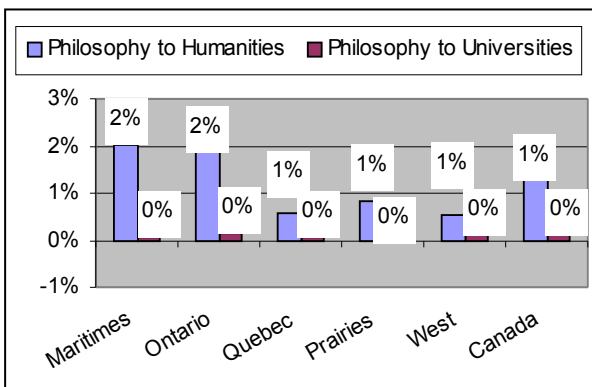
Nor is there a uniform change in enrollments across the country. It is much greater in the west than in other regions. The explanation for this can't be demographic, since the second highest increase is in the Maritimes, an area in which there has been a relative decrease in population. Although there has been a large increase in the last ten years, in the last 4 years, there has been a decline of 4% in philosophy enrollments, but the decrease compares favourably with other disciplines.



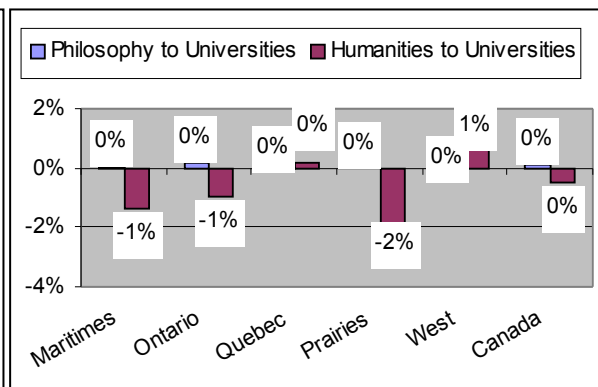
Percentage change in full time enrollments 1994-1998 (Statscan 133 Institutions)

Only electrical engineering and computer science have had an increase in enrollments; all the other disciplines have had a decrease and among these, philosophy's 4% is the lowest.

Over the last ten years, there has been an increase in university enrollments. Has philosophy kept pace with it? How has it done relative to the humanities? Have the humanities kept pace with the increase in university enrollments? What is surprising is that philosophy's enrollments have had



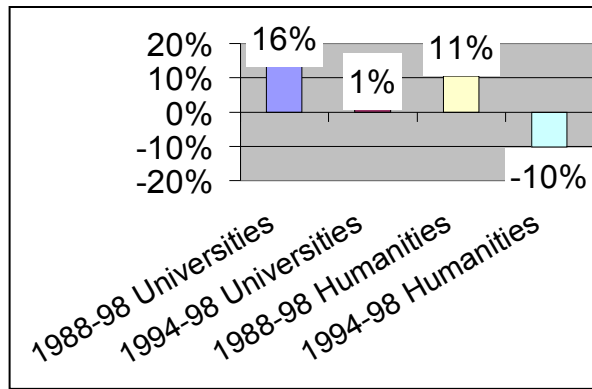
Percentage change of full time philosophy enrollments to humanities and university enrollments 1988-98 (Statscan 133 Institutions)



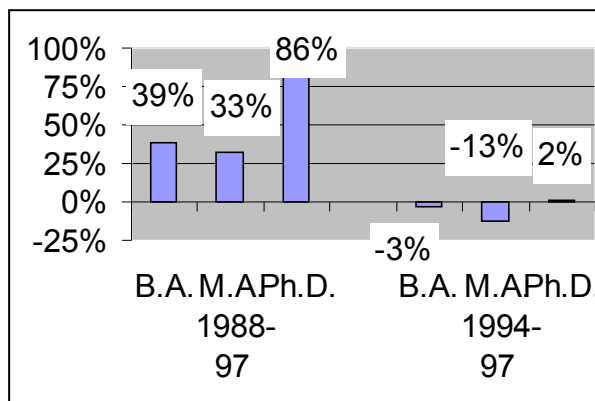
Percentage change in philosophy to universities and humanities to universities enrollments full time, 1988-98 (Statscan 133 Institutions)

a greater increase than humanities and university enrollments, while humanities has lost ground relative to university enrollments.

During the periods 1988-98 and 1994-98, university enrollments have increased, while enrollments in humanities increased across the ten year span, but decreased over the last four years.

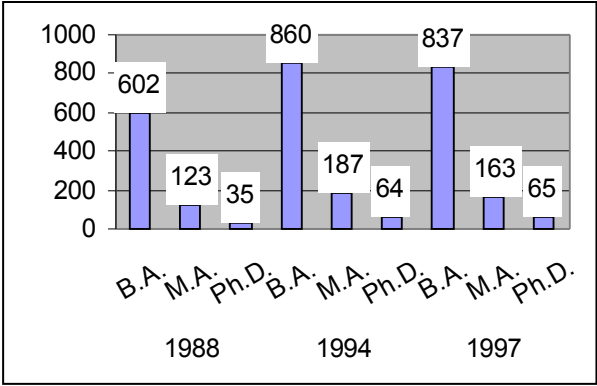


Percentage change in university and humanities enrollments (Statscan)

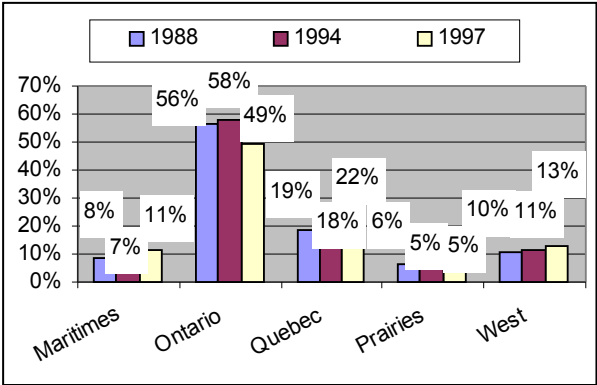


Percentage change in degrees granted 1988 – 1997 (Statscan)

There has not only been an increase in enrollments, but over the last nine years, there has been a substantial increase in the number of degrees granted in philosophy. In the last three years, there has been, however, a percentage decrease in the number of BA's and M.A.'s granted, but a slight increase in the number of Ph.D's.

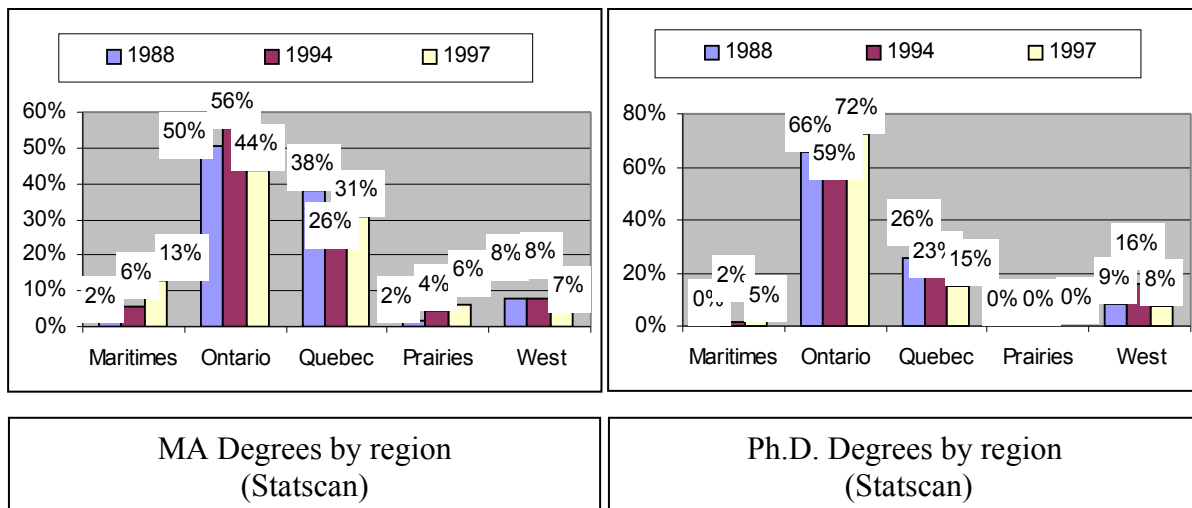


B.A., M.A. AND PH.D. Degrees
1988 – 1997 (Statscan)



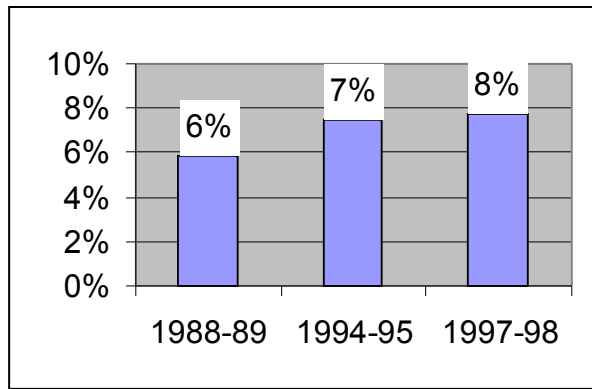
BA degrees by region
(Statscan)

The number of degrees granted across the country is not distributed proportional to the population of the regions.



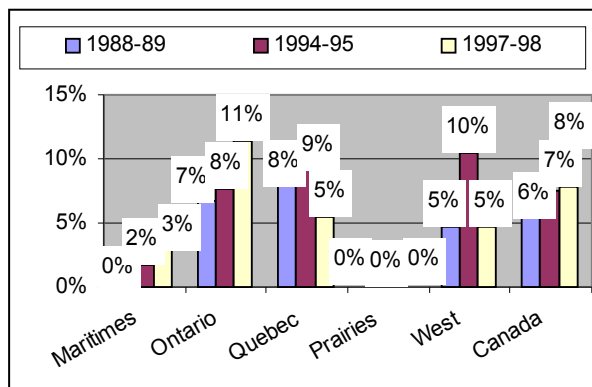
Over the nine year period, Ontario, with about a third of the population, has produced on average of more than 50% of the BA's M.A.'s and Ph.D.'s. There has been a slight decline in the percentage of the BA's and M.A.'s it has granted, but it has produced an increasing percentage of the Ph.D's rising from 66% in 1988 to 72% in 1997. It is interesting to note that Quebec's percentage of M.A.'s, 31% in 1997, is higher than its percentage of the population, less than 25%. What might explain this is that the Cegeps have jobs for philosophers with MA's.

It would be interesting to know what percentage of our BA's go on to receive a Ph.D. from our universities. Let us call this the 'retention rate.' Given the data that I have available, it is difficult to generate a precise retention rate. The reason is that a certain number of the students in our Ph.D. programmes have out of country BA's. Hence, in taking a ratio of the number of Canadian Ph.D. degrees to the number of Canadian BA degrees, the percentage generated does not accurately represent the retention rate, although it should not be far off the mark.



Ratio of BAs to PhDs
(Statscan)

I would suspect that most of the students in our Ph.D. programmes have Canadian BA's. From 1998 to 1997, there has been a modest 2% increase in the retention rate. This could be accounted for either by an increase in the number of BA students from non-Canadian institutions or by an increase in the number of our own BA's receiving Canadian Ph.D.'s. My guess is that it is the latter. It is also interesting to note that the greatest increase was in the period 1988-1994, but there was, as well, a slight increase, .4%, in the period 1994-1997, despite a clear worsening of the job market.

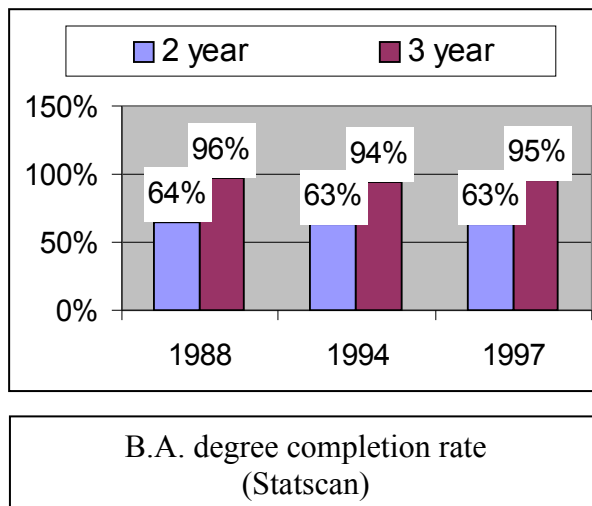


Ratio of BAs to PhDs by region
(Statscan)

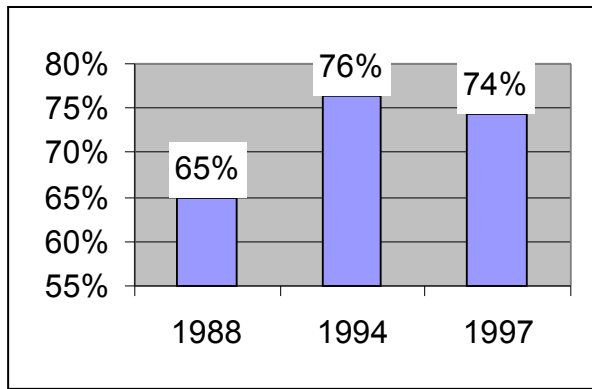
Retention rates are not spread uniformly across the country. Ontario Ph.D. programmes are able to attract a greater percentage of Ontario BA's than other provinces, 11% in 1997-98. It might be wondered why I have assumed that most Ontario BA's receive their Ph.D.'s at Ontario universities. A substantial proportion of the BA degrees in philosophy are produced in Ontario, and an even greater proportion, if we exclude Quebec francophones. My assumption is that they continue on in French speaking universities. Consequently, it is more than likely that a very high proportion of those who received Ontario Ph.D.'s received their BA's there as well.

This does not give a complete picture of the number of Canadians studying or receiving degrees in philosophy. The obvious reason is that a certain number, especially English speaking Canadians, go abroad to study, especially for their Ph.D.'s. My guess is that the vast majority of French speaking BA's continue their studies in Canada, but the data I have is silent on Canadians studying abroad.

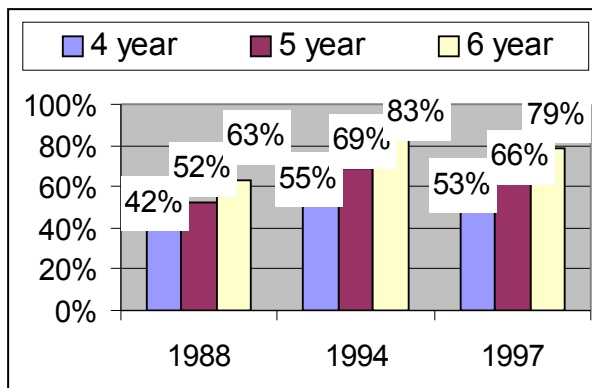
What percentage of those who sign up for philosophy degrees complete them? It is difficult to generate a precise answer to this question from the available data. The reason is that the data for BA degrees is for students graduating in a particular year, but the enrollment data for a particular year includes students across their undergraduate and graduate programmes. There is no simple way to distribute the numbers across the years, since Quebec's BA programmes are three years, while the rest of Canada's are four years. In addition, most students outside of Quebec do not decide on a major until their second or third year, but in Quebec, it is probably in their first or second year. There are also problems with calculating the completion rate for students in Ph.D. programmes. Again, it is a problem of distributing the enrollments across the years. How long is a Ph.D. programme? And what is the 'normal' amount of time students take to complete their degrees? This varies from university to university. Despite this, it is possible to arrive at



completion rates by making different assumptions about the distribution of the enrollments. For BA programmes, I have assumed that undergraduates sign up in either their second or third year. The MA completion rate is easier to calculate, since MA programs are normally two years.



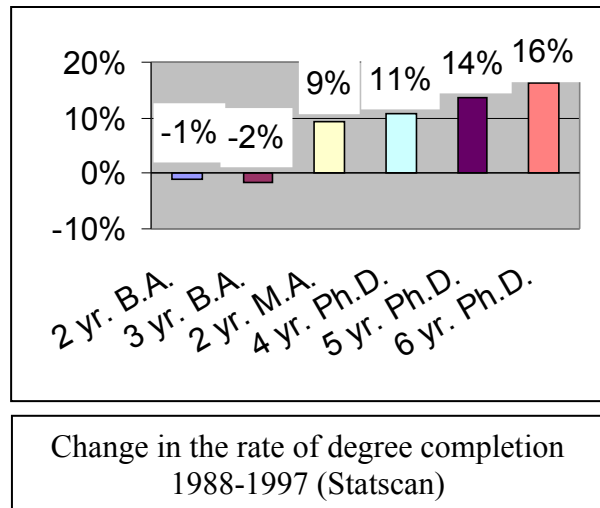
M.A. degree completion rate
(Statscan)



Ph.D. Degree completion rate
(Statscan)

Calculating the completion rate for Ph.D. students is more complicated, since completion of a Ph.D. can take from four to six years.

What is interesting is that the completion rates have varied from 1988-1997. They have decreased slightly for BA's, but increased for MA's and Ph.D.'s.



In English Canada, four departments produce the bulk of the Ph.D.'s, the University of Toronto, the University of Western Ontario, the University of Ottawa and the University of Guelph.

Ph.D.'s in Canada								
14	+	9	+	9	+	5	=	37
Toronto		UWO		U of Ottawa		Guelph		Total
37 - 4 (U of Ottawa francophones)							=	33
33/65 Ph.D.'s in 1999				=	50% of Ph.D.'s in Canada			
65 - (4 U of Ottawa + 6 Quebec) = 55 Ph.D.'s								
33/55				=	60% of Ph.D.'s in English Canada			
1995								
32 Ph.D.'s from TO, UWO, U of O, and Guelph 50% in Canada; 67% in English Canada								
Ph.D.'s in French Canada								
1999								
4	+	3	=	7				
U of Ottawa		Laval						
7/10 Ph.D.'s in 1999				=	70% of Ph.D.'s in French Canada			
1995								
7	+	3	=	10				
U of M		U of Ottawa						
10/16				=	76% of Ph.D.'s in French Canada			

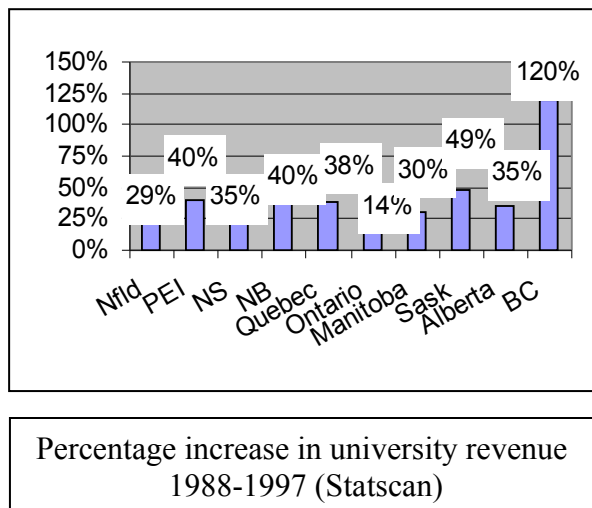
In 1999, they generated 14, 9, 9 and 5 Ph.D.'s respectively, for a total of 37. This is more than half of the 65 Ph.D.'s produced in Canada for that year. If 4 from the University of Ottawa are subtracted from the total, on the assumption that they are francophones, then the four universities produced 33 Ph.D.'s in philosophy, still more than 50% of the Ph.D.'s in Canada. If we consider just the number of degrees granted to anglophones in Canada, 55, (65-(6 from Quebec and 4 from the University of Ottawa) = 55), then in 1999, these four universities produced 60% of the Ph.D.'s in English Canada. In 1995, they generated 32 anglophone Ph.D.'s, 50% of the Ph.D.'s in Canada and 67% of those in English Canada.

The situation in French Canada is somewhat different. If we assume 4 of the Ph.D.'s granted at the University of Ottawa in 1999 were francophones, then 10 Ph.D.'s were granted to francophones in 1999, 4 from the University of Ottawa and 3 from the University of Laval, representing 70% of the Ph.D.'s granted. In 1995, the francophone universities in Quebec produced 13 Ph.D.'s. Adding 3 from the University of Ottawa yields 16, 7 from the University of Montreal and 3 from the University of Ottawa that represents 76% of the Ph.D.'s awarded for the year. The conclusion is that a handful of universities in both English and French Canada dominate the production of Ph.D.'s in the country.

How well do our Ph.D.'s do on the job market? 3 of the 7 departments that produce most of the Ph.D.'s in Canada replied to the chair's questionnaire in which this question was posed. At the

University of Montreal in 1995, 6 out of 7 and in 1999 1 out of 1 of the Ph.D.'s found jobs, most of them tenure track either in the Cegeps or universities. At the University of Guelph, in 1995 and 1999 all of the Ph.D.'s found jobs and almost all were tenure track. At the University of Toronto, in 1989, 1994 and 1999 all of the Ph.D.'s found jobs, more than half in tenure track jobs. 18 of the tenure track jobs were out of the country and only 4 were in Canada. Three other departments with Ph.D. programmes in philosophy, McGill University, Dalhousie University and the University of Alberta, responded to the questionnaire. They also reported having success in 1995 and 1999 in placing their Ph.D.'s, almost all of whom found jobs, many in tenure track positions. The job success rate of the Ph.D.'s at these institutions should not be taken to indicate success rates across the country, since only 5 of the 17 Ph.D. programmes in Canada responded to the chair's questionnaire. But on the information that they have provided, the job search looks encouraging for our Ph.D.'s.

How well are philosophy departments being funded? There are two questions in the chair's questionnaire the answers to which bear on this, one on the number of sessionals and the other on the number of non-teaching staff. An increase in the former and a decrease in the latter would be evidence that funding for philosophy departments is declining. This appears to be the case. From 1988 to 1998, it seems that there has been a 43% increase in the number of sessionals and a 7% decrease in the non-faculty staff. Again, these results must be treated with caution, since only 13 out of 50 departments answered the chair's questionnaire on which these percentages are based. These results are in accord, however, with the decline in the number of philosophy faculty that also indicates a reduction in the funding for philosophy departments. There is some indication,



however, that money is being spent elsewhere in the universities, since from 1988-1998, total university budgets have increased with an average increase for Canada of 43%. The total revenues include funds from provincial governments, tuition, federal research agencies, etc. The 43% should not be taken to mean that there has been an increase in real dollars in university funding, since there has been inflation over the last ten years. Nor should it be taken to mean that money is being spent on disciplines other than philosophy, since it is possible that the money was used on increased fixed costs, increases in salaries for existing teaching and non-teaching staff, equipment, buildings etc. A much more detailed investigation of university

budgets must be made before any conclusions can be reached about the funding of philosophy departments relative to other departments.

Full Professors in 1989						
220	-	(80	+	10)	=	130
FP 1989		Emeritus		Dead or Moved		FP in 1999 who were FP in 1989
18	+	4	+	6	+	7
HS		BA		PhD		Tenure
					+	10
						FP
					=	45
						Minimum age in 1989
1989 Full Professors in 1999						
45	+	10			=	55
1989		1999				Minimum Age of 1989 FPs in 1999
130	-	(130 X 10%)			=	117
						Precocious
117	-	58			=	59
						Quebec and Manitoba
59	-	(59 X 5%)			=	56
						Shrinkage
56 / 10					=	5.6
						Replacement for Full Professors Per Year
(58 / 2 -		(58 / 2 X 5%) / 10			=	2.8
						Replacement for Full Professors Quebec and Manitoba Per Year

What about the future of philosophy in Canada? Let us consider job prospects. In 1989, there were 220 full professors, 80 of whom by 1999 had received emeritus status and 10 of whom presumably either died or left the country. This leaves 130 who were full professors in 1989 still in the rank in 1999. Let us suppose that the minimum age for being awarded the Ph.D. is 28, 18 to high school graduation, 4 years for a BA and 6 years for the Ph.D. Let us suppose further that promotion comes with tenure and that it takes 7 years to tenure. This means that the minimum age for an associate professor is 35. Lastly, let us assume that it takes another 10 years to be promoted to full professor. Thus, those who are currently full professors and were full professors ten years ago are almost all now at least 55. To make allowances for the precocious, let us subtract 10% from those in the rank. This gives us 117 of the current full professors who are at least 55. Quebec and Manitoba, I believe, do not have mandatory retirement. Let us subtract those full professors, 58, from the total. This leaves 59 full professors who will be retiring over the next ten years. If philosophy replacement positions are not cut, then there will be 5.9 new positions a year for the next ten years. We have seen, however, that the total faculty count has declined by either 2% based on the *Directory* or 8% based on the Statscan data. Let us take 5%, the average of the two, and suppose this decline will continue over the next ten years. This would mean that there would only be 56 replacements for an average of 5.6 positions a year. Not all Manitoba and Quebec full professors who were full professors ten years ago will continue to teach much past 65. Let us suppose that half of them retire in the next ten years. Taking into consideration the 5% predicted reduction in philosophy faculty, this still adds another 2.8 positions a year for a total of 8.4. This does not include the associate professors who will be retiring in the next ten years.

216	-	Associate Professors in 1989	68	=	148
Associate Professors in 1989		promoted APs in 1999 who were APs in 1989			
		1989 Associate Professors in 1999			
148	-	Precocious	(148 X 10%)	=	133
133	-	Quebec and Manitoba	35	=	98
98	-	Shrinkage	(98 X 5%)	=	93
35		Age Range of APs in 1989	45		55
Min.		Median			Max.
45	+	Age Half of APs in 1999	10	=	55
Median		Age in 1999			
93/2		Number of AP's Age 55 in 1999		=	46
46/10		Replacement Positions Per Year		=	4.6
(35/2)	-	Replacement in Quebec and Manitoba	(35/2 X 5%) / 10	=	1.6
		TOTAL JOBS PER YEAR - 2001-2011			
5.6	+	2.8	+	4.6	+
FP		Q&M FP		AP	
				1.6	=
				Q&M AP	
					=
					14.6
					Total Jobs

After the number of associate professors who were promoted to full professor over the last ten years are subtracted from the number in the rank in 1989, we are left with 148. Let us again subtract 10% to account for the precocious, the associate professors from Manitoba and Quebec and 5% for the predicted reduction in philosophy faculty. For 1989, this yields 93 associate professors with the minimum age of 35. Let us suppose that the maximum age was 55. This gives a median of 45. Thus, the minimum age of half of the 93 is now 55. Hence, 46 of these will be retiring in the next ten years adding 4.6 positions a year to the total. If we add in half of those from Manitoba and Quebec and factor in the 5% shrinkage, there will be an additional 1.6 positions a year. If we now add all these together, we have 14.6 tenure track replacement positions a year for the next ten years (4.6+1.6+8.4). This might seem to be a great many positions, but we should keep in mind that in 1999, Canada produced 65 Ph.D.'s, a number that has remained steady over the last 4 years. It was 64 in 1995. This number must be reduced to take into consideration a percentage of foreign Ph.D.'s who are not illegible for jobs and of Ph.D.'s who already have jobs, for example, those who have positions in junior colleges or Cegeps. Let us suppose that this represents 15% of the Ph.D.'s produced each year in Canada. This still leaves 45 a year. A number of these will take jobs out of the country. Let us suppose that this is 10% of the total. We are left with approximately 40 Ph.D.'s a year with Canadian citizenship who will be seeking jobs in Canada. This number is more than adequate to fill all the positions that might be opening up as replacement positions in the next 10 years without taking into account the number of Canadians who received Ph.D.'s abroad. What has been left out of these calculations is the number of positions that will become available in the institutions that do

not grant degrees in philosophy including junior colleges and Cegeps about which I do not have much data. It is my guess that there will be a substantial number of positions that will come open in these institutions, but it is unlikely that the number will match the current output of Ph.D.'s being produced in Canada who will be applying for jobs in the country.

There might well be more than replacement positions. Enrollments in philosophy have gone up dramatically in the last ten years, 38%, although there has been a decline of 4% in the last 4 years. If enrollments were again to pick up, there might well be enrollment driven new positions. But this is very hard to predict, since it depends on the number of students currently in high school, participation rates in universities, the level of high school and university age immigration and the money that will be made available to universities. It is possible to determine some of this, but probably difficult or almost impossible to predict with any confidence what the enrollments and resulting faculty positions will be like over the next ten years. In addition, it goes well beyond the modest picture that I have tried to give you today about the state of our discipline.

To sum up, over the last ten years, there has been a decline in the number of philosophy faculty of about 10%, 8% if only departments that give at least a BA in philosophy are counted. This decrease is higher than the decrease in a number of other disciplines and in university faculty. During the same period, there has been an increase in the number of student enrollments, 38%, which is much higher than in comparable disciplines, and in the humanities and universities as a whole. There has also been a sizable increase in the number of philosophy degrees, a 41% increase in BAs and 87% in Ph.D.'s. At the same time, there has been, apparently, a reduction in funding of philosophy departments. So enrollments are going up and the number of faculty are going down. The ratio between the two seems to be higher in philosophy than in a number of other disciplines. This came as quite a surprise to me and I imagine to you. More importantly, it is probably not widely known among administrators. Of course, administrators are not going to be impressed with data that aggregates enrollments and the number of faculty across the country. What they want to know about are local conditions. If what I say is accurate, then in most institutions, the same decline in the number of faculty and the increase in the number of students should hold. And this, I would think, can be used as a powerful argument for not reducing, and even for augmenting, the number of positions and the amount of money that goes to philosophy. Good luck!

Acknowledgements

Many people helped me with this report. I would like to thank the department assistants, chairs and faculty members who answered the three questionnaires that I sent out over the course of the last year. I appreciate their taking time out of their busy schedules to answer the questions and putting up with my telephone calls, letters and emails urging them to send in the questionnaires. In addition, I would like to thank Michael Smith, David Zimmerman, Ed Hundert, Roger Seamon, Claude Panaccio and Sam Black for their useful comments that helped me improve the report. Moreover, I owe a debt of gratitude to my assistant, Kevin Wong, who gathered and analyzed a good deal of the data on which the report is based and generated most of the graphs that help make the report understandable. I could not have done the report without his intelligent and diligent assistance. Lastly, I would like to thank my wife, Lysiane Gagnon, for providing the French translation of part of the oral report that I gave at the Congress 2000 Annual General Meeting of the Canadian Philosophical Association, for putting up with the long hours that I spent in front of the computer to prepare the report and for her constant encouragement and support.

Appendices

Questionnaire Sent to Departmental Assistants

Dear Sir/Madam:

I am writing to you in my capacity as president of the Canadian Philosophical Association. I am in the process of assembling a database about departments of philosophy across Canada. I am doing this for my presidential address in May and to provide departments with information that might help them with their discussions with administrators and outside funding agencies. It also might be helpful for current and future students.

I need your help. I wonder whether you could provide me with the following that contains information about your department? The Philosophy Department's

University catalogue entry:	Available _____	Not Available _____
Description of its major, honours, masters and/or Ph.D. programmes:	Available _____	Not Available _____
Most recent report that lists its activities:	Available _____	Not Available _____
Full time faculty members:	Available _____	Not Available _____
List of the recent publications of its full time members:	Available _____	Not Available _____

I would appreciate having some or all of the above information in electric format sent to me as attachments in an email, if that is possible. If not, could you send the information by regular mail to me at

Professor Steven Davis
Philosophy Department
Simon Fraser University
Burnaby, B.C. V5A 1S6

If you send the information to me by regular mail, would you send me an email letting me know that you are doing so? If there is anything else that you think that would help me in collecting data about your department, would you send it along as well, a history of your department, for example?

There are a few questions that I would like answered, if you have the information. If you have only part of the information, would you please fill in what you can? If you don't have the information, could you give the questionnaire to someone in your department who has and asked him or her to complete it and to send it to me either by email or regular mail?

I have included the questionnaire below as an RTF attachment.

I would like to thank you for taking time out of your busy work schedule to provide me with the information.

Sincerely yours,
Steven Davis
President,
Canadian Philosophical Association

Canadian Philosophical Association Questionnaire
Data about Philosophy Departments in Canada 1988-89, 1993-94, and 1998-99
Collected by
Steven Davis, President, CPA

Name of university _____

What courses do other departments require? Name of course, e.g. Introduction to Philosophy 100.

_____ What department? _____
 _____ What department? _____
 _____ What department? _____
 _____ What department? _____
 _____ What department? _____

What are your large enrollment courses? Name of course, e.g. Introduction to Philosophy 100.

_____ How many students? 200-300 ___ 300-500 ___ 500+ ___ Exact number ___
 _____ How many students? 200-300 ___ 300-500 ___ 500+ ___ Exact number ___
 _____ How many students? 200-300 ___ 300-500 ___ 500+ ___ Exact number ___
 _____ How many students? 200-300 ___ 300-500 ___ 500+ ___ Exact number ___

What are the courses for which enrollment is capped? Name of course, e.g. Introduction to Philosophy 100.

_____ What is the maximum number of students allowed in the course? _____
 _____ What is the maximum number of students allowed in the course? _____
 _____ What is the maximum number of students allowed in the course? _____
 _____ What is the maximum number of students allowed in the course? _____

How many undergraduates took philosophy courses in

1989: 25-50 ___ 50-100 ___ 100-200 ___ 200-500 ___ 500+ ___ Exact number ___
 1994: 25-50 ___ 50-100 ___ 100-200 ___ 200-500 ___ 500+ ___ Exact number ___
 1999: 25-50 ___ 50-100 ___ 100-200 ___ 200-500 ___ 500+ ___ Exact number ___

How many undergraduate majors in

1989: 0-5 ___ 5-10 ___ 10-20 ___ 20-50 ___ 50-100 ___ 100+ ___ Exact number ___
 1994: 0-5 ___ 5-10 ___ 10-20 ___ 20-50 ___ 50-100 ___ 100+ ___ Exact number ___
 1999: 0-5 ___ 5-10 ___ 10-20 ___ 20-50 ___ 50-100 ___ 100+ ___ Exact number ___

How many undergraduate minors in

1989: 0-5 ___ 5-10 ___ 10-20 ___ 20-50 ___ 50-100 ___ 100+ ___ Exact number ___
 1994: 0-5 ___ 5-10 ___ 10-20 ___ 20-50 ___ 50-100 ___ 100+ ___ Exact number ___
 1999: 0-5 ___ 5-10 ___ 10-20 ___ 20-50 ___ 50-100 ___ 100+ ___ Exact number ___

How many honours students in

1989: 0-5 ___ 5-10 ___ 10-20 ___ 20-50 ___ 50-100 ___ 100+ ___ Exact number ___
 1994: 0-5 ___ 5-10 ___ 10-20 ___ 20-50 ___ 50-100 ___ 100+ ___ Exact number ___
 1999: 0-5 ___ 5-10 ___ 10-20 ___ 20-50 ___ 50-100 ___ 100+ ___ Exact number ___

How many students graduating with a major in philosophy in

1989: 0-5 ___ 5-10 ___ 10-20 ___ 20-50 ___ 50-100 ___ 100+ ___ Exact number ___
 1994: 0-5 ___ 5-10 ___ 10-20 ___ 20-50 ___ 50-100 ___ 100+ ___ Exact number ___

1999: 0-5 _____ 5-10 _____ 10-20 _____ 20-50 _____ 50-100 _____ 100+ _____ Exact number _____

How many honours students graduating with an honours degree in philosophy in

1989: 0-5 _____ 5-10 _____ 10-20 _____ 20-50 _____ 50-100 _____ 100+ _____ Exact number _____

1994: 0-5 _____ 5-10 _____ 10-20 _____ 20-50 _____ 50-100 _____ 100+ _____ Exact number _____

1999: 0-5 _____ 5-10 _____ 10-20 _____ 20-50 _____ 50-100 _____ 100+ _____ Exact number _____

How many masters students in

1989: 0-5 _____ 5-10 _____ 10-20 _____ 20-50 _____ 50+ _____ Exact number _____

1994: 0-5 _____ 5-10 _____ 10-20 _____ 20-50 _____ 50+ _____ Exact number _____

1999: 0-5 _____ 5-10 _____ 10-20 _____ 20-50 _____ 50+ _____ Exact number _____

How many masters students granted degrees in

1989: 0-5 _____ 5-10 _____ 10-20 _____ 20-50 _____ 50+ _____ Exact number _____

1994: 0-5 _____ 5-10 _____ 10-20 _____ 20-50 _____ 50+ _____ Exact number _____

1999: 0-5 _____ 5-10 _____ 10-20 _____ 20-50 _____ 50+ _____ Exact number _____

How many Ph.D. students in

1989: 0-5 _____ 5-10 _____ 10-20 _____ 20-50 _____ 50+ _____ Exact number _____

1994: 0-5 _____ 5-10 _____ 10-20 _____ 20-50 _____ 50+ _____ Exact number _____

1999: 0-5 _____ 5-10 _____ 10-20 _____ 20-50 _____ 50+ _____ Exact number _____

How many Ph.D. students granted degrees in

1989: 0-5 _____ 5-10 _____ 10-20 _____ 20-50 _____ 50+ _____ Exact number _____

1994: 0-5 _____ 5-10 _____ 10-20 _____ 20-50 _____ 50+ _____ Exact number _____

1999: 0-5 _____ 5-10 _____ 10-20 _____ 20-50 _____ 50+ _____ Exact number _____

Mail or email to:

Steven Davis
Philosophy Department
Simon Fraser University
Burnaby, B.C. V5A 1S6
sdavis@sfu.ca

Questionnaire Sent to Department Chairs

CPA CHAIR'S QUESTIONNAIRE 2000

Please return to Steven Davis, Philosophy Department, SFU, Burnaby, BC, V5A 1S6 by **March 31**

University _____ Name _____

If the information is not available, will you please mark "N/A" in the box?

1. 1989-90 Departmental non-salary budget per faculty member (approximate amount)

1994-95 Departmental non-salary budget per faculty member (approximate amount)

1998-99 Department non-salary budget per faculty member (approximate amount)

2. Percentage decline of non-salary budget from 1989-90 to 1998-99, if the information above is not available. _____
3. Total University budget 1989-90 _____
Total University budget 1994-95 _____
Total University budget 1998-99 _____
4. Total University enrollment (fte) 1989-90 _____
Total University enrollment (fte) 1994-95 _____
Total University enrollment (fte) 1998-99 _____
(fte = full time equivalent)
5. Number of non-faculty staff 1989-90
0-1 _____ 2-3 _____ 4-5 _____ 5+ _____ Exact Number _____
Number of non-faculty staff 1994-95
0-1 _____ 2-3 _____ 4-5 _____ 5+ _____ Exact Number _____
Number of non-faculty staff 1998-99
0-1 _____ 2-3 _____ 4-5 _____ 5+ _____ Exact Number _____
6. Standard teaching course load per semester for faculty members in 1989-90
2 _____ 3 _____ 4 _____ Exact Number _____
Standard teaching course load per semester for faculty members in 1994-95
2 _____ 3 _____ 4 _____ Exact Number _____
Standard teaching course load per semester for faculty members in 1998-99
2 _____ 3 _____ 4 _____ Exact Number _____
7. Standard hourly teaching load per semester for faculty members in 1989-90
3 _____ 6 _____ 9 _____ Exact Number _____
Standard teaching course load per semester for faculty members in 1994-95
3 _____ 6 _____ 9 _____ Exact Number _____
Standard teaching course load per semester for faculty members in 1998-99
3 _____ 6 _____ 9 _____ Exact Number _____
8. Number of sessionals per semester 1989-90
0-2 _____ 3-4 _____ 5-7 _____ 7+ _____ Exact Number _____
Number of sessionals per semester 1994-95
0-2 _____ 3-4 _____ 5-7 _____ 7+ _____ Exact Number _____

Number of sessionals per semester 1998-99
0-2 ___ 3-4 ___ 5-7 ___ 7+ ___ Exact Number _____

9. Number of Ph.D.'s granted in 1989-90
0-2 ___ 3-4 ___ 5-7 ___ 7+ ___ Exact Number _____
Number of Ph.D.'s granted in 1994-95
0-2 ___ 3-4 ___ 5-7 ___ 7+ ___ Exact Number _____
Number of Ph.D.'s granted in 1998-99
0-2 ___ 3-4 ___ 5-7 ___ 7+ ___ Exact Number _____

10. Number of Ph.D.'s placed in tenure track jobs in 1989-90
0-2 ___ 3-4 ___ 5-7 ___ 7+ ___ Exact Number _____
Number of Ph.D.'s placed in tenure track jobs in 1994-95
0-2 ___ 3-4 ___ 5-7 ___ 7+ ___ Exact Number _____
Number of Ph.D.'s placed in tenure track jobs in 1998-99
0-2 ___ 3-4 ___ 5-7 ___ 7+ ___ Exact Number _____

11. Number of Ph.D.'s placed in non-tenure track jobs in 1989-90
0-2 ___ 3-4 ___ 5-7 ___ 7+ ___ Exact Number _____
Number of Ph.D.'s placed in non-tenure track jobs in 1994-95
0-2 ___ 3-4 ___ 5-7 ___ 7+ ___ Exact Number _____
Number of Ph.D.'s placed in non-tenure track jobs in 1998-99
0-2 ___ 3-4 ___ 5-7 ___ 7+ ___ Exact Number _____

12. Where were the Ph.D.'s placed?

13. Salary range for Assistant Professors _____
Salary range for Associate Professors _____
Salary range for Full Professors _____

Comments:

Questionnaire Sent to 60 Randomly Selected Faculty Members

Faculty Questionnaire CPA 2000

Mail to: Steven Davis, Philosophy Department, SFU, Burnaby, B.C. V5A 1S6

Please return the form by April 30th

Rank: _____ If tenured, what year tenured: _____

Teaching in Graduate Program: Y/N Year begun teaching: _____

Year begun teaching at present institution: _____ Total years of teaching: _____

- =====
1. Number of teaching hours per week in 1999
3-5 ___ 6-8 ___ 9-11 ___ 12+ ___ Exact number _____
 2. Number of teaching hours per week in 1994
3-5 ___ 6-8 ___ 9-11 ___ 12+ ___ Exact number _____
 3. Number of teaching hours per week in 1989
3-5 ___ 6-8 ___ 9-11 ___ 12+ ___ Exact number _____
 4. Number of courses per semester in 1999
1 ___ 2 ___ 3 ___ 4 ___ 5+ ___ Exact number.
 5. Number of courses per semester in 1994
1 ___ 2 ___ 3 ___ 4 ___ 5+ ___ Exact number.
 6. Number of courses per semester in 1989
1 ___ 2 ___ 3 ___ 4 ___ 5+ ___ Exact number.
 7. Number of students taught per semester in 1999
10-20 ___ 20-40 ___ 40-60 ___ 60-80 ___ 80+ ___ Exact number _____
 8. Number of students taught per semester in 1994
10-20 ___ 20-40 ___ 40-60 ___ 60-80 ___ 80+ ___ Exact number _____
 9. Number of students taught per semester in 1989
10-20 ___ 20-40 ___ 40-60 ___ 60-80 ___ 80+ ___ Exact number _____
 10. Number of graduate students supervised in 1999
0 ___ 1-3 ___ 4-6 ___ 7-9 ___ 9+ ___ Exact Number _____
 11. Number of graduate students supervised in 1994
0 ___ 1-3 ___ 4-6 ___ 7-9 ___ 9+ ___ Exact Number _____
 12. Number of graduate students supervised in 1989
0 ___ 1-3 ___ 4-6 ___ 7-9 ___ 9+ ___ Exact Number _____
 13. Number of hours of university committee work per week in 1999
0+ ___ 3+ ___ 6+ ___ 9+ ___ 12+ ___ Exact Number _____
 14. Number of hours of university committee work per week in 1994
0+ ___ 3+ ___ 6+ ___ 9+ ___ 12+ ___ Exact Number _____
 15. Number of hours of university committee work per week in 1989
0+ ___ 3+ ___ 6+ ___ 9+ ___ 12+ ___ Exact Number _____
 16. Number of university committees on which you served in 1999
0 ___ 1-3 ___ 4-6 ___ 6+ ___ Exact number _____
 17. Number of university committees on which you served in 1994
0 ___ 1-3 ___ 4-6 ___ 6+ ___ Exact number _____

18. Number of university committees on which you served in 1989
0 ___ 1-3 ___ 4-6 ___ 6+ ___ Exact number _____
19. Number of hours of professional work (refereeing, editing, etc.) per week in 1999
0+ ___ 3+ ___ 6+ ___ 9+ ___ 12+ ___ Exact Number _____
20. Number of hours of professional work (refereeing, editing, etc.) per week in 1994
0+ ___ 3+ ___ 6+ ___ 9+ ___ 12+ ___ Exact Number _____
21. Number of hours of professional work (refereeing, editing, etc.) per week in 1989
0+ ___ 3+ ___ 6+ ___ 9+ ___ 12+ ___ Exact Number _____
22. Number of professional committees on which you served in 1999
0 ___ 1-3 ___ 4-6 ___ 6+ ___ Exact number _____
23. Number of professional committees on which you served in 1994
0 ___ 1-3 ___ 4-6 ___ 6+ ___ Exact number _____
24. Number of professional committees on which you served in 1989
0 ___ 1-3 ___ 4-6 ___ 6+ ___ Exact number _____
25. Number of talks delivered in 1999
0 ___ 1-3 ___ 4-6 ___ 6+ ___ Exact number _____
26. Number of talks delivered in 1994
0 ___ 1-3 ___ 4-6 ___ 6+ ___ Exact number _____
27. Number of talks delivered in 1989
0 ___ 1-3 ___ 4-6 ___ 6+ ___ Exact number _____
28. Number of papers published in refereed journals in 1999
0 ___ 1-3 ___ 4-6 ___ 6+ ___ Exact number _____
29. Number of papers published in refereed journals in 1994
0 ___ 1-3 ___ 4-6 ___ 6+ ___ Exact number _____
30. Number of papers published in refereed journals in 1989
0 ___ 1-3 ___ 4-6 ___ 6+ ___ Exact number _____
31. Number of others publications in 1999
0 ___ 1-3 ___ 4-6 ___ 6+ ___ Exact number _____
32. Number of others publications in 1994
0 ___ 1-3 ___ 4-6 ___ 6+ ___ Exact number _____
33. Number of others publications in 1989
0 ___ 1-3 ___ 4-6 ___ 6+ ___ Exact number _____
34. Number of books published in 1999
0 ___ 1-3 ___ 4-6 ___ 6+ ___ Exact number _____
35. Number of books published in 1994
0 ___ 1-3 ___ 4-6 ___ 6+ ___ Exact number _____
36. Number of books published in 1989
0 ___ 1-3 ___ 4-6 ___ 6+ ___ Exact number _____

Comments: _____

Bibliography

Bahm, Archie (ed.). (1988) *Directory of American Philosophers 1988-1989*. (Bowling Green, Ohio: Philosophy Documentation Center)

Bahm, Archie (ed.). (1994) *Directory of American Philosophers 1994-1995*. (Bowling Green, Ohio: Philosophy Documentation Center)

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